



Architecture Program Report for 2013 NAAB Visit for Continuing Candidacy

Bachelor of Architecture [192 Credit Hours]

Year of the Previous Visit: 2011

Current Term of Accreditation: Two Year Candidacy effective July 2010

Submitted to: The National Architectural Accrediting Board
September 7, 2012 (revised January 2013)

Program Administrator

Pedro A. Rosario Torres, Director of Baccalaureate Program
Pontifical Catholic University of Puerto Rico
School of Architecture
2250 Avenida Las Américas, Suite 601
Ponce, Puerto Rico 00717-9997
E-mail: pedro_rosario@email.pucpr.edu
Contact: (787) 841-2000 Ext. 1353

Head of Academic Unit

Javier de Jesús Martínez, Dean
Pontifical Catholic University of Puerto Rico
School of Architecture
2250 Avenida Las Américas, Suite 601
Ponce, Puerto Rico 00717-9997
E-mail: javier_dejesus@email.pucpr.edu
Contact: (787) 841-2000 Ext. 1310

*Chief academic officer
of the Institution*

Leandro A. Colón Alicea, PhD, Vice President for Academic Affairs
Pontifical Catholic University of Puerto Rico
Vice-Presidency for Academic Affairs
2250 Avenida Las Américas, Suite 545
Ponce, Puerto Rico 00717-9997
Contact: (787) 841-2000 Ext. 1325

*President of the
Institution*

Jorge I. Velez Arrocho, PhD, President
Pontifical Catholic University of Puerto Rico
Presidency
2250 Avenida Las Américas, Suite 564
Ponce, Puerto Rico 00717-9997
Contact: (787) 841-2000 Ext. 1300

TABLE OF CONTENTS

I. PART ONE (I): Institutional Support and Commitment to Continuous Improvement	7
I.1. Identity and Self Assessment.....	7
I.1.1. History and Mission.....	7
The Pontifical Catholic University of Puerto Rico	7
Institutional Mission.....	8
Architecture Program History	9
Architecture Program Mission and Vision	14
Program Introduction: Innovative Academic Paradigm.....	15
I.1.2. Learning Culture and Social Equity.....	17
Towards a Constructive Studio Culture and Education:	17
Values, Fields, Capacities and Competences for the New Strategic Architect	17
Multi-sectorial Participation in the Assessment of Learning Culture	20
Social Equity and Diversity	21
I.1.3. Response to the Five Perspectives	24
Architectural Education and Academic Community	24
Architectural Education and Students	28
Architectural Education and the Regulatory Environment	32
Architectural Education and the Profession	34
Architectural Education and the Public Good	37
I.1.4. Long Range Planning	41
I.1.5. Self-Assessment Procedures	46
Architecture Program Requirements for Self-Assessment	46
Institutional Requirements for Self-Assessment	52
I.2. Section 2: Resources.....	53
I.2.1. Human Resources & Human Resource Development.....	53
Reformulating Human Capital.....	53
Academic Faculty	54
Students	56

Development through exposure and collaboration: Scholar Masterclass.....	58
Student Government and Activities.....	59
University Life, Services and Activities.....	59
Vice-Presidency for Student Affairs	60
Guidance Center	60
Employment Services Office	62
Activities.....	62
Professional and Student Organizations.....	63
Multicultural and Sports Activities.....	63
I.2.2. Administrative Structure and Governance.....	64
General Structure and Organizational Chart	64
Administrative Staff	68
I.2.3. Physical Resources.....	74
The Operational Context: Forteza Building.....	74
Fabrication Laboratory (FabLab).....	77
Data Center and Media Laboratory	78
Administration and Experimental Unit Offices	80
I.2.4. Financial Resources	81
Towards a Sustainable Academic Structure.....	81
Financial Forecasting and the feasibility study	82
Revenue vs. Expenditure (2010-2011).....	83
Revenue vs. Expenditure (2011-2012).....	84
Projected Revenue vs. Expenditure (2012-2013)	85
Projected Revenue vs. Expenditure (2013-2015)	86
I.2.5. Information Resources	87
I.3. Institutional and Program Characteristics.....	89
I.3.1. Statistical Reports.....	89
I.3.2. Faculty Credentials and Resume	90
I.4. Policy Review.....	90
II. Part Two (II): Educational Outcomes and Curriculum	91
II.1. Section 1 Student Performance - Educational Realms and Student.....	91
II.1.1. Student Performance Criteria	92

Educational Amplitude.....	93
Minor Degree Specialization and Directed Electives	98
Credit-Contact Hours Relation	102
Statement on NAAB-Accredited Degrees	104
Access to NAAB Conditions and Procedures.....	105
Access to Career Development Information.....	105
Public Access to APR's and VTR's	106
ARE Pass Rate	106
III. PART THREE (III): Progress since last Site Visit (March 2011)	106

THIS PAGE LEFT BLANK INTENTIONALLY

I. PART ONE (I): Institutional Support and Commitment to Continuous Improvement

I.1. Identity and Self Assessment

I.1.1. History and Mission

The Pontifical Catholic University of Puerto Rico



Under the guidance of the Bishops of Puerto Rico, His Excellency James E. McManus, Bishop of the Ponce Archdiocese, and His Excellency James P. Davis, Bishop of San Juan, the Catholic University of Santa Maria was founded in 1948. The university opened its doors to a group of 193 students in classrooms provided by the Capuchín Fathers and the Sisters of St. Joseph in San Conrado School in Ponce. One year later, in 1949, the University acquired 120-acres of land from the government of Puerto Rico and the Ponce campus was established under the name Catholic University of Puerto Rico.

In its beginning, the Catholic University of Puerto Rico was affiliated with Catholic University of America in Washington, D.C. It was incorporated by the Board of Regents of the University of the State of New York, and it was granted an Absolute Charter as an institution of higher learning with programs leading to academic and professional degrees. Towards the end of its first year, the University was accredited by the Council of Higher Education of Puerto Rico and in 1953, by the Middle States Association of Colleges and Secondary Schools. The latter accreditation was renewed in 1963, 1973, 1983, 1993 and 2003.

The Catholic University of Puerto Rico offered programs in the arts and sciences, and prepared teachers for inclusion within the islands public school system. Later, the College of Education was formally founded, and programs leading to an associate degree in Education and bachelor degrees in Science in elementary and secondary education were offered. Beginning in 1954, degrees in Business Administration and in Secretarial Sciences were granted. In the field of science and in response to the community's need for professionals in the medical field, Nursing and Medical Technology programs were developed in 1956 and 1967 respectively, the latter of which was accredited in 1968 by the American Medical Association (AMA).

In 1961, the School of Law was added to the universities offering. The College of Arts and Sciences was divided in 1966 into the College of Arts and Humanities, the College of Science, and the College of Business Administration. Master's degree programs were established in Education (1967), Business Administration (1969), Nursing (1976), and Hispanic Studies (1976), all accredited by the respective agencies. The School of Medicine was established in 1976-77 and reorganized as a Foundation under the name of the Ponce School of Medicine in 1979, while still maintaining strong academic and research ties with the University. In 1991, the Catholic University of Puerto Rico, under the authority of Pope John Paul II, was officially granted the title of pontifical university, and the name was once again changed to Pontifical Catholic University of Puerto Rico.

The University is governed by a Board of Trustees, presided by the Archbishop of San Juan. The Bishop of Ponce, as Grand Chancellor, is the executive representative of the Board of Trustees in the University. The Board of Trustees is constituted of de jure members and others named directly by the corporation (corporate legal status). There is also a faculty representative and a student representative named for a period of one academic year by de jure members.

The institution is administered by a President and other officials and organizations named by him or her. The President presides over the University Senate, the University Board, and the Administrative Board. Three officers assist the President in the administrative duties: the Vice-President for Academic Affairs, the Vice-President for Finances, and the Vice-President for Student Affairs. Each college or school has an academic Dean as its chief executive; each branch campus has a Rector, each extension and department has a Director.

Institutional Mission

The mission of Pontifical Catholic University of Puerto Rico is to honor and promote life and dignity of the human being as well as to educate students in accordance to the values of the Gospel and the disciplines of current scientific knowledge in order to build a better local and global community. The University's founding principles are expressed through the following essential values:

- Persistence in merging *FAITH* and *REASON* in our daily life as it is lived to its fullest.
- *CATHOLIC LIFE* in all its doctrinal, sacramental, and spiritual dimensions, including experiences in personal and group encounters.
- *FAMILY* as the basis and inspiration of the educational experience in order to achieve the highest aspirations.
- *INTEGRITY* seen as verification of what is proposed or affirmed during the educational encounter and in the agenda of the institutions.
- *SERVICE* to the community as fulfillment of genuine Christian love.
- *QUALITY* in both the educational encounter and service aimed at continuously attaining better results.
- *DIALOGUE* as a means of insuring the pertinence of curricular, programs, and services through personal encounters, focal groups, and other activities.

In the context of 21st century higher education, the Pontifical Catholic University of Puerto Rico achieves its established mission by means of a dynamic, critical, and creative educational encounter, framed around Christian amity and committed to the quest for answers and solutions to the issues of culture and to the challenges of the Puerto Rican, Caribbean, and global realities within a peaceful and harmonious environment. The institution, based on the teachings of the Church and concerned with the integral education of man, has as its fundamental aim the search for truth and the dissemination of knowledge. It pursues both objectives through the study of the various fields of knowledge while promoting a genuine dialogue among the arts, sciences, philosophy, and theology. The University cultivates the distinctive disciplines according to their individual principles and methods, maintaining academic freedom in an open and honest dialogue with faith. In this manner, it aims to form righteous men and women with the capacity to assume responsibilities in society and to stand before the world as loyal witnesses of their faith.

Architecture Program History

In 2007, architects Abel Mislá-Villalba and Javier De Jesús-Martínez, while pondering on the direction the practices of architecture, urbanism and related disciplines were taking due to current economic and political standings, developed two initiatives as venues for dialogue and discourse. The first, named IMDICE, stands for the Multisectoral Interface for the Development of Strategic Capital Investment, and aimed to provide a venue

for collaborative academic research in an multisectorial environment. Parallel to this effort, and more in tune with the local intricacies of Puerto Rico's southern region, the PORTECO initiative found its conception. Also as a multisectorial initiative, it integrated public, private and non-profit institutions to formulate a strategic plan for the economic, social and cultural development of Puerto Rico's southern region.

In December 2008, two years after IMDICE and PORTECO initiatives were created, Mislá-Villalba and De Jesús-Martínez, based on the positive feedback from the two ongoing initiatives, pondered on the possibility of a multisectorial and interdisciplinary model for the education of architecture. As architects themselves, the question became rhetorical, and soon in depth dialogues and discourses came about, providing a theoretical model and structure of an innovative academic paradigm. Mislá Villalba stepped down from IMDICE to pursue the coordination of the work necessary to create the new school, while De Jesús Martínez remained in charge of IMDICE and lead PORTECO, which was now pursued by the Southern Puerto Rico Chamber of Commerce and DISUR (Integral Development for the South).

The creation of a new academic platform became an imminent mandate, parting from an innovative approach, but within an already established structure that could provide support, resources and a solid platform. The Pontifical Catholic University of Puerto Rico, as the single largest academic institution in southern Puerto Rico, and with a complete academic offering (ecology, biology, sociology, law, finances, economy, engineering, politics, communications, and humanities) and strategic local and regional alliances with both the public and private sectors, became that sought partner.

With the help of an interdisciplinary group of professionals represented by Pedro Rosario-Torres, José Pagan-Pares, Tamara Orozco, Luis Muñiz-Martínez, José and Alberto Dueño, Fernando Berio, Magda Bardina and Roberto Alsina, the framework for the development of the new School of Architecture was set in motion. Pedro Rosario-Torres took the lead in the coordination of all necessary documentation according to the Puerto Rico Council on Higher Education requirements.

A proposal for the new School of Architecture was drafted and presented to Rafael Hernández Colón, former governor of Puerto Rico and member of the Board of Trustees of the Pontifical Catholic University of Puerto Rico. Well known for his innovative political postures and proactive approach towards

the urban realm, culture and the economic and political forces that drive them, the proposal found its way to the Board of Trustees. Unanimously favored by all, an Implementation Committee was created to oversee and promote the proposed architecture program to fruition.

The Implementation Committee's first task was to commission a Feasibility Study. The study concluded that the proposal was not only economically feasible, but also a necessity within Puerto Rico's southern and western regions. Following the validation provided by the Feasibility Study, the proposal was submitted and circulated among all institutional governances within the University, namely, Curriculum Committee, Academic Senate and Finances Committee, and was approved without major exceptions or amendments.

One of the most important and daunting tasks was finding a home for the architecture program. With the invaluable help of Rafael Hernandez Colon, chairman of the School's Implementation Committee, architect Abel Mislá Villalba, the program's founder, and a group of dedicated architects and planners, an exhaustive search for the program's home ensued. Following the programs philosophy of establishing its operations within Ponce's urban fabric, the Historic Forteza building was finally selected and acquired by the University. The building proved ideal to accommodate the facilities, and its location proved even more dramatic and visionary than imagined. Nested along the perimeter of Ponce's Main Plaza, and within the Historic District, the Forteza Building was rescued from abandonment and given its proper respect, filling its promise of fortitude and timelessness. It was about that same time that the required documentation was drafted, organized and submitted to the Puerto Rico Higher Education Council (CESPR for its Spanish acronym) for approval. Without comment or exception, approval from the Council was granted.

Exhaustive marketing and recruiting for the Architecture Program became the next top priority, all while the Forteza building was redesigned and rehabilitated. The island wide recruitment campaign yielded great feedback as to the Program's offering and, most importantly, provided the School with a myriad of candidates seeking admission into the school. Following University protocols and processes, candidates were carefully screened, interviewed, and scrutinized for admission. The effort yielded 119 eligible candidates ranging from new admissions, to mid-career transfers, to post graduate level students pursuing new directions. On September 4th, as a

preamble to the School's formal inauguration, and marking the birth of the new Program, the School organized its first architecture summit. Titled *The Currency of Ideas: Forecasting New Climates for the Exchange of Cultural Capital*, the event included seven internationally renowned architects and educators like Evan Douglass, Dean of the School of Architecture at Rensselaer Polytechnic Institute; Karl Chu, faculty at Columbia University and Pratt Institute and director of the Genetic Architecture Institute; Jenny Sabin, faculty at the University of Pennsylvania at Philadelphia; Bill MacDonald, Undergraduate Architecture Program Director at Pratt Institute in New York; Carlos Arnaiz, partner at Stan Allen Architects in New York; Tom Wiscombe, former Project Designer at Coop Himmelblau and professor at Sci-Arc in Los Angeles; and Michael Szivos, principal at SoftLab in New York and faculty at Pratt Institute and Columbia University.

With a technological platform second to none, and a vision deeply rooted in innovation and the practical implementation of technology, the Pontifical Catholic University's School of Architecture opened its doors on September 18th, 2009. During its founding year, the Program promoted dialogues between widespread disciplines through a well-established experimental ecology, providing the groundwork for graduates capable of developing free enterprise, with capacity for professional and intellectual growth, and a vision beyond the stereotypes of the profession.

The transition from the first to the second year of operation was made with an innovative Digital Design Summer Workshop in which many of the School's active and newly admitted students for the Fall 2010 semester integrated with high school students and undergraduates from other programs within the institution and other universities to explore the symbiotic parallels of industrial design and architecture. Officially, the School's second academic year began on August 16th, 2010, with a new class of 132 students.

In September 2010, the School of Architecture officially submitted its Architecture Program Report for Initial Candidacy (APR-IC), which led to the first NAAB Site Visit in March of 2011. The team was composed of Morris Brown (MFA, AIA) as the Team Chair, Loraine Fowlow (MRAIC,SAH) representing the Academy, and John Senhauser (FAIA) representing the National Architecture Accrediting Board. After an exhaustive and thorough presentation of all the required documentation and evidence of the Architecture Program, the Visiting Team and the National Architecture

Accrediting Board officially granted the Program the status of Candidacy for Initial Accreditation.

The Visiting Team report noted that PCUPR Architecture Program *“is an extremely invigorating and vibrant team of administrators, faculty and students. There is very strong support for this school from local and state government, the business community, the architectural community, and the larger creative community. The [Pontifical] Catholic University also exhibits unusually strong interest and support in the school, and is committed to the success of the program. The school’s intentions and ambitions are to become the preeminent architecture program in the Caribbean, and then internationally is a dream realized through hard work and ingenuity. ”*

Pontificia Universidad Catolica de Puerto Rico, Initial Candidacy Visiting Team Report (March 30, 2011)

In September 2011, Abel Mislá Villalba stepped down as Founding Dean of the School of Architecture in pursuit of personal and professional endeavors that would preclude from full and undivided attention to the program. At this historic moment, the Associate Dean, Javier De Jesus Martínez, took the lead being named Dean in January 2012. The leadership and management of the De Jesus-Martínez has been characterized by advancing the research, multisectorial and entrepreneurial agenda. During his tenure, the implementation of the research agenda produced proposals the likes of the Route 123: Agrotouristic Corridor initiative, with a \$2 million allocation from the Housing and Urbanism Department. The development of the research agenda has been achieved through multisectorial partnerships with companies like CEMEX, Carmel Group, and Nobel Akzon.

De Jesus Martínez is now slated for the design and implementation of the final two years of the Bachelor Program’s first curricular cycle. His focus lies on the design of the fifth year experience for the students. For this particular, the Dean De Jesus Martínez has formed the Committee for the Final Year Experience for a broad consultation process for feedback including all sectors of Puerto Rican society with an interest in architecture.

The entrepreneurial agenda has been designed and implemented through partnerships that add scope and value to our School. The School has successfully collaborated with the Ponce Museum of Art, the Municipality of Ponce, Municipality of Coamo, Plaza del Caribe, covering a wide spectrum of actors and political actors, social and economic aspects of Puerto Rico. Our

school has entrepreneurial initiatives formed by teachers and students with tangible results.

Facing a third visit from NAAB in spring 2013, Dean Javier De Jesus-Martinez acknowledges the arduous and painstaking labor of the design, editing and final assembly of this document by Juan Emmanuelli-Benvenutti and Pedro Rosario-Torres. The School of Architecture is eternally grateful for their unconditional commitment to this endeavor.

Architecture Program Mission and Vision

Through an interdisciplinary curricular structure, a unique digital platform complementary to that structure, and a compromise to impact society constructively through a multi-sectorial institutional interaction, the School of Architecture envisions a creative process that transcends the conventional, and is rooted in a non-conformist attitude where the establishment is constantly tested and scrutinized in benefit of innovation and creativity.

The mission of the School of Architecture at the Pontifical Catholic University is to educate and forge a new architect, planner, thinker and entrepreneur in an interdisciplinary environment; one within which the understanding of the territorial and urban complexity, as well as the regional and global economic dynamics, can operate with advanced technologies and knowledge to guide sustainable investments and interventions.

The School of Architecture at the Pontifical Catholic University of Puerto Rico aims to forge a new *Strategic Architect* through an innovative ecology of experimentation and expansive knowledge. With an international agenda, unprecedented access to technology, and a profound social compromise with Puerto Rico's Southern Region, the Pontifical Catholic University opened its doors within Ponce's historical urban center. The *Strategic Architect* is a professional shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities.

The Architecture Program reaffirms the importance of leadership, self-guided discipline, and transcendental quality for the young professionals that search

for their space in a very competitive professional arena. Graduates from the Bachelor Program, in tune with the five perspectives, shall:

- Act in tune with the Christian values and principles that are proclaimed in the Pontifical Catholic University of Puerto Rico.
- Possess a higher sense of commitment and responsibility towards the practice of the profession, innovative, able and with a vision of the future.
- Acquire a business sense, willing to position themselves in a hierarchical position and have their voices be heard, highly active in the decision making process that affects the way natural and build environment is plan, manage and developed, the quality of life as a society and the capacity of innovative developments.
- Be aware of the realities of the exercise of the discipline.
- Have a better understanding of the confines and limits of the profession that can diversify the profession through interdisciplinary interaction, trans-disciplinary knowledge and multi-sectorial approach to open new avenues for success.
- Have the capacity to establish effective and proactive relations with all governmental, cultural, social, political and economic structures inherent in today's global society.

Program Introduction: Innovative Academic Paradigm

The Bachelor of Architecture Program is conceptualized from a constructivist perspective of education in which a pedagogical ecosystem is created with students, professors and administrators promoting the advancement of practical and theoretical knowledge of the discipline in an ethical manner and through a cross-pollination of knowledge from various disciplines and sectors. Throughout the five-year academic experience, the School aims to expose and capacitate both students and faculty to all the fields of knowledge and expertise in the areas that intervene in the sustainable planning and development of our built context. The School of Architecture's curriculum is comprised of an innovative undergraduate structure that examines and integrates each field of study inherent and complimentary to the profession through a technological and critical engagement of design. Technology and Digital Representation processes are central to the theoretical and pragmatic and nurtured through indepth exploration and experimentation.

Throughout the curricular sequence, students are immersed in a multidisciplinary framework divided in ten fields of knowledge within specific areas of expertise, and together they constitute what the School of Architecture recognizes as SEEDS (Specialized Education and Experimental Development Structure). The areas of expertise within SEEDS include:

- Architectural Representation (ARAR)
- Architectural History and Theory (ARHT)
- Adaptive Conservation and Preservation (ARAC)
- Sustainable Technologies (ARST)
- Structural Frameworks and Assemblages (ARSF)
- Landscape, Ecology and Environment (ARLE)
- Urban Scapes and Communities (ARUS)
- Legal and Administrative Awareness (ARLA)
- Development Assessment and Entrepreneurship (ARDA)

The academic program consists of a five year, 192 credits Bachelor of Architecture degree, with seven semesters of 18 credits, three semesters of 19 credits, and a total of 9 summer credits. The 192 credits are divided into:

- | | |
|--------------|------------------------------------------------|
| ○ 50 credits | Architectural Design Studio Courses |
| ○ 10 credits | Digital Representation and Fabrication Courses |
| ○ 69 credits | Theoretical and Seminary Courses |
| ○ 9 credits | SEEDS Elective Courses towards Minor Degree |
| ○ 54 credits | PCUPR General Education Courses |

The Bachelor of Architecture degree requires that each student obtain a supplementary Minor Degree of specialization with the completion of 24 credits in one of the SEEDS Experimental Units which are co-related and expanded from typical areas of study within the architecture curriculum. Most of the Minor Degree of specialization requirements are obtained first through the incorporation of one of the theme specific design studios (5 credits), one Architectural Representation laboratory (1 credit), three theme specific seminar courses (9 credits), and three selected theme specific electives within the institution or the School of Architecture. Thus, within the curricular structure, each student fulfills approximately 60% of the requirements of ALL Minor Degrees available. The remaining nine credits necessary to fulfill the requirements for ONE 24 credit Minor Degree are obtained through student selected electives after fourth year, although some

may decide to pursue them at any time depending on schedule and availability.

I.1.2. Learning Culture and Social Equity

Towards a Constructive Studio Culture and Education: Values, Fields, Capacities and Competences for the New Strategic Architect

A revolution within academia requires transforming the pedagogical experience, where the student engages actively and dynamically on intellectual, cultural, social and professional formation within a structure formulated through and for the benefit of current issues. It entails the search of knowledge, as well as the development of capacities and competences necessary to succeed in the contemporary professional and economic realm without the boundaries of the traditional models.

Historically, the education of architecture has had inconsistencies, product of the bipolar relationship between the discipline and the profession. This duality has brought forth unbalanced academic responses that privilege in occasions the dominion of practical correspondence over practical discipline. Nonetheless, these correspondences, far from improving the didactic model, have distorted the educational purpose at the expense of production lines of professionals disjointed from reality. Both distortions are pathological and restrictive for a healthy education, and for all practical purposes, disintuned from the real world. To initiate a didactic transformation of architecture, there has to be an abandoning of those dualistic models between the academic and the professional. No evolution of these dualities has yielded benefit or contribution to our society and collective wellbeing.

Architectural education, as foreseen within the School of Architecture's mission and vision, requires a cognitive paradigm that breaks the passive model of conductive education of knowledge source and information receptor. Conscious and critical of this reality, the program establishes the SEEDS paradigm. The SEEDS (Specialized Education and Experimental Development Structure) structure formulates a new pedagogical synergy that guides the operational, academic, research, cultural and social trends of the education of architecture to promote multi-sectorial and trans-disciplinary education rooted in cooperation and the exchange of information.

Knowledge not only occurs from the student-professor relationship; it is multidimensional to the effect that each member of our community is considered a source of knowledge, experience, wisdom and innovation. It is multidimensional because it considers society and the cities as laboratories, fields of action and destiny of our explorations and our new knowledge.

Such a system, although expansive by definition, still needs constraints and boundaries to make it a feasible solution to current academic models. These Constraints cannot be of academic nature, but rather in the manner that the exchange of information and knowledge applies to the human experience. The opening of our education system is guided by an ethic that leads to constructive relationships and links for a satisfactory interaction. The PCUPR School of Architecture's construct relies on:

- *Respect* towards the valuation of diversity as defined by territory and culture, as well as the public realm (property and environment) and the urban, architectural and landscape Patrimony.
- *Dignity* towards work and the valuation of the person as the foundation of professional, academic and research resources for the accumulation of knowledge to better the quality of our spaces and environments, where all members of our community become role models for the discipline and collective execution is dignified in the formation of a healthy ecosystem for the greater good of society.
- *Prudence* in the valuation of the actions, investments, interventions, time and resources as essential to guarantee maximum performance and return. Guided by a vision of sustainability and responsible for the fair management of economic and physical resources, each member of our community must be held accountable for their actions without limiting the capacities and responsibilities of other individuals, of the community and themselves.
- *Solidarity* towards the needs and aspirations of each individual of our community to improve quality of life through education and common good. Solidarity is materialized in new cooperative ways of teaching, learning, investigating and promoting the development of knowledge.
- *Leadership and Social Commitment* to the cultural constructs and contributions of architecture, the strengthening of the spirit and the

cultivation of imagination to promote innovation and influence architectural and urban culture on a global level.

- *Equanimity* in exercising critical judgment in the evaluation of performance to promote the paused and profound discussion of ideas in the search of new knowledge on urbanism, architecture and landscape architecture.
- *Tolerance* towards other cultures and the exchange processes that enrich the social and intellectual capital of our community. The value towards locality should not replace the capacity of aperture and exchange of experiences, tendencies and efforts from other academics and professionals within and outside our local communities.
- *Promotion and Dissemination* of the individual, collective and multisectorial findings and research as a methodology of assuring community interest in the topics that really construct our social structures.
- *Cultivation of Imagination* and the creative process as open, interdisciplinary and multi-sectorial, respecting the intellectual and creative property in the search for common knowledge, and promoting the expansion of that knowledge as an imaginary exercise with real life applications.
- *Cooperation and Collaboration* as a social exercise in which the objectives are reached through the synchronizing of the strengths and improvement of the individual capacities in the execution of projects and research.

The School of Architecture believes that a new Strategic Architect and leader shall emerge from an environment of unrestricted knowledge, but with an ethical postulate that allows interactions to occur in a manner worthy of our Institution, and to the community which it serves. The School of Architecture promotes an education environment in which human respect and ethical exchanges are the foundations of a trustful peer relation, and where the curriculum maps academic behavior to the benefit of the trans-disciplinary exchange, catalyzing cross-pollination, and fertilizing innovation.

Within the walls of the School's Aula Magna, students, faculty and staff alike will find the principles by which the Schools pedagogical structure was designed, and their contractual responsibilities to encourage, through every action, a well rounded professional:

- with Social and community commitment
- with Environmental responsibility and accountability
- with Imaginative spirit
- with Economic prudence
- with Tolerance toward differences
- with Entrepreneurial will
- with Critical and analytical capacity
- with Pragmatic, artistic and technological creativity
- with Local conscience and global presence
- without prejudices or preconceptions, free thinkers and citizens of the world

Multi-sectorial Participation in the Assessment of Learning Culture

In order to assess learning culture, it is imperative that all aspects of the evaluation process are considered from three main perspectives: administratively, academically, and peer review.

Administratively, the School of Architecture tries to ensure that all operational, financial, and logistical planning is aligned towards the implementation of academic and institutional initiatives that benefit, promote and develop the formation of future strategic architects. These administrative processes include budget, human resources and operational commitment.

Academically, the School of Architecture relies on the SEEDS structure to assess learning culture from a constructivist interdisciplinary manner. All SEEDS Coordinators are involved within the assessment process as representatives of different theoretical and practical backgrounds. Monthly SEEDS meetings, conducted by the Dean and the Bachelor Program Director include discussions regarding curriculum, research initiatives, and activities related to the thematic construct of the Schools academic structure.

In 2012, the School of Architecture created a SEEDS sub-committee to analyze and evaluate learning culture trajectory within the first four curricular years as a method of fine-tuning for fifth year performance requirements and end-of-career student assessment. Known as the *Capstone Committee*, the group is initially composed by four Experimental Unit Coordinators, named by the Dean, and who are responsible for reviewing the content of the curriculums last two Design Studio Courses (*ARAD 410 and 420*) to assure the end of career experience is coordinated and in tune with the School's Vision and Mission, and that the execution of these Design investigations support the multiple themes and interdisciplinary collaborations integral within the Experimental Unit complimentary structure.

The Committee shall engage the ample spectrum of the architectural community, within and outside of Puerto Rico, as well as professionals not directly related to the field of architecture but that are identified as players within the same fields architects operate in. The Committee shall also hold open hearings to better assess student needs and desires within the academic structure of the School. The final objective of the Capstone Committee, then, is to formulate an understanding of the student's trajectory within the curriculum, and provide sound and readily implementable alternatives to effectively complete their academic formation as mandated by the School's mission and vision. As of Fall 2012, the Committee members are Ms. Magda Bardina (ARAC Coordinator), Ms. Tamara Orozco (ARLE Coordinator), Dr. Pablo Planet (ARHT Coordinator) and Mr. Luis V. Badillo (Chair & ARST Coordinator).

Student involvement within the assessment of student culture is also essential to the School's processes. With the official introduction of the School's AIAS chapter, and other program recognized student groups like MAS (Movimiento de Arquitectura Social), the student body shall have a direct and structured inclusion mechanism on discussions on learning culture, academic integrity, leadership, and learning outcomes within the scope of the School's mission and vision.

Social Equity and Diversity

The School of Architecture recognizes, at all levels, the importance of a diverse academic ecosystem that can flourish and provide a rich experiential environment to the benefit of faculty, administrators, and employees.

"It is the policy of the Pontifical Catholic University of Puerto Rico to provide equal opportunity to all persons consistent with employment requirements and qualifications and to prohibit discrimination in all employment practices for reasons of race, color, religion, sex, national origin, age, physical or mental handicap, status

as a special disabled veteran, veteran or citizenship of individuals legally authorized to work in the United States, or persons who have been victims of domestic violence. All University facilities provided to employees are available on a non-discriminatory basis. A positive, continuing Affirmative Action Program has been established to promote the full realization of equal opportunity throughout the University. To ensure full compliance with this policy, all applicants for employment and all current employees are judged on the basis of their ability and skills alone. The University's Equal Employment Opportunity Officer is responsible for developing, coordinating and directing programs of equal opportunity throughout the University." *Pontifical Catholic University of Puerto Rico Equal Employment Opportunity Policy Statement (revised July 2010)*

Gender equality has, and shall continue to be, a priority with the School's academic and administrative structure, as well as the student body. The School has been very proactive in using female staff and faculty as role models towards other prospective female students and faculty. The program is also committed to the sponsoring and support of female faculty and staff within the academic and professional realms. During the last year, three of our female faculty have had the opportunity to engage important positions within the academic and professional realms. Pilarin Ferrer-Viscasillas, which has been part of the School's faculty since the beginning, has recently been named candidate for FCAA President (Federation of Caribbean Associations of Architects) for the next cycle. The School supported her efforts since late 2010 by allowing her to bring the 5th FCAA Congress and General Assembly Meeting to our School. The School has also provided total support to Tamara Orozco, faculty member since 2009, to pursue the Presidency of the Puerto Rico Institute of Landscape Architecture, which she now runs.

Although the Pontifical University of Puerto Rico is an Equal Opportunity Employer, as an entity within the Roman Catholic Church and bearer of the Pontifical name, must abide by certain rules and regulations. As pertinent to the process of hiring academic and administrative personnel, the PCUPR cannot hire persons that have been excommunicated or those whose canonical status is considered irregular or not meeting the canonical requirements as prescribed within Canon 810.1 of the Code of Canon Law of 1983. While the Vicepresidency for Academic Affairs provides that faculty must be distinguished for rightfulness in the practice of Catholic Doctrine and by the integration of the doctrine in everyday life, non-catholic faculty will be considered for employment if respectful of the Catholic Doctrine, both in the exercise of teaching and research. Good moral standing is required at all levels.

The Pontifical Catholic University of Puerto Rico provides for Reasonable Accommodation of faculty, employees and students through the Disabled Persons Services Office (OSPI, for its name in Spanish). The office, under the Vicepresidency of Student Affairs, was created to:

- identify the needs of students and staff with disabilities in the institution.
- ensure students with disabilities equal academic competition through technology assistance and reasonable accommodation.
- keep the university community informed through workshops, seminars and conferences on new laws and procedures for persons with disabilities.
- assist the Faculty, and staff with permanent and temporary disabilities with reasonable accommodation to perform the functions to work.
- attend to and process complaints regarding Section 504/ADA violations.
- Provide support to students and staff on assistive technology and assistive devices.
- Facilitate coordination with the Office of Vocational Rehabilitation.

Other mechanisms by which social equity is achieved is through institutional policies and procedures regarding grievancies and claims related to harassment and discrimination through the Human Resources Department and the Vice-Presidency for Student Affairs. The School of Architecture, as an official entity within the institution, follows and encourages social equity and the implementation of the official policies and protocols. The following documents shall be found within the Pontifical Catholic University of Puerto Rico:

- ADA and Section 504
- Reasonable Accommodation Policy
- Protocol for the Management of Domestic Violence in the Workplace
- Sexual Harassment Policy
- Protocol for Management of Sexual Harassment Claims
- Standard Conduct Policy
- Equal Employment Opportunity Policy Statement

Regarding academic integrity, Article VI from the Pontifical Catholic University's Student Handbook establishes the policy and process by which cheating and plagiarism is handled within the university setting. The School of Architecture is bound to apply by said policies and enforce academic integrity policy and protocols.

I.1.3. Response to the Five Perspectives

Architectural Education and Academic Community

Curricular Ecosystem: an innovative interdisciplinary and transdisciplinary approach.

The curricular ecosystem formulated for the PCUPR School of Architecture promotes academic collaboration within two interwoven perspectives, the internal interdisciplinary approach, and the external transdisciplinary approach. The curricular ecosystem engages **interdisciplinarity** from within by means of the SEEDS structure. Although the genetics of the SEEDS structure implants several specialty disciplines within the curriculum, these disciplines are so closely related to the education of architecture that are perceived as complimentary rather than supplementary. Throughout the basic curricular experience, students are subjected to the progressively intertwined structure of the collaborative architectural process, from the fundamentals of design and representation platform (ARAD and ARAR Experimental Units), to the historical basis of architectural design (ARHT and ARAC Experimental Units), through the technological and physical aspects of building construction (ARST and ARSF Experimental Units), to the urban and environmental aspects of community planning (ARUS and ARLE Experimental Units), and ultimately to the legal and entrepreneurial postulates of real world application and innovation (ARLA and ARDA Experimental Units).

The expertise required to effectively manage this inclusive array of academic wealth comes from a well rounded faculty composed of historians, architects, engineers, developers, artists, lawyers, urbanists, landscape architects, preservationists, and experts in computational design. Experimental Unit Coordinators, and faculty members within the units, are encouraged to further the collaborative process by engaging academic programs within other institutions of higher learning through specialized research, academic collaborations, and activities.

An example of this is the School's initiative with the State University of New York (SUNY), Syracuse University, and Louisiana State University to outline and develop a consortium where students from our Program pursuing the Minor Degree in Landscape Ecology and Environment may be admitted to any of the Landscape Architecture programs with advanced placement. The agreement, still being delineated, provides for sound academic and intellectual.

During the summer of 2012, the School's library programmed a meeting with the Directors of the Politechnic University of Puerto Rico and University of Puerto Rico School of Architecture libraries. The meetings purpose was to formally establish a collaboration aimed at developing the collections within all three schools and establishing the parameters for inter-library exchanges, both in digital and tradinional means.

This curricular ecosystem also allows for the experimental integration of cross-academic, **trans-disciplinary** investigations through the required Minor Degree of specialization, where students must expand their collaborative skills and knowledge outside of the typical architecture epistemology and directly engage other academic departments within the university that have been systematically linked to the SEEDS Experimental Unit structure.

In this transdisciplinary realm, students are empowered to select, based on their area of interest, a broader scope of knowledge through the pairing of the Experimental Unit structure (24 credit Minor Degree) requirements through an interdepartmental synchronicity in the following manner:

Experimental Unit	PCUPR partnership
Architectural Representation (ARAR)	Fine Arts Department
Architectural History & Theory (ARHT)	History Department
Adaptive Conservation and Preservation (ARAC)	History Department
Sustainable Technologies (ARST)	Environmental Sciences Department
Structural Frameworks and Assemblages (ARSF)	Physics/ Mathematics Department
Landscape, Ecology and Environment (ARLE)	Environmental Sciences Department / Biology Department
Urban Scapes and Communities (ARUS)	Social Sciences Department
Legal & Administrative Awareness (ARLA)	PCUPR Law Shool
Dev. Assessment and Entrepreneurship (ARDA)	College of Business Administration

Directly related to the perspective of architectural education and the academic community, the School of Architecture has progressively and systematically expanded the quantity and quality of knowledge with lectures, conferences and seminars focused in academia, and the pursuit of expansive knowledge of the task of educating future architects.

Education of an Architect 40 years later: John Hejduk & The Cooper Union

(May 2011)

Lebbeus Woods (professor, the Irwin S. Chanin School of Architecture of The Cooper Union and European Graduate School in Saas-Fee, Switzerland), Guido Zuliani (professor, the Irwin S. Chanin School of Architecture of The Cooper Union in New York), David Gersten (professor, the Irwin S. Chanin School of Architecture of The Cooper Union in New York), David Shapiro (poet), Diane Lewis (professor, the Irwin S. Chanin School of Architecture of The Cooper Union in New York), James Williamson (Visiting Associate Professor, AAP Department of Architecture at Cornell University) and Javier De Jesus-Martinez (Dean, PCUPR School of Architecture and Cooper Union alumni)

Architecture Education for the next decade as part of the FCAA 5th Congress

(October 2010)

Abel Misla Villalba (Founding Dean, School of Architecture, PCUPR), Francisco Rodriguez (Dean, School of Architecture, UPR), Carlos Betancourt (Dean, School of Architecture, Polytechnic University of Puerto Rico)

Interdisciplinary, Transectorial and Alternative Views as part of the FCAA 5th Congress (October 2010)

Dr. Gus Pantel (Archaeologist, Faculty PCUPR School of Architecture), Jorge Rigau (Architect & Founder of the School of Architecture, Polytechnic University of Puerto Rico), José Lorenzo Torres (Architect), Federico del Monte (Planner and Architect, PR Housing Authority), Edwin Quiles (Founder, Community Design Studio Initiative)

Collective experience: Urban actions/ephemeral architecture (February 2012)

Guest Speaker: Andrea Bauza (Architect with Puerto Rico Cultural Institute)

If tears were really laughter as part of the 2011 International Summit on Architecture, Politics and Policies for the Contemporary City (December 2011)

Keynote Speaker: Eric Owen Moss (SciARC Director and 2011 Jencks Award recipient)

During the fall 2010 semester, the School embarked on an ambitious plan to further the academic development of students via collaboration with SciARC (Southern California Institute for Architecture) and several key members of its faculty. Construed as a Masterclass, and under theme of “Geographies of Opportunity”, **Projects of New City Ecology (P.O.N.C.E)** aimed to expose students to contextual scenarios, zones and sectors with strategic programmatic potential within the city of Ponce that promote cultural, educational, commercial and social activity and the flourishing of added value. Though six primary zones of intervention, each with its own particularities, students engaged their assigned design problems under specific morphological and programmatic agendas. The six topics within the collective investigation were:

- **Reprogramming Density: Events, Operations and Interactions in the City's Arteries.** *Marcelo Spina and Jose Dueño-Jordan Design Studio*
- **Global Mobility: Re-envisioning the City's International Gateways** *Hernán Díaz Alonso and Omar García-Beuchamp Design Studio*
- **Cultural Landscapes: Spaces for Exchanges and Creative Value** *Pedro Rosario-Torres and Ligia Saldaña Design Studio*
- **Redefining Verticality: New City Skyline** *Tom Wiscombe and Juan Emmanuelli-Benvenutti Design Studio*
- **Redimensioning Water Boundaries: The Coast Line and Perimeter Fluxes** *Jose Pagán-Pares Design Studio*
- **Calibrating Urban Topology: Mapping the City's Natural Landscape** *Julian Manriquez-Botello Design Studio*

While the Project was designed to benefit the students through exposure to complex design problems and worldclass designers, the project produced great academic collaborations and synergies between the PCUPR and SciARC, adding academic value and experience to all participants. The P.O.N.C.E. project culminated with the 2011 International Summit and the postulate that Projects of New City Ecology could become the model for further explorations outside of the city of Ponce. Plans are currently being developed to promote a similar project in the Dominican Republic in conjunction with the Pontificia Universidad Catolica Madre y Maestra (PUCMM) and the Universidad Iberoamericana (UNIBE).

Architectural Education and Students

Visionary Leadership, Global Exposure and Entrepreneurial Will

Faced with the uncertainties within the practice of our discipline, the School of Architecture postulates that while the range and depth of the academic structure is integral to the forming of new architects, to shape a **visionary and enterprising leader** requires a pedagogical strategy that privileges the Exploration, the Experimentation and the Application of knowledge through the creation and development of alternative and complimentary markets. Exploration emphasizes on quantity and quality of knowledge in all relevant thematic areas within the School's interdisciplinary eco-system. Experimentation builds upon exploration in the search for alternative postulates, variations and new creations. The Application seeks to develop an interest in pursuing new developments, projects or ideas. It is our philosophy that the exposing students to these three stages contribute to the development of leadership.

One key aspect in providing an academic ecosystem that promotes leadership and entrepreneurial will resides on the development of smaller ecosystems within the program that can be developed and run by students. In order to achieve this, the School of Architecture has facilitated, incentivized, capacitated and counseled students with academic and extracurricular activities to forge its own leadership and organization. The **Student Capacitating Workshop** was created to tend to this issue with invited guests that have been exceptional student leaders in diverse historical and geographical moments.

Two very important initiatives that have formulated during the brief trajectory of our School is the birth of **MAS** (Movimiento de Arquitectura Social) and **AIAS**. The inclusion of these two student groups in the School of Architecture provide valuable leadership opportunities within the realms of community service, pre-professional development, networking and many other activities to the benefit of the student body and the program itself.

Another important dimension in the approximation of Architecture Education as pertaining to student development is **exposure** in the context of a global culture and the diversity of thoughts on a regional and global scale. In that sense, the School of Architecture has become the academic, cultural and professional hub for architecture, urbanism, and other related disciplines in Puerto Rico's southern and western regions. The implemented **Lecture**

Series and Dialogues with Students series have progressively expanded both in depth and diversity.

Reprogramming Density: The New City Skyline as part of the **2011 International Summit on Architecture, Politics and Policies for the Contemporary City** (December 2011)

Tom Wiscombe (SciARC), Theodore Spyropolus (AA Design Research Laboratory) and Marcelo Spina (SciARC)

Cultural Landscapes: Spaces for Exchange and Creative Value as part of the **2011 International Summit on Architecture, Politics and Policies for the Contemporary City** (December 2011)

Hsingming Fung (SciARC), Alanna Heiss (AIR, founder of PS.1), Celina Nogueras-Cuevas (Muuaaa! Branding) and Carolina Stubbe (Fist_art Foundation)

Calibrating Urban Topology: Mapping the City's Natural Landscape as part of the **2011 International Summit on Architecture, Politics and Policies for the Contemporary City** (December 2011)

Florencia Pita (SciARC) and John Enright (SciARC)

Global Mobility: Re-envisioning the City's International Gateways as part of the **2011 International Summit on Architecture, Politics and Policies for the Contemporary City** (December 2011)

Hernan Diaz-Alonso (SciARC) and David Ruy (Pratt Institute School of Architecture)

Frescos: Engaging with the Art (December 2010)

Book presentation by Celina Nogueras-Cuevas

White Noise (November 2010)

Guest Speaker: Ivan Rupnik (faculty at Northeastern University)

Customizing Design (October 2010)

At AIA-PR Annual Convention held in Ponce Puerto Rico

Guest Speaker: Michael Szivos (SOFTlab NYC)

In Interiore Hominis Habitat Veritas (October 2010)

Dialogues with Students Series

Guest Speaker: Ricardo Jimenez (LEED Green Associate)

Closely tied to leadership within our student body, the school of architecture actively embarks on initiatives that focus on the student's perception of their place in the cultural, social and economical realms. Entrepreneurship, more than consciencious participation in today's professional structures, has now become a necessary and indelegible responsibility for all students as a means to appropriately tackle the misconstruts and economic hardships of the profession. The School of Architecture is committed adaptation and transformation as a means of providing plausible deviations from pure architecture as necessary to provide economical and professional security. As part of its entrepreneurial agenda, the School of Architecture has designed a mechanism by which students can assert ther creative spirit.

The Puerto Rico Innovation and Design Accelerator (PRIDA) is a multisectoral initiative that exposes students to alternative design and application realms, and positions the School of Architecture as a leader in regional and national networking of academia and industry. **PRIDA** was construed as a mechanism to accelerate business initiatives that promote the creation of new products and services in the construction and design industry, as well as emerging markets through the research and design of new productions alternative to satisfy national/international consumer's needs.. PRIDA has produced collaborative initiatives with companies like CEMEX, Carmel Group, and AkzoNobel / Glidden.

PRIDA's scope of work construes the use of **Economic Development Administration** funds to conduct regional planning and research of emerging markets, identify & develop new businesses opportunities, provide business counseling & trainings, research & development of design alternatives for new manufacturing products, and provide technical assistance to regional manufacturing businesses to foster the development and deployment of advanced products and processes technologies to strengthen competitiveness. **SBA** funds will be used to hire business & market specialists, resources for entrepreneurship seminars/trainings and commercialization counsels. These resources will focus on analyzing emerging markets, building networks & partnerships, and facilitating access to new resources and markets. All activities emerging from the PRIDA initiative shall be construed as student oriented in all three areas of interaction: exploration, experimentation and application.

ARRECIFE is another initiative designed as a catalyst for student exploration and experimentation while establishing the co-existence of multi-sectorial and inter-disciplinary alliances in order to promote entrepreneurship and enterprises that can generate economic activity. ARRECIFE is conceived as the operative platform by which every commercially feasible service or product derived from the School of Architecture's academic agenda (projects, explorations, furnishings, systems, etc.) can be incubated, implanted and promoted to advance the evolution of ideas and the entrepreneurial character of the student body. The first project under the ARRECIFE initiative derived from the opportunity to design and fabricate furniture for a collaborative exhibit between the Ponce Art Museum and El Prado Museum in Spain. A team of Faculty and Students took on the challenge of designing and fabricating furnishings using recycled cardboard, MDF and stainless steel rods. Although the furniture was specifically designed and fabricated for the venue, the methodology used to achieve it opened a myriad of possibilities for further explorations and feasible branding.

One of the biggest challenges in the establishment of a solid academic program in architectural studies is foreseeing or planning for impact it might or should have upon the social structures under which it is established. The School of Architecture's goal is to engage its context through ideas and resolution of issues at a global scale while dealing with those that are most pressing on the local realm. In order to achieve this, the School shall provide a platform where students can engage local issues with precedent knowledge of global solutions tailored to meet contextual necessities. The intention is to keep student exploration nested in reality without compromising the possibility for innovation, and along the way, to prepare students for their inclusion into a local network of professional practice in a vanguard manner.

Architectural Education and the Regulatory Environment

Operative knowledge and innovation within the boundaries

In the field of regulatory development and implementation, the **Legal and Administrative Awareness (ARLA)** unit provides students with one of the primary sources of information and collaborations through the implementation of courses, lectures, special projects, and strategic alliances with local, state and federal agencies responsible for the regulatory environment to which most graduates will eventually be subjected to in professional practice, be it in the private or public sector. ARLA also provides students with the understanding and framework provided under professional agencies such as **CAAPPR** (Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico) and Puerto Rico Board of Architectural Examiners.

Graduates from the Program shall also have an awareness of Regulatory practices within other fields of expertise via interventions with other Experimental Units. They shall have awareness on Preservation issues, Building Codes and Regulations, Public Policy, Land Use, Development, and Energy efficiency, as well as systems of incentives in place by government agencies to promote issues not yet in regulatory status. These tools, along with the skills acquired in the design realm, shall provide the ability to acquire tangible expertise within the fields and themes brought forth through the Experimental Unit proposed as integral components of the Program. In alliance with the CAAPPR, the School established a Licensure Examination Review Workshop cycle to facilitate professionals from the region and eventually our students in the adequate transitioning towards licensure and/or any other field related to architecture.

Another example of the relation between Architecture Education and the Regulatory Environment within the School of Architecture is the collaboration that has been established with the Southern Region Municipalities. In Puerto Rico, the immediate power over urban and land planning corresponds to the Municipality (or counties). The Municipalities, through their land planning and permit offices plan and direct the evolution of the city. The School currently has **Memorandums of Understanding (MOU)** with the the Municipalities of Ponce, Isabela, Guayanilla and Coamo, with potential of other alliances with several other municipalities currently on the drawing board.

The School of Architecture has hosted several activities as a means of directly addressing the topic of the regulatory environment within the education of Architecture, for both students and practicing professionals.

Technology, Energy and Constructive Practices: Politics and practice for a sustainable insular region as part of the FCAA 5th Congress (October 2010)

Dr. Fernando Abruña (Professor, School of Architecture, UPR), Dr. Efrain O'Neill (Professor, Electrical Engineering, UPR), Dr. Iván Baiges (Professor, Electrical Engineering, UPR), Cristina Algaze Beato (Architect & President, USGBC Puerto Rico Chapter)

Global perspectives on the performance of concrete (February 2012) in collaboration with the University of Puerto Rico Engineering Department
Amparo Moragues Terrades, Ph.D. (faculty, Universidad Politécnica de Madrid), Jaime C. Gálvez Ruiz, Ph.D. and Encarnación Reyes Pozo, Ph.D. (faculty, Universidad Politécnica de Madrid)

Permitting Process Reform (December 2011)

Jennifer Mayo Mirabal (Director, Oficina de Inspector General de Permisos de Puerto Rico)

Architectural Education and the Profession

Alliances, dissemination, and reach within the exercise of the profession

The School of Architecture proposes the implementation of Intramural Strategic Alliances to engage other sectors of the professional world, and implement the profession of architecture as a catalytic agent for effective collaborations. In the form of councils, these alliances are meant to use the School as a venue for collaborative networking and understanding, where academia, private and public sectors can find common grounds and discourse on a myriad of topics relevant to architecture, economy, politics, culture and social function of the urban environment as integral components within the profession. The **Intramural Strategic Alliances** are meant for students, professional design firms, and government agencies to interact on common ground in a collaborative manner and dealing with real issues and promote effective strategies for the benefit of our communities and the advancement of the profession.

It is through the implementation of Intramural Strategic Alliances that the foundation for tangible solutions to real problems may find its course. Integral to this approach, given the possibility that student work may find its way into real life projects, the School shall provide the students with due credit for their efforts, thus complementing their knowledge as well as their intellectual and professional development from an early stage. Such experience shall also find its way into the student's pre-professional portfolios as evidence of their ability to engage real problems, establish collaborative efforts with other professionals in the field, and provide the groundwork for assessment once ready to immerse themselves in the real world.

To that effort, and as the pre-eminent initiative for the inclusion of students within the realities of professional practice, the School has instituted the **Intern Development Program (IDP)** as required by **NCARB** and **NAAB**. Presently, the program is headed by Luis Badillo-Lozano, faculty member and Sustainable Technologies (ARST) unit coordinator. Although the initiative was instituted since 2010, new requirements of the IDP 2.0 version require reformulation and update to the faculty, as mentors, and students, as program participants. The IDP program in the PCUPR School of Architecture aims to:

- hold different and separate orientation meetings related to education and promotion of IDP 2.0 with students and professors.
- hold meetings to include student leaders and student organizations.
- train administrative personnel in the handling of terms and basic tools of IDP 2.0 so that they can support the program and the School's IDP Coordinator.
- turn invite regional practicing architects who can shed light on the importance of this Program and the “essential role” they have in its successful implementation.
- follow up on individual basis on all those interested students to facilitate their entrance into the Program. Since IDP is a program that extends to some 5.600 hours of practice (equivalent to three years of work) our effort does not consist merely of obtaining inscriptions but of making sure that each Intern stays and completes the time required by the Program within the requirements and restrictions at their particular level of development.

The School of Architecture proactively pursues and sponsors lectures related to the practice of architecture. Although many lectures and symposiums sponsored within the School can be attributed to several perspectives of architecture education, the primary thematic content must be analyzed in the exercise of validating particular perspectives. The following are examples of lectures and conferences that embark on the perspective of architectural education and the profession:

Transforming the practice of Architecture (February 2011)

Dialogues with Students Series

Guest Speaker: Jaime Sobrino (president, AIA-PR)

The International Practice (May 2012)

Organized by the Landscape, Ecology and Environment Unit (ARLE)

Guest speaker: Isabel Fernandez (M.LA, Faculty at SUNY Landscape Architecture)

The School has also established strategic alliances with local, national and international organizations that are linked, directly or indirectly, to the practice of architecture. One of these alliances, the **American Institute of Architects** (Puerto Rico Chapter), celebrated the 2010 Convention in Ponce, and the School became the main venue for the programmed lectures,

Awards exhibit, Continued Education classes, Construction Products Exhibit, and social and networking activities. The synergy between the School and the AIA-PR has since further amplified by the introduction of Julian Manriquez-Botello, active president of the AIA-PR, as faculty within the program.

Lastly, as a way of disseminating and provoking early interest in the practice of architecture, the School engaged an innovative initiative called **ARQUICLUB**, or ARCHCLUB. This initiative was designed as an alternative “club-based” activity to be held and run by local highschools. Apart from being an excellent student recruitment strategy, the club shall provide high school students with deeper and correct perspective on architecture as art, science and profession. Currently, two schools have opened clubs in the Ponce area, and four additional schools have expressed interest in allowing the School of Architecture to help them set and promote additional chapters. The implementation methodology for Arquiclub establishes that while the School of Architecture shall facilitate, mentor and participate as an organizing entity in the Architecture clubs, the initiative shall be executed by teachers and students within the chapter schools.

Arquiclub, although initially designed as an extracurricular activity within the participating schools, has evolved into an creditable elective course. The introduction of ARQUICLUB also serves as a practical strategy to create conscience about the practice of architecture and all the complimentary disciplines involved in the creation of spaces, buildings, built environments, cities, communities and nations as entities of change and cultural expression.

Architectural Education and the Public Good

Regional Empathy and Landscapes of Common Good

The School of Architecture adopts the concepts of **Regional Empathy** and Landscapes of Common Good as the ethical backbone of its academic, social, cultural and economic proposal for the southern region of Puerto Rico. Encouraging regional empathy assures the healthy evolution of the academic ecosystem, conceived as the civic and epistemic organizer of the society, like the quarry of wealth, experiences and knowledge.

Accomplishing the goal of establishing a functional regional empathy, the academic ecosystem within the architecture program benefits from the institution by making unique intellectual contributions to the context in which it operates. The academic diversity provided by the Pontifical Catholic University facilitates the interdisciplinary dialog, essential to the philosophy of the program, and necessary for regional progress in design and planning the physical and natural realm.

"We must be willing to use the benefits of our industrial, technical and scientific advances not only for the intellectually determined ends but also for man's social and spiritual development so that he/she may obtain through his creative efforts the signification and dignity of man/women expressing himself with joyous and religious fervor through his/her art. ART, as an organic part of life, at the root of being". Henry Klumb

Landscapes of **common good**, as a thematic backdrop, provides the environment to reflect on the epistemic threshold of the architectural profession and the academic environment the Pontifical Catholic University of Puerto Rico actively pursues as agents of common good to our society, both local and global. These landscapes are engaged from within areas in which architects are historically non-participants, but that through careful analysis of the methods and means, become the catalysts for feasible partnerships and collaborations. Landscapes of common good validates the School's Vision and Mission where providing an interdisciplinary education of architecture as a vehicle to contribute to the improvement of our territories, landscapes and villages becomes a necessity rather than a possibility.

Landscape of the common good proposes the questioning of the ethical, aesthetic and logical congruents within architecture, urbanism and landscape architecture on a larger field that transcends the conventional dualities

between "public versus private", between "the natural versus the built". Intervening in these environments requires not only information, but a greater integration and critical synthesis to reduce economic, social, and political risks, while considering all aspects of the design process as contributors to greater good of society.

Notable among the collaborative initiatives aimed at common good is the proposed **Route 123** Agro-tourism Corridor. This project is a multi-sectorial initiative with PathStone Communities, the Conservation Trust of Puerto Rico and the Center for New Economy, and is co-financed by the U.S. Housing and Urbanism Department (HUD) through a competitive proposal that was submitted by the consortium through a proposal request by the Rural Innovation Fund. The Route 123 initiative implements planning, economic development, housing, entrepreneurship and self-management to revitalize and refurbish the productivity and competitiveness of cultural, physical, natural, commercial and industrial assets between the communities of Ponce, Adjuntas and Castañer. As part of the initiative, other groups like Casa Pueblo and the Center for Landscape Conservation have joined as additional resources.

The proposed Route 123: Agro-tourism Corridor initiative was conceived in partnership with the Landscape, Ecology and Environment (ARLE) experimental unit, thus providing economic revenues from the proposal, and the possibility of in-studio development for the benefit of the student body. During the 2012 academic year, several courses will be contributing to this important economic development project, specifically ARAD 401 Design Studio, which is associated with the ARLE experimental unit, and is scheduled to work from within three geographic scales, concluding with proposals that integrate landscape architecture, architecture and public space.

The PCUPR School of Architecture, through a dialogue with **SER** (Sociedad de Educacion y Rehabilitacion) and the **PSMHS** (Ponce School of Medicine and Health Sciences), proposes a research initiative that provide the tools and expertise to investigate, analyze, evaluate, synthesize, and develop innovative design solutions to accommodate the specific needs of children with autism, cerebral palsy, down syndrome, multiple sclerosis, spina bifida, and other conditions prevalent within the SER community. Although existing laws and regulations provide enforceable legislation to protect the mobility of people with disabilities, the children and families affected by these conditions need particular and readily implementable design solutions to

overcome the specific barriers they face within their daily lives at home, ranging from the built to the sensorial.

The School is currently delineating the parameters, in collaboration with the Urban Scapes and Communities (ARUS) Experimental Unit and the Legal and Administrative , for a new initiative under the name **Governance Institute for Sustainable Cities**. The initiative, while still in its planning phase, aims to establish bi-lateral collaboration through resources and expertise with municipalities in Puerto Rico regarding practical affairs and technology to improve processes and services to the community. It will also support seminars and conferences on topics that influence common good. During the fall of 2012, the Governance Institute, the School of Architecture, and the U.S. Green Building Council (USGBC) will sponsor seminars on recycling and waste management offered by NERC (North East Recycling Coalition), in conjunction with the Syracuse University Center of Excellence, Waste Cap Wisconsin, and Puerto Rico Recycling Partnership. Waste management is presently one of the biggest problems within the small confines of our island.

During the fall 2012 semester, the Architectural History and Theory (ARHT) Experimental Unit, through its ARAD 201 studio, is engaging a multi-group design project for **Limbs for Haiti**, a non-profit organization that provides rehabilitation and services for orphans and amputees. The collaboration aims to provide the organization design parameters and alternatives for a Health Services Clinic and Orphanage in the City of Port-au-Prince. This strategic alliance will allow our students to come into contact with a cultural dimension that, while geographically close to Puerto Rico, is completely foreign to our students.

The Sustainable Technologies (ARST) Experimental Unit is currently working with **AARP** in an initiative known as Urban Ecosystem for the Elderly in the historic center of Ponce. The initiative seeks to engage prevalent and typological constructs as a means to explore new urban housing paradigms as instruments of public policy and the development of living spaces for the elderly. The initiative shall yield the ideal setting for a preliminary design exercise through the ARAD 301 design studio, and usable design solutions for possible implementation. AARP will serve as consultant in this venture, and as partner in future iterations of the initiative.

Interdependency in the new sociocultural practices and politics: urban and territorial agendas in the contemporary caribbean as part of the FCAA 5th Congress (October 2010)

Dr. Alfredo Carrasquillo (Faculty, USC), Liz Melendez (Architect/Urbanist), Lyvia Rodriguez (Executive Director, Caño Martin Pena Project)

Natural Resources and the Environment: an ecosystemic vision of the Caribbean as part of the FCAA 5th Congress (October 2010)

Ada Monzón (Meteorologist), Astrid Díaz, (Architect/Investigative Reporter), Dr. Jose Molinelli, Dr. Tamara Heartsill Scalley (Ecologist and Researcher), Gisela Baez (Geologist and Researcher, PRSN)

Health and Education: Global Competitiveness in the Contemporary City as part of the FCAA 5th Congress (October 2010)

Antonio Garcia Padilla (Professor, School of Law, UPR), Joxel Garcia (President, Ponce School of Medicine)

Local Consciousness, Global Awareness: Strategic Marketing, Branding and Value in the Caribbean as part of the FCAA 5th Congress (October 2010)

Jessica Pazos (Red Bull Communications Manager for Central America and the Caribbean), Jessica Banchs (Jet Blue Latin America and Caribbean Marketing), Claire Breukel (PUMA Latin America and Caribbean Branding and Marketing Manager), Terestella Gonzalez Denton (President, Caribbean Round)

New atmosphere: Ethics and Esthetics in architectural production as part of the FCAA 5th Congress (October 2010)

Nathaniel Fuster (Principal, Fuster and Partners), Jorge Ramírez Buxeda (Principal, Ramírez Buxeda Arquitectos), Yazmin Crespo (Professor, New York Institute of Technology)

1st PRISA Encounter for a Sustainable Insular Caribbean Region (May 2012)

Alex Martinez, Melissa Vargas and Shaney Peña (faculty at PUCMM and UNIBE Architecture Schools in Santo Domingo, Dominican Republic)

2012 Symposium: Towards a new vision in historic preservation (May 2012)

Organized by the Adaptive Conservation & Preservation Unit (ARAC)

Beatriz del Cueto (Puerto Rico), Maria Luisa Cerrillos-Morales (Spain), Carlos Flores-Marini (Mexico), Alberto Jose Herrera-Diaz (Colombia), Jose Izquierdo-Encaranacion (Puerto Rico), Agamemnon Pantel-Tekakis (Puerto Rico) and Rosa Maria Sanchez-Lara (Mexico)

I.1.4. Long Range Planning

The goal of the PCUPR School of Architecture's academic platform is to bring a high standard, all-encompassing education that can bring real solutions to real problems affecting our communities and our region. Attention shall be given to the integration of the student body within the community's social, cultural, political, economical realms, bringing forth a formative process guided by intellectual quality, integrity, and compromise where the real necessities of the community are met with innovation in a skillful, multidimensional manner.

With this mandate as the cornerstone of the School's holistic approach, the integration of the Experimental Unit components to the Program prove to be an innovative and integral part of the School's success. The School has a Strategic Plan articulate and implement by the SEEDs or Experimental Unit. The Strategic Plan defines goals and objectives in response to the NAAB's Five Perspectives:

- Architectural Education and the Students: Academics
- Architecture Education and the Academic Community: Research
- Architecture Education and the Regulatory Environment: Continuum
- Architecture Education and the Profession: Entrepreneurship
- Architecture Education and the Public Good: Community Outreach

The general goals, objectives and long range plans for the Experimental Unit matrix are delineated as follows :

- The **Architectural Representation** Unit (ARAR) is established as the cornerstone of the architectural design platform. Its goal is to lay the groundwork for all design and representation courses, and provide students with the most current trends, theories and tools available to the design professional. Through a solid curricular intervention, the Unit shall promote the digital approach as an efficient tool for visualizing, manipulating and representing design work within a platform rooted in exploration, experimentation and implementation.

The Unit proposes within its long range planning, due to the changing nature of technology and experimentation, the dissemination of up-to-date tools, postures and methodologies through workshops, lectures and a constant assessment of the Digital Design Laboratory structure that compliments the Design Studio environment. Sustainability for the

Unit shall occur through the advent of revenues for workshops and collaborations with the entrepreneurial initiatives provided through digital fabrication and representation.

- The **Architectural History and Culture** Unit (ARHT) is established as the main source for historical analysis and awareness as encompassed by the cultural, political, sociological, technological and chronological relations of past eras. The strategic plan for the unit proposes the research and development of paradigms based on historical precedents, the creation of resource libraries for students and the community.

The History and Culture of Architecture Unit shall, during the next three years, pursue the design and development of a Master's program in Investigation of Architecture, a Historical Architecture Archive, a Laboratory for historical research, and new elective courses such as: History of Cinematography, Religious Architecture, Naval Architecture and History of Furniture Design.

- The **Adaptive Conservation and Preservation** Unit's (ARAC) mandate is to engage the historical context through the theoretical exploration and practical experimentation of innovative design and methods of conservation and preservation. The School's location within the city's historical district proves to be one of the unit's best assets. The unit's strategic plan calls for close collaboration between the School and agencies involved in the preservation of our context, and shall help keep these practices current and in the forefront.

Long range planning stems from expansion and development of seminars and conferences as both academically sound and sustainable. The Unit has, and shall continue to seek strategic with external entities to further its reach and economic feasibility. One such collaboration, through Glidden Paints, has resulted in the possibility of acquiring laboratory equipment through the advent of a possible Master of Preservation and Conservation degree in a near future.

- The **Structural Framework and Assemblages** Unit (ARSF) is primarily responsible for providing the foundations by which students shall gain awareness and understanding of the physical and technological components of sound building design as pertaining the structural integrity and construction methodology within a framework of

innovation, tectonics and architectural design. The Unit is also responsible for keeping the research and implementation of innovative structural systems in the forefront, and constantly re-evaluating structural assemblages as integral parts of the design process. The unit's strategic plan calls for the exploration of structural systems, the experimentation of tectonics within the parameters of architectural design, and the implementation of structural systems and technology prior, during and after the design process.

During the next years, the ARSF Experimental Unit will actively pursue and promote the submittal of proposals for investigative grants to continue the development of the academic curriculum of the school and the student experience. It will continue to seek alliances with the private sector for the development of common investigative grounds that may result in product design, investigative funding, visiting lecturers and professors, publications, and continued education opportunities, among others, to benefit our students, our faculty, and our profession. The Unit will continue to promote an annual symposium with the objective of bridging the gaps between academia and the construction sector of the island (architects, engineers and contractors). This symposium not only will continue on the development of the academic experience of the students, but also will create continuous education for the reregistered architects and engineers as well as economic benefits to the Experimental Unit for future events.

- The **Sustainable Technologies** Unit's (ARST) goal is to bring awareness and understanding towards the intricacies of building systems, technology and sustainable design practices within the Programs curricular structure. The Unit intends to become the link between architectural design, technological systems and sustainable design practices. It also serves as a link between environmental issues and design methodology, as well as the systems that establish the rules and regulations by which architectural expression is bound. The unit's strategic plan includes the research, exploration, experimentation and implementation of building systems and construction methodology through active interaction with public and private sectors.

The Unit is at the threshold of "Academic Maturity" since all the required Sustainable Technology courses are active within the curriculum, and the Minor Degree electives (ARST 401, 501 and 601) will soon come into active status. Having this new phase in mind, the ARST Experimental Unit is focused on the recruitment of new faculty and the

implementation of two research projects: “The Digital (BIM) Solar House Decathlon” and “Building a Sustainable Home Little by Little”

- The **Landscape, Ecology and Environment** Unit (ARLE) is primarily responsible for bringing issues pertaining to environment, landscape, and context to table. Through research and integration, the unit shall provide the backbone of an initiative to create a more solid bond between the natural landscape and building design. Environmental awareness shall also become key within the units mission, as well as the cultural, sociological and ecological implications of sound environmental explorations.

The Landscape and Ecology Experimental Unit has developed a long range academic plan that incorporates courses structured for students in second, third, fourth and fifth year, distributed in seminar and design courses. At the moment all courses except fifth year courses are being offered and elective courses are planned to start in 2013. Also, the Unit has been working in developing sustainable external resources funding through the submission of Funding Proposals and the development of alliances with entities that expand our assets and resources, an example being the Rural Innovation Fund project with Pathstone Corporation. In addition, professional advancement is being undertaken through offering of seminars, symposiums, guided field trips and continued education activities.

- The **Urban Scapes and Communities** Unit (ARUS) intends to provide students with a sense of scale as pertaining to the design process, paying close attention to the spatial, contextual, economical, sociological and functional aspects inherent in our cities, communities and regions. Urban design strategies shall be studied and applied as physical entities, as well as sociological iterations of tangible proportions, playing close attention to design boundaries as presented by context and regulatory systems. The unit’s strategic plan includes the research, exploration, experimentation and implementation of urban and community design strategies as applicable to different scenarios, both local and global, and shall serve as a link between students and the community which they serve.
- The **Legal and Administrative Awareness** Unit (ARLA) serves as the platform for the research, development and implementation of all legal

and administrative function within the practice of architecture and urban design. The unit shall provide the tools necessary for student to understand that while architectural design yields a physical manifestation, the design process is bound by strict codes, regulations, boundaries and systems. The unit shall focus on the legality of the practice, from office management, project management, building codes, regulations, and responsibilities of all professionals involved in the design and construction process.

Long range plans have been developed to ensure the sustainability of the Unit through the implementation of continued education courses for professionals, with the advent of serving as additional venues for academic development for students and faculty. The ARLA unit proposes the use of School facilities to become a continued education hub.

- The **Development Assessment and Entrepreneurship** Unit (ARDA) intends to further expand student's perception of professional practice by way of entrepreneurship and the financial model by which large scale projects are designed and implemented. Students shall be provided with the practical aspects of designing for profit, the financing of large scale projects, and land use development. Real Estate development shall be presented as an all-encompassing process, leading students to the understanding that while architectural design is a key process in development, it is a small piece of a much larger structure, and that knowledge of the processes may yield more effective design solutions.

The Unit will be establishing local and international study programs where our students could gain additional academic and labor experience. The study abroad programs will be coordinated with other experimental units in order to provide our students with the most comprehensive academic architectural experience. Study abroad programs will include internships and elective courses that would analyze different entrepreneurial, development, and viability experiences seen in different regions. The Units sustainability shall hinge from the continuation of initiatives like PRIDA, where the theoretical and practical aspects of entrepreneurial development shall meet with the tangible expression through the built object as revenue for the Unit, the School, and the students.

The symbiotic integration and interaction between the Experimental Units provides the fundamental structure by which the architecture program is conceived. The holistic approach presented in the Schools vision, that of a multi-disciplinary environment, departs from the norm in the themes within the Experimental Units are meant to compliment rather than supplement the design process. The long range objective is to reformulate and re-establish the role of the architect within our community, where the understanding of the many pieces that make up the architectural process may yield a professional able to operate at different levels with expansive potential.

In order to assess the long range objectives of the School, as translated through the collective objectives of the SEEDS structure, measurable data is constantly being analyzed and discussed within the administrative layer within the School. Many of the initiatives brought forth by the Experimental Units are product of Institutional and Program Assessment tools as bearers of student satisfaction with the School, the Program, and the Institution.

I.1.5. Self-Assessment Procedures

Architecture Program Requirements for Self-Assessment

As part of the institutional structure of the Pontifical Catholic University of Puerto Rico, each Academic Program is evaluated by the Institutional Assessment Office (OAI for its Spanish acronym). This office includes the Data and Support Recollection Center (CADA for its Spanish acronym) which works with the data and information recollection and analysis processes generated during the implementation of the academic assessment plans. Also, it advises the members of the assessment committees of the academic units and it services the processes of review, preparation or modification of the assessment instruments.

The OAI was established to promote the leadership and the support in the development and supervision of the effectiveness of the institutional assessment model. It provides support for the continuous bettering of all the areas of the university's community through educational activities and orientation of the assessment and accreditation requirements, amongst other. Also, as a live and academic service community committed with the full realization of the human being in all its dimensions, the institutional

assessment project promotes the development and complete fulfillment of the students.

The School of Architecture, in key with the requirements of the OAI, has established an Assessment Committee for the program. As a foundation for the execution of its functions, this board refers to the Guide for the Assessment of Academic Units provided by the institution, including the following themes:

- Institutional Assessment Project (PAI for its Spanish acronym)
- Academic Assessment Process
- Student Apprenticeship Assessment
- Role of the Institutional Assessment Office and the Institutional Assessment Committee (CAI for its Spanish acronym)
- Role of the Units Assessment Committees
- Functions of the Unit Assessment Committee's President
- Implementation of the Unit's Assessment Plan
- General steps to guide the Assessment Process
- How to prepare the Unit's Assessment Plan
- Compile the data and sharing the results: interpreting the evidences and implementing the changes and the improvements
- Utilize the nourishment to make changes
- Procedure for form developing
- Instruments for the assessment of courses
- Instruments for the assessment of academic programs
- Other instruments for the assessment of academic progress

To ensure the fulfillment of the mission established for the program, the Program carries out a periodic Academic Progress Assessment referred to the Dean, Associate Dean, the Bursar's Office and the Economic Assistance Office. The School of Architecture, in key with the requirements of the OAI, has established an Assessment Committee for the program. As a foundation for the execution of its functions, this board refers to the Guide for the Assessment of Academic Units provided by the institution, including the following themes:

- Institutional Assessment Project (PAI for its Spanish acronym)
- Academic Assessment Process
- Student Apprenticeship Assessment

- Role of the Institutional Assessment Office and the Institutional Assessment Committee (CAI for its Spanish acronym)
- Role of the Units Assessment Committees
- Functions of the Unit Assessment Committee's President
- Implementation of the Unit's Assessment Plan
- General steps to guide the Assessment Process
- How to prepare the Unit's Assessment Plan
- Compile the data and sharing the results: interpreting the evidences and implementing the changes and the improvements
- Utilize the nourishment to make changes
- Procedure for form developing
- Instruments for the assessment of courses
- Instruments for the assessment of academic programs
- Other instruments for the assessment of academic progress

Lastly, to ensure the fulfillment of the mission established for the program, the Dean of the School of Architecture has implemented a structured system of weekly meetings for the constant evaluation of the student body and the academic personnel. To measure the student's efficiency, the Program carries out a periodic Academic Progress Assessment referred to the Dean, Associate Dean, the Bursar's Office and the Economic Assistance Office. Also, on the month of March, 2010, **Form 10-ARQ** was distributed to every student with which they could assess the School's operations. The implementation of the document was approved by the OAI and established as part of the Program's assessment policy. The form was designed to allow congruence with the requirements established by the NAAB to respond to the **Five Perspectives**. Students were asked to evaluate the Program in the following areas:

The Pontifical Catholic University's School of Architecture, in its pursuit of academic, administrative and professional excellence, relies profoundly on student assessment of the Program and the Facilities. Form 10-ARQ is a yearly evaluation questionnaire submitted by students during the Spring semester to provide data on the School's operations, and serves as the promoter of reinforcement or bettering for future operations. The instructions for the questionnaire provides students with a confidential venue for expression, and the instructions included with it ask for a responsible, objective and sincere assessment in a scale of five levels (0=Does not Apply, 1=Fail, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent).

The questionnaire includes forty (40) questions and/or statements divided into eight main categories.

1. Academic Offering : Students are asked to evaluate
 - a. The integration of technology within the academic structure
 - b. The utilization of alternative teaching methodologies.
 - c. The diversity of the academic offering.
 - d. The integration of a multidisciplinary structure.
 - e. The studio culture and environment.
2. NAAB's five perspectives: Students are asked to evaluate
 - a. The programs ability to integrate student participation in the development of an inclusional Academic Community.
 - b. The programs ability to provide an academic structure for students to become leaders in both academic and professional settings.
 - c. The programs ability to provide an academic structure for students to engage regulatory environments in both academic and professional settings.
 - d. The programs ability to provide an academic structure for students to engage the roles and responsibilities required for professional practice.
 - e. The programs ability to provide an academic structure that promotes social involvement and the professions impact on common good of humanity.
3. Administrative Operations and Structure: Students are asked to evaluate
 - a. The programs administrative leadership as promoters of the School's vision.
 - b. The administrative personnel's professional demeanor as applicable for daily operations.
 - c. The administrative personnel's disposition for managing and tending to student issues.
 - d. The administrative personnel's ability to manage student issues in an individual and private scenario.
 - e. The administrative personnel's diligence and speed in resolving or tending of issues brought forth by individual or collective students.

4. Activities and Events: Students are asked to evaluate
 - a. The quantity of academic events and activities provided.
 - b. The quality and relevance of academic events and activities provided.
 - c. The multidisciplinary diversity of the events and activities in keeping with the School's vision and mission.
 - d. The cultural and social dimension of the events and activities.
 - e. The relevance of the activities and events with regards to the student's academic and professional preparation.
5. Facilities: Students are asked to evaluate
 - a. The School's facilities as pertaining to academic needs of the student body.
 - b. The School's schedule of operations.
 - c. The School's security and safety structure.
 - d. The School's maintenance personnel, schedule, operations and general demeanor of the facilities.
 - e. The availability of maintenance and security personnel as required by students and/or faculty.
6. Library and Information Resources: Students were asked to evaluate
 - a. The library's schedule of operations.
 - b. The availability and demeanor of Library personnel.
 - c. The quantity, relevance and availability of primary Library resources (books, collections, etc.).
 - d. The quantity, relevance and availability of supplementary Library resources (magazines, journals, etc.).
 - e. The library's atmosphere in terms of illumination, comfort, sound control, and cleanliness.
7. Multimedia and Data Network: Students are asked to evaluate
 - a. The center's schedule of operations.
 - b. The availability and attention provided by personnel.
 - c. The professional capacity of the personnel in solving network and computer issues.
 - d. The variety and relevance of the hardware and software provided.
 - e. The cost of printing, copying and plotting.
8. Fabrication Laboratory: Students are asked to evaluate
 - a. The Lab's schedule of operations.

- b. The availability and attention provided by personnel.
- c. The professional capacities of the personnel in helping students achieve their work.
- d. The variety and relevance of the hardware and software provided.
- e. The cost of using specialized equipment (3d printers, laser cutter, CNC, etc.)

The Pontifical Catholic University's School of Architecture, in its pursuit of academic, administrative and professional excellence, relies profoundly on student assessment of the Program and the Facilities. Form 10-ARQ is a yearly evaluation questionnaire submitted by students during the Spring semester to provide data on the School's operations, and serves as the promoter of reinforcement or bettering for future operations. The instructions for the questionnaire provides students with a confidential venue for expression, and the instructions included with it ask for a responsible, objective and sincere assessment in a scale of five levels (0=Does not Apply, 1=Fail, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent).

As for the faculty, to measure their fulfillment, the School utilizes the Apprenticeship Assessment Techniques Manual provided by the OAI. Also, on March, 2010, the Program began the implementation of a faculty assessment project conducted by the students with the use of **Form 5** (Faculty Evaluation by Students). This document was a modified version of the Professor Assessment Form 5: Student Evaluation, an institutional document required for Full-time and Part-time professors by the Vice Presidency for Academic Affairs. The modification consisted in language adaptation for architecture students, broader scope for some inquiries, and the inclusion of four additional questions addressing specific requirements of the NAAB and specific needs of the Program. The following are the 25 final topics in which the students assess the performance of the faculty:

- 1. Encouragement towards achieving the institutional mission.
- 2. Encouragement towards achieving the School's mission.
- 3. Professionalism in the execution of duties and responsibilities.
- 4. Respect demonstrated towards students.
- 5. Utilization of the course syllabus for the accomplishment of the course objectives.
- 6. Knowledge of the material taught.
- 7. Technological skills.
- 8. Organizational skills and anticipated preparation.

9. Direction and clear focus of investigation
10. Diversity of teaching strategies.
11. Oral and written communication skills.
12. Encouragement towards critical and analytical thinking.
13. Opportunity to answer questions and clarify doubts.
14. Tolerance towards different points of view.
15. Effectiveness towards promoting student participation in class.
16. Establishment of accomplishable academic challenges.
17. Diversity of visual communication strategies.
18. Encouragement towards the utilization of precedents through bibliographical and technological resources.
19. Effectiveness in the utilization of the course contact hours.
20. Diversity of evaluation methods.
21. Clarity of the criteria for evaluation.
22. Promptness towards the notification of grades.
23. Impartiality towards grading, utilizing the criteria as established in the course syllabus.
24. Availability to attend students' academic needs.
25. Regularity and punctuality.

The inclusion of additional topics and/or questions will respond to institutional revisions of self-assessment procedures, curricular revisions, and recommendations from accreditation agencies.

Institutional Requirements for Self-Assessment

The Pontifical Catholic University of Puerto Rico has established very methodical self-assessment processes for the evaluation of its curriculum and faculty. The Institutional Curriculum Revision Office (ORCI for its Spanish acronym) leads the efforts toward constructing better academic offerings and constantly reviews existing programs. On the other hand, the Vice Presidency for Academic Affairs (VPAA), as part of its extensive duties, is in charge of evaluating the complete teaching staff of the institution, including the faculty of the School of Architecture.

For the faculty assessment, safeguarding the personal dimension that characterizes the individual teaching practice of each professor, the VPAA has always emphasized in the necessity of addressing the institutional mission, vision, pedagogical model, organization, and curriculum as an integral

component of each course. As with any complex procedure, it is founded on principles that contribute the basis for the Institutional Process for Faculty Assessment. The following is a list of the founding principles:

- The assessment must be a complete and continuous process in the entire University.
- For it to be complete, all members of the institutional community must participate: students, faculty and administration staff.
- For it to be continuous, it has to be done periodically. The assessment process will be completed annually.
- The fundamental purpose of the faculty assessment is to promote improvement and professional growth of the entire teaching staff in all of their academic areas.
- The assessment is the instrumental process for institutional decisions of: contract renovations, promotions, tenures, and other personal benefits.
- The faculty assessment must be founded on an institutional setting of trust and confidence.
- The assessment must be sincere, honest, respectful, and producer of commitment, change and improvement in the teaching strategies.
- The critical self-assessment is an essential component in the process for it to succeed.
- All the information related to the assessment process (procedures, forms, and results) must be accessible to the faculty.

The Institutional Process for Faculty Assessment includes the utilization of diverse instruments of evaluation. These documents facilitate the gathering of information and relevant observations on the academic, professional, and administrative tasks of each member of the teaching staff.

I.2. Section 2: Resources

I.2.1. Human Resources & Human Resource Development

Reformulating Human Capital

Interdisciplinary dialogue and multi-sectorial knowledge are the conceptual basis for the curricular ecosystem of the Pontifical Catholic University of Puerto Rico's School of Architecture. The School offers an academic integration of diverse branches of knowledge that impinge on design and

planning, expanding from the micro towards the macro. This innovative program is the alternative to the weathered academic models that base their offer on the disciplinary separations and ruptures focusing almost exclusively on the pure architectural perspective over holistic exploration, experimentation and implementation. It is an offer designed to provide our graduates the most complete education and possibilities for social contributions and bettering of our cities and territories.

The School of Architecture's curricular structure is subdivided into nine inter-dependent Experimental Units of operation. Each Experimental Unit provides the ideal platform to promote the discussion and the critical analysis of the architectural postures presented on each topic. Each Experimental Unit will be integrated to one of the existing Schools of the institution, developing even more the interdisciplinary character of the program and providing the benefit of complimenting the School of Architecture's curriculum with feasible interdepartmental collaborations and Minor Degree requirements.

For these reasons, professionals with thorough theoretical and practical knowledge of the topics have been acquired to head each of these Experimental Units and facilitate the concepts and new progressive tendencies of their areas of expertise. Along the progression of the curriculum, each student is provided with the necessary guidance to obtain a clear definition of each field of specialty. The repercussions of faculty work and student production shall serve as catalyst in the creation of a new intellectual asset for our region, with possibilities of exploration, experimentation and application.

Academic Faculty

The procedures related to the recruitment, selection, and appointment of full and part-time faculty at the Ponce Campus and its extensions are found in the Statutes, Faculty Manual, and other documents approved by the Board of Trustees and the University Senate. The authority to appoint faculty resides in the President, who delegates this power to the Vice-President for Academic Affairs. The Associate Vice-President for Academic Affairs, who logs Equal Employment Opportunity and Affirmative Action data, initially acknowledges all applications received. These applications are then sent to the appropriate department chair, which compares the candidate's academic experience and background with departmental needs. According to

established norms, the chair consults a departmental committee of professors with rank concerning the candidates who will be recommended for the teaching position. In addition to academic preparation, emphasis is also given to the moral and ethical principles inherent in the candidates whose qualifications are reviewed by the Delegate for the Institutional Mission. Deans receive recommendations from the chair of the department and forward them with their approval to the Vice-President for Academic Affairs.

Promotion and tenure policies are stated in the Faculty Manual and are based on the requirements of academic degree, academic excellence, and fulfillment of duties as well as years of service. Every faculty member with academic rank and a probation contract may be considered for tenure at the beginning of his/her twelfth year of active service in the university. Faculty involvement in the revision of rank and tenure policies and procedures occurs in the University Senate. Presently, the University Senate Rank and Tenure Committee is involved in gathering data through a faculty survey regarding the possible revision of these policies.

Faculty members from different colleges and departments have been actively involved in the curricular revision process initiated by the Institutional Commission for Curriculum Revision. A specific three-year project supported by a grant from the U.S. Department of Education and the Fund for Post Secondary Improvement (FIPSE) has given faculty the opportunity to further improve the teaching/learning encounter. This project includes the integration of constructivist principles, assessment, and technology to the teaching pedagogy, enabling the university to move towards a more student-centered environment in which technology serves to further enhance the educational encounter.

While no full-time faculty has been appointed, all part time faculties are strategically recruited relative to the Experimental Unit structure. Candidates are scrutinized based on the curricular needs, as well as expertise and experience within the specific requirements of the Experimental Units. Recommendations are then submitted to the Dean for further scrutiny.

All Experimental Units within the School of Architecture's are presently active and at different stages of development. Faculty rosters are reviewed every semester depending on the courses slated to occur in the subsequent semester. The matrix and resumes provided present a snapshot for the

academic background, professional qualifications, and assignments from the Fall of 2010 to the Fall 2012. (For Faculty Matrix and detailed Faculty Resumes, see **Appendix 2** within **Part Four: Supplemental Information**)

Faculty development, both academically and professionally, occurs through constant exposure to the School's inter-disciplinary character and collaborations, as well as Program promoted conferences, lectures, seminars, continued education, and special academic projects. Most of the academic development activities within the School are materialized through Professional Services contracts for external resources and lecturers. Most of these activities, while academic in nature, also provide the professional benefit of continued education credits. Funding for external development (not within the School of Architecture) is available every semester and included within each fiscal budget petition through Travel and Professional Advancement accounts. Some of these external development opportunities include seminars, continued education, conferences, collaborations and special academic projects.

One significant initiative geared towards professional development is the School sponsored ARE Study Sessions for faculty. Through a collaborative effort with CAAPPR (Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico), which functions as a local version of the AIA, and Raul Rivera, faculty and President of the Puerto Rico Architecture Registration Board, faculty members were provided the opportunity take part in these preparatory seminars free of charge.

Students

Admission to the PCUPR Architecture Program starts at the institutional level. General admission requirements are scrutinized by the Admissions Office and relayed to the School of Architecture once the basic requirements have been met. The School receives referrals and coordinates live interviews for the prospective students. The interview process includes other requirements such as an essay and letters of recommendation; although portfolios are not required, students are encouraged to bring any material they may deem proper to better expose their skills and interests. Once the requirements are met, all scoring yielding from the interview and other academic background data is collected and a rubric is applied. Final decisions regarding entrance into the Program relies on the Admissions Committee, constituted by the

Dean, Assistant Dean, Program Director and Administrative and Academic personnel.

Admission and placement within the Architecture Program is also dependent on the type of applicant being reviewed. Any student who has obtained a high school diploma and/or that who has attempted less than twenty-four (24) credits at a higher education accredited institution is considered a *New Student*. Applicants with twenty-four credits or more from an accredited higher education institution will be considered Transfer Students. Applicants who have obtained a university degree from a higher education duly accredited institution will be considered Graduate students. Applicants who have previously attended the Pontifical Catholic University of Puerto Rico will be considered Re-admission students. This is applicable to students applying for a change of major and for those who have completed a professional degree and wish to pursue studies with a new degree.

The Dean of the School of Architecture will evaluate all transfer and new admissions applications with approved university credits to determine the courses that can be accredited. All general courses and major related courses approved with a grade of C or greater, which the Dean understands are equivalent or could or that could substitute one or several of the requisites of our institution. Courses will not be eligible for accreditation if more than ten years have passed since they were taken.

The Dean will determine the exact number of credits required for the degree. Nonetheless, the last thirty-six (36) credits required for the completion of the degree shall be undertaken at the Pontifical Catholic University. The Dean will determine which of those shall be requisites from the program or the specialty. Some courses taken at other institutions that do not have an equivalent at the Pontifical Catholic University could be accounted for as electives, subject to the Dean's approval. Any student could, before enrollment, submit a written appeal at the Vicepresident of Academic Affairs to reconsider any accreditation of transfer credits.

Student development is measured within three main perspectives: Interdisciplinary (performance within the SEEDS structure and curriculum), Leadership (collaborations, associations and entrepreneurship), and Exposure (social, cultural, economic and professional participation). The School of Architecture is committed to the development of its students in all of these dimensions.

Development through exposure and collaboration: Scholar Masterclass

The Scholar Masterclass series aims to provide students and faculty to join forces with master designers within all fields of expertise as a mechanism to expose and promote multi-sectorial collaboration within an architectural framework. The Scholar Masterclass series also aims to provide students and faculty to the methodologies inherent in the exploration, experimentation and design process of high profile designers and master scholars within the School's curricular structure, in most cases as Adjunct Faculty or Visiting Scholars.

The Scholar Masterclass responds to the academic structure provided by the Experimental Units, and are delivered to adhere within existing courses and Design Studios, or as electives directly related to the Experimental Units. According to their strengths, as well as their creative and investigative interest, students are given the opportunity to join the Scholar Masterclass as a vehicle to augment their knowledge and move ahead towards a minor specialty within the Experimental Unit structure.

- Masterclass of the Imagination with Antonio Martorell – This masterclass was implemented and executed within the Fabrication Experimental Unit as a real world collaboration between renowned fabricator/plastic artist Antonio Martorell and Industrial Designer Carlos Bobonis-Colorado. The Masterclass, denominated ARAR 406 was held in the Spring semester of 2010 with a total of 8 apprentice students. The class, an elective within the Architectural Representation Experimental Unit provided students with the opportunity to perceive fabrication and art installation design as an integral part of the architectural process. Digital fabrication techniques were implemented to reach a product of artistic merit.
- P.O.N.C.E. Projects of New City Ecology Masterclass with Tom Wiscombe, Marcelo Spina & Hernan Diaz Alonso – This Masterclass, conceived as a variation of the ARAD 201 Design Studio, was held in the Fall of 2010 with the inclusion of the three world renowned architects from the Southern California Institute for Architecture (SciARC). The class extended over six design sections where each

group explored and experimented with a different design topic related to theoretic design typologies within real world conditions in Ponce. The P.O.N.C.E. project culminated with the School's 2011 International Summit where international guest speakers served as design jurors and took part in formal roundtable discussions of the six topics at hand.

Student Government and Activities

Within the greater scope of the institution, students have the liberty to express, individually or collectively, their opinions concerning institutional policy or any other matter of general interest for the student body. The Student Senate was created to promote and acknowledge student representation within the higher ranks and policy making groups in the University. A student is appointed by the de jure members of the Board of Trustees to represent the student body on the Board. Each college will elect a student senator following the norms established by the university. Student representatives with voice and vote will form part of departmental committees which deal directly with academic affairs. In order to exercise the right of free expression, whether individually or collectively, the students can elect a Student Council whose responsibilities and privileges are stated in the Code of Student Conduct.

Within the School of Architecture, students are represented through the two official student organizations: MAS (Movimiento de Arquitectura Social) and AIAS (American Institute of Architecture Students). While the latter is a national organization, both groups have representation within School governance as de jure members. Both groups are also immersed in promoting and developing the leadership, academic, social and cultural skills of the student body within the parameters of their individual mission, vision and objectives.

University Life, Services and Activities

Christian education proposes the complete and harmonic development of the human being so that he/she becomes an authentic Christian. However, it emphasizes that the physical, intellectual, personal, social, and spiritual growth should go hand in hand if he/she is to gain a well-rounded education.

Pontifical Catholic University of Puerto Rico highlights intellectual development and formal learning through education.

The Student Service Program has an educational focus. It aims to contribute to the complete formation of the student. Since its function is to educate, the persons in charge of these programs are educators. This program, responding to the mission and objectives of the Institution, contributes substantially and integrally to students' accomplishments. It offers the students activities that not only give them the opportunity to cultivate their particular interests and aptitudes but to develop their initiative and leadership. In this manner, the Student Service Program serves as a complement to the formal learning process and provides students with experiences not usually found in the classrooms or laboratories.

Vice-Presidency for Student Affairs

The Student Services Program is organized under the administration, coordination and supervision of the Vice-President for Student Affairs. This office is responsible for planning, organizing, directing, coordinating, and evaluating all student services. All its personnel are available during all working hours to serve students, which is its primary responsibility.

Guidance Center

The Guidance and Orientation Center, adjoined to the Vice-Presidency for Student Affairs, is part of the services offered by Pontifical Catholic University of Puerto Rico to all students as a complement to formal academic instruction. The guidance and orientation program with its multiple resources helps the student to adapt to university life. Additionally, it seeks to fulfill the needs and develop the potential of students in personal, vocational, occupational, and academic aspects.

First year students receive group orientation for one hour weekly during their first year of university studies (Orientation 003 and Orientation 004). Transfer students receive group orientation for one semester (Orientation 005), which should preferably be taken on arrival at the University. These orientation courses are prerequisites for graduation. The Guidance and Orientation Center also offers courses to students in the Institutional Honors Program. Among these are Leadership I (Orientation 009), Voluntary Community Service (Orientation 010), and Preparation for Graduate Studies (Orientation 011).

Personal Services provided include:

- Group and individual orientation according to existing needs of our students.
- Conferences and workshops on topics of personal improvement.
- Referrals to psychologists, social workers, residences, chaplaincy, vocational rehabilitation, Interdisciplinary Clinic for Services to the Community, etc.
- Planning of extracurricular activities that promote development of leadership skills on campus and in the community.
- Consultation offered to the student organizations associated with the Orientation Center.
- Consultation in the publication of the “College Review”.

In the academic area:

- Referrals to tutoring and academic counseling.
- Group orientations on: graduate studies, study and reading habits, effective time administration, techniques for test taking and preparation of oral reports, academic programs of PUCPR, Internet registration procedures.
- Interview and follow-up of students with poor academic averages.
- Referrals to deans, directors, and professors.
- Follow-up and retention strategies for students not registered in orientation classes or who do not process their registration during the period established by the institution.
- Orientation and distribution of applications for entrance examinations for graduate studies such as EXADEP, GRE, GMAT, TOEFL, and others.

In the occupational area:

- Individual interviews in cases of vocational indecision.
- Administration and interpretation of vocational interest tests.
- Individual and group orientations on themes related to job seeking.
- Orientation on existing employment opportunities according to the academic offerings of the university.
- Planning of Job Fairs.

Other services:

- Participation in the registration process for new students.
- Orientations to persons in the community.
- Work on departmental and institutional committees.
- Services to special populations: foreign students, athletes, students with limitations, transfer students, Institutional Honors Program students, and students on probation.
- Conferences requested by the community.

Employment Services Office

Employment Service Office for students is a special Project of the Labor Department and the Right to Work Administration. Its main objective is to help students in seeking, obtaining, and retaining employment. Its fundamental purpose is referral and job placement of students about to graduate. It also provides occupational information and provides jobs to students who need and want to work during their free time.

This service provides employers with an additional source for recruitment of personnel who have been technically and professionally trained in the areas of greatest demand. The officials of the program in different institutions allow the employer to locate trained personnel rapidly. The office becomes the link between employers and students seeking employment. In addition, the office coordinates orientation activities with the Orientation Center on occupational opportunities and job fairs and, the Ponce community.

Activities

On the University campus, there are diverse activities, some of which are organized by the Cultural Extension Office; others are sponsored by student organizations recognized by the University and others by the Vice-Presidency for Student Affairs.

Recognized student organizations are varied and represent the different interests found among the members of the community. The activities organized by these groups promote the spirit of fraternity while making university life more agreeable. Among these student groups are social, cultural, religious and professional organizations. Every student has the opportunity to belong to any of these organizations.

Professional and Student Organizations

In order to achieve an integral development, the student, in addition to mastery and knowledge of the subject matters, needs to develop social skills and leadership capacity, establish interpersonal relations, and participate in social, academic, civic and/or cultural activities. To attain these objectives the student organizations are open to all students of Pontifical Catholic University of Puerto Rico without distinction of race, color, ethnic origin, economic and/or social condition, creed, or nationality. There are departmental organizations or clubs in which the student can put into practice the knowledge acquired through the study of the subject matter. Among these, the following student organizations are recognized at the campus:

- Orientation Center
- Pathbreaker Association
- University Council, Ponce Chapter
- Student Coordinators in Orientation and Service (ECOS)
- Honor Societies
 - Alpha Alpha Kappa
 - Alpha Chi
 - Beta Beta Beta – Zeta Delta Chapter
 - Phi Alpha Theta – Epsilon Omicron Chapter
 - Pi Gamma Mu
 - Honor Society of Business Students
 - National Honor Society of Social Sciences
 - Phi Delta Kappa – Fraternity of Education Professionals
 - Phi Alpha Delta
- Architecture
 - MAS (Movimiento de Arquitectura Social)
 - AIAS (American Institute of Architecture Students)

Multicultural and Sports Activities

The Choir of Pontifical Catholic University is composed of students, graduates, and professors of this institution. It has for twenty five years placed the institution at the vanguard of choral groups in Puerto Rico.

Luis Torres Nadal Theater Workshop aims to direct the talent and dramatic skills of students. Through auditions, the interested student with artistic aptitude is admitted to the Theater Workshop for instruction and participation in the theatrical productions of the university. The admitted student receives, after a probationary semester, one academic credit for participation and a scholarship for books and/or tuition.

Extracurricular sport activities conducted by the Pontifical Catholic University of Puerto Rico are centralized in the Recreation and Sports Division, which works in close collaboration with the Physical Education Department. The PCUPR recognizes that a person needs to maintain a balance among intellectual capabilities, physical fitness, and health. For this reason, the University provides the students with Intramural and Inter-Collegiate Programs. The students have the opportunity to practice sports of their preference for pleasure and recreation. Those with outstanding athletic abilities, men as well as women, have the opportunity to participate in the Interuniversity Program. The University has won several intercollegiate championships; especially those obtained by the basketball, volleyball, and female tennis teams. Many of our students have belonged to national teams in different disciplines.

There are a number of publications on campus which encourage the creative ability of the university community. Among the student publications are *Senda*, *The University Yearbook*; and *La Nao*, a bi-monthly newspaper which contains sections in English and Spanish. Another publication is the *Collage Magazine*, and is distributed at least twice a year. Its content is based on the different facts of university life.

I.2.2. Administrative Structure and Governance

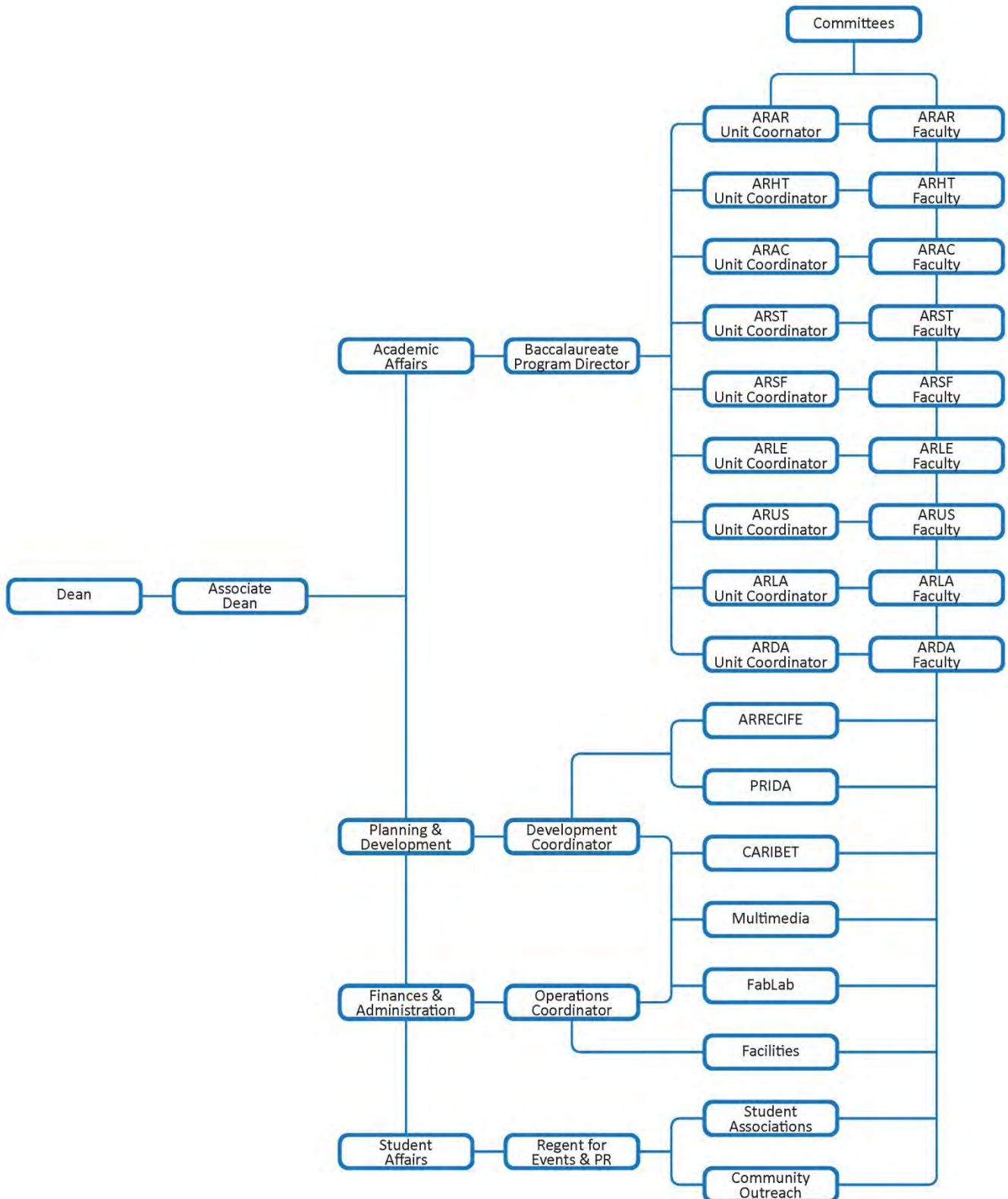
General Structure and Organizational Chart

The School of Architecture was developed with the same sovereignty as a College within the institutional framework of the Pontifical Catholic University of Puerto Rico. It is not considered a department within another college. Its highest ranking official, the Dean, is responsible for the administration and management of the program according to institutional policy, mission and vision. The Dean responds to the Vice-president of Academic Affairs, the President of the University, and the Board of Trustees.

The Associate Dean and the Bachelor Program Director, together with other administrative Coordinators, Assistants and Experimental Unit Coordinators serve as support structure to the Dean. The Associate Dean also leads the SEEDS structure in the development of the diverse investigations and strategic planning the Experimental Units propose to pursue, individually and collectively.

The administrative structure of the Pontifical Catholic University and the School of Architecture operates in the following manner.

THIS PAGE LEFT BLANK INTENTIONALLY



Administrative Staff

With the highest rank, administratively and academically, in the institutional Department, the **Dean** possesses the designation and responsibility to lead the administration and the faculty within the School of Architecture. The Dean's agenda includes, but is not limited to:

- Supervising all academic, executive, administrative, institutional, and community activities generated as part of the Department under his charge.
- Evaluating and promoting the progress and development towards the fulfillment of the Schools pre-established mission, vision and objectives.
- Carry out promotional events for the School, clearly outlining the integration strategies with the community, the region and the pertinent agencies and organizations, within the social, economical, political and cultural operative framework of the Program.
- Get the Program to take action and participation in the process of establishing strategies for regional economic development.
- Coordinating the processes towards the School's regional and national professional accreditation.

With the second highest administrative and academic rank within the School of Architecture, the **Associate Dean** provides leadership to the administration and the faculty within the School of Architecture. The Associate Dean's agenda includes, but is not limited to:

- Serving as assistant to the Dean in the organization of the duties pertinent to other School administrators within their roles.
- Serving as intermediary and first contact between the Dean and the administrative team of Experimental Units Coordinators for the organization of diverse investigations and strategic planning.
- Supervising and managing the development and implementation of all the special programs created by the Experimental Units within the School's academic framework.
- Supervising all administrative, academic, promotional, and professional links between the School, the University, and the community, with the purpose of expanding alliances.

- Examining and providing orientation to faculty and administrative staff regarding academic assessment, curriculum, accreditation and other institutional protocols.

As a high ranking officer within the School's academic ecology, the **Baccalaureate Program Director** is responsible for:

- Supervising, implementing and maintaining the highest level of academic excellence and competitiveness within the School's curriculum and other academic affairs.
- Serving as intermediary and first contact between the Dean and the faculty members of the Academic Program.
- Implementing and maintaining the Schools vision and mission within the faculty, administrative, and student bodies.
- Communicating and promoting the achievement of the goals established for the School's academic ecology through homogeneous strategies within a diversified faculty setting.
- Implementing and maintaining a continuous and logical curricular revision policy to ensure an academic offering of the highest quality and competitiveness at a regional, national and global scale.

With an administrative role of managing operational issues within the School, and direct support to the Dean and Assistant Dean, the **Operations Coordinator** is responsible for:

- Managing the School's operational framework serving the permitting and licensing issues with organizations and agencies.
- Managing the tasks performed by other administrative staff within the School's organizational structure.
- Managing and serving as a liaison between the School and the Institution regarding matters of contractual agreements and documentation for staff and consultants.
- Coordinating and supervising the allocation and use of the spatial resources of the School, according to the needs of faculty, students and guests.
- Attending operational situations brought to consideration by students, faculty or staff, referring it to the corresponding institutional Department.

With an administrative role of supporting the academic platform within the School from a human resources standpoint, the **Regent for Academic Affairs** is responsible for:

- Supporting the process of academic documentation for the School's accreditation by local, state and federal entities as required.
- Supporting the curricular revision processes and policies.
- Coordinating the institutional inscription of new courses, protocols and policies, as required by the School and/or the Institution.
- Supporting the preparation of academic reports as required by the Institution.
- Serving as administrative support in the process of compilation of documentation for recently appointed personnel.

With an administrative role of supporting the student body of the School with retention strategies of promotions, events, and exhibitions, the **Regent for Events and Public Relations** is responsible for:

- Preparing marketing and informational material for recruitment, student retention, and public relations as appropriate.
- Coordinating the Lecture Series, Special Activities, and other events related to the School, including all operations regarding guest speakers and conferences.
- Coordinating the School's yearly activities calendar.
- Coordinating with other Regents to successfully manage and implement activities that promote the academic and administrative development of students, faculty, administrative staff and the community.
- Managing information and coordinating the currency of the School's web interface, pertaining internal promotion of events.

With an administrative role of supporting the operations of the School, the Regent for **International Relations, Development and Community Outreach Coordinator** shall perform duties including, but not limited to:

- Coordinate and promote academic research through external funding proposal.
- Coordinate activities such as seminars that promote innovative skills.
- Coordinate a calendar of seminars related to public policy and development for the academic community.
- Coordinate and facilitate collaborative agreements between the School and Public and Private sectors.
- Promote and sell the School internationally in order to recruit international students.
- Create and supervise study abroad programs and abroad internships for students.

With an administrative role of supporting the operations of the School, the **Regent for Finances and Administration** shall perform duties including, but not limited to:

- Supervising and managing attendance records and payroll procedures of all personnel, reporting it to the Dean and the correspondent institutional department.
- Managing resources, supplies, invoices, requisitions, and other documentation directly related to the School's facilities and grounds.
- Supervising and managing external resources like consultants, contractors, and temporary personnel as related to facilities duties and activities.
- Supervising and managing the use and disposition of utilities and other resources related to facilities operations.
- Reporting directly to the Operations Coordinator on the daily activities and submitting periodic reports.

With a critical administrative role in the upkeep of the School's infrastructure and the everyday functioning of utilities and services, the **Facilities Supervisor** shall be responsible for:

- Supervising, managing and coordinating the effective everyday operation of facilities and grounds.
- Supervising and managing the cleanliness and upkeep of facilities.
- Coordinating with other staff members to prepare facilities for special events and the ongoing use of spaces for academic purposes.
- Establishing and managing protocols and norms for the use and disposition of the School's facilities by students, faculty and staff.
- Supervising and coordinating the upgrade and necessary reparations of facilities related to the School.

The **Information Resources Director** shall be in charge of managing, promoting and coordinating all services provided within the CARIBET library in benefit of students, faculty and the community. His or her responsibilities include:

- Keeping the CARIBET library resources and processes current, organized and available to students and faculty at all times.
- Coordinating and providing effective access to information and architectural resources, both physically and electronic, helping and facilitating researches.
- Managing the distribution and organization of information resources.
- Developing and managing documents directly related to curricular topics and other aspects of the study and practice of Architecture, as embodied in the School's mission and vision.

- Developing and managing internal publications and the effective diffusion of information to the benefit of students, faculty, administrative personnel, and the community.

As an expert in computer networks, computer hardware, software and print media, the **IT and Multimedia Coordinator** shall be responsible for:

- Providing a stable, efficient, and operational computer network for students, faculty, and administrative personnel.
- Updating and upgrading all software and hardware infrastructure as to keep the functioning of the computer systems current and efficient; providing technical support for all needs of the School.
- Establishing and managing protocols and norms for the use and disposition of computer networks and equipment.
- Managing and coordinating all print media as related to the School of Architecture.
- Managing and coordinating the use of other digital technologies within the School, as well as counseling the administration on current and future technologies that could further facilitate user interaction and representation.

As an expert in industrial design, manufacturing and fabrication, the **Fabrication Laboratory Coordinator** shall work in tandem with the Architectural Representation Experimental Unit to supply students and faculty with full practical support for the visualization and production of 3D models and installations. The expert shall be responsible for:

- Promoting the use of the latest fabrication equipment and techniques.
- Providing orientations, technical expertise and support to enable students to present their work in the most efficient and innovative manner.
- Maintaining elevated security standards within the Laboratory.
- Managing and coordinating the use of specialized equipment and machinery, materials and tools by students and faculty.
- Keeping fabrication techniques, material libraries and equipment current.

The **Experimental Unit Coordinator** serves as a theme specific consultant to the School of Architecture. He or she, as part of a multidisciplinary framework, works and coordinates within the parameters of his or her topic of expertise for the benefit of faculty, students, the curricular structure, and other activities within the Program. Their responsibilities include, but are not limited to:

- Coordinating with the Associate Dean, the curricular sequence and substance in courses offered under their topic of expertise.

- Providing recommendations on additional elective courses within the Experimental Unit towards completion of the selected Minor Degrees within the offering of the Bachelor of Architecture.
- Actively participating on Design Juries, Presentations and Special Activities regarding their Experimental Units.
- Proactively promoting their particular area of expertise within the School and the community.
- Creating a Strategic Plan for the development of their Experimental Unit, and managing the currency and upkeep of the topic and therefore, the Unit.

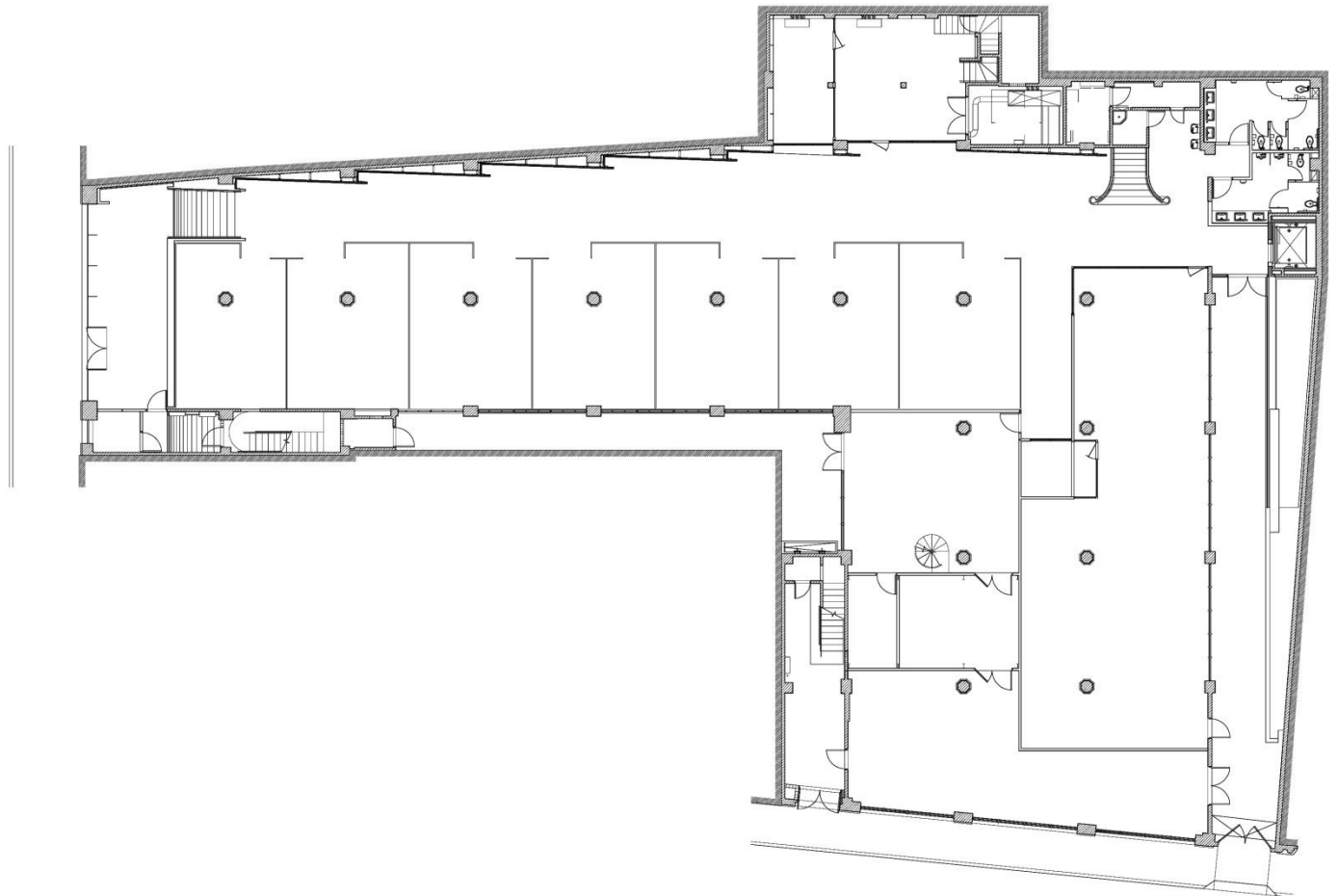
In direct support to the student body, and as a key contact between students, faculty, the architecture program, and the Institution, the **Counselor** is responsible for:

- Providing counseling and orientation to students in matters of academic performance, curricular strategies, and matters of personal nature that may affect the development of students within the architecture program.
- Providing resources and orientation for the benefit of student participation, inclusion, and retention within the Program.
- Managing and coordinating sessions and workshops for faculty and administrative personnel in matters of student performance and development.
- Helping provide tools necessary to upkeep and uphold the school's vision and mission within the student body.

I.2.3. Physical Resources

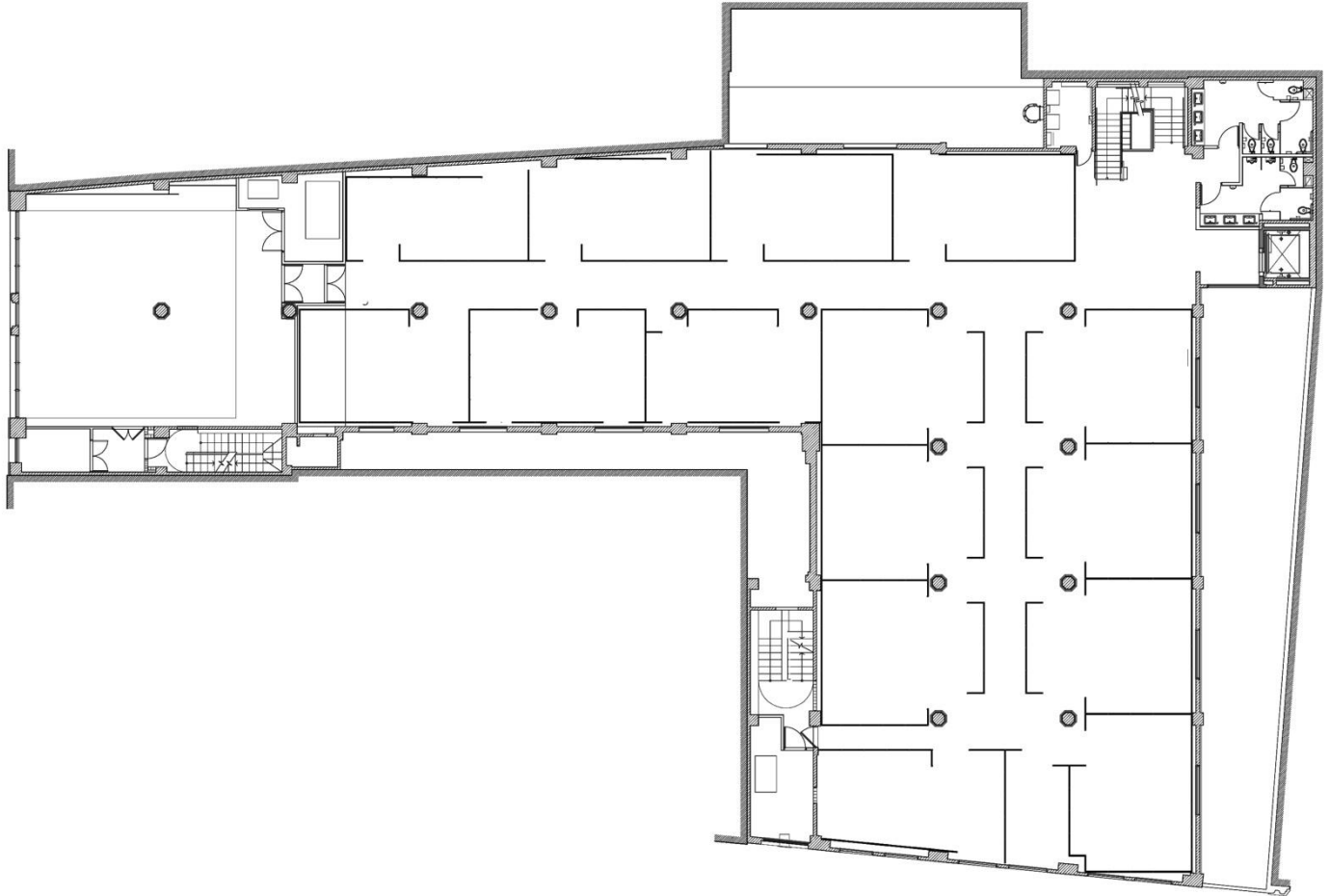
The Operational Context: Forteza Building

The Forteza building, home to the School of Architecture, dates to 1928 and was the original site of a local department store. Located along the east side of Ponce's central square (Plaza de las Delicias), it provides a main entry on Marina Street and an alternate entry on Cristina Street. The building has approximately 13,000 sq.ft. of usable space (not including service areas) on each of the three existing floors, bringing the School's spatial capacity to approximately 45,000 square feet overall.



The first level, accessible from both Marina and Cristina streets, provides a main reception area, security desk, seven (7) design workshops, the Caribet

library, the Data/Multimedia center, and the Fabrication laboratory. This level has been prepared to accommodate most of the academic support services the School currently offers as well as Design Studio space exclusive to first year students.



The second level provides space for second, third and fourth year students, as well as the Aula Magna, the School's main lecture and conference area with a capacity of 135 persons.

The third level has been committed to fifth year students, and also provides the 5 seminar classrooms with 32 person capacity each, Experimental Unit/Faculty offices, and the schools administration.



Fabrication Laboratory (FabLab)

More than model shop, the Fabrication Laboratory of the School of Architecture of the Pontifical Catholic University of Puerto Rico is characterized for establishing itself as a center where manufacturing technology and computerized design meets. Its mission is to give students the ability to develop innovative concepts with the highest technology available to market. Its staff is composed of architects and industrial designers committed to educating students learn about new materials, technologies, and advanced manufacturing methods. The students will be part of an atmosphere where technology and creativity go hand in hand, working in a suitable space for personal development and experimentation.

The Fab Lab will be equipped with computer controlled machines that will grant students the ability to create high quality prototypes and models. Among these machines are CNC (computer numerical controlled) mill, Laser Cutter, and 3D printers (Rapid Prototyping machines). These tools will provide the students with a detailed exploration of form and space during critical design phases and final project executions. The laboratory will produce prototypes that facilitate the continuous exploration or validation of results, generated from the course or throughout the progress of the design exercise.

The Fab Lab's vision is to present students a diverse world where technology helps them projects their ideas into tangible objects of the highest quality possible and to acquire the technical knowledge to effectively use technology in the development of innovative concepts relevant to our current era. To develop a center of exploration focused on the development of new materials and emergent technologies, applicable to the world of art, design and architecture.

The Fab Lab's mission is to provide students the necessary skills to develop physical models, prototypes and products of the highest quality, fidelity and competitiveness, and to discover the limits of manufacturing technology and its diverse applications. The Lab also intends to position the school as a center of vanguard architecture education and technological innovation. As part of the Fabrication Laboratory, the School of Architecture provides access to the following equipment:

- Dimensions 1200ES 3D Printers (four units)

- Roland MDX-40A CNC Mill
- Shop Bot CNC Mill
- Universal Laser Cutter
- Delta Band/Circular Sander
- Jet 18 inches band saw
- Jet 14 inches band saw
- Jet combination shear, brake and roll
- Jet horizontal sander
- Jet woodworking lathe
- Jet 1HP dust collector
- Jet oscillating sander
- Lincoln Welding mig welder
- Milwaukee panel saw
- Makita metal cutting saw
- Powermatic 3HP dust collector
- Powermatic 8 inches jointer
- Powermatic 10 inches saw
- Powermatic circular sander
- Powermatic drill press
- Performax drum sander
- Assorted hand tools such as heat gun, hand drill, cordless saw, orbital saw, router, and a finishing sander.

Data Center and Media Laboratory

The School of Architecture's Data Center and Media Lab is conceived as the central hub for digital printing in a variety of media and formats. It is the output arm of the Data Network system and provides students, faculty and staff with the resources necessary for high-quality and quantity printing.

From within the Media Lab, the digital realm is controlled, accessed, routed and serviced at all times, thus providing the School with a centralized hub for the exchange and storage of information for easier access, upgradable and serviceable with efficiency and ease. The Data Center portion of the Media Lab manages and processes digital equipment, student data, software, documents and digital communication for students, faculty and administration through a state of the art 64-bit Windows platform and a secure 16 Terabyte Aberdeen Abernas storage server. It is also complimented with a DS3 internet connection that shall provide users with blazing fast 45 Mbps Internet connection speeds. The Media Lab, as the one-stop digital output center for all users, provides the capability of producing

full color prints in a variety of formats, as well as access to several other media including digital audio/video equipment. From within the Data Center and Media Laboratory, the School possesses the capability for a myriad of outputs that shall give users the ability to experiment and explore in the digital realm, and communicate said explorations with ease and outstanding quality.

For every student and member of the administration, the School of Architecture provides an individually tailored high performance desktop computer with dual 21 inch monitors. The full computer system inventory constitutes:

	DESIGN WORKSTATIONS	DESKTOP/LAPTOP
2009 2010	HP Z400 Workstation <i>Windows 7 64-bit</i> <i>320 GB and 500GB Hard Disk</i> <i>8 GB RAM</i> <i>NVIDIA Quattro FX 1800 764 MB video</i>	133 HP Business Desktop dc5800 HP 6730b Laptop
2010 2011	HP Z400 Workstation <i>Windows 7 64-bit</i> <i>500GB Hard Disk</i> <i>8 GB RAM</i> <i>ATI Firepro V4800 1GB video</i>	7 5 HP Business Desktop dc6000p Laptops HP Probook 4425s
2011 2012	HP Z400 Workstation <i>Windows 7 64-bit</i> <i>320 GB Hard Disk</i> <i>8 GB RAM</i> <i>NVIDIA Quattro 600 1GB video</i>	3 3 78
2012 2013	HP Z420 Workstation <i>Windows 7 64-bit</i> <i>500GB Hard Disk</i> <i>12 GB RAM</i> <i>NVIDIA Quattro 600 1GB video</i>	60
	DESIGN WOKSTATIONS 391	DESKTOP/LAPTOP 18

	OTHER SUPPORT EQUIP.		SOFTWARE	
2009 2010	TrippLite AVR750U UPS	133	AutoCAD Architecture 2010 Licenses	147
	HP Z6100 Color Plotter	3	Autodesk Maya 2009 Licenses	147
	RICOH MPC 7500 Color Copier	1	Adobe Master Collection CS4 Licenses	147
	RICOH MPW 2400 Large Format	1	Paper Cut Print Management Licenses	500
	HP Office Jet K8600	4		
	HP LaserJet P1006	10		
	HP LaserJet CM1312	1		
	InFocus Video Projector	8		
2010 2011			Autodesk Educ. Suite (Entertainment) 2011	125
			Autodesk Educ. Suite (Architecture) 2011	125
			Adobe Master Collection CS5 Licenses	120
			Rhinoceros Educational Lab Kit	120
2011 2012	MJP Kiosk B-100	1	Autodesk Educ. Suite (Entertainment) 2012	125
			Autodesk Educ. Suite (Architecture) 2012	125
			Rhinoceros Educational Lab Kit	90
			Adobe Master Collection CS5.5 Licenses	70
			Vray for Rhinoceros Academic	330
2012 2013	HP LaserJet Pro 300	1	Autodesk Building Design Suite Ultimate 2013	10
			Autodesk Entertainment Suite Ultimate 2013	10
			Rhinoceros Educational Lab Kit	60
			Adobe Master Collection CS6 Licenses	60
			Vray for Rhinoceros Academic	60

Administration and Experimental Unit Offices

The third floor of our Forteza building relies with a space reserved for each one of the Experimental Units, except for the FabLab which has its own facilities in the first level. In the third floor, next to the Dean's administrative offices and in proximity with fifth year students, the Experimental Units have an ample space that includes furniture for all the professors and researchers responding to that Experimental Unit, work and meeting areas with all the technological infrastructure to advance in their respective research and

undertaking all sorts of academic work pertinent to the curricular structure of the School.

I.2.4. Financial Resources

Towards a Sustainable Academic Structure

The administrative goal of School of Architecture is to provide a feasible, sustainable and self-sufficient academic environment that could become a model for capitalizing on its academic, intellectual and infrastructural assets and resources in order to implement an **Entrepreneurial** and **Investigative** agenda. Achieving this goal requires implementing innovative administrative paradigms that attract the necessary resources to elevate success indicators for global pertinence, influence, sustainability and entrepreneurial initiatives.

The PCUPR Innovation, Investigation and Internationalization agenda is the administrative praxis that articulates the means that shall allow the global positioning of our School. This new model integrates traditionally discrete operations in a new interdependent way that generates new value and economic capacity to self-finance the implementation of the investigative agenda. In traditional academia, operations like international recruiting, admissions, talent scouting, research, collaborative networks, and multisectorial alliances are unlinked actions, either because of academic interests or operational methodologies.

This Institutional Assessment Framework represents our priorities in terms of academic agenda in order to consolidate internationally as a high quality program. Promoting the sustainable use of resources, the School has established the **Strategic Funding**, with 6 areas of budget priorities to structure feasibility for the necessary programs and activities to accomplish the international competitive level. The areas of reinvestment and development are:

- Strategic Funding A
Global Network Academia: Communications and Positioning
- Strategic Funding B
Innovation, Global/Regional Community Knowledge Transfer
- Strategic Funding C

Demographic Diversity: Recruitment and Student Movility

- Strategic Funding D

Technology and Infrastructure

- Strategic Funding E

Investment Repayment

- Strategic Funding F

International Institutional Agenda

Financial Forecasting and the feasibility study

The School of Architectures main revenue source is, as most undergraduate academic institutions, through **enrollment and tuition**. The cost per credit for the School of Architecture (\$285.00 USD) is higher than that of other programs within the Pontifical Catholic University of Puerto Rico (\$170.00 USD), except for the Law School. The premise behind the School's **cost per credit** calculation was arrived considering several factors. With the advent of an unprecedented "one computer per student" policy, state-of-the-art facilities, high-end fabrication laboratory and unprecedented access to software, the School of Architecture could substantiate the cost increase in tuition for its students. Each enrolled student with eighteen credits per semester, plus fees, would ensue approximately five thousand, five hundred and twenty dollars (\$5,520.00 USD) per semester. Compared to comparable programs in Puerto Rico, the PCUPR School of Architecture's cost of enrollment is higher than the other two School's, one of which is run by the state (UPR) with the advent of government funding, and the other (Polytechnic University of Puerto Rico), which is modeled on more traditional schools with limited access to technology.

Expenses within the School of Architecture are divided into academic, operational and depreciation costs. Academic expenses are related to faculty payroll and benefits, while operational expenses comprise human resurces, marginal benefits, materials, maintenance, promotion, utilities, fees, and other professional services related to the operation of the school. Depreciation costs are factored into the expenditure framework as a guarantee that the infrastructure and technological investment can self-generate after the established depreciation cycle to promote the reacquisition of technological infrastructure and facility improvements. Depreciation expenses of the building, equipment and furniture have been forecast on a lifetime of forty, five and five years respectively.

Revenue vs. Expenditure (2010-2011)

During the 2010-2011 fiscal year, the School of Architecture balanced expenses and revenues. Notable initiatives during that fiscal year include Projects of New City Ecology, which increased expenditures in the Professional Services and Travel funds. The initiative was the product of opportunity, and as such, was not fiscally budgeted in its entirety.

		Expenses	Revenues	
Academic Salaries 2010-2011				
6010	Full Time Academic	\$227,283	\$31,360	Tuition Summer II 2010
6011	Part Time Academic	\$502,800	\$951,900	Tuition Fall 2010
Administrative/Operational			\$847,415	Tuition Spring 2011
6012-00	Administrative Non Exempt	\$50,461	\$103,640	Tuition Summer I 2011
6012-01	Administrative Non Exempt - Extra	\$1,663	\$242,080	Fees
6012-02	Administrative Exempt	\$152,739	\$3,300	Other Sources
6015	Student Help	\$0		
6016	Professional Services - Employee	\$79,141		
6019	Reimbursed Expenses	\$6,144		
6028	Vacations	\$941		
6030	Fringe Benefits Chargeback	\$111,575		
7012	Instructional & Lab Supplies	\$9,383		
7014	Office and Duplicating Supplies	\$3,325		
7016	Postage	\$756		
7017	Printing and Binding	\$16,713		
7020	Equipment Upkeep	\$7,334		
7065	Professional Services	\$86,765		
7066	Rentals	\$5,158		
7067	Security Services	\$82,953		
7069	Other Contracted Services	\$138,108		
7108	Student Stipends	\$2,000		
7150	Accreditation Expenses	\$4,045		
7155	Donations	\$1,500		
7156	Dues	\$275		
7159	General Equipment	\$9,350		
7162	Promotion and Advertising	\$10,615		
7165	Travel & Professional Advancement	\$46,155		
7168	Miscellaneous	\$4,550		
Technology				
7081	Depreciated Equipment	\$400,586		
Infrastructure				
7030	Light and Power	\$173,434		
7031	Water	\$9,410		
7051	Repair Material	\$3,218		
7062	Information Services	\$3,000		
Total Expenses		\$2,151,380	\$2,179,695	Total Revenues

Revenue vs. Expenditure (2011-2012)

During the 2011-2012 fiscal year, the School of Architecture experienced a drop in revenues due to lower new enrollment (not lower admissions) and credit commitment by active students.

		Expenses	Revenues	
Academic Salaries 2011-2012				
6010	Full Time Academic	\$179,661	\$51,520	Tuition Summer II 2011
6011	Part Time Academic	\$757,197	\$1,219,108	Tuition Fall 2012
Administrative/Operational			\$1,087,247	Tuition Spring 2012
6012-00	Administrative Non Exempt	\$99,483	\$50,587	Tuition Summer I 2012
6012-01	Administrative Non Exempt - Extra	\$5,479	\$304,529	Fees
6012-02	Administrative Exempt	\$149,795	\$4,250	Other Sources
6015	Student Help	\$362		
6016	Professional Services - Employee	\$103,725		
6019	Reimbursed Expenses	\$7,646		
6028	Vacations	\$16,600		
16600	Fringe Benefits Chargeback	\$138,468		
138468	Instructional & Lab Supplies	\$5,667		
7014	Office and Duplicating Supplies	\$3,228		
7016	Postage	\$406		
7017	Printing and Binding	\$394		
7020	Equipment Upkeep	\$47		
7065	Professional Services	\$45,225		
7066	Rentals	\$4,126		
7067	Security Services	\$83,084		
7069	Other Contracted Services	\$125,135		
7090	Interest	\$424,659		
7150	Accreditation Expenses	\$0		
7155	Donations	\$0		
7156	Dues	\$1,825		
7159	General Equipment	\$1,357		
7161	Magazine & Loose Leaf	\$5,732		
7162	Promotion and Advertising	\$18,254		
7165	Travel & Professional Advancement	\$65,956		
7168	Miscellaneous	\$17,296		
Technology				
7081	Depreciated Equipment	\$461,488		
Infrastructure				
7030	Light and Power	\$234,050		
7031	Water	\$6,269		
7051	Repair Material	\$4,572		
7062	Information Services	\$0		
Total Expenses		\$2,967,186	\$2,717,241	Total Revenues

Projected Revenue vs. Expenditure (2012-2013)

Actual fiscal year data suggests possible increase in the revenue/expenditure ratio due to a more rigorous budgeting process. While enrollment dropped during the Fall 2012 semester, the School is currently heading an aggressive recruitment drive for the Spring 2013 semester. Recent changes in the Federal Student Aid programs across the nation have adversely affected the ability of students within our region to cope with the cost of education and living. Text and amounts in red portray areas of projection for the Spring 2013 semester.

		Budget	Revenues	
Academic Salaries				
6010	Full Time Academic	\$242,044	\$323,750.43	Tuition Summer II 2012
6011	Part Time Academic (Fall 2012)	\$379,000	\$1,368,345	Tuition Fall 2012
6011	Part Time Academic (Spring 2013)	\$374,000	\$1,220,342	Tuition Spring 2013
6011	Budget Leftover	\$17,040	\$56,780	Tuition Summer I 2013
Administrative/Operational			\$375,432	Fees
6012-00	Administrative Non Exempt	\$126,595	\$50,000	Other Sources
6012-01	Administrative Non Exempt - Extra	\$5,360		
6012-02	Administrative Exempt	\$149,410		
6015	Student Help	\$1,015		
6016	Professional Services - Employee	\$75,760		
6019	Reimbursed Expenses	\$4,120		
16600	Fringe Benefits Chargeback	\$72,527		
138468	Instructional & Lab Supplies	\$15,000		
7014	Office and Duplicating Supplies	\$4,070		
7016	Postage	\$500		
7017	Printing and Binding	\$2,435		
7020	Equipment Upkeep	\$50		
7065	Professional Services	\$45,096		
7066	Rentals	\$2,788		
7067	Security Services	\$82,587		
7069	Other Contracted Services	\$124,132		
7090	Interest	\$424,659		
7150	Accreditation Expenses	\$1,046		
7155	Donations	\$150		
7156	Dues	\$1,825		
7159	General Equipment	\$1,358		
7161	Magazine & Loose Leaf	\$5,860		
7162	Promotion and Advertising	\$34,424		
7165	Travel & Professional Advancement	\$67,141		
7168	Miscellaneous	\$14,491		
Technology				
7081	Depreciated Equipment	\$623,559		
Infrastructure				
7030	Light and Power	\$305,808		
7031	Water	\$8,165		
7051	Repair Material	\$4,534		
7062	Information Services	\$38		
Total Budget Assignment		\$3,216,587	\$3,394,649	Total Proj. Revenues

Projected Revenue vs. Expenditure (2013-2015)

Yearly Enrollment and Credit Projection 2012-2015						
	2012-2013		2013-2014		2014-2015	
	Students	Credits	Students	Credits	Students	Credits
New Students per Year	102		112		112	
Group I-2009						
Fall Semester - New	25	420	20	348		
Fall Semester - Transfers	35	477	29	395		
Spring Semester - New	22	382	19	317		
Spring Semester - Transfers	32	434	27	359		
Summer Sessions	20	95	10	48		
Total students and credits	135	1,808	105	1,466		
Group II-2010						
Fall Semester - New	52	880	43	728	35	603
Fall Semester - Transfers	29	394	24	327	20	271
Spring Semester - New	47	800	39	663	32	549
Spring Semester - Transfers	27	359	22	297	18	246
Fall Semester - New (prior Spring Admission)	3	46	2	38	2	31
Fall Semester - Transfers (prior Spring Admission)	10	136	8	112	7	93
Spring Semester - New (prior Spring Admission)	2	41	2	34	2	28
Spring Semester - Transfers (prior Spring Admission)	9	124	8	102	6	85
Summer Sessions	30	143	20	95	10	48
Total students and credits	209	2,922	168	2,397	133	1,954
Group III-2011						
Fall Semester - New	56	951	46	787	38	652
Fall Semester - Transfers	33	441	27	366	22	303
Spring Semester - New	51	865	42	716	35	593
Spring Semester - Transfers	30	402	25	333	20	275
Fall Semester - New (prior Spring Admission)	3	46	2	38	2	32
Fall Semester - Transfers (prior Spring Admission)	19	258	16	214	13	177
Spring Semester - New (prior Spring Admission)	2	42	2	35	2	29
Spring Semester - Transfers (prior Spring Admission)	17	235	14	194	12	161
Summer Sessions	40	190	30	143	20	95
Total students and credits	251	3,430	205	2,826	165	2,317
Group IV-2012						
Fall Semester - New	71	1,214	59	1,005	49	832
Fall Semester - Transfers	31	413	25	342	21	283
Spring Semester - New	65	1,105	54	915	45	757
Spring Semester - Transfers	28	376	23	311	19	258
Summer Sessions	50	238	40	190	30	143
Total students and credits	245	3,345	201	2,763	164	2,273
Group IV-2013						
Fall Semester - New			78	1,333	65	1,104
Fall Semester - Transfers			34	454	28	376
Spring Semester - New			71	1,213	59	1,004
Spring Semester - Transfers			31	413	25	342
Summer Sessions			50	238	40	190
Total students and credits	-	-	264	3,650	217	3,015
Group V-2014						
Fall Semester - New					78	1,333
Fall Semester - Transfers					34	454
Spring Semester - New					71	1,213
Spring Semester - Transfers					31	413
Summer Sessions					50	238
Total students and credits	-	-	-	-	264	3,650
Group VI-2015						
Fall Semester - New						
Fall Semester - Transfers						
Spring Semester - New						
Spring Semester - Transfers						
Summer Sessions						
Total students and credits	-	-	-	-	-	-
GRAND TOTAL - Students and Credits						
Fall Semester - New	204	3,464	247	4,202	266	4,524
Fall Semester - Transfers	128	1,726	139	1,883	125	1,686
Spring Semester - New	185	3,153	225	3,824	242	4,117
Spring Semester - Transfers	116	1,570	127	1,713	114	1,534
Fall Semester - New (prior Spring Admission)	5	92	4	76	4	63
Fall Semester - Transfers (prior Spring Admission)	29	394	24	326	20	270
Spring Semester - New (prior Spring Admission)	5	84	4	69	3	57
Spring Semester - Transfers (prior Spring Admission)	27	358	22	297	18	246
Subtotal	699	10,841	793	12,390	792	12,497
Summer Sessions	140	665	150	713	150	713
Totales	839	11,506	943	13,102	942	13,209
Revenue						
Credits		\$3,279,227		\$3,799,581		\$3,830,690
Semester Fees	\$335,736		\$380,704		\$380,195	
Summer Fees	\$33,600		\$36,000		\$36,000	
IT Fee	\$25,183		\$28,294		\$28,262	
Revenue per Category	\$394,519	\$3,279,227	\$444,998	\$3,799,581	\$444,457	\$3,830,690
Projected Yearly Revenue		\$3,673,746		\$4,244,580		\$4,275,146
Fall Semester		\$1,804,409		\$2,060,475		\$2,076,198
Spring Semester		\$1,642,012		\$1,875,032		\$1,889,340
Summer Sessions		\$227,325		\$243,563		\$243,563
Total		\$3,673,746		\$4,179,070		\$4,209,100

Projected revenue and expenses use historical data and trends brought forth by enrollment, credit assessment and student retention as observed in previous years. The projection also takes into consideration the School's physical and technological infrastructure as limiting and balancing agents as the Program reaches its first full operational cycle in 2014.

I.2.5.Information Resources

The CARIBET library at the PUCPR School of Architecture is a center that aims not only to collect and preserve a variety of resources in the multidisciplinary realm of the education of the architect, but to promote knowledge in a dynamic, accessible and well organized manner. The resources within the library encompasses a wide range of themes within the Experimental Unit format that the School has adopted, and does so in both physical and electronic formats as available. The CARIBET library's mission is:

- To develop a collection of resources that allows for the study and teaching of the traditional and technological aspects of the practice.
- To create an environment that fosters research and a well-rounded creative process.
- To optimize the methodology of research through electronic databases and cataloguing techniques.
- To promote the habit of use of the facility and its resources.
- To preserve and provide access to specialized resources.

The CARIBET library's objectives are:

- To develop is to develop a well balanced collection that promotes unbiased research and guarantees the right of information to all as established by the Declaration of Library Rights.
- To promote the creation and development of relevant and creative programs that respond to a holistic academic and professional environment.
- To utilize and promote the latest technological resources at the service of research, academic development, and enrichment of the cultural, social and professional formation of future architects and designers

The creation of a well balanced and inclusive collection of textbooks, periodicals and digital resources is achieved by the symbiotic relationship between Library personnel, the school's administrative structure, faculty,

and the Experimental Unit coordinators. Each collection, created by subject matter based on the Unit Coordinators' area of expertise, is constantly being scrutinized for relevance and up datedness. Every fiscal year, each Experimental Unit Coordinators provide a list of books, journals and electronic subscriptions to be purchased by the library. The initial budget for the collection (2009-2010) totaled \$75,000 for textbooks and \$25,000 for periodicals and other subscription services. Subsequent purchasing, as included within the School's 5-year budget, is \$10,000 per semester. The CARIBET library currently (as of Sept 1, 2010) has a collection of 2,758 catalogued books, 52 catalogued periodicals, and the following electronic databases:

1. HORIZON Public Catalog
2. AVERY Index to Architectural Periodicals
3. H.W. WILSON OmniFile: Full Text Mega
 - Education Full Text
 - General Science Full Text
 - Humanities Full Text
 - Reader's Guide Full Text
 - Social Sciences Full Text
 - Wilson Business Full Text
 - Applied Science and Technology
 - Art Index Text/ Abstracts Full Text
 - Biological and Agriculture Index
 - Index to Legal Periodicals and Books
 - Library Literature and Information Science
4. EBSCO Host Web
 - Academic Search Premier
 - Business Source Premier
 - Psychology and Behavioral Sciences Collection
 - Health Source: Nursing Academic Edition
 - PsycINFO - Index
 - Biological Abstract 1995 – Index
 - CINAHL – Index
 - Regional Business News
 - Fuente Académica
5. PROQUEST
 - ABI/ INFORM Global
6. ProQuest Digital Dissertations (Internet)
 - Dissertation Abstracts 1996 (Print)

7. Hispanic American Periodical Index (HAPI) (Univ. of California)
8. OVID Silver Platter
Social Work Abstracts – Index
9. Sci Finder

I.3. Institutional and Program Characteristics

I.3.1. Statistical Reports

Student Demographics

The following is quantitative data regarding total yearly enrollment, type of enrollment, race/ethnicity, and gender of the students enrolled in the Architecture Program from Fall 2009 to Fall 2012. Numbers in RED portray partial data for the academic year in progress.

	2009-2010	2010-2011	2011-2012	2012-2013
ENROLLMENT				
Students enrolled	119	152	127	72
TYPE OF ENROLLMENT				
Freshmen	41%	59%	54%	69%
Transfer	59%	41%	46%	31%
RACE/ETHNICITY				
Hispanic	100%	100%	99%	100%
Non-hispanic	0%	0%	1%	0%
GENDER				
Male	66%	72%	61%	72%
Female	34%	28%	39%	28%

Faculty Demographics

The following is quantitative data for type, race/ethnicity, gender and professional licensure status of active faculty within the Fall 2010 to Fall 2012 period: (Note: units in red portray partial quantities for the ongoing 2012-2013 academic year)

		2010-2011	2011-2012	2012-2013
FACULTY				
	Full Time	0	0	1
	Part Time	43	50	41
	Visiting (Adjunct)	0	4	4
Professional Licensure				
	Puerto Rico	10	17	13
	Argentina	0	1	0
	Wisconsin	1	1	1
	California	0	1	0
	Dominican Republic	0	0	1
RACE/ETHNICITY				
	Hispanic	40	51	45
	White/Non-hispanic	3	2	1
GENDER				
	Male	34	45	34
	Female	9	8	12

I.3.2. Faculty Credentials and Resume

See **Appendix 2** within **Part Four: Supplemental Information** for faculty resumes and qualifications.

I.4. Policy Review

See **Appendix 3** within **Part Four: Supplemental Information** for list of documents to be provided within the Team Room.

II. Part Two (II): Educational Outcomes and Curriculum

II.1. Section 1 Student Performance - Educational Realms and Student

Innovation Triad and SEEDS

In the establishment of the academic offer in the Pontifical Catholic University of Puerto Rico School of Architecture, we traced the pertinent goals and objectives, including the long term ones; however, they are based on previous vision and mission that is the blueprint of the program. We are here to transform the Architecture education by promoting an academic ecosystem that valorizes innovation, encourages multi-segments alliances and operates from a technological base to undertake a sustainable economical development of the South Region of Puerto Rico in order to convert it in an urban model in an international level.

To materialized our vision, we have establish a vanguard curriculum founded on the interpretation of social phenomenon, the creation of organizational cultural structures, the implementation of economic viable systems, originality of land planning and earth usage plus forwardness of the environmental consciousness. Our curricular concept consist on an undergraduate program that examines each one of the Architecture segments through digital design; this is the process from which our School brake all the parameters established by traditionalists who pretended to fix the ways the profession should be teach; each idea is widely studied through formal experimentation in the most advanced digital procedures.

II.2.2. Professional Degrees and Curriculum

Educational Amplitude

The academic program of the School consists in a Professional Bachelor Degree in Architecture of five (5) years and one hundred and ninety two credits (192); divided in seven (7) semesters of eighteen (18) credits each, three (3) semesters of nineteen (19) credits each, a summer of six (6) credits, and a summer of three (3) credits. The total of credits are subdivided in fifty (50) credits of Architectural Design Development Studios, ten (10) credits on Architectural Representation Laboratories, sixty nine (69) credits in Professional Concentration, nine (9) credits in Elective Courses (mandatory selection inside the Experimental Units), and fifty four (54) credits in General Courses.

In order to present a clear academic path, the curriculum has been design in platforms, or investigative areas that require the development of the essential skills for the program to be completed successfully; the following descriptions will provide details and ideas about each one of them.

The offer from Architectural Design Development Studios (ARAD), blends the technological platform to the actual execution of the architectural discipline; they are the foundations of the program as long as each one of the Experimental Units is tested from a particular point of view. Each course will count five (5) credits and it will coexist with an emphasized Laboratory in the Principles of Architectural Representation (ARAR) of one (1) credit.

With this educational podium we are creating a new generation of Architects capable to compete in a global market, and able to accomplish huge contributions to our cities development. These courses will be offered by an Architect/Professor and a Digital Design Consultant so they can develop the skills acquired in previous ones. The purpose of the Consultant is to answer questions about the software and/or computer programs to facilitate the students' accomplishment of the goals established by the professor on each session.

The platform of Professional Concentration Courses is organized in the remaining Experimental Units as: Architecture History and Theory (ARHT), Adaptive Conservation and Preservation (ARAC), Structural Framework and Assemblages (ARSF), Sustainable Technologies (ARST), Landscape Ecology

and Environment (ARLE), Urban Scapes and Communities (ARUS) Legal and Administrative Awareness (ARLA), and Development Assessment and Entrepreneurship (ARDA).

Each Unit provides a complete and cohesive education, interlacing the necessary disciplines in order to assure the Architect is able to operate on the highest level of competitiveness and expertise. Each session counts for three (3) credits, and eight (8) of the nine Units have three courses; the first one focus on in the theory aspect, the second in providing substance and critical analysis, and the third one in discussing implementation strategies.

The Program requires the acquisition of a Minor Degree by completing twenty four (24) credits or more in one of the nine Experimental Units, which in turn correspond to specific colleges within the Institution. The curriculum provides the students enrolled with at least fifteen (15) Professional Concentration credits on each Unit. The Minor Degree requirement is completed by acquiring nine Elective Courses credits on the same Unit of the student's choice, therefore, completing the criteria established earlier. This is another opportunity for the students to be involved in the interdisciplinary debates, typical of the professional ambits.

The General Education Courses provide basic compulsory education to obtain a professional degree at any institution. These courses are standard with other Bachelor Degrees at the Pontifical Catholic University of Puerto Rico.

Curricular Structure

The Curricular program and the sequence in which it will be provided by the School of Architecture of the Pontifical Catholic University of Puerto Rico have been established in a coherent method after an architectonical pedagogic logical analysis; we took into consideration both, the academic load and the practical methodology of disciplinary instruction. For these reasons, an effective and capable structure has been proposed according to the real necessities of the social and civic characters of our southern metropolis; by providing these parameters, students are able to obtain continuity on their learning process for an easier adaptation/integration to the professional world. The following is an illustration of the curricular sequence we have structured in our new offer for an innovative architectonic vanguard program; the listed courses have been organized in an ideal semester suggestion. They are shown in a descriptive pattern beginning with

the denomination, the Experimental Unit (in blue), title and amount of credits.

FIRST YEAR CURRICULUM

First Semester	Cr.	Second Semester	Cr.
ARAD 101 Architectural Design Fundamentals I	5	ARAD 102 Architectural Design Fundamentals II	5
ARAR 101 (Laboratory) Diagramming and Representation Techniques	1	ARAR 102 (Laboratory) Non-linear Diagramming and Complex Geometry	1
ARHT 101 Architectural History I: Ancient to Baroque	3	ARAC 101 Fundamentals of Historic Preservation and Conservation	3
SPAN 131 Oral and Written Communication I	3	SPAN 132 Oral and Written Communication II	3
ENGL 114 Basic Principles of Reading and Writing	3	ENGL 115 Oral Communication and Listening Comprehension	3
MATH 143 Algebra and Integral Trigonometry	3	MATH 271 Calculus I	4
ORIE 003 Orientation	0	ORIE 004 Orientation	0
Total	18	Total	19

FIRST YEAR SUMMER

	Cr.
ART 101 Art Appreciation	3
MUSI 102 Musical Appreciation	3
Total	6

SECOND YEAR CURRICULUM

First Semester	Cr.	Second Semester	Cr.
ARAD 201 Analytical Design Studio I: Architectural History and Culture	5	ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation	5
ARAR 201 (Laboratory) Historical Documentation and Representation Techniques	1	ARAR 202 (Laboratory) Dynamic Imaging and Documentation	1
ARHT 201 Architectural History and Culture	3	ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems	3
ARST 101 Tectonics on Material Applications and Methods	3	ARSF 101 Architectural Structures I: Statics and Strength	3
PHYS 217 Physics for Architects	3	PHIL 207 Elementary Logic	3
SOCI 110 Introduction to the Social Sciences: Social and Cultural Aspects	3	HIST 104 Western Civilization II	3
PHED 107 Health and Physical Fitness	1	PHED ____ (Elective)	1
Total	19	Total	19

THIRD YEAR CURRICULUM

First Semester	Cr.	Second Semester	Cr.
ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages	5	ARAD 302 Experimental Design Studio II: Building Technology and Sustainability	5
ARAR 301 (Laboratory) Parametric Modeling	1	ARAR 302 (Laboratory) Parametric Detailing	1
ARSF 201 Composite Construction on Wood and Steel	3	ARST 201 Introduction to Mechanical and Electrical Systems	3
ARLE 101 Built Environment and Culture in the History of Landscape Architecture	3	ARUS 101 Theory and Principles of Urban Design	3
ARLA 101 Professional Practice and Contractual Procedures in Architecture	3	ARDA 101 Entrepreneurship on Developmental Assessment	3
THEO 130 The Divine Revelation	3	THEO 131 The Church of Christ	3
Total	18	Total	18

FOURTH YEAR CURRICULUM

First Semester	Cr.	Second Semester	Cr.
ARAD 401 Contextual Design Studio I: Landscape Ecology and Environment	5	ARAD 402 Contextual Design Studio II: Urban Scapes and Communities	5
ARAR 401 (Laboratory) Scripting and Procedural Morphology	1	ARAR 402 (Laboratory) Territorial, Urban & Infrastructural Data Analysis	1
ARLE 201 Environment Construction Processes, Materials and Techniques	3	ARUS 201 Territorial and Urban Public Policy in a Global Society	3
ARHT 301 Architectural History III: Latin America and Puerto Rico	3	ARAC 301 Conservation Planning Strategies and Policies	3
ARSF 301 Monolithic Construction on Masonry and Concrete	3	ARST 301 Building Acoustics, Illumination and Special Systems	3
ARLA 201 Codes and Regulations in Architectural Design	3	ARDA 201 Economic Feasibility and Finances in Real Estate	3
Total	18	Total	18

FOURTH YEAR SUMMER

	Cr.
Elective <i>Experimental Unit or selected PCUPR courses</i>	3
Total	3

FIFTH YEAR CURRICULUM

First Semester	Cr.	Second Semester	Cr.
ARAD 410 Developmental Design Studio I: Administrative and Legal Awareness	5	ARAD 420 Developmental Design Studio II: Development Assessment and Feasibility	5
ARAR 510 (Laboratory) Independent Research	1	ARAR 520 (Laboratory) Independent Research	1
ARLE 301 Ecological Principles in the Built Environment	3	ARDA 301 Marketing, Branding and Communication Skills	3
THEO 132 The Christian Family	3	ARUS 301 Territorial Planning Strategies on Infrastructures and Communities	3
PHIL 312 Philosophy of Man	3	PHIL 340 Ethics - Philosophy of Human Behavior	3
Elective	3	Elective	3
Total	18	Total	18

Minor Degree Specialization and Directed Electives

Responding to our mission of a multi-disciplinary education, the Elective Courses platform combines the internal and external offer. As an example of possible academic paths, we present alternative combinations in pursuing a Minor Degree. These courses are presented by Department and Colleges, and they are part of the current institutional offer. The purpose of the interdepartmental alliances is to promote the transdisciplinary experience of our students and propel the crosspollination of knowledge, research and applications. There is also the alternative of pursuing the minor degree with the internal courses offer.

DIGITAL REPRESENTATION MINOR DEGREE

in collaboration with Arts and Humanities College (Department of Fine Arts)

Selected Courses within PCUPR	Cr.
ART 272 Digital Photography	3
ART 280 Digital Typography I	3
ART 281 Digitalized Typography Projects	3
ART 383 Digitalized 3D Illustration and Animation	3

ARCHITECTURAL HISTORY AND THEORY MINOR DEGREE

in collaboration with Arts and Humanities College (Department of History)

Selected Courses within PCUPR	Cr.
HIST 206 History of Ponce	3
HIST 360 Puerto Rican Society and Culture in the 20th Century	3
HIST 370 The Caribbean	3
HIST 410 XIX Century Europe	3
Elective Courses within School of Architecture	
ARHT 401 Contemporary Architectural Theory and Discourse	3
ARHT 501 Emergent Practices and New Architectural Paradigms	3
ARHT 601 Philosophy of Science and Technology	3

ADAPTIVE CONSERVATION AND PRESERVATION MINOR DEGREE

in collaboration with Arts and Humanities College (Department of History)

Selected Courses within PCUPR	Cr.
HIST 403 Society and Culture of Contemporary Europe (Cultural Trip Abroad)	6
HIST 417 Historiography	3
HIST 419 Methodology and Techniques of Historical Investigation	3
Elective Courses within School of Architecture	
ARAC 401 The Economics of Historic Preservation	3
ARAC 501 Cultural and Heritage Tourism	3
ARAC 601 Advanced Preservation Research Strategies	3

STRUCTURAL FRAMEWORK AND ASSEMBLAGES MINOR DEGREE

in collaboration with College of Sciences (Mathematics and Physics Department)

Selected Courses within PCUPR	Cr.
MATH 272 Calculus II	4
MATH 373 Calculus III	4
MATH 391 Differential Equations	3
PHYS 221 Physics I	4
Elective Courses within School of Architecture	
ARSF 401 New Structural Systems and Building Envelope	3
ARSF 501 Tensile, Dome and Shell Structures	3
ARSF 601 Complexities and Symbolism on High Technology Buildings	3

SUSTAINABLE TECHNOLOGIES MINOR DEGREE

in collaboration with College of Sciences (Environmental Sciences Department)

Selected Courses within PCUPR	Cr.
ENSC 430 Environmental Management	3
ENSC 460 Environmental Problems	3
ENSC 625 Environmental Laws and Regulations	3
ENSC 630 Environmental Planning	3
Elective Courses within School of Architecture	
ARST 401 Sustainable Building Design Philosophy and Practices	3
ARST 501 Aesthetics of Sustainable Building Design	3
ARST 601 Sustainable Design Rating Systems and Efficiency Standards	3

LANDSCAPE, ECOLOGY AND ENVIRONMENT MINOR DEGREE

in collaboration with College of Sciences (Biology & Environmental Sciences Departments)

Selected Courses within PCUPR	Cr.
BIOL 340 Ecology	3
BIOL 429 Ecosystems of Puerto Rico	3
ENSC 600 Introduction to Geographic Information Systems (GIS)	3
ENSC 625 Environmental Laws and Regulations	3
Elective Courses within School of Architecture	
ARLE 401 Urban Ecology	3
ARLE 501 Planting Materials in Landscape Design	3
ARLE 601 Advanced Landscape Architectural Design	3

URBAN SCAPES AND COMMUNITIES MINOR DEGREE

in collaboration with Arts & Humanities College (Public Admin. and Sociology Departments)

Selected Courses within PCUPR	Cr.
PUAD 265 Public Administration	3
PUAD 355 Policy Analysis	3
SOCI 213 Fundamental Sociology	3
SOCI 314 Social Problems	3
Elective Courses within School of Architecture	
ARUS 401 Studies on Emergent Urban Practices	3
ARUS 501 Urban Economic and Financial Milieu	3
ARUS 601 Urban Sociology and the Cultures of Cities	3

LEGAL AND ADMINISTRATIVE AWARENESS MINOR DEGREE

in collaboration with Environmental Sciences Department and School of Law

Selected Courses within PCUPR	Cr.
ENSC 625 Environmental Laws and Regulations	3
LAW 103 Property Law	4
LAW 105 Extra Contractual Civil Responsibility	4
LAW 210 Corporations	3
Elective Courses within School of Architecture	
ARLA 401 Human Resources on Strategic Administration	3
ARLA 501 Development of Business Plans	3
ARLA 601 Administrative Initiatives	3

DEVELOPMENT ASSESSMENT AND ENTREPRENEURSHIP MINOR DEGREE

in collaboration with College of Business Administration

Selected Courses within PCUPR	Cr.
FINA 302 Real Estate	3
FINA 405 Real Estate Appraisal	3
MGNT 230 Entrepreneurship	3
MGNT 250 Entrepreneurial Creativity and Innovation	3
Elective Courses within School of Architecture	
ARDA 401 Real Estate Development Process	3
ARDA 501 Public Private Partnerships and the Port of the Americas	3
ARDA 601 Value and Appraisal of Land	3

GENERAL EDUCATION CURRICULUM

as required by the Pontifical Catholic University of Puerto Rico for completion of the Bachelor of Architecture degree

General Education courses within PCUPR	Cr.
SPAN 131 Oral and Written Communication I	3
SPAN 132 Oral and Written Communication II	3
ENGL 114 Basic Principles of Reading and Writing	3
ENGL 115 Oral Communication and Listening Comprehension	3
MATH 143 Integrated Algebra and Trigonometry	3
MATH 271 Calculus I	4
PHYS 217 Physics for Architects	3
ART 101 Art Appreciation	3
MUSI 102 Musical Appreciation	3
SOCI 110 Introduction to the Social Sciences: Social and Cultural Aspects	3
HIST 104 Western Civilization II	3
PHIL 207 Elementary Logic	3
PHIL 312 Philosophy of Man	3
PHIL 340 Ethics - Philosophy of Human Behavior	3
THEO 130 The Divine Revelation	3
THEO 131 The Church of Christ	3
THEO 132 The Christian Family	3
PHED 107 Health and Physical Fitness	1
PHED ____ (Elective)	1
ORIE 003 Orientation	0
ORIE 004 Orientation	0
Total	54

Credit-Contact Hours Relation

The minimum credit-hour requirement for the Bachelor of Architecture Degree is 192 credits. The full spectrum of the credit requirements can be categorized into three main categories: General Course, Concentration Course and Professional Elective

FIRST YEAR CURRICULUM	GEN	CONC	ELEC
ARAD 101 Architectural Design Fundamentals I		5	
ARAR 101 Diagramming and Representation Techniques		1	
ARHT 101 Architectural History I		3	
SPAN 131 Oral and Written Communication I	3		
ENGL 114 Basic Principles of Reading and Writing	3		
MATH 143 Algebra and Integral Trigonometry	3		
ORIE 003 Orientation	0		
ARAD 102 Architectural Design Fundamentals II		5	
ARAR 102 Non-linear Diagramming and Complex Geometry		1	
ARAC 101 Fundamentals of Historic Preservation and Conservation		3	
SPAN 132 Oral and Written Communication II	3		
ENGL 115 Oral Communication and Listening Comprehension	3		
MATH 271 Calculus I	4		
ORIE 003 Orientation	0		
ART 101 Art Appreciation	3		
MUSI 102 Music Appreciation	3		
SECOND YEAR CURRICULUM	GEN	CONC	ELEC
ARAD 201 Analytical Design Studio I: Architectural History and Culture		5	
ARAR 201 Historical Documentation and Representation Techniques		1	
ARAC 201 Preservation Techniques, Methods and Strategies		3	
ARST 101 Tectonics on Material Applications and Methods		3	
PHYS 217 Physics for Architects	3		
SOCI 110 Introduction to the Social Sciences	3		
PHED 107 Health and Physical Fitness	1		
ARAD 202 Analytical Design Studio II: Adaptive Conservation		5	
ARAR 202 Dynamic Imaging and Documentation		1	
ARAC 101 Fundamentals of Historic Preservation and Conservation		3	
ARSF 101 Architectural Structures I: Statics and Strength		3	
PHIL 207 Elementary Logic	3		
HIST 104 Western Civilization II	3		
PHED ___ Physical Fitness Elective	1		

THIRD YEAR CURRICULUM	GEN	CONC	ELEC
ARAD 301 Experimental Design Studio II: Sustainable Technologies		5	
ARAR 301 Parametric Detailing		1	
ARSF 201 Composite Construction on Wood and Steel		3	
ARLE 101 Environment and Culture: History of Landscape Architecture		3	
ARLA 101 Professional Practice and Contract Procedures in Architecture		3	
THEO 130 The Divine Revelation	3		
ARAD 302 Experimental Design Studio I: Structural Frameworks		5	
ARAR 302 Parametric Modeling		1	
ARST 201 Introduction to Mechanical and Electrical Systems		3	
ARUS 101 Theory and Principles of Urban Design		3	
ARDA 101 Entrepreneurship on Developmental Assessment		3	
THEO 131 The Church of Christ	3		
FOURTH YEAR CURRICULUM	GEN	CONC	ELEC
ARAD 401 Contextual Design Studio I: Landscape Ecology and Envir.		5	
ARAR 401 Scripting and Procedural Morphology		1	
ARLE 201 Environment Construction Processes & Techniques		3	
ARHT 301 Architectural History III: Latin America and Puerto Rico		3	
ARSF 301 Monolithic Construction on Masonry and Concrete		3	
ARLA 201 Codes and Regulations in Architectural Design		3	
ARAD 402 Contextual Design Studio II: Urban Scapes and Communities		5	
ARAR 402 Territorial, Urban & Infrastructural Data Analysis		1	
ARUS 201 Territorial and Urban Public Policy in a Global Society		3	
ARST 301 Building Acoustics, Illumination and Special Systems		3	
ARDA 201 Economic Feasibility and Finances in Real Estate		3	
ARAC 301 Conservation Planning Strategies and Policies		3	
ARXX XXX Unit Elective for Minor			3
FIFTH YEAR CURRICULUM	GEN	CONC	ELEC
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness		5	
ARAR 410 Independent Research		1	
ARLE 301 Ecological Principles in the Built Environment		3	
THEO 132 The Christian Family	3		
PHIL 312 Philosophy of Man	3		
ARXX XXX Unit Elective for Minor			3
ARAD 420 Dev. Design Studio II: Development Assessment and Entrepreneurship		5	
ARAR 420 Independent Research		1	
ARDA 301 Marketing, Branding and Communication Skills		3	
ARUS 301 Territorial Planning Strategies on Infrastructures and Communities		3	
PHIL 340 Ethics - Philosophy of Human Behavior	3		
ARXX XXX Unit Elective for Minor			3

B.ARCH CURRICULUM	GEN	CONC	ELEC
TOTAL CREDITS	54	129	9
PERCENTAGE OF CURRICULUM	28%	67%	5%

II.2.3. Curriculum Review and Development

Refer to I.1.4.1-Integral Strategic Planning

II.3. Part Two (II): Section 3 – Evaluation of Preparatory/Pre-Professional Education

Section does not apply.

II.4. Part Two (II): Section 4 – Public Information

Statement on NAAB-Accredited Degrees

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a

professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information.

The Pontifical Catholic University, School of Architecture was granted candidacy for the following professional degree program in architecture:

B.Arch (192 credits)

Next visit for continuation of candidacy: 2013

Projected year of initial accreditation: 2015

Access to NAAB Conditions and Procedures

Our students, parents, faculty and staff can easily access NAAB Conditions and Procedures through the School's Website; where they can download the document and/or access directly to NAAB website for additional information regarding the accreditation procedures. A copy of the NAAB Report is also available in the Reserve section in the School's Library.

Access to Career Development Information

Access to Career Development Information is provided through the School's website by links to the following:

- www.ARCHCareers.org
- *The NCARB Handbook for Interns and Architects*
- *Toward an Evolution of Studio Culture*
- *The Emerging Professional's Companion*
- www.NCARB.org
- www.aia.org
- www.aiaa.org
- www.acsa-arch.org

Public Access to APR's and VTR's

Access to all NAAB documents are available in the School's website. Copies are available in the Reserve section in the School's Library.

ARE Pass Rate

Our students will have access to the annual ARE Pass rate through the School's website and in the Reserve section in the School's Library.

III. PART THREE (III): Progress since last Site Visit (March 2011)

The PCUPR School of Architecture, as expressed within the latest C-VTR Comments and Visit Summary, has an "extremely invigorating and vibrant team of administrators, faculty and students. There is very strong support for this school from local and state government, the business community, the architectural community, and the larger creative community. The Catholic University also exhibits unusually strong interest and support in the school, and is committed to the success of the program. The school's intentions and ambitions are to become the preeminent architecture program in the Caribbean, and then internationally is a dream realized through hard work and ingenuity." (C-VTR 2011,p.1)

The C-VTR commented that, "At this time in the School's development, governance opportunities for faculty and students are not yet in evidence. However, discussions with Administration, students and faculty indicate that these opportunities are currently under development. While the Experimental Unit Directors are involved in the development of School curriculum, they are not currently included in the administrative governance of the School. " (C-VTR 2011,p.9) In the latest response to the C-VTR, dated June 24, 2011, reference is made to the fact that "the School's latest Architecture Program Report (APR), on pages 93, 94 and 99, provides evidence that Experimental Unit Directors are part of the Governance within the Administrative Structure. Experimental Unit Coordinators are actively included in faculty recruitment, interviewing, and evaluation processes as part of their administrative duties." Experimental Unit Coordinators are also responsible for drafting and implementing their Experimental Units Strategic Plans and revising syllabus and course content periodically.

The C-VTR report also commented that “the emerging Student government body has not yet been formalized as participatory to the governance structure of the School”. (C-VTR 2011,p.9). The School has two levels of student participation in the Governance structure: an appointed representative to the PCUPR Student Senate, and two student groups, which are officially recognized within the School (MAS and AIAS). These two groups are currently included within administrative, faculty, and other academic committees.

Within the subsection titled “Causes for Concern” (Section I, Subsection 3), the C-VTR makes reference to the issue of gender equity and comments that “faculty and student gender balance is not on the level of architecture programs elsewhere”. In response, the School provided that further investigation brought forth statistical evidence that the school’s gender balance at that moment paralleled other architecture programs. The NAAB Reports on Accreditation in Architecture Education (2008 to 2010) noted that the average male to female ratio of faculty within NAAB accredited programs was 74/26, which was close to the School’s male to female ratio of 80/20 at the time. The School’s ratio also paralleled that of the make up of Puerto Rico’s professional community of registered architects and architects in training (as provided by the CAAPPR), which at the time was calculated to be 70/30. While our statistics show a slight drop in the ratio for the 2011-2012 academic year (83/17), current faculty composition during the fall 2012 semester is calculated at a 68/32 ratio.

Within the above mentioned section, the C-VTR also commented that “the School is adequately staffed for both academics and administration, although studio ratios are listed as 17:1, which is higher than NAAB's expectations.” (C-VTR 2011,p.7) During the 2011-2012 academic year, physical alterations and rearrangement yielded a balanced Design Studios infrastructure to a maximum of 16 students, for a 16:1 student to teacher ratio. Current data shows average faculty/student ratios within the 14 to 1 (or lower) range in design studios above second year curriculum.

During the Fall semester of 2012, the School of Architecture proceeded to recruit and hire a new Associate Dean. The hiring of Dr. Luz Rodriguez-Lopez also marks the first full-time academic position within the the School.

IV. PART FOUR (IV): Supplemental Information

This section included as a separate document titled “Part Four: Supplementa Information.



PART FOUR - SUPPLEMENTAL INFORMATION

THIS PAGE LEFT BLANK INTENTIONALLY

TABLE OF CONTENTS

Appendix 1: Course Descriptions	5
Appendix 2: Faculty Matrix and Resumes.....	51
APPENDIX 3: List of Documents available in Team Room	117
APPENDIX 4: Student Performance Criteria (SPC) Matrix.....	121
APPENDIX 5: Regional and National Accreditation Status	125
APPENDIX 6: 2011 Visiting Team Report	131

THIS PAGE LEFT BLANK INTENTIONALLY

Appendix 1: Course Descriptions

THIS PAGE LEFT BLANK INTENTIONALLY

ARAD 101 Architecture Design Fundamentals I, 5 credits

Course Description:

This Design Studio serves as the base for the School of Architecture's Fundamental Studio Series. Its main objective is to formally introduce Architecture students to the fundamental elements and principles inherent in architectural design and the conceptual and practical base by which all subsequent studio work will develop.

Course Goals & Objectives:

- *Understanding of* the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.
- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation Skills to be used throughout their academic careers.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.8 Ordering Systems Skills
B.2 Accessibility
B.5 Life Safety

Topical Outline:

Exploration (30%)
Experimentation (35%)
Application (35%)

Prerequisites: None

Textbook/Learning Resources:

Creation in Space: Fundamentals of Architecture by Jonathan Block Friedman
Architectural Representation and the Perspective Hinge by Alberto Perez-Gomez & Louise Pelletier
Digital Tectonics by Prof. Neil Leach, David Turnbull, and Chris Williams (2004)
Digital Architecture Now: A Global Survey of Emerging Talent by Neil Spiller (2009)
From Control to Design: Parametric/Algorithmic Architecture by Michael Meredith, Aranda-lasch, and Mutsuro Sasaki (2008)
Form, Space and Order by Francis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 101 Diagramming and Representation Techniques, 1 credit

Course Description:

This Digital Laboratory is the digital base for the Fundamental Design Studio I. The objective is to introduce students to digital representation techniques at a level consonant to the themes and concepts being developed within the main Studio. Technology is integrated with the process of design and exploration of ideas.

Course Goals & Objectives:

- *Understanding of* the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.
- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation Skills to be used throughout their academic careers.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.8 Ordering Systems Skills
B.2 Accessibility
B.5 Life Safety

Topical Outline:

Drawing and other representational techniques (60%)
Presentation Methods (40%)

Prerequisites: None

Textbook/Learning Resources:

Creation in Space: Fundamentals of Architecture (Paperback) By Jonathan Block Friedman
Architectural Representation and the Perspective Hinge (Paperback) By Alberto Perez-Gomez & Louise Pelletier
Digital Tectonics By Prof. Neil Leach, David Turnbull, and Chris Williams (Paperback - April 23, 2004)
Digital Architecture Now: A Global Survey of Emerging Talent By Neil Spiller (Hardcover - Jan 26, 2009)
From Control to Design: Parametric/Algorithmic Architecture By Michael Meredith, Aranda-lasch, and Mutsuro Sasaki (Paperback - Oct 15, 2008)
Form, Space and Order by Francis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 102 Fundamental Design Studio II, 5 credits

Course Description:

The Fundamental Design Studio II aims to further enhance the concepts and fundamentals studied in the previous studio with the introduction of complex geometries, curves, surfacing, meshing, and more advanced spatial programming both through traditional and digital techniques. These concepts shall be further enhanced with the introduction and implementation of the concepts of ambient, typology, capacity, time and an introduction to constructive systems.

Course Goals & Objectives:

- *Understanding of* the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.
- Explore all forms of visual communication from freehand drawing through building information modeling software.
- Learn presentation Skills to be used throughout their academic careers.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.8 Ordering Systems Skills
B.1 Pre-Design
B.2 Accessibility
B.5 Life Safety

Topical Outline:

Exploration (20%)
Experimentation (30%)
Application (50%)

Prerequisites: ARAD 101

Textbook/Learning Resources:

Creation in Space: Fundamentals of Architecture (Paperback) By Jonathan Block Friedman
Architectural Representation and the Perspective Hinge (Paperback) By Alberto Perez-Gomez & Louise Pelletier
Digital Tectonics By Prof. Neil Leach, David Turnbull, and Chris Williams (Paperback - April 23, 2004)
Digital Architecture Now: A Global Survey of Emerging Talent By Neil Spiller (Hardcover - Jan 26, 2009)
From Control to Design: Parametric/Algorithmic Architecture By Michael Meredith, Aranda-lasch, and Mutsuro Sasaki (Paperback - Oct 15, 2008)
Form, Space and Order by Francis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 102 Nonlinear Diagramming and Complex Geometry, 1 credit

Course Description:

This Digital Laboratory aims to parallel and compliment the more complex concepts offered within the second Fundamental Design Studio, further enhancing the representational capabilities of the students with more complex tools and techniques.

Course Goals & Objectives:

- *Understanding of* the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design.
- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation Skills to be used throughout their academic careers.

Student Performance Criteria:

A.2 Design Thinking Skills
A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.8 Ordering Systems Skills
B.1 Pre-Design
B.2 Accessibility
B.5 Life Safety

Topical Outline:

Drawing and other representational techniques (60%)
Presentation Skills (40%)

Prerequisites:

ARAR 101

Textbook/Learning Resources:

Creation in Space: Fundamentals of Architecture (Paperback) By Jonathan Block Friedman
Architectural Representation and the Perspective Hinge (Paperback) By Alberto Perez-Gomez & Louise Pelletier
Digital Tectonics By Prof. Neil Leach, David Turnbull, and Chris Williams (Paperback - April 23, 2004)
Digital Architecture Now: A Global Survey of Emerging Talent By Neil Spiller (Hardcover - Jan 26, 2009)
From Control to Design: Parametric/Algorithmic Architecture By Michael Meredith, Aranda-lasch, and Mutsuro Sasaki (Paperback - Oct 15, 2008)
Form, Space and Order by Francis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 201 Analytical Design Studio I: Architectural History and Theory, 5 credits

Course Description:

The first of the Analytical Design Studio series, ARAD 201 presents the link between the fundamentals of architecture and the historical basis of design.

Course Goals & Objectives:

- Students will define history and theory, and how they are written in order to study their cultural, ideological and academic concerns.
- Students will introduce, describe and explain the analytical tools as the ideological elements that constitute the main components of any cultural and intellectual manifestation.
- Students will produce a critical analysis of architectural manifestations and architects by identifying, analyzing and interpreting the main conceptual elements in order to reveal their inner workings, theoretical framework and formal manifestations.

Student Performance Criteria addressed:

A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.9 Historical Traditions and Global Culture
B.2 Accessibility
B.4 Site Design
B.5 Life Safety

Topical Outline:

Acknowledgement of history as a non-scientific area of the human universe (15%)
Interpretation, subjectivity and the importance of the inter-connection of facts and events (15%)
Influence on historical and cultural patterns (35%)
Historic theory on the development of new modes of design (35%)

Prerequisites:

ARAD 102

Textbook/Learning Resources:

Roth, Leland. *Understanding Architecture: Its Elements, History, and Meaning* (Icon Editions, 2006)

Offered (semester and year):

Fall (regular), spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 201 Historical Documentation and Representation Techniques, 1 credit

Course Description:

This course aims to provide students with the digital tools and methodology for documenting, manipulating and abstracting form, function, character, materiality, construct and style within historically and architecturally significant precedents complimentary to the main studio offering.

Course Goals & Objectives:

- Students will develop the ability to map theoretical strategies through digital means: patterns, repetition, symmetries and ornaments.
- Students will develop the ability to structure through technological tools systems of organization.

Student Performance Criteria:

A.3 Visual Communication Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.9 Historical Traditions and Global Culture
B.2 Accessibility
B.4 Site Design
B.5 Life Safety

Topical Outline:

Acknowledgement of history as a non-scientific area of the human universe (15%)
Interpretation, subjectivity and the importance of the inter-connection of facts and events (15%)
Influence on historical and cultural patterns (35%)
Historic theory on the development of new modes of design (35%)

Prerequisites: ARAR 102

Textbook/Learning Resources:

Roth, Leland. *Understanding Architecture: Its Elements, History, and Meaning* (Icon Editions, 2006)

Offered (semester and year):

Fall (regular), spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARHT 101 Architectural History I: Ancient to Renaissance, 3 credits

Course Description:

This course provides the historical basis for architectural history, theory and design providing a panoramic and chronological perspective of architectural design and culture.

Course Goals & Objectives:

- Students will obtain, develop, and share knowledge of history and theory of world architecture at a variety of scales and in various contexts (develop a broad view and perspective).
- Students will understand the relationships between history/theory, and social/cultural factors.

Student Performance Criteria addressed:

A.1 Communication Skills

A.5 Investigative Skills

A.9 Historical Traditions and Global Culture

A.10 Cultural Diversity

Topical Outline:

Developing knowledge of history and theory of world architecture (50%)

Establishing the relationships between history and society (50%)

Prerequisites: None

Textbook/Learning Resources:

Ching, Francis D. K.; Jarzombek, Mark M.; Prakash, Vikramaditya. *A Global History of Architecture* (Wiley, 2006)

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARHT 201 Architectural History II: Baroque to Contemporary Western Civilization, 3 credits

Course Description:

This course provides a holistic view of architectural design and culture through analysis and critique from Baroque to contemporary western architecture and culture.

Course Goals & Objectives:

- Students will broaden their analytical skills of historical contexts.
- Students will learn to do research and to integrate precedents in the critical thinking process.
- Students will refine their understanding of data gathering.

Student Performance Criteria addressed:

A.1 Communication Skills
A.5 Investigative Skills
A.9 Historical Traditions and Global Culture
A.10 Cultural Diversity
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:

Acquisition of analytical skills (60%)
Research integrating precedents (20%)
Data gathering process (20%)

Prerequisites: ARHT 101

Textbook/Learning Resources:

Ching, Francis D. K.; Jarzombek, Mark M.; Prakash, Vikramaditya. *A Global History of Architecture* (Wiley, 2006)
Frampton, Kenneth. *Modern Architecture* (Thames & Hudson, 2007)

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARHT 301 Architectural History III: Latin America and Puerto Rico, 3 credits

Course Description:

This course introduces the student to the cultural, social, economic, philosophical, technological and political forces driving architectural and urban design of Latin America and the Caribbean.

Course Goals & Objectives:

- Students will learn to position the examined architectural solution into the evolutionary historical and theoretical timeline.
- Students will learn to identify regional trends in architecture.

Student Performance Criteria addressed:

A.1 Communication Skills

A.5 Investigative Skills

A.9 Historical Traditions and Global Culture

Topical Outline:

Positioning architectural examples into historical timelines (60%)

Identifying regional trends (40%)

Prerequisites: ARHT 201

Textbook/Learning Resources:

Ayala, César J.; Bernabé, Rafael. *Puerto Rico in the American Century: A History since 1898* (The University of North Carolina Press, 2009)

Barreneche, Raúl A. *Tropical Modern* (Rizzoli, 2003)

Carley, Rachel; Brizzi, Andrea. *Cuba: 400 Years of Architectural Heritage* (Watson-Guptill, 2000)

Gosner, Pamela W. *Caribbean Baroque: Historic Architecture of the Spanish Antilles* (Passeggiata Pr, 1996)

Rigau, Jorge. *Puerto Rico 1900: Turn-of-the-Century Architecture in the Hispanic Caribbean, 1890-1930* (Rizzoli, 1992)

Stout, Nancy; Rigau, Jorge. *Habana: La Havana* (Rizzoli International Publications, 1994)

Van Middeldyk, R.A. *The History of Puerto Rico: From the Spanish Discovery to the American Occupation* (BiblioBazaar, 2006)

Vivoni Farage, Enrique; Álvarez Curbelo, Silvia. *Hispanofilia: arquitectura y vida en Puerto Rico, 1900-1950* (University of Puerto Rico Press, 1998)

Offered (semester and year):

Scheduled for fall 2012

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation, 5 credits

Course Description:

Design Studio provide an introduction to the methodology of preservation of historically significant buildings and urban environments, as well as the more interventional adaptive conservation, rehabilitation, and reuse.

Course Goals & Objectives:

- Students will be asked to think broadly and consider planning, zoning, and other techniques as a way to supplement traditional conservation and/or preservation methods, with particular attention to the concepts of identity of place and public policy as both a limitation and opportunity.
- The students will confront design problems that juxtapose traditional building methods and new construction both in single structures as well as in a historic zone.

Student Performance Criterion addressed:

A.2 Document
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.11 Building Service Systems

Topical Outline:

A.1. Investigate (15%)
A.2. Document (15%)
A.3. Value (20%)
A.4. Students will be exposed to a holistic understanding of the field (25%)
A.5. The students will confront the real life conditions that are part of the restoration of a building. (25%)

Prerequisites:

ARAD 201

Textbooks/Learning Resources:

Genetic Architecture/Arquitectura Genética (Spanish Edition) (Paperback) by Dennis Dollens

Offered (semester and year):

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 202 Dynamic Imaging and Documentation (Laboratory), 1 credit

Course Description:

The laboratory will expand on the notion of 3D modeling with advanced representation, use of materials, construction systems, detailing and contextual animation. The Lab will promote the utilization of high-end software to virtually assess existing conditions and interventions as permissible under the criteria established within the main studio.

Course Goals & Objectives:

- Students will explore Fabrication techniques will allow and compliment the design studio with the ability to test possible adaptations of traditional elements into modern prototypes and assemblies.

Student Performance Criterion addressed:

A.2 Document
A.3 Visual Communication Skills
A.4 Technical Documentation
A.5 Investigative Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.11 Building Service Systems

Topical Outline:

Drawing and other representational techniques (60%)
Presentation skills (40%)

Prerequisites:

ARAR 201

Textbooks/Learning Resources:

Lasers in the Conservation of Artworks: LACONA VI Proceedings, Vienna, Austria, Sept.21-25, 2005 (Springer Proceedings in Physics) (Kindle Edition) by J. Nimmrichter (Editor), W. Kautek (Editor), M. Schreiner (Editor)

Offered (semester and year):

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAC 101 Fundamentals of Historic Preservation and Conservation, 3 credits

Course Description:

Theory. The course is conceived as the formal introduction to the fundamental concepts, principles, methods and strategies. Center on the particular language of historic preservation by introducing students to concepts such as: Restoration, Reconstruction, Rehabilitation etc.

Course Goals & Objectives:

- The students will learn to manage the basic tools and obtain the knowledge to exhaustively document an existing structure or place.

Student Performance Criterion addressed:

A.1. Investigate

A.5 Investigative Skills

Topical Outline:

A.1. Investigate	(10%)
A.2. Document	(25%)
A.3. Value	(30%)
A.4. Students will be exposed to the practice of the restoration process in order to achieve a holistic understanding of the field.	(35%)

Prerequisites:

ARTH 101

Textbooks/Learning Resources:

"La intervención en un Edificio Histórico: Los Conceptos Fundamentales", in *Plástica* 2(15): 73-82. Beatriz del Cueto Pantel, 1986

History of Architectural Conservation (Conservation and Museology) (Paperback) by Jukka Jokilehto, 2002

Offered (semester and year):

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems, 3 credits.

Course Description:

Substance, The purpose of the course is to It is provided as a practical guide to the methods for maintaining, restoring and rehabilitating historic buildings, as well as the constructive and administrative methodology. Environmental hazards as pertaining to the deterioration and potential destruction of historic buildings will also be discussed.

Course Goals & Objectives:

- Present students with the strategies and methodology of preservation.
- Students special emphasis will be given to documentation, survey, materiality, construction systems and assemblies, as well as the administrative framework, management, permitting and regulatory structures that influence the practice.

Student Performance Criterion addressed:

A.4 Technical Documentation

B.12 Building Materials and Assemblies

Topical Outline:

A.1. Investigate	(10%)
A.2. Document	(25%)
A.3. Value	(30%)
A.4. Students will be exposed to the practice of the restoration process in order to achieve a holistic understanding of the field.	(35%)

Prerequisites:

ARAC 101

Textbooks/Learning Resources:

Science and Technology in Historic Preservation (Advance in Archaeological and Museum Science) by Ray A. Williamson

Conserving Buildings: Guide to Techniques and Materials, Revised Edition (paperback) by Martin E. Weaver

Offered (semester and year):

Spring only; annually

Faculty assigned :

See Faculty Matrix provided within Appendix 2

ARAC 301 Conservation Planning Strategies and Policies, 3 credits

Course Description:

Implementation, the purpose of the course is to expand on the topic of planning policies and regulations that define the practical and theoretical practice of conservation.

Course Goals & Objectives:

- The course provides an opportunity to look in depth at governmental historic preservation programs at the federal, state, and local (city and county) levels as a comparative means of policy establishment.
- The students will understand the origin and implementation of design regulations, standards, and guidelines

Student Performance Criterion addressed:

Topical Outline:

- A.6 Analysis of the relationship and presence of a building in its urban context is a fundamental next step. (50%)
- A.7 The preservation platform will strive to understand how to reuse or recycle these elements. (50%)

Prerequisites:

ARAC 201

Textbooks/Learning Resources:

Conservation and Sustainability in Historic Cities (Paperback) By Dennis Rodwell

Preservation Yellow Pages: The Complete Information Source for Homeowners, Communities, and Professionals by National Trust for Historic Preservation and Julie Zagars 2208

Offered (semester and year):

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 301 Experimental Design I: Building Technology and Sustainability, 5 credits

Course Description:

This Design Studio aims to provide a fundamental understanding of mechanical, electrical, lighting, and fire protection systems within the built environment. This shall also give way to the integration of sustainable techniques to further enhance building efficiency.

Course Goals & Objectives:

- Students will engage theories, principles and methods on building technology implementation.
- Students will implement innovative sustainability means for creative problem solving.
- Students will analyze the built environment with emphasis on the creation and interrelationship of architectural form, function, structure, technology and site.

Student Performance Criteria:

A.2 Document
A.3 Visual Communication Skills
A.4 Technical Documentation
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design
B.8 Environmental Systems
B.10 Building Envelope Systems
B.11 Building Service Systems

Topical Outline:

Providing spatial quality/effects through technological implementation (15%)
Studies on tectonics: materials, techniques and hinges (15%)
Range: diversity of building envelopes, services and systems (15%)
Performance criteria on design (15%)
Integrated and cohesive solutions (25%)
Recognition of comfort as a conceptualization tool (15%)

Prerequisites: ARST 101

Textbook/Learning Resources:

Ching, Francis D. K. *Building Construction Illustrated* (Wiley, 2008)

Offered (semester and year):

Scheduled for fall 2012

Faculty assigned: *See Faculty Matrix provided within Appendix 2*

ARAR 301 Parametric Modeling, 1 credit

Course Description:

This course aims to introduce students to the use of the parametric capabilities of various 3D modeling software to develop structural models that can be updated in real time. These models will be tested using finite element analysis software, and then readjusted using data gathered from the analysis.

Course Goals & Objectives:

- Develop the ability of understanding the role of data gathering, research, and analysis in design through digital means.
- Develop techniques of two and three dimensional representation with a strong sense of craft.
- Develop ability to develop students' exploration capacity to make artful expressions of culture and meaning within natural and artificial settings.

Student Performance Criterion addressed:

A.2 Document
A.3 Visual Communication Skills
A.4 Technical Documentation
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.2 Accessibility
B.3 Sustainability
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design
B.8 Environmental Systems
B.10 Building Envelope Systems
B.11 Building Service Systems

Topical Outline:

Providing spatial quality/effects through technological implementation (15%)
Studies on tectonics: materials, techniques and hinges (15%)
Range: diversity of building envelopes, services and systems (15%)
Performance criteria on design (15%)
Integrated and cohesive solutions (25%)
Recognition of comfort as a conceptualization tool (15%)

Prerequisites: ARST 101

Textbook/Learning Resources:

Ching, Francis D. K. *Building Construction Illustrated* (Wiley, 2008)

Offered (semester and year):

Scheduled for fall 2012

Faculty assigned: *See Faculty Matrix provided within Appendix 2*

ARST 101 Tectonics on Material Applications and Methods, 3 credits

Course Description:

The notion of tectonics constitutes a direct challenge to current mainstream architectonic thinking of the subjectively unlimited artistic free form. However, as valid as that concept is, some architects claim for architecture about assemblage and construction rather than about abstract forms. This course inserts students in the middle of that debate.

Course Goals & Objectives:

- Promote a frame work of interdisciplinary collaboration.
- Promote a Research and Investigation Culture.
- Develop communication skills and clarity to present ideas and explain them in public.
- Develop analytic and critical skills through both characteristics research and visual investigation of materials.
- Promoting the debate of technological methods vs. abstract forms.
- To gain a wider spread of material applications into the design process.
- Acquired a background of renowned buildings, in and out of Puerto Rico, that exemplifies diverse tectonics.

Student Performance Criteria addressed:

A.4 Technical Documentation
A.11 Applied Research
B.3 Sustainability
B.8 Environmental Systems
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:

Introduction (5%)
Concrete (20%)
Masonry (10%)
Metals (20%)
Wood and Plastics (10%)
Thermal and Moisture Protection (10%)
Doors and Windows (10%)
Finishes (10%)

Prerequisites: None

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction: Materials and Methods* (5th Edition)

Offered (semester and year):

Fall only; annually

Faculty assigned: See Faculty Matrix provided within Appendix 2

ARST 201 Introduction to Mechanical and Electrical Systems, 3 credits

Course Description:

Introduction to the concepts of environmental systems in architecture. Comfort, climate, passive systems, ventilation, mechanical systems and life safety are discussed in relation to their implication on architectural form and design.

Course Goals & Objectives

- Develop communication skills and clarity to present ideas and explain them in public.
- Develop analytic and critical skills through both research strategies and visual investigation of environmental systems.
- Analytical reasoning in order to be able to innovate using the learned tools. To gain a wider spread of systems applications into the design process.
- Acquired a background of renowned buildings, in and out of Puerto Rico, that utilize diverse environmental systems.

Student Performance Criteria addressed:

B.3 Sustainability
B.8 Environmental Systems
B.10 Building Envelope Systems
B.11 Building Service Systems

Topical Outline:

Introduction (10%)
Mechanical Systems (40%)
Electrical Systems (40%)

Prerequisites: ARST 101

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction: Materials and Methods* (5th Edition)
Ching, Francis D. *Building Construction Illustrated* (2008)
Building Construction Handbook, Seventh Edition by Roy Chudley and Roger Greeno (2008)
Being Sustainable: Building Systems Performance by Dennis Fukai (2008)
Architectural Graphic Standards, 11th Edition by The American Institute of Architects (2007)
Materials, Structures, and Standards: All the Details Architects Need to Know But Can Never Find by Julia McMorrough (2006)
Time Saver Standards for Architectural Design, 8th Ed. by Donald Watson and Michael J. Crosbie (2004);
Architectural Engineering Design: Mechanical Systems by Robert Brown Butler (2002);
Time-Saver Standards for Building Types by Joseph De Chiara and Michael J. Crosbie (2001);
International and Uniform Plumbing Codes Handbook by R. Dodge Woodson (2000);
Building Technology: Mechanical and Electrical Systems, 2nd Edition by Ben Stein (1997);
Mechanical Systems for Architects by Aly S. Dadras (1995).

Offered (semester and year):

Fall only; annually

Faculty assigned: See Faculty Matrix provided within Appendix 2

ARST 301 Building Acoustics, Illumination, and Special Systems, 3 credits

Course Description:

This course focuses on the principles, design, application and performance of buildings as related to acoustics, lighting among other specialized systems. The course must create awareness of the principles driving these phenomena and their successful integration within buildings.

Course Goals & Objectives:

- Gain wider spread of systems applications into the design process.
- Gain a wider spread of systems integration methodologies applied to architecture.
- Acquire a background of renowned buildings, in and out of Puerto Rico, that utilize diverse efficiency systems.

Student Performance Criteria:

B.8 Environmental Systems

Topical Outline:

Introduction: Fundamentals, Concepts, and Principles (10%)

Acoustics (30%)

Illumination (30%)

Telecommunications (30%)

Prerequisites: ARST 201

Textbook/Learning Resources:

Ching, Francis D. K. *Building Construction Illustrated* (Wiley, 2008)

Offered (semester and year):

Scheduled for fall 2012

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages, 5 credits

Course Description:

The Design Studio aims to introduce students to the practical and theoretical application of structural concepts and assemblies as an integral part of the Architectonic Project.

Course Goals & Objectives:

- Students will learn the basics in complex curve structural analysis.
- Students will learn to calculate the loads that affect a given project.
- Students will acquire the required knowledge of Load Distribution and Deflections in the Architectural Project
- Students will understand the behavior of structures when Dynamic & Static Actions come into contact with them.
- Students will acquire the required knowledge of the structural Performance of different geometries and structural typologies.

Student Performance Criteria addressed:

A.3 Visual Communication Skills
A.4 Technical Documentation
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.6 Comprehensive Design
B.9 Structural Systems
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:

Structural Analysis (30%)
Comprehension of the results obtained from the structural analysis program. (20%)
Conceptual and Schematic Design of the proposals (40%)
Preparing drawings of proposal for structural analysis (10%)

Prerequisites: ARAD 301, ARSF 101

Textbooks/Learning Resources:

Gordon, J.E. *Structures: or Why Things Don't Fall Down* (Paperback, 2003)

Offered:

Fall only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 302 Parametric Modeling (laboratory), 1 credit

Course Description:

The course aims to introduce students to the parametric capabilities of different 3d finite element modeling software to analyze structural models.

Course Goals & Objectives:

- Students will acquire the required knowledge of Computer – Aided – Design Technologies for Structural Analysis
- Develop the critical capacity of students to acquired, use, and interpret the different software for structural analysis.
- Capacity to interpret the results obtained from the structural analysis software.

Student Performance Criteria addressed:

A.3 Visual Communication Skills
A.4 Technical Documentation
A.7 Use of Precedents
A.11 Applied Research
B.1 Pre-Design
B.6 Comprehensive Design
B.9 Structural Systems
B.10 Building Envelope Systems
B.12 Building Materials and Assemblies

Topical Outline:

Structural Analysis (50%)
Discretization of the structural form (10%)
Interpretation of the results obtained from the structural analysis program. (20%)
Adjustments to the structure base on the analysis obtained. (20%)

Prerequisites: ARAR 301 , ARSF 101

Textbooks/Learning Resources:

Meek, J.L. *Computer Methods in Structural Analysis* (E & FN SPON, 2000)
McGuire, W., Gallagher, R. H., and Ziemian, R. D. *Matrix Structural Analysis* (John Wiley & Sons, Inc., 2000)

Offered (semester and year):

Fall only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARSF 101 Architectural Structures I: Statics and Strength, 3 credits

Course Description:

Introduction to the general concepts of applied forces, analysis, and design of structural systems and how they impact the architectural object.

Course Goals & Objectives:

- Students shall understand the analytical reasoning needed in order to innovate using the learned tools.
- Understanding and calculating the forces and stresses acting on structures.
- Knowledge of Static Actions that come into contact with structures
- Knowledge of the structural performance of different geometries
- Develop analytic and critical skills through both mathematical and visual investigation of structures.

Student Performance Criteria addressed:

A.11 Applied Research
B.9 Structural Systems

Topical Outline:

Principles of Structural Analysis (30%)
Equivalent System of forces (30%)
Equilibrium of Force Systems (40%)

Prerequisites:

PHYS 217

Textbooks/Learning Resources:

Beer , F. P., Johnston, E. R., and Eisenberg, E. R. *Vector Mechanics for Engineers: Statics*, 7th Edition (The McGraw – Hill Companies, 2004)

Offered (semester and year):

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARSF 201 Composite Construction on Wood and Steel, 3 credits

Course Description:

Introduction to the basic theoretical concepts for the design and calculation of steel and wood structures and the properties inherent to each material.

Course Goals & Objectives:

- Knowledge of Load Distribution and Deflections present in the Architectural Project
- Knowledge of Mechanical, Physical and Chemical properties of Steel and Wood.
- Pre-dimensioning of structural sections according to each material properties.
- Knowledge of the structural Performance of different geometries and materials.
- Full awareness of the spatial possibilities of Steel and Wood.
- Visual recognition of Structural Pathologies
- Ability to understand Structural Plans, recognize mistakes and Propose Solutions.
- Full comprehension of economy in every building structure. Learn to make a decision based on Construction Labor Cost and Consumption Energy Cost for each material.

Student Performance Criteria addressed:

B. 8 Environmental Systems

Topical Outline:

Steel Structure Typologies (10%)
Wood Structure Typologies (10%)
Study, Design, and Analysis of Steel Sections under loads (20%)
Study, Design, and Analysis of Wood Sections under loads (20%)
Joints and Connections (15%)
Applicable Codes (15%)
Pathologies, Control and Protection of Structures (10%)

Prerequisites: ARSF 101, ARAD 301

Textbooks/Learning Resources:

American Institute of Steel Construction. AISC Steel Construction Manual, 13th Edition
American Wood Council, National Design Specification (NDS) for Wood Construction (2005 Edition)
American Wood Council, ASD/LRFD Manual for Engineered Wood Construction
International Code Council, International Building Code (2009)

Offered (semester and year):

Fall only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARSF 301 Monolithic Construction on Masonry and Concrete, 3 credits

Course Description

Introduction to the basic theoretical concepts for the design and calculation of reinforced concrete and masonry structures and the properties inherent to each material.

Course Goals & Objectives:

- Knowledge of Load Distribution and Deflections present in the Architectural Project
- Knowledge of Mechanical, Physical and Chemical properties of Concrete and Masonry.
- Pre-dimensioning of structural sections according to each material properties.
- Knowledge of the structural Performance of different geometries and materials.
- Full awareness of the spatial possibilities of Concrete and Masonry structures.
- Visual recognition of Structural Pathologies
- Ability to understand Structural Plans, recognize mistakes and Propose Solutions.
- Full comprehension of economy in every building structure. Learn to make a decision based on Construction Labor Cost and Consumption Energy Cost for each material.

Student Performance Criteria addressed:

B.9 Structural Systems

Topical Outline:

Concrete Structure Typologies (10%)
Masonry Structure Typologies (10%)
Study, Design, and Analysis of Concrete Sections under loads (20%)
Study, Design, and Analysis of Masonry Sections under loads (20%)
Joints and Connections (15%)
Applicable Codes (15%)
Pathologies, Control and Protection of Structures (10%)

Prerequisites: ARAD 301, ARSF 201

Textbooks/Learning Resources:

Jiménez Montoya, P., García Meseguer, A., and Morán Cabré, F., Hormigón Armado. 15th Edition (Gustavo Gili, 2010)
Abruña, F., Materiales y Procedimientos de Construcción. (Futures Conceptions Ltd, 1989)
ACI American Concrete Institute. Building Code Requirements for Structural Concrete and Commentary
NCMA National Concrete Masonry Association. Concrete Masonry Standards 2008

Offered (semester and year):

Fall only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 401 Contextual Design Studio I: Landscape Ecology and Environment, 5 credits

Course Description:

In this design studio students shall obtain a complete understanding of the practical, theoretical and cultural aspects inherent in a design process that integrates the meshing of natural resources on various scales.

Course Goals & Objectives:

- To further student understanding of place and landscape experience as an interaction of those features and processes at the human scale.
- To introduce students to basic approaches and techniques for the analysis and assessment of the natural, cultural, social and experiential facets of sites and their surroundings. To explore issues of land use planning and develop an understanding of logical interrelationships among different land uses.
- To develop skills in meshing the attributes of a site with the expectations of a program and the feature of actual buildings.
- To practice and refine site design skills, from functional/technical aspects to experiential facts
- To practice and refine skills in place making, drawing upon local context, site, and program to create a responsive and memorial design.
- Further develop to research and integrate precedents in the design process
- To continue to develop skills in integrated oral, verbal and graphic communication.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
B.4 Site Design
B.6 Comprehensive Design

Topical Outline:

Site Explorations on Small Scale Landscapes (15%)
Site Explorations on Urban Scale Landscapes (30%)
Campus Master Planning (15%)
Landscapes on Contemporary Scenarios (35%)

Pre-requisites:

ARLE 101

Textbooks/Learning Resources:

Basic Elements of Landscape Architectural Design / Norman K. Booth
Site Analysis: A Contextual Approach to Sustainable Land Planning and Site Design / James A. LaGro
Site Engineering for Landscape Architects, 5th Edition / Strom, Nathan and Woland
Site Planning and Design Handbook, 2nd Edition / Thomas Russ

Offered (semester and year):

Fall only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 401 Scripting and Procedural Morphology, 1 credit

Course Description:

This course explores the advent of scripting and three-dimensional modeling of organic contexts in the representation of tangible design solutions. The computer-aided technologies will also allow them to investigate contextual relationships and overall design cohesiveness through the use of fabrication technology.

Course Goals & Objectives:

- Students will develop the ability to map landscape design paradigms through digital means: contours, natural flow, erosion, environmental fluxes and meshing strategies.
- Students will develop the ability to structure ecosystems in architecture through technological tools.
- Students will develop the ability to digitally analyze site conditions and complex topographies.
- Students will develop sensibility of exploration to make artful expressions and meaning within environmental issues.

Student Performance Criterion addressed:

A.2 Design Thinking Skills
A.6 Fundamental Design Skills
A.7 Use of Precedents
B.4 Site Design
B.6 Comprehensive Design

Topical Outline:

Site Explorations on Small Scale Landscapes (15%)
Site Explorations on Urban Scale Landscapes (30%)
Campus Master Planning (15%)
Landscapes on Contemporary Scenarios (40%)

Prerequisites:

ARAR 302, ARLE 101, ARLE 201 (concurrent enrollment)

Textbook/Learning Resources:

- Site Analysis: A Contextual Approach to Sustainable Land Planning and Site Design / James A. LaGro

Offered:

Scheduled for fall 2012

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARLE 101 Built Environment and Culture in the History of Landscape Architecture, 3 Credits

Course Description: This course investigates the relationship between socio-cultural practices and the development and organization of contemporary built environments. Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology, and cultural anthropology, it will investigate how social structures are spatially embedded in contemporary built environments.

Course Goals and Objectives Skills:

- Develop communication skills and clarity to present ideas and explain them in public
- Obtain, develop and share knowledge of history and theory of landscape design, planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- Introduce theory for both private and public practice of landscape architecture
- To understand the relationships between Landscape Architecture and prevailing economic, social and cultural factors.
- Acquired Background of renowned professionals, in a local and regional scale, that exemplifies the evolution of the professional practice.
- To understand the relationships between Landscape Architecture and other related professional disciplines.

Student Performance Criteria addressed:

A.8 Ordering Systems Skills
A.10 Cultural Diversity
B.3 Sustainability

Topical Outline:

Introduction (10%) Values, Commodity, Landscape/Architecture, Design, Education and Professions.
Substantive Theory (15%) Design Philosophy, Sustainability, Environment-Behavior Studies and Systems Theory.
Procedural Theory (15%) Programming, Design Process, Landscape Planning and Landscape Suitability Analysis.
The Biophysical Environment (20%) The Human Environment (10%) Cultural Diversity, Human Needs and Urban Development, Access and Movement.
Design Form and Purpose (30%) Design Intent, Natural Form, Designed Form and Aesthetics.

Prerequisites: None

Textbooks/Learning Resources

Barlow Rogers, Elizabeth. 2001. Landscape Design: A Cultural and Architectural History, New York: Harry N. Abrams, Inc.
Berrizbeitia, Anita and Linda Pollack. 1999. Inside Outside: Between Architecture and Landscape. Gloucester, MA: Rockport
Burns, Carol J. and Andrea Kahn, eds. 2005. Site Matters: Design Concepts, Histories and Strategies. New York: Routledge.
Mann, William A. Landscape Architecture, An Illustrated History in Timelines, Site Plans and Biography
Simo, Melanie, 100 Years of Landscape Architecture: Some Patterns of a Century

Offered: (semester and year)

Faculty assigned: *See Faculty Matrix provided within Appendix 2*

ARLE 201 Environment Construction Processes, Materials and Techniques, 3 credits

Course Description: This course provides the foundation for site design in landscape architecture. At the core of the course are four general bodies of knowledge: Geometrics, Landform Manipulation, Site Systems, and Computer Applications for Site Analysis and Design. Students will primarily focus on the major site features as related to site drainage, such as soil, topography, and surface geology.

Course Goals and Objectives Skills:

- Develop communication skills and clarity to present ideas and explain them in public
- To assist in initial efforts in acquiring and processing site data;
- To perform calculations such as cut and fill, spot elevations, and slope calculations;
- To visualize and complete basic manipulation of landforms;
- To understand the interaction of physical site features on individual sites (e.g., soil and topography); and
- To understand the development process of a project in the profession of Landscape Architecture
- To familiarize with the roles of the designer and the complementing professions on the development of a project.

Student Performance Criteria addressed:

A.4 Technical Documentation

B.2 Accessibility

B.4 Site Design

Topical Outline:

Contours and Form, Interpolation and Slope and Slope Formula Application. (10%)

Grading Constraints, Grading Design and Process. (10%)

Soils in Construction (5%)

Grading, Landform, and Architecture: Case Studies. (20%)

Storm Water Management, Soil Erosion and Sediment Control. (10%)

Designing and Sizing Storm Water Management Systems. (10%)

Site Layout and Dimensioning, Horizontal Road Alignment. (15%)

Grading, Storm Water Management, and Road Alignment: Case Studies (15%)

Prerequisites: ARAD 302, ARLE 101

Textbooks/Learning Resources

Barlow Rogers, Elizabeth. 2001. *Landscape Design: A Cultural and Architectural History*, New York: Harry N. Abrams, Inc.

Berrizbeitia, Anita and Linda Pollack. 1999. *Inside Outside: Between Architecture and Landscape*. Gloucester, MA: Rockport

Burns, Carol J. and Andrea Kahn, eds. 2005. *Site Matters: Design Concepts, Histories and Strategies*. New York: Routledge.

Mann, William A. *Landscape Architecture, An Illustrated History in Timelines, Site Plans and Biography*

Simo, Melanie, *100 Years of Landscape Architecture: Some Patterns of a Century*

Sutherland, Lyall. *Designing The New Landscape*, van Nostrand Reinhold Company, NY

Offered: Fall only; 4th Academic Year

Faculty assigned: See Faculty Matrix provided within Appendix 2

ARLE 301 Ecological Principles in the Built Environment, 3 credits

Course Description: The course focuses on basic ecological principles and concepts at two general scales the small scale site and the larger, regional-scale and urban landscape. Key concepts explored in the class include: population, community, ecosystem, land use patterns and policies, development and resource management, community design issues, and strategies for improving environmental integrity and quality of life.

Course Goals and Objectives Skills:

- Develop reading tradition
- Develop communication skills and clarity to present ideas and explain them in public
- To understand the ecological processes and human activities that shape contemporary landscapes.
- To explore the values and ethical responsibilities of landscape architects and other professionals who share a significant role in shaping human interaction with the land.
- To understand and apply basic concepts from the science of ecology to the challenges of landscape design and management.
- To identify plant communities in the field and to link them functionally and historically to the development of the landscape.
- To understand the relationships between Landscape Architecture and other related professional disciplines, organized communities and environmental agencies

Student Performance Criteria addressed:

A.10 Cultural Diversity A.11 Applied Research

Topical Outline:

Sustainable Urbanism and Green Infrastructure Systems (40%) Community and Open Space, Urban Habitat and Biodiversity, Urban Spaces for People and Movement, Climate Change and Place, Urban Water Management and Natural Drainage

Metrics and Tools to Evaluate Landscape Sustainability (30%) Measuring Environmental Performance

Theoretical Discussions on Sustainable Landscape Architecture (30%) Green Urbanism, Regenerative and Ecological Design, Aesthetics of Performance

Prerequisites: ARLE 102

Textbooks/Learning Resources

Barlow Rogers, Elizabeth. 2001. Landscape Design: A Cultural and Architectural History, New York: Harry N. Abrams, Inc.

Berrizbeitia, Anita and Linda Pollack. 1999. Inside Outside: Between Architecture and Landscape. Gloucester, MA: Rockport

Burns, Carol J. and Andrea Kahn, eds. 2005. Site Matters: Design Concepts, Histories and Strategies. New York: Routledge.

Mann, William A. Landscape Architecture, An Illustrated History in Timelines, Site Plans and Biography

Simo, Melanie, 100 Years of Landscape Architecture: Some Patterns of a Century

Sutherland, Lyall. Designing The New Landscape, van Nostrand Reinhold Company, NY

Offered: (semester and year)

Fall only; 4th Academic Year

Faculty assigned: *See Faculty Matrix provided within Appendix 2*

ARAD 402 Contextual Design Studio II: Urban Scapes and Communities, 5 Credits

Course Description:

The studio introduces students to political aspects of urban design, the key concepts for the analysis, development and design of urban realms. The studio will focus on the application of strategies that impact the urban realm within the notion of contextual equilibrium, pedestrian settings, cultural rituals, perception, density and organizational elements.

Course Goals & Objectives:

- Develop communication skills and clarity to present ideas and explain them in public
- Obtain, develop and share knowledge of history and theory of urban design, planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- Introduce theory for both private and public practice of urban design.
- To understand the relationships between Urban Design and prevailing economic, social and cultural factors.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.7 Use of Precedents
B.1 Predesign
B.3 Sustainability
B.4 Site Design
B.6 Comprehensive Design

Topical Outline:

Prerequisites: ARUS 101

Textbooks/Learning Resources:

Allan Jacobs and Donald Appleyard, *Toward an Urban Design Manifesto*, APA Journal, Winter 1987, Vol. 53 No. 1, pp 112-120

Ernest Sternberg, *An Integrative Theory of Urban Design*, APA Journal, Summer 2000, Vol. 66 No. 3, pp. 265-278

Congress for New Urbanism, *Charter of the New Urbanism*, pp.1-2

Sir Peter Hall, *Urban Renaissance/New Urbanism: Two Sides of the Same Coin?*, APA Journal, Autumn 2000, Vol. 66, No. 4, pp 359-360

Offered:

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 402 Territorial, Urban and Infrastructural Data Analysis (Laboratory), 1 Credit

Course Description:

The laboratory aims to introduce students to the utilization and analysis of data through the use of GIS (Geographical Information Systems). Custom interfaces will be developed to adjust zoning models based on economics, density, FAR, transportation, demographics and other qualitative aspects of urban conditions to compliment the designs being developed within the main studio.

Course Goals & Objectives:

- Develop communication skills and clarity to present ideas and explain them in public
- Obtain, develop and share knowledge of tools used for planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- To understand the relationships between the different tools for planning analysis.

Student Performance Criteria addressed:

A.2 Design Thinking Skills
A.7 Use of Precedents
B.1 Predesign
B.3 Sustainability
B.4 Site Design
B.6 Comprehensive Design

Topical Outline:

Prerequisites: ARUS 101

Textbooks/Learning Resources:

Allan Jacobs and Donald Appleyard, *Toward an Urban Design Manifesto*, APA Journal, Winter 1987, Vol. 53 No. 1, pp 112-120
Ernest Sternberg, *An Integrative Theory of Urban Design*, APA Journal, Summer 2000, Vol. 66 No. 3, pp. 265-278
Congress for New Urbanism, *Charter of the New Urbanism*, pp.1-2
Sir Peter Hall, *Urban Renaissance/New Urbanism: Two Sides of the Same Coin?*, APA Journal, Autumn 2000, Vol. 66, No. 4, pp 359-360

Offered:

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARUS 101 Theory and Principles of Urban Design, 3 credits

Course Description:

This course investigates the relationship between socio-cultural practices and the development and organization of contemporary built environments. Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology, and cultural anthropology, the course will investigate how social structures are spatially embedded within historical and contemporary urban realms. It will explore both western and non-western environments within the context of place, culture, social behavior, infrastructure, density, zoning and projected development, among others.

Course Goals & Objectives:

- Develop communication skills and clarity to present ideas and explain them in public
- Obtain, develop and share knowledge of theory of planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- To understand the relationships between the different planning periods and movements.

Student Performance Criteria addressed:

A.10 Cultural Diversity

Topical Outline:

Prerequisites: None

Textbooks/Learning Resources:

Global Urban Observatory, *Global Trends*, UN Habitat, 2003, pp.1-4

Michael Kirkland, *Cities of Impossibility*, Harvard Design Magazine, 1, 1997, pp. 28-32

Nan Ellin, *Urban Design Theory on the European Continent*, in Postmodern Urbanism, 1996, pp. 9-43

Urban Design Theory: The Anglo-American Axis, in Postmodern Urbanism, 1996, pp. 44-103

Peter Hall, *The City of Theory*, in Cities of Tomorrow, 2002, pp.353-377

Offered:

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARUS 201 Territorial and Urban Public Policy in a Global Society, 3 credits

Course Description:

The course will provide a comparative analysis of the changing nature of cities, economic adjustment and political structures, placing special emphasis on issues of policy and planning at different scales, and on current reforms in systems of urban governance. Through this exploration, students shall acquire an awareness of urban design as a product of systems rather than a free-standing, self-sustaining architectural phenomenon.

Course Goals & Objectives:

- Develop implementation skills
- Obtain, develop and share knowledge of theory and practice of planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- To understand the relationships between the different planning policies.

Student Performance Criteria addressed:

Topical Outline:

Prerequisites: ARUS 401

Textbooks/Learning Resources:

Bo Grunlund, *Urban in Planning and Architectural Theory*, pp.1-15

Kevin Lynch, *Urban Design (1974)*, in 'City Sense and City Design', Tridib Banerjee and Michael Southworth, Eds., MIT Press 1996, pp.511-534

Bernard J. Frieden, Lynne B. Sagalyn, Chapter 11 – *Privatizing the City*, in 'Downtown, Inc.: How America Rebuilds Cities', MIT Press 1997, pp.215-238

Bernard J. Frieden, Lynne B. Sagalyn, Chapter 12 – *Marketplace Contributions*, in 'Downtown, Inc.: How America Rebuilds Cities', MIT Press 1997, pp. 239-257

Mike Davies, *Fortress Los Angeles: The Militarization of Urban Space*, in 'Metropolis: Center and Symbol of Our Times', Philip Kasinitz, Ed., 1995, pp.355-367

Offered:

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARUS 301 Territorial Planning Strategies on Infrastructures and Communities, 3 credits

Course Description:

This course aims to expand the implementation aspect of territorial planning into the more tangible condition of Communities. Students will review case studies from the Ponce region and around the world in an exploration of various models for promoting economic health, distributing capital, understanding poverty and revitalizing low and moderate income neighborhoods in economically distressed communities.

Course Goals & Objectives:

- Develop implementation skills
- Obtain, develop and share knowledge of theory and practice of planning and management at a variety of scales and in various contexts (develop a broad view and perspective);
- To understand the relationships between the different planning policies.

Student Performance Criteria:

A.5 Investigative Skills

B.7 Financial Considerations

B.11 Building Service Systems

Topical Outline:

Prerequisites: ARUS 201

Textbooks/Learning Resources:

Donovan D. Rypkema, 'The Importance of Downtown in the 21st Century', APA Journal, Winter 2003, Vol.69, No. 1 pp.9-15

M. Christine Boyer, 'The Spectacle of Spatial Restructuring, Chapter 7- The Instruments of Memory', in The City of Collective Memory, MIT Press, 1996, pp.407-420

Bo Grunlund, 'Urban in Planning and Architectural Theory', pp.1-15

Kevin Lynch, 'Urban Design (1974)', in 'City Sense and City Design', Tridib Banerjee and Michael Southworth, Eds., MIT Press 1996, pp.511-534

Offered:

Spring only; annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 410 Developmental Design Studio I: Legal and Administrative Awareness, 5 credits

Course Description:

This course aims to provide practical experience applying the legal framework theory inherent to the design and construction of urban environments in the design process.

Course Goals & Objectives:

- Students will develop appreciation of the professional, ethical, legal and social responsibilities of architecture.
- Students will demonstrate awareness of the issues roles, responsibilities, legal and professional duties and skills needed to be a member of a profession.
- Students will develop a critical architecture position, style and methodology as part the theoretical approach and applications of a design project.

Student Performance Criteria:

B.1 Pre-Design

B.6 Comprehensive Design

Topical Outline:

Foundation and Principles (25%)

Core Analysis and Interpretation (25%)

Design Development and Programming (25%)

Advanced Contextual Production (25%)

Prerequisites: ARLA 101

Textbook/Learning Resources:

Bruce-Radcliffe, Godfrey. *Development and the Law: A Guide for Construction and Property Professionals* (Spon Press, 2005)

Sweet, Justin; Schneier, Marc M. *Legal Aspects of Architecture, Engineering and the Construction Process* (CL-Engineering, 2008)

Offered (semester and year):

Scheduled for fall 2013

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 410 Independent Research, 1 credit

Course Description:

This course will explore the dynamic character of legal boundaries and building codes as way to experiment with restrictions and constraints. The laboratory will center on the reinterpretation of law as concept of regulation to inform the making of architecture.

Course Goals & Objectives:

- Students will develop the ability to map legal constraints through digital means.
- Students will develop the ability to structure systems of organization through technological tools.
- Students will develop the ability to analyze hierarchies, vectors and epicenters within the legal aspects of the profession.

Student Performance Criteria:

B.1 Pre-Design

B.6 Comprehensive Design

Topical Outline:

Foundation and Principles (25%)

Core Analysis and Interpretation (25%)

Design Development and Programming (25%)

Advanced Contextual Production (25%)

Prerequisites: ARLA 201

Textbook/Learning Resources:

Greenstreet, Bob; Chappell, David; Greenstreet, Karen. *Legal and Contractual Procedures for Architects* (Architectural Press, 2003)

Ramsfield, Jill J. *The Law as Architecture: Building Legal Documents* (Gale Cengage, 2000)

Offered (semester and year):

Scheduled for fall 2013

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARLA 101 Introduction to Law, Contracts and Professional Liability, 3 credits

Course description:

This course is intended to introduce students to the basic legal concepts, contracts and professional liability issues arising out of the design and development process.

Course goals and objectives:

- The students will engage in an intellectual dialogue between the basic legal concepts, contracts, and professional liability issues, and their interaction and effect on design intentions and codes implementation.
- Every lecture will be oriented towards an understanding of the legal practice, its origins, history and relationship with every day life.
- The final goal of the course is for the students to acquire a complete vision of the challenges the profession has to offer from a legal standpoint.

Student performance Criteria addressed:

A.1 Communication Skills

B.5 Life Safety

Topical Outline:

Introduction – 5%

Constitutional Law and Conflicts of Law – 5%

Government Structure – 5%

Puerto Rico Civil Code – 5%

Legal sources, materials and introduction to legal research – 10%

Contracts, torts and professional liability – 40%

Ethics and professional affiliation – 30%

Pre-requisites: None

Textbook and learning resources:

Barry Nicholas, An Introduction to Roman Law, Clarendon Press, Oxford 1996.

Federal and State laws and regulations, and cases, jurisprudence and materials.

Miguel Reale, Introducción al Derecho, 7ma ed., Madrid, Piramide, 1989.

Manuel Atienza, Introducción al Derecho, Barcelona, 1985.

Ricardo Panero Gutierrez, Derecho Romano, Editorial Tirant loBlanch, Valencia, 1997.

Manuel J. García Garrido, Derecho Privado Romano, Dykinson, Madrid, 2000

Muñiz Argüelles, Luis; Fraticelli Torres, Migdalia; Muñiz Fraticelli, Víctor Manuel (colaboración), La investigación jurídica en el derecho puertorriqueño: fuentes puertorriqueñas, norteamericanas y españolas, 2006

Offered:

Annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARLA 201 General Real Estate, and Administrative Law Principles, 3 credits

Course description:

This course is for students to acquire a complete understanding of real estate law, legal ordinances affecting it and secure and structure of simple transactions.

Course goals and objectives:

- Introduce the student to the basic concepts of real estate law and the jurisdiction of administrative agencies in the development process.
- Provide an in depth look into the real estate process and its legal implications from the developers stand point.
- The final goal of the course is for the students to acquire a complete understanding of real estate law in Puerto Rico, how it is affect by transactional ordinance and how to secure and structure simple transactions.

Student performance Criteria addressed:

Topical Outline:

Property and Real Estate Law – 25%

Restrictions over Real Estate – 10%

Administrative Law - 25%

Introduction to the Real Estate Development Process - 25%

Case Study – Tourism Development – 15%

Pre-requisites: ARLA 101

Textbook and learning resources:

Vélez Torres, Ramón, Curso de Derecho Civil, Derecho Real, 1990

Godreau, Michel J., Nueva Ley de Condominios, Guía Básica, 2003

Miles, Mike E., et. al., Real Estate Development, Principles and Process, 4th Edition 2007

Nachem, Ira W., The Complete Guide to Financing Real Estate Developments, 2007

Schmitz, Addriene, et.al., Resort Development Handbook, 2008

Lluch, José F., Gerencia e Ingeniería de Construcción, 2005

Offered: Annually

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAD 420 Developmental Design Studio II: Dev. Assessment and Entrepreneurship, 5 credits

Course Description:

This course will provide students with a theoretical and practical backdrop by subjecting them to the fundamental sequence of development, from pre-design and feasibility to construction marketing.

Course Goals & Objectives:

- Students will demonstrate a fundamental understanding of real estate investment.
- Students will suggest alternative scenarios for the planning of a project.
- Students will communicate effectively the roles and responsibilities of an architect at any point of the development planning and construction phases.
- Students will develop a critical architecture position, style and methodology as part the theoretical approach and applications of a design project.

Student Performance Criteria:

B.6 Comprehensive Design

B.7 Financial Considerations

Topical Outline:

The economic framework of supply, demand, and risk (15%)

Market drivers and typological form (15%)

Design parameters and regulations governing scale and capacity (15%)

Chronological sequencing in development strategies (15%)

The composition of typological development models and branding (20%)

User cognition and architectural identity (20%)

Prerequisites: ARDA 101

Textbook/Learning Resources:

Keeping, Miles. *Urban Planning and Real Estate Development* (Kindle Edition, 2009)

Sokol, David B. *Property Development and Progressive Architecture: The New Alliance* (Architectural Design, 2004)

Offered (semester and year):

Scheduled for spring 2014

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARAR 420 Independent Research, 1 credit

Course Description:

This course will explore the tasks of site selection, legal boundaries, and contextual assertions through the use of research and digital tools as used by developers and design professionals.

Course Goals & Objectives:

- Students will understand trends, changes, and technologies in design and construction, such as the integration of sustainable design and 3D drawing.
- Students will develop the ability to evaluate the economics of a proposed investment and its viability.

Student Performance Criteria:

B.6 Comprehensive Design

B.7 Financial Considerations

Topical Outline:

The economic framework of supply, demand, and risk (15%)

Market drivers and typological form (15%)

Design parameters and regulations governing scale and capacity (15%)

Chronological sequencing in development strategies (15%)

The composition of typological development models and branding (20%)

User cognition and architectural identity (20%)

Prerequisites: ARDA 101

Textbook/Learning Resources:

Wheeler, S. *The Sustainable Urban Development Reader* (The Routledge Urban Reader Series, 2004)

Offered (semester and year):

Scheduled for spring 2014

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARDA 101 Entrepreneurship on Developmental Politics, 3 credits

Course Description:

This course aims to provide students with the knowledge, skills, vision, and strategies to become entrepreneurs and leaders within the development industry.

Course Goals & Objectives:

- Students will acknowledge the necessity of acquiring business understanding in order to become entrepreneurs in the competitive professional field of architecture.
- Students will understand their social and environmental responsibility on every step of their professional careers in the development industry.

Student Performance Criteria:

B.7 Financial Considerations

Topical Outline:

Developmental Processes for Architectonic Project Assessments (15%)

Understanding the Human Environment (15%)

Developers and their Partners (15%)

Analysis and Planning (15%)

Social Responsibilities (15%)

Practical Methodologies (15%)

Project Management (10%)

Prerequisites: None

Textbook/Learning Resources:

Pressman, Andrew; Fisher, Thomas. *Professional Practice 101; Business Strategies and Case Studies in Architecture* (Wiley, 2006)

Winkler, Greg; Chiumento, Gary. *Construction Administration for Architects* (McGraw-Hill Professional, 2009)

Offered (semester and year):

Scheduled for spring 2012

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARDA 201 Economic Feasibility and Finances in Real State, 3 credits

Course Description:

This course aims to introduce students to the fundamental concepts and practice of cost effective real estate planning and development.

Course Goals & Objectives:

- Students will learn to a balance their innovations with the ability to identify realizable business opportunities form objective contemplations.
- Students will learn how to identify and forecast social-economical aspects of the region they intend to develop to assure investment and expansion opportunities.
- Students will obtain the quantitative and qualitative comprehension of their ideas in order to understand the profitable aspects of their ventures.

Student Performance Criterion/a addressed:

B.7 Financial Considerations

Topical Outline:

Real State Development Processes (15%)
Land, Demographics and Marketing Partners (10%)
Finances (15%)
The Institutional Settings (15%)
Inception of an Idea (15%)
Market Research and Cost Estimates (20%)
Forecasting Models and Methods (10%)

Prerequisites: ARDA 101

Textbook/Learning Resources:

Miles, Mike E. *Real Estate Development: Principles and Processes, 3rd Edition* (Urban Land Institute, 2001)

Offered (semester and year):

Scheduled for spring 2013

Faculty assigned:

See Faculty Matrix provided within Appendix 2

ARDA 301 Marketing and Branding through Commercial Communications Skills, 3 credits

Course Description:

This course aims to introduce students to the significance of marketing process, branding, and identity as critical tools prior, during and after the development process.

Course Goals & Objectives:

- Students will acquire visionary skills to create achievable concepts.
- Students will acquire an holistic entrepreneurship mentality.
- Students will acquire communication skills to present initiatives and proposals.

Student Performance Criteria:

A.1 Communication Skills

Topical Outline:

Establishing the Marketing and Branding Concepts (15%)

Making it Happen (15%)

The Challenge of Marketing and Sales (35%)

Financial Statement (20%)

Property, Asset and Portfolio Management (15%)

Prerequisites: ARDA 201

Textbook/Learning Resources:

Spoelstra, Jon. *Marketing Outrageously: How to Increase your Revenue by Staggering Amounts* (Bard Press, 2001)

Offered (semester and year):

Scheduled for spring 2014

Faculty assigned:

See Faculty Matrix provided within Appendix 2

THIS PAGE LEFT BLANK INTENTIONALLY

Appendix 2: Faculty Matrix and Resumes

THIS PAGE LEFT BLANK INTENTIONALLY

ARCHITECTURE FACULTY FALL 2010

		ARAD			ABAR			ARHT			ABAC			ARST		
		101	102	201	202	101	102	201	202	101	102	201	202	101	102	201
Adolfo Jimenez-Velez	AIT with expertise in Digital Representation, Documentation, Scripting and 3D Design. Coordinator for the Architectural Representation Experimental Unit at the PCUPR School of Architecture. Expertise in Digital Representation and 3D Design.															
Alberto Dueño-Jordan	AIT with expertise in Digital Representation, Documentation and 3D Design.	X														
Alejandro Castro-Muñoz	Design and construction professional with emphasis on Historic Preservation. Dedicated to Independent living philosophy. AIA awards for research in 2000 and 2004.															
Alejandro Santiago-Villach	Licensed Architect. Current President of the U.S. Green Building Council, Puerto Rico Chapter.															
Cristina Algaiz-Beato	Architecture and Civil Engineering Instructor with interests in Building Construction Practice and Specifications.															
Emmanuel Baez-Rivera	AIT educated in Spain, Corse and Puerto Rico with proven competencies in Design, Urban Planning and Legal Issues. Top of his Architecture class recognized with Henry Adams Medal.															
Ernesto Vazquez-Gonzalez	AIT with expertise in Digital Representation, 3D Design and Graphic Design.															
Ivan Perez-Rosello	Master in Advanced Architecture. Expertise in 3D representation, scripting and fabrication. Co-founder, Designer and Director for one of the leading digital fabrication company in Puerto Rico. Multiple art exhibits at the Metropolitan area of the island.															
Jesuan Ramos-Roman	Research published in Fabrica Info-Net about the effects of the internet in current society Architecture.															
Jesus Garcia-Beauchamp	Cinema, Time + Movement: Architecture, City, Cinema, one of the first two publications of the PCUPR School of Architecture. Partner of Arquitectura 3AV.															
Jose Dueño-Jordan	AIT with a Master in Tridimensional Design and Visual Simulation. Expertise in Digital Representation and 3D exploration theory and processes.	X														
Jose Muñoz-Baez	Licensed Architect that worked for the Urban Affairs and Planning Office, State Department of Public Works, and the Institute of Puerto Rican Culture as a Historic Conservation Specialist.															
Jose Pagan-Parés	Master in Design and Restoration of Architectural Structures. Currently he works as a Senior Architect at SPACES ARCHITECTS, PSC, in San Juan, Puerto Rico. He is also the Coordinator of the Structural Framework and Assemblages Experimental Unit of the School of Architecture of the PCUPR.															

[illegible]

[illegible]

ARCHITECTURE FACULTY SPRING 2011

		ABAD			ABAR			ARHT			ABAC			ARST			ARSF		
		101	102	201	202	101	102	201	202	101	101	201	101	101	101	101	101	101	101
Adolfo Jimenez-Velez	AIT with expertise in Digital Representation, Documentation, Scripting and 3D Design. Archaeologist and Anthropologist. Ph. D. and Postdoctoral studies. Recently granted a research fund for and archaeological study of the Pre-Columbian heritage of Puerto Rico. The research is being conducted at Italy.						X												
Alberto Dueño-Jordan	Coordinator for the Architectural Representation Experimental Unit at the PCUPR School of Architecture. Expertise in Digital Representation and 3D Design.			X															
Alejandro Santiago-Villoch	Design and construction professional with emphasis on Historic Preservation. Dedicated to independent living philosophy. AIA awards for research in 2000 and 2004.											X							
Arnaldo Sanchez-Núñez	Designs single family residences that investigate skins, fields, stacking and compartmentalization. two AIA Design Awards (2006-2009) on single family residences.			X															
Cristina Algaiz-Seato	Licensed Architect. Current President of the U.S. Green Building Council, Puerto Rico Chapter.				X														
Edgardo Ramirez-Garcia	AIT with expertise in Digital Representation, Documentation, Scripting and 3D Design.						X												
Emmanuel Baez-Rivera	Architecture and Civil Engineering Instructor with interests in Building Construction Practice and Specifications.						X												
Ernesto Vazquez-Gonzalez	AIT educated in Spain, Corse and Puerto Rico with proven competencies in Design, Urban Planning and Legal issues. Top of his Architecture class recognised with Henry Adams Medal.						X												
Javier Ormeda-Raya	Master in Advanced Architecture. Expertise in 3D representation, scripting and fabrication. Co-founder, Designer and Director for one of the leading digital fabrication company in Puerto Rico. Multiple art exhibits at the Metropolitan area of the island.								X										
Jesuan Ramos-Roman	Research published in Fabrica Info-Net about the effects of the internet in current society Architecture.								X										
Jesus Garcia-Beauchamp	Editing Coordinator of Architecture and Cinema, Time + Movement Architecture. City, Cinema, one of the first two publications of the PCUPR School of Architecture. Partner of Architecture 3D in Tridimensional Architecture.			X															
Jose Dueño-Jordan	AIT with expertise in Digital Representation and 3D exploration theory and processes.			X															

[illegible]

[illegible]

ARCHITECTURE FACULTY FALL 2011

	ARAD			ABAR			ARHT			ARAC			ARST			ARSF			ARLE			ARLA		
	101	102	201	202	301	101	102	201	202	301	101	102	201	202	301	101	102	201	101	102	201	101	102	201
Adolfo Jimenez-Velez						X																		
Alberto Dueño-Jordan																								
Alejandro Excia-Rodriguez	X					X			X															
Alejandro Mises-Castellano																								
Alejandro Santiago-Villach															X									
Alexandra Betancourt-Pagan										X														
Arnaldo Sanchez-Núñez	X																							
Dorian Vazquez-Torres																		X						
Edgardo Ramirez-Garcia																								
Emmanuel Bas-Rivera																								
Erwin Blefko-Hernandez																								
Hernan Diaz-Alonso																								
Javier Bonnin-Orozco																								

[illegible]

[illegible]

[illegible]

ARCHITECTURE FACULTY SPRING 2012

	101	102	201	301	ARAD	101	102	201	301	AMAR	ARHT	ARAC	ARST	ARSE	ARLE	ARUS	ARDA
Coordinator for the Architectural Representation Experimental Unit at the PCUPR School of Architecture. Expertise in Digital Representation and 3D Design.		X															
Alejandro Excia-Rodriguez		X					X										
Alejandro Miseser-Castellano		X						X									
Alejandro Santiago-Villich												X					
Alexandra Betancourt-Pagan							X										
Arnaldo Sanchez-Núñez				X													
Driamel Vazquez-Torres														X			
Emmanuel Baez-Rivera																	
Erwin Bieffoch-Hernandez								X									
Fabian Morales-Rodriguez									X							X	
Fernando Pabon-Rico			X														
Gerardo Miste-Villalba																	X

[illegible]

[illegible]

ARCHITECTURE FACULTY FALL 2012

	ARAD			ABAR			ARHT			ARAC			ARST			ARSF			ARLE			ARUS			ARLA		
	101	102	201	202	301	302	401	101	102	201	202	301	302	401	101	102	201	202	301	302	401	101	102	201	101	102	201
Alberto Dueño-Jordan									X																		
Alejandro Excia-Rodriguez			X																								
Alejandro Mieses-Castellano			X							X																	
Alejandro Santiago-Villoch																X											
Arnaldo Sanchez-Núñez					X																						
Dorianfel Vazquez-Torres																	X										
Emmanuel Baez-Rivera									X																		
Ernesto Vazquez-Gonzalez													X														
Fernando Fabon-Rico		X																					X				
Ivan Garcia-Zapata																									X		
Javier Olmeda-Raya											X																
Jesuan Ramos-Roman																											

[illegible]

[illegible]

[illegible]

Name: Alberto Dueño-Jordan

Courses Taught:

ARAD 101 Fundamental Design Studio I
ARAR 101 (Laboratory) Diagramming and Representation Techniques
ARAD 102 Fundamental Design Studio II
ARAR 102 (Laboratory) Nonlinear Diagramming and Complex Geometry

Educational Credentials:

M. Arch.: Louisiana State University 2006
Master degree: Visual simulation and 3d design in architecture. Polytechnic University of Catalunya (UPC) Barcelona 2007

Professional Experience:

Portal y Baibel arquitectos, Barcelona january-july 2007
Bonnin Orozco Arquitectos , Ponce summer 2006
Jim Ritter architects- intern - old town Alexandria VA. Fall 2005
TAGd2 – Principal – 2008-present

Licenses / Registration:

Puerto Rico

Selected Publications and Recent Research:

2009 ENTORNO magazine, VISIONES ALTERNAS # 12
2008 ENTORNO magazine, VIVIENDA ASEQUIBLE # 11
2008 FRAME magazine, THE GREAT INDOORS ISSUE #64 SEPT./OCT 2008 - FAST FORWARD
2008 MARK magazine, ANOTHER ARCHITECTURE #13 APRIL/MAY 2008 - NOTICE BOARD
2009 MARK magazine, ANOTHER ARCHITECTURE # 19 APRIL/MAY 2009 - NOTICE BOARD
2008 - Vegetalisation intense of paris 2008, INTERNATIONAL UTOPIAN COMPETITION (PARIS, FRANCE)
2009 - FARO DE SATELITE, ARQUINE - Concurso internacional de ideas Ciudad de mexico, MEXICO 2009

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
Safety Assesment Certification (post desaster safety assesment program for evaluators)

Name: Alejandro L. Excia-Rodriguez, AIT

Courses Taught:

ARAD 101: Fundamental Design Studio I

ARAD 102: Fundamental Design Studio II

ARAD 201: History and Culture. Historic Preservation

ARAR 101: Digital Laboratory: Diagramming and Representation Techniques

Educational Credentials:

B.Arch Polytechnic University of Puerto Rico, 2009

Master in Design Domus Academy, 2010-2011

M. A Wales University, 2011

Teaching Experience:

Instructor, PUCPR School of Architecture. 2011-

Assistant Professor: Summer Course, Polytechnic University of Puerto Rico. 2005

Assistant Professor: Julian Manriquez Studio Universidad de Puerto Rico. 2008

Professional Experience:

Architect in.formation Studio Architecture Studio. 2006-2010

Co-Director postData.Design. Product design and interaction design consultancy. 2011-Present

Licenses/Registration:

20307 CAAPPR

Selected Publications and Recent Research:

20 Years of Contemporary Architecture in Puerto Rico.

Creoelectric: a creole approach to Electric Vehicle Domestic Charging (research)

Factory A: research on materials that takes the potential of a biological agent to its outmost extents as a surface generator and a form generator. (Research)

Professional Memberships:

CAAPPR

Domus Academy Alumni network

Name: Alejandro Santiago Villoch

Courses Taught:

ARAC 101 Fundamentals of Historic Preservation and Conservation
ARAD 102 Architectural Design Fundamentals II
ARAR 301 Parametric Modeling

Educational Credentials:

B. Arch, Polytechnic University of Puerto Rico – Hato Rey, Puerto Rico, 2006

Teaching Experience:

Conference at ACSA 2000 Annual Meeting Los Angeles, California
"Nomad Dwellings"
Conference at ACSA 1999 Southeast Regional Conference San Juan, Puerto Rico
"Nomad Dwellings"

Professional Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico 2010
Architect in Training, Mislá-Villalba Ponce, Puerto Rico, 2010- 2011
Architect in Training, ATELIER 66, CSP Ponce, Puerto Rico, 2002- 2010
Architect in Training, Anastylosis Restauro, Inc. Ponce, Puerto Rico, 2002- 2010
Vice-president Board of Directors, Centro Ponceño de Vida Independiente (CEPVI) Ponce, Puerto Rico, 2007-2009
Architect Assitant, Versus Rio Piedras, Puerto Rico, 2002-2004
Architect Assitant, Erwin Rodriguez & Asociados Santurce, Puerto Rico, 2000-2002
Architect Assitant, Arq. Victor Diaz Paunetto Hato Rey, Puerto Rico, 1999
Architect Assitant, Praxis de Arquitectura Rio Piedras, Puerto Rico, 1996-1998

Licenses/Registration:

CAAPPR Architect in Training, No. 20067, Puerto Rico

Name: Arnaldo Sanchez, AIA NCARB, CAAPPR

Courses Taught:

ARAD 101 Fundamental Design Studio I: Architectural Theory and Representation

ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation

Educational Credentials:

Master in Architecture (MArch II), Harvard University Graduate, *Cambridge, Mass, 2003*

Bachelor of Architecture (BArch), University of Miami, *Coral Gables, Florida, 2000*

Teaching Experience:

Pontifical Catholic University, Ponce, Puerto Rico, Studio Instructor, Spring 2011-Present

Polytechnic University, *San Juan, Puerto Rico*, Studio Instructor, *Winter 2007-Winter 2009*

University of Puerto Rico, *Rio Piedras, Puerto Rico*, Studio Instructor, *Summer 2004-Fall 2007*

Auburn University, *Auburn, Alabama*, Adjunct Professor, *Summer 2006*

Professional Experience:

O1A, *Aguadilla, Puerto Rico*, Principal, 2011-Current

ERERAS Arquitectos, *San Juan, Puerto Rico*, Project Manager, *2008-2010*

Daniel Mercado Soto (PE), *Aguada, Puerto Rico*, Project Manager, *2005-2008*

Fuster + Partners, *San Juan, Puerto Rico*, Architectural Internship, *2004*

Caruncho, Martínez and Alvarez, *Miami, Florida*, Architectural Internship, *2001*

Arquitectonica, *Miami, Florida*, Architectural Internship, *2000*

Licenses/Registration:

Licensed Architect, No. 19795, Puerto Rico

Selected Publications and Recent Research:

"Patterned Skins" in Proceedings: End of in the Beginning: Realizing the Sustainable Imagination, National Conference on Beginning Design Student NCBDS, March 2012, School of Architecture at Penn State University, p. 334-339.

"Casa Patio 1: Skinned Residential Field" in *d3: Dialog >Blur*, International Journal of Architecture and Design, New York, Forthcoming, 2012, <http://www.d3space.org/dialog/>.

Casa Patio 1, Domus Web, Italy, 2011, <http://www.domusweb.it/en/news/casa-patio-in-puerto-rico>.

Casa Patio 1, Morfae, Greece, 2011, <http://www.morfae.com/1175-ereras-arquitectos/>.

Casa Manaj + Casa Patio, *Contemporary Architecture in Puerto Rico 1993-2010*, Francisco Rodriguez, 2010.

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)

American Institute of Architects (AIA)

National Council of Architectural Registration Boards (NCARB)

Name: Carlos Bobonis-Colorado

Courses Taught:

ARFA 401 Architectural Fabrication Studio I, PUCPR
DESI 121, Dibujo I, EID
DESI 151, Diseño Industrial 2: Estudio Tridimensional, EID
DESI 270, Modelos I, EID
DESI 271, Modelos II, EID
DESI 250, Diseño Industrial 3: Conceptos y Realizaciones I, EID
DESI 251, Diseño Industrial 4: Conceptos y Realizaciones II, EID
DESI 280, Introduccion a CAD, EID
DESI 281, Introduccion a CAD II, EID
INDUS 250 The Development of Product Form, SCAD

Educational Credentials:

MFA Industrial Design, Savannah College of Art and Design, 2007
BFA Communications and Visual Arts, Universidad del Sagrado Corazón, 2004

Teaching Experience:

Escuela de Arquitectura, Pontificia Universidad Católica de Puerto Rico, 2009-present
Escuela internacional de Diseño de la Universidad del Turabo, 2008-2009
Savannah College of Art and Design, 2007

Professional Experience:

Director of Fabrication Laboratory, School of Architecture, PCUPR, 2009 - Present
Adjunt professor, Escuela Internacional de Diseño, Universidad del Turabo 2008 -2009
Concept Developer and Graphic Designer, Sinexis, 2008
Teaching Assistant, Product Aesthetics Class, Savannah College of Art and Design, 2007

Licenses/Registration:

N/A

Selected Publications and Recent Research:

"Con hambre de diseñar", El Nuevo Dia, 2010

Professional Memberships:

Industrial Design Society of America (IDSA)

Name: Drianfel E. Vázquez Torres, Ph.D

Courses Taught:

ARSF 101 Architectural Structures I: Statics and Strength

ARSF 201 Architectural Structures II: Composite Construction on Wood and Steel

ARAR 302 Digital Representation Systems, Parametric Detailing

Educational Credentials:

B. Science. Civil Engineering, School of Engineering, University of Puerto Rico at Mayagüez, (1998)

Master of Science: Structural Engineering with minor in Construction Management School of Engineering, University of Puerto Rico at Mayagüez, (2000)

Ph.D., Structural Engineering w minor in Geotechnical Engineering, School of Engineering, University of Puerto Rico at Mayagüez, (2002)

J.D., Juris Doctor, School of Law, Pontifical Catholic University of Puerto Rico (PUCPR) (2007-2010)

Teaching Experience:

Instructor, Pontifical University of Puerto Rico at Mayagüez 1998 – 2002

Instructor: School of Engineering, University of Puerto Rico, Mayagüez Campus. 1998 – 2001

Assistant Professor, Interamerican University of Puerto Rico at Ponce 2002 – 2005

Assistant Professor, University of Puerto Rico at Ponce 2002 – 2007

Associate Professor, University of Puerto Rico at Ponce 2007 – 2012

Associate Professor, Pontifical University of Puerto Rico (School of Architecture) 2010 – Present

Associate Professor, Caribbean University School of Engineering 2010 – Present

Professional Experience:

Dean of Administrative Affairs, University of Puerto Rico at Ponce (2007 – 2009)

Project Director, U.S. Department of Education, (MSEIP (2007 – 2010)

Project Director, FEMA, Development of the Multi Hazard Mitigation Plan for UPRP (2007 – 2010)

Witness Expert, Linear and Nonlinear Structural Evaluation of Structures, Pedestrian-Vehicle Accident Reconstruction

Licenses/Registration:

Puerto Rico, Professional Engineer, PE Lic. 20355

Puerto Rico, Attorney at Law and Public Notary, RUA Lic. 18599

Selected Publications and Recent Research:

Non-Linear Static Analysis of Reinforced Concrete Residential Structure with Non-Fixed Connections (BOOK) Forensic Engineering: Proceedings of the Fourth Congress, Edited by, Paul A. Bosela, Norbert J. Delatte (2007)

Professional Memberships:

College of Engineers and Surveyors of Puerto Rico,

College of Lawyers of Puerto Rico,

American Bar Association

Name: Emmanuel Báez Rivera, AIT

Courses Taught:

ARAR 101 Digital Representation, **Pontifical Catholic University of Puerto Rico**
ARAR 102 Digital Representation II, **Pontifical Catholic University of Puerto Rico**
ARAR 301 Parametric Modeling, **Pontifical Catholic University of Puerto Rico**
ARAR 302 Parametric Modeling II, **Pontifical Catholic University of Puerto Rico**
GEEN 106 Computer Graphics & Design I, Caribbean University
GEEN 108 Computer Graphics & Design II, Caribbean University
ENTE 323 Building Construction Drawings, Caribbean University
ENTE 330 Drawing Presentation Techniques, Caribbean University
ENTE 325 Building Construction Practice, Caribbean University
ENTE 346 Building Construction Specifications, Caribbean University

Educational credentials:

B. Arch, Polytechnic University of Puerto Rico 2006
Associate Degree in Architecture Draftsman, University of Puerto Rico 1997
Associate Degree in Civil Engineering, University of Puerto Rico 1997

Teaching experience:

Digital Design Consultant, **Pontifical Catholic University of Puerto Rico 2009-present**
Professor, Caribbean University 2006-2011

Professional experience:

CMA Architects & Engineers, Guaynabo, PR 2012-present
Mislá Villalba Enterprises, Ponce, PR 2010-2011
LPAGroup, Ponce, PR 2001-2008
C & H Systems, Inc., Ponce, PR 1996 to 1998

Licenses/Registration:

AIT Puerto Rico Certificate #: 20066

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Name: Ernesto L. Vázquez González, AIT

Courses Taught (One Academic Year prior to current visit):

ARAR 101 Diagramming and Representation Techniques
ARAR 102 Non-linear Diagramming and Complex Geometry
ARAR 401 Scripting and Procedural Morphology

Educational Credentials:

M.Arch., University of Puerto Rico, 2009
Urban and Historic Patrimonial Studies Program Certification, Università di Corsica Pasquale Paoli, Corse. France, 2008
B.Arch., University of Puerto Rico, 2007
Escuela Técnica Superior de Arquitectura, Seville. Spain, 2006

Teaching Experience:

Professor, School of Architecture at Pontifical Catholic University, 2010-present
Teacher Assistant, School of Architecture at University of Puerto Rico, 2005-2007

Professional Experience:

Architect in Training, Cue & Lopez Construction, San Juan. 2012
Professor, School of Architecture at Pontifical Catholic University, Ponce. 2010-present
Architect in Training and Urban Planning Consultant, Adaptable Paths Inc, San Juan. 2010-present
Erik A. Rosado Pérez Law Firm, San Juan 2009-2010

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Thesis: Dialogues between Green and City

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)

Name: Fernando Pabón Rico

Courses Taught:

ARAD 201 Analytical Design Studio I: Architectural History and Culture
ARUS 101 Theory and Principles of Urban Design

Educational Credentials:

B. Arch., Syracuse University, 2006
European Postgraduate Master's in Urbanism (M. U.D.), Universitat Politècnica de Catalunya, 2011

Teaching Experience:

Juror, Corcoran College of Art and Design, Washington, D.C., 2008, 2009
Instructor, Berlitz Language Center, Washington, D.C., 2009
Juror, Polytechnic University of Puerto Rico, San Juan, 2011, 2012
Juror, University of Puerto Rico, San Juan, 2011, 2012
Lecturer, Pontifical Catholic University of Puerto Rico, 2012-present

Professional Experience:

Intern, Intergroup, Bayamón, 2004
Staff Architect, Lehman Smith & McLeish, Washington, D.C., 2006-2008

Licenses/Registration:

Selected Publications and Recent Research:

Kamell, E. Ed, *Envisioning Chittenango, 2020: A master plan for a small town*. (Syracuse, 2008)
Font, A. ed. *Reforma de la Diagonal de Barcelona: Espacio público + Transporte colectivo*. (Barcelona, 2010)
Martínez, F. ed. Revista arq.i.tec *Entrevista a Leonardo Pérez*. (San Juan, 2010)
Alba, A. Revista de Historia y Teoría de la Arquitectura *Costa del Sol, Infraestructura y Forma Urbana*. (Sevilla, 2011)
Pabón, F. Coord. Diálogo Interdisciplinar, *Vidas Paralelas: Percepción del Entorno en los Mundos Virtuales*, (Ponce, 2012)

Professional Memberships:

Name: Javier de Jesús Martínez, CAAPPR

Courses taught:

ARAD 401 Contextual Design Studios I

Educational Credentials:

Bachelor of Environmental Design, University of Puerto Rico, 1990-1995

B. Arch., The Cooper Union, Irwin S. Chanin School of Architecture, 1997

Teaching Experience:

Instructor, School of Architecture, University of Puerto Rico, 1997-2006

Associate Dean, School of Architecture, University of Puerto Rico, 2000-2003

Adjunct Professor, School of Architecture, University of Puerto Rico, 2007-2009

Associate Dean, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Urban Designer and Consultant, Territorial Plan Office, San Juan, Puerto Rico, 1998-2000

Design Director, Grupo Folium-Interdisciplinary Practice & Design Consultant, 2000-2003

Design and Construction Director, University of Puerto Rico, 2003-2005

Advisor to the Governor, San Juan, Puerto Rico, 2005-2007

Principal, Adaptable Paths, 2007-present

Assistant Dean, Pontifical Catholic University of Puerto Rico, 2009-2011

Dean, Pontifical Catholic University of Puerto Rico, 2009-2011

Licenses/Registration:

Puerto Rico

Awards:

AIA Honor Award 2001 (IN)FormA Architecture Magazine

Honor Award Puerto Rico Architecture Biennial 2001 (IN)FormA Architecture Magazine

Selected Publications and Recent Research:

Ética Alternómica: Tácticas para la Intersección de lo Local y lo Global. (IN)-FormA (2001)

From the Internal to the Radical: Autonomy and Alterity in the Local Modern, ACSA Northeast Regional Meeting Proceedings, (IN)-FormA (2001)

"Conversión pos-humanista" (IN)-FormA (2001)

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico
Member of the Governor's Urbanism Advisory Board, 2006

Name: Javier Olmeda Raya

Courses Taught:

ARAR 101 Diagramming and Representation Techniques

Educational Credentials:

BFA (Printmaking), Escuela de Artes Plásticas de Puerto Rico, 2006

MA (Digital Fabrication), Institute for Advanced Architecture of Catalonia, Spain, 2008

Teaching Experience:

Associate Professor, Universidad del Este, Puerto Rico, 2008-present

Associate Professor, Escuela de Artes Plásticas, Puerto Rico, 2009

Associate Professor, Escuela Internacional de Diseño, Universidad del Turabo, 2009

Professional Experience:

Partner, TASK, Head of Digital Media, 2008-present

Photographer, Guallart Arquitectos, Venice Architecture Biennale 2008

Freelance, Graphic Design, 3D Modelling, Digital Media, 2005-present

Selected Publications and Recent Research:

Las galerías se reinventan, González, Janet, Primera Hora, 2009

Paradas Verdes: Esperando la Guagua, Mi Puerto Rico Verde, 2009

Eleven Eleven, California College of the Arts, 2009

Name: Jesuan Ramos Román

Courses Taught:

ARAR 101 Diagramming and Representation Techniques

ARAR 201 Historical Documentation and Representation Techniques

ARAR 202 Dynamic Imaging and Documentation

Educational Credentials:

B.Arch, Polytechnic University of Puerto Rico, 2009

Teaching Experience:

Instructor, Architecture Workshop, University of Puerto Rico, Humacao, 2007 - 2009

Professor, Pontifical Catholic University of Puerto Rico, Ponce, 2009- present

Professional Experience:

Assistant, Emilio Martinez Architects, Hato Rey 2001-2002

Assistant, Mislal Villalba Enterprises, Ponce, 2012- present

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Fabrica Info-Net: The Effects of the Internet in Current Society Architecture

Professional Memberships:

None

Name: Jesús O. García Beauchamp

Courses Taught:

ARAD 101 Architecture Design Fundamental I

ARAD 102 Architecture Design Fundamental II

ARAD 201 Analytical Design Studio I: Architectural History and Culture

Educational Credentials:

Bach. Architecture, Politecnico University

Teaching Experience:

Professor, Pontifical Catholic University of Puerto Rico

Professional Experience:

Intern, Toro Ferrer Arquitectos, San Juan 1999

Project Architect, Agrait Betancourt Arquitectos, San Juan 2000-2002

Project Architect, Atelier 66, Ponce 2002-2004

Project Architect, VISURA CSP, Ponce 2005 -present

Licenses/Registration:

AIT, Puerto Rico

Selected Publications and Recent Research:

Architecture and Cinema, time + movement: Architecture.City.Cinema. (editorial Aula Azul, School of Architecture, P.U.C.P.R., 2010)

Professional Memberships:

C.A.A.P.P.R, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico.

Name: Jose A. Dueño Jordan

Courses:

ARAD 101 Architectural Design Fundamentals I
ARAD 102 Architectural Design Fundamentals II
ARAD 201 Analytical Design Studio I

Educational Credentials:

Master degree: Visual simulation and 3d design in architecture. Fundacio Polytechnic University of Catalunya (UPC) Barcelona, 2007
B.Arch., SCI-Arc (Southern California Institute of Architecture), 2003
SCI-ARC studies abroad program, i2A instituto internazionale di architettura, Switzerland
SCI-ARC studies program, The California Institute of Earth Art and Architecture Cal-Earth Hesperia, CA.

Professional Experience:

Architect assistant, Urban Department City of San Juan, Puerto Rico, 1998-2000
Project Designer, Bonnín Orozco Arquitectos, Ponce, Puerto Rico, 2003-2005
A+U Architects and Urban Studio Sydney, Australia, February - May 2005
Project Designer, Anima / All Engineering Service Corp. Ponce, P.R 2005- 2006
TAGd2 – Principal – 2008-present

Licenses / Registration:

Puerto Rico

Selected Publications and Recent Research:

2009 ENTORNO magazine, VISIONES ALTERNAS # 12
2008 ENTORNO magazine, VIVIENDA ASEQUIBLE # 11
2008 FRAME magazine, THE GREAT INDOORS ISSUE #64 SEPT./OCT 2008 - FAST FORWARD
2008 MARK magazine, ANOTHER ARCHITECTURE #13 APRIL/MAY 2008 - NOTICE BOARD
2009 MARK magazine, ANOTHER ARCHITECTURE # 19 APRIL/MAY 2009 - NOTICE BOARD
2008 - VEGETALISATION INTENSE OF PARIS 2008, INTERNATIONAL UTOPIAN COMPETITION (PARIS, FRANCE)
2009 - FARO DE SATELITE, ARQUINE - , CONCURSO INTERNACIONAL DE IDEAS CUIDAD DE MEXICO, MEXICO 2009

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Name: José M Muñoz, RA

Courses Taught

ARHT 101 Architectural History I: Ancient to Renaissance

Educational Credentials

Bachelors Degree in Architecture, BArch

Bachelors Degree in Fine Arts, BFA

Rhode Island School of Design, 1993 Providence, Rhode Island

Career Discovery Summer Program, Cornell University, Ithaca, NY, 1982

Teaching Experience

PUCPR Ponce, 2010 - present

Polytechnic University of Puerto Rico, 2009, 2010

Interamerican University of Puerto Rico, San Germán, 1995 - 2007

Professional Experience

Owner, Jose Muñoz, Arquitecto, since 2009 to the present

Licensed Architect, Urban Affairs and Planning Office, State Dept. of Public Works

Licensed Architect, Historic Conservation Specialist, Institute of Puerto Rican Culture

Architect in Training, Enrique Figueroa Architects, Mayaguez, PR

Intern, Virgilio Gil Zapata Diseño, Mayaguez, PR

Intern, Amadeo Pino, Arquitecto, Mayaguez, PR

Lectures, Conferences:

Historia y estrategias de conservación de la Casa Defilló, Casa-Museo Pau Casals,
Catalonia, Spain

Licenses /Registration

Licensed Architect, No. 15264, Puerto Rico

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas de PR (CAAPPR)

Name: Jose R. Pagan Pares

Courses Taught:

ARAD 101 Architectural Design Fundamentals I
ARAD 102 Architectural Design Fundamentals II
ARAD 201 Analytical Design Studio 1: Architectural History and Culture
ARSF 101 Architectural Structures I : Statics and Strength
ARAD 302 Experimental Design Studio II: Structural Framework and Assemblages

Education Credentials:

B. Environmental Design, University of Puerto Rico, 2000
M. Arch., Illinois Institute of Technology, 200
M. in Design and Restoration of Architectonic Structures, Polytechnic Univ. of Catalonia, 2006

Teaching Experience:

Teacher Assistant, University of Puerto Rico, 1998-2000
Teacher Assistant, Illinois Institute of Technology, 2001-2002
Instructor, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Intern- GENSLER -Architects, Chicago, IL, 2002-2003
Architect- SPACES -Architects, San Juan, PR, 2003-2004
Project Architect- Albisu-Pradell Arquitectos SCP, Barcelona, Spain, 2004-2007
Project Architect- Mercé Martínez Martín Arquitecta, Barcelona, Spain, 2004-2008
Project Architect- Fuster+Partners Architects, PSC, San Juan, PR, 2009-2010
Project Architect- SPACES ARCHITECTS, PSC, San Juan, PR, 2010-present

Registration:

Puerto Rico

Selected Publications/Recent Research:

“Criollo Dream: Re-Configuration of the Urban Landscape of San Juan, Puerto Rico”, Illinois Institute of Technology, 2003
“Structural Analysis of Double Curvature Masonry Vault: Warehouse Julio Herrera y Obes, Eladio Dieste”, Polytechnic University of Catalonia, 2006

Professional Membership:

College of Architects and Landscape Architects of Puerto Rico

Name: Juan Cebollero Torres

Courses Taught:

ARST 101 Tectonics on Material Applications and Methods
ARST 201 Introduction to Mechanical and Electrical Systems
ARAR 301 Digital Representation Systems, Parametric Modeling
ARST 301 Building Acoustics, Illumination, and Special Systems

Educational Credentials:

Bachelor of Science in Architectural Studies, University of Wisconsin-Milwaukee, 1999
Master of Architecture (M. Arch.), University of Wisconsin-Milwaukee, 2003

Teaching Experience:

Teacher Assistant, Universidad Interamericana de Puerto Rico, 1999 and 2003
Associate Professor, Universidad del Este, 2011
Part-time Associate Professor, Pontificia Universidad Católica de Puerto Rico, 2010 - Present

Professional Experience:

Designer, Plunkett Raysich Architects, Milwaukee, WI, 2000 – 2001
Project Specialist II, Plunkett Raysich Architects, Madison, WI, 2004 – 2007
Architect, Mead & Hunt, Inc., Madison, WI, 2007 – 2009
Self-Practitioner, Arquitecto Cebollero, 2010 - Present

Licenses/Registration:

Puerto Rico
Wisconsin
NCARB

Selected Publications and Recent Research:

N/A

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico [CAAPPR]

Name: Juan Santiago Colón, CAAPPR

Courses Taught:

ARHT 101 Architectural History I: Ancient to Baroque

ARAD 101 Fundamentals Design Studio I

ARAD 102 Fundamental Design Studio II

Educational Credentials:

96 Credits (3.92 Average) at Buisnes Administration 1989

Bachelor in Environmental Design, University of Puerto Rico, Río Piedras, Magna Cum Laude 1993

Masters in Architecture, University of Puerto Rico, Río Piedras, 1996

Teaching Experience:

Professor, University of Puerto Rico, Ponce, Puerto Rico, 1998-2002

Professor, Interamericana University, Guayama, Puerto Rico, 1999-2001

Professor, School of Architecture of Ponce, PUCPR, 2009 - present

Professional Experience:

Consultant, Historic District, Municipality of Ponce, Ponce, 1996-2000

Director, Historic District, Municipality of Ponce, Puerto Rico, 2001-2004

Director, Urban Planning Office, Municipality of Ponce, Puerto Rico, 2005-2009

Consultant, Urban Planning Office, Municipality of Ponce, Puerto Rico, 2009-present

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Urban Plan Area for “La Playa” and Hostos Avenue, Ponce, Puerto Rico 2008

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 15841

Name: Juan R. Emmanuelli Benvenuto

Courses Taught:

ARAD 101 Fundamental Design Studio I
ARAD 102 Fundamental Design Studio II
ARAD 201 Analytical Design Studio I: Architectural History and Culture

Educational Credentials:

M.Arch– University of Wisconsin, Milwaukee, 1996-1999
BS Architectural Studies – University of Wisconsin, Milwaukee, 1992-1996
BS Civil Engineering – University of Puerto Rico, Mayaguez, 1990-1992 (degree not completed)

Teaching Experience:

Pontifical Catholic University of Puerto Rico's School of Architecture - Design Studio Professor

Professional Experience:

Design Faculty - PCUPR School of Architecture (Ponce) 2009-Present
Regent for Academic Affairs - PCUPR School of Architecture(Ponce) 2009-Present
Architectural Designer - CMA Architects and Engineers (Guaynabo, Puerto Rico) 2007-2008
Architectural Designer - AESC/Anima (Ponce, Puerto Rico) 2005-2007
Architectural Designer - Marmon Mok, LLP (San Antonio, Texas) 2001-2005
Architectural Designer - Kahler Slater Architects (Milwaukee, Wisconsin) 1999-2001

Selected Publications and Recent Research:

2010 P.O.N.C.E Projects of New City Ecology – Research Partner with Tom Wiscombe (Sci-ARC)
2011 Decade of Design: The AIA Urban and Regional Solutions Challenge (submittal)
2010 Patterns in Nature, Behavioral Patterns, School of Architecture Publication
Substantive Change Request (School of Architecture, PCUPR), Middle States Commission on Higher Education, 2009
Plan for Achieving Initial Accreditation (School of Architecture, PCUPR), NAAB, 2009
Architecture Program Report for Initial Candidacy (School of Architecture, PCUPR), NAAB, 2010

Licenses/Registration:

Texas

Professional Memberships:

Texas Board of Architectural Examiners (TBAE)

Name: Julián Manriquez Botello

Courses Taught:

ARAD 201 Analytical Design Studio I

ARAD 202 Analytical Design Studio II Adaptive Conservation & Preservation

Educational Credentials:

B. Arch., Cornell University, 1995

M. Arch, MR+D [Metropolitan Research and Design] - 2002

Teaching Experience:

Instructor, Pontificia Universidad Católica de Puerto Rico 2011

Instructor, Universidad de Puerto Rico, Río Piedras 2005 - 2011

Instructor, Universidad Politécnica de Puerto Rico 1997-2005

Assistant Instructor, Southern California institute of architecture [SCI _ arc] su' 2002

Teaching assistant, Southern California Institute of architecture [SCI _ arc] 2001-2002

Design studio assistant, Cornell University, Ithaca NY - 1994 & 95

Professional Experience:

In.formation studio – since 2008

Toro Ferrer Arquitectos, 1998 – 2000, 2002 – 2007

Berkus Group [B3 architects] 2000-2001

Perspectiva 1995-1996 – Chihuahua - El Paso, MEX-EEUU

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

ÀREA – august 2012 - narrativas en concreto - magazine

Arquitectura Contemporánea en/Contemporary Architecture in Puerto Rico 2011 - book

Honor certificate – AIA puerto rico -built work 2009

Entorno - roosevelt roads: cubriendo las bases - issue #14 2009 - magazine

Entorno - visiones alternas - issue #12 2008 - magazine

Entorno – pieles: materialidad y tectónicas - issue #8 - magazine

SCI _ arc, director scholar - graduate school - 2001

Pacific design center - project exhibition - Los Angeles 2001

Voces, Harvard University – 1995 - magazine

American Academy in Rome – competition finalist - 1993

e. a. Seipp design competition, cornell university - second place - 1992

Professional Memberships:

American Institute of Architects, AIAPR president – 2012

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

SAP – safety assessment program - Emergency response evaluator - 2012

Name: Ligia M. Saldaña Martorell, AIA

Courses Taught:

ARHT 101 Architectural Histories I: Ancient to Renaissance-Theory
ARAC 101 Fundamentals of Historic Preservation and Conservation-Theory
ARAD 102 Architecture Design Fundamentals II
ARAD 201 Analytical Design Studio I: Architectural History and Culture
ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation

Educational Credentials:

B. Arch., Cornell University, 1993

Teaching Experience:

Assistant Professor, Polytechnic University-School of Architecture, San Juan, 1995-1996
Professor, Pontifical Catholic University of Puerto Rico –School of Architecture, Ponce, 2009-present

Professional Experience:

Architect-in-Training, Arturo Garcia, AIA, San Juan , PR, 1993-1998
Licensed Architect, Garcia Joglar Architects, San Juan, PR, 1998-2000
Licensed Architect, Atelier 66, csp, Ponce, P, 2001-present

Licenses/Registration:

Puerto Rico Lic. 14065

Selected Publications and Recent Research:

Kinetoscopus- ongoing design studio academic research
Sens de Lieu- Island of Haiti - ongoing design studio academic research

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de PR
American Institute of Architects (AIA)

Name: Lily Marie Riefkohl Ortiz

Courses Taught:

ARAR 301

Educational Credentials:

Bachelor of Environmental Design, University of Puerto Rico, 2009

MArch., Savannah College of Art and Design, 2012

Teaching Experience:

Professor, Pontificia Universidad Católica de Puerto Rico, 2012-present

Professional Experience:

Intern, Cue & Lopez, San Juan PR, 2004-2008

Intern, Julio Wright Architecture Firm, Hato Rey, Puerto Rico, Summer 2005

Intern, NOP Group, Guaynabo Puerto Rico, 2005-2009

Intern, Edgardo Perez Architects + Associates, Hato Rey, Puerto Rico, Summer 2006

Intern, Genie Pools, Miami FL, 2011

Intern, R & F Consultants and Developers, San Juan, PR, 2012-present

Licenses/Registration:

Selected Publications and Recent Research:

O E 24 H Social, (Lily Riekohl 2012)

Professional Memberships:

Name: Luis Ayala Rubio

Courses taught:

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II

Educational Credentials:

B. Arch, Tulane University School of Architecture – New Orleans, LA, 1993

M. Arch., Tulane University School of Architecture – New Orleans, LA, 2004

Teaching Experience:

Summer Design Studio Teaching Assistant, Tulane University School of Architecture, 1993

Architectural Design Professor, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Architect In Training, José Ramírez, AIA – San Juan, Puerto Rico, 1991

Architect In Training, Architectural Devices – New Orleans, LA, 1993-1994

Project Architect, Virgilio Monsanto & Associates – Ponce, Puerto Rico, 1994

Principal, Luis Ayala Rubio Arquitecto – Ponce, Puerto Rico, 1994-Present

Licenses/Registration:

Licensed Architect, No. 15033, Puerto Rico

Awards:

Faculty Thesis Award, Tulane University School of Architecture, 1993

Thesis Commendation, Tulane University School of Architecture, 1993

Publications:

The Skin and the Entrails, Thesis project awarded Faculty Thesis Award and Commendation, Review 12: Student Work at the Tulane School of Architecture, 1993

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)

Name: Luis V. Badillo, AIA, CAAPPR

Courses Taught:

ARAD 301 Experimental Design I: Building Technology and Sustainability
ARST 101 Tectonics on Material Applications and Methods

Educational Credentials:

Master Degree in Architecture, School of Architecture, University of Puerto Rico, 1983
Bachelor of Environmental Design, School of Architecture, University of Puerto Rico, 1981

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico
Professor, Advanced Level Courses Faculty - School of Architecture, Polytechnic Univ. of Puerto Rico

Professional Experience:

Principal, MÉNDEZ BRUNNER BADILLO ARCHITECTS & ENGINEERS, 1991
Associate architect of "Mendez, Brunner & Assoc.", 1986-1990
Associate architect of "Civdanes-Freiria & Assoc.", 1983-1986

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Professional Membership:

AIA Representative of the NAAB Visiting Evaluating Committee, 2005-2010
Co-Chairman of the AIA Florida "Caribbean Basin Initiative", 1998
President, AIA Puerto Rico Chapter, 1994
Vicepresident, AIA Puerto Rico Chapter, 1993
Treasurer, AIA Puerto Rico Chapter, 1992
Designated Member of the CAAPPR "Professional Ethics Commission", 2012
Designated Member of the CAAPPR "Educational Committee", 2008
Chairman of the "Cap-Stone Year" Committee, PCUPR, 2012
IDP Educator Coordinator— PCUPR School of Architecture, 2009
National Trust for Historic Preservation

Name: Luis A. Camaño, CAAPPR, Assoc. AIA

Courses Taught:

ARAR 101 Diagramming and Representation Techniques
ARAR 102 Non-linear Diagramming and Complex Geometry
ARAD 101 Fundamental Design Studio I
ARAD 102 Fundamental Design Studio II

Educational Credentials:

B.Arch., SCI-Arc (Southern California Institute of Architecture), 2004
SCI-ARC studies abroad program, i2A instituto internazionale di architettura, Switzerland

Teaching Experience:

Professor, Pontifical Catholic University of Puerto Rico, 2009-2012

Professional Experience:

Architect assistant, Urban Department City of San Juan, Puerto Rico, 1998-2002
Intern, Studio Jakob + MacFarlane, Paris, France, 2004
Project Architect, Bonnín Orozco Arquitectos, 2004-2012
Design Consultant

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Concrete Jungle/ Concrete Forming Systems
Parque Del Litoral Water Front (Lecture at Planification Society of Puerto Rico)

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)
Assoc. AIA

Name: Luis Muñiz Martínez, Esq.

Courses Taught

ARLA 101 Codes and Regulations in Architectural Design

ARLA 201 Professional Practice and Contractual Procedures in Architecture

Educational Credentials

Juris Doctor, Pontifical Catholic University of Puerto Rico (Summa Cum Laude) - 2001

BS Chemistry, B.A. Minor, University of Puerto Rico, Mayagüez -1996

Teaching Experience

Pontifical Catholic University of Puerto Rico, School of Architecture

University of Puerto Rico, School of Law

University of Sacred Heart of Puerto Rico, School of Business Administration

Professional Experience

Attorney, Maymí, Rivera & Rotger, P.S.C.

Member, Board of Admissions for the Puerto Rico Bar

Advisor to the Governor of Puerto Rico, Infrastructure, Urbanism and Environment

Deputy Executive Director, Puerto Rico Tourism Company, Planning, Financial Incentives and Hospitality Development

Vice President, Hotel Development Corporation

Attorney, McConnel Valdés Law Firm

Intern, Environmental Protection Agency, Caribbean Office

Intern, Environmental Protection Agency, Washington, D.C. Headquarters

Intern, U.S. District Court for the District of Puerto Rico, Magistrate Judge Delgado

Intern, Commission for the Revision of the Puerto Rico Civil Code

Intern, Economic Development Bank for Puerto Rico

Salesman, merchandiser – Procter and Gamble Commercial Company

Licenses Registration

Admitted to practice before the courts of the Commonwealth of Puerto Rico

Admitted to practice before the United States District Court of Puerto Rico

Admitted to practice before the United States First Circuit Court of Appeals

Green Globe Sustainable Practices Consultant

Selected Publications and Recent Research

Published on 40 Rev. Der. P.R. 1-2: “El Delito de Fuga vis a vis el Principio de Legalidad: Tienen los tribunales las manos atadas.”

Professional Memberships

Puerto Rico Bar Association

American Bar Association

Name: Luis A. Ramos Lorenzo, AIT, CAAPPR

Courses Taught:

ARAR 101 Diagramming and Representation Techniques
ARAR 102 Non-linear Diagramming and Complex Geometry
ARAR 301 Parametric Modeling
ARAR 302 Parametric Detailing

Educational Credentials:

B.S.A.S., University of Wisconsin-Milwaukee, 2003-2005
M. Arch., University of Illinois at Urbana-Champaign, 2006-2008

Teaching Experience:

Assistant Professor, Interamerican University of Puerto Rico, 2005
Digital Design Consultant, Pontifical University of Puerto Rico, 2009-Present

Professional Experience:

Intern, Albion Group Architects, Milwaukee, WI 2005
Project Architect, Carlos J. Ralat Arquitectos, Mayaguez, PR 2009-2010
Designer/BIM Consultant, OVA Architects, Engineers & Planners, Hatillo, PR 2010
Designer/BIM Consultant, Mario Montilla Arquitectos, San Juan, PR 2011
3D Modeler/BIM Consultant, Arqrender Corporation, Aguada, PR 2011-Present

Licenses/Registration:

ARE Candidate

Selected Publications and Recent Research:

Professional Memberships:

CAAPPR Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Name: Luz Rodriguez-Lopez, AIA, CAAPPR

Educational Credentials:

Doctor in Theory and History of Architecture, Polytechnic University of Cataluña (Barcelona, Spain) 2008

M.Arch, School of Architecture, Mississippi State University (Starkville, MS) 1994

Bachelor of Environmental Design, School of Architecture, Univ. of Puerto Rico (Río Piedras, PR) 1991

Professional Experience:

Associate Dean, School of Architecture, Pontifical Catholic University of Puerto Rico

Senior Archivist/Researcher, Architecture and Construction Archives, University of Puerto Rico

Professor, School of Architecture, University of Puerto Rico

Acting Director, Architecture and Construction Archives, University of Puerto Rico

Selected Publications and Recent Research:

- "Chrono-breviary of the incomplete dilemma of affordable housing / Original Title in Spanish: "Crono-breviario de un dilema inconcluso de la vivienda asequible." *Entorno*, year 7, vol. 2, 21, Puerto Rico Architects and Landscape Architects Association, pags. 13-18.
- "[Re]vision of Social Housing in San Juan: Notes on Architecture for Workers (1930s-1950s)" Jorge Lizardi and Martin Schwegmann, (eds.), *Espacios ambivalentes: Historias y olvidos en la arquitectura social moderna* (San Juan: Escuela de Arquitectura UPR y Ediciones Callejón) pags 156-184.
- "Patrimonial Issues? Some Thoughts on the Undervalue of Public Housing in Puerto Rico. *Patrimonio: Revista de la Oficina Estatal de Conservación Histórica* 2, (February 2011) 14-25.
- Book Review: *Designing Pan-America: US Architectural Visions of the Western Hemisphere*, Robert Alexander González, Austin, University of Texas Press, 2011. *Planning Perspectives*, vol. 27, no. 1 (January 2012): 155-156.
- "Suppressing the Slum! Architecture and Social Change in San Juan's Public Housing". Enrique Vivoni (ed.). *Ever New San Juan: Architecture and Modernization in the Twentieth Century* (San Juan: San Juan 2000 Commission, 2000), 74-117.
- *New Deal Communities for Puerto Rico: The Urban Housing Projects of the Puerto Rico Reconstruction Administration* (Ann Arbor, Mich. University Microfilm International), 2006

Professional Memberships:

Society of Architectural Historians

Architectural Humanities Research Association

Latin American Studies Association

National Trust for Historic Preservation

Society of American Archivists

Puerto Rico Archives Network

Name: Magda Bardina García, AIA, CAAPPR

Courses Taught:

ARAC 101 Fundamentals of Historic Preservation and Conservation
ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation
ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems
ARAC 301 Conservation Planning Strategies and Policies
ARAC 430 Origin, Handling, Performance and Application of Lime, Cartagena de Indias, Colombia

Educational Credentials:

Masters in Architecture, University of Puerto Rico, Rio Piedras, P.R. 1989
Participant-UNESCO Workshop and Course on Monument Techniques: Roofing, Carpentry and Masonry, National University of Haiti 1984
Bachelors in Environmental Design, School of Architecture, University of Puerto Rico, 1983
Participant - Preservation Institute of the Caribbean, University of Florida/ Interamerican University, San German, Puerto Rico, 1983

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Ponce, P.R., 2009 - present
Thesis Advisor School of Architecture at the University of Puerto Rico, 2003

Professional Experience:

Platform of Historic Preservation Coordinator, Pontifical Catholic University of Puerto Rico, 2009-present
President Atelier 66, CSP, Ponce, Puerto Rico, 2003 - present
Urban Development Office, Consultant Municipality of San Juan 1992 - 1998
Historic District, Director, Municipality of Ponce, Puerto Rico
Historic District, Director, *Puerto Rico Cultural Institute, Ponce, Puerto Rico 1990 - 1992*
Historic District Ponce Region, Consultant, *Puerto Rico Cultural Institute, Ponce P.R. 1988-1990*
Conservation Trust of Puerto Rico, San Juan, Puerto Rico 1986 - 1989
Designer Architect and Historic Preservation Consultant as part of Beatriz Del Cueto

Licenses/Registration:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 12944

Selected Publications and Recent Research:

Investigation, Documentation & Assessment of Historic Value Ponce, Puerto Rico 2010
International Symposium on Conservation of Monuments Campeche, México 1994
International Symposium on Conservation of Monuments, Heritage and Tourism
Morelia, México 1993
International Symposium on Conservation of Monuments 1991
Lecture: *The Revitalization of the historic center of Ponce: Reuniting with their natural environment*

Professional Memberships:

American Institute of Architects

Name: Marcelo Spina, Visiting Professor

Courses Taught:

ARAD 201 Analytical Design Studio (collaboration with Jose Dueño Jordan)

Educational Credentials:

Columbia University, New York, M.S. Advanced Architectural Design, 1997

National University of Rosario, Argentina B.Arch, 1994

Teaching Experience:

SCI_ARC Southern California Institute of Architecture, Los Angeles 2001 – present

PCUPR School of Architecture, Puerto Rico – Visiting Professor 2011

University of Kentucky College of Architecture, Sutherland Visiting Professor 2010

Washington University, St. Louis. Visiting Professor 2009

Tulane University, School of Architecture 2006

Harvard University, Graduate School of Design 2005

Institut für Hochbau und Entwerfen, Universität Innsbruck, Austria 2002

CEAC, Di Tella University, Buenos Aires, Argentina 1998-2000

School of Architecture Planning and Design, Rosario, Argentina 1996-2001

Professional Experience:

P-A-T-T-E-R-N-S, Principal, 1999 – present

Licenses/Registration:

Argentina

Selected Publications and Recent Research:

Embedded, Monograph of PATTERNS Work, ADCU China

Out There Doing it, LA Forum, Princeton Arch Press

Architecture in Latin America, PHAIDON

Landscape Architecture, Cubo Octaedro

1000 x World Architects, Fusion Publishers

1000 x Landscape Architecture, Fusion Publishers

Public Space, Korea

SCI_Arc Installations, Ed. By Eric Owen Moss

Digital Fabrication, Ed by Lisa Iwamoto, Princeton Arch Press

Hatch, The New Architecture Generation, Ed. By Kieran Long

Digital Architecture Now, Ed. By Neil Spiller

Digital Diagram, Korea

Professional Memberships: AIA

Name: Maria Julia Escalona

Courses Taught:

ARAR 301 Parametric Modeling

Educational Credentials:

M. Arch, University of Illinois at Urbana-Champaign, 2012

BED, University of Puerto Rico, Rio Piedras, 2010

Teaching Experience:

Research Assistant, University of Illinois at Urbana-Champaign, 2011

Professional Experience:

Summer Internship, Otto O. Reyes Casasnovas Arquitectos, San Juan, 2007-2009

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Name: Milimar Hernández Muñiz

Courses Taught:

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II

Educational Credentials:

M. Arch– University of Illinois, Urbana-Champaign, 2006 - 2008

BS Architectural Studies – University of Wisconsin, Milwaukee, 2001 - 2005

Teaching Experience:

Pontifical Catholic University of Puerto Rico’s School of Architecture - Design Studio Professor

Interamerican University of Puerto Rico-Assistant Design Professor -2003-2004

Professional Experience:

Design Faculty - PCUPR School of Architecture(Ponce, Puerto Rico) 2010-2012

Regent for Student Affairs - PCUPR School of Architecture(Ponce, Puerto Rico) 2009-Present

Documentation Consultant – Abbott Medical Optics (Añasco, Puerto Rico) 2008 - 2009

Architect I – Añeses & Associates (Aguadilla, Puerto Rico) 2006

Selected Publications and Recent Research:

Licenses/Registration:

ARE Candidate

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico [CAAPPR]

Name: Norberto Meléndez Caraballo

Courses Taught:

ARAR 101 Diagramming and Representation Techniques

ARAR 102 Non – linear Diagramming and Complex Geometry

ARAR 201 Historical Documentation and Representation Techniques

Educational Credentials:

B. Arch, Polytechnic University of Puerto Rico

A. Civil Engineering, Instituto Tecnológico de Puerto Rico

Teaching Experience:

School of Architecture PUCPR

Professional Experience:

Hernán Díaz Asociados

All Engineering Services Corp.

Anima INC.

Misla Villalba PSC.

Licenses/Registration:

Selected Publications and Recent Research:

Rural Cinemas: Threshold of Modernity in Mid Century Puerto Rico

Contemporary Architecture Role in Health Institutions.

Professional Memberships:

Name: Oscar Ramos Rodriguez

Courses Taught:

ARAD 101 Diagramming and Representation Techniques
ARAD 102 Fundamental Design Studio II
ARAR 102 Non-linear Diagramming and Complex Geometry
INTE 420 Furniture Design, Escuela Internacional del Diseño

Educational Credentials:

B. Arch, Polytechnic University of Puerto Rico, 2009

Teaching Experience:

Design Studio Profesor, Pontifical Catholic University of Puerto Rico, 2010-present
Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2010-present
Professor, Universidad del Turabo. Gurabo, PR, August 2009

Professional Experience:

Co-founder, Constructo Inc. Santurce, Puerto Rico, May 2012-present
Co-founder, LAB, Santurce, Puerto Rico, June 2010-2012
Professor, Universidad del Turabo. Gurabo, Puerto Rico, August 2009
Shopmaster, TASK, Santurce, Puerto Rico, May 2009-June 2010
Design Creative, High End Group Corp. San Juan, Puerto Rico, 2005 - 2007
Freelancer, DBA Oscar Ramos San Juan, Puerto Rico, 2003 - 2006

Licenses/Registration:

Puerto Rico

Professional Memberships:

Name: Pablo Planet Arrocha, Ph.D.

Courses Taught:

ARHT 101 Architectural History I: Ancient to Renaissance

ARHT 201 Architecture History II: Baroque to Contemporary Western Civilization

ARHT 301 Architectural History III: Latin America and Puerto Rico

Educational Credentials:

GA, Escuela de Maestría Industrial de Valencia, España, 1968

BS, Universidad de Barcelona, 1972

BA & MA, Universidad de Barcelona, 1977

MA, Centro de Estudios Avanzados de Puerto Rico y el Caribe, 1993

Ph.D.©, Universidad de Valladolid, España, 1991

Ph.D., Universidad de Sevilla, España, 2000

Teaching Experience:

Professor, Pontificia Universidad Católica de Puerto Rico, 2009-present

Professor, Universidad Interamericana de Puerto Rico, 2006-present

Professor, American University, 2005-2007

Professor, Universidad de Puerto Rico, 2005-2007

Professor, Caribbean University, 2001-present

Professor, Universidad del Este, 2001-present

Professor, Universidad del Turabo, 1987-2001

Professional Experience:

President, Patrimonio y Ciudad, Inc., Puerto Rico 1991-present

Project Architect, Municipio de Caguas, Puerto Rico, 1992-1997

President, Proyectos Planet, Punto Fijo, Venezuela 1980-1982

Engineer, Concimeca, C.A., Punto Fijo, Venezuela, 1980

Project Architect, Despacho Arquitectura Planet, Barcelona & Valencia, España, 1977-1978

Draftsman, Engineer, Architect, Hidroeléctrica de Cataluña, S.A., Barcelona, España, 1966-1977

Licenses/Registration: Spain

Selected Publications and Recent Research:

Catedral de Ponce: Arquitectura y Liturgia (2010)

La Revitalización Urbana del Viejo San Juan de Puerto Rico (2000)

La Demografía de Caguas en el Siglo XIX (1999)

La Revitalización del Centro urbano de Caguas (1993-1995)

El Edificio del Archivo General de Puerto Rico (1995)

Professional Memberships:

American Concrete Institute

Earthquake Engineering Research Institute

Sociedad de Administradores de Investigación de P.R., Inc.

Name: Pedro A. Rosario-Torres

Courses Taught:

ARAD 201 Analytical Design Studio I: Architectural History and Theory

ARHT 201 Architecture History II: Baroque to Contemporary Western Civilization

Educational Credentials:

Civil Engineering Technology A.D., Technological Institute of Puerto Rico, 1999

B.Arch., Polytechnic University of Puerto Rico, 2010

Teaching Experience:

Instructor, Pontifical Catholic University of Puerto Rico, 2010-present

Academic Administration Experience:

Special Projects Coordinator, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Baccalaureate Program Director, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present

Professional Experience:

Designer, All Engineering Services Corporation, 2006-2007

Designer, ANIMA, Inc., 2007

Supervisor, ANIMA, Inc., 2008

Consulting editor, ANIMA, Inc., 2009

Consulting editor, Mislal Villalba PSC – Engineers, Architects, Planners and Developers, 2010

Selected Publications and Recent Research:

Council on Collective Transportation of the South, Camara de Comercio del Sur de Puerto Rico, 2008

The City of Health, Camara de Comercio del Sur de Puerto Rico, 2008

Academic Curriculum for the School of Architecture, Pontifical Catholic University of Puerto Rico, 2008

Proposal for the Bachelor in Architecture of the Pontifical Catholic University of Puerto Rico, Puerto Rico Higher Education Council, 2009

Substantive Change Request (PCUPR School of Architecture), Middle States Commission on Higher Education, 2009

Plan for Achieving Initial Accreditation (PCUPR School of Architecture), National Architectural Accrediting Board, 2009

Projects of New City Ecology: Threading a New Urban Ecosystem for International Productivity and Competitiveness, PCUPR School of Architecture, 2011

In Search for a Common Platform: Current Student Generational Realities, 16th Latin American Congress of the College Board, 2012

Name: Pilarin Ferrer Viscasillas

Courses Taught:

ARST 101 Tectonics on Material Applications and Methods

Educational Credentials:

Master Degree in Architecture - School of Architecture University of PR - 1988

Bachelor Degree in Environmental Design - School of Architecture University of PR - 1985

Two years of History of Art and Architecture - McGill University, Montreal, Canada - 1979-1981

Teaching Experience:

Professor, Pontifical Catholic University, School of Architecture, 2010-Present

Professional Experience:

Associate Architect at Mendez, Brunner, Badillo & Assoc. (1992 to present)

1988-1992 Simon Drury Ltd. – Interior Designer

Licenses/Registration:

Puerto Rico, CAAPPR Professional License No. 10476

AIA Member No. 30136499

Selected Publications and Recent Research:

Various articles on Architecture related themes published in local newspapers

Projects Published in several Puerto Rico Design Magazines; “Ambiente y Colo”, and “Modo de Vida”

Several Articles published in **Florida/Caribbean AIA Architect Magazine**

Recent research on Historic Cemeteries in Puerto Rico and Funerary symbolism representations in tombs and mausoleums to be published in “**Patrimonio**” (local magazine published by **SHIPO**)

Professional Memberships:

Member of The American Institute of Architects

Member of AIA National Committee on Diversity

Vice President, “Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico” 2012-2013

Vice President, Federation of Caribbean Architects Associations 2010-2012

President, American Institute of Architects P.R., Chapters 2006

Director, American Institute of Architects P.R., Chapters 2004 & 2003

Name: Raúl Rivera-Ortiz, AIA, NCARB

Courses Taught:

ARAD 101 Fundamental Design Studio I

ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages

Educational Credentials:

B. Arch, Cornell University School of Architecture, Art and Planning – Ithaca, NY, 1976

Delft Institute of Technology – Delft, Netherlands, summer 1976

ETH – Zurich, Switzerland, summer 1975

Teaching Experience:

Professor, Pontifical Catholic University of Puerto Rico, 2011-present

Professional Experience:

President, Rivera & Lastra Architects, PSC - San Juan, Puerto Rico, 2004-2011

Owner, RRO Architects – San Juan, Puerto Rico, 1978-2004

Architect in Training, WMR Architects – Guaynabo, Puerto Rico, 1976-1978

Licenses/Registration:

Licensed Architect, No. 8113, Puerto Rico

Selected Publications:

Arq-I-Tec Magazine, “Regulando la Práctica de la Arquitectura”, August 2010

Ambiente y Color Magazine, “El Arquitecto y su Preparación”, July 2010

Arq-I-Tec Magazine, “Requisitos para la Licenciatura: Educación, Examen, Experiencia”, April 2010

Arq-I-Tec Magazine, “Requisitos para la Práctica Profesional: Las 5 E’s”, November 2009

Live & Life Magazine, “Architects and What They Do....for You!”, October 2009

Live & Life Magazine, “Architecture... the Palmas Style”, August 2008

Live & Life Magazine, “Elements of Architecture”, February 2008

Professional Memberships:

College of Architects and Landscape Architects of Puerto Rico (CAAPPR)

American Institute of Architects (AIA)

Academy of Architecture for Health (AAH)

National Trust for Historic Preservation (NTHP)

United States Green Building Council (USGBC)

Professional Leadership Positions:

PR Architects and Landscape Architects Board of Examiners, President, 2008 – Present

NCARB Continuing Education Committee, Member, 2010 – 2011; Chair, 2012 – Present

NCARB NAAB Visiting Team Pool Member, 2010 – Present

CAAPPR Continuous Education Revision Commission, President, 2005 - 2009

AIA Puerto Rico, President, 2002

Name: Ricardo E. Matos López

Courses Taught:

ARAR 101 Diagramming and Representation Techniques
ARAR 102 Non-Linear Diagramming and Complex Geometry
ARAR 301 Parametric Modeling

Educational Credentials:

M. Arch, Florida International University, 2008
B. Science, Pontifical Catholic University of Puerto Rico, 2003

Teaching Experience:

Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Architectural Designer/Project Manager, JLI Design Associates, Inc, Coto Laurel, PR 2008-present
Intern, Mora Development, San Juan, PR 2001-2005

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Genoa, Indecipherable City, 2007

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Name: Ricardo Miranda, MA, CAAPPR

Courses Taught:

ARAR 101 Diagraming and Representation Techniques
ARAR 201 Historical Documentation and Representation Techniques
ARAR 102 Non-Linear Diagram Complex Geometry
ARAR 202 Dynamic Imaging and Documentation
ARAC 201 Preservation Techniques, Method and Strategies for Buildings Systems
ENGR 111 Engineering Graphics 1
ARAR 404 Cognition, Perception and Representation of Form and Space

Educational Credentials:

B. Environmental Design, UPR Río Piedras, School of Architecture Cum Laude. 1988
Course in Management in Human Resources UPR Bayamon. 1998
M.A. UPR Río Piedras, School of Architecture. 1996

Teaching Experience:

Design Professor. School of Architecture. Pontifical Catholic University of Ponce, P.R. 2009-Present
State Historic Preservation Office, Restoration Workshop Coordinator, Escuelas-Taller. 1991- 1994

Professional Experience:

Supervisor, Cartography and Digital Services, Urban Planning Office.
Municipio Autónomo de Ponce. 2001- 2004
Director, Community Development Department. Municipio Autónomo de Ponce, 2004-2005
Atelier 66 CSP. Architect, Design, Digital Modeling and Presentations, May 2005 - present

Licenses/Registration: Puerto Rico

Selected Publications and Recent Research:

"Housing Rehabilitation, la Playa de Ponce" in Florida/Caribbean Architect Magazine American Institute of Architects Magazine in Florida, 2002
"Teatros Emblemáticos de Puerto Rico a escala comparativa" Entorno #20 CAAPPR – Magazine. 2012
"Delinea Ponce sus primeras ciclovías" POR CARMEN CILA RODRÍGUEZ Periódico la Perla del Sur 2012
"Recorriendo la ciudad en bicicleta" in Entorno #19 CAAPPR – Magazine 2012
"Plan para rescatar las calles" periódico El Nuevo Día , Puerto Rico Hoy
por Mildred Rivera Marrero 2012
"El Teatro Rex de Ponce" GARCIA Movement. Architecture and Cinema. J. Omar García Beauchamp y Carlos G. Quiñones Maymí, Editorial Coordinators. Editorial Aula Sur, Ponce, PR 2011

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico.

Name: Roberto García Soto, AIA, CAAPPR

Courses Taught:

ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems
ARAC 430 Origin, Handling, Performance and Application of Lime in Buildings, Colombia
ARAD 101 Architectural Design Fundamentals I
ARAD 102 Architectural Design Fundamentals II
ARAD 201 Analytical Design Studio I: Architectural History and Theory
ARAD 202 Analytical Design Studio II: Adaptive Conservation and Preservation

Educational Credentials:

Masters in Architecture. University of Puerto Rico, Rio Piedras, P.R. 1989
Participant - UNESCO Workshop and Course on Monument, Techniques: Roofing, Carpentry and Masonry.
National University of Haiti 1984
Bachelors in Environmental Design. School of Architecture, University of Puerto Rico, Rio Piedras 1983
Participant - Preservation Institute of the Caribbean. University of Florida, 1983

Teaching experience:

Design Professor. School of Architecture. Pontifical Catholic University of Ponce, P.R. 2009/ Present
Design Professor. School of Architecture. Politechnical University of San Juan, P.R. 1998 /2009

Professional experience:

Design & Historic Preservation Consultant to Atelier, Arquitectura y Urbanismo 2001
Anastylosis Inc. President - Historic Restauration Company 2000-2001
Historic Preservation Consultant - Antiguo Edificio de Agricultura, UPR Mayagüez 2000-2001
Designer Architect and Historic Preservation Consultant to Ing. Axel Bonilla, Ponce, P.R. 1995
Project Manager and Historic Preservation Consultant to the ESCO Group. 1991-1995
Project Manager for Historic Properties of the Conservation Trust of Puerto Rico 1989
Designer. Beatriz del Cueto A.I.A. Architects & Historic Preservation Consultants. Guaynabo, P.R. 1988

Licenses/Registration:

Puerto Rico

Publications and Research

La Tierra desde el Cielo "Behavior of Patterns" May 2011
Movement architecture and Cinemas – "El Teatro Rex de Ponce" May 2011

Professional Memberships:

CAAPPR
AIA

Name: Tamara Orozco Rebozo, LAIT

Courses Taught

ARAD 101 Fundamental Design Studio I

ARLE 101 Built Environment and Culture in the History of Landscape Architecture

ARAD 401 Contextual Design Studio I: Landscape Ecology and Environment

ARLE 201 Environment Construction Processes: Materials and Techniques

Educational Credentials

BLA, Landscape Architecture Bachelor Degree, Louisiana State University, 2001

Teaching Experience

Professor, School of Architecture, Pontifical Catholic University at Ponce, Puerto Rico, 2009-

Professional Experience

President, Institute of Landscape Architects, San Juan, Puerto Rico, 2012-present

Head of Landscape Architecture, Recurso: Ciudad Inc., San Juan, Puerto Rico 2011-present

Planning and Capital Investment Project Manager and Consultant, Adaptable Paths,

San Juan, Puerto Rico 2009-present

Planning and Capital Investment Project Consultant, University of Puerto Rico at Bayamón,
Puerto Rico 2007-2009

Capital Investment Project Manager, University of Puerto Rico's Central Administration, San Juan, Puerto
Rico 2004-2007

Associate Landscape Architect-Designer, JADT Landscape Architecture, San Juan, Puerto Rico 2001-2003

Head of Landscape Design Department, Gramaslindas, San Juan, Puerto Rico 2001-2003

Intern, PL Design Planning and Landscape Architecture, Bangkok, TH 2000

Licenses/Registration

LAIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas, Puerto Rico

Selected Publications and Recent Research

Flora Behavioral Patterns – Design Research

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas

Instituto de Arquitectos Paisajistas de Puerto Rico

ASLA, American Society of Landscape Architects

Name: Tom Wiscombe, Visiting Professor

Courses Taught:

ARAD 201 Analytical Design Studio (collaboration with Juan Emmanuelli-Benvenutti)

Educational Credentials:

Master of Architecture (M. Arch. I), University of California, Los Angeles 1998-1999

Bachelor of Arts: Arch. (B.A. Arch.), University of California, Berkeley 1988-1992

Teaching Experience:

Yale University, New Haven - Louis I. Kahn Visiting Assistant Professorship, Fall 2012

PCUPR School of Architecture, Puerto Rico – Visiting Professor, Fall 2011

Texas A&M, College Station - House of the Future Workshop 2011

Rensselaer Polytechnic Institute (RPI), New York - Visiting Options Studio Faculty 2010

University of Technology (UTS), Sydney - Annual Digital Design Workshops 2008

Southern California Institute of Architecture (SCI-Arc), Los Angeles 2006

Applied Studies Coordinator, Senior Graduate Design Studio Faculty, Applied Studies Seminars, Thesis Preparation and Advising, Head of Technology Committee

California College of the Arts, San Francisco - Digital Design Workshop 2006

UC Berkeley, Berkeley - Esherick Chair 2005, Friedman Professor 2004

UCLA, Los Angeles - Options Studio Co-instructor with Wolf Prix 2002

SCI-Arc, Los Angeles - Graduate and Undergraduate Design Studio Faculty 1999

Applied Studies Seminars/ Thesis Preparation and Advising

Hochschule für Angewandte Kunst (HAK), Vienna - Masterclass Prix Studio Instructor, Coordinator of Lebbeus Woods and Karl Chu workshops Thesis Advising 1999

Professional Experience:

Tom Wiscombe Design, LLC (EMERGENT), Los Angeles: Principal and Founder 1999

Coop Himmelb(l)au, Los Angeles/ Vienna: Project Partner and Chief Designer 2001

Coop Himmelb(l)au, Los Angeles/ Vienna: Founder and CFO CHBL Ohio, LLC 2001

Coop Himmelb(l)au, Los Angeles/ Vienna: Senior Designer 1992

Timberline Geodesics, Berkeley: Geodesics Designer 1990

Ehrenkrantz, Eckstut & Kuhn, Architects, New York: Designer 1989

NASA- Goddard Spaceflight Center, Washington D.C.: Designer 1988

Licenses/Registration:

Selected Publications and Recent Research:

2012 Chinese University of Hong Kong, Shenzhen Pre-Qualified/ Finalist

2010 Civic Sports Center, Shenyang Invited, 1st Place

2010 National Games Judo Arena, Shenyang Invited, 1st Place

Professional Memberships: AIA

Name: Wilfredo Adorno Pomales

Courses Taught:

ARAR 101 Diagramming and Representation Techniques

ARAR 102 Non-linear Diagramming and Complex Geometry

Educational Credentials:

B.Arch., Polytechnic University, 2011

Teaching Experience:

Seminarian, Turabo University- Caguas, Puerto Rico, 2010

Professor, Pontifical Catholic University of Puerto Rico-Ponce, Puerto Rico, 2011-present

Professor, University of Puerto Rico, Río Piedras Campus, Puerto Rico, 2012-present

Professional Experience:

Intern, Jorge Rigau Architect, Puerto Rico, 2004

Intern, Miguel Calzada Architect, Puerto Rico, 2005

Architect Assistant, Adorno's Design & Assoc., Puerto Rico, 2006-2011

Project Architect, Adorno's Design & Assoc., Puerto Rico, 2011-present

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

Ecological Housing, publication in *El Nuevo Día*, Septiembre 27, 2008, pages.52

"Architecture icons base their status on more than just history" en: Rigau, Jorge. Editor. *A quien investiga temas en torno devenir arquitectónico y urbano del caribe particularmente sobre Puerto Rico, Índice Anotador*. Polytechnic University, San Juan, 2009.

Roosevelt Roads Urban Design, Publication in *Entorno* Vol. 2. 2009

Magazine *Entorno*, Ed. 17 vol.3 2010/ Article: AIAPR Honor Award, pages.09

Magazine *CARAS*, Ed. January 2011/ Article: *Boricuas en la mira (7 talentos jóvenes para tener en la mira)* pages.77

Magazine *arqu.i.tec*, Ed. 5.1 March 2011/ Article: AIAPR Honor Award, pages.39

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

Name: Wilfredo Méndez Vázquez, AIT

Courses Taught:

ARAD 101 Fundamental Design Studio I

Educational Credentials:

B. Environmental Design, University of Puerto Rico, 2008

M.Arch., University of Puerto Rico, 2010

Teaching Experience:

Teaching Assistant at Rural Studio, University of Puerto Rico, 2009-2010

Professional Experience:

Intern, Fuster and Partners, psc, Rio Piedras, Puerto Rico, 2007-2009

Architect in Training, Ramírez-Gonzalez Studio, psc, Caguas, Puerto Rico, 2011-present

Licenses/Registration:

Architect in Training No. 20436, Association of Architects and Landscape Architects of Puerto Rico

Selected Publications and Recent Research:

Structuring Biomimicry, Improving Building's Resiliency, (Institute of Ethics & Emerging Technologies, 2012)

Biotechnology Improving Building's Earthquake Resistance, (About.com Construction, 2012)

La Biotecnología Estructural Contra los Terremotos, (El Nuevo Dia newspaper, 2012)

Adaptación, Mitigación y Sustentabilidad, (Corriente Verde Environmental Magazine, 2011)

STICK.S Lightweight Structural System, (AskNature.org, 2011)

Bio-Structure Bone-Inspired Building Frame, (Biomimetic-Architecture.com, 2011)

Principles of a Bio-Tectonic Culture, (Master degree Thesis, University of Puerto Rico, 2010)

Professional Memberships:

Association of Architects and Landscape Architects of Puerto Rico

Name: Yesenia Rodríguez González, LAIT, AIT

Courses Taught

ARLE 101 Built Environment and Culture in the History of Landscape Architecture

Educational Credentials

MLA, Landscape Architecture Master Degree, Polytechnic University of Puerto Rico, 2011

MArch. Architecture Master Degree, University of Puerto Rico, 2001

BA, Environmental Design Bachelor Degree, University of Puerto Rico, 1997

Teaching Experience

Professor, School of Architecture, Pontifical Catholic University at Ponce, Puerto Rico, 2012-present

Professional Experience

Secretary, Institute of Landscape Architects of Puerto Rico, San Juan, PR 2012-present

Education Coordinator, CAAPPR, Santurce, Puerto Rico 2011-present

Office Operations Supervisor, Administration, Census 2010, US Census Bureau 2009-2010

Architect, CRB Caribe, LLP - Engineers & Architects 2008

Project Coordinator/Space Planner, AMGEN, Space Planning & Site Engineering Divisions, Juncos 2007-2008

Architect, JRC Engineers, San Juan, Puerto Rico 2006-2007

Architect, Acevedo & Fuster Architects PSC, San Juan, Puerto Rico 2003-2006

Planning Technician, Urbanism Department, Municipality of San Juan 2001-2003

Licenses/Registration

LAIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas, Puerto Rico

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas, Puerto Rico

Selected Publications and Recent Research

‘THE MULTISPATIAL LANDSCAPE IN THE SUBURBAN AVENUE’ – Thesis Research

Professional Memberships

Colegio de Arquitectos y Arquitectos Paisajistas

Instituto de Arquitectos Paisajistas de Puerto Rico

APPENDIX 3: List of Documents available in Team Room

THIS PAGE LEFT BLANK INTENTIONALLY

The Documents to be made available in the Team Room will include, but are not limited to, the following:

Institutional Policy Documents

- Política Institucional sobre el Hostigamiento en el empleo (Ley num. 17, 22 de abril de 1988)
Institutional Policy on Sexual Harrassment
- *Equal Employment Opportunity Policy Statement* (July 1, 2010)
- Política para Acomodo Razxonable en el empleo (Ley num. 44, 2 de julio de 1985 & ADA)
Intitutional Policy for Reasonable Accomodation
- Política Ambiental Institucional (Institutional *Environmental Policy*)
- *Crime Awareness and Campus Security Act* (Title II, Public Law 101-542)
- Política y Codigo de Vestimenta (*Dress Code and Policy*)
- Política Institucional sobre privacidad y divulgación de información
Institutional Policy on privacy and information disclosure
- Política Institucional para una comunidad universitaria libre de Alcohol, Tabaco y sustancias controladas (Agosto 2006) *Institutional Policy for an alcohol, tobacco and controlled substance free university community*
- Política Institucional sobre el cumplimiento de protocolo sobre el manejo de situaciones de violencia domestica en el lugar de trabajo (Agosto 2009)
Institutional Policy on the management of domestic violence situations within the workplace
- Política Institucional de Propiedad Intelectual (Borrador, Diciembre 2012)
Institutional Policy on Intellectual Property (Draft, December 2012)
- Manual del Claustro de la Pontificia Universidad Catolica de Puerto Rico
Pontifical Catholic University of Puerto Rico's Faculty Manual
- Manual del Estudiante de la Pontificia Universidad Catolica de Puerto Rico
Pontifical Catholic University of Puerto Rico's Student Manual
- Política de Salud y Seguridad Ocupacional
Health and Occupational Safety Policy

Administrative Policies and Protocols

- Uso de sistemas de red y equipo de computadoras en Forteza
Use of digital network and computer equipment in Forteza
- Manejo de emergencias y traslado de estudiantes, invitados y visitantes
Emergency management and transport of students, guests and visitors
- Protocolo de seguridad en el Laboratorio de Fabricacion
Fabrication Laboratory security protocol
- Protocolo de Acceso y Entrada al Edificio Forteza
Protocol for Entry Access to Forteza
- Políticas, protocolos y procedimientos de presupuesto y finanzas
Budget and Financial Policies, protocols and procedures

Academic Policies and Protocols

- Plan de Avaluo Institucional (as submitted to the MSCHE 2005-2010)
Institutional Assessment Plan
- Plan de Avaluo Departamental de la Escuela de Arquitectura
Program Assessment Plan for the School of Architecture
- Servicios de consejería y orientación
Guidance and Orientation Services
- Requisitos de Admisión (*Admissions Requirements*)
- Procesos de matrícula presencial y en-línea (*Registration Processes*)
- Formularios de matrícula (*Registration Forms*)
- Recomendación de Entrevista con el Decano (*Dean's Interview Recommendation*)
- Referimiento por incidente de conducta (*Misconduct Referral*)
- Referido a consejería y orientación (*Guidance and Counseling Referral Form*)
- Recomendación de Baja Administrativa (*Administrative course drop recommendation*)
- Estudiantes transferidos y re-admitidos (*Transfer and Re-admitted Students*)
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs

Other Documents

- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities.
- Fortaleza Building Plans and Illustrations
- School of Architecture Curriculum
- Student Performance Criteria Matrix
- Faculty Resumes and Posters
- Experimental Unit Strategic Plans

APPENDIX 4: Student Performance Criteria (SPC) Matrix

THIS PAGE LEFT BLANK INTENTIONALLY

STUDENT PERFORMANCE CRITERIA MATRIX

		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
		SPC Met in NAAB-accredited program																																
		Realm A												Realm B												Realm C								
Year 1	Semester 1	ARAD 101	ARAR 101	ARHT 101																														
		ARAD 102	ARAR 102	ARAC 101																														
		ARAD 201	ARAR 201	ARHT 201																														
		ARST 101																																
		ARAD 202	ARAR 202	ARAC 201																														
Year 2	Semester 1																																	
		ARST 101																																
		ARAD 202	ARAR 202	ARAC 201																														
		ARAD 202	ARAR 202	ARAC 201																														
		ARSF 101																																
Year 3	Semester 1																																	
		ARAD 301	ARAR 301	ARST 201																														
		ARLE 101																																
		ARLA 101	ARAD 302	ARAR 302	ARSF 201																													
		ARUS 101																																
Year 4	Semester 2																																	
		ARDA 101																																
		ARAD 401	ARAR 401	ARLE 201																														
		ARHT 301	ARST 301	ARLA 201																														
		ARAD 402	ARAR 402	ARUS 201																														
Year 5	Semester 2																																	
		ARAC 301	ARSF 301	ARDA 201																														
		ARAD 410	ARAR 410	ARLE 301																														
		ARAD 420	ARAR 420	ARDA 301																														
		ARUS 301																																

Legend

Understanding

Ability

Legend

 Understanding

 Ability

THIS PAGE LEFT BLANK INTENTIONALLY

APPENDIX 5: Regional and National Accreditation Status

THIS PAGE LEFT BLANK INTENTIONALLY



MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO
2250 Boulevard Luis A. Ferre Aguayo
Suite 523
Ponce, PR 00717-9997
Phone: (787) 841-2000; Fax: (787) 840-4295
www.pucpr.edu

Chief Executive Officer: Dr. Jorge Ivan Velez Arocho, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 8385 Undergraduate; 2825 Graduate
Control: Private (Non-Profit)
Affiliation: Roman Catholic Church
Carnegie Classification: Master's - Medium Programs
Degrees Offered: Associate's, Bachelor's, Postbaccalaureate Certificate, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

Distance Education Programs: No

Accreditors Approved by U.S. Secretary of Education: American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; National League for Nursing Accrediting Commission; New York State Board of Regents, and the Commissioner of Education

Other Accreditors: Puerto Rico Council on Higher Education (CEPR); Middle States Commission on Higher Education (MSCHE); Council on Social Work Education; National Accrediting Agency for Clinical Laboratory Sciences (NAACLS); Council on Rehabilitation Education, Inc. (CORE)

Instructional Locations

Branch Campuses: Pontifical Catholic University of Puerto Rico - Arecibo Campus, Arecibo, PR; Pontifical Catholic University of Puerto Rico - Mayaguez Campus, Mayaguez, PR.

Additional Locations: Baxter Pharmaceutical, Guayama, PR; Bayamon Central University, Bayamon, PR; Biotechnology and Agrobiotechnology Learning and Research Center (CEIBA), Ponce, PR; Franciscan Missionaries of the Eternal W, Birmingham, AL; Pfizer Pharmaceutical, Guayama, PR; School of Architecture, Ponce, PR; Seminario Mayor Interdiocesano, Ponce, PR; Seminario Santa Maria de los Angeles, San Juan, PR; Veterans

Hospital, San Juan, PR.

Other Instructional Sites: PUCPR - Coamo Extension, Coamo, PR.

ACCREDITATION INFORMATION

Status: Member since 1953

Last Reaffirmed: November 19, 2009

Most Recent Commission Action:

- | | |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| May 1, 2012: | To acknowledge receipt of the substantive change request, to note the institution's decision to close its additional location at the Guayama Extension, Calle Palmer 5 Sur, Guayama, PR 00784, and to remove the location from the scope of the institution's accreditation. |
| May 1, 2012: | To include the additional location at the Biotechnology and Agrobiotechnology Learning and Research Center (CEIBA), Lot #25 Sabanetas Industrial Park, Ponce, PR 00717, within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2013-2014. |

Brief History Since Last Comprehensive Evaluation:

- | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November 19, 2009: | To accept the Periodic Review Report and to reaffirm accreditation. To request a monitoring report due October 1, 2011 documenting (1) implementation of a comprehensive institutional strategic plan that links long-range planning to decision-making and budgeting processes, including the integration into the plan of all the functional units (Standard 2); and (2) evidence of direct methods of assessment of student learning at the institutional and program level(s), including evidence that assessment results are used to improve teaching and learning (Standard 14). To further request that the next self-study clarify the relationship of the Ponce campus with the Arecibo and Mayaguez campuses, including planning processes (Standard 2), budgeting, including the ability to provide separate audited financial statements for the Ponce Campus (Standard 3), and governance structures between the campuses (Standard 4). The next evaluation visit is scheduled for 2013-2014. |
| June 28, 2011: | To acknowledge receipt of the substantive change request and to approve the accreditation of Pontifical Catholic University of Puerto Rico as a single institution, the Pontifical Catholic University of Puerto Rico, with three campuses. The main campus is the Pontifical Catholic University of Puerto Rico, 2250 Las Americas Avenue, Suite 564, Ponce, PR 00717-9997; the other two campuses are branch campuses at Bo. Santana Carr. 662 Km. 2.03, Arecibo, PR 00614-4045 and 482 Calle Post S., Mayaguez, PR 00681. The next evaluation visit is 2013-2014. |

- July 20, 2011: To acknowledge receipt of notification from the institution that it has changed the name of the additional location at Carr. 3km 142.1 Gayama, PR 00785-0208 from Wyeth Pharmaceutical to Pfizer Pharmaceutical.
- November 17, 2011: To accept the monitoring report. To note that the relationship of the Ponce campus with the Arecibo and Mayaguez campuses was clarified through the Substantive Change action by the Commission on June 28, 2011. The next evaluation visit is scheduled for 2013-2014.

Next Self-Study Evaluation: 2013 - 2014

Next Periodic Review Report: 2019

Date Printed: May 1, 2012

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

THIS PAGE LEFT BLANK INTENTIONALLY

APPENDIX 6: 2011 Visiting Team Report

THIS PAGE LEFT BLANK INTENTIONALLY

**Pontificia Universidad Católica de Puerto Rico
School of Architecture**

Initial Candidacy Visiting Team Report

B. Arch (192 semester credit hours)

The National Architectural Accrediting Board
30 March 2011

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Conditions Not Met	
3. Causes of Concern	
4. Progress Since the Previous Site Visit	
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	
2. Educational Outcomes and Curriculum	
III. Appendices:	
1. Program Information	
2. Conditions Met with Distinction	
3. Visiting Team	
IV. Report Signatures	
V. Confidential Recommendation and Signatures	

I. Summary of Team Findings

1. Team Comments & Visit Summary

This is an extremely invigorating and vibrant team of administrators, faculty and students. There is very strong support for this school from local and state government, the business community, the architectural community, and the larger creative community. The Catholic University also exhibits unusually strong interest and support in the school, and is committed to the success of the program. The school's intentions and ambitions are to become the preeminent architecture program in the Caribbean, and then internationally is a dream realized through hard work and ingenuity.

The student body is both enthusiastic and energetic in their support, and confidence in the program and their futures in the profession.

The revitalization of the historic downtown Ponce has taken a strong upswing since the School opened, where only hollow facades once filled the environment. The downtown School has added life and richness to the central plaza that will only grow stronger as the School continues to fulfill its mission.

The University is now looking forward to the School of Architecture's leadership in continuing the revitalization of the area through the formation of the planned programs in fashion, graphic design, and film.

It is noted that there has been no change since NAAB's July, 2010 letter commenting on the excessive number of credit hours. The Board noted, "... that the total credit-hour requirement for the B.Arch. is far in excess of the minimum requirement for the B.Arch. The program is encouraged to look carefully at this matter in preparation for its visit for initial candidacy."

2. Conditions Not Yet Met

- 1) I.2.2. Governance
- 2) Part two (II): Section 1-Student Performance- Educational Realms & Student Performance Criteria (all SPC's are not-yet-met)

3. Causes of Concern

A. Gender Equity

Faculty and student gender balance is not on the level of architecture programs elsewhere in the multitude of schools across North America. On the other hand, it is interesting that this imbalance is not reflected in the volunteer student government in the school. The school is encouraged to explore opportunities for improving gender balance, including reconsideration of studio evening schedules, which may be discouraging to potential female faculty.

B. Student/Teacher Ratio

The current ratio of 17:1 is higher than the student/professor ratios at most North American institutions, particularly for upper level studio instruction.

C. Fab Lab

It is recognized that the workshop is adequate in space and equipment for the current student population. However, as the school grows to 100% student and faculty population and curriculum delivery, adjustments will have to be made.

4. Progress Since the Previous Site Visit

This category is not applicable to this visit.

FINAL DRAFT

II. Compliance with the Conditions for Accreditation

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2011 Team Assessment: This new architectural program that is only now offering its fourth semester is a part of, and strongly supported by the Pontifical Catholic University of Puerto Rico (PCUPR). The PCUPR has a history of 65 years of higher education in Ponce, Puerto Rico and is proud of its new college. The Escuela de Arquitectura is innovative, well financed with aspirations of becoming one of the most important architectural programs in the Caribbean and the world. This program is perfectly suited to the contemporary context of this country where engineers lawfully produce most of the architecture. With the engineer's argument that there are not enough architects to fill the void in the practice of architecture if they were to limit themselves to only practice engineering is soon hoped to be abated. The synergy of this program starts with a traditional architectural degree plan that expands to different specialty studies as a student advances. The institution of architecture in Puerto Rico benefits from this creative endeavor by providing tools needed for architects to advance to a level of practice architecture than is currently practiced in Puerto Rico and throughout the region.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it*

has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2011 Team Assessment: It is evident from school materials that the student's experience is of foremost concern and interest to the school. This is first evidenced in the school's pedagogical approach to architectural education, which seeks to provide students with a 'complete' education premised on active engagement, facilitated by a technological/digital framework. In addition to concern and care towards the academic context, the school has actively worked towards creating a learning environment that encourages students to participate actively in their education. This is clearly evident in the School's support for the creation of a student body government, for which the school hired a consultant to assist with, and support this effort.

The description of the school's Studio Culture, contained within the Official School Catalogue, lists 10 precepts: respect; dignity towards work; prudence; solidarity; leadership and social commitment; equality; tolerance towards differences and participatory governing; promotion and dissemination; stimulate the creative process and the cultivation of imagination; and, cooperation and collaboration. Students reported a highly positive learning environment, referencing a climate of faculty and peer support, constructive and healthy competitiveness, and helpful teamwork. They also cited a positive attitude towards their workloads and hours, and that they feel valued in the school. These attitudes are also reflected in the official Studio Culture document, which was drafted by the students, with support from School Administration.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2011 Team Assessment: Owing to the recent start-up of the program, it is too early in its history to assess its contribution to scholarship. However, this is more than offset by the intensity of community engagement at all levels of the program. The choice of a former department store in the highly visible urban center, opposite a civic plaza, is being viewed by the community as a catalyst for new development and the preservation of the urban historic inventory. Close associations with the mayor and the former governor, along with the commitment of the university, are leading to broader visions for a design district anchored by the architecture program. Numerous members of the community spoke to the team testifying of the genuine excitement surrounding this impending revitalization of the urban core.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2011 Team Assessment: The students demonstrate an excitement about the program that is, at the least, contagious. The abilities learned, married to an urban situation, will yield life skills to be universally transportable.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2011 Team Assessment: At this stage in the development of the school (first and second-year students), the students are keenly aware of the necessity for an accredited degree. To date however, there seems to be little evidence of any student understanding of what IDP is and when enrollment can take place.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2011 Team Assessment: All of the above goals are clearly stated in the schools mission and vision statements, catalogue, promotional video, and to a very limited extent, the website. It is premature to judge whether these intentions will become reality but the establishment of these goals provides a clear direction.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2011 Team Assessment: As in D. above, the values and objectives of this perspective form a basis for the goals of the program. The desire to move from a port to a network of global access,

grounded in the laboratory of the urban condition, aims to position its graduates as civic and professional leaders.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.*

[X] The program's processes meet the standards as set by the NAAB.

2011 Team Assessment: As the School is currently at the 30% point in the delivery of their program, long-range planning at this time is in the form of the planning for the first complete delivery of the program. Documents that were made available to the Accreditation Team within the APR include "Integral Strategic Plan – SEEDS Experimental Units" (Appendix 8), and, "Strategic Plan of Academy Platform: Development and Feasibility." These plans lay out objectives, strategies, resources and timeframes for the complete rollout of the program. The University is monitoring the development of the School through the formation of a University constituted Implementation Committee, which measures progress against objectives and stated deliverables.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

2011 Team Assessment: Self-Assessment procedures for the School are numerous and extensive, as governed by the University's Institutional Assessment Office (OAI), and listed in the APR.

The School is progressing well and quickly towards its mission, as evidenced by the APR, School Catalog, University materials, and key informant interviews with School and University administrators, as well as with students and staff. The School is acutely aware of the need to fulfill the University's high expectations of this new program, and is vigorously and rigorously ensuring that it meets these expectations at all levels, particularly those related to academic innovation and excellence, and fiscal responsibility and sustainability. Entwined with the University's expectations are those of the community, given the School's bold initiative of urban revitalization in the historic city core. In return, this is a School that is embraced by the community, and so success and/or failure are not likely to occur in the usual obscurity afforded by a large academic institution. In response to this relationship, the School is working closely with the University and the community to ensure success; part of this exercise is a rigorous and ongoing process of self-assessment.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2011 Team Assessment: Sources of information in this section includes the APR, Faculty Manual, additional material supplied in the Team Room, and conversations with staff and students.

At present, the School is adequately staffed for both academics and administration, although studio ratios are listed as 17:1, which is higher than NAAB's expectations. As the School continues to grow to 100% program delivery, additional administrative and academic staff will be required to meet the demands of a full program. This includes workshop and digital technical support staff, given the heavy emphasis in the School on digital design and fabrication.

The School and the University adhere to policies of Equal Employment Opportunity/Affirmative Action, as outlined by the University and the Faculty Manual. However, the male/female ratio of academic staff is far below ratios elsewhere. The School is encouraged to explore opportunities for improving gender balance, including reconsideration of studio evening schedules, which may be discouraging to potential female faculty (source: discussions with faculty).

With regard to IDP, the School reports (source: APR) that an IDP orientation session is provided once a year to architects and students. However, assigning a staff member as IDP coordinator would be highly beneficial to students.

With regard to professional development for faculty, the School has begun initiatives which begin to provide a supportive environment for faculty development, including the School's Lecture Series, which, by arrangement with CAAPPR (Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico), contributes to continued education credits for faculty. Also, the School covers expenses related to license examination review courses. However, the School is encouraged to seek further professional development opportunities and support for faculty.

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2011 Team Assessment: Sources of information in this section includes the APR, School Catalog, the School's website, and conversations with staff and students.

The documentation related to student admissions requirements and procedures is clear and easily available to prospective students.

Individual and collective learning opportunities for students include the Lecture Series, exhibitions of work at the School, community events created in conjunction with the School, and publications of School work. There are additional activities offered by the School and the University, including sporting activities, choir, and a theater workshop. The School has also actively worked with students to create a student government, which contributes positively to student life at the School, as well. The School's commitment to this has included hiring a staff member to work directly with the student body on developing the student government.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2011 Team Assessment: The University's academic programs are structured within the framework of six colleges, in addition to the School of Architecture. The School of Architecture operates autonomously within the University, as the School is an academic unit implicitly equal to the University's Colleges (front page, website, Pontificia Universidad Catolica de Puerto Rico, <http://www.pucpr.edu/>). The Dean of the School also reports that he is accountable directly to the President of the University. The School of Architecture's Official School Catalogue identifies the Administration Team itself page 39), and includes description of the Administration's ethics and values (pages 37-38). The organizational chart and position descriptions for the Administration Team are found in the "Estructura Administrativa" binder, as part of the materials in the Accreditation Team Room. The number and types of administrative staff appears to be sufficient for the size of the School at this time. However, as the School continues to grow to a full student body by 2014, it is possible that additional staff will be required to provide sufficient support for the full student body and associated faculty.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are inadequate for the program

2011 Team Assessment: At this time in the School's development, governance opportunities for faculty and students are not yet in evidence. However, discussions with Administration, students and faculty indicate that these opportunities are currently under development. While the Experimental Unit Directors are involved in the development of School curriculum, they are not currently included in the administrative governance of the School. Likewise, the emerging Student government body has not yet been formalized as participatory to the governance structure of the School. The School is encouraged to continue to evolve ways in which faculty and students can participate in, and contribute to the administrative decision-making of the School through participation in committees, and other meaningful forms of School governance.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2011 Team Assessment: The source material for this assessment includes building drawings; verbal student feedback; and, firsthand observations.

The School of Architecture occupies a newly renovated three-storey structure in the historic part of Ponce, across the street from a major square in the downtown of the city. The entrance to the School is designed as an open, fully glazed storefront, accessed at street level. The School is equipped with state of the art Teknion furnishings and digital design/fabrication equipment. The School's facilities include:

- 24 student studio spaces, across all three floors (425-590 sqf)
- library and reading area
- Fabrication Laboratory (workshop)
- Multimedia lab, equipped with 3 plotters, 1 photocopier, and 3-11x17 printers
- administration offices
- 9 shared office spaces for the Experimental Unit Directors (88 sqf each)
- 5 classrooms (425 sqf, 3x 520 sqf 638 sqf)
- lecture room (1548 sqf; 130 seat capacity)
- gallery/review area

The studio spaces are designed as 'pods' assigned for each studio class containing fixed, built-in student workstations, which are ringed around a central, shared table. Each workstation consists of a chair and desk, equipped with a computer and dual screens. The size of each student space ranges between 27-31 sq. feet, which appears to be small, relative to the space needed for architectural study, i.e. there is little space for using or referring to books and other materials, nor for layout of drawings, and for model making.

Whereas there are nine shared offices for the Experimental Unit Directors, there are no other faculty offices at this time.

The Fabrication Lab (workshop) is equipped with both traditional wood working power and hand tools, as well as digital fabrication equipment. The latter includes:

- 1 laser cutter
- 4 3D printers
- 1 large CNC

- 1 small CNC

There is minimal space for assembly (1 work table) in the FabLab, but students utilize additional space in their studio areas, as well as in the currently empty studios for assembly purposes.

While the School's physical resources are adequate for the needs of students and faculty at this time, the program is currently only 30% complete, and will be growing substantially by 2014. This completion of School growth is likely to require additional space, particularly for workshop assembly and faculty offices. The Multimedia Lab and Fab Lab may also require additional equipment, given the intense focus of the School on digital design and fabrication. In particular, additional laser cutter(s) may be required in the Fab Lab.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2011 Team Assessment: Discussions with the Dean and the President of the University indicate that the foundation of the School, including physical resources, was funded through a loan arrangement for \$10million with the University. Financial projections for the School indicate surpluses beginning in Year 2 (2010-11), which will be used in the short term to repay the University's initial funding.

Discussions with the President of the University and his senior Administrative team clearly indicate a strong commitment to support the School, financially and otherwise, as Architecture is viewed by the University as a very important program.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2011 Team Assessment: The School library is housed in a spacious, naturally lit space on the main floor, and includes a comfortable reading area, in addition to 5 computer stations. The library has secured an initial collection of books, periodicals, and database memberships (such as the Horizon public catalogue and the Avery Index) with and \$100,000 expenditure, and is projecting additional expenditures of \$25,000 per year in support of the library. A program was recently initiated to solicit both offices and individuals to expand the holdings of older periodicals as well as out of print books and texts.

The library is staffed by the Information Systems Director, and two part-time assistants. In addition to the holdings in the School library, students and faculty have access to the University's main library system, which includes digital databases, as well as their collection. The University's library also enables access to the library collections of other Universities in Puerto Rico, and facilitates inter-library loans.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports³. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and contain the appropriate information

2011 Team Assessment: Current gender statistical information for students, faculty and administration, during the initial three semesters of school operations, were provided to the team by the administration.

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

[X] Annual Reports and NAAB Responses were not provided

2011 Team Assessment: Annual reporting is not required for eligibility status.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2011 Team Assessment: Currently, faculty members are entirely part-time, based on the first two years of student admissions to the program. From a review of the faculty exhibit containing their resumes, the mix of twenty-four master's degrees, sixteen bachelor's degrees and one PhD degree is adequate for the current student population. A larger population will require more advanced degreed faculty similar to other institutions' faculty cohorts. This may play out as more full-time faculty positions are filled and the part-time and adjunct pool decreases.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2011 Team Assessment: Each document listed in Appendix 3 was found in the team room. Those written in Spanish were;

“Comité de Avalúo Institucional” = “Self-Assessment Policies and Objective”

“Políticas Protocols” = “Personnel Policies”

“Centro Arquitectónico de Recursos de Información Bibliotecaria para la Enseñanza Tecnológica”
= “Policies on library and information resources collection development and A description of the information literacy program and how it is integrated with the curriculum”.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

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.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

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

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- A.5. **Investigative Skills:** *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- A. 6. **Fundamental Design Skills:** *Ability to effectively use basic architectural and environmental principles in design.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- A. 7. **Use of Precedents:** *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- A. 8. **Ordering Systems Skills:** *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years three 3 and 4.

- A. 9. **Historical Traditions and Global Culture:** *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- A. 10. **Cultural Diversity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

Realm A. General Team Commentary:

Although theoretical precepts underlie the early studio sequence, the translation of theory into conceptual design is not yet clear.

The formulation of pattern and space are well developed, but the significance, or meaning of the resulting work is not participatory in the development of the design.

Therefore, the design exists in the abstract, devoid of placement within a larger cultural and/or societal context.

The development of conceptual design as outcome, as related to theory, is not yet evidenced. The framework & rationale for conceptual design decision-making is not clear.

Appropriateness and relevance are aspects of design decision-making that not clear in the work displayed, nor the supporting materials.

There is an absence of evidence of what is guiding the decision-making.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4. Early indications, as evidenced in the student work, suggest that there is an understanding of the role of pre-design.

- B. 2. Accessibility:** *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 5.

- B. 3. Sustainability:** *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year three 3.

- B. 4. Site Design:** *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- B. 5. Life Safety:** *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Not Yet Met

[X]

2011 Team Assessment: Some evidence of the basic understanding of this SPC was evident in the work provided in the Team Room. This SPC is not scheduled to be met by coursework until years 4 and 5.

- B. 6. Comprehensive Design:** *Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and
Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9. Structural Systems

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 5.

- B. 7** **Financial Considerations:** *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- B. 8.** **Environmental Systems:** *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- B. 9.** **Structural Systems:** *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- B. 10.** **Building Envelope Systems:** *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

Not Yet Met

[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

Realm B. General Team Commentary:

Generally, it is simply too soon to make any judgment on the elements of this realm based on the evidence provided by the work in the team room exhibit. The program appears to recognize the importance of the elements of this realm, as they relate to the practical application of these fundamental principles, in the program's desire to treat Ponce as a laboratory for urban investigation. The scheduled delivery of the curricular elements "SEEDS" (Spanish acronym for Experimental and Educational Sequence Disciplines and Solutions) places most of the understanding and ability in years four and five. The team feels that early introduction is key to the program's stated goal of an integrated approach to achieving at the "ability" level.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

Not Yet Met

[X]

2011 Team Assessment: As in many projects within programs, the practice of individual groups analyzing various aspects of the pre-design criteria is present in the work presented. While intended as an introduction, this SPC is not scheduled to be met until year 4.

- C. 2. **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- C. 3 **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- C. 4. **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- C. 5. **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 3.

- C. 6. **Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until year 4.

- C. 7. **Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 3 and 4.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

Not Yet Met
[X]

2011 Team Assessment: This SPC is scheduled to be met in years 3 and 4. The team had some reservations, after viewing the student work, regarding the use of both digital representation and fabrication. The concern arises from the fact that the use of very advanced digital tools enables the student to create complex and unusual forms and fabrications without questioning either the intentions or the consequences of creating such constructs. Because one has the ability to create complex or unusual forms does not, in itself, make it a compelling argument to do so, nor does it necessarily represent an idea about the limits or appropriateness of architectural expression. Related to this is the ability to engage in an exercise of critical thinking as part of the design process, which was not evident in the studio work. Understanding of the complexities of this SPC is a long-term process and one which the team encourages an early beginning.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

Not Yet Met
[X]

2011 Team Assessment: This SPC is not scheduled to be met until years 4 and 5. However, if one accepts the program's stated educational purpose, these are the principles around which this entrepreneurial urban laboratory is conceived.

Realm C. General Team Commentary:

The SPC requirements of Realm C are scheduled to be met in the years three through five. Information contained in both the matrix and catalogue suggests that the desired approach for meeting the criteria is to spread the responsibility across numerous academic and studio courses over the three-year period. The team is in full agreement with the proposed approach pending the outcome of the first accreditation evaluation.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2011 Team Assessment: The Pontifical Catholic University of Puerto Rico Ponce is accredited by the Middle States Commission on Higher Education, and was last reaffirmed on November 19th, 2009. (source: APR Appendix 9, Letter, "Statement of Accreditation Status")

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2011 Team Assessment: The program will bestow its first B Arch to the first cohort in four years.. The 192 credit Bachelor of Architecture degree program, with a minor specialization, breaks down in the following manner:

- 50 credits - Design and digital representation studio courses
- 10 credits – Digital representation and fabrication courses
- 69 credits – Professional courses
- 9 credits – elective courses in ONE of the experimental units (Minor degree requirement)
- 54 credits – General education courses

According to the curriculum schedule, several of the general education course credits must be taken in physical education and religion courses. The team noted that due to the program's requirements for a minor, once a minor path was chosen within a "SEED", the alternatives for electives are closed.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2011 Team Assessment: The source of review and development information can be found in the APR and was substantiated by discussions with the faculty.

The program has initiated a rigorous multi-level course, faculty and program evaluation system including periodic Academic Progress Assessments, weekly meetings with the Dean, annual student evaluations of the program's performance as well as adherence to the NAAB perspectives. This is further reinforced by the institutions faculty, course and program assessment. It is important to note that the design of the

program itself, based on the entrepreneurial nature of the endeavors, have a self-evaluation mechanism at its heart.

Currently, the entire faculty is part-time and most are licensed and practicing architects. So students appear to be very close to practice issues.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2011 Team Assessment: The program's offering is a five-year baccalaureate degree (B Arch). With only the first two cohorts currently admitted, there are relatively few students with advanced placement, since the vast majority of the students are experiencing their first collegiate education. The team met with several students that had previous undergraduate experience, but we are not aware that any of them were given advanced placement that would allow them to have met an SPC in some other institution.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2011 Team Assessment: The statement was found in the School's website
http://ea-pucr.com/?page_id=1907

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?page_id=1907

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?page_id=1907

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2011 Team Assessment: These documents are found in the reserve section of the library as hard copy and in the School's website as downloadable PDF or links http://ea-pucr.com/?page_id=1907

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2011 Team Assessment: These documents were found on the School's website http://ea-pucr.com/?page_id=1907 . The team is aware that his institution will not have any records of its own for review until after the first cohorts take the Architect Registration Examination.

III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution

The Pontifical Catholic University of Puerto Rico was founded in 1948, under the guidance of the Bishops of Puerto Rico, His Excellency James E. McManus, Bishop of the Ponce Archdiocese, and His Excellency James P. Davis, Bishop of San Juan. First known as Santa María, the university opened its doors to a group of 193 students in classrooms provided by the Capuchín Fathers and the Sisters of St. Joseph in San Conrado School in Ponce. In 1949, the University acquired 120-acres of land from the government of Puerto Rico and the Ponce campus was established.

In its beginning, the Pontifical Catholic University of Puerto Rico was affiliated with Catholic University of America in Washington, D.C. It was incorporated by the Board of Regents of the University of the State of New York, and it was granted an Absolute Charter as an institution of higher learning with programs leading to academic and professional degrees. Towards the end of its first year, the University was accredited by the Council of Higher Education of Puerto Rico and in 1953, by the Middle States Association of Colleges and Secondary Schools. The latter accreditation was renewed in 1963, 1973, 1983, 1993 and 2003.

The Pontifical Catholic University of Puerto Rico aims to satisfy the ever-increasing need for higher education in Puerto Rico, especially in the islands southern region. Initially, it offered programs in the arts and sciences, and prepared teachers for inclusion within the islands public school system. Later, the College of Education was formally founded, and programs leading to an associate degree in Education and bachelor degrees in Science in elementary education and in secondary education were offered. Beginning in 1954, degrees in Business Administration and in Secretarial Sciences were granted. In the field of science and in response to the community's need for professionals in the medical field, complete Nursing and Medical Technology programs were developed in 1956 and 1967 respectively; the latter was accredited in 1968 by the American Medical Association (AMA).

In 1961, the PCUPR School of Law was added to the universities offering. The College of Arts and Sciences was divided in 1966 into the College of Arts and Humanities, the College of Science, and the College of Business Administration. Master's degree programs were established in Education (1967), Business Administration (1969), Nursing (1976), and Hispanic Studies (1976), all accredited by the respective agencies. The School of Medicine was established in 1976-77 and reorganized as a Foundation under the name of the Ponce School of Medicine in 1979. It continues to maintain strong academic and research ties with the University.

The University is governed by a Board of Trustees, presided by the Archbishop of San Juan. The Bishop of Ponce, as Grand Chancellor, is the executive representative of the Board of Trustees in the University. The Board of Trustees is constituted of de jure members and others named directly by the corporation (corporate legal status). There is also a faculty representative and a student representative named for a period of one academic year by de jure members.

The institution is administered by a President and other officials and organizations named by him or her. The President presides over the University Senate, the University Board, and the Administrative Board. Three officers assist the President in the administrative duties: the Vice-President for Academic Affairs, the Vice-President for Finances, and the Vice-President for Student Affairs. Each college or school has an academic Dean as its chief executive; each branch campus has a Rector, each extension and department has a Director.

I.1.1.2- Institutional Mission

The mission of Pontifical Catholic University is to honor and promote life and dignity of the human being as well as to educate him/her in accordance with the values of the Gospel and the disciplines of current scientific knowledge in order to build a better local and global community. The University's founding principles are expressed through the following essential values:

- o Persistence in merging *FAITH* and *REASON* in our daily life as it is lived to its fullest.
- o *CATHOLIC LIFE* in all its doctrinal, sacramental, and spiritual dimensions, including experiences in personal and group encounters.
- o *FAMILY* as the basis and inspiration of the educational experience in order to achieve the highest aspirations.
- o *INTEGRITY* seen as verification of what is proposed or affirmed during the educational encounter and in the agenda of the institutions.
- o *SERVICE* to the community as fulfillment of genuine Christian love.
- o *QUALITY* in both the educational encounter and service aimed at continuously attaining better results.
- o *DIALOGUE* as a means of insuring the pertinence of curricular, programs, and services through personal encounters, focal groups, and other activities.

In the context of 21st century higher education, the Pontifical Catholic University of Puerto Rico achieves its established mission by means of a dynamic, critical, and creative educational encounter, framed around Christian amity and committed to the quest for answers and solutions to the issues of culture and to the challenges of the Puerto Rican, Caribbean, and global realities within a peaceful and harmonious environment. The institution, based on the teachings of the Church and concerned with the integral education of man, has as its fundamental aim the search for truth and the dissemination of knowledge. It pursues both objectives through the study of the various fields of knowledge while promoting a genuine dialogue among the arts, sciences, philosophy, and theology. The University cultivates the distinctive disciplines according to their individual principles and methods, maintaining academic freedom in an open and honest dialogue with faith. In this manner, it aims to form righteous men and women with the capacity to assume responsibilities in society and to stand before the world as loyal witnesses of their faith.

B. History and Mission of the Program

Early in 2007, architect Abel Mislá Villalba and a small group of local professionals found themselves pondering amidst uncertainties brought forth by the economic, social, and political structures in Puerto Rico. Involved within the realms of the public and private sectors, as well as academia, discourses gave way to very innovative perspectives on the issues and the need to have a well-established, coordinated venue to further examine and implement these perspectives in a cohesive, creative and functional manner. It is in this particular setting that academia, in conjunction with public and private sector, proved to be a viable, objective and comprehensive platform for the study and implementation of strategies aimed at validating or re-dimensioning prevalent models, and in seeking new

approaches at dealing with not only with the issues, but also their effects, detrimental or otherwise, on communities, urban settings, design culture and overall character of the social realm.

The creation of a new academic platform became an imminent mandate, parting from an innovative approach, but within an already established structure that could provide support, resources and a solid platform. The Pontifical Catholic University of Puerto Rico, as the single largest academic institution in southern Puerto Rico, and with a complete academic offering (ecology, biology, sociology, law, finances, economy, engineering, politics, communications, and humanities) and strategic local and regional alliances with both the public and private sectors, became that sought partner.

A proposal for the new School of Architecture was drafted and presented to Rafael Hernandez Colon, former governor of Puerto Rico and member of the Board of Trustees of the Pontifical Catholic University of Puerto Rico. Well known for his innovative political postures and proactive approach towards the urban realm, culture and the economical and political forces that drive them, the proposal found its way to the Board of Trustees. Unanimously favored by all, an Implementation Committee was created to oversee and promote the proposed architecture program to fruition.

The Implementation Committee's first task was to commission a Feasibility Study. The study concluded that the proposal was not only economically feasible, but also a necessity within Puerto Rico's southern and western regions. Following the validation provided by the Feasibility Study, the proposal was then submitted and circulated among all institutional governances within the University, namely, Curriculum Committee, Academic Senate and Finances Committee, and was approved without major exceptions or amendments.

One of the most important and daunting tasks was finding a home for the architecture program. With the invaluable help of Rafael Hernandez Colon, chairman of the School's Implementation Committee, architect Abel Misla Villalba, the program's founder, and a group of dedicated architects and planners, an exhaustive search for the program's home ensued. Following the programs philosophy of establishing its operations within Ponce's urban fabric, the Historic Forteza building was finally selected and acquired by the University. The existing building proved ideal to accommodate the facilities, and its location proved even more dramatic and visionary than imagined. Nested along the perimeter of Ponce's Main Plaza, and within the Historic District, the Forteza Building was rescued from abandonment and given its proper respect, filling its promise of fortitude and timelessness. It was about that same time that the required documentation was drafted, organized and submitted to the Puerto Rico Higher Education Council (CESPR for its Spanish acronym) for approval. Without comment or exception, approval from the Council was granted.

Exhaustive marketing and recruiting for the Program became the next top priority, all while the Forteza building was redesigned and rehabilitated. The island wide recruitment campaign yielded great feedback as to the Program's offering and, most importantly, provided the School with a myriad of candidates seeking admission into the school. Following University protocols and additional processes, candidates were carefully screened, interviewed, and scrutinized for admission. The effort yielded 119 eligible candidates ranging from new admissions, to mid career transfers, to post graduate level students pursuing new directions. On September 4th, as a preamble to the School's formal inauguration, and marking the birth of the new Program, the School organized its first architecture summit. Titled *The Currency of Ideas: Forecasting New Climates for the Exchange of Cultural Capital*, the event included seven internationally renowned architects and educators.

With a technological platform second to none, and a vision deeply rooted in innovation and the practical implementation of technology, the Pontifical Catholic University's School of Architecture was officially inaugurated on September 18th, 2009. During its foundational year, the Program has opened dialogues between widespread disciplines through a well established experimental ecology, providing the groundwork for graduates capable of developing free enterprise, with capacity for professional and intellectual growth, and a vision beyond the stereotypes of the profession.

Academically, the transition from the first year to the second was made with an innovative Digital Design Summer Program, in which many of the School's active and accepted students integrated with high school students and undergraduates from other programs within the institution and other universities, to investigate the relations between industrial design and architecture. Officially, the second academic year of the School began on August 16th, 2010, with a new class of 132 students, an even bigger group than the previous proving the pertinence of the Program within the Region.

I.1.1.4- Architecture Program Mission

• School's Vision

Through an interdisciplinary curricular structure, a unique digital platform complimentary to that structure, and a compromise to impact society constructively through a multisectorial institutional interaction, the School of Architecture envisions a creative process that transcends the conventional, that is rooted in a non-conformist attitude and where the establishment is constantly tested and scrutinized in benefit of innovation and creativity.

• School's Mission

The mission of the School of Architecture at the Pontifical Catholic University is to educate and forge a new architect, planner, thinker and entrepreneur in an interdisciplinary environment; one within which the understanding of the territorial and urban complexity, as well as the regional, and global economic dynamics operate with advanced technologies and knowledge to guide sustainable investments and interventions.

• Transgressing Conventionality: Growing a New Technological, Economic and Territorial Architectural Genetic

The School of Architecture at the Pontifical Catholic University of Puerto Rico aims to forge a new *Strategic Architect* through an innovative ecology of experimentation and expansive knowledge. With an international agenda, an unprecedented access to technology, and a profound social compromise with Puerto Rico's Southern Region, the Pontifical Catholic University opens its doors within Ponce's historical urban center. The *Strategic Architect* is a professional shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities.

Through an interdisciplinary curricular structure, a unique digital platform complimentary to that structure, and a compromise to impact society constructively through a multisectorial institutional interaction, the School of Architecture exposes its community, students, professors and visitors to creative processes that transcend the conventionalist attitude and the obsolete state of the proposals of the establishment.

In definition, the profession of architecture can be interpreted as the empowering of avant-garde initiatives in the world of urban development and territorial planning with repercussions in the way a city is viewed to the rest of the society. For this reason, the Academy possesses a role of vital importance in the education of these professionals that actively influence a large part of what be

the future of a society. Therefore, with the purpose of forming a new architect, a Strategic Architect, able to reformulate the discipline and exercise of the general practice, our Architecture Program serves as ideal platform to create such professional. Our program reaffirms the importance of leadership, self-guided discipline, and transcendental quality for the young professionals that search for their space in a very competitive professional arena. Graduates from the Architecture School Bachelor Program at the Pontifical Catholic University of Puerto Rico in Ponce shall be:

- Architects that will act in tune with the Christian values and principles that are proclaimed in the Pontifical Catholic University of Puerto Rico.
- Architects with a higher sense of commitment and responsibility towards the practice of the profession, innovative, able and with a vision of the future.
- Architects with a business sense, willing to position themselves in a hierarchical position and have their voices be heard, highly active in the decision making process that affects the way natural and build environment is plan, manage and developed, the quality of life as a society and the capacity of innovative developments.
- Architects aware of the realities of the exercise of the discipline.
- Architects with a better understanding of the confines and limits of the profession, that can diversify the profession through interdisciplinary interaction, transdisciplinary knowledge and multisectorial approach to open new avenues for success.
- Architects who shall have the capacity to establish effective and proactive relations with all governmental, cultural, social, political and economical structures inherent in today'

- Regional Empathy: The South, Our North

The School adopts the concept of Regional Empathy as the ethical backbone of its academic, social, cultural economic proposal for the southern region of Puerto Rico. Asserting Regional Empathy will be the vertebrae of economic growth for global markets and networks that will be developed through the Port of The Americas, one of the biggest public investments and infrastructural projects within Puerto Rico, and a potential catalyst for economy, culture and regional development. Encouraging Regional Empathy will assure the healthy evolution of our academic ecosystem culture in a global exchange context. Academic ecosystem culture conceived as the civic and epistemic organizer of the society, like the quarry of wealth, heap of experiences and knowledge. In accordance with economist Jeremy Rifkin, "the cultural production always precedes the cultural sphere, never the commercial. In that sense, the economy it is also a derived institution." The School of Architecture shall contribute to the sustainable development of the Region in a historical moment where economic growth and expansion stand in the way of the vitality of cultural assets. In this way, the Southern Region will establish its north, with an ethic towards its culture but settled to become a vital economic model zone of the Caribbean and the World.

Accomplishing the specific goal of establishing a functional Regional Empathy, the our academic ecosystem and the architecture program will benefit the institution by making unique intellectual contributions for the context in which it operates. At the same time, the academic diversity provided by the Pontifical Catholic University will facilitate the interdisciplinary dialog, essential to the philosophy of our program, and necessary for regional progress in design and planning the physical and natural realm.

- Program Introduction: Innovative Academic Paradigm

The Bachelor of Architecture Program is conceptualized from a constructivist perspective of education in which a pedagogical ecosystem is created with students, professors and administrators that promote the advancement of practical and theoretical knowledge of the discipline in an ethical manner. Throughout a 5 year academic experience, we expose, conscience, and capacitate Strategic Architects in all the fields of knowledge and expertise in the professional fields that intervene in the sustainable planning and development. The School of Architecture Curriculum is comprised of an innovative undergraduate structure that examines and integrates each field of studies inherent to the profession through a technological and critical engagement of design. Technology and Digital Representation processes are central to the theoretical and pragmatic and nurtured through serious technological exploration. The School of Architecture Curriculum is comprised of an innovative undergraduate structure that examines and integrates each field of studies inherent to the profession through a technological and critical engagement of design. Technology and Digital Representation processes are central to the theoretical and pragmatic and nurtured through serious technological exploration.

Throughout the curricular sequence, students are immersed in a multidisciplinary framework. Students are exposed to ten fields of knowledge that constitute areas of expertise. The ten fields are:

- o Adaptive Conservation and Preservation
- o Architectural History and Culture
- o Landscape, Ecology and Environment
- o Structural Frameworks and Assemblages
- o Digital Representation
- o Building Technology and Sustainability
- o Urban Scapes and Community
- o Developmental Assessment and Feasibility
- o Legal and Administrative Awareness

The academic program consists of five year, 192 credits Bachelor of Architecture degree. Seven semesters of 18 credits, three semesters of 19 credits, and a total of 9 summer credits. The 192 credits are divided into:

50 credits Design and Digital Representation Studio Courses
 10 credits Digital Representation and Fabrication Courses
 69 credits Professional Courses
 9 credits Elective Courses in one of the Experimental Units (SEEDS) conducting to a Minor Degree
 54 credits General Education Courses

The Bachelor of Architecture degree requires that each student obtain a Minor Degree of Specialization with the completion of 24 credits in one of the SEEDS Experimental Units which are co-related with the areas of study at most of the architecture educational programs.

C. Long-Range Planning

The goal of the PCUPR School of Architecture's academic platform is to bring a high standard, all encompassing education that can bring real solutions to real problems affecting our community and our region. Attention shall be given to the integration of the

student body within the communities' social, cultural, political, economical realms, bringing forth a formative process guided by intellectual quality, integrity, and compromise where the real necessities of the community are met with innovation in a skillful, multidimensional manner.

With this mandate as the cornerstone of the School's holistic approach, the integration of the Experimental Unit components to the Program prove to be an innovative and integral part of the School's success. The School has a Strategic Plan articulate and implement by the SEEDs or Experimental Unit. The Strategic Plan defines goals and objectives in response to the NAAB's Five Perspective:

1. Architectural Education and the Students: Academics
2. Architecture Education and the Academic Community: Research
3. Architecture Education and the Regulatory Environment: Continuum
4. Architecture Education and the Profession: External Resources and Industry Outreach
5. Architecture Education and the Public Good: Community Outreach

The general goals and objectives of the Experimental Unit matrix is delineated as follows **(Please refer to the Integral Strategic Plan for a complete appreciation of details and action plans and Appendix 8)**:

- The **Architectural Design and Representation** Unit (ARAD/ARAR) is established as the cornerstone of the architectural design platform. Its goal is to lay the groundwork for all design and representation courses, and provide students with the most current trends, theories and tools available to the design professional. Through a solid curricular intervention, the Unit shall promote the digital approach as an efficient tool for visualizing, manipulating and representing design work within a platform rooted in exploration, experimentation and implementation. **(See Full Plan in Appendix 8)**
- The **Architectural History and Culture** Unit (ARHT) is established as the main source for historical analysis and awareness as encompassed by the cultural, political, sociological, technological and chronological relations of past eras. The strategic plan for the unit proposes the research and development of paradigms based on historical precedents, the creation of resource libraries for students and the community. **(See Full Plan in Appendix 8)**
- The **Adaptive Conservation and Preservation** Unit's (ARAC) mandate is to engage the historical context through the theoretical exploration and practical experimentation of innovative design and methods of conservation and preservation. The School's location within the city's historical district proves to be one of the unit's best assets. The units strategic plan calls for close collaboration between the School and agencies involved in the preservation of our context, and shall help keep these practices current and in the forefront. **(See Full Plan in Appendix 8)**
- The **Structural Framework and Assemblages** Unit (ARSF) is primarily responsible for providing the foundations by which students shall gain awareness and understanding of the physical and technological components of sound building design as pertaining the structural integrity and construction methodology within a framework of innovation, tectonics and architectural design. The Unit is also responsible for keeping the research and implementation of innovative structural systems in the forefront, and constantly re-evaluating structural assemblages as integral parts of the design process. The units strategic plan calls for the exploration of structural systems, the experimentation of tectonics within the parameters of architectural design, and the implementation of structural systems and

technology prior, during and after the design process. **(See Full Plan in Appendix 8)**

- The **Building Technology and Sustainability** Unit's (ARST) goal is to bring awareness and understanding towards the intricacies of building systems, technology and sustainable design practices within the Programs curricular structure. The Unit intends to become the link between architectural design, technological systems and sustainable design practices. It also serves as a link between environmental issues and design methodology, as well as the systems that establish the rules and regulations by which architectural expression is bound. The unit's strategic plan includes the research, exploration, experimentation and implementation of building systems and construction methodology through active interaction with public and private sectors. **(See Full Plan in Appendix 8)**
- The **Landscape Ecology and Environment** Unit (ARLE) is primarily responsible for bringing issues pertaining to environment, landscape, and context to table. Through research and integration, the unit shall provide the backbone of an initiative to create a more solid bond between the natural landscape and building design. Environmental awareness shall also become key within the units mission, as well as the cultural, sociological and ecological implications of sound environmental explorations. **(See Full Plan in Appendix 8)**
- The **Urban Scapes and Communities** Unit (ARUS) intends to provide students with a sense of scale as pertaining to the design process, paying close attention to the spatial, contextual, economical, sociological and functional aspects inherent in our cities, communities and regions. Urban design strategies shall be studied and applied as physical entities, as well as sociological iterations of tangible proportions, playing close attention to design boundaries as presented by context and regulatory systems. The units' strategic plan includes the research, exploration, experimentation and implementation of urban and community design strategies as applicable to different scenarios, both local and global, and shall serve as a link between students and the community which they serve. **(See Full Plan in Appendix 8)**
- The **Legal and Administrative Awareness** Unit (ARLA) serves as the platform for the research, development and implementation of all legal and administrative function within the practice of architecture and urban design. The unit shall provide the tools necessary for student to understand that while architectural design yields a physical manifestation, the design process is bound by strict codes, regulations, boundaries and systems. The unit shall focus on the legality of the practice, from office management, project management, building codes, regulations, and responsibilities of all professionals involved in the design and construction process. **(See Full Plan in Appendix 8)**
- The **Development Assessment and Feasibility** Unit (ARDA) intends to further expand student's perception of professional practice by way of entrepreneurship and the financial model by which large scale projects are designed and implemented. Students shall be provided with the practical aspects of designing for profit, the financing of large scale projects, and land use development. Real Estate development shall be presented as an all encompassing process, leading students to the understanding that while
- architectural design is a key process in development, it is a small piece of a much larger structure, and that knowledge of the processes may yield more effective design solutions **(See Full Plan in Appendix 8)**

The symbiotic integration and interaction between the Experimental Units provides the fundamental structure by which the architecture program is conceived. The holistic approach presented in the Schools vision, that of a multi disciplinary environment, departs from the norm in the themes within the Experimental Units are meant to compliment rather than supplement the design process. The long range objective is to reformulate and re-establish the role of the architect within our community, where the understanding of the many pieces that make up the architectural process may yield a professional able to operate at different levels with expansive potential

D. Self-Assessment

As part of the institutional structure of the Pontifical Catholic University of Puerto Rico, each Academic Program is evaluated by the Institutional Assessment Office (OAI for its Spanish acronym). This office includes the Data and Support Recollection Center (CADA for its Spanish acronym) which works with the data and information recollection and analysis processes generated during the implementation of the academic assessment plans. Also, it advises the members of the assessment committees of the academic units and it services the processes of review, preparation or modification of the assessment instruments.

The OAI was established to promote the leadership and the support in the development and supervision of the effectiveness of the institutional assessment model. It provides support for the continuous bettering of all the areas of the university's community through educational activities and orientation of the assessment and accreditation requirements, amongst other. Also, as a live and academic service community committed with the full realization of the human being in all its dimensions, the institutional assessment project promotes the development and complete fulfillment of the students.

The School of Architecture, in key with the requirements of the OAI, has established an Assessment Committee for the program. As a foundation for the execution of its functions, this board refers to the Guide for the Assessment of Academic Units provided by the institution, including the following themes:

- Institutional Assessment Project (PAI for its Spanish acronym)
- Academic Assessment Process
- Student Apprenticeship Assessment
- Role of the Institutional Assessment Office and the Institutional Assessment Committee (CAI for its Spanish acronym)
- Role of the Units Assessment Committees
- Functions of the Unit Assessment Committee's President
- Implementation of the Unit's Assessment Plan
- General steps to guide the Assessment Process
- How to prepare the Unit's Assessment Plan
- Compile the data and sharing the results: interpreting the evidences and implementing the changes and the improvements
- Utilize the nourishment to make changes
- Procedure for form developing
- Instruments for the assessment of courses
- Instruments for the assessment of academic programs
- Other instruments for the assessment of academic progress

Lastly, to ensure the fulfillment of the mission established for the program, the Dean of the School of Architecture has implemented a structured system of weekly meetings for

the constant evaluation of the student body and the academic personnel. To measure the student's efficiency, the Program carries out a periodic Academic Progress Assessment referred to the Dean, Associate Dean, the Bursar's Office and the Economic Assistance Office. Also, on the month of March, 2010, Form 10-ARQ was distributed to every student with which they could assess the School's operations. The implementation of the document was approved by the OAI and established as part of the Program's assessment policy. The form was created aligned with the requirements established by the NAAB in its Conditions for Accreditation and Procedures for Accreditation. Students were asked to evaluate the Program in the following areas:

The Pontifical Catholic University's School of Architecture, in its pursuit of academic, administrative and professional excellence, relies profoundly on student assessment of the Program and the Facilities. Form 10-ARQ is a yearly evaluation questionnaire submitted by students during the Spring semester to provide data on the School's operations, and serves as the promoter of reinforcement or bettering for future operations. The instructions for the questionnaire provides students with a confidential venue for expression, and the instructions included with it ask for a responsible, objective and sincere assessment in a scale of five levels (0=Does not Apply, 1=Fail, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent).

The questionnaire includes forty (40) questions and/or statements divided into eight main categories.

A. Academic Offering : Students are asked to evaluate

1. The integration of technology within the academic structure
2. The utilization of alternative teaching methodologies.
3. The diversity of the academic offering.
4. The integration of a multidisciplinary structure.
5. The studio culture and environment.

B. NAAB's five perspectives: Students are asked to evaluate

1. The programs ability to integrate student participation in the development of an inclusive Academic Community.
2. The programs ability to provide an academic structure for students to become leaders in both academic and professional settings.
3. The programs ability to provide an academic structure for students to engage regulatory environments in both academic and professional settings.
4. The programs ability to provide an academic structure for students to engage the roles and responsibilities required for professional practice.
5. The programs ability to provide an academic structure that promotes social involvement and the professions impact on common good of humanity.

C. Administrative Operations and Structure: Students are asked to evaluate

1. The programs administrative leadership as promoters of the School's vision.
2. The administrative personnel's professional demeanor as applicable for daily operations.
3. The administrative personnel's disposition for managing and tending to student issues.
4. The administrative personnel's ability to manage student issues in an individual and private scenario.
5. The administrative personnel's diligence and speed in resolving or tending of issues brought forth by individual or collective students.

D. Activities and Events: Students are asked to evaluate

1. The quantity of academic events and activities provided.
2. The quality and relevance of academic events and activities provided.
3. The multidisciplinary diversity of the events and activities in keeping with the School's vision and mission.

4. The cultural and social dimension of the events and activities.
5. The relevance of the activities and events with regards to the students' academic and professional preparation.
- E. Facilities: Students are asked to evaluate
 1. The School's facilities as pertaining to academic needs of the student body.
 2. The School's schedule of operations.
 3. The School's security and safety structure.
 4. The School's maintenance personnel, schedule, operations and general demeanor of the facilities.
 5. The availability of maintenance and security personnel as required by students and/or faculty.
- F. Library and Information Resources: Students were asked to evaluate
 1. The library's schedule of operations.
 2. The availability and demeanor of Library personnel.
 3. The quantity, relevance and availability of primary Library resources (books, collections, etc.).
 4. The quantity, relevance and availability of supplementary Library resources (magazines, journals, etc.).
 5. The library's atmosphere in terms of illumination, comfort, sound control, and cleanliness.
- G. Multimedia and Data Network: Students are asked to evaluate
 1. The center's schedule of operations.
 2. The availability and attention provided by personnel.
 3. The professional capacity of the personnel in solving network and computer issues.
 4. The variety and relevance of the hardware and software provided.
 5. The cost of printing, copying and plotting.
- H. Fabrication Laboratory: Students are asked to evaluate
 1. The Lab's schedule of operations.
 2. The availability and attention provided by personnel.
 3. The professional capacity of the personnel in helping students achieve their work.
 4. The variety and relevance of the hardware and software provided.
 5. The cost of using specialized equipment (3d printers, laser cutter, CNC, etc.)

As for the faculty, to measure their fulfillment, the School utilizes the Apprenticeship Assessment Techniques Manual provided by the OAI. Also, on March, 2010, the Program began the implementation of a faculty assessment project conducted by the students with the use of Form 5-ARQ. This document was a modified version of the Professor Assessment Form 5: Student Evaluation, an institutional document required for Full-time and Part-time professors by the Vice Presidency for Academic Affairs. The modification consisted in language adaptation for architecture students, broader scope for some inquiries, and the inclusion of four additional questions addressing specific requirements of the NAAB and specific needs of the Program. The following are the 25 final topics in which the students assessed the performance of the faculty:

1. Encouragement towards achieving the institutional mission.
2. Encouragement towards achieving the School's mission.
3. Professionalism in the execution of duties and responsibilities.
4. Respect demonstrated towards students.
5. Utilization of the course syllabus for the accomplishment of the course objectives.
6. Knowledge of the material taught.
7. Technological skills.
8. Organizational skills and anticipated preparation.
9. Direction and clear focus of investigation
10. Diversity of teaching strategies.

11. Oral and written communication skills.
12. Encouragement towards critical and analytical thinking.
13. Opportunity to answer questions and clarify doubts.
14. Tolerance towards different points of view.
15. Effectiveness towards promoting student participation in class.
16. Establishment of accomplishable academic challenges.
17. Diversity of visual communication strategies.
18. Encouragement towards the utilization of precedents through bibliographical and technological resources.
19. Effectiveness in the utilization of the course contact hours.
20. Diversity of evaluation methods.
21. Clarity of the criteria for evaluation.
22. Promptness towards the notification of grades.
23. Impartiality towards grading, utilizing the criteria as established in the course syllabus.
24. Availability to attend students' academic needs.
25. Regularity and punctuality.

The inclusion of additional topics and/or questions will respond to institutional revisions of self-assessment procedures, curricular revisions, and recommendations from accreditation agencies.

I.1.5.2 Institutional Requirements for Self-Assessment

The Pontifical Catholic University of Puerto Rico has established very methodical self-assessment processes for the evaluation of its curriculum and faculty. The Institutional Curriculum Revision Office (ORCI for its Spanish acronym) leads the efforts toward constructing better academic offerings and constantly reviews existing programs. On the other hand, the Vice Presidency for Academic Affairs (VPAA), as part of its extensive duties, is in charge of evaluating the complete teaching staff of the institution, including the faculty of the School of Architecture.

For the faculty assessment, safeguarding the personal dimension that characterizes the individual teaching practice of each professor, the VPAA has always emphasized in the necessity of addressing the institutional mission, vision, pedagogical model, organization, and curriculum as an integral component of each course. As with any complex procedure, it is founded on principles that contribute the basis for the Institutional Process for Faculty Assessment. The following is a list of the founding principles:

- The assessment must be a complete and continuous process in the entire University.
 - o For it to be complete, all members of the institutional community must participate: students, faculty and administration staff.
 - o For it to be continuous, it has to be done periodically. The assessment process will be completed annually.
- The fundamental purpose of the faculty assessment is to promote improvement and professional growth of the entire teaching staff in all of their academic areas.
- The assessment is the instrumental process for institutional decisions of: contract renovations, promotions, tenures, and other personal benefits.
- The faculty assessment must be founded on an institutional setting of trust and confidence.
- The assessment must be sincere, honest, respectful, and producer of commitment, change and improvement in the teaching strategies.
- The critical self-assessment is an essential component in the process for it to succeed.

- All the information related to the assessment process (procedures, forms, and results) must be accessible to the faculty.

The Institutional Process for Faculty Assessment includes the utilization of diverse instruments of evaluation. These documents facilitate the gathering of information and relevant observations on the academic, professional, and administrative tasks of each member of the teaching staff. The following is a list the forms that comprise the assessment procedure:

1. Form 1 – Professional Information Addendum

Form 1 (Professional Information Addendum for Full-Time Professors) and Form 1-A (Professional Information Addendum for Part-Time Professors) summarize the activities of the professor during his or her last period institutional of service. These forms include the following information:

- Name of the professor
- Department
- Date
- Studies and/or courses completed
- Committees involvement*
- Investigations conducted
- Publications
- Participation as a resource on scientific activities
- Attendance to professional improvement activities
- Professional associations
- Professional recognitions
- Community services*
- Elaboration of new courses*
- Contribution of new ideas
- Cultural and academic travels
- Pertinent additional information
- Information required only to Full-Time Professors.

2. Form 2 – Faculty Assessment by Peers (applicable only to Full-Time Professors)

This assessment is conducted by an appointed Full-Time faculty member. The form establishes questions on the following topics:

- Respect to the Christian values promoted by the Institution
- Cooperation with the institution, the Director and peers
- Compliance with departmental duties
- Relation with students and peers
- Professional improvement

3. Form 3 – Faculty Assessment by the Department Director

Form 3 (Faculty Assessment by the Department Director for Full-Time Professors) and Form 3-A (Faculty Assessment by the Department Director for Part-Time Professors) are prepared by the Department Director. The form establishes questions on the following topics:

- Respect to the Christian values promoted by the Institution

- Cooperation with the institution, the Director and peers
- Compliance with institutional duties
- Compliance with departmental duties
- Respectful relationship with peers and students
- Professional leadership
- Professional improvement
- Community services*
- Information required only to Full-Time Professors.

4. Form 4 – Information offered by the professor regarding the course assessed (applicable only to Full-Time Professors)

This form is prepared by the professor assessed after the classroom visit of the Departmental Assessment Committee. The professor will express his or her opinion about the following:

- Departmental process for course assignment
- Orientation received about the assigned course (educational strategies, availability of resources, assessment tools, amongst others)
- Experience teaching the course (including limitations faced)
- Evaluation criteria and classroom visit
- Additional comments

5. Form 5 – Faculty Assessment by Students

This assessment is conducted by the students. The form establishes questions on the following topics:

- Respect and loyalty towards the institutional mission
- Professional attitude in compliance with the professor's teaching duties
- Respectful relations
- Knowledge of the material
- Effective communication
- Promotion of critical thinking
- Teaching strategies
- Availability
- Attendance and punctuality
- Evaluation criteria

6. Form 6 – Faculty Assessment by the Departmental Assessment Committee (applicable only to Full-Time Professors)

This assessment is conducted by Departmental Assessment Committee after the classroom visit. The form is individually filled by each member of the committee, summarizing observations on the following topics:

- Presentation and discussion of the course objectives
- Organization and knowledge of the material
- Adequate use of class time
- Adequate use of educational strategies
- Adequate use of educational resources
- Effective communication
- Promotion of critical thinking
- Promotion of pertinent student participation in class

- Respectful relationship towards students
- Establishment of an environment concurrent to the accomplishment of the course objectives

7. Form 7 – Report by the Departmental Assessment Committee (applicable only to Full-Time Professors)

This assessment is conducted by a group meeting between the members of the Departmental Assessment Committee summarizing their analysis of the following documents, including observations and general recommendations.

- Form 4 results
- Form 5 results
- Form 6 results
- Course syllabus (from each course the professor is teaching)
- Exams and reports prepared by the professor
- Any additional material considered pertinent

8. Form 8 – Self-Assessment (applicable only to Full-Time Professors)

This form is filled by the professor addressing his or her self opinion on aspects assessed by peers, the Department Director, students and the Departmental Assessment Committee (Forms 2, 3, 5, 6, and 7, respectively). Form 8 serves as a guide for the professor's self-assessment, and can be used as part of the final interview with the Department Director.

9. Form 9 – Reaction to the Assessment by the Evaluated Professor (applicable only to Full-Time Professors)

This form is filled by the evaluated professor after discussing the complete assessment with the Director, summarizing the following:

- Comments and reactions about the assessment
- Plan of action to strengthen weak areas
- Necessary resources to develop and complete the plan of action

At present state, the School of Architecture has not appointed any of its faculty members as a Full-Time Professor. Therefore, not all of the institutional self-assessment forms are applicable for the Program

2. Conditions Met with Distinction

The university and its leaders are to be congratulated for the efforts, creativity, physical and financial recourses provided to start this program. With the wonderfully renovated building located at the heart of the historic downtown on Ponce's central plaza, the new furniture and wall systems throughout the facility that were supplied by a major contract furniture manufacturer, capped off with the addition of Hewlett Packard computers with dual screens for each student are conditions met with distinction.

FINAL DRAFT

3. The Visiting Team

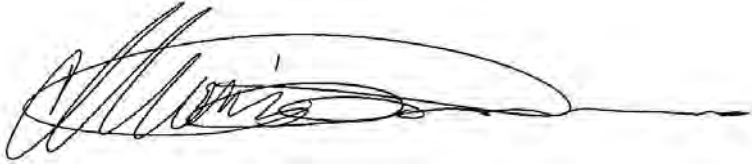
Team Chair, Representing the Profession
Morris Brown, MFA, AIA,
Interim Director
Texas Tech University College of Architecture El Paso
9050 Viscount Boulevard, Suite A625
El Paso, Texas 79901
(915) 594-2030 ext. 224
(915) 274-3153 mobile
morris.brown@ttu.edu

Representing the Academy
Loraine Fowlow, MRAIC, EDRA, EAD, SAH
Associate Professor
Faculty of Environmental Design
University of Calgary
2500 University Dr. N.W.
Calgary, AB T2N 1N4
Canada
(403) 220-7439
(403) 284-4399 fax
lfowlow@ucalgary.ca

Representing the NAAB
John Senhauser, FAIA
John Senhauser Architects
1118 Saint Gregory Street
Cincinnati, OH 45202-1724
(513) 381-1669
(513) 381-4504 fax
senhauser@fuse.net

IV. Report Signatures

Respectfully Submitted,



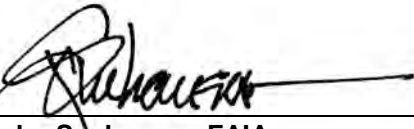
Morris Brown, MFA, AIA
Team Chair

Representing the Profession



Loraine Fowlow, MRAIC, SAH
Team member

Representing the Academy



John Senhauser, FAIA
Team member

Representing the NAAB