

## Additional Continuing Education Information

### Learning Objectives

Intended accomplishments/goals that learners should realize upon completion of a learning activity. Learning objectives are useful to program developers in determining appropriate instructional methods and allocating time relating to the subjects.

### Learning Outcomes

Results that learners have achieved and can reliably demonstrate at the end of a learning activity. In other words, learning outcomes identify what the learner knows and can do by the end of a learning activity.

### Learning Unit (LU)

Unit of measure for AIA Continuing Education Programs. One Learning Unit (LU) is equivalent to one hour of continuing education and participation in a learning program. Learning Units are categorized by type: HSW or Elective

#### LUHSW

Learning programs with at least 75 percent of the content intended to protect the health, safety, and welfare of the occupants of the built environment as defined below:

##### Health

Those aspects of professional practice that improve the physical, emotional, and social well-being of occupants, users, and any others affected by buildings and sites.

##### Safety

Those aspects of professional practice that protect occupants, users, and any others affected by buildings or sites from harm.

##### Welfare

Those aspects of professional practice that enable equitable access, elevate the human experience, encourage social interaction, and benefit the environment.

#### LU

Learning program topics related to the core competencies of the discipline or practice of architecture but not within the realm of health, safety, and welfare. Learning programs that address professional practice and other aspects of professional development within the field and practice of architecture are still valuable for continuing professional development and education.

## **Program Knowledge Level**

The relative level of program knowledge covered by a learning program. AIA CES learning programs may be classified as Introductory, Intermediate, Advanced, or Update.

### **Introductory**

Program knowledge level most beneficial to learners new to a knowledge area, skill, or attribute. No assumption is made that learners have a specific baseline knowledge.

### **Intermediate**

Program knowledge level that builds on an introductory program, most appropriate for learners with general knowledge about the topic. It is assumed that learners have at least a cursory understanding of the topic and may possess some direct experience.

### **Advanced**

Program knowledge level most useful for individuals with significant knowledge of the topic. This level focuses on the development of in-depth knowledge, a variety of skills, or a broader range of applications. At the advanced level, it is assumed that learners have extensive prior knowledge of the topic and have direct experience (where applicable).

### **Update**

Program knowledge level that provides a general review of new developments. This level is for learners with a background in the subject area who desire to keep current. Annual courses on building code changes, for instance, would be update courses that assume learners understand the codes and are most interested, and where and how the codes have changed.