SUP ERB LOCK

SuperBlock studio

Contesting the Cultural Hegemony of the car

The Bernard and Anne Spitzer School of Architecture
The City College of New York
Advanced Studio // Summer 2020

Prof. Gonzalo J. Lopez

Type of Course: **Advanced Studio ARCH 51000 / ARCH 85101 / ARCH 91102**
Class Meetings: **M/T/TH: 3:00PM – 7:10PM**
Instructor: **Gonzalo J. Lopez**
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                     phone: 6462750860
Location: **https://ccny.zoom.us/j/96068021380**
   **Meeting ID: 960 6802 1380**
Semester/Year: **Summer 2020 (Extended Session)**

SuperBlock Studio: Contesting the cultural hegemony of the car

// Course Description & Learning Objectives

In September 2016, the city of Barcelona implemented its first **Superblock**, an urban experiment designed to challenge the mobility of the typical urban road network, based in its 113m x 113 m grid where the car, as in most metropolis around the world, is ubiquitous.

Through the modification of the basic road network and the establishment of differentiated routes for each mode of transport, the Superblock aims to return the public space to the citizen and pedestrian life, while reducing the environmental impacts of vehicles. The first Superblock covers an area of 40 acres in *El Poblenou* neighborhood, gathering 9 blocks of the city grid into a 400m x 400m area with both interior and exterior components. The interior (*intervia*) is closed to motorized vehicles and above ground parking; and the perimeter is where motorized traffic circulates, making up the basic roads.
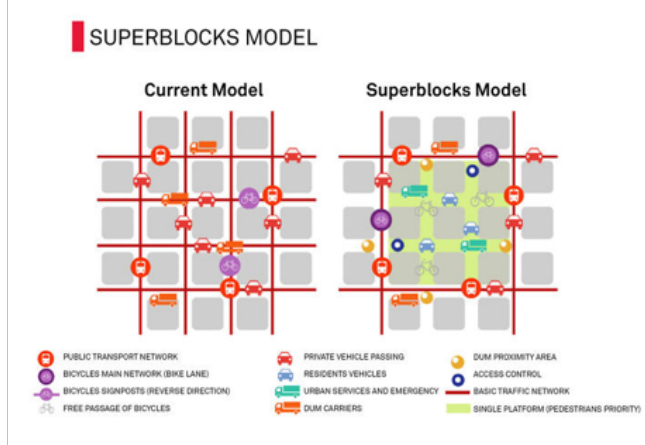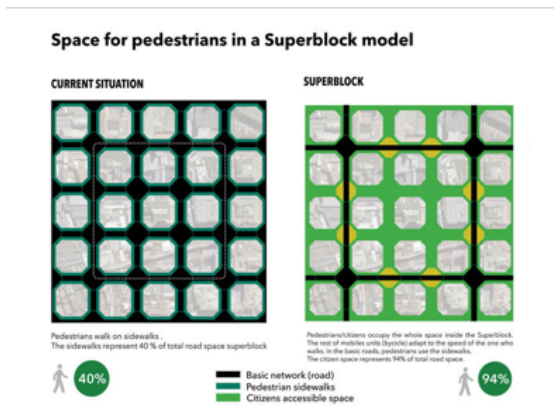
This simple operation, that does not require the implementation of major changes in the urban fabric, opens up a discussion, both current and necessary, about the future of the urban environment, that the studio will take as its starting point, to speculate with architectural scenarios that can be implemented within the superblock background in order to actively engage in the social role of architecture and its impact in modern cities.

The first set of operations implemented in Barcelona's first Superblock were based in tactical actions on the newly liberated public space: reversible temporary measures of quick execution in order to visualize the activities that

could be carried out. The studio will analyze such actions and their impact in current neighbors, and question ideas of use of public space, temporality, and the potential of architecture to generate long term impact structures envisioning the future of the superblock model.

*Tactical interventions in El Poblenou Superblock*

Benedetto Bufalino . The wooden deck over the cars . Logroño . 2019

In 2020, the raise and rapid expansion of the **COVID19** pandemic has brought to the forefront with urgency the discussion on the public space of the city. How can we adapt to the changes that a city as dense as New York will face? following similar strategies to the SuperBlock initiatives, the SuperBlock studio will investigate, following the recommendations of the WHO and other Public Health Organizations, possibilities of adaptation of the space of the street.

The semester starts with research and analysis of the superblock proposal, WHO recommendations, and their suitability for a city like New York, where experiments and speculation are already populating newspapers and gathering attention from the architecture community.

Students, working in pairs, will analyze the superblock implemented in *Poblenou* and look for potential applications in a defined area in Central Harlem, in Manhattan. Students will establish potential traffic patterns, limits, pedestrian areas, bike paths, in order to propose the configuration, number of blocks and functioning of the Superblock. In the

process, students will study the area's community board (Central Harlem – community board 10), the theoretical stakeholders of the projects, and will look for a collective definition of the term '*Public*', in Public Space.
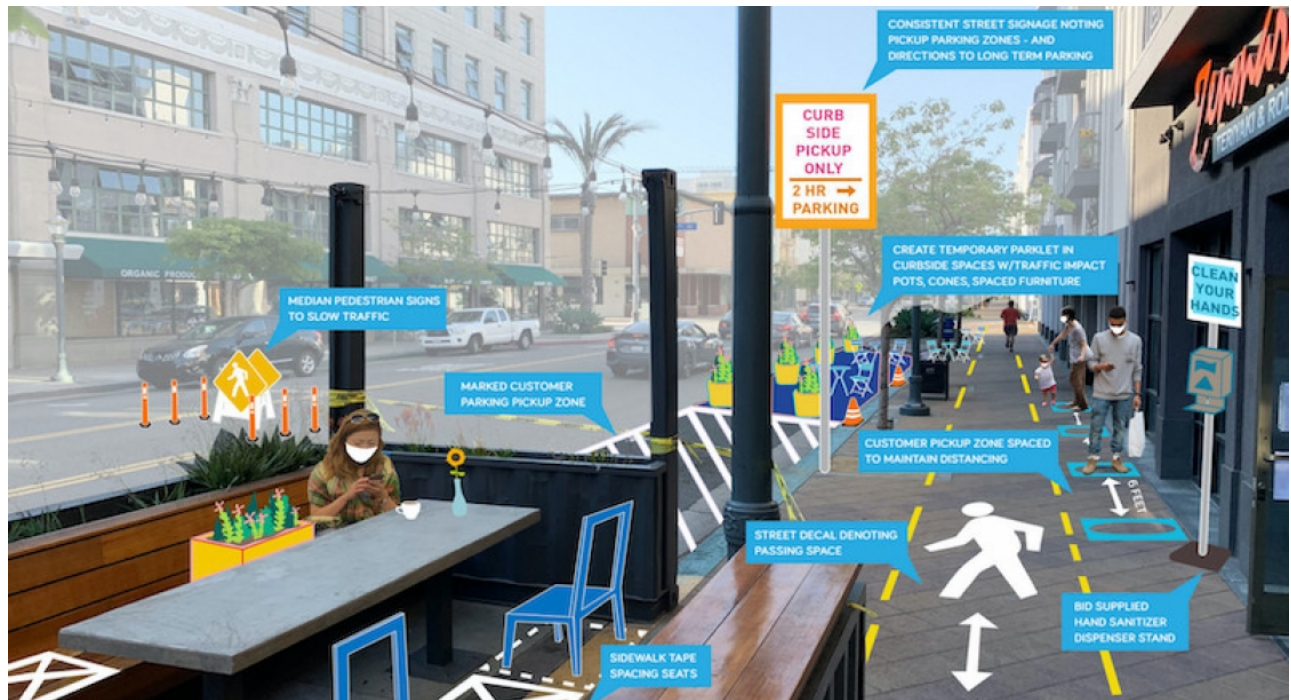
Visualization of a street after COVID19 Quarantine periods . Studio one eleven . 2020

After the first analytical and speculative exercise, the class will develop a proposal for a NYC Superblock, working on a project through three scales:

- City scale: The situation of the superblock within Manhattan, proposal for a traffic redistribution around it. *Work in groups*.

- Superblock scale: Exterior and interior spaces within the Superblock. *(groups optional)*.

- Architectural scale: Each student will identify a potential architectural device that addresses the opportunities offered by the superblock structure and proposes a permanent structure on the site, incorporating the program "**Community Center +**" to it. *Individual work (groups optional)*.

Once students establish the Superblock site, the studio will speculate within the newly created car-free boundaries, taking as a subject of design every urban and architectural element (roads / sidewalks / facades / buildings…)
The students will develop their proposals both collectively and individually.

The deliverables, adapted to remote learning, are set with the intention of generating a collective discussion on the future of the cities, encouraging students to challenge what design can do in different scales and with different implications, within the frame of New York City, a familiar environment in their education.

//01// Barcelona-NYC Superblock//Trans-Media Speculative Collages//1.5 wk//Pairs

Students, working in pairs, will analyze Barcelona's Superblock in PobleNou and WHO's recommendations for cities during the pandemic and identify its characteristics towards a potential application in New York City through the creation of a *speculative trans-media collage*, surveying the Superblock characteristics and imaging its potential uses.
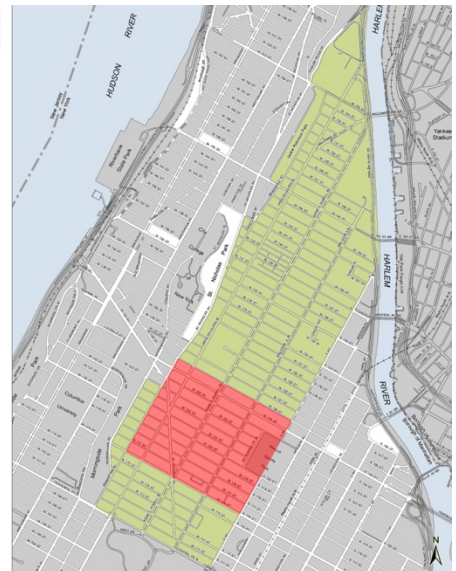
After the analyses + collage of Barcelona's case, the students will start working in a designated area in Manhattan's Central Harlem:

- ***Central Harlem –Community board 10:***
https://www1.nyc.gov/html/mancb10/html/home/home.shtml
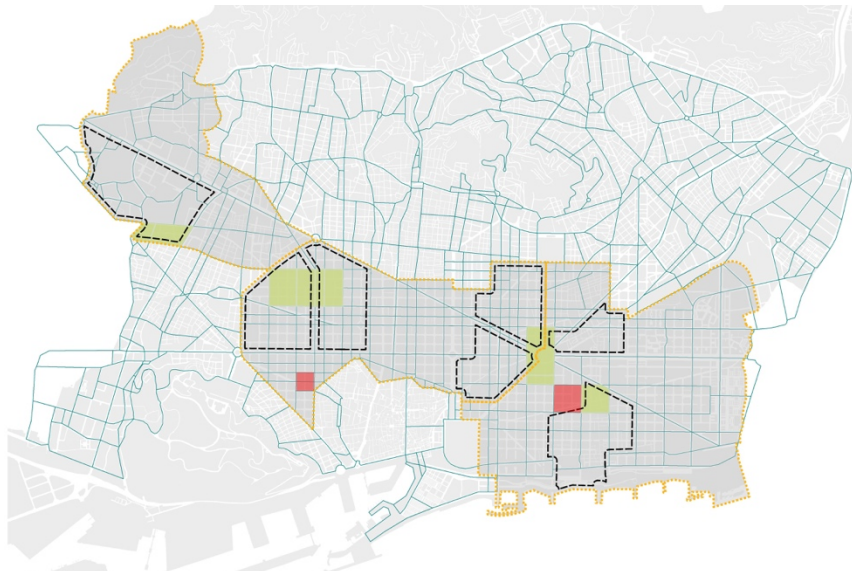
Implemented Superblocks (red) and planned superblocks for phase 1 (green). Barcelona

CB10 Area (green) preferred area of intervention (red). New York

Each group will identify the area within that they want to define as Superblock, proposing number of blocks, adjustments to traffic (car / bike / pedestrian), and liberated public space, re-creating the *speculative trans-media collage* in their Manhattan site, and working on a series of small sketch analytical models (digital and/or physical, depending on availability). The exercise will conclude with a collective pin-up showing the results and a group discussion. Each student will continue working in the area they have analyzed for the next stages of the semester.

Deliverables:

- <u>Slide 01 - Case Study 01 / Barcelona</u>
    24" x 24" Document with the *Poblenou* Superblock analyses.
    16" x 24" Speculative Images of Superblock lessons.   *In Groups*

- <u>Slide 02 - Case Study 02 / Central Harlem</u>
    24"x 24" Document with the assigned Manhattan area analyses and the delimitation of the potential
    New York City Superblock.
    16" x 24" Document with research support on Health Recommendations for NY   *In Groups*
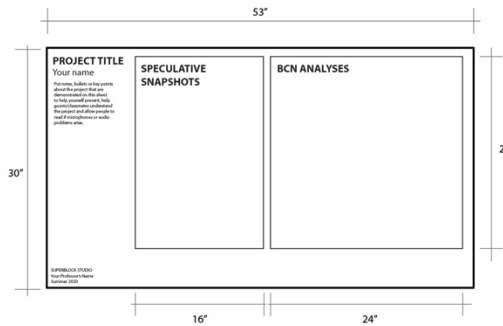
- <u>Slide 03 – Speculative Collage / Central Harlem</u>
    24" x 24" Document with *speculative trans-media collage* for Central Harlem.
    16" x 24" Document with zoom-ins   *In Groups*

- <u>Slide 04 – Abstract sketch model</u>(s) of the Superblock boundaries and its way of operating.
    Street Void
    Street envelope
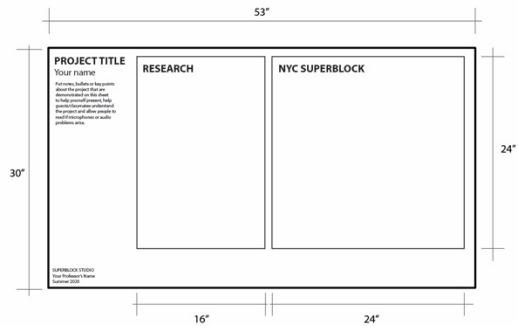   Street Objects (…)   *In Groups*
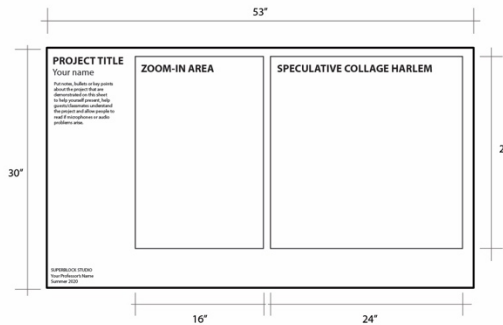
Proposed Digital Layout (guidelines):
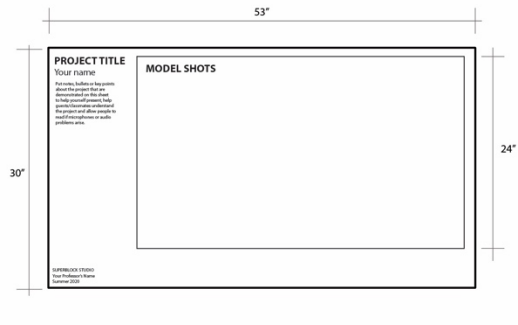
//02// **Manhattan Superblock. Public Enactments. Program definition//1.5 wk//Individual (opt)**

Students will define the programmatic approach to their SuperBlock area, by proposing the traffic systems for cars, bikes and pedestrians, and envision potential uses for the public space. Each student will analyze a series of architectural typologies and their relationship with the city (cultural, shelter, commercial, playgrounds…), in order to argue for the selection of typologies to be develop in the last exercise through a **Community Center + (Architectural Devices)**.
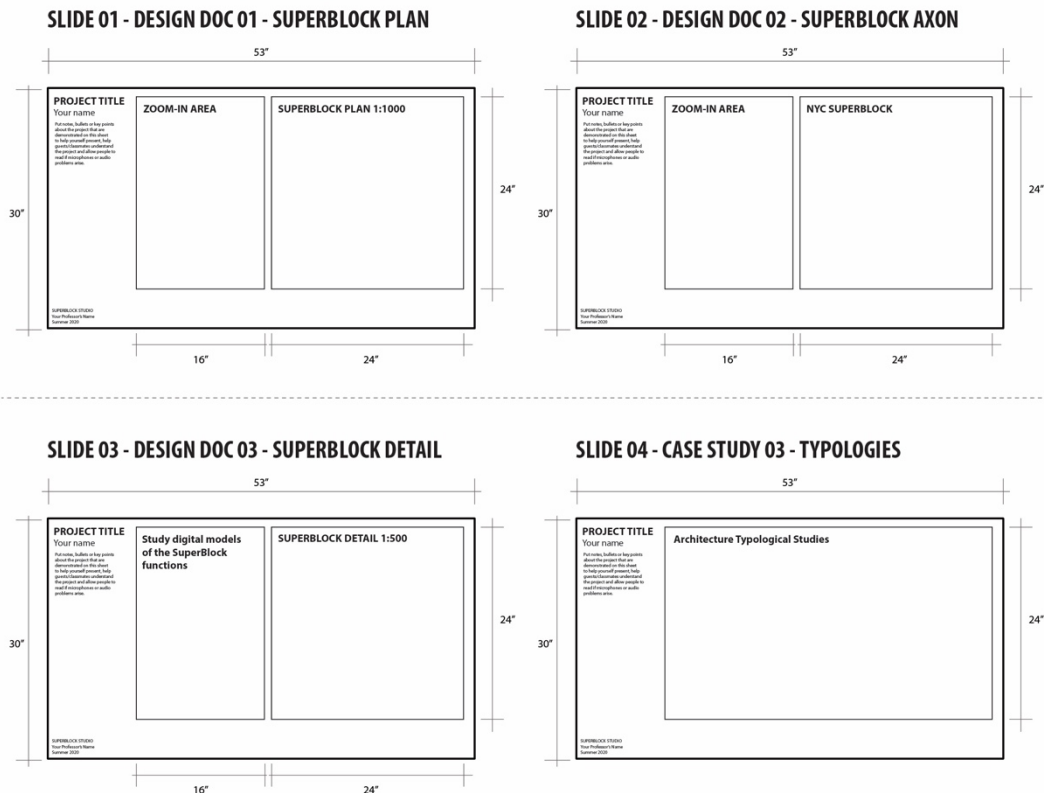
For the **midterm**, each student will present their design for the superblock and its urban impact, and the typological analyses to be developed towards the final.

Deliverables:

- Slide 01 - Design document 01:
  24" x 24" Panel with the Design Proposal for the Manhattan Superblock_plan
  16" x 24" Document with zoom-ins

- Slide 02 - Design document 02:
  24" x 24" Panel with the Design Proposal for the Manhattan Superblock_axon
  16" x 24" Document with zoom-ins

- Slide 03 - Design document 03:
  24" x 24" Panel with the designated site for the project
  16" x 24" With Study digital models of the SuperBlock functions.

- Slide 04 - Case Study 03:
  Panel with architecture typological studies and their potential application to the Superblock.

Proposed Digital Layout (guidelines):
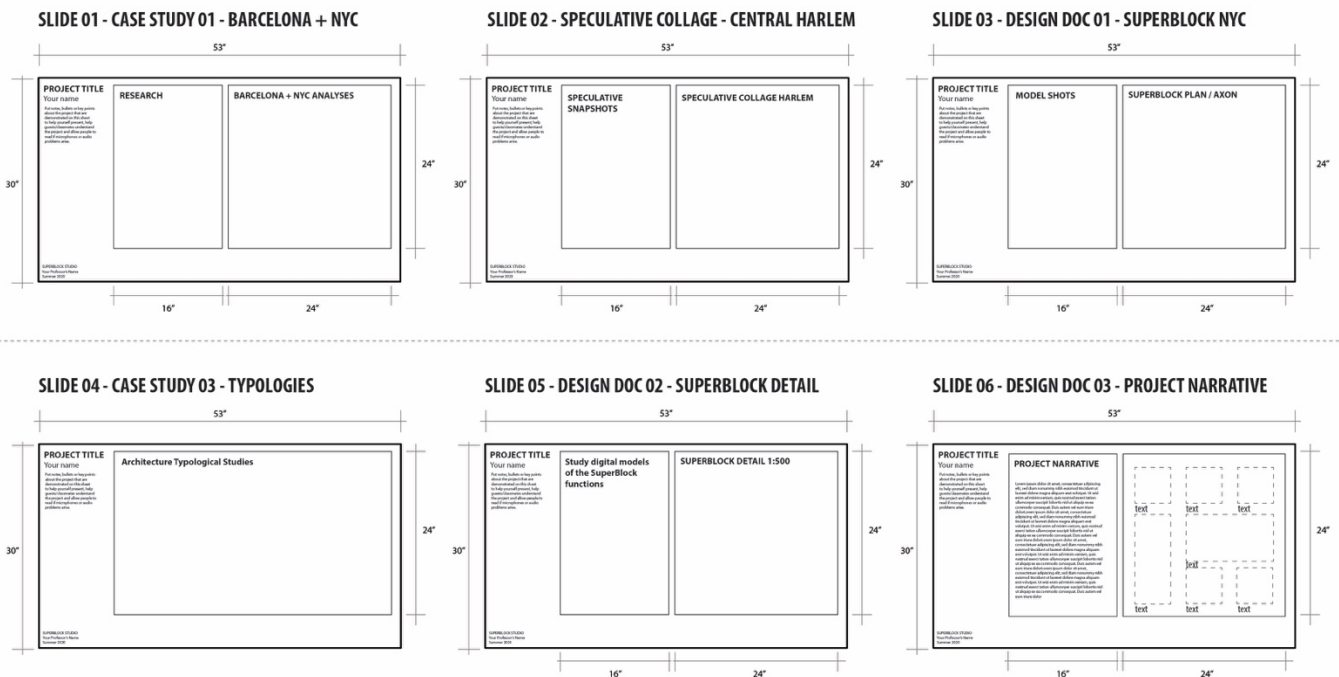
//MIDTERM REVIEW//

Before the midterm presentation, each student will work in a Schematic Architectural Proposal for the Superblock's Public Space, including a general programmatic approach and strategy for a Community Center, presenting the first stages of the design together with **Exercises 01 & 02** to a jury panel.

Deliverables:

- Slide 01 - Case Study 01 / Barcelona
  24" x 24" Document with the *BCN+NYC* Superblock analyses.
  16" x 24" Document with research support   *In Groups*

- Slide 02 - Speculative Collage / Central Harlem
  24" x 24" Document with *speculative trans-media collage* for Central Harlem.
  16" x 24" Speculative Images of Superblock lessons.   *In Groups*

- Slide 03 - Design document 01:
  24" x 24" Panel with the Design Proposal for the Manhattan Superblock_plan and/or axon
  16" x 24" Abstract sketch model(s) of the Superblock boundaries and its way of operating

- Slide 04 - Case Study 03:
  Panel with architecture typological studies and their potential application to the Superblock.

- Slide 05 - Design document 02:
  24" x 24" Panel with the designated site for the project
  16" x 24" With Study digital models of the SuperBlock functions.

- Slide 06 - Design document 03:
  24" x 24" Panel with images of the superblock
  16" x 24" with Project Narrative

Proposed Digital Layout (guidelines):

//FINAL EXERCISE// Community Center + //4 wk//Individual (opt)

After the midterm presentation, each student will develop the architectural proposal following the programmatic approach determined in the previous exercise and will apply it to the selected site through the design of a **Community Center +** (the '**+**' will be based on the typological study).
Each student will develop their proposal (plan, sections, elevations, images…) in individual boards, and a series of detail [digital] models to support their projects.

The final presentation will focus on the impact of the Architectural Device on the city scale, and a discussion on the superblock as an urban strategy to face the future of our big metropolis.

Proposed Programmatic Distribution:

COMMUNITY BOARD AREAS (Basic Program)
. Meeting Rooms (x2) - 500 s.f. each
. Auditorium (100 px aprox.) - 1,200 s.f.
. Office Space – 600 to 750 s.f.
. Private offices (x2) - 150 s.f. each
. Counseling Units (x5) – 150 s.f. each
. Cafeteria - 500 to 750 s.f.
. Common Areas – 1,000 s.f
. Restrooms – 500s.f.
. Archive + Storage - 500 s.f.
. Mechanical - 1,000 s.f.
. Circulation (15% of program area) –
. Total - 10,000s.f. aprox.

"PLUS" AREAS (Added Program)
. To be developed by the student, aprox 1.5 to 2 times the basic program
. Total - 20,000 to 30.000 s.f. aprox.

TOTAL - 30,000 s.f. aprox

//FINAL REVIEW//

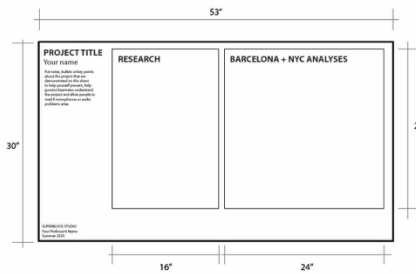**Deliverables:**

- Slide 01 - Case Study 01 / Barcelona
  24" x 24" Document with the *BCN+NYC* Superblock analyses.
  16" x 24" Document with research support   *In Groups*

- Slide 02 - Speculative Collage / Central Harlem
  24" x 24" Document with *speculative trans-media collage* for Central Harlem.
  16" x 24" Speculative Images of Superblock lessons.   *In Groups*

- Slide 03 - Design document 01:
  24" x 24" Panel with the Design Proposal for the Manhattan Superblock_plan and/or axon
  16" x 24" Abstract sketch model(s) of the Superblock boundaries and its way of operating

- Slide 04 - Case Study 03:
  Panel with architecture typological studies and their potential application to the Superblock.

- <u>Slide 05 - Design document 02</u>:
  24" x 24" Panel with images of the superblock
  16" x 24" with Project Narrative

- <u>Slide 06 - Design document 03</u>:
  24" x 24" Panel composite drawing of the Community Center +
  16" x 24" Document with zoom-ins

- <u>Slide 07 - Design document 04</u>:
  24" x 24" Panel with Community Center + Plans
  16" x 24" Project Diagrams
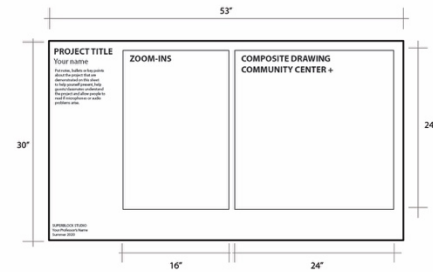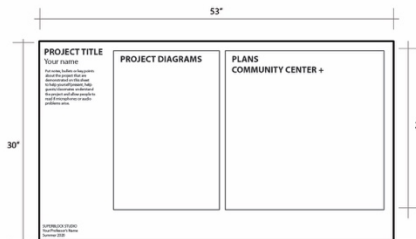
- <u>Slide 08 - Design document 05</u>:
  24" x 24" Panel with Community Center + Sections
  16" x 24" Project Diagrams
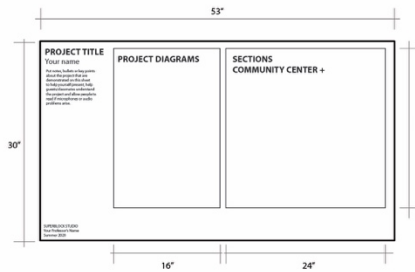
- <u>Slide 09 – [Digital] Model Walkthrough</u>
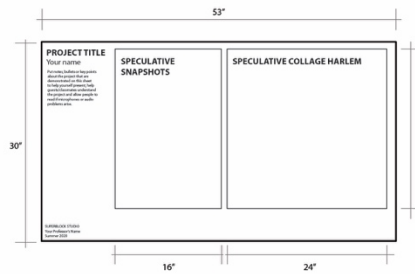 Animation of Project model of the Community Center

Proposed Digital Layout (guidelines):
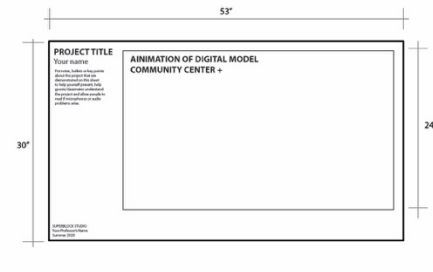
▌▌ Resources
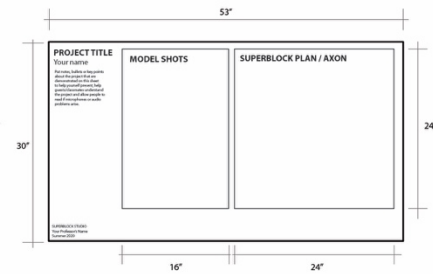
SUPERBLOCK

Barcelona wants to build 500 superblocks. Here's what it learned from the first ones.
https://www.vox.com/energy-and-environment/2019/4/9/18273894/barcelona-urban-planning-superblocks-poblenou

Redesigning the Grid: Barcelona's Experiment with Superblocks:
https://urbanland.uli.org/planning-design/barcelonas-experiment-superblocks/

Ecology, Urban Planning and Mobility:
http://ajuntament.barcelona.cat/ecologiaurbana/en/what-we-do-and-why/quality-public-space/superblocks

Barcelona's Car-Taming 'Superblocks' meet resistence:
https://www.citylab.com/transportation/2017/01/barcelonas-car-taming-superblocks-meet-resistance/513911/

The Barcelona Superblock of Poblenou:
https://bicycledutch.wordpress.com/2017/11/07/the-barcelona-superblock-of-poblenou/

Redesigning the Grid: Barcelona's experiment with Superblocks:
https://urbanland.uli.org/planning-design/barcelonas-experiment-superblocks/

Superblocks: Barcelona's war on cars (BBC video):
http://www.bbc.com/news/video_and_audio/features/magazine-38895435/38895435

What New York can learn from Barcelona's 'Superblocks':
https://www.nytimes.com/2016/10/02/nyregion/what-new-york-can-learn-from-barcelonas-superblocks.html

Rethinking Manhattan's Grid:
https://www.citylab.com/perspective/2018/08/rethinking-manhattans-grid/568486/

HEALTH RECOMMENDATIONS

Streets for Pandemic – Response and Recovery
https://nacto.org/wp-content/uploads/2020/05/NACTO_Streets-for-Pandemic-Response-and-Recovery_2020-05-21.pdf?utm_medium=website&utm_source=archdaily.com

Post-lockdown urban policies as an opportunity for radical transformations
https://www.domusweb.it/en/architecture/gallery/2020/05/14/post-lockdown-urban-policies-an-opportunity-for-radical-transformations-tactical-urbanism-mobility-bicycles.html?utm_medium=Social&utm_source=Facebook&fbclid=IwAR0V5mcsOwKsqeaTfPqFpLBj4D90ZFZ48JCs62aml-xENGNcTV6394PtJMo#Echobox=1589472579

Reopening Main Street post-COVID-19 quarantine:
https://www.bdcnetwork.com/reopening-main-street-post-covid-19-quarantine

Shift Architecture Urbanism Creates Hyperlocal Micro Markets that Operate During COVID-19 Shutdowns:
https://www.archdaily.com/936856/shift-architecture-urbanism-creates-hyperlocal-micro-markets-that-operate-during-covid-19-shutdowns

Así sería la ciudad ideal para luchar contra pandemias como el covid-19 (in Spanish)
https://www.elconfidencial.com/alma-corazon-vida/2020-05-11/ciudad-ideal-coronavirus-covid-19-urbanismo_2589508/

WHO's Recommendations:
https://www.who.int/health-topics/coronavirus#tab=tab_1

CDC's Recommendations:
https://www.cdc.gov/coronavirus/2019-nCoV/index.html

// Course Schedule

Week		Date	Assignment
1	Mon	June 1st	**LOTTERY via ZOOM @3pm**
			Intro – Syllabus and Superblock lecture
			Start Analyses and Speculative trans-media collage of PobleNou
	Tu	June 2nd	Start of Manhattan collages / Distribute sites
	Th	June 4th	Start of Analytical models / Research on community board
2	Mon	June 8th	Studio Zoom deskcrits
	Tu	June 9th	**Review Project 01** - Speculative trans-media collages
	Th	June 11th	Start of Individual work (optional) - The Manhattan Superblock
3	Mon	June 15th	The Manhattan Superblock – Individual Zoom reviews
	Tu	June 16th	The Manhattan Superblock – Small Groups Zoom reviews
	Th	June 18th	General Strategy & Program – Individual Zoom reviews
4	Mon	June 22nd	**Review Project 02** – NYC Superblock - Public Enactments
	Tu	June 23rd	Start of Community Center Design
	Th	June 25th	Community Center Design – Small Groups Zoom reviews
5	Mon	June 29th	**MIDTERM REVIEW**
	Tu	June 30th	Studio Zoom deskcrits
	Th	July 2nd	Studio Zoom deskcrits
	Fri	*July 3rd*	*Withdrawal period ends*
6	Mon	July 6th	Small Groups Zoom reviews
	Tu	July 7th	Studio Zoom deskcrits
	Th	July 9th	Group discussion – collective material
7	Mon	July 13th	Studio Zoom deskcrits
	Tu	July 14th	Group discussion – collective material
	Th	July 17th	Prep for Final Review
8	Mon	**July 20th**	**FINAL REVIEW**
	Tu	July 21st	Final Class Meeting. Exit Interviews.
			Studio Materials due for: SSA/CCNY Archive, etc. as directed by instructor

// Remote Learning Environment

The Studio will be offered via online platforms, in which reviews, deskcrits, lectures and submissions of work will happen virtually:

- **Deskcrits:** Will be carried via platforms as zoom [or similar] and features as BreakOut Rooms, where students will be able to share this work in small groups, discuss it, and receive feedback via features as annotation or remote screen control.

- **Lectures:** Along the semester there will be 3 / 4 lectures on a range of topics relevant to the studio [Urban Scale Representation, Community Board Organizations, etc] that will be streamed live using presentation features and recorded and uploaded to a common folder, using Google Drive, Dropbox or similar.

- **Reviews:** Group reviews will be performed using platforms as zoom [or similar] where students and guest crits (in case of midterm and final) will be able to provide feedback by participating in the session, sharing thoughts through chat and annotating on the student's work.

- **Submission:** Clearly defined deliverables will be submitted via Google Drive, Dropbox or similar.

- **Office Hours / Extra hours:** The faculty member understands the extraordinary situation and will be available to make the schedule flexible to accommodate students that might have difficulties to join in the established hours.

// Grading & Attendance Policies and Studio Culture

Course Expectations:
• That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
• That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Methods of Assessment:

• Attendance and participation in class discussions: 20%
• Projects development in response to semester schedule: 50%
• Projects presentation, completion and resolution: 30%
Note: The Research component of the studio will be weighed more heavily in assessment of graduate student work and class performance.

Key Areas of Grading Assessment:
- **Studio Performance & Work Habits** Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.
- **Clarity of Representation & Mastery of Media** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- **Pre-Design:** Ability to prepare a comprehensive program for an architectural project that includes 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.'
- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.

- **Integrated Evaluations and Decision-Making Design Process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- **Attendance**: Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio**: Completion of portfolio and attendance at all scheduled portfolio related events (as applicable).

Grading Criteria:
Note: C is the lowest passing grade for M Arch I and M Arch II students.

A (+/-) work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, "museum quality" level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student's own perceived limits of their abilities.

B (+/-) work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.

C (+/-) work meets minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution

D (+/-) work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.

F work is well below minimum requirements. Student does not develop adequate design process, and / or does not finish work on time.

INC grades of "incomplete" are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician's note.

NOTES:
C is the lowest passing grade for M.Arch I and M.Arch II students. No D grades are given to graduate students.
Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: https://www.ccny.cuny.edu/registrar/bulletins

Office Hours:
Office hours are set by appointment. If a student needs to speak in private with a studio critic they must email in advance to request a meeting time. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Probation & Dismissal: For program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:
B.Arch: Amy Daniel adaniel@ccny.cuny.edu
M.Arch: Hannah Borgeson hborgeson@ccny.cuny.edu

Studio Culture:
Working in the studio is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here https://ssa.ccny.cuny.edu/about/policies/ for more information.

Absence & Lateness
Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; four will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances
Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work requirement that is missed because of an absence due to a religious observance on any particular day or days.

Noise Policy:
The studio environment should be a quiet and respectful place where all students can work and think in peace. At no time may students play music out loud in studio, even at a low volume. If you desire to listen to music, either during class hours or after hours, headphones are a requirement. Conversations must also be kept to a reasonable volume to respect classmates and those students in adjacent studios.

Readings & Journals:
Students are expected to keep a journal or sketchbook throughout the duration of studio to document their thought process & take notes of any texts, books, terms or references that are mentioned by either the studio critic or fellow classmates and to selectively follow up on these and any other assigned readings before the next class.

Academic Integrity:
As a student you are expected to conduct yourself in a manner that reflects the ethical ideas of the profession of architecture. Any act of academic dishonesty not only raises questions about an individual's fitness to practice architecture, but also demeans the academic environment in which it occurred. Giving or receiving aid in examinations, and plagiarism are a violation of an assumed trust between the school and the student.

Plagiarism, i.e. the presentation as one's own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty in the context as cheating on examinations. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student.
All assignments must be the student's original work. Any copying, even short excerpts, from another book, article, or Internet source, published or unpublished, without proper attribution will result in automatic failure of the entire course.

The CCNY Academic Integrity Policy: https://www.ccny.cuny.edu/about/integrity
For citations, the Chicago Manual of Style is recommended: http://www.chicagomanualofstyle.org/tools_citationguide.html

AccessAbility Center (Student Disability Services):

The AccessAbility Center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College Students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. (North Academic Center 1/218; 212-650-5913 or 212-650-6910 for TTY/TTD). https://www.ccny.cuny.edu/accessability

Library:
The school's library is a shared resource that is necessary supplement to all research and design work. Please direct questions to the library staff or the architecture librarian Nilda Sanchez.
nsanchez@ccny.cuny.edu

NAAB (National Architectural Accrediting Board):
The National Architectural Accrediting Board (NAAB) is the sole agency authorized to accredit US professional degree programs in architecture. Since most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture. While graduation from a NAAB-accredited program does not assure registration, the accrediting process is intended to verify that each accredited program substantially meets those standards that, as a whole, comprise an appropriate education for an architect.

More specifically, the NAAB requires an accredited program to produce graduates who: are competent in a range of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following Student Performance Criteria from the 2014 NAAB Conditions are addressed in this course:

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. In addition, the impact of such decisions on the environment must be well considered.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes 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.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

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

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

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

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