

Preparatory / Pre-Professional Education Evaluation Form

Student name _____

Date of evaluation _____

Evaluator _____

- Documents:
- transcript(s)
 - course descriptions and syllabi
 - portfolio
 - curriculum tracking sheet

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

Comments:

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.6 Environmental Systems: *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

Comments:

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s) number(s) and title(s)].

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

Comments:

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

Met

Not Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)]

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

Met

Not Met

Partially Met

Evaluator Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for [course(s), number(s), and title(s)].

Comments: