Pontifical Catholic University of Puerto Rico Ponce Campus



Architecture Program Report for Initial Candidacy-APR-IC

Submitted to the National Architectural Accrediting Board for the **Bachelor of Architecture**

September, 2010



Tuesday, September 07, 2010

Wendy Ornelas National Architectural Accrediting Board-NAAB 1735 New York Avenue Washington DC, 20006

Dear President Ornelas:

As stated in your letter dated of July 27, 2010 we are submitting the Architecture Program Report for Initial Candidacy, "APR-IC". This document is accompanied by an Appendix which includes Supplemental Information. A printed copy will be delivered to you by our Associate Dean, Javier de Jesus, on Monday the 13th of September.

We are certain that the Report enclosed complies with all NAAB 2009 Condition for Accreditation and with the NAAB 2010 Procedures for Accreditation.

Truly yours,

La la Julta

Abel E. Misla Villalba **Dean** School of Architecture Pontifical Catholic University of Puerto Rico







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Part One (I): Institutional Support and Commitment to Continuous

Part One (I): Section 1 – Identity and Self Assessment

I.1.1 History and Mission

I.1.1.1 History and Description of the Pontifical Catholic University

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 1967respectively; 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

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(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:

- 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.
- o 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.

I.1.1.3- Architecture Program History

Early in 2007, architect Abel Misla 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

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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*

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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

<u>School's Vision</u>

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.

• <u>Transgressing Conventionality: Growing a New Technological, Economic and</u> <u>Territorial Architectural Genetic</u>





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

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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, transdisciplinar 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

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necessary for regional progress in design and planning the physical and natural realm.

<u>Program Introduction: Innovative Academic Paradigm</u>

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.

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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
- Urban Scapes and Community
- o Developmental Assessment and Feasability
- o Legal and Administrative Awareness

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The academic program consists of five year, 192 credits Bachelor of Architecture degree. Seven semester 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)
	conducing 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.

I.1.2 Learning Culture and Social Equity

I.1.2.1- Towards a Constructive Studio Culture and Education: Values Knowledge Fields, Capacities and Competences for the New Strategic Architect

In the academic realm, the curriculum and the programs are constantly studied and reviewed in search of building new educational models. Unfortunately, the majority of these studies end up being structural, quantitative and nomenclature recommendations. The review of credits, course names or simple changes on the course sequence, are light and cosmetic interventions that do not contribute to the improvement of education. This is not only insufficient, but that it distorts the social objectives of education.

The revolution of academia requires transforming the pedagogical experience, where the student engages actively and dynamically on his intellectual, cultural, social and professional formation. It entails the search of knowledge, the development of capacities and competence necessary to develop 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 derived unbalanced academic responses that privilege in occasions the dominion of practical correspondence to practical discipline. These correspondences have been historically altered depending on economic and technological conditions. Nonetheless, these

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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 in 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.

It is imperative that we find a new paradigm in order to substitute these dual constrains that limit our society from a total improvement on its individual and collective environment experience. Architectural education requires a new cognitive paradigm that breaks the passive model of conductive education of knowledge source and information receptor. Conscious and critical of this reality, the School of Architecture establishes the SEEDS paradigm. SEEDS (Specialized Education and Experimental Development Structure) is a new pedagogical formula 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.

Our institution offers an open education system centered on the experience of learning from all the players in the contextual environment. Knowledge not only occurs from the student-professor relationship; it is multidimensional in which 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; multidimensional because it considers technology in a holistic understanding, learning it philosophically and technically to contribute imaginatively to our society.

Such a system, although expansive by definition, still needs constraints and boundaries as to make it a feasible solution to current academic models. With this in mind, though, such 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 constructively the relationships and links for a satisfactory interaction. These ethical Values are the foundations of our Studio Culture, which is under development by the COEEA(Student Government). The Studio Culture uses the 10 values as a point of departure and as an armature for the development of a comprehensive policy document.

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- Respect The valuation of biodiversity defined as territory and culture. Respect towards the Public (property and environment), Urban, Architectural and Landscape Patrimony. Each member of our community operates in respect towards the person, property and resources of our School and Environment.
- 2. Dignity towards Work The valuation of the person, the work and the professional, academic and research resources for the accumulation of knowledge to better the quality of our spaces and environments. Dignity towards the Work that all members of our community for the acquisition of personal discipline and collective execution of excellence in the formation of a body of new knowledge that contributes to our city and region as a healthy ecosystem for the human and citizen exchange engaged and responsible with Puerto Rico's society.
- 3. Prudence The valuation of a measured analysis of the actions, investments, interventions, time and resource management is essential in order for the energy invested by each member of our community to be of its most output. Guided by a vision of sustainability and responsible for the fair management of economic and physical resources, each member of our community is wise in their action s not limiting the capacities and responsibilities of other individuals, of the community and themselves.
- 4. **Solidarity** The valuation and consideration of the needs and aspirations of each individual of our community to improve through education its quality of life. Solidarity that is materialized in new cooperative ways of teaching, learning, research and development of knowledge.
- Leadership and Social Commitment The valuation of Leadership and Social Commitment with the Cultural construction and contribution of Architecture, the strengthening of the spirit and the cultivation of imagination to promote innovation and luckily making feasible influencing our architectural and urban culture on a global level.
- Equanimity The valuation of equanimity in exercising critical judgment in the evaluation of the fellow's performance to promote the paused and profound discussion of ideas in the search of new knowledge on urbanism, architecture and landscape architecture.
- 7. Tolerance towards Differences and Participatory Governing The valuation and respect towards the fellow, culture and the exchange processes that enrich the social and intellectual capital of our community. The value towards locality should not be quarreled with the capacity of aperture and exchange of experiences, tendencies and efforts from other academics and professionals in Puerto Rico and the World. The valuation of the participation

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in the democratic exercise of growing a School through the strengthening of student leadership, faculty development and administrative capacitating.

- 8. **Promotion and Dissemination** The valuation of disseminating, promoting and spreading the findings and research contributions of our School. From the individual work, the collective and multisectorial work through the traditional and non-traditional communication mediums to educate about the city and the social and cultural attributes of architecture and urbanism.
- 9. Stimulate the Creative Process and the Cultivation of Imagination The valuation of the education and creative process as open, interdisciplinary and multisectorial, respecting the intellectual and creative property of fellows in the search for knowledge, the cultivation of imagination and the application of ideas to the benefit of the city.
- 10. **Cooperation and Collaboration** The valuation of the disciplinary contribution as a social exercise of cooperation and collaboration 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.

A New Strategic Architect and leader have to emerge from an unrestricted knowledge environment but with an ethical postulate that allows such interactions to occur in a manner worthy of our Institution, and to the community which it serves. Our School 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.

I.1.2.2- A New Weave, a New Triad: City as Urban Laboratory, Digitalization and Entrepreneurship

The School of Architecture at the Pontifical Catholic University proposes a weave of academic strengths upon which it will create a new profile of strategic architects. Digitalization, Entrepreneurship and the conception of the School as a City Laboratory responds to three areas of great weaknesses in the academic and professional western tradition and especially in Puerto Rico.

To establish an urban methodology centered in regional economic development requires a rupture of the traditional model of planning, regulating, developing and edifying the cities and territories. Centralized planning guided by the State and local planning led by municipalities are two models of how to intervene in our surroundings that require being redefined. Both models lack of a scale that allows the understanding

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of the necessary complexity to identify opportunities and solve city and territorial problems. Even more so, they are exhausted models to enable calibrating opportunities and to resolve city and territorial problems.

On the other hand, propelling the growth and development of the Southern Region through a regional technological strategy centered in the Port of The Americas, also requires a new mentality of professionals that imagine, innovate and project advanced models of economic, urban, architecture and construction. As in the State, in the Academy is faced with rigid structures, unadjusted to our times, which do not make feasible the transfer of knowledge and the exchange between all the fields of knowledge that exist in the urban ecosystem.

The disciplinary-professional modern paradigm fragments all the intellectual and cognitive operations occurring in the urban realm through a variety of separated fields that intervene in the territories and cities. This paradigm is mainly responsible for innumerable methodological faults in properly integrating the urban development of the city and the territories with the economic development, preventing the perfection of sustainable development models. To implement Structural Capital development in the Southern Region it is imperative to firstly, introduce the municipal and regional scale to the planning and governance processes of the territory; and secondly, to introduce the urban methodology as a scientific approximation to the intervention of the city and territory.

The School of Architecture is conceived as an Urban Laboratory where the meticulous study of the city, the territory, the ecosystem is part of the academic and research agenda. The pragmatic knowledge of the city and the region as an ecosystem in which economic, socio-cultural and political complexities are intertwined is essential in order to obtain the data and intelligence necessary to evaluate the effort and compete. It is an eco-systemic knowledge of all the components of the territory, natural, infrastructural, legal, social, politic and economic; in short, a pragmatic knowledge.

The pragmatic knowledge of the city and the region has to occur in a new academic stage. An Urban Laboratory that derives new methodologies, new technologies, new models and visions to develop the Southern Region is necessary to provoke the pertinent changes and orthodox mentality that dominates the State and the traditional Academy. In going into competing globally, it is necessary to instill in the territory new characteristics, attitudes and models of operating locally and internationally.

On the other hand, the School of Architecture will be a center for digital innovation. With an unprecedented investment in technology, the infrastructure available to faculty

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and students has no parallels in Puerto Rico and the United States. In this academic scenery, technology is not an accessory or a computer hub in support to academia, but an investigative and exploratory consideration in itself. This posture towards technology comes to close a gap that the academia in Puerto Rico has promoted in detriment of the logical, esthetic and ethic quality of architecture. Technologies, especially digitalization aspects, lead the script of this new academic environment, from the curriculum to even the design studios; the technological presence is avant-garde.

The triad is concluded with an entrepreneurial emphasis that seeks to enable the architect with the ensemble of skills necessary to make headway in the economic, financial and investment world that dominates the logic of businesses. The School of Architecture exposes the student to the operational complexity of the city, not only from its physical, infrastructural and regulatory perspective but also it incorporates risk assessment, economic composition and financial feasibility that allows the fulfillment of projects.

I.1.2.3- Multisectorial Participation in the Assessment of Learning Culture

The students evaluate both part-time and full-time faculty members at least once a year. In addition to this, peers and department chairs also evaluate full-time faculty members. The results of these evaluations are taken into consideration in preparing the faculty development plan not only for each faculty member but also for the department, the college, and the university. The Institutional Support Center for Faculty Development coordinates a series of seminars and workshops for all faculty and administrative staff after assessing their professional needs at the beginning and throughout the academic year. Various professional development activities have been carried out with an average participation of 60 faculty members per activity at the Ponce Campus. A comprehensive calendar of these activities is published at the beginning of each semester and distributed to all faculty members.

I.1.2.4- Policies and Norms of the School of Architecture

With the purpose of providing a positive and respectful learning environment, the School of Architecture provides students and faculty with regularly updated versions of the the school's Policies and Norms. They are provided individually to all students and faculty, and are posted within every studio and department within the School. The Policies and Norms include:

- Access protocols and Guidelines for Forteza Building.
- Network Norms and Guidelines
- Multimedia Norms and Guidelines
- Facility Guidelines and Protocols
- Guidelines for Student Behavior within Forteza
- Library Norms and Guidelines

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• Fabrication Laboratory Norms and Guidelines

For an updated version of the document, see Appendix 9 included in the supplementary documents section of this APR.

I.1.2.5- Institutional Policies and Procedures for Grievances

For examples of the policies established by the institution to handle grievances related to harassment and discrimination, see the following documents:

- ADA and Section 504
- Protocol for the Management of Domestic Violence in the Workplace
- Alcohol, Tobacco and Drug Use Policy
- Sexual Harassment Policy
- Protocol for Management of Sexual Harassment Claims
- Institutional Policy on AIDS
- Institutional Policy on "Crime Awareness and Campus Security Act".
- Institutional Policy on computer network use
- Institutional Policy on Internet use
- Institutional Policy on Wireless Internet use
- Institutional Clothing and Appearance Policy
- A H1N1 Management Protocol
- Standard Conduct Policy

Access to the preceding documents can be obtained through the Human Resources Department and the Vice-Presidency for Student Affairs.

I.1.2.6- Institutional Policies for Academic Integrity

I.1.2.6 – Institutional Policies for Academic Integrity

Student Handbook

ARTICLE VI: SPECIFIC ACTS PUNISHABLE AND DISCIPLINARY PROCEDURES

Section 2. The following acts constitute violations of the rules and carry disciplinary sanctions.

2. Dishonesty in academic work. This includes plagiarism, fraud and related conduct which are intended to obtain favorable results without the student having completed the academic work and effort to obtain them.

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a. Examples include: allowing a partner take a test for you or taking a test on behalf of a partner, submitting work of another student as their own, the possession of papers and other evidence of a similar nature will be a presumption of fraud.

b. Plagiarism is defined as the use of words or ideas of a person without giving due recognition to it. Plagiarism is committed when the source of information is not mentioned, when the effort is minimal or excessive paraphrasing, and not given credit to the original source of the idea.

c. Misuse of computer resources: damage, theft, vandalism, unauthorized duplication, plagiarism or fraud involving application software, computer systems or computer information.

3. Falsification of signatures or documents which is or may be involved the Pontifical Catholic University of Puerto Rico.

Section 3. The implementation of the previous acts, depending on justifying or aggravating circumstances, is punishable by minor or major sanctions. It will be the Vice President of Student Affairs or his representative who will determine the type of sanction.

A. Minor Sanctions

1. Verbal or written warning

2. Suspension from participating in extracurricular activities. For purposes of this section, be considered academic activities, attendance to classes, laboratories and the Library.

3. Prohibition from any other Campus or any other university departments in which studies.

4. Probation for a specified time. This evidence can include the condition that the period of validity thereof, the violation of any of the conditions imposed could result in suspension for a definite period or permanent expulsion.5. Suspension from the Pontifical Catholic University of Puerto Rico for a specified time not exceeding one semester.

6. Reimburse the Pontifical Catholic University of Puerto Rico for any expenses necessarily incurred unexpected action.

7. Apology or compensation to the offended person.

B. Major Sanctions

1. Suspension from the Pontifical Catholic University of Puerto Rico for a specific time more than one semester.

2. Permanent expulsion from the Pontifical Catholic University of Puerto Rico.





I.1.3 Response to the Five Perspectives

- I.1.3.1-Perspective I: Architectural Education and Academic Community
 - Curricular Ecosystem: An Innovative Transdisciplinar & Multisectorial Academia

Contemporary society faces challenges that require new models of problem solving and intervening in the real world. To insert oneself in the in a globalized Network economy requires the most advanced economic, social and political competencies. Just as we have argued, the Southern Region finds itself in a historical juncture. In presence of this actuality, we should be strategic and face it as the pragmatist philosopher Nicolas Rescher suggests, "Reality will be effectively treated once all its richness is present". That reality to which Rescher refers is the reality that reveals and details the complexities to put forward pragmatic solutions; a reality that demands new epistemic and technological approaches from the sciences and creative fields.

The Pontifical Catholic University's School of Architecture Academic Department adopts this definition of reality in order to validate its pertinence and to position itself in the academic and professional world as a front line alternative. A new academic offer in the fields of urbanism and architecture in the Southern Region faces the challenge of contributing to that regional technological strategy with three guidelines, Innovation, Transdisciplinarity and Multisectoriality.

Innovation is the production of ideas, methodologies, researches and technologies for the study of urbanism, territories and generation of pragmatic proposals that consider the industry, the market, the surroundings, the region and the society in which they situate. Multisectoriality is the integration of all productive sectors, government, industry, professional groups, civic entities in the situation analysis and in the proposal of solutions and strategies to advance the interests of the region. Transdisciplinarity as a new approximation to the production of knowledge from the intersections and overlaps of traditional professions and disciplines like architecture, law, business administration, ecology, amongst others.

The School of Architecture reinvents the Academy, transgressing western models of separation and fragmentation of knowledge, in its mission to become constantly relevant and contribute to the resolution of problems





and bring knowledge for the society to progress. The Academy will need to have a purpose further than training and professionalizing; it has to have an ethical purpose with the society in which it situates that transcends the capacitating on working skills, the Academy will lead the efforts of development and progress of its territory.

To explain the intrinsic relation in our new school and program, between the Architectural Education and the Academic Community we shall firstly explore the structural and substantive relation amongst other areas of knowledge and our program. For this it is important to emphasize the specters of academic areas that comprise the Pontifical Catholic University of Puerto Rico. The PCUPR relies on Law School (Juris Doctor), School of Business Administration (BBA,MBA,Ph.D), School of Natural Sciences, School of Humanities; all as various deprtments with whom the School of Architecture has established direct links to make feasible the cognitive exchange and a complete experience to the Strategic Architect.

On the other hand, it's worth mentioning the importance of the diversity in the preparation and experience of our faculty. Our faculty is comprised by historians, engineers, architects, urbanists, landscape architects, preservationists, and experts in computational design. This diversity is very high considering that our school just recently started its second academic year. These two factors are two clear and effective ways of achieving a relationship between the Architecture Education and the Academic Community.

The conceptualization of an academic program that carries in its genetics interdisciplinarity and multisectoriality assures a productive and competitive academic and investigative future.in order to institutionalize and structure this, our school has invested from the beginning, in the intellectual and infrastructural capital capable of making feasible this academic ecosystem. This has been achieved through an investment in recruiting the best talent available in our professional and academic field to lead the Experimental Units as the academic core that nurture the academic experience of the Strategic Architect. The 10 Experimentral Unit coordinators were hired from the beginning of the planning of the academic structure of the School to ensure the continuity between conceptualization and implementation of the academic vision of the School of Architecture. This way we are assuring that the interdisciplinary composition from which the academic and curricular

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content were produced, evolves to its academic and investigative operational phase in the creation of new Strategic Architects.

This has been the experience in our first academic year in all the concentration courses that our students undertook. In the area of design there was a collective research which explored Behavioral Patterns from the Ecological, Geometric, Geographical, Antropometric, Optical, Biological perspectives associating the formation of architectural concepts and techniques with other areas of knowledge with which overlaps and exchanges are generated. Likewise, during the second semester there was a collective research about Time and Movement, provoking nearness from areas of knowledge like Cinema, Biology, Ecology, Mobility and Transportation. These interdisciplinary searches in courses of architectural design fundamentals provoke a transdisciplinary knowledge that offers possibilities to new explorations, experimentations and applications.

The same way it has happened in the courses of the other three experimental Units that at the end of the first academic year had been in operation. This is the case, for example, of the History and Culture Experimental Unit, which has established as objective on its Strategic Plan, achieving research about the heritage of the City of Ponce and the Southern Region in order to stand out its social value. Achieving this objective, the History Experimental Unit through its initial course of its curricular sequence, culminated its semester with a complete research about the Ecclesiastic and Cathedral Architecture of Ponce, resulting in an in-progress printed publication about Ponce's Cathedral, edited by Dr. Pablo Planet, coordinator of the History and Culture Experimental Unit.

Another way of measuring the integration between the Architectural Education and the Academic Community is through the interaction with the governmental sector that carries the public responsibility of implementing legislations and/or public policy in urbanism, infrastructure, planning and the environment. Conscious of this, the Adaptive Conservation and Historic Preservation developed a research regarding 25 historic structures in Ponce's Historic Center resulting in an upcoming publication by Editorial Aula Sur; and above all to generate trust in the municipality's Historical Center Office, the State Historic Preservation Office (SHPO) and the Historic Monuments and Zones Office of the Instituto de Cultura Puertorriqueña (Puertorrican Culture Institute) in the signing of a Memorandum of

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Understanding for the exchange and collaboration between these three entities and the School of Architecture.

Another example of measuring the integration between the Architectural Education and the Academic Community is through the contribution to the betterment of the intra-universitary built environment. The rest of the academic community perceives our school as a source of knowledge to help better their environmental, physical, infrastructural, spatial and aesthetic challenges. The School conscious of this perception and interested in capitalizing this opportunity of universitary leadership has become close to the university's administration to put our ecosystem to service the institution to analyze and conceptualize solutions to better and improve the universitary spaces. This same way, the City of Ponce and its Municipal Administration has joined us to explore collaborative means to analyze and develop solutions to prevailing problems in the city. In both instances, the internal with the PCUPR and the external with the Municipality of Ponce, our school has incorporated in its classes the attention, search and solution to contribute to these communities from which our School is part of.

I.1.3.2-Perspective II: Architectural Education and Students

• Visionary Leadership and Entrepreneurial Will

Architecture, within the realm of professional practice, is regarded as a catalyst of vanguard initiatives within the use and development of social environments, thus assuming responsibility for the implications of proposed interventions within our communities. For this reason, the School of Architecture shall provide future professionals with the necessary tools to engage these scenarios with leadership and social responsibility. A graduate from the Program shall:

- Act according to the Christian values and principles as set forth in the Pontifical Catholic University of Puerto Rico.
- Promote and maintain a high sense of compromise and responsibility towards the practice of the profession.
- Be of entrepreneurial character, capable and willing to adopt a prominent position within our society in a proactive and responsible manner.
- Be capable of contributing real tangible solutions within the realm of professional practice.

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- Be capable of securing professional standing once integrated within our society.
- Have the capability to establish strategic links within public and private sectors with the intent to provide benefits and effectively contribute to the community.

Faced with these goals, the School of Architecture's academic platform, constituted by Ten Experimental Units, shall provide graduates with the tools necessary to empower professional reach and adaptable development paths within private practice.

To shape a visionary and enterprising leadership requires a pedagogical strategy that privileges the exploration, the experimentation and the expanding of knowledge. Our pedagogical experiences in courses like design contemplate these three stages of cognitive understanding and academic maturity. The Exploration emphasizes in the necessary skills to be sensible, sensitive and empathic with the subject or the confines under consideration. The Exploration seeks to expose students to the greatest amount of knowledge in relevant thematic areas. The Experimentation is focusing in aspects of the explorations. This conducts to the third stage in which the student interacts, which is Application. The Application seeks to develop in the student 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.

In our experience we have been able to feel the impact in the development of leadership. This is measurable in how the administration of the School has facilitated, incentivized, capacitated and counseled students with academic and extracurricular activities to forge its own leadership and organization. With less than a year, when writing this document we a testify of a cohesion and fraternity amongst the students, good sign of the success of our objective.

We could point out that the relation between the Architecture Education and Students is palpable in the process of leadership capacitating and organizational assistance that facilitated it having already a student organization and with leadership in the student base. This was facilitated by the Student Capacitating Workshop that the Dean organized with invited guests that have been exceptional student leaders in diverse historical and



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geographical moments. This workshop added to multiple meetings with the Administration, have been the main nutrients for leadership.

Another important dimension in the formation of acknowledging the diversity in the context of a global culture is exposing one to the diversity of thoughts on a regional and global level. In that sense our School has turned into the cultural hub for architecture, urbanism, and other related areas activities. This dramatically amplifies the growth environment of our student by exposing him to multiple experiences that nourish their professional capacity. An example of this is the celebration of the First International Summit, over 15 conferences, 5 forums and 8 conversatories; one unique and special activity. A Lecture Series of global relevance of thinkers and gestors of architecture and urbanism. In the planning of the events to take place in our School, it is always considered all the communicative possibilities to ample the pedagodical alternatives from a personalized grasp, collective work, design studio, conference class up to the class/workshop and technological seminars.

Another way of measuring the relation between the Architecture Education and Students is to facilitate establishing indicators of executions that reward excellence and promote work, fair competition, the detached search for knowledge and the ethical compromise with the solution of problems. To guide our academic ecosystem towards that direction we established the activity named Cosecha. Cosecha 2010 was celebrated for the first time in May 2010 at the end of the second semester. Cosecha 2010 was the first recognition of leadership, execution, and academic development values granted to architecture students by faculty and administrators. Cosecha 2010 marked history with the First Student Work Exhibit open to the academic community and general public.

I.1.3.3- Perspective III: Architectural Education and the Regulatory Environment

• Promoting Professional Diversity and Capability

The Pontifical Catholic University of Puerto Rico's School of Architecture projects graduates with the knowledge and tools necessary to become catalysts of new ideas and directions, both as individuals and professionals, and the intellectual capacity to engage strategic alliances with other professionals. 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.

These nine Experimental Units are designed to provide applicable knowledge in the fields of Architectural History and Culture, Adaptive Conservation and Preservation, Structural Framework and Assemblages, Technology and Sustainability, Landscape Building Ecology and Environment, Urban Synergies and Communities, Legal and Administrative Awareness, Development assessment and Feasibility, and Digital Representation. The Experimental Units are meant to provide the foundation for further exploration within academia (graduate and postgraduate) and professional practice. To further enhance positioning opportunities for graduates, the Program has established a system of academic Minors in each of the fields, thus providing the knowledge and skills necessary to acquire further expertise, but also to formally validate their credentials once in the professional realm and a in their search to expand their capacity to acquire additional credentials, certifications and degrees.

The School of Architecture's location within Ponce's urban center also provides exceptional access to all cultural, political, economical and social resources of the area. Within this framework, students shall be able to interact directly with other professionals in other fields, and postulate ideas, interventions, alliances and their own personal criteria on a diverse number of topics, further enhancing their development as well-rounded, adaptable professionals. It will also provide them with the opportunity to acquire practical and tangible knowledge on regulatory systems as applicable within their study environment.

In the field of regulatory development and implementation, the Legal and Administrative Awareness unit shall provide the students with a access to 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. The Experimental Unit shall also provide 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

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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.

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For our School is determinant to establish collaborative links with professional institutions that legally of as a mission civically promote architecture and/or regulate its practice. This is why from the beginning we are searching for the endorsement, support and collaboration with the Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico – CAAPPR. This has permitted constant collaboration like the participating in the School during the 2009 Architecture Week in which we contributed the invitation of the guest speaker from Mexico, Elias Cattan; the celebration of Sustainability Forum organized by the Building Technology and Sustainability Experimental Unit and the CAAPPR; Legislative and Professional Orientations by the Professional Practice Commission of the CAAPPR; and additionally the IDP initial conference to which 100% of our faculty and students assisted. We should also point out that in alliance with the CAAPPR we 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.

On February 2010 Professor Luis V. Badillo, AIA, was named as the "Educator Coordinator" of the PCUPR School of Architecture. Even though our School was at that moment on its first year, and then it was not requisite to participate in "IDP" since we had not third year students, it was an institutional decision to <u>be</u> fully integrated in the Program from the begining. As soon as he was named Prof. Badillo got in contact with National and Local IDP coordinators and took "web seminars" to become properly informed and educated on the "Program" general purpose and requisites.

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On the 9th of March we received the visit and organized a "General Orientation" presentation to all our students and faculty offered by Mr. Harry M. Falconer, Jr., AIA, NCARB (*National IDP Director*) Mr. Raul Rivera, AIA (*Puerto Rico Jurisdiction Coordinator*). On August the 6th and 7th our School sponsored and supported Prof. Badillo participation on the Chicago's "IDP Educators Coordinator Conference." On this occasion Mr. Badillo became aware of the new "Program" requisites, some of which will have to be incorporated at the beginning of this Academic Year. Upon Prof. Badillo's return from Chicago (*at the beginning of this semester*) our Dean Mr. Abel Misla and our Associate Dean Mr. Javier De Jesus held a coordination meeting to organized the implementation of the IDP Program's new requirements starting with a students and faculty orientation meetings to be coordinated during September 2010.

Another good example in the relation between Architecture Education and the Regulatory Environment is the collaboration that has been established with the Southern Region Municipalities. In Puerto Rico the immediate level of urban and land planning corresponds to the Municipality. The Municipalities through their land planning and permit offices plan and direct the evolution of the city. It is because of this that we understand the importance of collaborating in the regulatory environment of our governmental ordering system; our School has signed three Memorandums of Understanding with the Municipalities of the Region. The signed MOU are with the Municipalities of Ponce, Guayanilla and Coamo.

In searching to ample our specter of activities our School was the host of the SOMOS Convention, organization that groups the Caucus of Hispanic Legislators from the East of the United States, for the celebration of an Urban Design and Economic Development in Higher Education forum. This Forum counted with the participation of Universities Presidents, Legislators, Architects, Urbanists, Economists and Financiers. This forum served as an experience for experience sharing by actors in college urban scenarios y how these can be the economic development engines for the cities.





I.1.3.4-Perspective IV: Architectural Education and the Profession

The Multisectorial Approach as Academic Strategy In establishing a City Laboratory approach capable of producing innovative strategies, the School of Architecture proposes the implementation of Intramural Strategic Alliances. 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. 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 conditions. The objective of the Alliances is to examine these issues in an attempt to promote effective strategies and evolve ineffective ones for the benefit of our communities.

One of the biggest challenges in the establishment of a solid academic program in architectural studies is foreseen 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.

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 students pre-professional portfolios as evidence of their ability to engage real problems, establish collaborative efforts with other professionals in the field, and provide the

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groundwork for assessment once ready to immerse themselves in the real world.

On the other hand our School has established strategic alliances with local, national and international organizations in which we have representation. One of these alliances is the American Institute of Architects, Puerto Rico Chapter, who are celebrating their 2010 Convention in Ponce. Our School has offered its facilities to celebrate conferences, AIA Awards exhibit, Continued Education classes, Construction Products Exhibit, and social and networking activities. Our School is sponsoring the event in various roles, including the invitation of one of the speakers and juror for the AIA Awards. This activity will take place during the 7 and 8 of October of 2010.

A second event with professional organizations, this time in collaboration with the FCAA-Federation of Caribbean Architects Association, will take place at our School; the FCAA's 2010 Congress and Assembly. This activity is being completely sponsored by our School, coordinating the entire activities program to be celebrated from the 28 till the 30 of October of 2010. This event will involve representatives from Central America and the Caribbean, over 150 visiting architects will be attending this activity.

I.1.3.5-Perspective V: Architectural Education and the Public Good

From Port to Network: Regional Technological Strategy in the Access Era Our society finds itself immersed in a transition processes regarding the understandings of economical and cultural exchanges between countries, institutions and individuals. Capitalizing on the global aperture that offers the Port of The Americas requires an all access strategy to the principal players of the Southern Region. From the academic perspective and of a School of Architecture, this strategy shall be propelled in an innovative way, looking to establish multisectorial praxis, where the Academy, the Industry, the Government and civilian society shall collaborate in its implementation, evaluation and calibration. Pontifical Catholic University has as its goal to establish an academic paradigm that allows reaching the cultural pith undertaking the social transformation of the region, in other words, a paradigm that will take us from the Port to the Network of Global Access.

Global connections through new means of communication, social interface, and high speed technologies have transformed the interchange of much of the global population. The elevated technology tolerance makes connections and exchange feasible, which exceed the traditional physical

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limitations but imposing access restrictions. Access restrictions are only overcome if national strategies of absorption and retention technologies are instituted to assure an equilibrated social growth. In a national level, these strategies have to arise from the present strengths and potentials of the regions. On the other hand, the strategy should be attained from the regions with strategic alliances with the academic centers, turning into innovation incubators, of new knowledge, re-training and repositioning of social capital. Only then, it is assured that the economic growth that the region undergoes will be broadly captured and it will allow us to constantly re-dimension the economic growth opportunities.

In the case of the Southern Region, the Port of The Americas represents a global access technology. Even more so than to assure its maritime mercantile operation to be cost effective, that it will bring profit, better employment, added value activity and quality of life in the region; the Port of The Americas has to be employed as a tool to extend global access and the technologic, commercial and cultural retro-feeding of the Region. The technological, commercial and cultural exchange of the commercial activity cannot be posteriori and even less accidental. The Southern Region cannot bet its economic development on failed models in which internal commercial activity. It is imperative that the model is equilibrated, that it allows the global potential of the internal strengths in the same proportion that we incorporate international economic activity, specially the sustainable development of our Intellectual Assets.

The regional economic strategy should be focused towards incrementing and developing the Intellectual Assets to its maximum capacity. The Intellectual Asset is without a doubt the most valued yet intangible quarry of any society or organization. Because of this, the role of educational institutions especially universities shall be to lead efforts to assure that the Intellectual Asset is the main regional indicator that allows the measuring of the earnings of those exchanges, in that we can measure objectively our competitiveness and productivity. The Southern Region could measure its outputs from the Port of The America's technology in the Network of global economy only if it undergoes sustained levels of Intellectual Assets' growth. In accordance with Nicola Dragonetti, "a system of Capital Asset is, in itself, an intangible resource of the organization".

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Traditionally, the organizations, public or private, measure its behavior on tangible indicators such as deposits, investment and employment. This leads governments and private corporations to work towards increasing areas that allow the projection of successful indicators of their enterprise and initiatives. None the less, to measure with success the effort and output in the Network of global economy we should measure two fundamental aspects within the Intellectual Asset, in first place the Human Asset and secondly the Structural Asset.

Human Asset takes note of the intellectual competency, attitude and agility of the population of a determined organization. On the other hand, the Structural Capital sees about relations, the organizations, the renovation and the development of these organizations. Defined this way, the educational centers and universities should refocus their academic agendas in order to attend these categories programmatically and curricular wise in their institutions as a measure of retro feeding the regional technological strategy.

From the academia, Catholic University's School of Architecture considers the Structural Asset in a geographical regional scale and with an urban methodology that allows the development of integrated strategies in order to maximize the output of natural and infrastructural assets. Jointly, the School of Architecture promotes the Human Asset from a transdisciplinary platform fostering new knowledge and research that will emerge from the overlapping and intersecting of traditional disciplines.

It is a matter without precedents in the academy; Pontifical Catholic University's School of Architecture integrates the regional technological strategy centered in how to strengthen the Port of The Americas as a tool for Intellectual Asset growth through two main vectors, the territorial development of the region with an urban approach centered on economic development; and secondly, a new intellectual offering, with an innovative, multisectorial and transdisciplinary academia.

The School of Architecture of the Pontifical Catholic University has developed strategic alliances with the principal organizations involved in the socio-economic laboring of the Southern Region such as the Southern Chamber of Commerce, DISUR-Integral Development of the South and the Municipalities of the Region. A way of highlighting the collaboration with these organizations, is for example the joined writing and submittal that the





School of Architecture and DISUR for the Housing and Urban Department – HUD- Sustainable Communities and Regional Planning entry, submitted this past August. In this proposal we are dedicating 40% of the in-kind contributions needed for the presentation of the proposal. The Urban Scapes and Communities Experimental Unit and its director, architect Roberto Alsina Miranda, was in charge of the redaction of the proposal in representation of our School. This proposal requested a total of 5 million to implement a regional planning process for the Southern Region and our School will be the leader entity in this process with its urbanistic expertise, experience in planning and technological capability

I.1.4 Long Range Planning

I.1.4.1-Integral Strategic 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

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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

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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.

1.1.5 Self Assessment Procedures

I.1.5.1 School's Self-Assessment Process

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)

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- 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).

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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 inclusional 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

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- 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

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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 selfassessment 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

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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 characterize 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. 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

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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

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- 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 Departmetal 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

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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.

Part One (I): Section 2 – Resources

I.2.1 Human Resources

I.2.1.1-Promoting the Interdisciplinary Dialogue and the Multisectorial Knowledge

Interdisciplinary dialogue and the multisectorial knowledge are the conceptual base provided for the curricular ecosystem of the Puerto Rico Pontifical Catholic University's School of Architecture. As a City Laboratory in which diversity and complexity are considered that architecture and urbanism faces in actuality, the School offers an academic integration of diverse branches of knowledge that impinge on design and planning. This innovative program is the alternative to the weathered academic models that bases their offer on the disciplinary separations and ruptures. It is an offer of combining and associating to equip our graduate with the most complete education, which will reflect in greater possibilities for social contributions and bettering of our cities and territories. For the achievement of this goal, the School has presented an avant-garde project with a progressive offering, paralleled with the best institutions globally.

The Architecture School's curricular offer is subdivided in nine independent units of operation but, closely related and in collaboration amongst them and with the administration of the program. Each Experimental Unit will provide the ideal platform to promote the discussion and the critical analysis of the architectural postures presented on each course. Also, each organism will be integrated to one of the existing Schools of the institution, developing even more the interdisciplinary character of the program. This way, we will not only make feasible the School's

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offering, but the institution's in general and its programs in Visual Arts, History, Mathematics, Environmental Science, Biology, Social Science, Law and Business Administration. The pragmatic fundamentals for these interdepartmental relationships will be structured in such way, that the most efficient model of action can be offered with the purpose of providing the greatest benefit to the entire student body.

For these reasons, professionals with thorough practice and sway of the themes in question have been required for each of these Units. Experts that serve the School as links to the concepts and new progressive tendencies exposed on the workforce environment that graduates will face. This way, the prompt transition from the academy to the professional environment will be promoted, and a New Architect and Urbanist will emerge from this program with skills in performance with the contemporary society. Also, each student is provided with the necessary guidance to obtain a clear definition of each field of specialty. Each member of the faculty, associated with one or more Units, will develop the necessary efforts to pose solutions pertinent to the reality of implementation of its specialty in the actuality. The repercussions of its work and the product developed at the School will serve as catalyst in the creation of a new intellectual asset for our region, one with possibilities of exploration in architectural and urban aspects.

The program promotes that each faculty and/or administrative member will be a visionary entrepreneur with the capacity of questioning and repositioning the teaching canons preestablished by the profession. Also, we will urge them to provide expansive recommendations regarding each one of the courses offered, it be Design Studios, Seminars or Elective Courses. Also, we will promote that their voices be heard through an active participation in the critical analysis of the developed projects and in the participation as jurors in the academic field. On the other hand, each professor will present lectures, forums and conferences, with the effort of enriching the themes appertaining to their specialty. This way, knowledge will be broadened in favor of the students and also professionals who seek knowledge renewal through continuum education.

Through sustained monthly meetings with the Dean of the School of Architecture, the faculty will contribute in the outlining and discussing of the Unit's mission and vision, also delineating the steps to follow in order to achieve the projected goals. Also, they will discuss the academic progress and its interdisciplinary contributions fundamentals for the program. Lastly, they will support the production of an annual publication that openly exposes the mission and the Experimental Unit's achieved goals, one capable revolutionizing the profession and instilling a unique level of sophistication in the teaching of architecture in Puerto Rico and on a global scale.

I.2.1.2- Faculty and Staff

- Faculty and Staff Resumes(See Appendix 2)
- Faculty Matrix

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Appendix X - Matrix for Faculty Credentials

		YR1	/ SEMES	TER 1	YEAR 1 / SEMESTER 2								YEAR 2 / SEMESTER 1									
FACULTY MEMBER	EXPERTISE & EXPERIENCE	ARAD 101	ARAR 101	ARHT 101	ARAD 102	ARAR 102	ARAC 101	ARAD 101	ARAR 101	ARHT 101	ARAR 404	ARAD 201	ARAR 201	ARHT 201	ARAD 102	ARAR 102	ARST 101	ARAD 101	ARAR 101	ARAC 101	ARHT 101	
Algaze, Cristina		1								11				10				11				
Alsina, Roberto	M.Arch - Expertise in Urban Planning and Design; former Director of the San Juan Urban Development Office	1						10										T		1		
Ayala, Luis	M.Arch - Expertise in Architectural Design, Development and Management - Pres. of Luis Ayala Rubio Architects.																-					
Badillo, Luis	M.Arch - Expertise in Building Technology and Sustainability-Partner at Mendez,Brunner & Badillo							1	-	È.								2				
Baez, Emmanuel	B.Arch - Expertise in Digital Representation and Documentation																	B				
Bardina, Magda	BED - Expertise is Historic Preservation and Conservation				1							1.										
Camaño, Luis	B.Arch - Experience in Non Standard Architecture - Paris, France																					
Castro, Alejandro									T									1				
Cebollero, Juan	M.Arch - Experience in Architectural design, project management and sutainability - LEED certified.																					
Coronas, Mariano	M.Arch - Expertise in Architectural History and Historical Preservation.																		1			
Dueño, Alberto	Expertise in Digital Representation and 3D Design - Barcelona, Spain.																					
Dueño, José	Expertise in Digital Representation and 3D Design - Barcelona, Spain.																					
Emmanuelli, Juan	M.Arch - Experience in Design of Healthcare Facilities and Industrial Applications.				1						1		'n			1						
Ferrer, Pilarin	M.Arch - Expertise in architectural & interior design; former President and Director of AIA Puerto Rico chapter.									E			4					1				
Flores, Maria	M.Arch - Experience In Architectural Design, International Relations - fluent in Italian.								1													
Garcia, Jesús	B.Arch - Experience in Architectural Design, Permitting and Project management-Partner at Visura,CSP.																					
Garcia, Roberto	BED - Expertise is Historic Preservation and Conservation - Partner at Atelier 66, CSP Design Firm.																					
Garcia, Vladimir	M.Arch - Experience in Architectural & Industrial Design and Fabrication.							1														

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Appendix X - Matrix for Faculty Credentials

		YR1	/ SEMES	TER 1	YEAR 1 / SEMESTER 2								YEAR 2 / SEMESTER 1									
FACULTY MEMBER	EXPERTISE & EXPERIENCE	ARAD 101	ARAR 101	ARHT 101	ARAD 102	ARAR 102	ARAC 101	ARAD 101	ARAR 101	ARHT 101	ARAR 404	ARAD 201	ARAR 201	ARHT 201	ARAD 102	ARAR 102	ARST 101	ARAD 101	ARAR 101	ARAC 101	ARHT 101	
Hernandez, Mayda																						
Hernandez, Milimar	M.Arch - Research in the exploration of movement and Sustainable Vernacular Architecture.								17													
Jimenez, Adolfo	M.Arch - Expertise in Digital Representation, Documentation, Scripting and 3D Design.				11																	
Matos, Ricardo	M.Arch - Experience in Project Development and Digital Representation.	-																				
Melendez, Norberto	B.Arch - Experience in 3D Architectural Design and Representation.																					
Miranda, Ricardo	M.Arch - Experience in Historic Preservation/Conservation, Cartography and Digital Documentation.						-															
Morales, Anwar	MLA - Experience in Landscape design and digital representation.																					
Muñoz, José	B.Arch - Experience in Architectural Design and Urban Planning; former Director												1				- 1					
Olmeda, Javier	MA in Digital Fabrication. Expertise in 3D representation, scripting and fabrication - Barcelona, Spain.							1								51						
Orozco, Tamara	B.LA - Expertise in Landscape Architecture and Behavioral Patterns.							1														
Pagán, José	M.Arch - Expertise in Design and Restoration of Architectonic Structures - Barcelona, Spain.																					
Perez, Ivan	M.Arch - Expertise in Digital Representation and 3D design.																					
Planet, Pablo	BS.Eng, M.Arch,PhD Hist - Expertise in Architectural History and Structures - Barcelona and Valencia, Spain.																					
Ramos, Jesuan	B.Arch - Experience in Graphic Design and Digital Representation.																1			1		
Ramos, Luis	M.Arch - Expertise in Digital Representation and 3D design.																	1				
Ramos, Oscar	B.Arch - Expertise in Digital Representation; Design Research "Life Belt Transitional Housing System".									111												
Rivera, Josue	B.Arch - Experience in Architectural Design and Management - Partner at OBRA Design.																					
Rosario, Pedro	B.Arch - Experience in Architectural, Documentation and Management.																					

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Appendix X - Matrix for Faculty Credentials

		YR 1 / SEMESTER 1			YEAR 1 / SEMESTER 2								YEAR 2 / SEMESTER 1											
FACULTY MEMBER	EXPERTISE & EXPERIENCE	ARAD 101	ARAR 101	ARHT 101	ARAD 102	ARAR 102	ARAC 101	ARAD 101	ARAR 101	ARHT 101	ARAR 404	ARAD 201	ARAR 201	ARHT 201	ARAD 102	ARAR 102	ARST 101	ARAD 101	ARAR 101	ARAC 101	ARHT 101			
Saldaña, Ligia	B.Arch - Experience in Architectural Design and Historic Preservation.																							
Santiago, Alejandro	B.Arch - Experience in Architectural Design and Historic Preservation (1999-2000 ACSA "Nomad Dwellings").																							
Santiago, Juan	M.Arch - Expertise in Architectural Design and Urban Planning; Director at											1			-									
Urbain, Patrick	M.Arch - Expertise in Urban Planning; former Director of Territorial Planning for Municipio de Ponce.						21	1						1.00										
Vazquez, Ernesto	M.Arch - Expertise in Digital Representation; Design Research in France and Spain.																							
Zeno, Lissette	M.Arch - Certificate in Patrimonial Studies (Corse,France) and Green Expo for Solar House, UPR,						-11	2				_								1				

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Faculty Resumes and Credentials

Name: Abel E. Misla Villalba, CAAPR, AIA Associate, CCSPR, ACH

Courses (prospective):

ARAD 402 Contextual Design Studios II-Urban Scapes and Communities ARAD 502 Developmental Design Studios II-Development Assessment and Feasibility **Educational Credentials:** B. Arch., Louisiana State University, 1997 Post Graduate Studies in Venice, Catalunya, York and Harvard University, 1998 M. Arch., Columbia University, 1999 **Teaching Experience:** Design Professor, Polytechnic University of Puerto Rico, 1999-2003 Design Professor, University of Puerto Rico, 2004-2008 Dean, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:** Vice president of Investment, Design and Strategic Planning, All Engineering Services Corporation, 2004-present President, ANIMA Inc., 2005-present **Registration:** Puerto Rico Selected Publications and Recent Research: Cronomorphology, 2003 "Tiempos ÉPICOS, Entorno, 2006 Caribbean Business, 2006 "Eight under 40", Arg.i.tec, 2007 Planos y Capacetes, 2009 Transgrediendo la Convencionalidad, Arq.i.tec, 2009 **Professional Memberships:** Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico The American Institute of Architects Cámara de Comercio del Sur de Puerto Rico Asociación de Constructores de Hogares de Puerto Rico

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Name: Alberto J. Dueño Jordan

Courses:

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

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 CUIDAD DE MEXICO, MEXICO 2009

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Alejandro Castro Muñoz, AIT

Courses:

ARAD 101 Architectural Design Fundamentals I

Educational Credentials:

BA, Environmental Design Bachelor Degree, School of Architecture, University of Puerto Rico, 2004 M-Arch Architecture Master's Degree, School of Architecture, University of Puerto Rico, 2008

Teaching Experience:

Professor, School Technical Studies, Turabo University, 2009

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present **Professional Experience:**

Adaptable Paths , Junior Designer, Team Leader, Project Manager, Planner and Strategist, 2010. San Juan, Puerto Rico.

Arquitectura ELS, PSC, Junior Designer, Draftsmen, Design Development, Web Design Assistant, 2006. Carolina, Puerto Rico.

Miguel Calzada Arquitectos, Junior Designer, Draftsmen, Design Development and Representation, 2005. San Juan, Puerto Rico.

Construction/Project Management, Borinquen St. Multi-Unit Residence Renovation Project Manager, 2006. Rio Piedras, Puerto Rico.

Fernando Calder St. Office Renovation, Design Development, Construction/Project Manager 2006. Hato Rey, Puerto Rico.

Lily's Chocolatier / Design Development, Construction/Commercial , Project Manager, 2007. Isla Verde, Puerto Rico.

Lily's Chocolatier / Commercial, Design Development, Construction/Project Manager, 2009. Condado, Puerto Rico.

Real Estate Management, Residential Properties, 2010. San Juan, Puerto Rico.

Registration:

Puerto Rico

Selected Publications and Recent Research:

Port-Eco, Portuary Ecosystem, Academic-Design Research.

La Coal, Vision of a Fishermens Cove, Academic-Design Research. Design-Research.

Coamo, Strategic Urban Planning. Design-Research.

Sanos, Ruta Vida Activa, Strategic Urban Planning. Design-Research.

Urban Gardens, Industrial Abandonned Sites Intervention. Design-Research.

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico. CAAPPR. Active member of the Architects in Training Comission, CAAPPR.

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Name: Emmanuel Báez Rivera, AIT

Courses Taught:

ARAR 101 Diagramming and Representation Techniques
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
ENTE 346 Building Construction Specifications, Caribbean University
EMATE 346 Building Construction Specifications, Caribbean University
EMATE 346 Building Construction Specifications, Caribbean University
Educational Credentials:
Associate Degree in Architecture Draftsman, University of Puerto Rico, 1997
Associate Degree in Civil Engineering, University of Puerto Rico, 1997
B. Arch, Polytechnic University of Puerto Rico, 2006
Teaching Experience:
Professor, Caribbean University, 2006-present
Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

C & H Systems, Inc., Ponce, Puerto Rico, 1996-1998

LPAgroup, Ponce, Puerto Rico, 2001-2008

Licenses/Registration:

Puerto Rico

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Ernesto L. Vázquez González

Courses:

ARAR 101 Architectural Design Fundamentals I **Educational Credentials:** MA, Architecture Master Degree, University of Puerto Rico, 2009 Universita di Corsica Pacualle Paoli, Corse. France. 2008 BA, Environmental Design Bachelor Degree, University of Puerto Rico, 2007 Escuela Técnica Superior de Arquitectura [ETSA] of Seville, Spain 2005-2006

Teaching Experience:

Teacher Assistant, School of Architecture, University of Puerto Rico. Rio Piedras Campus. Rio Piedras, Puerto Rico 2005-2006

Professional Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico Ponce, Puerto Rico. 2010-present

Architect in Training, Adaptable Paths Inc.

Santurce, Puerto Rico, 2010

Law Firm Erik A. Rosado Pérez,

San Juan, Puerto Rico, 2009-2010

Architectural Model Maker & Props. Inc.

San Juan, Puerto Rico, 2006

Teacher Assistant, School of Architecture, University of Puerto Rico. Rio Piedras Campus Rio Piedras, Puerto Rico. 2005-2006

Registration:

Puerto Rico

Selected Publications and Recent Research:

Dialogues between Green and City, Thesis 2009

Documentation of Corse Houses. Corse, France. 2008

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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NAAB – APR September, 2010





Name: Francisco J Santiago Sáez

Courses:

N/A

Educational Credentials:

BA, Computer Science Bachelor Degree, Universidad Interamericana de Puerto Rico Ponce Campus, 2008

Teaching Experience: N/A Professional Experience: Audiovisual Department Assistant (Temporary), Centro de Acceso a la Información (CAI), Universidad Interamericana de Puerto Rico Ponce Campus, March-May 2009.

Auxiliary Librarian (Temporary), Centro de Acceso a la Información (CAI), Universidad Interamericana de Puerto Rico Ponce Campus, March-May 2009.

Auxiliary Librarian CARIBET Library, Pontifical Catholic University of Puerto Rico, Ponce, Puerto Rico, 2009-present

Registration: Puerto Rico Selected Publications and Recent Research: N/A Professional Memberships N/A

Antiguo Edificio Forteza Centro Histórico de Ponce 9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655

September, 2010

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Name: Javier de Jesús Martínez, CAAPPR

Courses (prospective):

ARAD 402 Contextual Design Studios II – Urban Scapes and Communities ARAD 502 Developmental Design Studios II – Development Assessment and Feasibility 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:

Principal and Founding Member Adaptable Paths Strategies-Investment-Resources 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

Licenses/Registration:

Puerto Rico

Awards:

AIA Honor Award 2001 (IN)FormA Architecture Magazine

Honor Award Puerto Rico Architecture Biennal 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

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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

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September, 2010

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Name: Jose R. Pagan Pares

Courses:

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

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 Martinez Martín Arquitecta, Barcelona, Spain, 2004-2008

Project Architect- Fuster+Partners Architects, PSC, San Juan, PR, 2009-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

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10 March 10 March 10





Name: Juan R. Emmanuelli Benvenutti

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

Educational Credentials:

BS Civil Engineering – University of Puerto Rico, Mayaguez, 1991 (degree not completed) BS Architectural Studies – University of Wisconsin, Milwaukee, 1996

M.Arch– University of Wisconsin, Milwaukee, 1999

Teaching Experience:

Current Academic Load

Professional Experience:

Director of Operations-PCUPR School of Architecture 2009-Present

Designer- CMA Architects and Engineers (Guaynabo, Puerto Rico) 2007-2008

Designer- AESC/Anima (Ponce, Puerto Rico) 2005-2007

Designer- Marmon Mok, LLP (San Antonio, Texas) 2001-2005

Designer- Kahler Slater Architects (Milwaukee, Wisconsin) 1999-2001

Licenses/Registration:

Registered (Texas Board of Architectural Examiners)

Professional Memberships:

TBAE







Name: Juan Carlos Santiago Colón, CAAPPR

Courses (*prospective):

ARHT 101 Architectural History 1- Ancient to Gothic

ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization* Educational Credentials:

96 Credits (3.92 Average) - Business Administration, Univ. of Puerto Rico, 1989 Bachelor in Environmental Design, Univ. of Puerto Rico, Rio Piedras, Magna Cum Laude 1993 Masters in Architecture, University of Puerto Rico, Río Piedras, 1996

Professional Experience:

Consultant, Historic District, Municipality of Ponce, Ponce, 1996-2000 *Part-Time Professor, University of Puerto Rico,* Ponce, Puerto Rico, *1998-2002* Part-Time Professor, Interamericana University, Guayama, Puerto Rico, 1999-2001 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 for "La Playa" Area and Hostos Avenue, Ponce, Puerto Rico 2008 Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Juanita Peña Nicolau,

Courses: N/A

Educational Credentials:

MSL, Master Sciences in Librarianship. University of Puerto Rico, Rio Piedras, P.R., 1984 **MSA**, Master Science of Art, concentration in Educational Administration and Supervision, Phoenix University, Rio Piedras, P.R., 1992.

B.A, Bachelor of Arts, concentration in Education, Inter American University , San German P.R. 1970. **Certificate in Elementary Education-** Inter American University , San German P.R, 1966.

Teaching Experience:

Professor, Inter American University of Puerto Rico, 1992-1996.

Professional Experience:

Library Director, School of Architecture, PUCPR, Ponce, P.R. 2009 to Present

Librarian Supervisor-Education Department Ponce Regional Offices, Education Department, Ponce, P.R.

Teaching in Public Elementary Schools- Education Department, Ponce, P.R.

Head of External Resources, Ponce Regional Offices, Education Department, Ponce, P.R.

Professional Memberships:

ABESPRI- Asociación de Bibliotecarios Escolares de Puerto Rico

ASEGRABCI – Asociación de Egresados de la Escuela Graduada de Tecnología y Ciencias de la Información

REFORMA-Capítulo de P.R. – National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.

ACURIL- Association of Caribbean University, Research and Institutional Libraries.

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Name: Ligia Saldaña Martorell

Courses (*prospective):

ARHT 101 Architectural History 1- Ancient to Gothic ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization* ARAC 101 Fundamentals of Historic Preservation and Conservation* **Educational Credentials** Bachelor's Degree in Architecture, Cornell University, Ithaca, NY, 1993 Cornell in Rome Program, Rome, Italy, Fall 1991 Ford-Mellon Research Fellowship Award Recipient-UCLA- Summer 1992 **Professional Experience** Intern, Arce & Rigau Architects Intern, Milton Ruiz and Associates Architects Intern, Montilla & Latimer Architects Intern, Arturo Garcia Architects Teacher's Assistant, School of Architecture, Polytechnic University Licensed Architect, Garcia & Joglar Architects Licensed Architect, Atelier 66, CSP Licenses /Registration Puerto Rico License **Professional Memberships** Colegio de Arquitectos y Arquitectos Paisajistas de PR (CAAPPR)

American Institute of Architects

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Name: Luis Ayala Rubio

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

Educational Credentials:

B. Arch, Tulane University School of Architecture – New Orleans, Louisiana, 1993

M. Arch., Tulane University School of Architecture - New Orleans, Louisiana, 2004

Teaching Experience:

Summer Design Studio Teaching Assistant, Tulane University School of Architecture, 1993 **Professional Experience:**

Architect In Training, José Ramírez, AIA – San Juan, Puerto Rico, 1991

Architect In Training, Architectural Devices – New Orleans, Louisiana, 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

Artwork Exhibitions:

Holiday Group Show – Hall & Barnett Gallery New Orleans, LA, 1990 Season Opening Group Show – Hall & Barnett Gallery, New Orleans, LA, 1990 Tres Expresiones, Colectiva de Obras – Galeria Trinitaria, Ponce, PR, 2006 **Professional Memberships:**

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR) United States Green Building Council (USGBC)

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Name: Luis V. Badillo, AIA, CAAPPR

Courses Taught:

Advanced Course in Management and Professional Practice, UPR 4th Year Advanced Design Course, UPR 5th Year Career Cap-Stone Design Course, UPR **Educational Credentials:** Bachelor of Environmental Design, School of Architecture, University of Puerto Rico, 1981 Master Degree in Architecture, School of Architecture, University of Puerto Rico, 1983 **Teaching Experience:** Advanced Level Courses Faculty -School of Architecture - Polytechnic Univ. of Puerto Rico Professional Experience: Principal, Méndez Brunner Badillo Architects & Engineers Licenses/Registration: Puerto Rico Selected Publications and Recent Research: More than 10 articles regarding architectural subjects in local general circulation newspapers. Mr. Badillo has also been invited to participate as a speaker in several professional forums in Florida, Costa Rica, Guatemala and Panama.

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

American Institute of Architects

National Trust for Historic Preservation

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September, 2010



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Name: Luis Camaño, CAAPPR

Courses Taught:

ARAR 101 Diagramming and Representation Techniques **Education Credentials:** B.Arch., SCI-Arc (Southern California Institute of Architecture), 2004 SCI-ARC studies abroad program, i2A instituto internazionale di archittectura, Switzerland **Teaching Experience:** Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:** Architect assistant, Urban Department City of San Juan, Puerto Rico, 1998-2002 Intern, Studio Jakob + MacFarlane, Paris, France, 2004 Project Designer, Bonnín Orozco Arquitectos, 2004-present Licenses/Registration: Puerto Rico **Recent Research:** Design Team, KOL/MAC exhibition of Non Standard Architecture, Paris, France, 2004 **Professional Memberships:** Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Luis Daniel Muñiz Martínez, Esq.

Courses (prospective):

ARLA 101 Introduction to Law, Contracts and Professional Liability

ARLA 201 General Real Estate, and Administrative Law Principles

Educational Credentials

BS Chemistry, B.A. Minor, University of Puerto Rico, Mayagüez, 1996

Juris Doctor, Pontifical Catholic University of Puerto Rico, Summa Cum Laude, 2001

Professional Experience

Intern, Economic Development Bank for Puerto Rico

Intern, Commission for the Revision of the Puerto Rico Civil Code

Intern, U.S. District Court for the District of Puerto Rico, Magistrate Judge Delgado

Intern, Environmental Protection Agency, Washington, D.C. Headquarters

Intern, Environmental Protection Agency, Caribbean Office

Attorney, McConnel Valdés Law Firm

Vice President, Hotel Development Corporation

Deputy Executive Director, Puerto Rico Tourism Company, Planning, Financial Incentives and Hospitality Development

Advisor to the Governor of Puerto Rico, Infrastructure, Urbanism and Environment

Member, Board of Admissions for the Puerto Rico Bar

Attorney, Maymí, Rivera & Rotger, P.S.C.

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

El Delito de Fuga vis a vis el Principio de Legalidad: Tienen los tribunales las manos atadas. Published on 40 Rev. Der. P.R. 1-2

Professional Memberships

Puerto Rico Bar Association American Bar Association

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September, 2010





Name: Lyzette Marie Zeno Cortes, LAIT

Courses:

ARAR 102 Architectural Design Fundamentals II Educational Credentials: MA, Architecture Master Degree, University of Puerto Rico, 2010 BA, Environmental Design Bachelor Degree, University of Puerto Rico, 2008 Teaching Experience: Professional Experience: Architect In training, Adaptable Paths Junior Designer and Team Captain Assistant, "Arquitectura ELS", Carolina, Puerto Rico, 2008 Intern, "RAY architects and engineers", San Juan, Puerto Rico, 2006 Registration: Puerto Rico



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Name: Mariano G. Coronas Castro

Courses Taught

ARHT 101 Architectural History I - Ancient to Baroque

ARHT 201 Architectural History II - Neoclassicism to Contemporary Western Civilization*

ARHT 301 Architectural History III – Latin American and Puerto Rican Architecture*

ARAC 101 Fundamentals of Historic Preservation and Conservation*

Educational Credentials:

Bachelor in Environmental Design., School of Architecture, University of Puerto Rico, 1978 Master's Degree in Architecture, School of Architecture, University of Puerto Rico, 1980

Teaching Experience:

Professor, Universidad Interamericana, San Germán Campus, Puerto Rico, 1994-1995 Professor, Universidad del Turabo, Isabela Campus, Puerro Rico, present

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

Professional Experience:

Commonwealth State Historic Preservation Officer, 1984-1992

Advisor to the Mayor of the Municipality of Carolina in Urban Planning, Architecture and Historic Preservation, 1992

Advisor of the Mayor of the Municipality of Mayagüez in Urban Planning, Architecture and Historic Preservation, 1993-2000

Advisor of the Mayor of the Municipality of Río Grande in Urban Planning, Architecture and Historic Preservation, 2004-2008

President, Office of Urban Planning and Architecture, Taller de Urbanismo y Arquitectura, 2000present

Licenses/Registrations:

Puerto Rico

Selected Publications and Recent Research:

Editor/Director, quarterly *Patrimonio Bulletin*, State Historic Preservation Office, 1990-1992 **Professional Memberships:**

Sociedad Puertorriqueña de Planificadores, San Juan, Puerto Rico, License Number 475

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Name: Magda Bardina García, AIA, CAAPPR

Courses (*prospective):

ARAC 101 Fundamentals of Historic Preservation and Conservation
ARAD 202 Analytical Design Studio I: Adaptive Conservation and Preservation*
ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems*
ARAC 301 Conservation Planning Strategies and Policies*
Educational Credentials:
Participant, Preservation Institute of the Caribbean, University of Florida/Interamerican
University, San Germán, P.R., 1983
Bachelor in Environmental Design, University of Puerto Rico, Rio Piedras, 1983
Participant, UNESCO Workshop and Course on Monument, Techniques: Roofing, Carpentry and Masonry, National University of Haiti, 1984

Masters in Architecture, University of Puerto Rico, Río Piedras, 1989

Professional Experience:

Designer/Historic Preservation Consultant, Conservation Trust of Puerto Rico, 1986-1989 Consultant, Historic District Ponce Region, Puerto Rico Cultural Institute, 1988-1990 Director, Historic District, Puerto Rico Cultural Institute, Ponce, 1990-1992 Director, Historic District, Municipality of Ponce, Puerto Rico, 1992-1998

Urban Development Office Consultant, Municipality of San Juan, Puerto Rico, 1998-2001

President, Atelier 66, CSP, Ponce, Puerto Rico, 2003-present

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

The Revitalization of the Historic Center of Ponce: Reuniting with their Natural Environment, International Symposium on Conservation of Monuments, Mexico, 1991

Heritage and Tourism, International Symposium on Conservation of Monuments, Mexico, 1993

Cities at Risk ,International Symposium on Conservation of Monuments, Mexico, 1994 **Professional Memberships:**

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 12944 American Institute of Architects, Member 30317274

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Name: Oscar M. Ramos Rodriguez

Courses: ARAD 102 **Educational Credentials:** BA, Architecture Bachelor Degree, Polytechnic University of Puerto Rico, 2009 **Teaching Experience:** Professor, School of Design, Turabo University of Puerto Rico, 2009-2010 **Professional Experience:** Partner, Head of Hardware, LAB: Lab de artes binarios. Santurce June 2010-present Professor, Universidad del Turabo. Gurabo, Puerto Rico, august 2009-2010 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 Designer/Draftsman, Jorge del Río Architects, San Juan, Puerto Rico, 2002 - 2004 Draftsman/Model Maker, Jorge Rigau FAIA, San Juan, Puerto Rico, 2001 - 2002 Draftsman/Model Maker, Jaime Suárez, San Juan, Puerto Rico, 1999 - 2000 **Registration:** Puerto Rico Selected Publications and Recent Research: Life Belt Transitional Housing System, Academic-Design Research

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Name: Pablo R. Planet Arrocha, PhD

Courses Taught:

ARHT 101 Architectural History I: Ancient to Baroque ARAD 201 Analytical Design Studio I: Architectural History and Culture* ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization* ARHT 301 Architectural History III: Latin American and Puerto Rico* **Educational Credentials:** BS Eng., University of Barcelona, 1972 BA and MA Arch., University of Barcelona, 1977 MA. Hist., Centro de Estudios Avanzados de Puerto Rico y el Caribe, 1993 PhD Hist. Arch., University of Sevilla, 2000 **Teaching Experience:** Associate Professor, Universidad del Turabo, Puerto Rico, 1987-1998 Associate Professor, Universidad Interamericana, Puerto Rico 2000-2009 Associate Professor, Universidad del Este, Puerto Rico, 2001-2009 Professor, Caribbean University, Puerto Rico, 2002-2009 Professor, Pontifical Catholic University of Puerto Rico, 2009 **Professional Experience:** Project Civil Engineer, Hidroeléctrica de Cataluña, Barcelona 1965-1976 Project Architect, Planet Project, Barcelona and Valencia, Spain 1977-1979 Project Architect, Planet Project, Punto Fijo, Venezuela, 1979-1981 Project Architect and Urban Planning, Municipality of Caguas, 1991-1997 License/Registration: Barcelona and Valencia, Spain Selected Publications and Recent Research: Newspaper publications, El Nuevo Día, La Noticia, and La Opinion, 1991-present Patrimonio Ciudad, Inc., 1991-present Institutional Review Board (IRB), 2008-present **Professional Memberships:** SAI – Sociedad de Administradores de Investigación de PR, Inc.

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Name: Pedro A. Rosario

Courses Taught (Two academic years prior to current visit)

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:

Professor, Pontifical Catholic University of Puerto Rico, 2010

Academic Administration Experience:

Special Projects Coordinator, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010 Director of Bachelor Program, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Professional Experience:

Designer, All Engineering Services Corporation, 2006-2007 Designer, ANIMA, Inc., 2007 Supervisor, ANIMA, Inc., 2008 Consulting editor, ANIMA, Inc., 2009 Consulting editor, Misla Villalba PSC – Engineers, Architects, Planners and Developers, 2010

Selected Publications and Recent Research:

Questions 7, 37, 98, and 100, 100 preguntas que nos hemos hecho sobre Puerto Rico en la Nueva Escuela de Arquitectura de la Universidad Politécnica de Puerto Rico (100 questions established about Puerto Rico in the New School of Architecture of the Politechnic University of Puerto Rico), 2005

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 (School of Architecture, PCUPR), Middle States Commission on Higher Education, 2009

Plan for Achieving Initial Accreditation (School of Architecture, PCUPR), National Architectural Accrediting Board, 2009

September, 2010

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Name: Pilarín Ferrer Viscasillas AIA, CAAPPR

Courses:

ARST 101 Materials and Methods

Educational Credentials:

Master Degree in Architecture – School of Architecture University of Puerto Rico - 1988 Bachelor Degree in Environmental Design – School of Architecture University of Puerto Rico - 1985 Two years of History of Art and Architecture History – McGill University, Montreal, Canada - 1979-1981

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Professional Experience:

Interior Planner at Simon Drury Ltd. From 1988 - 1992 Architect and Interior Planner at Méndez, Brunner, Badillo & Associate, 1992 until present

Registration:

Puerto Rico Professional License # 10476

Selected Publications and Recent Research:

Nowhere to Run (article) Florida/Caribbean Architect AIA MagazineSummer2006Una Revolución Pacífica (collaboration in article) La Vanguardia Newspaper, Spain,2008Lo que me llevé de La Habana, (article) El Nuevo Dia Newspaper, PR,December2009De Arquitectura, tragedia y Pasiones (article) El Nuevo Dia Newspaper, PR, February,2010Invited Speaker at APT World Forum,San Juan, PR2007Invited Speaker at AIA Florida Caribbean Convention, Boca Raton,Florida2008Invited Speaker at FCAA Caribbean Architecture Biennale,Havana, Cuba,2009

Professional Memberships

Member CAAPPR Liason Committee 2009 Puerto Rico AIA Chapter Past- President 2007 Puerto Rico AIA Chapter President 2006 Puerto Rico AIA Chapter President-Elect 2005 Puerto Rico AIA Chapter One-Year Director 2004 Puerto Rico AIA Chapter One-Year Director 2003 Honorable Mention, 2002 AIA Puerto Rico Chapter Honor Awards

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Name: Ricardo E. Matos López

Courses Taught: ARAR 101 Diagramming and Representation Techniques Education Credentials: B. Liberal Arts, Pontifical Catholic University of Puerto Rico, 2003 M. Arch., Florida International University, 2009 Teaching Experience: Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present Professional Experience: Intern, Mora Development, Inc., San Juan, Puerto Rico, 2001-2005 Designer, JLI Design Associates, Inc., Coto Laurel, Puerto Rico, 2008 Architectural Designer, JLI Design Associates, Inc., Coto Laurel, Puerto Rico, 2009-present Registration: Puerto Rico

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NAAB – APR September, 2010





Name: Ricardo Miranda, MA, CAAPPR

Couses Taught:

ARAR 101 Diagramming and Representation Techniques

Educational Credentials:

B. Environmental Design, University of Puerto Rico, Río Piedras, Cum Laude, 1988

M.Arch., University of Puerto Rico, Río Piedras, 1996

Course in Management of Human Resources, University of Puerto Rico, Bayamón, 1998

Teaching Experience:

Restoration Workshop Coordinator, State Historic Preservation Office, Programa de Escuelas-Taller, 1991-1994

Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Supervisor, Cartography and Digital Services, Urban Planning Office, Autonomous Municipality of Ponce, 2001-2004

Director, Community Development Department, Autonomous Municipality of Ponce, 2004-2005 Architect, Designer, Digital Modeling and Presentations, Atelier 66 CSP, 2005-present

Registration:

Puerto Rico

Selected Publications and Recent Research:

Special Achievement Award in GIS, Delegate International Conference for ESRI, 2004 Rehabilitación de viviendas, Playa de Ponce, Mention of Honor, Puerto Rico chapter AIA Bienal Under Constructed Projects, 2001

Housing Rehabilitation, la Playa de Ponce, Florida/Caribbean Architect Magazine American Institute of Architects Magazine, 2002

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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September, 2010





Name: Roberto García Soto, AIA Associate, CAAPPR

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II*

ARAD 202 Analytical Design Studio I: Adaptive Conservation and Preservation*

Educational Credentials:

Participant, Preservation Institute of the Caribbean, University of Florida/Interamerican University, San Germán, P.R., 1983

Bachelor in Environmental Design, University of Puerto Rico, Rio Piedras, 1983

Participant, UNESCO Workshop and Course on Monument, Techniques: Roofing, Carpentry and Masonry, National University of Haiti, 1984

Masters in Architecture, University of Puerto Rico, Río Piedras, 1989

Teaching Experience:

Design Professor, School of Architecture, Polytechnic University of Puerto Rico, 1998-2009 Professor, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Designer, Beatriz del Cueto AIA Architects & Historic Preservation Consultants, Guaynabo, Puerto Rico, 1988.

Project Manager, Historic Properties of the Conservation Trust of Puerto Rico, 1989 Project Manager and Historic Preservation Consultant, ESCO Group, 1991-present Designer Architect and Historic Preservation Consultant, Axel Bonilla Cortes, Engineer, Ponce, Puerto Rico, 1995

Historic Preservation Consultant, Puerto Rican Institute of Culture, Ponce, 1998-1999 President, Anastylosis Inc., 2000-present

Design & Historic Preservation Consultant, Atelier Arquitectura y Urbanismo, 2001-present **Registration:**

Puerto Rico

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 13098 American Institute of Architects, Member 30419856

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Name: Tamara Orozco Rebozo, LAIT

Courses):

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II

Educational Credentials:

BLA, Landscape Architecture Bachelor Degree, Louisiana State University, 2001

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:**

Intern, PL Design Planning and Landscape Architecture, Bangkok, TH, 2000

Head of Landscape Design Department, Gramaslindas, San Juan, Puerto Rico, 2001-2003

Associate Landscape Architect-Designer, JADT Landscape Architecture, San Juan, 2001-2003

Capital Investment Project Manager, University of Puerto Rico's Central Administration, San Juan, 2004-2007

Planning and Capital Investment Project Consultant, University of Puerto Rico at Bayamón, 2007-2009

Planning and Capital Investment Project Manager and Consultant, Adaptable Paths, San Juan, Puerto Rico, 2009-present

Registration:

Puerto Rico

Selected Publications and Recent Research:

Flora Behavioral Patterns, Design Research

Professional Memberships

LAIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico Instituto de Arquitectos Paisajistas de Puerto Rico

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Name: Vladimir García Bonilla, MArch, AIT

Courses:

ARAD 201 Analytical Design Studio: Architectural History and Culture **Educational Credentials:** BA, Environmental Design Bachelor Degree, University of Puerto Rico, 1997 MArch, Masters in Architecture, Southern California Institute of Architecture, 2001 **Teaching Experience:** Teacher Assistant, Southern California Institute of Architecture, 2000 Professor, Department of Industrial Design, School of Fine Arts of Puerto Rico, 2008-present Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present **Professional Experience:** Project Designer, Gil Zapata Design & Development Group, Mayaguez, Puerto Rico, 1997-1998 Shop Staff, Southern California Institute of Architecture Fabrication Lab, Los Angeles, USA, 1998-2001 Intern, CSA Architects and Engineers, San Juan, Puerto Rico, 1999 Intern, Conceptos Urbanos Design & Development Group, San Juan, Puerto Rico, 2000 Project Designer, Mia Lehrer & Associates Landscape Architects, Los Angeles, USA, 2001-2003 Project Architect, Escala/ Samuel Corchado & Associates, San Juan, Puerto Rico, 2004-2005 Project Architect, Cocero-Cordero Architects, San Juan, Puerto Rico, 2005-2007 Permitting Manager, AGE Environmental Consultants, San Juan, Puerto Rico, 2007-Present Design Director, [A]rmada, San Juan, Puerto Rico, 2007-Present

Registration:

Puerto Rico Selected Publications and Recent Research:

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico







 Institutional Policies and Procedures Relative to Equal Employment Opportunity/Affrimative Action (EEO/AA)

The procedures related to the recruitment, selection, and appointment of full and part-time faculty at the Ponce Campus and its extensions are 23 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 gualifications 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.

• Initiatives for Diversity :Scholar Masterclasses of the Second Decade of the New Millennium

The School of Architecture of the Pontifical Catholic University is guided by its Innovation, Research and Internationalization Institutional Ethic. Our Institutional Ethic is the pillar of a avant-garde to prepare Strategic Architects for an Academic and Professional Global Scenario. The implementation and practice of the **Research and Internationalization Institutional Ethic** is to assume a joint effort role to ensure that the Intellectual Capital of our Institution fully develops and it becomes the driving force on a local and global level. Since our foundation we have established that an Intellectual Capital is in itself an intangible resource for the organization. In the presence of this objective and in search of diversifying and amplifying our student experiences, the School of Architecture has created Scholar Masterclass of the Second Decade of the New Millennium.

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The Scholar Masterclasses of the Second Decade of the New Millennium recognizes the social contribution of renowned puertorricans in diverse fields of the political, social and economic laboring in our history. On the other hand the Masterclasses seeks to expose students to relate with these valuable resources with the intention of maturing their critical thinking, their social responsibility and their conscience and ethic with the challenges that our island faces. All these puertorricans with their trajectories, contributions and labor, are of extraordinary value for the formation of our future Strategic Architects.

The Scholar Masterclasses of the Second Decade of the New Millennium respond to the administrative and academic structure of the Experimental Units. Our Experimental Unit Coordinators are responsible for the coordination of the administrative and academic aspects of the effective progress and culmination of the Masterclasses. Each Unit Coordinator in collaboration with the Masterclass Scholar shall elaborate an Action Plan that will become part of the Experimental Unit's Strategic Plan. This Action Plan shall articulate the activities so that our future Strategic Architects can have the opportunity of becoming Scholar's Apprentices. According to their strengths, creative and investigative interest and their academic performance, our students could participate of these Scholars' Mastreclasses teachings.

The Scholar's Masterclasses of the Second Decade of the New Millenium are as follow:

- i. Masterclass of the Imagination, Antonio Martorell This masterclass shall be affixed to the Material Fabrication and Exploration Experimental Unit directed by Industrial Designer Carlos Bobonis and with the collaboration of the Digital Representation Experimental Unit. CARIBET and the Digital Resource Center will offer research and technical support to the Masterclass of the Imagination. There will be a maximum of 10 Scholar Apprentices which could receive elective course credits of the corresponding Experimental Unit for the work realized during the Masterclass.
- ii. Ecosystem Masterclass
- iii. Urbanism Masterclass
- iv. Conservation and Adaptive Preservation Masterclass
- v. Finance and Entrepreneurship Masterclass
- vi. Communication Masterclass
- vii. Community Masterclass

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- viii. Sustainability Masterclass
- ix. Technology Masterclass
- x. Management and Public Administration Masterclass
- Resources Available for Faculty: Institutional Facilitation for Creative Activities

All full-time faculty members must devote fifteen credit hours a week or its equivalent to teaching and/or research, depending on the level of the program. Although the policies and procedures for promotion in rank and tenure require that faculty members perform research and publish his or her work, an institutional average of 10 faculty members have performed research sponsored by university funds or grants (mainly in the College of Sciences) prior the foundation of the School of Architecture. To further stimulate research at the undergraduate as well as the graduate level, an institutional policy was approved by the University's Academic Senate and the University's Administration in 1998. To support and motivate this research, the University informs the faculty annually on the application process and the availability of funds in the amount of \$10,000.00 per approved proposal for this purpose. In addition, faculty must dedicate five hours per week to office duties and/or academic advising. Faculty responsibilities are clearly stated in the Faculty Manual, Statutes and other corresponding documents.

The School of Architecture has benefitted from these initiatives and policies by planting the seeds for an Editorial titled Aula Sur. The pioneer project was the creation a new School Catalog for the Program, and during the foundational year two additional publications were commissioned. The first was titled Behavioral Patterns, summarizing the digital design experimentation of the ARAD 101: Fundamental Design I courses. The second was titled La catedral de Ponce: arguitectura y liturgia (Ponce Cathedral: Architecture and Liturgy), documenting the history of one of the most important landmarks of the city and the Region. During this second academic year that just begun, two publications were also commissioned. The first is Time, Movement, and Animation in Architecture, summarizing the digital design experimentation of the ARAD 102: Fundamental Design II courses from last semester. The second is an untitled book about the history of the twin houses architectural typology of Ponce, from a conservationist point of view.

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The Program has also taken steps towards the professional improvement of its faculty and staff. During the foundational year, the School established an agenda, sharing efforts with the regional architect's association (CAAPPR – Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico), for the lecture series presented to be accountable as continued education; thus, benefiting those registered Architects and Landscape Architects that attended, including faculty and administrative personnel. Also, at the beginning of the second year, the first event was a professional orientation for architects and students, on Intern Development Program and architecture licensure. The School is also covering the expenses of the Review Courses for its faculty and administrative staff in the process of license examination.

• Policies, Procedures and Criteria for Faculty Appointment, Promotion and Tenure

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.

Lecture Series and Community Outreach

The following is a list of the lectures and lecturers already brought to the School:

The Currency of Ideas: Forecasting New Climates for the Exchange of Cultural Capital with Carlos Arnaiz, Principal of Stan Allen Architects, and Professor at Princeton University; Karl Chu, Principal of Metaxy Studio, Adjunct Associate Professor at Columbia University, and Director of the Institute for Genetic Architecture (IGA); Mr. Evan Douglis, Principal of Evan Douglis Studio, and Dean of the School of Architecture at Rensselaer Polytechnic Institute; Mr. William MacDonald, Principal of KOL/MAC Studio, and Chairperson of the School of Architecture at Pratt Institute; Ms. Jenny E. Sabin, Principal of CabinStudio, Co-Director of Sabin+Jones LabStudio, Senior Director of Nonlinear Systems Organization, Faculty member of the University of Pennsylvania School of Design; Mr. Michael Szivos, Principal of Soft Laboratory, and Design Professor at Columbia University; and Mr. Tom Wiscombe, Principal of Emergent Architecture, and Design Professor at Southern California Institute of Architecture (SCI-Arc).



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- Cambio de perspectiva: hacia un buen diseño with Elías Cattan, Principal of Taller 13 Arquitectos (Mexico) and A Dirty Requiem for Tomorrow by Francisco David Boira, Principal and Creative Director of Commonwealth Studio (New York) were the first presentations within the School's Lecture Series.
- "Catalytic Formations" by renowned architect and designer Ali Rahim and the last one by Neil M. Denari Architects offered in April this year.



Somos El Futuro, moderated by Rubén Díaz Jr., Bronx Borough President, was the first of a series
of conferences aimed at establishing ties and discourse on topics related to community
development, both regional and global. Noches de Galeria (Gallery Nights) is another series of
monthly events geared at promoting the arts and culture within the community. Local artists in
different media shall be sponsored by the School and provided with the tools necessary for onenight showings of their creations.

These events were organized in accordance to the regulations established by the regional architect's association (CAAPPR – Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico) for continued education; thus, benefiting those registered Architects and Landscape Architects that attended, including School's faculty and administrative personnel.

Public Exhibitions

The School of Architecture of the PUCPR has offered a series of *Noches de Galería [Gallery Nights]*, which encourage cultural growth and social interaction of our students, university community and general public. The first Gallery Night entitled *"Texticulitis"* was offered by the artist Tania Monclova on Fall Semester 2009 and the most recent titled *"Fossil Fields"* by the artist Herik Tomassinni.

Another event that allows the interaction of architecture students and the university community are *Dialogues with Students*, which have been coordinated to form part of the events held by the Library CARIBET, Resource Center of the School of Architecture. Between the academic and professional, the cycle of Dialogues of the School of Architecture at the Catholic University of Puerto Rico is conceived as a forum for discussion between students and guests of our program. Each dialogue aimed at creating an intimate and informal bilateral discussion. Our dialogues seek to establish





stronger ties to the benefit of our future designers. In turn, we intend that our guests receive a fresh perspective and suggestive on their own positions on the issues at hand.

I.2.1.3- Students

 Admission requirements: The Introduction of the Student in an Exercise of Disciplinary Excellence within a Highly Competitive Academia It is a full compromise towards the profession and towards the forging of a superior architect, capable of bettering our citizens' quality of life, Puerto Rico's Pontifical Catholic University at Ponce Bachelor's Degree in Architecture Program, sets up a rigorous process of selection of its academic enrollment. This will respond to the level of difficulty, complexity and obligation, inherent to the practicing of the discipline and to the teaching on a higher education level. An admission Committee, chosen from the administrative personnel, will be appointed to undertake the admission application evaluation and the interviews with the candidates in an impartial and professional manner.

The reason for this admission rigidity is due to the limited space available (120 acceptances per year) and in part because applications will be processed only once a year (towards the fall semester). Also, the existing demand to undergo studies in architecture exceeds the actual offer, what reigns the need of undergoing a scrutiny when selecting the candidates to join the program. Here we present the requirements towards the admission to the Architecture program.

New Students

It will be considered as a new student all 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.

The requirements are as follows:

- Filling out an admission application using the official document provided by the office of Admissions of the Pontifical Catholic University of Puerto Rico.
- Submit an official high school credit transcript and a transcript form each higher education institution previously attended (if applicable), that should reflect a cumulative academic average not less than 2.50 on a 4.00 scale

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- Evidence of having taken the administrative test offered by the College Entrance Examination Board (CEEB) and having obtained a score of not less than 500 points on each area of the exam. If the scores are not enough the applicant must take the additional courses corresponding to the subject which the minimum score was not achieved)
- Provide an essay exposing the reasons for its interest in pursuing studies in architecture
- Provide two letters of recommendations addressed to the School of Architecture. These shall be from previous professors and/or administrators from the institution(s) previously attended.
- Successfully completing an interview with the School of Architecture's Admissions Committee.
- Transfer Students

All applicants with twenty-four credits or more form an accredited higher education institution will be considered Transfer Students. The requirements are as follow:

- Filling out an admission application using the official document provided by the office of Admissions of the Pontifical Catholic University of Puerto Rico.
- Presenting the academic progress status form the previous institution. Students suspended from any institution due to academic deficiencies do not qualify as transfer students until the probation period has expired. Students with disciplinary suspension will not be qualified
- Submit an official credit transcript from the university previously attended (if applicable), that should reflect a cumulative academic average not less than 2.50 on a 4.00 scale
- Provide an essay exposing the reasons for its interest in pursuing studies in architecture
- Obtain a recommendation from the Dean of Students from the previous institution using the form provided by the institution for these purposes.
- Provide two letters of recommendations addressed to the School of Architecture. These shall be from previous

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professors and/or administrators from the institution(s) previously attended.

- Successfully completing an interview with the School of Architecture's Admissions Committee
- Graduate Students

All applicants who have obtained a university degree from a higher education duly accredited institution will be considered Graduate students. The requirements are as follow:

- Filling out an admission application using the official document provided by the office of Admissions of the Pontifical Catholic University of Puerto Rico.
- Submit an official credit transcript from the university previously attended (if applicable), that should reflect a cumulative academic average not less than 2.50 on a 4.00 scale
- Provide an essay exposing the reasons for its interest in pursuing studies in architecture
- Provide two letters of recommendations addressed to the School of Architecture. These shall be from previous professors and/or administrators from the institution(s) previously attended.
- Successfully completing an interview with the School of Architecture's Admissions Committee
- Re-Admission

All 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 requirements are as follow:

- Filling out a readmission application using the official document provided by the office of Admissions of the Pontifical Catholic University of Puerto Rico.
- Credit transcript must reveal a cumulative academic average not less than 2.50 on a 4.00 scale.
- Provide an essay exposing the reasons for its interest in pursuing studies in architecture

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- Provide two letters of recommendations addressed to the School of Architecture. These shall be from previous professors and/or administrators from the institution(s) previously attended.
- Successfully completing an interview with the School of Architecture's Admissions Committee
- Transfer Credit

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 form 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.

*These classifications and/or requirements correspond to that established in the Institutional Catalogue of the Pontifical Catholic University, except the following:

- The accumulated academic average for transfer students and graduate students changes from 2.00 to 2.50 in a 4.00 scale.
- Regarding credit accreditation it will be required that the last credits required for the degree shall be 36 instead of 30.
- 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:

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- Group and individual orientation according to existing needs of our students.
- o 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.
- o 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.
- o 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:
- o Individual interviews in cases of vocational indecision.
- o Administration and interpretation of vocational interest tests.
- o 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.
- o Orientations to persons in the community.
- o Work on departmental and institutional committees.

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- 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:

- School of Architecture
- o American Institute of Architecture Students (AIAS)
- Organización Profesional de Estudiantes de Arquitectura (OPEA)
- Coordinadora Latinoamericana de Estudiantes de Arquitectura (CLEA)
- o Architecture Students Council
- o Orientation Center
- Pathbreaker Association
- o University Council, Ponce Chapter
- Student Coordinators in Orientation and Service (ECOS)
- Honor Societies
- o Alpha Alpha Kappa
- o Alpha Chi
- o Beta Beta Beta Zeta Delta Chapter
- o Phi Alpha Theta Epsilon Omicron Chapter
- o Pi Gamma Mu
- o Honor Society of Business Students
- National Honor Society of Social Sciences
- Phi Delta Kappa Fraternity of Education Professionals
- o Phi Alpha Delta
- o Fraternities
- o Phi Alpha Delta
- o Un Sigma Beta
- o Phi Sigma Alpha
- o Zeta Phi Beta
- o Sororities
- o Mu Alpha Phi

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- Multicultural and Sports Activities
 - o Choir

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

This workshop has as its purpose 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.

o Sports

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 The University has won several intercollegiate Program. championships; especially those obtained by the basketball, volleyball, and female tennis teams. Many of our students have belonged to national teams in different disciplines.

The University provides facilities to demonstrate its interest for the well-being of the student. These facilities, among the most modern in Puerto Rico, consist of three indoor basketball courts, indoor courts for volleyball, a gymnasium with exercise equipment and free weights, an Olympic-size swimming pool, areas for aerobics, and rooms for classes and meetings.

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• Publicactions

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.

• Student Government

The 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. 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.

As part of student leadership that represents our school has organized a committee which will be the Student Organizing Committee of the School of Architecture [COEEA by its Spanish ellipsis] in their plans is to organize official election for a new Student Association of architecture students and the AIAS chapter of the Pontifical Catholic University of Puerto Rico.

MISSION

Foster a culture of social awareness and commitment by exchanging ideas, developing creative and student leadership potential.

VISION

By strengthening multisectoral communication links, create and promote an enabling environment for comprehensive training of future professionals.

OBJECTIVES

- 1. Representing the student body
 - a) Sectors
 - i. Institutional ii. Professional

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iii. Community

- 2. To promote student confidence.
- 3. Contribute to the internationalization of the school and its students.
- 4. Establish strategies for motivation and leadership development.
- 5. Foster spirit of alma mater and love for the profession.
- 6. Establish programs for cultural activities

I.2.2 Administrative Structure and Governance

1.2.2.1- The School of Architecture has been developed as a new College within the institutional framework of the Pontifical Catholic University of Puerto Rico. It counts with a Dean as a principal figure, which is responsible for the administration and management of the program according with institutional regulations. He or she is immersed in the institutional administrative structure through the Vice-president of Academic Affairs, the President and the Board of Trustees. On the other hand, the School's Associate Dean and the Director of Bachelor Program, together with the administrative component of one Director of Operations, three Regents, two Laboratory Directors, one Information Resources Director, one Facilities Coordinator, one Administrative Assistant, and various assistants, serve as support structure to the Dean. Also, a Committee of Experimental Units Coordinators, in representation of the various sectors of the architecture discipline, collaborates with the Dean in the review and updating of the curriculum, the identifying of human and fiscal resources, and the development of research and experiences.

As for the structuring of the educational confines within the School, the Associate Dean and the Director of the Bachelor Program contribute their expertise towards the competitiveness in exercising the academic practice. The Associate Dean leads the Experimental Units Coordinators in the organization of the diverse investigations and strategic planning to be conducted. Lastly, the Experimental Units Advisors work with the faculty towards the goal of reaching a privileged standing in the philosophical discussions of architecture on a globally competitive level.

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I.2.2.2- Commitment and Leadership: The School's Operational Management Dean

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.

Associate Dean

With the second highest rank, administratively and academically, in the institutional Department, the Associate Dean helps with the provision of 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.

Director of Bachelor Program

As a high ranking officer within the School's academic ecology, the Director of the Bachelor Program is slated the responsibility for:

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- 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.

Director of Operations

With an administrative role of managing operational issues within the School, and direct support to the Dean and Assistant Dean, the Director of Operations 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.

Regent for Academic Affairs

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.

Regent for Student Affairs

With an administrative role of supporting the student body of the School with retention strategies of promotions, events, and exhibitions, the Regent for Student Affairs 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.

Regent for Finances and Administration

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 Director of Operations on the daily activities and submitting periodic reports.

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Coordinator of Facilities

With a critical administrative role in the upkeep of the Schools 'physical facilities and the everyday functioning of utilities and services, the Coordinator of Facilities 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 Schools facilities by students, faculty and staff.
- Supervising and coordinating the upgrade and necessary reparations of facilities related to the School.

Director of Information Resources

The Director of Information Resources 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.

Director of the Digital Media Laboratory

As an expert in computer networks, computer hardware, software and print media, the Director of the Digital Media Laboratory 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.

Director of the Fabrication Laboratory

As an expert in industrial design, manufacturing and fabrication, the Director of the Fabrication Laboratory shall work in tandem with the Digital 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.

Experimental Unit Coordinator

The Experimental Unit Coordinator serves as a topic specific consultant to the School of Architecture. The Coordinator, as part of a multidisciplinary framework, works and coordinates within the parameters of its 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.

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Information Systems Director

The 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. It's responsibilities include:

- Keeping the CARIBET library resources and processes current, organized and available to students and faculty at all times.
- Coordinating and effective providing access to information and architectural resources, both physically and online.
- Helping and facilitating information searches.
- 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 and administrative personnel.

Counselor

In direct support to the student body, and as a key contact between students, faculty, the architecture program, and the Institution, the Counselors responsibilities include:

- 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 schools vision and mission within the student body.

Fabrication Lab Director

As an expert in industrial design, manufacturing and fabrication, the FabLab Director shall work in tandem with the Digital Representation 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 technical expertise and support to enable students to present their work in the most efficient and innovative manner.

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- 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.

Digital Media Lab Director

As a expert in computer networks, computer hardware, software and print media, the Digital Media Lab Director shall be responsible for:

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

Facilities Director

With a critical role in the upkeep of the Schools facilities and the everyday functioning of utilities and services, the Facilities Director shall be responsible for:

- Supervising, managing and coordinating the effective everyday operation of facilities and grounds.
- Supervise and manage the cleanliness and upkeep of facilities.
- Coordinate with other staff to prepare facilities for special events and ongoing use of spaces.
- Establishing and managing protocols and norms for the use and disposition of the Schools facilities by students, faculty and staff.
- Supervise and coordinate the upgrade and repair of facilities related to the School.



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I.2.2.3- Institutional Opportunities for Involvement in Governance by Faculty, Staff and Students

Since 1992, the Ponce Campus of Pontifical Catholic University has consistently revised and developed its curricula in order to proactively respond to the needs of the students and the community. Departments evaluate current programs with the feedback from alumni, employers, accrediting agencies, and professional organizations. As a result of this process, over 80 new academic programs were added since 1996 and an institutional curricular revision was initiated in 1999.

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 studentcentered environment in which technology serves to further enhance the educational encounter.

I.2.2.4- Minor Degrees: A Broad Academic Offering

As an integral part of the academic offering provided by the Pontifical Catholic University's School of Architecture, the program includes as a requirement for graduation the completion of a Minor Degree in one of the Experimental Units. It will be obtained by completing nine elective courses credits on the same Unit of the student's choice.

The academic program consist in a Bachelors' 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, a summer of six (6), and a summer of three (3) credits.

Those credits are subdivided in fifty (50) credits of Architectural Theory and Digital Representation, ten (10) credits on Digital 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. The program also provides the option of acquiring a Minor by completing twenty four (24) credits or more in one of the nine Experimental Units from which specialized areas correspond to one of the existent colleges of the institution.

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

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program to be completed successfully; the following descriptions will provide details and ideas about each one of them.

The offer from Architectural Theory and Digital Representation (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 Digital 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 assistant so they can develop the skills acquired in previous ones; the purpose of the assistant 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 Culture (ARHT), Adaptive Conservation and Preservation (ARAC), Structural Framework and Assemblages (ARSF), Building Technology and Sustainability (ARST), Landscape Ecology and Environment (ARLE), Urban Scapes and Communities (ARUS) Legal and Administrative Awareness (ARLA), and Development Assessment and Feasibility (ARDA).

Each unit will provide a complete and cohesive education, interlacing the necessary disciplines in order to assure the Architect is able to operate on the highest level of competiveness and expertise. Each session will count for three (3) credits, and eight (8) of the nine Units will 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 platform of elective courses, with a minimum of three credits each is directed to provide additional necessary education to strengthen the obtained experience and knowledge from the academy. Students will have the opportunity to complete a minor by taking the three specialized courses required by the program in the same Experimental Unit; another opportunity for the students to be involved in the interdisciplinary debates, typical of the professional ambits.

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General Education Courses are divided in one (1) of four (4) credits, sixteen (16) of three (3) credits each, and two (2) of one (1) credits; they are directed to provide basic compulsory education to obtain a professional degree at any institution. These classes have been chosen from the existing requirements shared with other Bachelor's Degree at the Pontifical Catholic University of Puerto Rico.

I.2.3 Physical Resources

I.2.3.1-The Operational Context: Forteza Building

The Forteza building, home to the School of Architecture, dates to XXXX 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 of approximantely 45,000 sq.ft. 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 floor has been prepared to accommodate most of the services the School currently offers as well as academic space exclusive to first year students. The second level provides Studio space for second third and fourth year students, as well as the Aulas Magna, the School's main lecture and conference area with a capacity for approximately 135 persons. The third level has been committed to fifth year students, five(5) classrooms with 35 person capacity each, Experimental Unit/Faculty offices and the schools administration. Although the current use of the facilities is slated for first year students and administrative personnel, the rehabilitation of the building shall be completed in full, including areas to be used in the years ahead as the school's enrollment develops.

The Forteza building was designed to update and upgrade all mechanical, electrical, and safety to satisfy the use and disposition of the facilities as required by the Program. Due to the buildings location in Ponce's Historical District, the building was rehabilitated paying close attention to keeping many of its original ornamentation without sacrificing the vision of a contemporary work space. Graphical representation of the three levels are provided below:

Antiguo Edificio Forteza Centro Histórico de Ponce 9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655

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Forteza First Level

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Forteza Second Level



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Forteza Third Level

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I.2.3.2- Technological Support: 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.

EQUIPMENT

As part of the Fabrication Laboratory, the School of Architecture provides access to the following equipment:

- o Dimensions 1200ES 3D Printers (four units)
- o Roland MDX-40A CNC Mill
- o Shop Bot CNC Mill
- o Universal Laser Cutter

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- o Delta Band/Circular Sander
- o Jet 18 inches band saw
- o Jet 14 inches band saw
- Jet combination shear, brake and roll
- o Jet horizontal sander
- o Jet woodworking lathe
- Jet 1HP dust collector
- o Jet oscillating sander
- Lincoln Welding mig welder
- o 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
- o Performax drum sander
- Assorted hand tools such as heat gun, hand drill, cordless saw, orbital saw, router, and a finishing sander.

I.2.3.3- Technological Support: 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.

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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 system is comprised of:

- o HP Z400 Workstation
- o Windows XP 64-bit
- o 500 GB Hard Disk
- o 8 MB RAM
- o NVIDIA Quattro FX 1800 764 MB video card
- The software provided for those computers includes:
- Autodesk AutoCAD 2010
- Autodesk Maya 2009 (64-bit)
- o Autodesk Revit 2010 (64-bit)
- Microsoft Office 2007
- Adobe Master Collection CS4 and CS5
- o Rhinoceros 4.0
- Collectively, the School provides access to:
- o HP DesignJet Z6100, 42 inches full color plotters
- HP OfficejetPro K8600, 13 in. x 19 in. full color printers
- o RICOH Aficio MP C7500, color copier
- o RICOH Aficio MP W2400, 36 inches black and white plotter/copier/scanner
- Digital Flat Screens
- Digital Projectors
- o Projector Screens
- o Access to Digital Photography and Video Equipment

Current hardware and software inventory as of August 2010 includes:

Hardware	2009	2010
HP Z400 Workstation	133	120
HP Business Desktop dc 5800	7	
HP Business Desktop dc6000p		3
HP 6730b Laptop	5	
Laptops HP Probook 4425s		3
TrippLite AVR750U UPS	133	
Eaton 1000va UPS		119
HP Plotters Z6100	3	

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Pontificia Universidad Católica de Puerto Rico

RICOH MPC 75000 Large Volume Color Copier	1	
RICOH MPW 2400 Large Format Copier/Scanner	1	
HP OfficeJet K8600	4	
HP LaserJet P1006	10	
HP LaserJet CM1312 Printer / Fax MPC	1	

Software	2009	2010
Autodesk AutoCAD Architecture 2010 Licenses	147	
Autodesk Maya 2009	147	
Autodesk Education Suite for Entertainment Creation 2010		125
Autodesk Education Suite for Architecture & Engineering 2010		125
Adobe Master Collection CS4	147	
Adobe Master Collection CS5		120
Rhinoceros Educational Lab Kit		120
Paper Cut Print Management Software Licenses	500	

1.2.3.4- Experimental Units Headquaters IThe administration has provided an extraordinary spatial and technological infrastructure. The third floor of our Forteza building relies with a space reserved for each one of the Experimental Units, expet 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.

Curriculum Review and Development- The School of Architecture relies on an academic administrative structure composed of Experimental Units SEEDS coordinators. The Units' Coordinators are members of a Board or Trust presided by the Dean in order to manage and gude the academic aspects and institutional development. The Board of Coordinators pursues the progress of the Units' Strategic Plans, which constitute the Integral Planning process of the School. The Curricular Review and Strategic Planning is directed by the Associate Dean in direct interaction with the SEEDS in order to advance the implementation of their respective objectives and actions. Also, the SEEDS and Strategic Plans progress and performance is assessed.

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I.2.4 Financial Resources

I.2.4.1-Financial Framework and Capacity Towards a Sustainable Deanship: International Helix

Our administrative goal as School of Architecture is to make feasible a Sustainable and Self-sufficient Deanship that could be a model in a systematic level for the capitalizing of its academic, intellectual and infrastructural assets and resources in order to implement our Internationalization, Innovation and Investigative agenda. Achieving this goal requires implementing new universitary administrative paradigms that attract the necessary resources to elevate success indicators for a higher education institution of global pertinence and influence.

To Establish the School of Architecture of the Pontifical Catholic University of Puerto Rico, we quantified the acquisition of Forteza building and remodeling expenses; office and educational equipments, plus other necessary operating costs to assure an efficient performance. The institutional investment for this program is approximately nine million, seven hundred thousand dollars (\$9,700,000.00 USD); the funding utilized on the initial investment is a combination of internal resources, external financing according to the discretion from the board of directors based on the equity of the Institution.

Our Innovation, Investigative and Internationalization Institutional Ethic is the administrative praxis that articulates a new administrative paradigm 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 attraction, research, collaborative networks, multisectorial alliances are unlinked actions.

Our Innovation, Investigative and Internationalization Institutional Ethic articulates these operations into cooperative actions on an added value chain. It is a creative way of linking the international recruitment with the building of collaborative networks to increase our capacity of innovating, it is linking the attraction of facultative talent with the strategies of transfer technology; it is linking the enrollment collection funds with the investment in research and development of knowledge and technologies that produce value and reputation to our School; it is the constitution of new funds with budgetary solidity and flexibility to develop specific promotion and marketing in order to achieve the positioning of our ideas, vision and program in the areas where they can really be effective.

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To institute this new paradigm requires decisive and innovative actions. Recommendations of economic character that allow the feasibility of a competitive and holistic agenda. Our recommendation for the establishment of an international students quote is the main propulsion of all the proposed academic-invesigative agenda within the framework of this project. Instituting a new academic-invesigative paradigm requires of new models of International optics in the framework of research, development and commercialization of knowledge on a global level in a strategic combination with communications, positioning, marketing and promotion. Our School pretends to give start to this agenda by potentializing new international demography diversity. Recruitment on a global scale that could guide a positioning strategy executed and implemented through our students and the effectiveness of our student mobility.

Our first step in this internationalization agenda is international recruitment. Outlined in this first stage by six main countries in which the Dominican Republic, Panama, Costa Rica, Venezuela, Colombia and Mexico are included. It is our intention to recruit 10 students for each one of these countries without limiting the possibility of including others. These six main countries could represent within this margin approximately 60 international students, of 120 that are annually admitted to the School.

For these reasons we have delineated the framework of agendas, strategies and operational and investigative tactics that shall serve as magnets to promote our institution as the educational epicenter in the world on matters of Urbanism and Architecture. For these reasons diagramming our budgetary needs in lieu of the academic projects of international transcendence that are capable of promoting successful assessments at the same time that they demand the attention of potential students to our school. Innovative projects conceived from the inclusive platforms that integrate the municipal-communitarian scale, the regional and the global scale within a holistic framework of academic amplitude.

This is why our north is fixated in articulating a reinvestment and development plan of our international quota that it allows us to shift us from a limited and basic operational budget to a competitive one that allows us more flexibility and necessary solidity to safely embark us in these ample internationalization agenda. Propelling international recruitment as the spearhead in advancing the operational economies that will make step for new world-class academic agendas. Our Innovation, Investigative and Internationalization agenda is measured with following institutional assessment framework:

Global Access Network

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- Global-Regional Tecnological Transfer Strategy
- Innovation Capacity: Flexibility, Collaborative Networks and Resources Access
- Demographic Diversity
- Public and Governmental Partnerships

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 Fund, 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:

- 1. Strategic Fund A- Global Network Academia: Communications and Positioning
- 2. Strategic Fund B- Innovation, Global/Regional Communitary Knowledge Tranfer
- 3. Strategic Fund C- Demographic Diversity: Recruitment and Student Movility
- 4. Strategic Fund D- Technology and Infrastructure
- 5. Strategic Fund E- Investment Repayment
- 6. Strategic Fund F- International Institutional Agenda

I.2.4.2- Income and Outcome Forecast

Projection of the School income depends of credits costs and the amount of enrolled students; we have establish a credit fee of two hundred and eighty dollars (\$280.00 USD); feasible when the demand for a career in Architecture is considered, versus the price of going to the United States and/or compared to the other two Architecture Schools in Puerto Rico. Each enrolled student with eighteen credits per semester, plus fees, pays approximately five thousand, five hundred and twenty dollars (\$5,520.00 USD) per semester.

The forecast of expenses is divided in operational and depreciation costs; the most important recurrent ones are payroll and marginal benefits. The projected payroll between docent staff, administrative personnel and their benefits is approximately nine hundred ninety five thousand five hundred dollars (\$995,500.00 USD) for the first year; one million, three hundred thousand dollars (\$1,300,000.00 USD) for the second year; one million, five hundred thousand dollars (\$1,500,000.00 USD) for the third year; one million, eight hundred thousand dollars (\$1,800,000.00 USD) for the fourth and two millions dollars (\$2,000,000.00 USD) for the fifth year. The approximately two hundred thousand dollars (\$200,000.00 USD) increment per year is due to the necessary addition of faculty to provide the courses for the projected enrollment.

Maintenance, materials, promotion, association fees, library expenses and all others incidental costs for the programs regional and national accreditation requirements have

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also been taken into consideration. On the library expenses we have added books purchase, plus several relevant magazines and specialized material published periodically. The physical infrastructure will be utilized gradually according to the completion of the enrollment expectations; with those facts given, operational costs will increase year after year with an initial functionality of sixty percent (60%) on the first year.

Depreciation expenses of the building, equipment and furniture have been forecast on a lifetime of forty, five and five years respectively. The reason for the equipment to have a projected lifetime of five years, is because is mostly technological; computers and necessary software will be acquired according to the increment in student population. Downgrading total costs are four hundred, thirty seven thousand, nine hundred (\$437,900.00USD) in the first year; and they will increase to seven hundred forty four thousand dollars, eight hundred dollars (\$744,800.00 USD) in the fifth.

I.2.4.3- Enrollment boost and net income forecast per academic year

The School of Architecture began with one hundred nineteen (119) students in their first year; the same amount is expected for the following ones. A retention rate of eighty two percent (82%) has been considered taking into our perspective the rates in the other two Puerto Rican institutions as published in the National Center for Educational Statistics; income projection is based on the enrollment one.

The expected net financial collection based on a five years projection is a deficit of seven hundred, sixteen thousand and seven hundred dollars (\$716,700.00 USD) in the first year; and eighty two thousand, nine hundred dollars (\$82,900.00 USD) in the second. On the third year, Ponce School of Architecture will have an income excess over expenses of five hundred fifty one thousand, nine hundred dollars (\$551,900.00 USD); one million, four thousand dollars (\$1,004,000.00 USD) in the fourth; and one million, four hundred thousand dollars (\$1,400,000.00 USD) in the fifth.

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. This represents 11% in freshman's admission, over passing the projection on our feasibility study, validating the market study.

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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 expand to every theme as organized under 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:

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

The CARIBET library's objective is:

- 1. 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.
- 2. To promote the creation and development of relevant and creative programs that respond to a holistic academic and professional environment.
- 3. 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. At the beginning of every fiscal year (July), each Experimental Unit is provided with a budget for the purchase of books, journals and electronic subscriptions. 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.





Under these parameters, 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 Abstracs Index
- 9. Sci Finder

Part One (I): Section 3 – Institutional and Program Characteristics

I.3.1 Statistical Reports

Antiguo Edificio Forteza	
Centro Histórico de Ponce	
9237 Calle Marina	
Ponce, Puerto Rico 00730	
TEL/ 787-841-2000/ Ext. 1310	FAX/ 787-651-2655





1.3.1.1-Student Demographics

The following is quantitative data (percentages) for race/ethnicity, gender and qualifications of the 132 students admitted and enrolled as the second class of the Program, compared to the 119 students that comprised the inaugural class of the School:

- Race/ethnicity
 - First academic year 100% Hispanic students
 - Second academic year 100% Hispanic students
- Gender
 - o First academic year
 - 66% male students
 - 34% female students
 - o Second academic year
 - 70% male students
 - 30% female students
- Qualifications
 - o First academic year
 - 41% freshmen students
 - 30% transfer students
 - 19% postgraduate students
 - 6% concentration change students
 - 4% readmission students
 - o Second academic year
 - 64% freshmen students
 - 23% transfer students
 - 5% postgraduate students
 - 4% readmission students
 - 4% concentration change students

1.3.1.2- Faculty and Administration Demographics

The following is quantitative data (percentages) for race/ethnicity, gender and registrations of the 39 total faculty members of the program at the beginning of the second academic year, compared to the 21 professors that comprised the inaugural teaching staff of the School:

- Race/ethnicity
 - First academic year 100% Hispanic faculty members
 - Second academic year 100% Hispanic faculty members
- Gender
 - First academic year

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- 86% male faculty members
- 14% female faculty members
- Second academic year
 - 79% male faculty members
 - 21% female faculty members
- Registrations
 - First academic year
 - 76% Registered Architects in Puerto Rico
 - 9% Registered Landscape Architects in Puerto Rico
 - 5% Registered Architects in Texas
 - 5% Registered Historians in Puerto Rico
 - 5% non applicable
 - o Second academic year
 - 84% Registered Architects in Puerto Rico
 - 10% non applicable
 - 3% Registered Architect in Texas
 - 3% Registered Historians in Puerto Rico
- I.3.2 Annual Reports (non applicable to APR-IC)
- I.3.3 Faculty Credentials and Resume(See Appendix 2)

Part One (I): Section 4 – Policy Review

The documents listed in the Appendix 3 of the 2009 Conditions for Accreditation will be submitted as part of the team room requirements, as soon as the site visit is scheduled.

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Part Two (II): Educational Outcomes and Curriculum

Part Two (II): Section 1 – Student Performance—Educational Realms and Student

II.1.1 Student Performance Criteria

II.1.1.1- The Innovation Triad and the Experimental and Research Units(SEEDS)

II.1.1.2- SPC Matrix

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 multisegments 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. (See Appendix 4)

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Part Two (II): Section 2 – Curricular Framework

II.2.1 Regional Accreditation

II.2.1.1 Middle States Accreditation Included with this document is a copy of the letter from the regional accrediting commission, the Puerto Rico Higher Education Board, directed to the institution and authorizing the program. (See Appendix 9)

II.2.2. Professional Degrees and Curriculum

II.2.2.1 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

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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), Building Technology and Sustainability (ARST), Landscape Ecology and Environment (ARLE), Urban Scapes and Communities (ARUS) Legal and Administrative Awareness (ARLA), and Development Assessment and Feasibility (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 competiveness 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 platform of Elective Courses, with a minimum of three credits each, is directed to provide additional necessary education to strengthen the obtained experience and knowledge from the academy. The Program requires the acquisition of a Minor Degree by completing twenty four (24) credits or more in one of the nine Experimental Units, from which specialized areas correspond to one of the existent colleges of the Institution. The curriculum provides the students enrolled with at least fifteen (15) Professional Concentration credits on each Unit. The Minor Degree requirement is accomplished 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.

Lastly, the General Education Courses are divided in one (1) four (4) credits course, sixteen (16) of three (3) credits courses, and two (2) one (1) credit course; they are directed to provide basic compulsory education to obtain a professional degree at any institution. These classes have been chosen from the existing requirements shared with other Bachelor Degrees at the Pontifical Catholic University of Puerto Rico.

II.2.2.2- 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.

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First Year

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

First Year (summer of fine arts appreciation)

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

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Second Year

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

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Third Year

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

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Fourth Year

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

Fourth Year (summer of professional definition)

	Cr.
Elective	3
Total	3

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Fifth Year

First Semester	Cr.	Second Semester	Cr.
ARAD 501	5	ARAD 502	5
Administrative and Legal Awareness		Development Assessment and	
Developmental Design Studio I:		Feasibility	
Administrative and Legal Awareness		Developmental Design Studio II:	
		Development Assessment and	
		Feasibility	
ARAR 501 (Laboratory)	1	ARAR 502 (Laboratory)	1
Digital Representation Systems		Digital Representation Systems	
Independent Research		Independent Research	
ARLE 301	3	ARDA 301	3
Landscape Ecology and Environment		Development Assessment and	
Ecological Principles in the Built		Feasibility	
Environment		Marketing, Branding and	
		Communication Skills	
THEO 132	3	ARUS 301	3
The Christian Family		Urban Scapes and Communities	
		Territorial Planning Strategies on	
		Infrastructures and Communities	
PHIL 312	3	PHIL 340	3
Philosophy of Man		Ethics - Philosophy of Human Behavior	
Elective	3	Elective	3
Total	18	Total	18

Responding to our mission of a trandisciplinar education, the Elective Courses platform combines the internal and external offer. As an example of possible academic paths, we present alternatives 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 interdepartamental 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.

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Alternative 1. Arts and Humanities College (Fine Arts Department)

Applicable Electives Courses from the Digital Representation and Architecture Theory Experimental Unit.

Within PCUPR	Cr.
ART 272 Digital Photography	3
ART 280 Digital Typography I	3
ART 281 Digitalized Typography Projects	3
ART 383 Digitalized Tridimensional Illustration and Animation	3
Total	9

Alternative 2. Arts and Humanities College-History Department

Applicable Electives Courses from the History of Architecture and Culture Experimental Unit

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
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
Total	18

Alternative 3. Arts and Humanites – History Department

Applicable Electives Courses from the Adaptative Conservation and Preservation Experimental Unit.

Within PCUPR	Cr.
HIST 403 Society and Culture of Contemporary Europe (Cultural Trip	6
Abroad)	
HIST 417 Historiography	3
HIST 419 Methodology and Techniques of Historical Investigation	3
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
Total (three course selection)	21

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Alternative 4. College of Sciences- Physics and Mathematics Applicable Electives Courses form the Structure and Assemblages Experimental Unit

Within PCUPR	Cr.
MATH 272 Calculus II	4
MATH 373 Calculus III	4
MATH 391 Differential Equations	3
PHYS 221 Physics I	4
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
Total (three course selection)	20

Alternative 5. College of Sciences- Physics and Mathematics Applicable Electives Courses form the Sustainable Technology Experimental Unit

Within PCUPR	Cr
ENSC 430 Environmental Management	3
ENSC 460 Environmental Problems	3
ENSC 625 Environmental Laws and Regulations	3
(shared with Landscape Ecology and Environment, and Legal and	
Administrative Consciousness)	
ENSC 630 Environmental Planning	3
Within School of Architecture	Cr.
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
Total (three course selection)	21

Alternative **6.** College of Sciences- Physics and Mathematics Applicable Electives Courses form the Landscape, Ecology and Environment Experimental Unit .

Within PCUPR	Cr
BIOL 340 Ecology	4
BIOL 429 Ecosystems of Puerto Rico	4
ENSC 600 Introduction to Geographic Information Systems (GIS)	3
ENSC 625 Environmental Laws and Regulations	3
(shared with ARST and ARLA)	
Within School of Architecture	
ARLE 401 Urban Ecology	3
ARLE 501 Planting Materials in Landscape Design	3
ARLE 601 Advanced Landscape Architectural Design	3
Total (three course selection)	23

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Alternative 7. Arts and Humanities College– History Department Applicable Electives Courses from the Urban Scapes and Communites Experimental Unit

Within PCUPR	Cr.
PUAD 265 Public Administration	3
PUAD 355 Policy Analysis	3
SOCI 213 Fundamental Sociology	3
SOCI 314 Social Problems	3
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
Total (three course selection)	21

Alternative 8. Law School-Applicable Elective Courses from the Legal and Administrative Consciousness

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
Within School of Architecture	
ARLA 401 Human Resources on Strategic Administration	3
ARLA 501 Development of Business Plans	3
ARLA 601 Administrative Initiatives	3
Total (three course selection)	23

Alternative 9. Business Administration College of Finance, Management, Computer Business and Commerce Department. Applicable Electives Courses from the Legal and Administrative Awareness Unit

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
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
Total (three course selection)	21

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General Studies 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	3
Aspects	
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

II.2.2.4-Credit-Contact Hours Relation

The minimum credit-hour requirement for the PCUPR School of Architecture curriculum completion 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	

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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			
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: Building Technology		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			
ARAD 401 Contextual Design Studio I: Landscape Ecology and Envir.		5	

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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
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness		5	
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research		5 1	
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment		5 1 3	
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family	3	5 1 3	
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man	333	5 1 3	
ARAD 410Dev. Design Studio I: Administrative and Legal AwarenessARAR 410Independent ResearchARLE 301Ecological Principles in the Built EnvironmentTHEO 132The Christian FamilyPHIL 312Philosophy of ManARXX XXXUnit Elective for Minor	3	5 1 3	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor	3	5 1 3	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility	3 3	5 1 3 	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility ARAR 420 Independent Research	3 3	5 1 3 	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility ARAR 420 Independent Research ARDA 301 Marketing, Branding and Communication Skills	3 3	5 1 3 	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility ARAR 420 Independent Research ARDA 301 Marketing, Branding and Communication Skills ARUS 301 Territorial Planning Strategies on Infrastructures and Comm.	3 3	5 1 3 	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility ARAR 420 Independent Research ARDA 301 Marketing, Branding and Communication Skills ARUS 301 Territorial Planning Strategies on Infrastructures and Comm. PHIL 340 Ethics - Philosophy of Human Behavior	3 3 3 3 3	5 1 3 	3
ARAD 410 Dev. Design Studio I: Administrative and Legal Awareness ARAR 410 Independent Research ARLE 301 Ecological Principles in the Built Environment THEO 132 The Christian Family PHIL 312 Philosophy of Man ARXX XXX Unit Elective for Minor ARAD 420 Dev. Design Studio II: Development Assessment and Feasibility ARAR 420 Independent Research ARDA 301 Marketing, Branding and Communication Skills ARUS 301 Territorial Planning Strategies on Infrastructures and Comm. PHIL 340 Ethics - Philosophy of Human Behavior ARXX XXX Unit Elective for Minor	3 3 3 3 3 3 3	5 1 3 	3

B.ARCH CURRICULUMGENCONCELECTOTAL CREDITS541299PERCENTAGE OF CURRICULUM28%67%5%

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II.2.3 Curriculum Review and Development (Refer to I.1.4.1-Integral Strategic Planning)

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

Part Two (II): Section 4 – Public Information

II.4.1 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 forlicensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degreeprograms 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 preprofessional 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: 2011

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II.4.2 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.

II.4.3 Access to Career Development Information

Access to Carreer Development Information is provides through our website by links to the following website and documents:

- o www.ARCHCareers.org
- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion
- o www.NCARB.org
- o www.aia.org
- o www.aias.org
- o www.acsa-arch.org
- II.4.4 Public Access to APR's and VTR's

Access to all NAAB documents will be available in the School's Website.

II.4.5 ARE Pass Rate

Our students will have access to the annual ARE Pass rate, that index will be posted at the School's website.

Part Three (III): Progress Since Last Site Visit (not required for APR-IC)

Part Four (IV): Supplemental Information-List of Appendices-All supplemental information was included in a document title APR_PUCPR_EA_Appendices

Appendix 1 Format for Course Description for APR's

Appendix 2 Format for Faculty Resumes for APR's

Appendix 3 List of Documents to be available in the team room (Part One: Section 2).

Appendix 4 Matrix for SPC (Part Two: Section 1)

Appendix 5 Required Texts for Catalogs and Promotional Material

Appendix 6 Background and History of the National Architectural Accrediting Board

Appendix 7 Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation

Appendix 8Integral Strategic Plan-SEEDS-Experimental Units

- o ARAD-Architectural Design and Representation
- o ARHC-Architectural History and Culture

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- ARAC-Architecture Adaptive Preservation and Conservation
- o ARLE-Architecture Landscape, Environment and Ecology
- o ARST-Architecture Building Technology and Sustainability
- o ARSF-Architecture Structural Framework
- o ARUS-Architecture Urban Scapes and Communities
- o ARLA-Architecture Legal and Administrative Consciousness

Regional Accreditation-Middle Estates Accreditation

- o ARDA-Architecture Developmental Assessment and Feasibility
- FabLab-Fabrication and Material Research

Appendix 9

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Appendix 1- <u>Courses Descriptions</u>	Page 2-44
Appendix 2- <u>Faculty Resume</u>	Page 45-73
Appendix 3 <u>- List of Documents Available in Team Room</u>	Page 74
Appendix 4- <u>SPC Matrix</u>	Page 75
Appendix 5- Required Text for Catalogs and Promotional Materials	Page 76-79
Appendix 6- Background and History of the NAAB	Page 80-83
Appendix 7- <u>Background to the 2008 NAAB Accreditation Review</u> Development of the 2009 Conditions for Accreditation	Process and the Page 84
Appendix 8-SEEDS-Experimental Units Strategic Integral Plan	Page 85-220
Appendix 9-Regional Accreditation MSCHE	Page 221-223



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Appendix 1- Courses Descriptions

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 Criterion/a addressed

A.2 Design Thinking SkillsA.3 Visual Communication SkillsA.6 Fundamental Design Skills

Topical Outline (include percentage of time in course spent in each subject area):

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

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 & Louse 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 Fracis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

(P/T)

José Dueño (P/T)	Roberto García (P/T)
Omar García (P/T)	Milimar Hernández (
José Pagan (P/T)	Tamara Orozco (P/T)
Luis Ayala (P/T)	Alberto Dueño (P/T)
Ligia Saldaña (P/T)	
Juan C. Santiago (P/T)	
Juan Emmanuelli (P/T)	

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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 Criterion/a addressed (list number and title):

A.2 Design Thinking Skills

A.3 Visual Communication Skills

A.6 Fundamental Design Skills

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 & Louse 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 Fracis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

Ricardo Miranda	Ivan Perez
Javier Olmeda	Norberto Melendez
Luis Camaño	Mayda Hernandez
Ricardo Matos	Alejandro Castro
Emanuel Báez	Ernesto Vazquez
Anwar Morales	
Luis Ramos	
Jesuan Ramos Román	

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ARAD 102 Fundamental Design Studio II, 5 credits

Course Description:

The Fundamental Design Studio II aims to further enhance the concepts and fundaments 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 SkillsA.3 Visual Communication SkillsA.6 Fundamental Design SkillsA.8 Ordering Systems Skills

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 & Louse 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 Fracis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

José Dueño (P/T)	Roberto García (P/T)
Omar García (P/T)	Tamara Orozco (P/T)
José Pagan (P/T)	Luis Ayala (P/T)
Ligia Saldaña (P/T)	
Aleiandro Santiago (P/T))

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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 SkillsA.3 Visual Communication SkillsA.6 Fundamental Design SkillsA.8 Ordering Systems Skills

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 & Louse 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 Fracis D.K. Ching

Offered (semester and year):

Fall (regular) and spring (reposition); annually

Faculty assigned:

Ricardo Miranda Oscar Ramos Javier Olmeda Luis Camaño Ricardo Matos Emanuel Báez Anwar Morales

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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 (list):

- 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 Criterion/a addressed (list number and title):

A.2 Design Thinking Skills	A.3 Visual Communication Skills
A.6 Fundamental Design Skills	A.7 Use of Precedents
B.1 Pre-Design	B.4 Site Design
C.1 Collaboration	

Topical Outline (include percentage of time in course spent in each subject area):

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 (list all faculty assigned during the two academic years prior to the visit):

Josué Rivera (P/T) Roberto García (P/T) Roberto Alsina (P/T) Patrick Urbain (P/T) Cristina Algaze (P/T) Vladimir García (P/T)

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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.2 Design Thinking Skills	A.3 Visual Communication Skills
A.6 Fundamental Design Skills	A.7 Use of Precedents
B.1 Pre-Design	B.4 Site Design
C.1 Collaboration	

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 (list all faculty assigned during the two academic years prior to the visit):

Jesuan Ramos (P/T) Adolfo Jiménez (P/T) Luis Camaño (P/T) Ricardo Miranda (P/T) Lyzette Zeno (P/T)

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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 (list):

- 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.10 Cultural Diversity C.1 Collaboration

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:

Mariano Coronas (P/T) María G. Flores (P/T) José M. Muñoz (P/T) Pablo Planet (P/T) Ligia Saldaña (P/T) Juan C. Santiago (P/T)

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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 (list):

- 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 Criterion/a addressed:

A.1 Communication Skills A.9 Historical Traditions and Global Culture A.10 Cultural Diversity

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 (list all faculty assigned during the two academic years prior to the visit):

Mariano Coronas (P/T) Pablo Planet (P/T) Pedro A. Rosario (Bachelor Program Director)

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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 evolutional historical and theoretical timeline.
- Students will learn to identify regional trends in architecture.

Student Performance Criteria addressed

A.1 Communication SkillsA.5 Investigative SkillsA.9 Historical Traditions and Global Culture

Topical Outline:

Positioning architectural examples into historical timelines (60%) Indentifying 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 Carribbean, 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: N/A

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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 Design Thinking Skills	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

Topical Outline (include percentage of time in course spent in each subject area):

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: N/A

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ARAR 301, Parametric Modeling, 1 credit

Course Description (limit 25 words):

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 (list):

- 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/a addressed (list number and title):

A.2 Design Thinking Skills	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

Topical Outline (include percentage of time in course spent in each subject area):

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 (list all faculty assigned during the two academic years prior to the visit): $N/\!A$

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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 an 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 renounced 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

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 :

Luis Badillo (P/T) Pilarin Ferrer (P/T) Juan Cebollero (P/T)

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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 renounced buildings, in and out of Puerto Rico, that utilize diverse environmental systems.

Student Performance Criteria addressed

A.4 T	echnical Documentation	B.8 Environmental Systems
B.5 Ap	pplied Research	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: N/A

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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 renounced buildings, in and out of Puerto Rico, that utilize diverse efficiency systems.

Student Performance Criteria:

A.4 Technical Documentation B.10 Building Envelope Systems B.11 Building Service 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: N/A

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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 (list):

- 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.2 Communication Skills
A.3 Visual Communication Skills
A.4 Technical Documentation
A.6 Fundamental Design Skills
A.7 Use of Precedents
A.8 Ordering Systems Skills
A.11 Applied Research
B.1 Predesign
B.2 Accesibility
B.4 Site Design
B.5 Life Safety
B.6 Comprehensive Design

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: N/A

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[Fecha]





ARAR 302 Parametric Modeling (lab), 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.2	Communication Skills	A.11 Applied Research
A.3	Visual Communication Skills	B.1 Predesign
A.4	Technical Documentation	B.2 Accesibility
A.6	Fundamental Design Skills	B.4 Site Design
A.7	Use of Precedents	B.5 Life Safety
A.8	Ordering Systems Skills	B.6 Comprehensive Design

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: N/A

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[Fecha]





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 ResearchB.9 Structural SystemsB.10 Building Envelope 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:

N/A

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[Fecha]





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 (list):

- 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.9 Structural SystemsB.10 Building Envelope SystemsB.12 Building Materials and Assemblies

Topical Outline (include percentage of time in course spent in each subject area):

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 Counci, ASD/LRFD Manual for Engineered Wood Construction International Code Council, International Building Code (2009)

Offered (semester and year):

Fall only; annually

Faculty assigned : N/A

[Fecha]





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 (list):

- 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 SystemsB.12 Building Materials and Assemblies

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: N/A

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[Fecha]





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 crate 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.7	Use of Precedents	B.6 Life Safety
A.8	Ordering Systems Skills	C.1 Collaboration
B.1	Predesign	C.2 Human Behavior
B.2	Accessibility	C.6 Leadership
B.3	Sustainability	
B.4	Site 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: N/A

Antiguo Edificio Forteza Centro Histórico de Ponce 9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655

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[Fecha]





ARAR 401, Scripting and Procedural Morphology, 1 credit

Course Description (limit 25 words):

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 (list):

- 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/a addressed (list number and title):

A.8 Ordering Systems Skills
B.2 Accessibility
B.4 Site Design
C.1 Collaboration
C.6 Leadership

Topical Outline (include percentage of time in course spent in each subject area):

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 (semester and year):

Scheduled for fall 2012

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): $N/\!A$

[Fecha]





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

B.3 SustainabilityB.8 Environmental SystemsC.2 Human Behavior

Topical Outline:

Introduction (10%) Values, Commodity, Landscape/Architecture, Design, Education and Professions. Substantive Theory (15%) Design Philosophy, Sustainablility, 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

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

Offered (semester and year)

Fall only; 3rd Academic Year

Faculty assigned: Tamara Orozco (P/T)





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

B.8 Environmental Systems

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%)

Prequisites: 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 (semester and year) Fall only; 4th Academic Year

Faculty assigned N/A

[Fecha]





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

Prequisites: 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 N/A

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[Fecha]





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.7 Use of Precedents C.1 Collaboration
- B.1 Predesign C.2 Human Behavior
- B.2 Accessibility C.6 Leadership

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:

N/A

[Fecha]





ARAR 402 (Laboratory) Territorial, Urban and Infrastructural Data Analysis, 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.7 Use of Precedents C.1 Collaboration

- B.1 Predesign C.2 Human Behavior
- B.2 Accesibility C.6 Leadership

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: N/A

[Fecha]





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.5 Investigative Skills

C.2 Human Behavior

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: N/A

[Fecha]





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

A.5 Investigative SkillsA.9 Historical Traditions and Global CultureA.10 Cultural DiversityC.3 Client Role in Architecture

Topical Outline:

Prerequisites: ARUS 401

Textbooks/Learning Resources:

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

Kevin Lynch, <u>Urban Design (1974)</u>, 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 Loss 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: N/A

[Fecha]





ARUS 301 Territorial Planning Strategies on Infrastructures and Communities - Implementation (3 cr.)

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

C.9 Community and Social Responsibility

Topical Outline:

Prerequisites: ARUS 201

Textbooks/Learning Resources:

- Donovan D. Rypkema, <u>'The Importance of Downtown in the 21 Century'</u>, APA Journal, Winter 2003, Vol.69, No. 1 pp.9-15
- M. Christine Boyer, <u>'The Spectacle of Spatial Restructuring, Chapter 7- The Instruments of Memory</u>', in The City of Collective Memory, MIT Press, 1996, pp.407-420

Bo Grunlund, <u>'Urban in Planning and Architectural Theory'</u>, pp.1-15

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

Offered:

Spring only; annually

Faculty assigned: N/A

[Fecha]





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.2 AccessibilityB.5 Life SafetyB.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:

N/A

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[Fecha]





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.2 AccessibilityB.5 Life SafetyB.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:

N/A

- 9

[Fecha]





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 criterion/a addressed:

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, <u>An Introduction to Roman Law</u>, Clarendon Press, Oxford 1996.
Federal and State laws and regulations, and cases, jurisprudence and materials.
Miguel Reale, <u>Introducción al Derecho</u>, 7ma ed., Madrid, Piramide, 1989.
Manuel Atienza, <u>Introducción al Derecho</u>, Barcelona, 1985.
Ricardo Panero Gutierrez, <u>Derecho Romano</u>, Editorial Tirant loBlanch, Valencia, 1997.
Manuel J. García Garrido, <u>Derecho Privado Romano</u>, Dykinson, Madrid, 2000
Muñiz Argüelles, Luis; Fraticelli Torres, Migdalia; Muñiz Fraticelli, Víctor Manuel (colaboración), <u>La investigación</u> jurídica en el derecho puertorriqueño: fuentes puertorriqueñas, norteamericanas y españolas, 2006

Offered: Annually

Faculty assigned: N/A

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[Fecha]





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 criterion/a addressed:

B.5 Life SafetyC.7 Legal ResponsibilitiesC.8 Ethics and Professional Judgement

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., <u>Nueva Ley de Condominios, Guía Básica</u>, 2003 Miles, Mike E., et. al., <u>Real Estate Development, Principles and Process</u>, 4th Edition 2007 Nachem, Ira W., <u>The Complete Guide to Financing Real Estate Developments</u>, 2007 Schmitz, Addriene, et.al., <u>Resort Development Handbook</u>, 2008 Lluch, José F., <u>Gerencia e Ingeniería de Construcción</u>, 2005

Offered: Annually

Faculty assigned: N/A

19

[Fecha]





ARAD 420 Developmental Design Studio II: Development Assessment and Feasibility, 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.2 Accessibility B.6 Comprehensive Design

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:

N/A

- 9

[Fecha]





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.2 Accessibility B.6 Comprehensive Design

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:

N/A

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[Fecha]





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 ConsiderationsC.4 Project ManagementC.7 Legal ResponsibilitiesC.8 Ethics and Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):

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: N/A

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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 ٠ 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 C.5 Practice Management

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 : N/A

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[Fecha]





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 C.6 Leadership

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:

N/A

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

Course Description (limit 25 words): 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 (list):

- 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/an addressed (list number and title):

A.1. Investigate

- A.2. Document
- A.3. Value
- A.4. Students will be exposed to the complicated practice of the restoration process in order to achieve a holistic understanding of the field by handling real-life situations in the historic district of Ponce.
- A.5. The students will confront the real life conditions that are a natural part of the restoration of a building.

Topical Outline (include percentage of time in course spent in each subject area):

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	(25%)	
of the restoration of a building.		

Prerequisites:

ARAD 201

Textbooks/Learning Resources:

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

Offered (semester and year):

Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

N/A

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ARAR 202 (Laboratory) Digital Representations Systems: Dynamic Imaging and Documentation 1 credit

Course Description (limit 25 words): 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 (list):

• 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/a addressed (list number and title):

A.9. The unit will promote a harmonic coexistence between modern techniques in the work of architects of a different epoch. Dynamic Communication Skills & Visual Communication will be developing in this Lab.

Topical Outline (include percentage of time in course spent in each subject area):

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 Proceedengs in Physics) (Kindle Ediiton) by J. Nimmrichter (Editor), <u>W. Kautek</u> (Editor), <u>M. Schreiner (</u>Editor)

Offered (semester and year):

Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit): NA

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ARAC 101 Fundamentals of Historic Preservation and Conservation 3 credits.

Course Description (limit 25 words): - 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 (list):

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

Student Performance Criterion/a addressed (list number and title):

- A.1. Investigate
- A.2. Document
- A.3. Value
- A.4. Students will be exposed to the complicated practice of the restoration process in order to achieve a holistic understanding of the field by handling real-life situations in the historic district of Ponce.

Topical Outline (include percentage of time in course spent in each subject area):

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	(35%)
in order to achieve a holistic understanding of the field.	

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 (list all faculty assigned during the two academic years prior to the

visit): Magda Bardina-Garcia Ligia Saldaña-Martorell Alejandro Santiago-Villoch

Mariano Coronas-Castro

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

Course Description (limit 25 words): - 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 (list):

- 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/a addressed (list number and title):

A.1. Investigate

A.2. Document with special emphasis, materiality, construction systems and assemblies

A.3. Value

A.4. Students will be exposed to the practice of the restoration process in order to achieve a holistic understanding of the field.

Topical Outline (include percentage of time in course spent in each subject area):

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	(35%)
in order to achieve a holistic understanding of the field.	

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, Revises Edition (paperback) by Martin E. Weaver

Offered (semester and year):

Spring only; annually

Faculty assigned (list all faculty assigned during the two academic years prior to the visit):

Magda Bardina-García Roberto García-Soto Agamennon Gus Pantel (prospective)

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ARAC 301 Conservation Planning Strategies and Policies 3 credits.

Course Description (limit 25 words):- 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 (list):

- 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/a addressed (list number and title):

A.6 Once the basic principles of preservation are understood, the analysis of the relationship and presence of a building in its urban context is a fundamental next step.

A.7. Cities are composed of many elements in which buildings with high historical / architectural value and structures without intrinsic worth form a part of. The preservation platform will strive to understand how to reuse or recycle these elements.

Topical Outline (include percentage of time in course spent in each subject area):

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(50%)

Prerequisites:

ARAC 201

Textbooks/Learning Resources:

or recycle these elements.

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 (list all faculty assigned during the two academic years prior to the visit): NA

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Appendix 2- Faculty Resumes

Name: Abel E. Misla Villalba, CAAPR, AIA Associate, CCSPR, ACH

Courses (prospective):

ARAD 402 Contextual Design Studios II-Urban Scapes and Communities ARAD 502 Developmental Design Studios II-Development Assessment and Feasibility **Educational Credentials:** B. Arch., Louisiana State University, 1997 Post Graduate Studies in Venice, Catalunya, York and Harvard University, 1998 M. Arch., Columbia University, 1999 **Teaching Experience:** Design Professor, Polytechnic University of Puerto Rico, 1999-2003 Design Professor, University of Puerto Rico, 2004-2008 Dean, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:** Vice president of Investment, Design and Strategic Planning, All Engineering Services Corporation, 2004-present President, ANIMA Inc., 2005-present **Registration:** Puerto Rico Selected Publications and Recent Research: Cronomorphology, 2003 "Tiempos ÉPICOS, Entorno, 2006 Caribbean Business, 2006 "Eight under 40", Arq.i.tec, 2007 Planos y Capacetes, 2009 Transgrediendo la Convencionalidad, Arg.i.tec, 2009 **Professional Memberships:** Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico The American Institute of Architects Cámara de Comercio del Sur de Puerto Rico Asociación de Constructores de Hogares de Puerto Rico

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Name: Alberto J. Dueño Jordan

Courses:

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II* **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 CUIDAD DE MEXICO, MEXICO 2009

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Alejandro Castro Muñoz, AIT

Courses:

ARAD 101 Architectural Design Fundamentals I

Educational Credentials:

BA, Environmental Design Bachelor Degree, School of Architecture, University of Puerto Rico, 2004

M-Arch Architecture Master's Degree, School of Architecture, University of Puerto Rico, 2008

Teaching Experience:

Professor, School Technical Studies, Turabo University, 2009

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present **Professional Experience:**

Adaptable Paths , Junior Designer, Team Leader, Project Manager, Planner and Strategist, 2010. San Juan, Puerto Rico.

Arquitectura ELS, PSC, Junior Designer, Draftsmen, Design Development, Web Design Assistant, 2006. Carolina, Puerto Rico.

Miguel Calzada Arquitectos, Junior Designer, Draftsmen, Design Development and Representation, 2005. San Juan, Puerto Rico.

Construction/Project Management, Borinquen St. Multi-Unit Residence Renovation Project Manager, 2006. Rio Piedras, Puerto Rico.

Fernando Calder St. Office Renovation, Design Development, Construction/Project Manager 2006. Hato Rey, Puerto Rico.

Lily's Chocolatier / Design Development, Construction/Commercial, Project Manager, 2007. Isla Verde, Puerto Rico.

Lily's Chocolatier / Commercial, Design Development, Construction/Project Manager, 2009. Condado, Puerto Rico.

Real Estate Management, Residential Properties, 2010. San Juan, Puerto Rico.

Registration:

Puerto Rico

Selected Publications and Recent Research:

Port-Eco, Portuary Ecosystem, Academic-Design Research.

La Coal, Vision of a Fishermens Cove, Academic-Design Research. Design-Research.

Coamo, Strategic Urban Planning. Design-Research.

Sanos, Ruta Vida Activa, Strategic Urban Planning. Design-Research.

Urban Gardens, Industrial Abandonned Sites Intervention. Design-Research.

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico. CAAPPR. Active member of the Architects in Training Comission, CAAPPR.

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Name: Emmanuel Báez Rivera, AIT

Courses Taught:

ARAR 101 Diagramming and Representation Techniques 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:** Associate Degree in Architecture Draftsman, University of Puerto Rico, 1997 Associate Degree in Civil Engineering, University of Puerto Rico, 1997 B. Arch, Polytechnic University of Puerto Rico, 2006 **Teaching Experience:** Professor, Caribbean University, 2006-present Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:** C & H Systems, Inc., Ponce, Puerto Rico, 1996-1998 LPAgroup, Ponce, Puerto Rico, 2001-2008 Licenses/Registration: Puerto Rico **Professional Memberships:** Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico



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Name: Ernesto L. Vázquez González

Courses:

ARAR 101 Architectural Design Fundamentals I **Educational Credentials:** MA, Architecture Master Degree, University of Puerto Rico, 2009 Universita di Corsica Pacualle Paoli, Corse. France. 2008 BA, Environmental Design Bachelor Degree, University of Puerto Rico, 2007 Escuela Técnica Superior de Arquitectura [ETSA] of Seville, Spain 2005-2006 **Teaching Experience:** Teacher Assistant, School of Architecture, University of Puerto Rico. Rio Piedras Campus. Rio Piedras. Puerto Rico 2005-2006 **Professional Experience:** Professor, School of Architecture, Pontifical Catholic University of Puerto Rico Ponce, Puerto Rico. 2010-present Architect in Training, Adaptable Paths Inc. Santurce, Puerto Rico, 2010 Law Firm Erik A. Rosado Pérez, San Juan, Puerto Rico, 2009-2010

Architectural Model Maker & Props. Inc.

San Juan, Puerto Rico, 2006

Teacher Assistant, School of Architecture, University of Puerto Rico. Rio Piedras Campus Rio Piedras, Puerto Rico. 2005-2006

Registration:

Puerto Rico

Selected Publications and Recent Research:

Dialogues between Green and City, Thesis 2009

Documentation of Corse Houses. Corse, France. 2008

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico



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Name: Francisco J Santiago Sáez

Courses:

N/A

Educational Credentials:

BA, Computer Science Bachelor Degree, Universidad Interamericana de Puerto Rico Ponce Campus, 2008

Teaching Experience:

N/A

Professional Experience:

Audiovisual Department Assistant (Temporary), Centro de Acceso a la Información (CAI), Universidad Interamericana de Puerto Rico Ponce Campus, March-May 2009.

Auxiliary Librarian (Temporary), Centro de Acceso a la Información (CAI), Universidad Interamericana de Puerto Rico Ponce Campus, March-May 2009.

Auxiliary Librarian CARIBET Library, Pontifical Catholic University of Puerto Rico, Ponce, Puerto Rico, 2009-present

Registration: Puerto Rico Selected Publications and Recent Research: N/A Professional Memberships N/A

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Name: Javier de Jesús Martínez, CAAPPR

Courses (prospective):

ARAD 402 Contextual Design Studios II – Urban Scapes and Communities ARAD 502 Developmental Design Studios II – Development Assessment and Feasibility **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:

Principal and Founding Member Adaptable Paths Strategies-Investment-Resources 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

Licenses/Registration:

Puerto Rico

Awards:

AIA Honor Award 2001 (IN)FormA Architecture Magazine

Honor Award Puerto Rico Architecture Biennal 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

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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

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Name: Jose R. Pagan Pares

Courses:

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

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 Martinez Martín Arquitecta, Barcelona, Spain, 2004-2008

Project Architect- Fuster+Partners Architects, PSC, San Juan, PR, 2009-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

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Name: Juan R. Emmanuelli Benvenutti

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II*

Educational Credentials:

BS Civil Engineering – University of Puerto Rico, Mayaguez, 1991 (degree not completed) BS Architectural Studies – University of Wisconsin, Milwaukee, 1996

M.Arch- University of Wisconsin, Milwaukee, 1999

Teaching Experience:

Current Academic Load

Professional Experience:

Director of Operations-PCUPR School of Architecture 2009-Present Designer- CMA Architects and Engineers (Guaynabo, Puerto Rico) 2007-2008 Designer- AESC/Anima (Ponce, Puerto Rico) 2005-2007 Designer- Marmon Mok, LLP (San Antonio, Texas) 2001-2005 Designer- Kahler Slater Architects (Milwaukee, Wisconsin) 1999-2001 Licenses/Registration: Registered (Texas Board of Architectural Examiners) Professional Memberships: TBAE

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Name: Juan Carlos Santiago Colón, CAAPPR

Courses (*prospective):

ARHT 101 Architectural History 1- Ancient to Gothic
ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization*
Educational Credentials:
96 Credits (3.92 Average) - Business Administration, Univ. of Puerto Rico, 1989

Bachelor in Environmental Design, Univ. of Puerto Rico, Rio Piedras, Magna Cum Laude 1993 Masters in Architecture, University of Puerto Rico, Río Piedras, 1996

Professional Experience:

Consultant, Historic District, Municipality of Ponce, Ponce, 1996-2000 Part-Time Professor, University of Puerto Rico, Ponce, Puerto Rico, 1998-2002 Part-Time Professor, Interamericana University, Guayama, Puerto Rico, 1999-2001 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:

Licenses/Registrati

Puerto Rico

Selected Publications and Recent Research:

Urban Plan for "La Playa" Area and Hostos Avenue, Ponce, Puerto Rico 2008 Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Juanita Peña Nicolau,

Courses: N/A

Educational Credentials:

MSL, Master Sciences in Librarianship. University of Puerto Rico, Rio Piedras, P.R., 1984 **MSA**, Master Science of Art, concentration in Educational Administration and Supervision, Phoenix University, Rio Piedras, P.R., 1992.

B.A, Bachelor of Arts, concentration in Education, Inter American University , San German P.R. 1970.

Certificate in Elementary Education- Inter American University, San German P.R, 1966. **Teaching Experience:**

Drefessor Inter American University

Professor, Inter American University of Puerto Rico, 1992-1996.

Professional Experience:

Library Director, School of Architecture, PUCPR, Ponce, P.R. 2009 to Present Librarian Supervisor-Education Department Ponce Regional Offices, Education Department, Ponce, P.R.

Teaching in Public Elementary Schools- Education Department, Ponce, P.R.

Head of External Resources, Ponce Regional Offices, Education Department, Ponce, P.R.

Professional Memberships:

ABESPRI- Asociación de Bibliotecarios Escolares de Puerto Rico

ASEGRABCI – Asociación de Egresados de la Escuela Graduada de Tecnología y Ciencias de la Información

REFORMA-Capítulo de P.R. – National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking.

ACURIL- Association of Caribbean University, Research and Institutional Libraries.

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Name: Ligia Saldaña Martorell

Courses (*prospective):

ARHT 101 Architectural History 1- Ancient to Gothic ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization* ARAC 101 Fundamentals of Historic Preservation and Conservation* **Educational Credentials** Bachelor's Degree in Architecture, Cornell University, Ithaca, NY, 1993 Cornell in Rome Program, Rome, Italy, Fall 1991 Ford-Mellon Research Fellowship Award Recipient-UCLA- Summer 1992 **Professional Experience** Intern, Arce & Rigau Architects Intern, Milton Ruiz and Associates Architects Intern, Montilla & Latimer Architects Intern, Arturo Garcia Architects Teacher's Assistant, School of Architecture, Polytechnic University Licensed Architect, Garcia & Joglar Architects Licensed Architect, Atelier 66, CSP Licenses /Registration Puerto Rico License **Professional Memberships** Colegio de Arquitectos y Arquitectos Paisajistas de PR (CAAPPR)

American Institute of Architects

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Name: Luis Ayala Rubio

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I ARAD 102 Architectural Design Fundamentals II*

Educational Credentials:

B. Arch, Tulane University School of Architecture – New Orleans, Louisiana, 1993
M. Arch., Tulane University School of Architecture – New Orleans, Louisiana, 2004
Teaching Experience:

Summer Design Studio Teaching Assistant, Tulane University School of Architecture, 1993 **Professional Experience:**

Architect In Training, José Ramírez, AIA – San Juan, Puerto Rico, 1991

Architect In Training, Architectural Devices – New Orleans, Louisiana, 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

Artwork Exhibitions:

Holiday Group Show – Hall & Barnett Gallery New Orleans, LA, 1990 Season Opening Group Show – Hall & Barnett Gallery, New Orleans, LA, 1990 Tres Expresiones, Colectiva de Obras – Galeria Trinitaria, Ponce, PR, 2006 **Professional Memberships:**

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR) United States Green Building Council (USGBC)

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Name: Luis V. Badillo, AIA, CAAPPR

Courses Taught:

Advanced Course in Management and Professional Practice, UPR

4th Year Advanced Design Course, UPR

5th Year Career Cap-Stone Design Course, UPR

Educational Credentials:

Bachelor of Environmental Design, School of Architecture, University of Puerto Rico, 1981 Master Degree in Architecture, School of Architecture, University of Puerto Rico, 1983

Teaching Experience:

Advanced Level Courses Faculty -School of Architecture - Polytechnic Univ. of Puerto Rico **Professional Experience:**

Principal, Méndez Brunner Badillo Architects & Engineers

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

More than 10 articles regarding architectural subjects in local general circulation newspapers.

Mr. Badillo has also been invited to participate as a speaker in several professional forums in Florida, Costa Rica, Guatemala and Panama.

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

American Institute of Architects

National Trust for Historic Preservation

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Name: Luis Camaño, CAAPPR

Courses Taught:

ARAR 101 Diagramming and Representation Techniques Education Credentials: B.Arch., SCI-Arc (Southern California Institute of Architecture), 2004 SCI-ARC studies abroad program, i2A instituto internazionale di archittectura, Switzerland Teaching Experience: Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present Professional Experience: Architect assistant, Urban Department City of San Juan, Puerto Rico, 1998-2002 Intern, Studio Jakob + MacFarlane, Paris, France, 2004 Project Designer, Bonnín Orozco Arquitectos, 2004-present Licenses/Registration: Puerto Rico Recent Research: Design Team, KOL/MAC exhibition of *Non Standard Architecture*, Paris, France, 2004 Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Luis Daniel Muñiz Martínez, Esg.

Courses (prospective):

ARLA 101 Introduction to Law, Contracts and Professional Liability ARLA 201 General Real Estate, and Administrative Law Principles **Educational Credentials** BS Chemistry, B.A. Minor, University of Puerto Rico, Mayagüez, 1996 Juris Doctor, Pontifical Catholic University of Puerto Rico, Summa Cum Laude, 2001 **Professional Experience** Intern, Economic Development Bank for Puerto Rico Intern, Commission for the Revision of the Puerto Rico Civil Code Intern, U.S. District Court for the District of Puerto Rico, Magistrate Judge Delgado Intern, Environmental Protection Agency, Washington, D.C. Headquarters Intern, Environmental Protection Agency, Caribbean Office Attorney, McConnel Valdés Law Firm Vice President, Hotel Development Corporation Deputy Executive Director, Puerto Rico Tourism Company, Planning, Financial Incentives and Hospitality Development Advisor to the Governor of Puerto Rico, Infrastructure, Urbanism and Environment Member, Board of Admissions for the Puerto Rico Bar Attorney, Maymí, Rivera & Rotger, P.S.C. **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** El Delito de Fuga vis a vis el Principio de Legalidad: Tienen los tribunales las manos atadas.

Published on 40 Rev. Der. P.R. 1-2

Professional Memberships

Puerto Rico Bar Association

American Bar Association

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Name: Lyzette Marie Zeno Cortes, LAIT

Courses: ARAR 102 Architectural Design Fundamentals II Educational Credentials: MA, Architecture Master Degree, University of Puerto Rico, 2010 BA, Environmental Design Bachelor Degree, University of Puerto Rico, 2008 Teaching Experience: Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present Professional Experience: Architect In training, Adaptable Paths Junior Designer and Team Captain Assistant, "Arquitectura ELS", Carolina, Puerto Rico, 2008 Intern, "RAY architects and engineers", San Juan, Puerto Rico, 2006 Registration: Puerto Rico

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Name: Mariano G. Coronas Castro

Courses Taught

ARHT 101 Architectural History I - Ancient to Baroque

ARHT 201 Architectural History II - Neoclassicism to Contemporary Western Civilization* ARHT 301 Architectural History III – Latin American and Puerto Rican Architecture* ARAC 101 Fundamentals of Historic Preservation and Conservation*

Educational Credentials:

Bachelor in Environmental Design., School of Architecture, University of Puerto Rico, 1978 Master's Degree in Architecture, School of Architecture, University of Puerto Rico, 1980

Teaching Experience:

Professor, Universidad Interamericana, San Germán Campus, Puerto Rico, 1994-1995 Professor, Universidad del Turabo, Isabela Campus, Puerro Rico, present

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

Professional Experience:

Commonwealth State Historic Preservation Officer, 1984-1992

Advisor to the Mayor of the Municipality of Carolina in Urban Planning, Architecture and Historic Preservation, 1992

Advisor of the Mayor of the Municipality of Mayagüez in Urban Planning, Architecture and Historic Preservation, 1993-2000

Advisor of the Mayor of the Municipality of Río Grande in Urban Planning, Architecture and Historic Preservation, 2004-2008

President, Office of Urban Planning and Architecture, Taller de Urbanismo y Arquitectura, 2000-present

Licenses/Registrations:

Puerto Rico

Selected Publications and Recent Research:

Editor/Director, quarterly *Patrimonio Bulletin*, State Historic Preservation Office, 1990-1992 **Professional Memberships:**

Sociedad Puertorriqueña de Planificadores, San Juan, Puerto Rico, License Number 475

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Name: Magda Bardina García, AIA, CAAPPR

Courses (*prospective):

ARAC 101 Fundamentals of Historic Preservation and Conservation ARAD 202 Analytical Design Studio I: Adaptive Conservation and Preservation* ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems* ARAC 301 Conservation Planning Strategies and Policies*

Educational Credentials:

Participant, Preservation Institute of the Caribbean, University of Florida/Interamerican University, San Germán, P.R., 1983

Bachelor in Environmental Design, University of Puerto Rico, Rio Piedras, 1983

Participant, UNESCO Workshop and Course on Monument, Techniques: Roofing, Carpentry and Masonry, National University of Haiti, 1984

Masters in Architecture, University of Puerto Rico, Río Piedras, 1989

Professional Experience:

Designer/Historic Preservation Consultant, Conservation Trust of Puerto Rico, 1986-1989 Consultant, Historic District Ponce Region, Puerto Rico Cultural Institute, 1988-1990 Director, Historic District, Puerto Rico Cultural Institute, Ponce, 1990-1992 Director, Historic District, Municipality of Ponce, Puerto Rico, 1992-1998

Urban Development Office Consultant, Municipality of San Juan, Puerto Rico, 1998-2001 President, Atelier 66, CSP, Ponce, Puerto Rico, 2003-present

Licenses/Registration:

Puerto Rico

Selected Publications and Recent Research:

The Revitalization of the Historic Center of Ponce: Reuniting with their Natural Environment, International Symposium on Conservation of Monuments, Mexico, 1991 Heritage and Tourism, International Symposium on Conservation of Monuments, Mexico, 1993

Cities at Risk ,International Symposium on Conservation of Monuments, Mexico, 1994 **Professional Memberships:**

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 12944 American Institute of Architects, Member 30317274

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Name: Oscar M. Ramos Rodriguez

Courses: ARAD 102 Educational Credentials: BA, Architecture Bachelor Degree, Polytechnic University of Puerto Rico, 2009 Teaching Experience: Professor, School of Design, Turabo University of Puerto Rico, 2009-2010 Professional Experience:

Partner, Head of Hardware, LAB: Lab de artes binarios. Santurce June 2010-present Professor, Universidad del Turabo. Gurabo, Puerto Rico, august 2009-2010 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 Designer/Draftsman, Jorge del Río Architects, San Juan, Puerto Rico, 2002 - 2004 Draftsman/Model Maker, Jorge Rigau FAIA, San Juan, Puerto Rico, 2001 - 2002 Draftsman/Model Maker, Jaime Suárez, San Juan, Puerto Rico, 1999 - 2000 **Registration:** Puerto Rico Selected Publications and Recent Research: Life Belt Transitional Housing System, Academic-Design Research

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Name: Pablo R. Planet Arrocha, PhD

Courses Taught:

ARHT 101 Architectural History I: Ancient to Baroque
ARAD 201 Analytical Design Studio I: Architectural History and Culture*
ARHT 201 Architectural History: Neoclassicism to Contemporary Western Civilization*
ARHT 301 Architectural History III: Latin American and Puerto Rico*
Educational Credentials:
BS Eng., University of Barcelona, 1972
BA and MA Arch., University of Barcelona, 1977
MA. Hist., Centro de Estudios Avanzados de Puerto Rico y el Caribe, 1993
PhD Hist. Arch., University of Sevilla, 2000

Teaching Experience:

Associate Professor, Universidad del Turabo, Puerto Rico, 1987-1998 Associate Professor, Universidad Interamericana, Puerto Rico 2000-2009 Associate Professor, Universidad del Este, Puerto Rico, 2001-2009 Professor, Caribbean University, Puerto Rico, 2002-2009 Professor, Pontifical Catholic University of Puerto Rico, 2009

Professional Experience:

Project Civil Engineer, Hidroeléctrica de Cataluña, Barcelona 1965-1976 Project Architect, Planet Project, Barcelona and Valencia, Spain 1977-1979 Project Architect, Planet Project, Punto Fijo, Venezuela, 1979-1981 Project Architect and Urban Planning, Municipality of Caguas, 1991-1997

License/Registration:

Barcelona and Valencia, Spain

Selected Publications and Recent Research:

Newspaper publications, El Nuevo Día, La Noticia, and La Opinion, 1991-present Patrimonio Ciudad, Inc., 1991-present

Institutional Review Board (IRB), 2008-present

Professional Memberships:

SAI – Sociedad de Administradores de Investigación de PR, Inc.

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Name: Pedro A. Rosario

Courses Taught (Two academic years prior to current visit)

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:

Professor, Pontifical Catholic University of Puerto Rico, 2010

Academic Administration Experience:

Special Projects Coordinator, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Director of Bachelor Program, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Professional Experience:

Designer, All Engineering Services Corporation, 2006-2007 Designer, ANIMA, Inc., 2007 Supervisor, ANIMA, Inc., 2008 Consulting editor, ANIMA, Inc., 2009 Consulting editor, Misla Villalba PSC – Engineers, Architects, Planners and Developers, 2010

Selected Publications and Recent Research:

Questions 7, 37, 98, and 100, 100 preguntas que nos hemos hecho sobre Puerto Rico en la Nueva Escuela de Arquitectura de la Universidad Politécnica de Puerto Rico (100 questions established about Puerto Rico in the New School of Architecture of the Politechnic University of Puerto Rico), 2005

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 (School of Architecture, PCUPR), Middle States Commission on Higher Education, 2009

Plan for Achieving Initial Accreditation (School of Architecture, PCUPR), National Architectural Accrediting Board, 2009

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Name: Pilarín Ferrer Viscasillas AIA, CAAPPR

Courses: ARST 101 Materials and Methods

Educational Credentials:

Master Degree in Architecture – School of Architecture University of Puerto Rico - 1988 Bachelor Degree in Environmental Design – School of Architecture University of Puerto Rico - 1985 Two years of History of Art and Architecture History – McGill University, Montreal, Canada - 1979-1981

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010

Professional Experience:

Interior Planner at Simon Drury Ltd. From 1988 - 1992 Architect and Interior Planner at Méndez, Brunner, Badillo & Associate, 1992 until present **Registration:** Puerto Rico Professional License # 10476

Selected Publications and Recent Research:

Nowhere to Run (article) Florida/Caribbean Architect AIA MagazineSummer2006Una Revolución Pacífica (collaboration in article) La Vanguardia Newspaper, Spain,2008Lo que me llevé de La Habana, (article) El Nuevo Dia Newspaper, PR,December2009De Arquitectura, tragedia y Pasiones (article) El Nuevo Dia Newspaper, PR, February,2010Invited Speaker at APT World Forum,San Juan, PR2007Invited Speaker at AIA Florida Caribbean Convention, Boca Raton,Florida2008Invited Speaker at FCAA Caribbean Architecture Biennale,Havana, Cuba,2009

Professional Memberships

Member CAAPPR Liason Committee 2009 Puerto Rico AIA Chapter Past- President 2007 Puerto Rico AIA Chapter President 2006 Puerto Rico AIA Chapter President-Elect 2005 Puerto Rico AIA Chapter One-Year Director 2004 Puerto Rico AIA Chapter One-Year Director 2003 Honorable Mention, 2002 AIA Puerto Rico Chapter Honor Awards

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Name: Ricardo E. Matos López

Courses Taught:

ARAR 101 Diagramming and Representation Techniques **Education Credentials:** B. Liberal Arts, Pontifical Catholic University of Puerto Rico, 2003 M. Arch., Florida International University, 2009 **Teaching Experience:** Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:** Intern, Mora Development, Inc., San Juan, Puerto Rico, 2001-2005 Designer, JLI Design Associates, Inc., Coto Laurel, Puerto Rico, 2008 Architectural Designer, JLI Design Associates, Inc., Coto Laurel, Puerto Rico, 2009-present **Registration:** Puerto Rico

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Name: Ricardo Miranda, MA, CAAPPR

Couses Taught:

ARAR 101 Diagramming and Representation Techniques

Educational Credentials:

B. Environmental Design, University of Puerto Rico, Río Piedras, Cum Laude, 1988 M.Arch., University of Puerto Rico, Río Piedras, 1996

Course in Management of Human Resources, University of Puerto Rico, Bayamón, 1998 **Teaching Experience:**

Restoration Workshop Coordinator, State Historic Preservation Office, Programa de Escuelas-Taller, 1991-1994

Digital Design Consultant, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Supervisor, Cartography and Digital Services, Urban Planning Office, Autonomous Municipality of Ponce, 2001-2004

Director, Community Development Department, Autonomous Municipality of Ponce, 2004-2005

Architect, Designer, Digital Modeling and Presentations, Atelier 66 CSP, 2005-present **Registration:**

Puerto Rico

Selected Publications and Recent Research:

Special Achievement Award in GIS, Delegate International Conference for ESRI, 2004 Rehabilitación de viviendas, Playa de Ponce, Mention of Honor, Puerto Rico chapter AIA Bienal Under Constructed Projects, 2001

Housing Rehabilitation, la Playa de Ponce, Florida/Caribbean Architect Magazine American Institute of Architects Magazine, 2002

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Name: Roberto García Soto, AIA Associate, CAAPPR

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II*

ARAD 202 Analytical Design Studio I: Adaptive Conservation and Preservation*

Educational Credentials:

Participant, Preservation Institute of the Caribbean, University of Florida/Interamerican University, San Germán, P.R., 1983

Bachelor in Environmental Design, University of Puerto Rico, Rio Piedras, 1983

Participant, UNESCO Workshop and Course on Monument, Techniques: Roofing, Carpentry and Masonry, National University of Haiti, 1984

Masters in Architecture, University of Puerto Rico, Río Piedras, 1989

Teaching Experience:

Design Professor, School of Architecture, Polytechnic University of Puerto Rico, 1998-2009 Professor, Pontifical Catholic University of Puerto Rico, 2009-present

Professional Experience:

Designer, Beatriz del Cueto AIA Architects & Historic Preservation Consultants, Guaynabo, Puerto Rico, 1988.

Project Manager, Historic Properties of the Conservation Trust of Puerto Rico, 1989 Project Manager and Historic Preservation Consultant, ESCO Group, 1991-present Designer Architect and Historic Preservation Consultant, Axel Bonilla Cortes, Engineer, Ponce, Puerto Rico, 1995

Historic Preservation Consultant, Puerto Rican Institute of Culture, Ponce, 1998-1999 President, Anastylosis Inc., 2000-present

Design & Historic Preservation Consultant, Atelier Arquitectura y Urbanismo, 2001-present **Registration:**

Puerto Rico

Professional Memberships:

Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico, Cert. 13098 American Institute of Architects, Member 30419856

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Name: Tamara Orozco Rebozo, LAIT

Courses):

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II

Educational Credentials:

BLA, Landscape Architecture Bachelor Degree, Louisiana State University, 2001

Teaching Experience:

Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2009-present **Professional Experience:**

Intern, PL Design Planning and Landscape Architecture, Bangkok, TH , 2000

Head of Landscape Design Department, Gramaslindas, San Juan, Puerto Rico, 2001-2003 Associate Landscape Architect-Designer, JADT Landscape Architecture, San Juan, 2001-2003 Capital Investment Project Manager, University of Puerto Rico's Central Administration, San Juan, 2004-2007

Planning and Capital Investment Project Consultant, University of Puerto Rico at Bayamón, 2007-2009

Planning and Capital Investment Project Manager and Consultant, Adaptable Paths, San Juan, Puerto Rico, 2009-present

Registration:

Puerto Rico

Selected Publications and Recent Research:

Flora Behavioral Patterns, Design Research

Professional Memberships

LAIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico Instituto de Arquitectos Paisajistas de Puerto Rico

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Name: Vladimir García Bonilla, MArch, AIT

Courses:

ARAD 201 Analytical Design Studio: Architectural History and Culture **Educational Credentials:** BA, Environmental Design Bachelor Degree, University of Puerto Rico, 1997 MArch, Masters in Architecture, Southern California Institute of Architecture, 2001 **Teaching Experience:** Teacher Assistant, Southern California Institute of Architecture, 2000 Professor, Department of Industrial Design, School of Fine Arts of Puerto Rico, 2008-present Professor, School of Architecture, Pontifical Catholic University of Puerto Rico, 2010-present **Professional Experience:** Project Designer, Gil Zapata Design & Development Group, Mayaguez, Puerto Rico, 1997-1998 Shop Staff, Southern California Institute of Architecture Fabrication Lab, Los Angeles, USA, 1998-2001 Intern, CSA Architects and Engineers, San Juan, Puerto Rico, 1999 Intern, Conceptos Urbanos Design & Development Group, San Juan, Puerto Rico, 2000 Project Designer, Mia Lehrer & Associates Landscape Architects, Los Angeles, USA, 2001-2003 Project Architect, Escala/ Samuel Corchado & Associates, San Juan, Puerto Rico, 2004-2005 Project Architect, Cocero-Cordero Architects, San Juan, Puerto Rico, 2005-2007 Permitting Manager, AGE Environmental Consultants, San Juan, Puerto Rico, 2007-Present Design Director, [A]rmada, San Juan, Puerto Rico, 2007-Present

Registration:

Puerto Rico Selected Publications and Recent Research:

Professional Memberships

AIT Certification, Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico

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Appendix 3- List of Documents Available in Team Room

List of Documents to be Available in the Team Room (Part I: Policy Review) The information requested in Part I, Sections 1-3 of the APR, is to be addressed in the APR. In addition, the program is expected to provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. These include but are not limited to:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - o Rank, Tenure, & Promotion
 - o Reappointment
 - o EEO/AA
 - o Diversity (including special hiring initiatives)
 - o Faculty Development, including but not limited to; research, scholarship,
 - o creative activity, or sabbatical.
 - 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.
 - Admissions Requirements
 - 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
 - Policies on use and integration of digital media in architecture curriculum
 - Policies on academic integrity for students (e.g., cheating and plagiarism)
 - Policies on library and information resources collection development
 - A description of the information literacy program and how it is integrated with the curriculum

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Appendix 4- SPC Matrix



Awareness Understanding Ability



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Appendix 5- Required Text for Catalogs and Promotional Materials

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite forlicensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degreeprograms 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 preprofessional 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: Spring 2011

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Appendix 6- Background and History of the National Architectural Accrediting Board

The first step leading to architectural accreditation was taken in Illinois where the first legislation regulating the practice of architecture was enacted in 1897. Following that enactment, in 1898 the Illinois Board of Examiners and Regulators of Architects gave its first examination. By 1902 they had established a rule restricting the examination to graduates of the state's approved 4-year architecture curriculum. In 1903, the board expanded this policy to include graduates from Cornell, Columbia, and Harvard Universities, the Massachusetts Institute of Technology, and the University of Pennsylvania. That action demonstrated the need for national standards of architectural education.

The first attempt to establish national standards came with the founding of the Association of Collegiate Schools of Architecture (ACSA) in 1912 and its adoption two years later of "standard minima," which schools were required to meet to gain ACSA membership. While these standard minima were in place, ACSA membership was equivalent to accreditation. In 1932, the ACSA abandoned the standard minima, causing an 8-year hiatus in the profession's national system of professional architecture education – a hiatus brought to an end when the ACSA, The American Institute of Architects (AIA), and National Council of Architectural Registration Boards (NCARB) established the NAAB and gave it authority to accredit schools of architecture nationally. The founding agreement of 1940 also announced the intention to create an integrated system of architectural education that would allow schools with varying resources and circumstances to develop according to their particular needs.

In 1972, the membership of the NAAB Board of Directors was expanded to include one student representative nominated by "the Association of Student Chapters/ AIA13" and one graduate student nominated by schools accredited by the NAAB. In 1999, this representation was further refined to be two individuals nominated by the American Institute of Architecture Students.

The foundation for the system, or model, for accreditation in architecture education that many know today was first outlined in an inter-collateral report, *The Restructuring of the NAAB*, which was completed in 1975. In that report, the collateral organizations identified two over-arching goals for the NAAB:

- Advancement of all phases of architectural education, with a view toward the
- promotion of public welfare.
- Provide guidance, encourage improvement and innovation in the architecture system
- process, program experience, and product with a view toward serving the public

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• interest and meeting societal needs.

And three objectives for the accreditation process:

- To hold a school accountable to its own stated objectives to the student, the profession, the institution, and the public community. The Association of Students Chapters/AIA was later renamed The American Institute of Architecture Students (AIAS).
- To improve educational programs in schools of architecture by continuing a systematic review and assessment of education programs and resources through the selfevaluation process.
- To identify to prospective students, the public community, the profession, educational institutions, governmental agencies and state registration boards and to grant public recognition to those architecture education programs which meet and maintain established qualifications.

Finally, the report identified 13 policies; of which many remain central to the process. Among the thirteen, the following four relate to the continuous review and evaluation of the *Conditions for Accreditation.* The NAAB will:

- Accredit professional degree programs in architecture rather than institutions, colleges,
- departments, or schools.
- Accredit only the first professional degree program in architecture.
- Avoid rigid standards of curriculum content as a basis for accreditation in order to
- prevent standardization of programs and support well-planned experimentation.
- Establish and maintain procedures for reviewing and evaluating programs and
- informing schools of their accreditation status and for appeals by schools.
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Today, the NAAB's accreditation system for *professional degree programs* within schools requires a self-assessment by the accredited degree program, an evaluation of that assessment by the NAAB, and a site visit by an NAAB team that concludes with a recommendation to the NAAB as to the term of accreditation. The decision regarding the term of accreditation is then made by the NAAB Directors.

The Members of the NAAB

The members of the NAAB bring varied insight and concerns to the accreditation process and provide a broad and inclusive view of architecture. In addition to two nonarchitects, one with a background in academia and the other a generalist who together represent the public interest, the members include representatives from the four organizations that serve the profession of architecture:

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- The American Institute of Architects. Since 1857, the AIA has represented the professional interests of America's architects. AIA numbers more than 83,000 licensed architects, emerging professionals, and allied partners who, in design, express their commitment to excellence and livability in our nation's buildings and communities.
- The American Institute of Architecture Students. Founded in 1956, the AIAS serves architecture and design students throughout North America by promoting and complementing architectural education and by representing the concerns of students to the profession and the public.
- The Association of Collegiate Schools of Architecture. The mission of ACSA, founded in 1912, is to advance architectural education through support of member schools, their faculties, and their students.
- The National Council of Architectural Registration Boards. Founded in 1919, the NCARB today provides assistance in protecting the public's health, safety, and welfare to 55 boards regulating architecture in the 50 states, 4 territories, and District of Columbia.

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Appendix 7-Background to the 2008 NAAB Accreditation Review Process and the Development of the 2009 Conditions for Accreditation

In late 2007, the NAAB's inter-collateral task group on Trends in Accreditation identified two primary trends emerging in other accrediting agencies:

- Performance-based accreditation.
- Evaluation of a program or school's performance against its own stated mission.
- In interviews with leaders at the Association of Specialized and Professional Accreditors, the Landscape Architecture Accrediting Board, and the Higher Education Commission of the North Central Association of Colleges and Schools, among others, the same themes emerged: accrediting agencies are focusing on evaluating student success or student performance and they are increasing the expectations for programs to conduct selfassessment against the program's stated mission and within its institutional context. Some organizations have more adeptly responded to these trends, while others struggle to balance the need to evaluate institutional support and specific curricular requirements with assessing student learning.

Since 1975, the NAAB Conditions for Accreditation have emphasized self-assessment and student performance as central elements of its model, and the model proposed for 2009 does so as well. In its discussions in February 2008 and later in July, the Board of Directors maintained their commitment to both of these as core tenets of the NAAB's accreditation model. In addition, the NAAB Directors reaffirmed their commitment to the essential procedures for accreditation, which are responsive to and reflective of the primary practices of accreditation.

Throughout its current effort, the NAAB acknowledges that architecture education and practice have become more complex and therefore it is appropriate "to revise its accrediting process in response to the advice of its various constituencies."14 The NAAB's constituencies, through white papers and issue briefs, were relatively consistent in much of the advice they offered, especially with respect to the content of the Student Performance Criteria (SPC). For example, nearly all the papers submitted by the collateral organizations, as well as those prepared by the NAAB's own task groups included the following recommendations:

- Include a specific and comprehensive commitment to environmental sustainability in the SPC.
- Prepare graduates for global practice through cross-cultural and cross-curricular experiences in other disciplines.
- Prepare graduates who are able to practice ethically and professionally with an

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understanding of the centrality of the client to their work.

- Include a specific and measurable commitment to increasing the diversity of student and faculty populations in accredited programs relative to gender, race/ethnicity, age, religion, sexual orientation, or physical ability.
- Strengthen the connection between planning and self-assessment by programs and demonstrate a commitment to continuous improvement.

The 2008 Fusion Model – A Framework for the 2009 Conditions for Accreditation

As the NAAB Directors reviewed the outcomes of the inter-collateral task groups, the white papers and issue briefs prepared by the collateral organizations, the five models proposed in June 2008, as well as its own practices and procedures, several things became very clear.

First, no group proposed any radical shift in process, authority, or basic standards. Second, four of the five models focused on the content and organization of Condition 13 – Student Performance Criteria (SPC).

Third, based on a review of all the recommendations and advice, the Board agreed that the 2004 Conditions for Accreditation (13 conditions, including SPC), generally speaking, contain all the critical requirements and expectations for a professional degree in architecture. However, within several of Conditions 1-12, expectations for student learning or achievement are embedded with expectations for institutional commitment or assessment.

Next, as a matter of practice, the *Architecture Program Reports* (APRs), and the visits have tended to treat all Conditions as equal, and deserving of a "Met/Not-Met" designation, when, in reality, certain parts of the 2004 Conditions cannot be assessed in this way. Likewise all SPC have been treated as equal when in practice some are "more equal than others." Thus, the NAAB Board agreed it was not only appropriate to revise the content of SPC to be relevant in light of current practice and professional concerns, but also to group both Conditions and SPC in a way that reflect their relationships to one another and their relative importance overall.

Finally, the Board agreed that it was time to design and implement processes for internal and external assessment and review of the NAAB itself both in terms of the effectiveness of its procedures and its compliance with best practices as defined by independent organizations. This effort is lead by the NAAB's Assessment and Evaluation Committee, which is chaired by the president-elect.

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The 2008 model illustrated the results of the Board's effort to address all of these matters:

- First, the NAAB distinguished those elements of the 2004 Conditions that support and affirm an institution's long-term commitment to the development and continued viability of the program over time from those elements that define expectations for student learning.
- Next, the model attempted to delineate those conditions that are evaluated on the basis of evidence and artifacts (e.g. student work) as either met or not met from those that must be evaluated through a combination of documentary review, interviews on campus, and discussion with faculty, staff, and students.
- Third, the SPC were revised to be reflective and responsive to contemporary concerns in architectural practice (e.g., leadership, civic engagement, and environmental stewardship).
- Finally, the model included the addition of internal and external review and assessment of the NAAB.

The 2009 Conditions for Accreditation, while based initially on the 2008 Fusion Model, are ultimately a combination of all previous input from collateral organizations, individual comments and the findings of the 2008 Architectural Review Conference (ARC). Participants at the ARC were asked to consider all the options including maintaining the existing SPC, making revisions to the SPC, as well as a variety of recommendations for new criteria. Dialogue from the ARC, subsequent responses and refinement from the NAAB are what follows.

The expectation is that when reading the 2009 Conditions for Accreditation, the architectural community will find a great deal that is familiar with respect to resources and program characteristics. Nevertheless, much has been reorganized and refined compared to previous editions. For example:

- Expectations for long-range planning, self-assessment, and institutional culture have been grouped together in order to strengthen the expectation that professional architectural education occupies a unique and relevant position within the institution.
- Expectations for statistical reporting along with comparative data have been expanded.
- There are now 32 individual SPC, compared to 34. While many of the 2004 SPC have been retained in their entirety (e.g., Writing and Communications Skills), several have been revised or combined to address student achievement more broadly (e.g., Human Behavior) and in certain cases, the level of achievement has been raised from *understanding* to *ability*. Some are new and are based on the recommendations from the ARC (e.g., Community and Social Responsibility).
- The most obvious change has been to group the SPC into three realms. Each

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realm defines a set of relationships between individual areas of study and identifies the overall learning aspirations for the realm. Programs are still expected to demonstrate that all graduates are learning at the level of achievement defined for each of the SPC; compliance will be evaluated through the review of student work.

- Finally, programs that admit students with pre-professional or preparatory education are expected to document whether certain SPCs are expected to have been met prior to admission to the NAAB-accredited program. The SPC matrix accommodates this documentation.
- In many regards, the basic purposes of the 1998 and 2004 Conditions for Accreditation have been sustained in the 2009 Conditions for Accreditation. Likewise, the five central attributes of voluntary accreditation remain. Finally, the core elements of the NAAB's process also persist:
- Programs are required to document their compliance with the conditions through a comprehensive, self-analytical report.
- A team will visit the program to confirm the results of the report and to document additional compliance through the review of student work, institutional policies, interviews, and other records.
- The final decision will be made by the NAAB Directors.

In today's environment of heightened expectations and continued scrutiny by Congress and others, the NAAB continues to be a leader in specialized accreditation. This leadership role can be expected to continue through the 2009 Conditions for Accreditation.

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Appendix 8-<u>SEEDS-Experimental Units Strategic Integral Plan</u>

PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE ACADEMIC PLATFORM: DIGITAL REPRESENTATION

PROGRAM DIRECTOR

Alberto Dueño y José Dueño

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I. INTRODUCTION

We live in a world where technology is advancing rapidly, where it is the product of environment in which we live. Technology has always functioned as a design tool which conveys the thoughts and ideas. The architecture also reflects this advanced level where we use this to develop some advanced computations THROUGH design that take you to another level of thinking and exploration.

We have to get in tune with the ways of living and thinking today. In an environment where we use and depend on technology for day to day, we cannot leave out of being an instrument for the development of the area today. In a world where children grow and alternate with a virtual world and learn to visualize and understand the space in a digital world we cannot divert the new capacity development, exploration and understanding of design tools offer today.

The digital world helps us to understand, explore and build the world tectonic. Help viewing speed and produce a piece. It is a space where you can explore more options and variables. It also allows the discovery of new materials and new applications. The architecture depends on a changing technology to develop and maintain a world unstressed with the times in which plays the role of vision and technology. The school uses technology as a design tool to reach a level of critical thinking and more advanced. The programs used from the first moment of development of the architect help broaden their skills and develop a more advanced design process.

II. VISION

To develop a new generation of architects aware and prepare with the technological and digital advance he needs to create his own vision, methods or concepts for his designing and creation process.

III. MISSION

This class will practice and implement methods through which architecture will be represented, investigated, presented and designed using the computer. The class will also challenge you to understand media and how the theories regarding media influence architecture. In this class we will explore many digital media applications and how digital design can inform architectural production, research and presentation. We will explore a wide range of material – not all of which are typically considered "architectural". But all will relate to idea generation and the creative process. Provide the student with the tools and knowledge to conceive, develop, represent and build his designs, and to promote the investigation and exploration of new ways of representation and design process.

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Planning design strategy:

As space is designed for the type of digital design process, how to develop technology THROUGH concept, capacitor and develop students with new technology

Studio: is conceived as a digital design laboratory where it disappears the Common Bench and introduces a work table designed to take the needs of the technology space which becomes the tool design process where exploration and research architecture projects the results across two monitors.

This digital lab is composed of a study class two days a week (Mondays and Wednesdays) and is complemented by a third class of the week (Friday) in which he explores and investigates the ideas conceived by the student using digital programs.

The design lab is composed of two teachers: First is led by a professor of study (class design) which explores and conceptualize the principles and elements of design. Second is managed by a DDC (Digital Design Consultant) which develops the student with digital skills that help you explore and investigate the development of their designs.

The use of digital technology as a theoretical component will help students to develop their own theories to explore and develop their designs.



Evolution Diagram:



Concept Diagram:



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IV. ACADEMIC PLATFORM DESCRIPTION

ARAR 101 (Laboratory) Diagramming and Representation Techniques- Digital Laboratory The Diagramming and Representation Laboratory is the digital base for the Fundamental Design Studio I. The objective of the Lab 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. The laboratory is taught as a tactile and inventive subject where the workshop, studio, and lecture space are interwoven places for its developed and understanding. The students will learn to use and experiment with specialized 2-D and 3-D software to document their work for critique in the studio sessions. The students will also learn and use Fabrication techniques and equipment to further enhance their representational abilities and supplement their understanding of the fundamental concepts within a physically tangible environment. *Within the Design Studio - 4 hours, 1 semester, 1 credit*

ARAR 102 (Laboratory) Nonlinear Diagramming and Complex Geometry - Digital Laboratory The Nonlinear Diagramming and Complex Geometry 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. Develop skills for detailed observation and to scale translation of visual and spatial ideas. Advanced tools and digital methods like organic modeling, spatial animation, illumination and materials will give students more powerful representation potential and realistic scenarios to better communicate the concepts and elements studied within the main studio. *Within the Design Studio - 4 hours, 1 semester, 1 credit*

V. OBJECTIVES OF ACADEMIC PLATFORM

A. Architectural Education and the Students: Academic Objectives

1. Provide training to create virtual models of architectural or items related to architecture. This objective is aimed at professional practice in such a way that serves both to take advantage of computer simulation techniques in the design phase of the project (to support the visualization and formal experimentation), to develop multimedia presentations in different stages of project development, to clients or collaborators.

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- 2. Students learn to use tools of representation as means of investigating visual ideas.
- 3. Students develop skills for detailed observation and to-scale translation of visual and spatial ideas.
- 4. Students will learn media techniques to pick up tools for visual analysis and representation.
- 5. Introduces students to issues of scale, measurement and methods of transposing information *from one medium to another*.
- 6. Maintain and expose the student to what is happening today in the outside world via chat participation, access to libraries updated, global skills and facilitate partnerships with and abroad for Internships programs.
- 7. Students learn Computer Graphics for 3D Modeling and Animation.
- 8. Students learn Techniques in the generation and production of animated 3D shapes.
- 9. Create elective class to investigate and explore other capacities of the software
- 10. Develop and create a digital representation magazine with all the new tendencies, techniques, interviews, school projects, and competitions.

B. Architecture Education and the Academic Community Research and Development

- 1. Create and develop a master program focus in advance digital representation, digital media and prototyping were students from around the world can come to study and specialize.
- 2. Create and develop summer programs that concentrate in the Studies such as materials, light, shadows, and architectural representation.
- 3. Analyze vision and concepts of representations through history and how they had impacted architecture.
- 4. Create a 3d base map of Ponce for future projections and city planning.

C. Architecture Education and the Profession: Financial Objectives

- Create a digital center for renders services, animation, multimedia presentations and printing industry for the local private practice and the Caribbean.
- 2. Create and develope a digital center that Works as interface between the School and offices.

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- 3. Create and develop a master program focus in advance digital representation, digital media and prototyping were students from everywhere can come to study and specialize.
- 4. Create and develop summer programs that concentrate in the Studies such as materials, light, shadows, and architectural representation.
- 5. Create a cooperative internship program, with the private sector, where PCUPRA students could work and receive payment while studying.
- 6. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
- 7. Through a Continuing Education Center (the "CEC") create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (architects, graphic artist, engineers, and planners), which fees will be deposited in an account on behalf of the digital representation platform.
- 8. Develop and create a digital representation magazine with all the new tendencies, techniques, interviews, school projects, and competitions.
- 9. Provide a epicenter of technology where we can support related industries as tv industries, advertising agencies, and cinematography industries.
- 10. Provides digital representation for advertising on real state.

D. Architecture Education and the Academic Community: Faculty Development Objectives

- 1. Professionalize the faculty in order to keep them up to date in all aspects regarding Digital representation, digital media and digital base for fabrication and prototyping.
- 2. Periodic evaluations of each professor.
- 3. Exchange of faculty professors with other Schools of Architecture as well as other faculties within the PCUPR.
- 4. Keep the faculty up to date with software's and concepts in digital design and representation modes sending them to workshops and educational programs in this specialties and areas.

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- 5. Develop and create a digital design consultant manual that can help faculty to develop project for the design classes.
- 6. Create a faculty blog where they can publish studio projects , add comments and questions, research themes, and developed a new way of communication between faculty.

E. Architecture Education and the Public Good: Community Relations

- 1. Create a lecture series free of cost to the community.
- 2. Create and develop seminars for low income communities.
- 3. Create seminars for high school students where they educate, encourage and enter about architecture through digital representations and animations.

F. Architecture Education and the Profession: Industry Relations Objectives

- 1. Create and organize the CEC to provide advance courses to architects and other professionals related to the construction and development field.
- 2. Subscribe and participate as a member of international entities related to urban development.
- 3. Through a Continuing Education Center (the "CEC") create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (architects, graphic artist, engineers, and planners), and other professionals related to the construction and development field.
- 4. Provide a epicenter of technology where we can support related industries as tv industries, advertising agencies, and cinematography industries.
- 5. Sign a cooperation agreement with manufacture companies for digital drawing and representation to explain and advertise their products. And in the other hand school can use some of the facilities of manufacture to investigate in other scale of fabrication.

VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

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Part A is a document attached to this document. (ARCH school Schedule DIGITAL LAB.)

V.B.1	Create and develop a master program focus in advance digital representation, digital media and prototyping were students from around the world can come to study and specialize.	Program Director Office of the Dean	03/10-05/14
V.B.1	Create a 3d base map of Ponce for future projections and city planning.	Program Director Office of the Dean	06/10
V.B.1	Create and develop summer programs (workshop) that concentrate in the Studies of 3d modeling, prototype for 3d printing and architectural representation.	In coordination with the Office of the Dean, the President of the PCUPR and the media.	07/10
V.B.1	Analyze vision and concepts of representations through history and how they had impacted architecture.	Program Director	08/10
V.C.1	Create and develop a master program focus in advance digital representation, digital media and prototyping were students from everywhere can come to study and specialize.		01/14
V.C.2	Create and develop summer programs that concentrate in the Studies such as materials, light, shadows, and architectural		07/11

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	representation.		
V.C.3	Create a cooperative internship program, with the private sector, where PCUPRA students could work and receive payment while studying. (digital media tools)	Program Director Office of the Dean	09/11
V.C.3	Through a Continuing Education Center (the "CEC") create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (architects, graphic artist, engineers, and planners), which fees will be deposited in an account on behalf of the digital representation platform.	Program Director	A continuing process commencing on 09/10.
V.C.3	Provide a epicenter of technology where we can support related industries as tv industries, advertising agencies, and cinematography industries.	Program Director Office of the Dean	08/11
V.C.3	Develop and create a digital representation magazine with all the new tendencies, techniques, interviews, school projects, and competitions.	Program Director Office of the Dean	09/10
V.D.3	Keep the faculty up to date with software's and concepts in digital design and representation modes sending them to workshops and educational programs in this	Program Director Office of the Dean	Starting on 05/10

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	specialties and areas.		
V.D.5	Develop and create a digital design consultant manual that can help faculty to develop project for the design classes.	Program Director Office of the Dean	09/10
V.E.1	SIMPOSIO – Digital plataform event	Program Director	03/10
V.E.1	Create seminars for high school students where they educate, encourage and enter about architecture through digital representations and animations.	Program Director	07/10
V.F.1	Provide a epicenter of technology where we can support related industries as tv industries, advertising agencies, and cinematography industries.	Program Director Office of the Dean	11/11
V.F.2	Sign a cooperation agreement with manufacture companies for digital drawing and representation to explain and advertise their products. And in the other hand school can use some of the facilities of manufacture to investigate in other scale of fabrication.(example vasallo)	Program Director Office of the Dean	09/10

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VI. DIGITAL PATAFORM STRUCTURE:

La plataforma Digital será la ESTRUCTURA cual sostiene y unifica las demás plataformas, siendo parte integral y participante en cada plataforma.

ORGANIGRAMA:

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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE







STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM:

STRUCTURAL FRAMEWORK and ASSEMBLAGES

PROGRAM DIRECTOR

José Rafael Pagán Parés

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I. INTRODUCTION

The creation of the School of Architecture at the Pontifical Catholic University of Puerto Rico provides a new venue for the discussion on the importance of structural assemblies as part of the architectural project. Through this venue, the Structural Framework and Assemblages Platform will have an important roll in preparing and guiding the architects of the future in understanding the importance of the basic concepts and methods of structural analysis, material properties, structural typologies, form and how they can contribute to the design process. The Platform will not only help minimized the gap between structural engineers and architects in Puerto Rico, but also will establish itself as one of the referents in material and structural assemblies investigation in Puerto Rico. This Platform is comprised within the Vision and Mission of the PCUPR, and will only be achieve through the development of a multi-disciplinary well rounded professional, an architect well aware not only about his surroundings and how it affects his design process, but the material, structural assemblies, and construction methods available for the materialization.

II. VISION

To develop a new generation of architects well aware, not only of the political, economical, and social context in which the architectonic project takes place, but also of the structural assemblages, materials, dimensioning, calculations methods, codes, and technology available to construct the architectonic project, as well as using these tools as an integral part of the design process.

III. MISSION

Provide the students with an extensive knowledge of the Structural Framework and Assemblages applicable to the architectonic project and of the logical, theoretical, and practical structural concepts that govern the architecture, in order to reinvent new Structural Framework and Assemblages that best fit their design intentions.

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IV. ACADEMIC PLATFORM DESCRIPTION

Mutualistic Symbiosis: Architecture and Structures

The Platform of Structural Assemblies and Frameworks will focused in The Mutualistic Symbiosis: Architecture and Structures. In biological science, a mutualistic symbiosis is a relationship between individuals of different species, in which both individuals benefit from the association. The Mutualistic Simbiosis: Architecture and Structures, is a relationship between discipline, art and science, in which both disciplines benefit from the association. In other words, The Mutualistic Symbiosis: Architecture and Structure, is the coexistence of both, the poetics of the architectonic space and the rigorous of the structural assembly. This coexistence implies a relationship of codependence, in which if the Structure disappears there is no Architecture and vice versa. The intention is for the structural assembly to become a key component in the design process of architecture, as it can contribute to the quality, poetics and phenomenology of the architectonic space. Often structures are relegated to the end of the design process, when the decisions involving the architectonic space have been decided. The Mutualistic Symbiosis: Architecture and Structure, will introduce structural concepts and assemblies from the beginning of the design process, so the structural assembly and architectonic space can evolve as one, during the design process.

The Mutualistic Symbiosis: Architecture and Structure, is subdivided in three main lines of investigation. They are: Structure Tectonics, Morphology of the Structural Assembly and Re-Adaptation of the Architectonic Space. Structure Tectonics will emphasize in the study of materials as the essential component in the creation of architectonic structural assemblies. Structure Tectonics will be directly related the other two lines of investigation: Re-Adaptation of the Architectonic Space and Morphology of the Structural Assembly.

The Morphology of the Structural Assembly will focus itself in the design of new structural assemblies, that respond to the same requirements of space, program, context and users intended for the architectonic space. Biomimicry will play an important role in this line of investigation, given that is the best fusion between the poetics of nature (space) and the rigor of parametric design for its understanding (structure).

Re-Adaptation of the Architectonic Space will focus itself in the process for the intervention on existing and abandoned structural assemblies of the urban center of our cities and how the existing structural assembly and the required reinforcement adapts and fuse itself with the existing and new architectonic space.





As part of the Mutualistc Symbiosis: Architecture and Structure, CIMAS (Center for the Investigation of Materials and Architectonic Structures) will become the extracurricular center of investigation, capable of providing important feedback and sequence of study to the three main lines of curricular investigation (Structure Tectonics, Re-Adaptation of the Architectonic Space, and Morphology of the Structural Assembly). Is intended for CIMAS to be at the center of these three main lines of investigation giving them academic support, as well as contribute to the Platform innovative approach towards the Symbiosis of structure and Architecture. The following diagram explains how the Platform functions and the hierarchy relationships between the different lines of investigation and components of the Platform.







Structure Tectonics:

The focus of Structure Tectonics, if related to Kenneth Frampton's essays incorporated in the book "Studies in Tectonic Culture: The Poetics of Construction in Nineteenth and Twentieth Century Architecture", is the study of architectural form as an evolving poetic of structural assemblies and construction. Structure Tectonics is an understanding of all the elements that comprise architecture as an integral part of the building structure.

Through out history, architecture has evolved in direct relation to the technological advances that have taken place over centuries. In building structure, advances in materials have been the key component affecting its evolution, and consequently the evolution of Architecture. Structural Tectonics will emphasize in the study of materials as the essential component in the creation of architectonic structural assemblies. When we talk about Structure Tectonics, we do not refer to the material as a final product of a manufacturing process, but to the constructive, environmental, mechanical, spatial, and labor force connotations inherent to the selection of a material to conform the structural assembly of a building.

-Materials:

Structure Tectonics will have a critical and analytical approach towards the existing materials used in the construction process in Puerto Rico, as well as an innovative approach towards modifications of existing materials and the investigation of new materials. The following courses and resources will help students to understand the Structure Tectonics of our contemporary architecture:

-ARSF 201 Composite Construction on Wood and Steel: This course will focus on the fabrication of structural assemblies using wood and steel or a combination of both as the primary construction material. It will give the students an overview of how events in history and technological advances have given this material its contemporary applications.

-ARSF 301 Monolithic Construction on Masonry and Concrete: This course will focus on the fabrication of structural assemblies using masonry and concrete or a combination of both as the primary construction material. It will give the students an overview of how events in history and technological advances have given this material its contemporary applications. Concrete and masonry are the leading materials used in Puerto Rico's contemporary architecture. As part of the course students will study the

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evolution of the materials through out the history of Puerto Rico in comparison to the mainstreams uses of the material around the world.

-CIMAS: CIMAS should be the key component to the Platform, because it will give the edge in the investigation of new materials and the upgrades of existing materials for structural assembly's applications. CIMAS will work with the material vendors of the private sector, as an extension of their investigative laboratories, to find new or modify existing applications of a given material.

-Mechanical Properties:

Another important factor in Structure Tectonics is the Mechanical Properties of a construction material. The mechanical properties of a material can define the structural typology, the life-cycle-cost of the structural elements, the type of forces the structural element can support, the coefficient of thermal expansion, the weight and density, its chemical composition, how much the structural element will deform, the resistance and strength and the pathologies associated with defects in the manufacturing process, between others. The following courses and resources will help students to understand the Structure Tectonics related to the Mechanical Properties of a material:

-ARSF 101 Architectural Structures I: Statics and Forces : This course intends to convey the different mechanical properties of materials, modulus of elasticity, coefficient of thermal expansion, resistance to stresses, among others, so the student will understand between the material and the forces and stresses that act on a given structural assembly.

-ARSF 201 Composite Construction on Wood and Steel: As part of this course, students will have an overview of the mechanical properties of wood and steel, the structural assemblies related to the mechanical properties of a given material, and how they can contribute to the conception of structural assemblies.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course, students will have an overview of the mechanical properties of concrete and masonry, the structural assemblies related to the mechanical properties of a given material, and how they can contribute to the conception of structural assemblies.

-CIMAS: CIMAS will give the edge in the investigation of the mechanical properties of new materials and upgrades of existing materials for structural assembly's applications. Through the empirical and physical testing of these materials in structural applications,

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CIMAS will establish a laboratory for the exploration of structural assemblies, directly related to the mechanical properties of the material form which it is built.

-Sustainability:

The cement industry produces approximately 7 percent of the total greenhouse gas in the world. Given that concrete is the leader in the construction industry in Puerto Rico, is of major importance to address this issue as part of Structure Tectonics. Sustainability as a key component of Structure Tectonics will focus on the raw materials available, natural resources affected by the construction industry, CO2 emissions to the earth and energy required for the manufacturing of the materials, disposal of the remains of the building construction process and mainly in the reuse of existing material for the construction of structural assemblies. The following courses and resources will help students to understand the Structure Tectonics related to the Sustainability of a material:

-ARSF 601 Complexities and Symbolism in High Technology Buildings: As part of this course students will acquired the knowledge of the sustainable implications that the selection of a material for a structural assembly can have on the environment. Issues such as maintenance, recycling and disposal of materials will be address as part of this course.

-CIMAS: CIMAS will provide the investigative approach towards the use of recycle materials for the construction of structural assemblies. Also it will investigate in the production processes of energy efficient and environmental friendly new materials or upgrades of existing materials.

- Collaboration with the Sustainable Technology Platform: Is intended, as part of this Platform, the multidisciplinary approach between all the Platforms of the School of Architecture of the PCUPR. This approach toward a more Sustainable Structure Tectonic will be coordinated in direct relation with the Sustainable Technology Platform.

-Construction Methods:

The construction methods and technology, refers to the construction processes related or inherent to a given material. As part of Structure Tectonics, the selection of a material as the constructive element of a structural assembly implies the designers' agreement of these processes as part of the Architectonic Project. It's well understood that a given material will have certain structural typologies associated with it, as well a construction method. The construction methods study the material from its production process to its final location at the site. Between these processes we can stand out the followings: Manufacturing Process of the

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Material, Transportation of the Material to the Site, Handling and Collocation on Site of the Material, Time of Erection, Time for the Material to Acquire the Required Strength and last but no less important, the Cost Factor. The following courses and resources will help students to understand the Structure Tectonics related to the construction methods of a material:

-ARSF 201 Composite Construction on Wood and Steel: As part of this course, students will have an overview of the implications, in the construction methods, of selecting wood or steel as the constructive element for a structural assembly.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course, students will have an overview of the implications, in the construction methods, of selecting concrete or masonry as the constructive element for a structural assembly.

-CIMAS: CIMAS should be the key component to the Platform, because it will give the edge in the investigation of new construction methods for existing materials, upgrades of existing materials and new materials. CIMAS intention is to study the construction methods as an integral part of the material and therefore of the Structural Assembly.

-Architectonic Space:

The Architectonic Space is a very important aspect of the Structure Tectonics. It represents the final product of the Structure Tectonic. The material and the Phenomenological aspects of the Structure Tectonic, based on the experience of building materials and their sensory properties, have a direct impact on the Architectonic Space. The materials and their sensorial perception should not be apart form the structural assembly. In contrast it should be integrated as a substantial part in the conception of the Structural Assembly and therefore of the Architectonic Space. The following courses and resources will help students to understand the Structure Tectonics related to the Architectonic Space and the Phenomenology of materials:

- **ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages:** As part of this course, students will have the opportunity to study the Architectonic Space Phenomenology as a related aspect of the material and expression of the Structural Assembly.

-ARSF 401 New Structural Systems and Building Envelope: As part of this course students will study the materials that conform structural assemblies capable of infiltrating light, and how they can contribute to the Architectonic Space Phenomenology.

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-ARSF 501 Tensile, Dome and Shell Structures: As part of this course, students will understand the Architectonic Space Phenomenology inherent in double curvature structures, shell structures, and domes, between others. The materials in this type of structural assemblies, plays a double role; it defines the formal aspect of the Architectonic Space (this type of structures typically use the form in relation to the type of forces that the material can resist) and the Phenomenology of the Architectonic Space by the expressiveness of the material finishes given to the Structural Assembly.

- **CIMAS:** CIMAS will invest its efforts in the investigation of Structural Assemblies, which given the material, are Structure and Architectonic Space at the same time. This symbiosis is very important, because CIMAS should postulate innovative studies in Structural Assemblies, but furthermore should postulate an innovative approach towards Architecture.

Morphology of the Structural Assembly

The actual practice of Architecture transcends the use of Structural Assemblies as an integral part of the design process. Often structures are relegated to the end of the design process, when the architectonic project has been completed. As a result of this type of practice, when the structure is incorporated into the Architectonic space, the structure rather than coexist with the space, it becomes a dissociative element rather than an associative element of the space. Often the Architectonic Space design intentions have been affected by the incorporation of foreign structural elements in order to accomplish the structural integrity of a given building. Morphology of the Structural Assembly implies the incorporation of structural concepts as part of the design process of Architecture. The goal is for the Structural Assembly to be inserted from the beginning of the design process, as if structure and architecture were fused as one. In other words, that the structural assembly can be the support element of a given building but also a creator of space. The only way this could happen is by converting the structural assembly as one of the main components in the configuration of the architectonic space. Morphology of the Structural Assembly implies that the structure will be one of the main elements that conforms architecture, having the same importance as program, materials and context among others. It is important to understand that Morphology of the Structural Assembly will focus on the design of new structural assemblies, in where the form, space, and structure are the key components in conceiving Architecture.

-Structural Principles:

One of the major components for the Morphology of the Structural Assembly, is the understanding of the Structural Principles that govern the architectonic space. By understanding the laws that govern our build environment, we can propose new approaches

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towards its reconfiguration. Structural Principles will emphasize on the understanding of the Static and Dynamic actions that come into contact with the architectonic project and how to deal with them when designing a Structural Assembly. The following courses and resources will help students to understand the structural principles that conforms the Morphology of the Structural Assembly:

-ARSF 101 Architectural Structures I: Statics and Forces : This course intends to convey the general concepts of applied forces to a building structure and provide an introduction to the analysis and design of building structural systems. The course seeks to develop the student's analytic and critical skills through both mathematical and visual investigation of structures.

-ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages: As part of this course, students will have the opportunity to understand the Structural Principles through the elaboration of physical models capable of displaying the structural implications of these principles on their design projects.

-Structural Typologies:

Structural Typologies will emphasize on the different structural assemblies available to support and conform the architectonic project as well as on the correct selection of these typologies based on the design intentions and program. As part of the Morphology of the Structural Assembly, is intended for the structural typology to be developed at the same time as the architectonic project. Structural Typologies, instead of imposing a series of structural assemblies as the norm for a given program or design intentions, it proposes the investigation of new structural typologies to meet the design intentions of the Architectonic Space through the adaptation and innovation of existing structural typologies. The following courses and resources will help students to understand the different structural typologies available for the Morphology of the Structural Assembly:

-ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages: As part of this course, students will have the opportunity to understand the different Structural Typologies available to support the design project, and which one to be selected based on their design intentions and program.

-ARSF 201 Composite Construction on Wood and Steel: As part of this course students will understand the different Structural Typologies of wood, steel and mixed structures using both materials, and the implications of applying one or the other as the structural typology for a given project.





-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students will understand the different Structural Typologies of masonry, concrete and mixed structures using both materials, and the implications of applying one or the other as the structural typology for a given project.

-*CIMAS:* CIMAS should be a key component to the Structural Typologies, because it will focus in the empirical and physical investigation of new approaches towards existing and new innovative structural typologies.

-Structural Form and the Creation of Space:

Structural Form and the Creation of Space will emphasize on how the form of spaces or structural elements can help in the conception of more optimum structural elements and a more uniform distribution of stresses on the structural assembly. Also it will emphasize on how structural assemblies can be able to conformed very poetic architectonic spaces, because the structure becomes the major component in the Morphology of the architectonic space. Biomimicry (getting ideas from nature for the way we make or do things) will be a key concept in the exploration of new structural assemblies inspired by nature with the use of parametric and algorithm design. The following courses and resources will help students to understand the Structural Form and the Creation of Space as part of the Morphology of the Structural Assembly:

-ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages: As part of this course, students will have the opportunity to understand how form can not only help in the definition of space, but also in the optimization of the structural sections. Students will have an introduction to double curvature structural elements, trusses, cables, among others.

-ARSF 401 New Structural Systems and Building Envelope: As part of this course students will study how to create and calculate the geometry of roof structural assemblies capable of infiltrating light, and its contribution to the Architectonic Space.

-ARSF 501 Tensile, Dome and Shell Structures: As part of this course, students will understand how the form of double curvature structures, shell structures, and domes, help in the optimization of structural sections as well as create poetic architectonic spaces. These types of structures typically use the form in relation to the type of forces that the material (that enclosed the space) can resist as well as the design considerations desired for the spatial quality. This course would have a direct relationship to Biomimicry. The student should be able to understand the structural behavior of natural elements and how they can be adapted as structural assemblies.

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-ARSF 601 Complexities and Symbolism in High Technology Buildings: The course provides students with the knowledge for designing viable structural system for Large Scale Buildings and how the form of the structural assembly complements the poetics and expressiveness of the architectonic space.

- **CIMAS:** CIMAS will invest its efforts in the investigation of Structural Assemblies, which given their form, are Structure and Architectonic Space at the same time. This symbiosis is very important, not only because CIMAS should postulate innovative studies in Structural Assemblies, but also an innovative approach towards Architecture. Biomimicry will be the key concept driving the investigation for new structural assemblies.

-Pre-Dimensioning:

Pre-Dimensioning is a major aspect in the Morphology of the Structural Assembly. Pre-Dimensioning not only involves the initial sizing of the structural elements, but also the correct location of structural elements to safeguard the integrity of the whole structural system. This pre-dimensioning should be done from the beginning of the design project, and it should be evolved at the same time as the design project defines itself. For a correct pre-dimensioning, certain factors need to be worked simultaneously with this process, such as: the structural typology, material of structural elements, structural form or space form, program, among others. The following courses and resources will help students to understand the Pre-Dimensioning as part of the Morphology of the Structural Assembly:

-ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages: As part of this course, students will have the opportunity to pre-dimension structural elements of their design projects and relate them directly to their design intentions. Is intended for students to understand that pre-dimensioning of structural elements involves an iterative process, between the design intentions and the structural principles that control the behavior of structural elements.

-ARSF 201 Composite Construction on Wood and Steel: As part of this course students will learn how to pre-dimension structural elements using wood and steel as the construction material.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students will learn how to pre-dimension structural elements using masonry and concrete as the construction material.

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-*CIMAS:* CIMAS will emphasize in Pre-Dimensioning by creating manuals for the correct pre-dimensioning of structural elements using concrete as the primary material of construction. The intention is for these manuals to become guides for the students, to be used in there design studio projects, as well as become guides for the professional practice.

-Structural Analysis:

The Structural Analysis as part of the Morphology of the Structural Assembly will emphasize on the study of the behavior of structural assemblies when they are subject to external loads. This process will need the digitalization of the structural assembly, the determination of the loads acting on the structure, the materials that comprise the structure, verification of the structural element sections to see if they can resist the stresses acting on it, tolerances in deformations and finally the behavior of the structural assembly as a whole. The Structural Analysis involves an iterative process between the design intentions for the architectonic space and the adjustment of structural elements to meet the required strength and deformation tolerances established by building codes and program. The Structural Analysis is the one that verifies if the Pre-Dimensioning of the structural elements is enough, or if sections of structural elements meet the structural requirements obtained from the Structural Analysis. The following courses and resources will help students to understand the Structural Analysis as part of the Morphology of the Structural Assembly:

- **ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages:** As part of this course, students will have the opportunity to physically test the structural behavior of their design projects through physical and mechanical methods of Structural Analysis, prior to the digitalization of their structural assembly into a structural analysis software.

- **ARAR 301 (Laboratory) Parametric Modeling:** As part of this course, students will have the opportunity to digitalize their structural assembly, designed as part of the course ARAD 301 Experimental Design Studio I: Structural Framework and Assemblage, in order to understand how their design intentions and the structural elements adopted worked together through Structural Analysis.

-CIMAS: CIMAS would be a key component to the Platform, because it will be the space for Structural Analysis of the empirical and physical study of innovative structural assemblies.

Re-Adaptation of the Architectonic Space:

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The condition of Puerto Rico of being an island, implies we have limited natural resources to guarantee the survival of our future generations. The land, 100 x 35 miles, is a valuable resource for the development of our society and culture. Since the 50's decade, with the introduction of the American model of the post-war, the single family housing or suburbia (the so called "urbanización"), the land has become subject to Real Sate Speculation. This typological model promotes the non densification and the sprawl of our cities. This model not only implies the tabularrasa of the land for the imposition of this type of developments, but also: the creation of new infrastructures for the car (highways, streets, etc.) that contributes also to the tabularrasa of the land; the exploitation of natural resources for the use of the car as the primary mobility transportation to access all the support areas for living; the requirement of new and extent utilities infrastructure to give support to the this developments; the deterioration of our urban centers by the escapist tendencies of society when excluding themselves from the urban environment by selecting this type of developments for living, between others.

Re-Adaptation of the Architectonic Space has the mission to identify, analyse and propose new solutions for the reconfiguration of our urban centers, providing existing Structural Assemblies of the city, abandoned or deteriorated, new possibilities for their remerging. In other words, the Structural Framework and Assemblages Platform will study viable structural assemblies' solutions for the reuse, rehabilitation and adaptation of existing structures in the city into different programs or their reparation to their original conditions. Re-Adaptation of the Architectonic Space will emphasize on the study of existing structural conditions of buildings in our urban centers, and how to reinforce, adapt, repair and incorporate new structural elements capable to withstand the requirements of codes and new programs. Is a part of the scope of this Platform, the collaboration with other Platforms form the School of Architecture of the PCUPR, to determine which buildings are subject to our analysis and study. This effort intends to propose the repopulation of the urban centers, in order to re-densify our cities in favour of the land, our environment, and society.

-Identification:

As part of the Re-Adaptation of the Architectonic Space, the identification process is of major importance. The identification of potential Structural Assemblies to be re-adapted should be made in concordance with the other Platforms of the School, so students will have an overview of the structural, historical, urbanistic, preservationist, and sustainable connotations involved when intervening in an existing building. The following courses and resources will help students to understand the Identification process for the Re-Adaptation of the Architectonic Space:

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-ARSF 201 Composite Construction on Wood and Steel: As part of this course students should identify and analyze existing structural assemblies using wood and steel as the construction material. The intends is for students to start developing a critical thinking about what structures in our urban centers should be preserve for future generations, given the importance or innovative structural assembly using the material of study.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students should identify and analyze existing structural assemblies using concrete and masonry as the construction material. The intends is for students to start developing a critical thinking about what structures in our urban centers should be preserve for future generations, given the importance or innovative structural assembly using the material of study.

On both courses, the intention is to start having a draft of possible structural assemblies to be intervened as part of the Experimental Design Studio I in further courses.

-CIMAS: CIMAS would be a component aside from the courses that will help in the identification and recompilation of possible building candidates, to then be discussed with the other Platforms for approval.

- Collaboration with the Theory and Historical Context Platform, Adaptive Preservation Platform, Sustainable Technology Platform and the Urban Environment Platform: Is intended, as part of this Platform, the multidisciplinary approach between all the Platforms of the School of Architecture of the PCUPR. The identification process shall be discussed between all the Platforms, so we could manufacture a list of building candidates that can be study at different curricular levels by each one of the involved Platforms. This will give the student an overview of the whole process when Re-Adapting an Architectonic Space.

-Recognition:

As part of the Re-Adaptation of the Architectonic Space, the process of recognition is one of major importance. As part of the recognition process of an existing structural assembly, we might mention: preliminary site inspection (which includes the ocular inspection, non destructive and destructive tests and the recompilation of existing documentation for the building and the execution of the affected structural assembly), identification of the structural typology, as-built of the structural assembly, identification and location of pathologies that might affect the structural integrity of the architectonic space and photographic documentation. The following courses and resources will help students to understand the recognition process for the Re-Adaptation of the Architectonic Space:

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-ARSF 201 Composite Construction on Wood and Steel: As part of this course students should be able to examine a structural assembly of wood or steel, and determine which were the causes for a structural assembly to fail or being able to understand how that structural assembly unloads the existing loads of the building, in order to Re-adapt its space for new uses and loads.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students should be able to examine a structural assembly of masonry or concrete, and determine which were the causes for a structural assembly to fail or being able to understand how that structural assembly unloads the existing loads of the building, in order to Re-adapt its space for new uses and loads.

- **ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages:** As part of this course, students will have the opportunity to examine an existing building and understand its current structural assembly distribution, in order to re-adapt and re-conformed it to a different use or program.

-Digitalization of the Structural Assembly:

The Digitalization of the Structural Assembly will create a digital model that recreates the structural typology, materials, joints conditions and acting loads of an existing building, in order to determine the actions that need to be taken for its Re-Adaptation as an Architectonic Space. Digitalization of the Structural Assembly implies an understanding of all the structural components of a building and how they work, in order for students to be able to re-conformed the structural assembly to adapt to the new conditions and requirements of the new program and codes. The Digitalization of the Structural Assembly may throw light in Structural Assemblies that have been affected by structural pathologies or failure of structural elements, because it can be a tool for determining what the causes were and the extension of these failures over the rest of the structural assembly. Students will have an understanding of the common pathologies associated to the incorrect modeling of a structural assembly using structural analysis software. The following courses and resources will help students in the process of Digitalization of the Structural Assembly:

- **ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages:** As part of this course, students will have the opportunity to digitalize an existing structural assembly in order to understand how the structure is working and the critical points to take in acquaintance when re-adapting that architectonic space.

- **ARAR 301 (Laboratory) Parametric Modeling:** As part of the ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages, students will acquire the




knowledge of the available structural analysis software and how to model an existing structural assembly taking in consideration its material, thickness of structural elements, loads and overloads and joints conditions. It is intended for students to understand the results obtained from the structural analysis software, in order to determine how the structure is working and which are the critical sections when re-adapting this architectonic space.

-ARSF 201 Composite Construction on Wood and Steel: As part of this course students will have the opportunity to digitalize structural models of existing buildings using wood and steel as the structural assembly.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students will have the opportunity to digitalize structural models of existing buildings using masonry and concrete as the structural assembly.

-Reinforcement:

The reinforcement, as part of Re-Adaptation of the Architectonic Space, will study all the possibilities on how to reinforce the existing structural assembly of a building to its new program and in compliance to new building codes. Typically, older structural assemblies were designed to support certain loads, related to the use and building codes of the time it was constructed. For the correct Re-Adaptation of that architectonic space, we need to revise what a given program and new codes required as overloads to the existing structural assembly. Using structural analysis software, the structural assemblies will be tested with the new loads and then the results will be analyzed and the structural elements sections verified. In case that the structural Assembly could not support the new requirements of overload, a reinforcement of the structural assembly would need to be made so the building could be re-adapted. It's is also important to notice that reinforcement can also be needed to repair certain pathologies on structural elements in order to reincorporate them as part of the structural assembly. Reinforcement for the Re-Adaptation of the Architectonic Space, intends for students to see the structural assembly of an existing building and the architectonic proposal as one. In other words, that the adaptation to the new uses and building codes, shall be done taking in consideration, at all times, the existing structural assembly of the building, so the re-adapted space becomes part of the existing structural assembly and the existing structural assembly becomes part of the re-adapted space.

- **ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages:** As part of this course, students will have the opportunity to intervene in an existing building, and Re-Adapt its Architectonic Space to a different program.

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- **ARAR 301 (Laboratory) Parametric Modeling:** As part of the ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages, students will acquire the knowledge of the available structural analysis software to model an existing structural assembly, including its reinforcement and how to reinterpret the results obtained from it.

-ARSF 201 Composite Construction on Wood and Steel: As part of this course students will have the opportunity to understand the procedures and processes used to reinforced existing structural assemblies using wood and steel as the primary material of its structural elements.

-ARSF 301 Monolithic Construction on Masonry and Concrete: As part of this course students will have the opportunity to understand the procedures and processes used to reinforced existing structural assemblies using masonry and concrete as the primary material of its structural elements.

V. OBJECTIVES OF ACADEMIC PLATFORM

A. Architectural Education and the Students: Academics

- 1. Introduce the students to the basic static and dynamic actions that come into contact with the architectonic project, and how they can become an important design factor if taken in acquaintance at the beginning of the design process.
- 2. Introduce the student to the basics in determining the loads that affect a given architectural program, in modeling a given structure thru a structural analysis program, in load distribution and deflections diagrams, of stress calculations, in interpreting the results thru finite elements analysis software, and in verifying the structural integrity of the elements that comprise the structure.
- 3. Introduce the students to the mechanical, physical, and chemical properties of different materials, the relationship between the material and the architectonic geometry (given the structural performance needed), the predimensioning of structural sections using different materials, and the different structural pathologies associated to different materials, and how to detect and repair them.
- 4. Introduce the students to the design and conception of lightweight structural systems that can span large distances.

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- 5. Introduce the students to the principles for designing viable structural systems for large scale buildings, including high technology architecture that moves toward more ecological concerns.
- 6. Introduce the students to a more general view of the architectural practice and the coordination that takes places with structural consultants during the architectural process (conceptual, schematic and construction documents) and during the construction process.
- 7. Provide a platform for the international exposure of the School of Architecture of the PCUPR, specially the work done by the Platform of Structural Framework and Assemblages Faculty and students.
- 8. Promote the collaboration and interdisciplinary debate within the students of different years of study and the professors of the different Platforms of the School of Architecture of the PCUPR.
- 9. Establish links for collaboration and research between the constructions related companies of the private sector of Ponce and the South Region, and the School of Architecture of PCUPR.
- 10. Exposed the students to the different approaches, around the world, to structure design and how it complements the architectural project.
- 11. Promote, together with other Platforms of the School of Architecture of the PCUPR, academic foreign exchange studies where students can experience, at first hand, different ways of conceiving structures related to history, materials, technical advances, construction processes, and context.
- 12. Open the facilities of the School of Architecture of the PCUPR to prospective students interested in studying architecture, in order for them to get in touch with all the Platforms of the school, including Structural Framework and Assemblages.

B. Architecture Education and the Academic Community: Research

- 1. Establish the Center for the Investigation of Materials and Architectonic Structures, CIMAS, to provide a platform for the continuous investigation of existing and innovative structural assemblies and materials applications for architecture.
- 2. Establish a catalogue of constructed architectonic structures in Puerto Rico, based on their innovative approach to the structural assembly used.
- 3. Establish a catalogue of must common pathologies associated to the failure of structural assemblies or fatigue of materials and how to repair them.
- 4. Analyze and provided a comparative approach on how structural assemblies, in other parts of the world, have changed due to technological advances in

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construction and materials, and how some of those structural assemblies can be related or adopted in Puerto Rico.

5. As part of the Architectural Research Center Consortium and Initiative for Architectural Research, the Platform of Structural Frameworks and Assemblages will invest its efforts in being one of the primary centers for the exploration in the phenomenology of the Architectonic Space through the Structural Assembly.

G. Architecture Education and the Regulatory Environment

- 1. Provide continuous education seminars and lectures, approved by the CAAPPR, for the Architects in Training and Architects from the South Region and Ponce, which fees will be deposited in an account on behalf of the Structural Framework and Assemblages Platform.
- 2. Provide Seminars and Publications for the ARE (Architecture Registration Exam) Structural Systems Exam, as a service for all Architects in Training from the South Region, which fees will be deposited in an account on behalf of the Structural Framework and Assemblages Platform.
- 3. Organize the "Symposium of Structural Designers", through which important players, of the structural investigation from around the world, will gather up in Ponce, to offer lectures and seminars of their findings, methodology and expertise in the designing of structural assemblies.
- 4. Establish a Lecture Series, where experts in the structural field and in accordance with the philosophy of the Platform (Mutualistic Symbiosis: Architecture and Structure) can come to our school and share their experience in the field.

H. Architecture Education and the Profession: External Resources

- 1. Professionalize the faculty in order to keep them up to date in all aspects regarding structural analysis.
- 2. Periodic Evaluations of each professor.
- 3. Exchange of faculty professors with other Schools of Architecture.
- 4. Encourage Professors to participate in seminars and lectures in and outside of Puerto Rico, to expand their expertise and knowledge on their related subject.

I. Architecture Education and the Public Good: Community Outreach

Antiguo Edificio Forteza Centro Histórico de Ponce	117	
9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655	[Fecha]	Patrocinados por:
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- 1. Revitalize Ponce and the South Region full potential of development, as the center for the discussion and investigation on how the contemporary city in Puerto Rico should be designed, urbanized and materialize.
- 2. Establish a collaboration program between the Historical Context and the Adaptive Preservation Platforms, to document and identify structures in bad conditions or of important interest in Ponce, in order to preserve its longevity for future generations.
- 3. Research, analyze and pursue opportunities for grants from FEMA (Federal Emergency Management Agency) or any other federal, state, private or non profit sector level, to provide funds for the research on easy construct temporal structural assemblies, to serve as shelter after natural disasters.

J. Architecture Education and the Public Good: Industry Relations

- 6. Create and organize the continuous education seminars and lectures to provide advance courses to architects and other professionals related to the construction and development field.
- 7. The Platform should look for the possibilities of collaboration with structural engineering schools of Puerto Rico.
- 8. The School of Architecture of the PCUPR should serve as a link for the creation of the new headquarters of the CAAPPR in Ponce, Puerto Rico.
 - 9. The School of Architecture of the PCUPR should serve as link for the creation of "Arquitectos Sin Fronteras" Puerto Rico Chapter, (ASF-PR) to work with less fortunate communities in and out of Puerto Rico.
- VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	TIME
V.A.1	Offer an introductory lecture which	Program Director	first seminar
	will highlight the most important		for second
	units of the course, objectives, goals		year students
	and what is planned to achieve.		on 15/10/10
			and then
			yearly on the
			same month.
V.A.1	Provide in depth information,	Structure Tectonics	01/11 - 12/11
	discussion and lecture on the basic	-Mechanical Properties	
	principles of structural analyses and	-Architectonic Space	

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	its interaction with the design process	Morphology of the Structural Assembly -Structural Principles -Structural Principles -Structural Typologies -Structural Form and the Creation of Space -Pre-Dimensioning -Structural Analysis Re-Adaptation of the Architectonic Space -Recognition -Digitalization of the Structural Assembly -Reinforcement PCUPRA Professors (ARSF 101, ARAD 301, ARAR 301)	
V.A.1	Organize and offer continuous education seminars on principles of structural analysis for Architects in Training.	Future ARSF 101, ARAD 301, ARAR 301 Professors	First Seminar on 08/10 and then yearly on the same month
V.A.2	Offer an introductory lecture which will highlight the most important units of the course, objectives, goals and what is planned to achieve.	Program Director	first seminar for second year students on 05/13/11 and then yearly on the same month
V.A.2	Provide in depth information, discussion and lecture on the basic principles of computer aided structural analyses and its interaction with the design process.	PCUPRA Professors (ARAD 301, ARAR 301) Structure Tectonics -Architectonic Space Morphology of the Structural Assembly -Structural Principles -Structural Typologies -Structural Form and the Creation of Space	08/11

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OBJECTIVE	STRATEGY	RESOURCES	TIME
		-Pre-Dimensioning	
		-Structural Analysis	
		Re-Adaptation of the	
		Architectonic Space	
		-Recognition	
		-Digitalization of the	
		Structural Assembly	
		-Reinforcement	
V.A.2	Organize and offer continuous	Future ARAD 301, ARAR	First Seminar
	education seminars on principles of	301Professors	on 01/11 and
	computer aided structural analysis		then yearly on
	to Architects in Training.		the same
			month
V.A.3	Offer an introductory lecture which	Program Director	first seminar
	will highlight the most important		for second
	units of the course, objectives, goals		year students
	and what is planned to achieve.		on 15/04/11
			and then
			yearly on the
			same month
V.A.3	Provide in depth information,	PCUPRA Professors	08/11-08/12
	discussion and lecture on the basic	(ARSF 201, ARSF 301)	
	properties of most commonly used	Structure Tectonics	
	structural materials and the	-Materials	
	structural typologies associated	-Mechanical Properties	
	with them.	-Construction Methods	
		Morphology of the	
		Structural Assembly	
		-Structural Typologies	
		-Pre-Dimensioning	
		Re-Adaptation of the	
		Architectonic Space	
		-Identification	
		-Recognition	
		-Digitalization of the	
		Structural Assembly	
		-Reinforcement	
V.A.3	Organize and offer continuous	Future ARSF 201, ARSF	First Seminar
	education seminars on principles of	301Professors	on 01/11 and

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	how materials and construction methods affect the architectonic structure.		then yearly on the same month
V.A.3	Establish calendar of visits, to be approved by the Office of the Dean.	Program Director	08/19/11
V.A.3	Establish contacts with Steel Fabricants, Concrete Plants and Wood Sawmills, to organize a cycle of visits to there facilities, so students can have a direct contact with the material, its production process and possibilities as a structural assembly material.	PCUPRA Professors (ARSF 201, ARSF 301) Structure Tectonics -Materials -Mechanical Properties -Construction Methods Morphology of the Structural Assembly -Structural Typologies -Pre-Dimensioning Re-Adaptation of the Architectonic Space -Identification -Recognition -Digitalization of the Structural Assembly -Reinforcement	First Visit on 10/21/11 and then relative to the courses offer by the curricular platform.
V.A.4	Offer an introductory lecture which will highlight the most important units of the course, objectives, goals and what is planned to achieve.	Program Director	first seminar for second year students on 05/17/13 and then yearly on the same month
V.A.4	Provide in depth information, discussion and lecture on the basic principles on designing lightweight structural systems.	ARSF 401and ARSF 501) Structure Tectonics -Architectonic Space Morphology of the Structural Assembly -Structural Form and the Creation of Space	08/13
V.A.4	Organize and offer continuous education seminars on principles of	Future ARSF 401and ARSF 501Professors	First Seminar on 01/13 and



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OBJECTIVE	STRATEGY	RESOURCES	TIME
	structural systems for large span structures.		then yearly on the same month
V.A.5	Offer an introductory lecture which will highlight the most important units of the course, objectives, goals and what is planned to achieve.	Program Director	first seminar for second year students on 05/17/13 and then yearly on the same month
V.A.5	Provide in depth information, discussion and lecture on the basic principles on high technology architecture structural systems.	PCUPRA Professors (ARSF 601) Structure Tectonics -Sustainability Morphology of the Structural Assembly -Structural Form and the Creation of Space	08/13
V.A.5	Organize and offer continuous education seminars on principles of structural systems for large scale buildings and the economy factors that might affect them.	Future ARSF 601Professors	First Seminar on 01/13 and then yearly on the same month
V.A.6	Establish a list of possible construction sites of interest to academic objectives of the Platform.	Program Director	06/17/11 and the yearly on the same month for all the structural assemblages platform classes
V.A.6	Submit the list to the Office of the Dean for approval.	Program Director Office of the Dean	09/16/11 and the yearly on the same month for all the structural assemblages

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OBJECTIVE	STRATEGY	RESOURCES	TIME
			platform classes
V.A.6	Coordination of construction site visits, of various architectonic projects, to complement the structural concepts exposed in class.	Program Director PCUPRA Professors (ARSF 201, ARSF 301,ARAD 301, ARAR 301) Structure Tectonics -Materials -Mechanical Properties -Construction Methods -Architectonic Space Morphology of the Structural Assembly -Structural Principles -Structural Principles -Structural Typologies -Structural Form and the Creation of Space -Pre-Dimensioning -Structural Analysis Re-Adaptation of the Architectonic Space -Identification -Recognition -Digitalization of the	First site visit on 11/18/11 and the yearly on the same month for all the structural assemblages platform classes
		Structural Assembly	
V.A.6	Prepare the curricular description of the elective course: "Professional Practice: Coordination with Structural Engineers"	-Reinforcement Program Director	06/18/10
V.A.6	Prepare the basis for the Summer Internship Program	Program Director	06/18/10
V.A.6	Present to the Office of the Dean the course and the SIP proposal for final approval.	Program Director Office of the Dean	05/14/10
V.A.6	Establishing relationship between	Program Director	01/21/11

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	the School of Architecture of the PCUPR and Architecture Firms from the South region interested in participating in the summer internship program and in the proposed elective course: "Professional Practice: Coordination with Structural Engineers"	Office of the Dean	
V.A.6	Implementing the elective course "Professional Practice: Coordination with Structural Engineers', in where we offer the student to work at an Architecture firms from the South Region as an elective course of 3 credit hours.	Office of the Dean	08/12
V.A.6	Implement the Summer Internship Program (SIP) with Architectural Firms from the South Region, for students to be exposed to the professional practice of architecture.	Office of the Dean	06/12
V.A.7	Research of international and national associations, groups, competitions or organizations, related to the structural field, to which the Platform can participate or be part of.	Program Director	02/12/10
V.A.7	Submit the School of Architecture to be part of the Architectural Research Center Consortium (ARCC) and Initiative for Architectural Research (IAR)	Program Director Structure Tectonics Morphology of the Structural Assembly Re-Adaptation of the Architectonic Space CIMAS	14/05/10
V.A.7	Participate actively on the forums,	CIMAS	Given the

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	symposiums and lectures organized by the ARCC and IAR.		Lectures Series Dates of the ARCC and the IAR.
V.A.7	As part of CIMAS, participation on International Competitions by students and faculty representing the Platform, and overall the School of Architecture of the PCUPR	Program Director Office of the Dean PCUPRA Professors Structure Tectonics Morphology of the Structural Assembly Re-Adaptation of the Architectonic Space CIMAS	Depends on the Dates of the Competitions Deadline
V.A.8	Establishing the bases for the Mandatory Rotational Jury System, which promotes that all students form the School of Architecture of the PCUPR shall be, at least once, an integral part of a jury during there years of study.	Platforms Directors Office of the Dean	07/16/10
V.A.8	Establishing a Diagram with the list of students that have been selected for the Mandatory Rotational Jury System	Platforms Directors Office of the Dean	08/11 and then updated monthly
V.A.8	Implementation of the Mandatory Rotational Jury System	Platforms Directors Office of the Dean	08/11
V.A.9	Prepare a proposal (emphasizing in the study of sustainable materials, prefabricated masonry jalousie, high density pavers, prefabricated structural elements and urban furniture) for collaboration between the private sector and the School of Architecture of the PCUPR and the Structural Framework and Assemblages Plartform's identity for the Mutualistic Symbiosis: Architecture and Structures, and its	Program Director Office of the Dean Structure Tectonics Morphology of the Structural Assembly CIMAS	05/28/10



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OBJECTIVE	STRATEGY	RESOURCES	TIME
	three lines of investigation: Structure Tectonics, Morphology of the Structural Assembly and Re- Adaptation of the Architectonic Space.		
V.A.9	Establish ties between CIMAS and the laboratory and investigative section of these companies, so CIMAS can become an extension to them.	Program Director Structure Tectonics Morphology of the Structural Assembly CIMAS	08/26/11
V.A.9	Meetings with each individual company, of the private sector, to negotiate the terms and conditions of the collaboration proposal.	Program Director Office of the Dean	Between 09- 12/11
V.A.9	Serve as link for Private Finance Competitions; focus on the experimentation based on the interest, products and material of the financing company and open to any architecture student from Puerto Rico.	Program Director Office of the Dean Construction Companies Structure Tectonics Morphology of the Structural Assembly CIMAS	Firs competition on 01/20/12
V.A.10	Establish a list of possible lecturers, experts in the field of structures, able to visit us and share there knowledge with faculty and students.	Program Director	03/19/10 and the yearly on the same month
V.A.10	Contact the prospective visitors, to check their availability, given the curricular and extracurricular activities and courses of the Platform.	Program Director	05/20/11 and the yearly on the same month
V.A.10	Fisrt Lecture: "Mutualistic Symbiosis: Architecture and Structure", which will be the launch of the Platform	Program Director Arq. Gustavo Paternina Soberón Structure Tectonics	04/16/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
		Morphology of the Structural Assembly Re-Adaptation of the Architectonic Space	
V.A.10	Establish contact with CAAPPR and the CIAPR to establish this lecture as continuous education credit hours.	Program Director	01/15/10
V.A.10	Establish a list of possible visiting professors experts in the field of structures.	Program Director	03/19/10 and the yearly on the same month
V.A.10	Contact the prospective visiting professors, to check their availability, given the academic year.	Program Director	05/20/11 and the yearly on the same month
V.A.10	Once the list has been revised and approved, establish contact with future lecturers or visiting professor to finalize the date, fees, immigration process and visa (if needed), flight and reservations and course contents prior to their arrival.	Program Director Office of the Dean	06/24/11 and the yearly on the same month
V.A.10	Implementation of the visiting professor program.	Program Director Office of the Dean	08/11
V.A.10	Establish a list of possible destinations for summer study trips, as an elective course.	Platform Directors Office of the Dean	08/13/10 and the yearly on the same month
V.A.10	Meeting with all the Platform Directors to establish the curricular description of the Summer Study Trip Elective Course.	Platform Directors	09/17/10 and the yearly on the same month
V.A.10	Present to the Office of the Dean the course and the SIP proposal for final approval.	Platform Directors Office of the Dean	10/15/10 and the yearly on the same month
V.A.10	Implement the Elective Course,	Platform Directors	06/11

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	Summer Study Trip, as part of the summer classes.	Office of the Dean	
V.A.11	Research academic exchange in foreign countries with other college and universities as well as government and non-profit organizations.	Platform Directors	The preparation of a first catalog of exchange opportunities will be due on 08/10. There on, the catalog will be updated annually.
V.A.11	Contact Deans and Program Directors at foreign institutions to agree on the terms and conditions of the academic exchange program.	Platform Directors Registrar's Office of the PCUPR	12/10
V.A.11	Provide counseling and orientation services to students on the academic exchange opportunities and the process to enroll.	Platforms Directors Registrar's Office of the PCUPR	01/11
V.A.12	Coordinate with all the Platforms the bases for a Summer Atelier Workshop for Prospective Students interested in studying architecture at our school.	Platform Directors Office of the Dean	01/29/10 and the yearly on the same month
V.A.12	Coordinate with all the Platforms the bases for the OPEN HOUSE of the School of Architecture of the PCUPR.	Platform Directors Office of the Dean	01/29/10 and the yearly on the same month
V.A.12	Establish an Open House Committee, in charge of all the coordination of the Open House and to work directly with all the Platform Directors in the conceptualization and materialization of it.	Platform Directors Office of the Dean	01/29/10 and the yearly on the same month. This committer should meet once a month, and report to the Platform



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OBJECTIVE	STRATEGY	RESOURCES	TIME
			Directors the
			progress.
V.A.12	Establish a Summer Atelier	Platform Directors	01/29/10
	Workshop Team, in charge of all the	Office of the Dean	This Team
	coordination of the Summer Atelier		should meet
	Program and to work directly with		once a month,
	all the Platform Directors in the		and report to
	contents and concept that the		the Platform
	Atelier should address each year.		Directors the
			progress.
V.A.12	First Open House of the School of	Platform Directors	06/10 and then
	Architecture of the PCUPR	Office of the Dean	yearly on the
		Open House Committee	same month
V.A.12	Commencement of the first edition	Platform Directors	06/10-07/10
	of the Summer Atelier Workshop for	Office of the Dean	and then
	Prospective Students of the School	Summer Atelier	yearly on the
	of Architecture from the PCUPR	Workshop Team	same month
V.B.1	Create, establish and develop the	Program Director	05/28/10
	structure of the CIMAS.	Office of the Dean	
V.B.1	Select the first group of students to	Program Director	06/03/11
	be invited to participate and join	Office of the Dean	
	the CIMAS.		
V.B.1	Launch the CIMAS as the link, for	Program Director	08/26/11
	research and development,	Structure Tectonics	
	between the private sector and the	Morphology of the	
	School of Architecture from the	Structural Assembly	
	PCUPR. Is intended that CIMAS will	Re-Adaptation of the	
	contribute with the empirical and	Architectonic Space	
	intellectual resource investigating	Office of the Dean	
	the three main investigative lines of		
	the Platform (Structure Tectonics,		
	Morphology of the Structural		
	Assembly and Re-Adaptation of the		
	Architectonic Space) and the private		
	sector will provide the funding and		
	facilities recourses for the		
	materialization and verification of		
	the proposal.		

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OBJECTIVE	STRATEGY	RESOURCES	TIME
V.B.1	Commence the first project of	Program Director	08/26/11
	structural analysis of a material and	CIMAS Members	
	the innovative uses applicable in	Private Sector	
	structural assemblies. A different	Office of the Dean	
	material will be analyzed annually.		
V.B.1	Publish the results of the analysis of	Program Director	12/14/12
	the first material and assemblies.	Assistant to be named.	
	Results will be published annually	In coordination with the	
	on the same date.	Office of the Dean.	
V.B.2	Prepare a proposal to be presented	Program Director	06/25/10
	to the Association of General	Re-Adaptation of the	
	Contractors of America Puerto Rico	Architectonic Space	
	Chapter, the Foundation for the	CIMAS Members	
	Architecture of the CAAPPR and the		
	CIAPR to help with the funding for		
	the investigation of existing double		
	curvatures structures in Puerto Rico.		
V.B.2	Meeting with the president of the	Program Director	09/23/11
	Association of General Contractors	Office of the Dean	
	of America Puerto Rico Chapter,		
	Committee of the Foundation for		
	the Architecture of the CAAPPR and		
	the president of the CIAPR Ponce		
	Chapter to discuss the proposal.		
V.B.2	Establish the line of investigation of	Re-Adaptation of the	11/25/11
	existing double curvatures	Architectonic Space	
	structural assemblies following the	CIMAS Members	
	principles of the Re-Adaptation of		
	the Architectonic Space		
V.B.2	Commencement of works. Is	Re-Adaptation of the	11/25/11
	intended that this investigative	Architectonic Space	
	process be an extensive one, and	CIMAS Members	
	should be done through out the		
	different academic years.		
V.B.2	Presentation to the Association of	Program Director	11/23/12 and
	General Contractors of America,	CIMAS Members	then annually
	chapter of Puerto Rico the status of		on the same
	the investigation in order to		month.
	continue with their funding.		

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OBJECTIVE	STRATEGY	RESOURCES	TIME
V.B.2	Publication of the catalogue of	Program Director	06/14
	double curvatures structural	Office of the Dean	
	assemblies in Puerto Rico		
V.B.3	Establish a meeting with the	Platform Directors	03/29/11 and
	Platforms Directors of Adaptive		then annually
	Preservation and Sustainable		on the same
	Technology, to determine the		month.
	extension of the investigative		
	approach and resources.		07/22/44
V.B.3	Meeting with the professor of the	PCUPRA Protessors	0//22/11 and
	the investigation will be done as	(AKSF 201, AKSF 301)	then annually
	nort of the course and in	Architectonic Space	on the same
	accordance with the line of	-Identification	monui.
	investigation of Re-Adaptation of	-Recognition	
	the Architectonic Space	-Digitalization of the	
		Structural Assembly	
		-Reinforcement	
V.B.3	Commencement of works. Is	PCUPRA Professors	08/26/11
	intended that this investigative	(ARSF 201, ARSF 301)	
	process be an extensive one, and	Re-Adaptation of the	
	should be done through out the	Architectonic Space	
	different academic years and in	-Identification	
	accordance with the course	-Recognition	
	objectives of the Platform and the	-Digitalization of the	
	different Platforms involved.	Structural Assembly	
		-Reinforcement	
V.B.3	Publication of the catalogue of	PCUPRA Professors	06/14
	common structural pathologies in	(ARSF 201, ARSF 301)	
	existing buildings and how to repair	Involved Platform	
	them.	Directors	
		Office of the Dean	
V.B.4	Meeting with the professor of the	PCUPRA Professors	07/22/11 and
	courses ARSF 201 and ARSF 301, so	(ARSF 201, ARSF 301)	then annually
	the courses can investigate the	Re-Adaptation of the	on the same
	evolution of structural typologies	Architectonic Space	month.
	given technological advance of	-Identification	

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	these materials and history, as well	-Recognition	
	as its relationship to the Re-	-Digitalization of the	
	Adaptation of the Architectonic	Structural Assembly	
	Space.	-Reinforcement	
V.B.4	Commencement of works. Is	PCUPRA Professors	08/26/11
	intended that this investigative	(ARSF 201 <i>,</i> ARSF 301)	
	process be an extensive one, and	Re-Adaptation of the	
	should be done through out the	Architectonic Space	
	different academic years and in	-Identification	
	accordance with the course	-Recognition	
	objectives of the Platform.	-Digitalization of the	
		Structural Assembly	
		-Reinforcement	
V.B.4	Publication of the investigation on	PCUPRA Professors	06/14
	how technological advances, in and	(ARSF 201, ARSF 301)	
	out of Puerto Rico, have help in the	Platform Director	
	evolution of structural assemblies	Office of the Dean	
	through out history.		
V.B.5	Prepare the proposal for the	Program Director	08/10
	investigation in Phenomenology in	Structure Tectonics	
	Architecture through the Structural	-Materials	
	Assembly, to be presented to the	-Mechanical Properties	
	ARCC	-Sustainability	
		-Construction Methods	
		-Architectonic Space	
		Morphology of the	
		Structural Assembly	
		-Structural Principles	
		-Structural Typologies	
		-Structural Form and the	
		Creation of Space	
		-Pre-Dimensioning	
		-Structural Analysis	
		-CIMAS	
V.B.5	Submit a proposal for the ARCC	Program Director	10/01/10 and
	Incentive Fund Award, offered each	-	then annually
	year to member institutions of		on the same
	ARCC to aid in the support of		month.

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STRATEGY	RESOURCES	TIME
architectural research.		
If it is awarded, start with the	CIMAS Members	11/10
investigation. It needs to be done in a term of a year.		,
Participate in the ARCC/EAAE RESEARCH CONFERENCE, where different institutions exposed there related work, in pro of the architectonic investigation and research.	Program Director Platform Faculty <i>CIMAS</i> Members	2011-The date should be established by the ARCC
Organize a continuous education calendar based on the academic curriculum platform, in which the fees of each seminar will be deposit in an account for the benefit of the Platform.	Program Director Office of the Dean	11/19/10 and then annually on the same month.
Establish the School of Architecture as a provider for continuous education credit hours, for architects, architects in training and engineers.	Office of the Dean	As soon as possible.
Create and organize the structure for the continuous education seminars.	Program Director Office of the Dean	11/19/10 and then annually on the same month.
Get in touch with possible lectures for continuous education seminars in accordance with the Platform interest in the Mutualistic Symbiosis: Architecture and Structure.	Program Director	12/10/10 and then annually on the same month.
Impart the first series of seminars.	External Resources	01/11
Organize ARE Structural Systems seminars calendar, that can serve also as continuous education, based on academic curriculum	Program Director Office of the Dean	11/19/10 and then annually on the same month.
	STRATEGYarchitectural research.If it is awarded, start with the investigation. It needs to be done in a term of a year.Participate in the ARCC/EAAE RESEARCH CONFERENCE, where different institutions exposed there related work, in pro of the architectonic investigation and research.Organize a continuous education calendar based on the academic curriculum platform, in which the fees of each seminar will be deposit in an account for the benefit of the Platform.Establish the School of Architecture as a provider for continuous education credit hours, for architects, architects in training and engineers.Create and organize the structure for the continuous education seminars.Get in touch with possible lectures for continuous education seminars in accordance with the Platform interest in the Mutualistic Symbiosis: Architecture and Structure.Impart the first series of seminars.Organize ARE Structural Systems seminars calendar, that can serve also as continuous education, based on academic curriculum platform, in which the fees of each	STRATEGYRESOURCESarchitectural research.If it is awarded, start with the investigation. It needs to be done in a term of a year.CIMAS MembersParticipate in the ARCC/EAAE RESEARCH CONFERENCE, where different institutions exposed there related work, in pro of the architectonic investigation and research.Program Director Platform FacultyOrganize a continuous education calendar based on the academic curriculum platform, in which the flees of each seminar will be deposit in an account for the benefit of the Platform.Program Director Office of the DeanEstablish the School of Architecture as a provider for continuous education credit hours, for architects, architects in training and engineers.Office of the DeanCreate and organize the structure for the continuous education seminars.Program Director Office of the DeanGet in touch with possible lectures for continuous education seminars in accordance with the Platform interest in the Mutualistic Symbiosis: Architecture and Structure.Program Director Office of the DeanGranize ARE Structural Systems seminars calendar, that can serve also as continuous education, based on academic curriculum platform, in which the fees of eachExternal Resources

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	seminar will be deposit in an		
	account for the benefit of the		
<u> </u>	Platform.	Dragram Director	11/10/10 and
V.C.2	for the APE Structurel Systems	Office of the Deep	then appually
	seminars and publications	Office of the Dealt	on the same
			month
V.C.2	Get in touch with possible lectures	Program Director	12/10/10 and
	for ARE Structural Systems		then annually
	seminars.		on the same
			month.
V.C.2	Impart the first series of seminars.	External Resources	01/11
V.C.3	Organize a Symposium of Structural	Program Director	1/13
	Designers to attract the	Office of the Dean	
	constructions related companies of		
	the private sector of Ponce and the		
	South Region, investors as well as		
	experts in the design of structural		
	assemblies from around the world.		00/07/40
V.C.4	Define the Lecture Series calendar.	Program Director	08/2//10 and
			then annually
			month
V.C.4	Establish this Lecture Series as		09/24/10 and
	continuous education hours, with		then annually
	CAAPPR and the CIAPR.		on the same
			month.
V.C.4	Present the Lecture Series for	Program Director	09/24/10 and
	approval to the Office of the Dean.	Office of the Dean	then annually
			on the same
			month.
V.C.4	Once the list has been revised and	Program Director	10/08/10 and
	approved, establish contact with		then annually
	future lecturers to finalize the date,		on the same
	tees, immigration process and visa		month.
	(II needed), flight and reservations		
	with the Platform vision		
VCA	First Lecture: Mutualistic Symbiosic	Ara Gustavo Patornina	04/16/10
v.C.4	This Lecture. Mutualistic Symplosis.	riy. Justavo Paternind	04/10/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	Architecture and Structure, which	Soberón	
	will be the launch of the Platform.		
V.D.1	Request for each faculty professor	Office of the Dean	08/10 and
	to submit evidence of the		there on each
	continuing professional education		semester.
	credits taken.		
V.D.1	Every faculty professor must comply	Program Director	08/10 and
	with at least 5 credits of continuing		there on each
	professional education in the area		semester.
	of structural typologies, resistance		
	of materials, and computer aided		
	structural analyses or any other		
	seminar concerning the courses		
	offered at the time.		
V.D.2	Preparation of a student evaluation	Program Director	At the end of
	sheet to evaluate the performance		each semester.
	of each professor each semester.		
V.D.3	Seek for opportunities to invite	Program Director	Starting on
	professors of other Schools of	Office of the Dean	01/11
	Architecture as well as other college		
	and faculties of the PCUPR.		
V.D.3	Seek for academic exchange	Program Director	Starting on
	internship for professor at other	Office of the Dean	01/11
	universities and colleges around the		
	world.		
V.D.4	Establish the basis for the Faculty	Program Director	01/20/12
	Fund.		
V.D.4	Establish the criteria for the Faculty	Program Director	01/20/12
	to be eligible for the Faculty Fund		
V.D.4	Present the basis to Office of the	Program Director	02/24/12
	Dean for approval.	Office of the Dean	
V.D.4	Create the Faculty Fund with the	Program Director	Starting on
	intention of giving faculty professors	Office of the Dean	03/12
	the opportunity to take seminars		
	and lectures, on their related		
	subject or on innovative approaches		
	toward structural assemblies, inside		
	or outside of Puerto Rico.		
V.E.1	Graduating Professional, with	Ex Alumni from the	06/14

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	abundant knowledge in all the	School of Architecture of	
	related fields of Architecture, able	the PCUPR	
	to safeguard the architectonic		
	legacy of the South Region and		
	specially of the Seigniorial City.		
V.E.2	Meeting with the platform directors	Program Director in	09/17/10 and
	of the Historical Context and	coordination with the	then annually
	Adaptive Preservation Platforms, to	Historical Context	on the same
	establish common grounds of	Platform Director and	month
	interest and establish a working	Adaptive Preservation	
	agenda.	Platform Director.	
		Re-Adaptation of the	
		Architectonic Space	
		-Identification	
		-Recognition	
		-Digitalization of the	
		Poinforcomont	
	Establishing a list of Architectonic	Platform Director in	10/22/10 and
V.L.Z	Structures in the historic district of	coordination with the	then annually
	Ponce for future analysis and	Historical Context	on the same
	intervention.	Platform Director and	month
		Adaptive Preservation	
		Platform Director.	
		Re-Adaptation of the	
		Architectonic Space	
		-Identification	
		-Recognition	
		-Digitalization of the	
		Structural Assembly	
		-Reinforcement	
		-CIMAS	
V.E.2	Select the first group of students to	Platform Director in	11/26/10 and
	be invited to participate in the	coordination with the	then annually
	documentation and investigation	Historical Context	on the same
	process of the pre-selected	Platform Director,	month
	structures.	Adaptive Preservation	
		Platform Director and	
		the Office of the Dean.	

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OBJECTIVE	STRATEGY	RESOURCES	TIME
V.E.2	Commence of the work, which will include As Built of the building, investigation of the political, social and economic context in which it was build, its structural assembly, and the study of the pathologies that affect the structure and how to repair them.	Platform Directors Selected Team Office of the Dean Re-Adaptation of the Architectonic Space -Identification -Recognition -Digitalization of the Structural Assembly -Reinforcement	01/28/11 and then annually on the same month
V.E.2	Publication of a catalogue with the structures investigated during that school year. Results will be published annually on the same date.	Platform Directors Selected Team Office of the Dean	06/11 and then annually on the same month
V.E.2	Presentation of the investigation and student works, in collaboration with the different involved platform Directors, to the Ponce Municipality. The idea is for the School to be a key critical component for the Re-Adaptation of the Architectonic Space to the urban context of Ponce. In other words, the school should suggest and provide guidelines on how the city should grow, on what buildings are of interest and how to revitalize the urban center of Ponce, to the Ponce Municipality for their evaluation.	Platform Directors Office of the Dean Re-Adaptation of the Architectonic Space -Identification -Recognition -Digitalization of the Structural Assembly -Reinforcement	06/11 and then annually on the same month
V.E.3	Hire an individual to assist in the pursuance of federal funds and competitive grants.	Program Director Office of the Dean	01/12
V.E.3	Review, research, and analyze federal grants opportunities to finance the structural assembly research and studies to be done for it to be viable.	Program Director PCUPR Federal Funds personnel	A continuing process commencing on 02/12.

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OBJECTIVE	STRATEGY	RESOURCES	TIME
V.E.3	Establish the project as a fourth year design studio or as part of the studies done by CIMAS.	Program Director PCUPRA Professors (ARSF 101, ARAD 301) CIMAS Members Office of the Dean	08/12 then yearly on the same month
V.F.1	Contact professionals of different areas of the construction industry to set up a seminar calendar.	Program Director Office of the Dean	11/19/10 and then annually on the same month.
V.F.1	Organize the continuous education seminars and lectures as a professional education center for all construction industry professionals in the Region.	Program Director	11/19/10 and then annually on the same month.
V.F.1	Impart the first set of seminars and lectures.	External Resources	01/11
V.F.2	Establish a proposal for the collaboration in specific projects involving CIMAS, with the Caribbean University Structural Program and the Department of Structural Engineer from UPR, Mayaguez Campus.	Program Director	04/15/11 and then annually on the same month.
V.F.2	Present the proposal to the Office of the Dean for approval.	Office of the Dean	05/20/11 and then annually on the same month.
V.F.2	Submit of the revised proposal to the heads of the Structural Departments of both universities.	Program Director	06/03/11
V.F.2	Meeting with the head of both Structural Departments to establish the terms and conditions for collaboration.	Program Director Structural Departments Director	07/15/11
V.F.2	First collaborative project between the Platform and the Structural Departments.	Program Director Structural Departments Director	08/11
V.F.3	Establish a proposal for the creation of a new appendix, to the CAAPPR,	Program Director Office of the Dean	07/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	in Ponce so the collegiate can be		
	offered prime service and		
	continuous education programs		
	direct in the South Region, without		
	the inconvenience of going to San		
	Juan.		
V.F.3	Present this platform to all	Office of the Dean	09/10
	collegiate of the CAAPPR at their		
	annual convention assembly.		
V.F.3	Meeting with the new president of	Program Director Office	10/10 then
	the CAAPPR, to establish	of the Dean	yearly on the
	mechanism for the creation of the		same month
	new headquarters.		
V.F.4	Establish contact with the	Program Director	09/10
	organization, in order to know the		
	bases and requirements to be a		
	member.		
V.F.4	Establish the EASF ("Estudiantes de	Program Director Office	01/11
	Arquitecttura Sin Fronteras") as a	of the Dean	
	student organization to work in		
	collaboration with "Arquitectos Sin		
	Fronteras" Puerto Rico Chapter.		
V.F.4	Meeting between members of the	Program Director Office	02/11 and then
	EASF and the members of the ASF-	of the Dean	every two
	PR to establish common grounds of	EASF members	months
	actuation in an outside of Puerto	ASF-PR members	
	Rico.		
V.F.4	First design project, involving EASF,	Program Director Office	07/11 then
	ASF-PR, community leaders and	of the Dean	yearly on the
	residents of the community.	EASF members	same month
		ASF-PR members	



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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM:

Adaptive Conservation and Preservation

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PROGRAM DIRECTOR

Arch. Magda Bardina García, AIT.

I. INTRODUCTION

The School of Architecture of the Pontifical Catholic University of Puerto Rico starts its existence in the city in a critical and special moment in the storied history of Ponce. After decades of the implementation of various preservationist/renewal programs the city is enjoying a repopulation of both people and commerce. This process has produced a great amount of design, policy, and construction professionals with hands-on experience that this new school is primed to harvest. The wealth of resources this situation has caused gives the School the opportunity and advantage of establishing a strong Adaptive Conservation and Preservation Platform that will become the "Workshop School" (Escuela Taller) for Historic Preservation in Puerto Rico not only for architecture students but for construction professionals and the industry.

II. VISION

The Adaptive Conservation and Preservation Platform will produce highly efficient and well – rounded design and construction professionals with a complex understanding and hands-on ability in the historic restoration field.

III. MISSION

Placed as the fundamental part of the education of historic preservation in Puerto Rico, between UPR's AACUPR and ARQPOLI's Preservation Lab, the Advanced Conservation and Preservation Platform (ACP) will establish itself as the "Workshop School" (Escuela Taller) for Historic Preservation in Puerto Rico. Establishing strong ties with agencies related to this field the platform will reinforce its positioning to the most current views and technologies of the preservation and conservation industry. Once this is achieved Ponce and Puerto Rico will

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become the City Laboratory or the city as experiment where we will create an intellectual infrastructure of professionals and a workforce with hands-on ability.

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tio Forteza		
The laboratory will expand on the notion of 3D modeling with advance use of materials, construction systems, detailing and contextual animat	d repres ion.	entation
Digital Laboratory		
8 hours, 1 semester, 5 credits		
and new construction both in single structures as well as in a historic zo	ne.	
The students will confront design problems that juxtapose traditional l	ouilding	method
Design Studio		
ARAD 202 Analytical Design Studio II – Adaptive Conservation and Preservation		
3 hours, 1 semester, 3 credits		
historic structures.		
principles, methods and strategies involved in the preservation and	conser	vation o
The course is conceived as the formal introduction to the fundar	nental d	concents
AKAC 101_FUNDAMENTAIS OF HISTORIC PRESERVATION and CONSERVATION		
Course Descriptions		
Note: 9 credits within the elective course offering completes the Unit Minor		
HIST 419 Methodology and Techniques of Historical Investigation	3 cr.	PUCPR
PLICPR		50.
PUCPR HIST 417 Historiography		2 cr
HIST 403 Society and Culture of Contemporary Europe (Cultural Trip Abroad)		6 cr.
SOA		
ARAC 601 Advanced Preservation Research Strategies		3 cr.
ARAC 501 Cultural Heritage Tourism	3 cr.	SOA
ARAC 401 The Economics of Historic Preservation	3 cr.	SOA
Elective Courses		
SOA		
ARAC 301 Conservation Planning Strategies and Policies		3 cr.
ARAC 201 Preservation Techniques, Methods and Strategies for Building System	ns 3 cr.	SOA
SOA		
ARAR 202 (Laboratory) Dynamic Imaging and Documentation		1 cr.
SOA		5 cr.
SOA		_
ARAC 101 Fundamentals of Historic Preservation and Conservation		3 cr.
Required Concentration Courses & Studios		

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2 hours, 1 semester, 1 credit

ARAC 201_Preservation Techniques, Methods and Strategies for Building Systems

Substance

Students will examine the strategies and methodology of preservation, the course provides a practical guide for maintaining, restoring and rehabilitating historic buildings. 3 hours, 1 semester, 3 credits

ARAC 301_Conservation Planning Strategies and Policies

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.

3 hours, 1 semester, 3 creditsARAC 401_The Economics of Historic Preservation Elective

The class will use Ponce as laboratory and will examine past governmental policies based on private investment incentives for massive financial injection into historic zones.

3 hours, 1 semester, 3 credits

ARAC 501_ Cultural Heritage Tourism

Elective

The purpose of this course is to introduce students to cultural and heritage tourism that authentically represent the stories and people of the past and present.

3 hours, 1 semester, 3 credits

ARAC 601_ Advanced Preservation Research Strategies

Elective

This course addresses research strategies and documentation techniques used by professional historic preservationists to identify and record historic structures and sites. 3 hours, 1 semester, 3 credits

First Semester	Cr	Second Semester	Cr.
ARAD 101 Architectural Theory and Representation Architectural Design Fundamentals I	5	ARAD 102 Architectural Theory and Representation Architectural Design Fundamentals II	5
ARAR 101 (Laboratory) Digital Representation Systems Diagramming and Representation Techniques	1	ARAR 102 (Lab) Digital Representation Systems Non-linear Diagramming and Complex Geometry	1

FIRST YEAR

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ARHT 101 Architectural History and Culture Architectural History I: Ancient to Baroque	3	ARAC 101 Adaptive Conservation and Preservation 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 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	1 8	Total	19
Summer Session			Cr.
ART 101 Art Appreciation			3
MUSI 102 Musical Appreciation			3
Total			6

SECOND YEAR

First Semester	Cr	Second Semester	Cr.
ARAD 201 Architectural History and Culture Analytical Design Studio I: Architectural History and Culture ARAR 201 (Laboratory) Digital Representation Systems Historical Documentation and Representation Techniques	5	ARAD 202 Adaptive Conservation and Preservation Analytical Design Studio II: Adaptive Conservation and Preservation ARAR 202 (Laboratory) Digital Representation Systems Dynamic Imaging and Documentation	5
ARHT 201 Architectural History and Culture Architectural History II: Neoclassicism to Contemporary	3	ARAC 201 Adaptive Conservation and Preservation Preservation Techniques, Methods and Strategies for Building Systems	3
ARST 101	3	ARSF 101	3

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Building Technology and Sustainability		Structural Framework and Assemblages	
Tectonics on Material Applications		Architectural Structures I: Statics and	
and Methods		Strength	
PHYS 217	2	PHIL 207	2
Physics for Architects	5	Elementary Logic	5
SOCI 110			
Introduction to the Social Sciences:	3	MIST 104	3
Social and Cultural Aspects			
PHED 107	1	PHED	1
Health and Physical Fitness	L L	(Elective)	T
Tetel	1	Tatal	10
Ισται	9	Ισται	19
Summer Session	-		Cr.
Trip to Columbia			
Total			

THIRD YEAR

First Semester	Cr	Second Semester	Cr.
ARAD 301 Structural Framework and Assemblages Experimental Design Studio I: Structural Framework and Assemblages ARAR 301 (Laboratory) Digital Representation Systems Parametric Modeling	5	ARAD 302 Building Technology and Sustainability Experimental Design Studio II: Building Technology and Sustainability ARAR 302 (Laboratory) Digital Representation Systems Parametric Detailing	5
ARSF 201 Structural Framework and Assemblages Composite Construction on Wood and Steel	3	ARST 201 Building Technology and Sustainability Introduction to Mechanical and Electrical Systems	3
ARLE 101 Landscape Ecology and Environment Built Environment and Culture in the History of Landscape Architecture	3	ARUS 101 Urban Scapes and Communities Theory and Principles of Urban Design	3
ARLA 101 Administrative and Legal Consciousness Professional Practice and Contractual	3	ARDA 101 Development Assessment and Viability Entrepreneurship on Developmental	3

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Procedures in Architecture		Assessment	
THEO 130	2	THEO 131	2
The Divine Revelation	3	The Church of Christ	3
Total	1 8	Total	18
Summer Session			Cr.
Platform Electives: ARAC 401, ARAC 501 OR ARAC 601			
Total			

FOURTH YEAR

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



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Total	1 8	Total	18
Summer Session	1		Cr.
Platform Electives: ARAC 401, ARAC 5	01 O	R ARAC 601	
Total			
FIFTH YEAR			
First Semester	Cr	Second Semester	Cr.
ARAD 501 Administrative and Legal Consciousness Developmental Design Studio I: Administrative and Legal Consciousness	5	ARAD 502 Development Assessment and Feasibility Developmental Design Studio II: Development Assessment and Feasibility	5
ARAR 501 (Laboratory) Digital Representation Systems Independent Research	1	ARAR 502 (Laboratory) Digital Representation Systems Independent Research	1
ARLE 301 Landscape Ecology and Environment Ecological Principles in the Built Environment	3	ARDA 301 Development Assessment and Feasibility Marketing, Branding and Communication Skills	3
THEO 132 The Christian Family	3	ARUS 301 Urban Scapes and Communities 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

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V. **OBJECTIVES OF ACADEMIC PLATFORM**

A. Architectural Education and the Students: Academics

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- 1. Investigate
- 2. Document
- 3. Value

Total

4. Students will be exposed to the complicated practice of the restoration process in order to achieve a holistic understanding of the field by handling real-life situations in the historic district of Ponce.

Total

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- 5. Promote projects and a preservation vision based on the following:
 - Economic viability
 - Adherence to construction norms and regulations
 - Programmatic reevaluation
 - Legacy to the affected community
 - Every project will have an educational and social end.
 - 6 The students will confront the real life conditions that are a natural part of the restoration of a building.
 - 7 Once the basic principles of preservation are understood, the analysis of the relationship and presence of a building in its urban context is a fundamental next step.
 - 8 Cities are composed of many elements in which buildings with high historical / architectural value and structures without intrinsic worth form a part of. The preservation platform will strive to understand how to reuse or recycle these elements.
 - 9 The unit will promote a harmonic coexistence between modern interventions in the work of architects of a different epoch.

B. Architecture Education and the Academic Community: Research

- 1. Professional support groups will be formed as consultants to institutions and government agencies.
- 2. The investigations and documentations will be coordinated and conducted with the help of entities such as:
 - 1. ICP
 - 2. SHPO
 - 3. National Park Service
 - 4. Autonomous Municipalities Historic Center offices
 - 5. Municipal and State Historic Archives
 - 6. Other Municipalities
 - 7. Private Institutions
- 3. Community research
 - a. Establish a library of oral histories developed by student interviews in undocumented communities like.
 - i. La Perla
 - ii. San Antón
 - iii. La Playa de Ponce

C. Architecture Education and the Regulatory Environment

- 1. Services will be exchanged using our investigations cataloging and documentation as currency.
 - a. State and local Government agencies.
 - b. Educational institutions in and out of Puerto Rico.

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- 2. Promote Symposiums on preservation with guest speakers and charging admittance and participation rates.
- 3. Develop a continuing education program with the CAAPPR and college of engineers.
- 4. Promote the development of elective courses in preservation oriented in the acquisition of a minor in preservation.
- 5. Promote the development of associate degrees and specialty certificates for construction workers in fields related to historic preservation and conservation.
- 6. Promote developing the platform for post-graduate courses.
- 7. Federal and educational research grants http://www.preservationnation.org/resources/find-funding/nonprofit-publicfunding.html http://staff.lib.msu.edu/harris23/grants/2hispres.htm

D. Architecture Education and the Academic Community

- 1. Strengthen the professional group we intend to retain.
- 2. Professors will be kept current on industry standards and new developments by means of continued education.
- 3. Establish a vigorous debate with all of the components of the school meaning the dean, coordinators professors and students in order to develop the courses and professors by receiving constructive criticism.
- 4. Maintain an exchange of local and international professors on specific themes and courses.

E. Architecture Education and the Public Good: Community Outreach

- 1. Establish strong relationships with commercial and non-profit entities; and state and federal agencies in related fields.
- 2. Educate communities with sectors that are established in historical enclaves and historic districts.
 - Ex La Cantera de Ponce, La Playa de Ponce, etc.
- 3. Help entities indentify and prepare preliminary analysis, documentation and economic proposals for establishing their headquarters in urban and historic centers.

F. Architecture Education and the Public Good Industry

1. Establish strong relationships with a varied array of companies representing all of the facets of the construction industry.

G. Architecture Education and the Public Good: Publications

1. The historic investigations, documentations and design projects will form a part of an open archive for the use of the research community and public in general.

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- 2. Promote the publication of investigations, essays and building documentations in various sources like:
 - 1. Periodicals
 - a. La Perla del Sur
 - b. La Opinion
 - c. La Voz de la Playa
 - d. El Nuevo Día
 - 2. Magazines and other publications
 - a. Conserva (ICP)
 - b. AIA
 - c. Entorno (CAAPPR)
 - d. Planos y Capacetes
 - e. Católica
 - 3. Internet Publications
 - a. University Website
 - b. School websites
 - c. Platform blog
 - d. Industry blogs

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VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME
N A 4	Chudaata will ba tawaht	Dhusiaal	
V.A.1	Students will be taught	Physical	INDICATORS
Investigate	to research	Intramural (School of	Student indicators
	Primary Sources	Architecture, Library)	Tests & quizzes
	Historical archives,	Extramural (libraries	Research Papers
	Interviews and first	and historical	Oral presentations
	hand observation	archives)	Crits & Juries
	Secondary Sources	Human	Faculty Indicators
	Books on the topic,	Platform professors,	Student evaluation
	magazines, newspaper	visiting critics,	Platform Leader
	articles, Internet	researchers and	Evaluation
	research and Verbal	librarians	School Dean Evaluation
	History	Fiscal	Course Indicators
		PUCPR	Student evaluation
			Professor feedback
			Platform Leader
			evaluation
			TIME FRAME
			Every course in the
			platform will present
			these issues the first
			course will be given in
			the second semester of
			the first year and will
			begin in 01 /10 and
			repeated every year for
			first year students.
			-
V.A.2	Historical buildings and	Physical	INDICATORS
Document	places will be	Extramural (libraries,	Student indicators
	documented based on	historical archives,	On-site Evaluations
	established formats	historical buildings	Research Papers
	(HABS) among others;	and places,	Oral presentations
	students will also be	preservation labs)	Crits & Juries

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
	prompted to create unique documentation methods relying on geometrical or rational observation.	Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year for first year students.
V.A.3 Value	Students will use the information compiled in the investigation and documentation process to categorize, typify and evaluate a building with critical reasoning.	Physical Intramural (School of Architecture, Library) Extramural (libraries and historical archives) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers Fiscal PUCPR	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME



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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
			Every course in the platform will present these issues the first course will be given in the second semester of the first year and will being in 01 /10 and repeated every year for first year students.
V.A.4 Students will be exposed to the complicated practice of the restoration process in order to achieve a holistic understanding of the field by handling real-life situations in the historic district of Ponce.	Students will visit ongoing restoration projects and the architectural offices in which these projects were designed. Officials from the state and municipal agencies will lecture students on permit evaluations and the creation and implementation of zoning and construction codes.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers, government officials, and librarians Fiscal PUCPR	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will offer a significant introduction to the field and subsequent courses will strengthen be given in the second semester of the first year and will

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
			repeated every year for first year students.
 V.A.5 Promote projects and a preservation vision based on the following: Economic viability Adherence to construction norms and regulations Programmatic reevaluation Legacy to the affected community Every project will have an educational and social end. 	Students will be presented with successful and unsuccessful projects and will be required to analyze them with an emphasis to the themes of viability, program, and social and urban consciousness.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers, government officials, and librarians Fiscal PUCPR	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year for first year students.
V.A.6 The students will confront the real life conditions that are a natural part of the restoration of a building.	The students will visit projects in progress and be exposed to on-site design problems and solutions.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs)	INDICATORS Student indicators On-site evaluation Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
		Human Platform professors, and Local Architects Fiscal PUCPR	Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME The second year second semester design course will have hands-on experience with this issue and will be first given on 08 / 11 But introductory knowledge will take place on all courses including the first platform course on 01 / 10
V.A.7 Once the basic principles of preservation are understood, the analysis of the relationship and presence of a building in its urban context is a fundamental next step.	The urban location of the school is a big advantage in exposing the students to myriad urban conditions and elements in Ponce and neighboring municipalities.	Physical Intramural (School of Architecture, Library) Extramural (Ponce and neighboring cities, libraries, historical archives, museums, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
		architects and researchers, government officials, and librarians Fiscal PUCPR	Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year for first year students.
V.A.8 Cities are composed of many elements in which buildings with high historical / architectural value and structures without intrinsic worth form a part of. The preservation platform will strive to understand how to reuse or recycle these elements.	Exhaustive studies and projects of complex urban conditions will be held in the design courses and evaluated in all other courses.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers, government officials, and librarians Fiscal PUCPR	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year for first year students. The design course will begin



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INDICATORS AND TIME



OBJECTIVE RESOURCES STRATEGY FRAME repeated yearly. V.A.9 Physical **INDICATORS** Special design projects The unit will promote a will take place Intramural (School of Student indicators harmonic coexistence specifically targeted to Architecture, Library) Tests & guizzes between modern the harmony of multiple Extramural (libraries, **Research Papers** interventions in the design periods both in historical archives, Oral presentations work of architects of a the theory and design museums, historical Crits & Juries different epoch. buildings and places, **Faculty Indicators** courses. preservation labs) Student evaluation Platform Leader Human Platform professors, **Evaluation** out of platform School Dean Evaluation **Course Indicators** professors, visiting critics and speakers, Student evaluation Local and International Professor feedback Platform Leader architects and researchers, evaluation government officials, TIME FRAME and librarians Every course in the Fiscal platform will present PUCPR these issues the first course will be given in the second semester of the first year and will being in 01 /10 and repeated every year for first year students. The students will travel **INDICATORS** V.A.10 Physical Establish strong to cities in which many Intramural (School of **Student indicators** relationships with traditional Architecture, Library) Tests & quizzes universities in Center methodologies are still Extramural (libraries, Research Papers and South America in use. Like Cartagena historical archives, Oral presentations de Indias in Columbia. **Crits & Juries** historical buildings and places, **Faculty Indicators** preservation labs) Student evaluation Platform Leader Human

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
		Platform professors, students Fiscal PUCPR Service exchanges Federal and educational research grants students	Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Trips will be coordinated for the design course ARAD 202
V.B.1 Professional support groups will be formed as consultants to institutions and government agencies.	A group of students and faculty members will be created and will prepare opinions on the leading subjects of the day and will offer our opinions to municipalities, Agency leaders, Camara de Comercio, DiSUR and other entities.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	INDICATORS Objective Indicators After a multitude of opinions are created the implementation or not of the opinion will be evaluated TIME FRAME Oct. / 09
 V.B.2 1. The investigations and documentations will be coordinated and conducted with the help of entities such as: 1. ICP 2. SHPO 3. National Park 	Due to the years of experience of the Platform Coordinator , Strong relationships already exist with many of the current officials of most agencies.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors,	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
Service 4. Autonomous Municipalities Historic Center offices 5. Municipal and State Historic Archives 6. Other Municipalities Private Institutions		out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year
V.B.3 Community research Establish a library of oral histories developed by student interviews in un-documented communities like. 1. La Perla 2. San Antón 3. La Playa de Ponce	Basic oral history will be taught in many of the courses but will be given in depth in ARAC 601 in the advance research course.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
N 6 1		Dhusiaal	begin in 01 /10 and repeated every year. The main research course will be held in 2012
 V.C.1 Services will be exchanged using our investigations cataloging and documentation as currency. a. State and local Government agencies. b. Educational institutions in and out of Puerto Rico. 	Many agencies lack the financial resources to document historic property they own. A service exchange program will be established to offer these services to those agencies and will receive services in return like use of preservation labs and use of historic buildings for analyzing and implementing traditional methodologies.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal Service exchanges	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and
	The professional	Physical	repeated every year
Promote Symposiums on preservation with guest speakers and charging admittance and participation rates.	support group will begin preparing a symposium and creating a guest list.	Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human	Symposium indicators Invited guest evaluation Paying guest evaluation TIME FRAME Every two years beginning 01/10. The preparation will begin Oct. /09



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www.ea-pucpr.com / info@ea-pucpr.com



OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
V.C.3 Develop a continuing education program with the CAAPPR and college of engineers.	Establish a relationship with both entities and promote the SOA as satellites of the colleges in the southern region.	Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical archives, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME EDAME
		Federal and educational research grants	TIME FRAME Oct. / 09
V.C.4 Promote the development of elective courses in preservation oriented in the acquisition of a minor in preservation.	Develop the courses for continuing education and accept students that are held up in an administrative limbo.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader



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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
		Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME 2012
V.C.5 Promote developing the platform for post- graduate courses.	Create more courses that would complete a strong master's degree in preservation.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME 2012
V.C.6 Federal and educational research grants	Research and apply to all the possible grants in the field both as a means of economic development but as a teaching experience .	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human	INDICATORS Objective indicators Obtaining economic stability TIME FRAME Every course in the platform will present these issues the first course will be given in

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
V.D.1 Strengthen the professional group we intend to retain.	Hold a continuing education program for the platform professors.	Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR	the second semester of the first year and will begin in 01 /10 and repeated every year INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME
V.D.2 Professors will be kept current on industry standards and new developments by means of continued education.	Maintain an open library for the professors on industry journals books and essays.	Physical Intramural (School of Architecture, Library) Extramural (libraries) Human Platform professors, out of platform professors, and visiting critics Fiscal	INDICATORS Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation TIME FRAME Every course in the platform will present these issues the first



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INDICATORS AND TIME



OBJECTIVE

FRAME PUCPR course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year V.D.3 An open atmosphere for Physical **INDICATORS** debate will be of utmost Establish a vigorous Intramural (School of **Faculty Indicators** importance for debate with all of the Architecture, Library) Student evaluation components of the achieving this objective. Extramural (libraries, **Platform Leader** school meaning the Every course and historical archives, Evaluation dean, coordinators professor will be historical buildings School Dean Evaluation professors and students evaluated. **Course Indicators** and places, in order to develop the preservation labs) Student evaluation courses and professors Professor feedback Human Platform Leader Platform professors, by receiving constructive criticism. out of platform evaluation professors, and TIME FRAME visiting critics Every course in the Fiscal platform will present PUCPR these issues the first Service exchanges course will be given in Federal and the second semester of educational research the first year and will begin in 01 /10 and grants repeated every year V.D.4 Leaders of the field will Physical INDICATORS Maintain an exchange Intramural (School of be invited to participate **Faculty Indicators** of local and Student evaluation in workshops and Architecture, Library) Platform Leader international professors lectures. Including Arch. Extramural (libraries, Vivoni (ACUPUR)and on specific themes and historical archives, Evaluation courses. Arch. Del Cueto historical buildings School Dean Evaluation (Arqpoli) and places, TIME FRAME preservation labs) Every course in Human platform will present Platform professors, these issues the first out of platform course will be given in professors, and the second semester of visiting critics the first year and will

STRATEGY

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STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
The schools proximity to various agencies in the historic district will permit close relationships with agencies and its officials.	Fiscal PUCPR Service exchanges Federal and educational research grants Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers, government officials, and librarians Fiscal PUCPR Service exchanges Federal and educational research grants	begin in 01 /10 and repeated every year INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will being in 01 /10 and repeated every year for
Every course will promote community involvement.	Physical Intramural (School of Architecture, Library) Extramural (libraries, bistorical archivec	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations
	STRATEGY The schools proximity to various agencies in the historic district will permit close relationships with agencies and its officials. Every course will promote community involvement.	STRATEGYRESOURCESFiscal PUCPR Service exchanges Federal and educational research grantsThe schools proximity to various agencies in the historic district will permit close relationships with agencies and its officials.Officials.Physical intramural (School of Architecture, Library) Extramural (libraries, museums, historical buildings and places, preservation labs)Human Platform professors, out of platform professors, visiting critics and speakers, Local and International architects and researchers, government officials, and librariansFiscal PUCPR Service exchanges Federal and educational research grantsEvery course will promote community involvement.Physical Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, and librarians



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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
districts. Ex La Cantera de Ponce La Playa de Ponce,		historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research grants	Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year
V.E.3 Help entities indentify and prepare preliminary analysis, documentation and economic proposals for establishing their headquarters in urban and historic centers.	Offer these services and include them as projects in design and research courses.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors, out of platform professors, and visiting critics Fiscal PUCPR Service exchanges Federal and educational research	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the

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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME
		grants	platform will procent
		grants	these issues the first
			course will be given in
			the second semester of
			the first year and will
			hegin in 01 /10 and
			repeated every year
V F 1	Visit construction sites	Physical	
Establish strong	and participate in	Intramural (School of	Student indicators
relationships with a	construction meetings	Architecture Library)	Tests & quizzes
varied array of	Visit quarries and	Extramural (libraries	Research Papers
companies representing	materials suppliers.	historical archives.	Oral presentations
all of the facets of the	Research mineral	historical buildings	Crits & Juries
construction industry.	pigments and offer	and places.	Faculty Indicators
,	solutions as possible	preservation labs)	Student evaluation
	future products.	Human	Platform Leader
		Platform professors,	Evaluation
		out of platform	School Dean Evaluation
		professors, and	Course Indicators
		visiting critics	Student evaluation
		Fiscal	Professor feedback
		PUCPR	Platform Leader
		Service exchanges	evaluation
		Federal and	TIME FRAME
		educational research	Every course in the
		grants	platform will present
			these issues the first
			course will be given in
			the second semester of
			the first year and will
			begin in 01 /10 and
			repeated every year
V.G.1	The historic	Physical	INDICATORS
The historic	investigations,	Intramural (School of	Objective Indicators
investigations,	documentations and	Architecture, Library)	Use of the information in
documentations and	design projects will be	Extramural (libraries,	the research field and
design projects will	placed in the library of	historical archives,)	the school.
form a part of an open	the school of	Human	TIME FRAME



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OBJECTIVE	STRATEGY	RESOURCES	INDICATORS AND TIME FRAME
archive for the use of the research community and public in general.	architecture and relationships with historic archives, and libraries.	Platform professors, Local and International researchers, and librarians Fiscal PUCPR Service exchanges Federal and educational research grants	The student work will be evaluated and deemed to be of sufficient quality to form a part of the collection and library. As soon as this evaluation is finished the work can be offered for public use.
V.G.2 Promote the publication of investigations, essays and building documentations in various sources like: Periodicals La Perla del Sur La Opinion La Voz de la Playa El Nuevo Día Magazines and other publications Conserva (ICP) AIA Entorno (CAAPPR) Planos y Capacetes Católica Internet Publications University Website School websites Platform blog Industry blogs	After the assignments are finished a faculty review will evaluate the projects and promote the publication of those with merit.	Physical Intramural (School of Architecture, Library) Extramural (libraries, historical archives, historical buildings and places, preservation labs) Human Platform professors Fiscal PUCPR Service exchanges	INDICATORS Student indicators Tests & quizzes Research Papers Oral presentations Crits & Juries Faculty Indicators Student evaluation Platform Leader Evaluation School Dean Evaluation Course Indicators Student evaluation Professor feedback Platform Leader evaluation TIME FRAME Every course in the platform will present these issues the first course will be given in the second semester of the first year and will begin in 01 /10 and repeated every year

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VII GENERAL RESOURCES

Physical

Intramural (School of Architecture) Extramural (libraries, historical archives, museums, historical buildings and places, preservation labs)

Human

Platform professors, out of platform professors, visiting critics and speakers, Local and international architects and researchers, government officials, and librarians

Fiscal

PUCPR Service exchanges Federal and educational research grants

http://www.preservationnation.org/resources/find-funding/nonprofit-publicfunding.html http://staff.lib.msu.edu/harris23/grants/2hispres.htm

VIII GENERAL INDICATORS

Student indicators

Class and On-site Evaluations Tests & Quizzes Crits and Design Juries Research Papers Oral presentations

Faculty Indicators

Student evaluation Platform Leader evaluation School Dean Evaluation

Course Indicators

Student evaluation Professor feedback Platform Leader evaluation School Dean Evaluation Participating community feedback

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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM: LANDSCAPE ECOLOGY AND ENVIRONMENT

PROGRAM DIRECTOR TAMARA OROZCO REBOZO

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I. UNIT DESCRIPTION ENVIRONMENT

LANDSCAPE ECOLOGY AND

The actual condition and issues of the environment, such as the climatic changes, the global processes of production and the process of consumption, claim an innovative approach from the disciplines that have the knowledge to make territorial interventions on our cities. Landscape Architecture, Botany, Ecology and Geology are some of those disciplines that have the necessary comprehension of our natural resources. However, the division between profession, academy and faculty has limited the effective integration of knowledge on integral solutions to the problems that we encounter as a society. The protection and conservation of natural resources, the enjoyment of sceneries and natural habitats, the recuperation of brownfields, the consolidation of green infrastructures on our cities, the development of advanced technologies to protect the environment, and the design/implementation of public spaces with high environmental and aesthetic qualities are some of the challenges that contemporary societies encounter. The Academy, through innovative programs, must educate professionals with the capacity of integrating their knowledge on vanguard solutions.

II. MISSION STATEMENT

The unit's mission is to prepare successful professionals in the field of architecture through an integrated academic and service program that develops knowledge regarding the enhancement and preservation of natural and built environments. A program that addresses the needs of societies, fostering awareness on environmental issues, the promotion of innovative practices, the forming of space and the achievement of sustainable cultural and natural landscapes

III. OBJECTIVES

A. Architectural Education and the Students: Academics

- 1. Provide students with a contextual perspective specific of Puerto Rico and the Southern Region, while instilling in them the desire to experience and appreciate diversity of cultures and places.
- 2. As designers and interventionists of the natural landscape and man-made landscapes students shall explore the components of the site on various scales from gardens, to cities, to regions.

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- 3. Provide a thorough understanding of the natural processes on a local, regional and global scale and how as designers of the environment they influence these processes.
- 4. Provide students with professional practice aspects through hands on experience with internship opportunities.
- 5. Examine the linkages between theory and practice, culture and nature, art/design and science, history and design today, theory and philosophy of landscape architecture.
- 6. Instruct students in ways to make new connections, find new ways of solving complex problems, and working in multidisciplinary effort from the unique perspective of Landscape Ecology and Environment.
- Be renowned for its rich and extensive off-campus local educational opportunities. Concurrently with the unit's design studios there shall be at least one local or regional field trip, lead by the course professor, to visit natural and/or enhanced landscapes of significance.
- 8. Be renowned for its rich and extensive off-campus international educational opportunities. Students shall de exposed to travel experiences in a regional, local and global scale through field trips, professional and academic events, study abroad programs and professional experiences such as internships. The program recognizes that the value of students' experiences from these trips is immense and further expanded when they return to the studio and classroom.

B. Architecture Education and the Academic Community

- 1. Expose and encourage students and professors to participate in research field trips locally and internationally.
- 2. Assume a leading role on development of knowledge applicable to landscape ecology and the environment.
- 3. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
- 4. Develop collaborations with industries of the region focused on sustainable materials and methods in order to implement the knowledge developed in the academia.
- 5. Collaborate with other universities research programs through local of international alliances.

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C. Architecture Education and the Regulatory Environment: External Resources

- 1. Provide services to the professional community and the local community of the region, enabling the sustainability of community outreach programs.
- 2. Capitalize over field trip events, offering participation to the professional community and generating funding to support the Units efforts.
- 3. Serve the professional community of the region as the knowledge exchange HUB.
- 4. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
- 5. Alumni relations shall be fostered and maintained.

D. Architecture Education and the Academic Community: Faculty Development

- 1. Professionalize the faculty in order to keep them current on all aspects regarding the Landscape Architecture Profession and Academia locally and globally.
- 2. Periodic evaluations of each professor
- 3. Collaborations with other Schools of Architecture programs

E. Architecture Education and the Public Good: Community Outreach

1. Institutionalize research, design and planning organization(s) dedicated to the needs of the community.

F. Architecture Education and the Public Good: Publication

- 1. Experimentation Unit selected courses shall incorporate as part of the curricular requirement the production of publication material.
- 2. Academic staff shall pursue publication of material on a professional level in the local arena.
- 3. Academic staff shall pursue publication of material on a professional level in the international arena.

G. Spreading the SEEDS (Disseminating)

1. Schools dissemination initiatives shall be pursued by the Unit's professorate through participation in various media alternatives.

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- 2. Professors shall lead an active role in collaborating with other architecture schools and related programs.
- 3. Disseminate the School's initiatives by harvesting prositive alumni relationships.

IV. STRATEGIES AND TIME FRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
Academic			
A.1	Contextual Perspective shall be addressed in concentration courses (ARAD 301, ARLE 101, ARLE 301) and elective courses (ARLE 401, ARLE 501)	PCUPR-SA Unit's professors	Starting on 2011 and continuing every year on the mentioned courses
A.2	Site Dynamics shall be addressed in concentration courses (ARAD 301, ARLE 101, ARLE 301)	PCUPR-SA Unit's professors	Starting on 2011 and continuing every year on the mentioned courses
A.3	Natural Processes shall be addressed in concentration courses (ARAD 301, ARLE 101, ARLE 301) and elective courses (ARLE 401)	PCUPR-SA Unit's professors	Starting on 2011 and continuing every year on the mentioned courses
A.4	Professional Practice opportunities shall be offered to 3 rd , 4 th and 5 th year students	Experimental Unit Coordinator	Starting on 2011 and continuing every year
A.5	Applied History and Theory (ARLE 101) course will be offered as a required concentration course	PCUPR-SA Unit's professors	Starting on 2011 and continuing every year on the mentioned course
A.6	New Professional Connections is a concept that will be constantly present in the academic curriculum given the multisectoriality platform of the School	PCUPR-SA Unit's professors, Experimental Unit Coordinator and School Director	Starting 2009
A.7	Travel Experience on a local scale shall be integrated to ARAD 301. There shall be at least one local or regional field trip, lead by the course professor, to experience natural and/or enhanced	PCUPR-SA Unit's professors, Experimental Unit Coordinator	Starting on 2011 and continuing every fall semester

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OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
	landscapes of significance		
A.8	Travel Experience on an international scale. The unit's coordinator shall promote and expose students to abroad travel opportunities like conferences, Expos, professional meetings and events.	Experimental Unit Coordinator and School Director	Summer 2011, and continuing every year and/or according to event schedule
Research	l		
B.1	At least one research field trip shall be coordinated per academic year. Field Trips may be locally or internationally, and professors shall incorporate them to their courses. Alliances with government agencies, organizations, universities, amongst others in the field of Landscape Ecology and Environment shall be explored for participation of the trips. Trips may also be available for interested public in order to attract funding for the Unit.	Experimental Unit Coordinator and PCUPR-SA Unit's professors	
В.2	Incorporate in the design studios the exploration of materials and methods through the use of Fabrication Lab (ARLE 201). Also a Landscape Ecology and Environment Research Lab shall be created in order to develop knowledge and at the same time offer its services to the community at large.	PCUPR-SA Unit's professors and Fabrication Lab Director Experimental Unit Coordinator and LEER Lab Director	Starting on 2011 and continuing every year on the mentioned courses To be implemented by fall 2011. Organization shall start fall 2010
В.3	Unit coordinator shall research applicable funding opportunities to be undertaken by the Unit or particular professors. Coordinator shall do the proper arrangements with de External Resource Office.	Experimental Unit Coordinator, PCUPR-SA Unit's professors and External Research Office	Fall 2009 and continuously every year



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OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
	Each professor in the Unit shall produce at least one research proposal annually.		Intention letter due at the beginning of fall semester
External Reso	ources		
C.1	Initiatives like the LEER Lab and the Plant Material Data Base are examples of external resource funding through providing services applicable to the industry. Professors will be encouraged to articulate academic proposals that at the same time will attract funding for the Experimental Unit.	Experimental Unit Coordinator, PCUPR-SA Unit's professors and External Research Office	See Objective B.2 and F.1
C.2	All organized filed trips through the Unit shall generate funding. Reasonable fees shall be applied for professionals in the area to participate on the trip.	Experimental Unit Coordinator, School Director and External Resources Office	Starting on 2010
C.3	Seminars, lectures, continued education courses, examinations and all education services pertaining to the Units theme shall be offered to the professional community of the region and shall be staged at the PCUPR School of Architecture.	Experimental Unit Coordinator, School Director	All year round
	The coordinator shall be responsible for creating alliances with the industry's professional organizations.	Experimental Unit Coordinator	Coordination shall start fall 2009
C.4	Unit coordinator shall research applicable funding opportunities to be undertaken by the Unit or particular professors. Coordinator shall do the proper arrangements with de External Resource Office.	Experimental Unit Coordinator, PCUPR-SA Unit's professors and External Research Office	A list of preliminary opportunities and organizations applicable to the Unit shall be due 11/2009

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OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
	produce at least one research proposal annually.		Intention letter due at the beginning of fall semester
C.5	A positive and constant communication with the program's alumni is key in disseminating the School and Unit's efforts.	PCUPR Alumni Relations Office	Starting with the first graduating class
	Contribution efforts for creation of scholarships and endowment shall be organized in coordination with the Units.	PCUPR Alumni Relations Office, Dean, School Director and Unit Coordinator	Starting with the first graduating class
Faculty Devel	opment		
D.1	A Faculty Development Symposium for all school professors and support staff shall be organized at least once a year.	School Director, Dean and Unit Coordinator	Once a year starting 2009-2010
D.1 (continued)	Each Unit shall identify a budget available to professors, upon Dean's approval, to fund registrations to seminars, professional organizations meetings, events, symposiums, subscriptions, amongst other tools that equip our professors with the necessary and up to date knowledge of the profession and the academia.	School Director, Dean and Unit Coordinator	Budget allocation due at the beginning of each academic year, starting fall 2009
D.2	A structure shall be developed in order to measure and validate the proficiency of the academic staff. It should consider accreditations, certifications, continued education, publications, research, community outreach, professional experience, lectures, and students' reviews, amongst others.	Unit Coordinator, Human Resource Office and School Director	Evaluations shall be done upon contract agreement and every semester from there on. Evaluation structure shall be adopted by fall 2011



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OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
D.3	Academic staff shall participate as	Experimental Unit	Evidence letter
	guest on other architecture programs	Coordinator,	shall be submitted
	and/or classes as a lecturer or critique	PCUPR-SA Unit's	each academic
	guest at least once a year.	professors	year before
			personnel
			evaluation.
Community C	Dutreach		-
E.1	Also a Landscape Ecology and	Experimental Unit	To be
	Environment Research Lab shall be	Coordinator and	implemented by
	created in order to develop knowledge	LEER Lab Director	fall 2011.
	and at the same time offer its services		Organization shall
	to the community at large.		start fall 2010
Publication			
F.1	Students participating in ARLE 501,	PCUPR-SA Unit's	Due at the end of
	Planting Materials in Landscape	professors and	each course and
	Design, shall produce as part of their	Publication	updated yearly.
	course a reference database of	Director	
	planting material of the region and its		
	application in the design of landscapes.		
	Access to this database can available		
	to the professional community and		
	general public for an annual		
	subscription fee. Each semester the		
	database shall be expanded and		
	reviewed.		
F.2	Each professor shall publish on a	PCUPR-SA Unit's	Theme proposal
	local/regional scale at least one article	professors and	due at the
	per year pertaining the Unit's theme	Publication	beginning of
		Director	academic year,
			starting fall 2011
F.3	Each professor shall publish on a global	PCUPR-SA Unit's	Theme proposal
	scale at least one article per year	professors and	due at the
	pertaining the Unit's theme.	Publication	beginning of
		Director	academic year,
			starting fall 2011
Disseminatio	n	1	
G.1	Each professor shall promote the	PCUPR-SA Unit's	Proposal due at
	Unit's agenda through the	professors and	beginning of every
	participation in radio and television	Public Relations	fall semester

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OBJECTIVE	STRATEGY	RESOURCES	TIME-FRAME
	programs, at least once a year.	Office	
G.2	Professors shall participate as critics and invited guests on other architecture schools at least once a year.	PCUPR-SA Unit's professors	Evidence letter shall be submitted each academic year.
G.3	A positive and constant communication with the program's alumni is key in disseminating the School and Unit's efforts. A monthly e-newsletter shall be produced by the School; each Experimental Unit shall collaborate with production of information.	PCUPR Alumni Relations Office	Starting with the first graduating class and a monthly continuum.

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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM: URBAN SCAPES AND COMMUNITIES

PROGRAM DIRECTOR

ROBERTO ALSINA MIRANDA, AIA

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I. INTRODUCTION

Urbanism is the study of cities, their geographic, economic, political, social and cultural environment, and the impact of all these forces on the built environment. Urbanism is also a species of urban planning, focusing on the creation of communities for living, work, and play.

Urbanists distinguish urban areas from rural areas by their higher population density. They maintain that the difference in population entails a difference in the social and political order as well. Initially, some scholars denied the social and political differences between rural and urban areas, and insisted that there was no point in a specifically 'urban studies'; but this debate has been largely resolved in favor of urban studies, and it is now widely accepted ^[1] that cities need to be studied separately from the country.

The creation of the School of Architecture at the Pontifical Catholic University of Puerto Rico ("PCUPRA") provides Puerto Rico, and specifically the southern part of the island a Urbanism Laboratory that will benefit of a steam of knowledge and professional discussion of how we believe and foresee our economic development and the construction and redevelopment of our cities and suburbs should be in the future. This Laboratory for Cities is comprised within the Vision and Mission of the PCUPRA, and will only be achieve through the development of a holistic and multi-disciplined well rounded professional, an architect well aware not only about his surroundings and how it affects his designing and creation process, but also the social, political, legal structure, regulations and ordinances that guide and influence that process.

Then, considering the above mentioned, the Urban-Sacpes and Communities curriculum will provide the PCUPRA student the necessary tools to become, not only a multi-discipline professional, but also a person capable of creating and discuss how the shape of the future city shall be. The curriculum seeks two general objectives: provide the student a basic knowledge of Urban Design structure affecting and intervening with his profession, and, provoke and in depth analysis of how that interaction can be geared towards the creation of better cities and quality of life.

II. VISION

To develop a new generation of Urban Design professionals well aware, not only of how his surroundings and environment affect his designing and creation process, but also Social, economical and political forces that guide that process, as well as how the latter can be changed and modified to achieve the cities of the future.

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III. MISSION

Provide the student the knowledge of Urban Planning and Design affecting and intervening with his profession, and, provoke and in depth analysis of how that interaction can be geared towards the creation of better cities and improvement of the quality of life.

IV. ACADEMIC PLATFORM DESCRIPTION

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V. OBJECTIVES OF ACADEMIC PLATFORM

- A. Academic Objectives
 - 11. Introduce the students to the fundamentals concepts of urban, city, and town planning and its direct interaction and integration with the architect professional and working environment.
 - 12. Introduce the student to the basic concepts of physical, economical and social Planning.
 - 13. Open the facilities and professionals of the PCUPRA to the rest of the college community by adapting and modifying some courses for business administration students by offering the same as electives courses.
 - 14. Provide a platform for the discussion of the effect of Puerto Rico's Urban polices and traditions in the development of our cities and the pragmatic application of design concepts.
 - 15. Establish internship agreements with government agencies in charge of construction and development (i.e. P.R. Planning Board, P.R. Regulations and Permits Administration, and Autonomous Municipalities) in order to provide opportunities for the students to apply their knowledge and gain experience.

B. Research and Development Objectives

5. Create the Real Estate Development Institute (REDI), to provide real estate development internships programs, to the construction industry

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professionals, state and municipal government officials and community leaders.

- 6. Create Urban Technical Assistance Program (UTAP) to provide assistance and advice on urban issues either direct or through internships programs, to the construction industry professionals, state and municipal government officials and community leaders.
- K. Financial Objectives
 - 11. Provide specialized consulting and advisory services to the state government, municipalities and other jurisdictions in the Caribbean through the UTAP and charge for those services.
 - 12. Create a cooperative internship program, with the private sector, where PCUPRA students could work and receive payment while studying.
 - 13. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
 - 14. Through REDI create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (i.e. architects, lawyers, planners), which fees will be deposited in an account on behalf of the Urban Scapes and Community platform.
- L. Faculty Development Objectives
 - 7. Professionalize the faculty in order to keep them up to date in all aspects regarding urban development in Puerto Rico.
 - 8. Periodic evaluations of each professor.
 - 9. Exchange of faculty professors with other Schools of Architecture as well as other faculties within the PCUPR.
- M. Community Relations Objectives
 - 4. Create The Infrastructure and Poverty Action Lab. I-PAL focuses on innovations in infrastructure—on mechanisms that help improve the quantity and quality of infrastructure services in the developing world and, in particular, for the poor. While retaining an interest in the growth and productivity impacts of infrastructure, the I-PAL seeks to deepen our

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understanding of the linkages between infrastructure and poverty alleviation and to underscore the importance of spatial analyses. Accordingly, this Lab has a special interest in urban slums in developing countries, given that a majority of the urban poor live in these settlements with very poor access to basic infrastructure and services relative to their fellow citizens.

- 5. Through I-PAL provide assistance and advice to communities, for them to learn about their urban environment, their rights, duties and how they can conserve and improve their urban surroundings.
- 6. Through the I-PAL, provide services and advice to low income people about construction and development, including, urban improvements, public utilities and infrastructure, and housing.
- N. Industry Relations Objectives
 - 10. Create the REDI to provide advance courses to architects and other professionals related to the construction and development field.
 - 11. Enroll Ponce School of Architecture in the Urban Land Institute (ULI), American Institute of Architects (AIA) Puerto.
 - 12. Sign a cooperation agreement with the Home Builders Association, Bankers Association and the Puerto Rico Association of General Contractors to assist and advice in projects and development proposals.

VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	TIME
V.A.1	Offer an introductory course which	Program Director	First seminar
	will highlight the most important		for first year
	units of the course, objectives, goals		students on
	and what is planned to achieve.		10/09 and then
			yearly on the
			same month.
V.A.1	Provide in depth information,	PCUPRA professors	08/11
	discussion and lecture on the basic	(ARLA 101)	
	principles of the urbanism and its		
	interaction with the design process.		
V.A.1	Organize and offer a continuing	Program Director	02/10
	professional education seminar on	External resource	

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	recently approved legislation affecting the architect profession.		
V.A.2	Offer an introductory course which will highlight the most important units of the course, objectives, goals and what is planned to achieve.	Program Director	First seminar for first year students on 03/10 and then yearly on the same month.
V.A.2	Provide in depth information, discussion and lecture on the basic principles of the development process from a urban perspective, including, real estate development, planning structure in the development and design process.	PCUPRA professors (ARLA 201)	01/12
V.A.2	Organize and offer a continuing professional education seminar on the new permits system.	Program Director	03/10 (subject to the passing and approval of the new law of permits)
V.A.3	Organize and offer a continuing professional education seminar on the Puerto Rico Public Partnership Alliances Act (PRPPAA).	Program Director External resource	11/09
V.A.3	Provide in depth information, discussion and lecture on public private partnerships.	PCUPRA professors (ARLA 501)	01/12
V.A.3	Adapt and modify the scope of the course to be offered as an elective course for students in business administration.	Program Director and/or PCUPRA professors.	01/10
V.A.5	Organize and hold a forum to discuss the effect of Puerto Rico's Legal framework in the development of the cities.	PCUPRA professors and external resources	10/10



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OBJECTIVE	STRATEGY	RESOURCES	TIME
V.A.6	Coordinate an internship program	Program Director	Starting on
	with the President of the PRPB, the		08/11, and
	Administrator of ARPE, the		there on
	Secretary of Housing, the Executive		depending on
	Director of PRIFA, and the Executive		the needs of
	Director of the PRTC to provide the		the agencies
	students the necessary experience		and the
	in several areas of the design		preparation of
	process.		the students.
V.A.7	Research academic exchange in	Program Directors	The
	foreign countries with other college		preparation of
	and universities as well as		a first catalog
	government and non-profit		of exchange
	organizations.		opportunities
			will be due on
			12/10.
			Thereon, the
			catalog will be
			updated
			annually.
V.A.7	Contact Deans and Program	Program Directors	04/10
	Directors at foreign institutions to	Registrar's Office of the	
	agree on the terms and conditions	PCUPR	
	of the academic exchange program.		
V.C.3	Hire a Lobbyist firm or individual to	Program Director	09/09
	assist in the pursuance of federal	Office of the Dean	
1463	funds and competitive grants.	Due sue au Dive steur	A
V.C.3	federal grants encortunities to	Program Director	A continuing
	finance the academic activities and	PCOPK rederal Fullus	commoncing
	research and development	Lobbyists	on 00/00
V C A	Create and organize the structure	Director	10/00
V.C.4	for the PEDI	Program Director	10/09
V D 1	Request for each faculty professor	Office of the Dean	06/11 and
V.D.1	to submit evidence of the		thereon each
	continuing professional education		semester
	credits taken		Semester.
V D 1	Every faculty professor must comply	Program Director	06/11 and
	with at least 5 credits of continuing		thereon each

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	professional education in the area		semester.
	of real estate development law,		
	environmental law, and contracts or		
	any other seminar concerning the		
	courses offered at the time.		





PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM: HISTORY OF ARCHITECTURE

PROGRAM DIRECTOR

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I. INTRODUCTION

The creation of the School of Architecture at the Pontifical Catholic University of Puerto Rico ("PCUPRA") provides a new venue for the discussion of ideas and development of initiatives to propel the economic development and creation of wealth in Puerto Rico. Through this venue, Puerto Rico, and specifically the southern part of the island, will benefit of a steam of knowledge and professional discussion of how we believe and foresee our economic development and the construction and redevelopment of our cities and suburbs should be in the future. This re-conceptualization of our living environment will be managed through what we call a "Laboratory for Cities". This Laboratory for Cities is comprised within the Vision and Mission of the PCUPRA, and will only be achieve through the development of a transdiscipline-well rounded professional, an architect well aware not only about his surroundings and how it affects his designing and creation process, but also the legal structure, regulations and ordinances that guide and influence that process.

Then, considering the above mentioned, the legal consciousness curriculum will provide the PCUPRA student the necessary tools to become not only a multi-discipline professional, but also a person capable of creating and discuss how the shape of the future city shall be. The legal consciousness curriculum seeks two general objectives: provide the student a basic knowledge of the legal structure affecting and intervening with his profession, and, provoke and in depth analysis of how that interaction can be geared towards the creation of better cities and quality of life.

II. VISION

To develop a new generation of multidiscipline professionals well aware, not only of how his surroundings and environment affect his designing and creation process, but also the knowledge of the history of architectural culture that emphasizes that process, as well as how the latter can be changed and modified to achieve the cities of the future.

III. MISSION

Train professionals in the field of history and cultural development of architecture throughout the different evolutionary stages of mankind. Provide students with a high competitive level, able to participate in the professional field and with extensive knowledge in this area and the city that supports it.

IV. ACADEMIC PLATFORM DESCRIPTION

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NOT PROVIDED ("utilizar la adoptada para el catalogo de la Escuela", as per email sent on 6/30/09)

- V. OBJECTIVES OF ACADEMIC PLATFORM
 - A. Academic Objectives
 - 16. Develop and share knowledge of history and theory of architecture at a variety of scales and in various contexts (develop a broad view and perspective).
 - 17. To understand the relationships between history/theory, and social/cultural factors.
 - 18. Introduce the student to the concept of public private partnerships, its origins and history, the different types on PPP's, and the advantage and disadvantages of such model in the construction and development of critical public infrastructure.
 - 19. Open the facilities and professionals of the PCUPRA to the rest of the college community by adapting and modifying courses for students of other educational programs.
 - 20. Provide a platform for the discussion of the effect of Puerto Rico's architecture in the development of our cities and the pragmatic application of design concepts.
 - 21. Establish internship agreements with government agencies in charge of construction and development (i.e. P.R. Planning Board, P.R. Regulations and Permits Administration, and Autonomous Municipalities) in order to provide opportunities for the students to apply their knowledge and gain experience.
 - 22. Promote, together with the Historic Preservation and Urbanism Platform, academic foreign exchanges in order to provide the students with hands on practice and experience on comparative architecture that shape it.
 - B. Research and Development Objectives
 - 7. Create an Archive of Architectural and Cultural History of the South area of Puerto Rico.
 - 8. Analyze the applicable laws, regulations and ordinances for preservation and conservation in order to provide suggestions for amendments, repeals, and new legislation.

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- 9. Analyze the effect of the applicable laws, regulations and ordinances through history and how they had impacted a specific region, city or municipality.
- 10. Analyze and provide a comparative approach to the historic files of architectural and museums in Puerto Rico and in other regions.
- O. Financial Objectives
 - 15. Provide specialized consulting and advisory services to the state government, municipalities and other jurisdictions in the Caribbean through the Archive of Architectural and Cultural History of the South area of Puerto Rico.
 - 16. Create a cooperative internship program, with the private sector, where PCUPRA students could work and receive payment while studying.
 - 17. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
 - 18. Through a Continuing Education Center (the "CEC") create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (i.e. architects, engineers, planners), which fees will be deposited in an account on behalf of the history consciousness platform.
 - 19. Develop and create the "South Puerto Rico Economic Development Forum", through which important players of the economic development arena in the world will come to Ponce, Puerto Rico to offer lectures and seminars regarding opportunities of the region as an economic engine.
- P. Faculty Development Objectives
 - 10. Professionalize the faculty in order to keep them up to date in all aspects regarding architecture, preservation and urban development in Puerto Rico.
 - 11. Periodic evaluations of each professor.
 - 12. Exchange of faculty professors with other Schools of Architecture as well as other faculties within the PCUPR.
- Q. Community Relations Objectives
 - 7. Create an Archive of History of the Architecture and Culture (the "AHAC"), in a joint venture with the PCUPRA School of History and with the Civil and Ecclesiastical Archives.

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- 8. Through the AHAC provide assistance and advice to communities, for them to learn about their history of architecture, duties and how they can conserve and improve their historical files.
- 9. Through the AHAC provide services and advice to low income people about preservation and conservation of their historical files.
- R. Industry Relations Objectives
 - 13. Create and organize the CEC to provide advance courses to architects and other professionals related to the construction and development field.
 - 14. Subscribe and participate as a member of international entities related to architecture and urbanism.
 - 15. Create the South Puerto Rico Architecture and Culture Council (the "SPRACC").
 - 16. Sign a cooperation agreement with the Home Builders Association and the Puerto Rico Hotel and Tourism Association to assist and advice in preservation and conservation of historical architectural structures and files and its urban surrounding.

VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	TIME
V.A.1	Promote critical and comparative analysis of the history of architecture and city of the different periods.	Program Director	First seminar for first year students on 10/09 and then yearly on the same month.
V.A.1	Provide in depth information, discussion and lecture on the basic principles of the history of architectural and culture, and its interaction with the design process.	PCUPRA professors (ARTH101)	08/11
V.A.1	Organize and offer a continuing	Program Director	02/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	professional education seminar on history of architectural and culture of structures of the South area of Puerto Rico, other regions and the Caribbean.	External resource	
V.A.2	Offer an introductory course which will highlight the most important historical events of architecture in different periods.	Program Director	First seminar for first year students on 03/10 and then yearly on the same month.
V.A.2	Provide in depth information, discussion and lecture on the basic principles of the history of architecture to develop critical thinking and analysis in the different history/theory and social/cultural factors.	PCUPRA professors	01/12
V.A.2	Adapt and modify the scope of the course to be offered as an elective course for students in history of architecture and culture.	Program Director and/or PCUPRA professors.	01/10
V.A.2	Organize and offer a continuing professional education seminar on the social and cultural impact in history of architecture.	Program Director	03/10 (subject to the passing and approval of the new law of permits)
V.A.3	Organize and offer a continuing professional education seminar on the Puerto Rico Public Partnership Alliances Act (PRPPAA).	Program Director External resource	11/09
V.A.3	Organize and hold a public private alliances forum to discuss the details of the Puerto Rico Public Private Alliances Law and its effect on the Port of the Americas (PA).	The President of Government Development Bank, Director of the PA, an expert on PPA's, and	11/09

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OBJECTIVE	STRATEGY	RESOURCES	TIME
		other external resources.	
V.A.3	Provide in depth information, discussion and lecture on public private partnerships.	PCUPRA professors (ARTH	01/12
V.A.3	Adapt and modify the scope of the course to be offered as an elective course for students in history of architecture and culture.	Program Director and/or PCUPRA professors.	01/10
V.A.4	Prepare a proposal for the adaptation and modification of history of architecture and culture courses to be offered as elective for other educational programs.	Program Director and/or PCUPRA professors.	Proposal shall be ready by 09/30/09, and courses are expected to start by 01/10.
V.A.5	Through the Archive of Architecture and Cultural History of the South area of Puerto Rico, and a joint venture with the School of History, provide the platform for the discussion of the effect of Puerto Rico's architecture in the development of our cities and the pragmatic application of design.	Archive Director, students, a representative of the School of History and professors of History of Architecture and Culture.	Starting on 08/10
V.A.5	Organize and hold a forum to discuss the effect of Puerto Rico's architecture in the development of the cities.	PCUPRA professors and external resources	10/10
V.A.6	Coordinate an internship program with the President of the PRPB, the Administrator of ARPE, the Secretary of Housing, the Executive Director of PRIFA, and the Executive Director of the PRTC to provide the students the necessary experience in several areas of the design process.	Program Director	Starting on 08/11, and there on depending on the needs of the agencies and the preparation of the students.
V.A.7	Research academic exchange in	Program Directors	The

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	foreign countries with other college		preparation of
	and universities as well as		a first catalog
	government and non-profit		of exchange
	organizations.		opportunities
			will be due on
			12/10.
			Thereon, the
			catalog will be
			updated
			annually.
V.A.7	Contact Deans and Program	Program Directors	04/10
	Directors at foreign institutions to	Registrar's Office of the	
	agree on the terms and conditions	PCUPR	
	of the academic exchange program.		
V.A.7	Provide counseling and orientation	Program Director	01/11
	services to students on the	Registrar's Office of the	
	academic exchange opportunities	PCUPR	
	and the process to enroll.		
V.B.1	Create, establish and develop the	Program Director	03/10-05/10
	structure of the Archive of	Office of the Dean	
	Architecture and Cultural History of		
	the South area of Puerto Rico		
	Coloct the first group of students to	Drogram Director	06/10
V.B.1	be invited to participate and ioin	Office of the Deen	06/10
	the Archive	Office of the Dean	
	the Archive.		
V.B.1	Launch the Archive as the historical	In coordination with the	07/10
	and advice R&D arm of the PCUPRA.	Office of the Dean, the	
		President of the PCUPR	
		and the media.	
V.B.1	Commence the first project of	Program Director	08/10
	historical, cultural, and social	Representative of the	
	analysis of architecture at the first	Schools of History of	
	Region selected, which will center	Architecture and Culture.	
	on the city of Ponce. A different		
	region will be analyzed annually.		
V.B.1	Publish the results of the analysis of	Program Director	03/11
	the first region. Results of every	Assistant to be named.	

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	region will be published annually on	In coordination with the	
	the same date.	Office of the Dean.	
V.B.2	The Archive will serve as a think	Program Director	The first
V.B.3	tank for historical analysis and	Office of the Dean	collaboration
V.B.4	recompilation of information as well	Representative of the	agreement
	as a laboratory, to preservation and	Municipality and	shall be signed
	conservation of architectural files. A	Historical Files Office.	and executed
	collaborative agreement with the		by 10/10 in
	Municipality and Historical Files of		order to start
	the City of Ponce will be done for		working by
	recompilation of the architectural		01/10.
	files or structures.		
V.C.1	Contact and make presentations to	AHAC Director and	01/14
	government agencies about the	personnel in	
	services of the AHAC and send	coordination with the	
	proposals for design, project	Dean's Office	
	management, federal funds, project		
	procurement and the development		
	of public private partnerships		
	initiatives.		
V.C.2	Contact and make presentations to	AHAC Director and	01/14
	private developers about the	personnel in	
	services of the AHAC in areas such	coordination with the	
	as preservation and conservation of	Dean's Office	
	architectural files and project		
	management and procure the		
	engagement of services of the		
			00/00
V.C.3	Hire a Lobbyist firm or individual to	Program Director	09/09
	assist in the pursuance of federal	Office of the Dean	
	funds and competitive grants.		
V.C.3	Review, research, and analyze	Program Director	A continuing
	federal grants opportunities to	PCUPR Federal Funds	process
	finance the academic activities and	personnel	commencing
	research and development.	Lobbvists	on 09/09.
V.C.3	Pursue and file for federal funds and	Program Director	A continuing

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	competitive grants to finance	PCUPR Federal Funds	process
	program initiatives and research	personnel	commencing
	and development initiatives.	Lobbyists	on 09/09.
V.C.4	Organize a CEC calendar based on	Program Director	10/09
	academic curriculum platform in	Office of the Dean	
	which the fees of each seminar will		
	be deposit in an account for the		
	benefit of the program.		
V.C.4	Create and organize the structure	Program Director	10/09
	for the CEC.		
V.C.5	Organize an economic development	Program Director	05/10
	forum to attract investors and key		
	players in the industry to the south		
	region.		
V.D.1	Request for each faculty professor	Office of the Dean	06/11 and
	to submit evidence of the		thereon each
	continuing professional education		semester.
	credits taken.		
V.D.1	Every faculty professor must comply	Program Director	06/11 and
	with at least 5 credits of continuing		thereon each
	professional education in the area		semester.
	of history of architecture and		
	culture, preservation and		
	conservation of historical files and		
	contracts or any other seminar		
	concerning the courses offered at		
	the time.		
V.D.2	Preparation of a student evaluation	Program Director	At the end of
	sheet to evaluate the performance		each semester.
	of each professor each semester.		
V.D.3	Seek for opportunities to invite	Program Director	Starting on
	professors of other Schools of	Office of the Dean	01/10
	Architecture as well as other college		
	and faculties of the PCUPR.		
V.D.3	Seek for academic exchange	Program Director	Starting on
	internship for professor at other	Office of the Dean	01/10
	universities and colleges around the		
	world.		
V.E.1	Submit to the consideration of the	Program Director	03/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	Dean the AHAC plan.		
V.E.1	Discuss the plan with the Dean, revise plan and present the same to the University authorities.	Program Director Office of the Dean	06/10
V.E.1	Organize the legal structure of the AHAC, its strategic plan and personnel.	Program Director	09/10 (subject to approval of the AHAC proposal).
V.E.1	The AHAC will be a clinic for advance students to practice in a real world environment and apply the knowledge acquired during their first four and a half years studying architecture. Its purpose is to serve as a facilitator and development advice body to low income communities and persons in the redevelopment and conservation of their communities.	Program Director Assistant to AHAC Director Secretary Office of the Dean Selected Faculty Professors	AHAC shall commence on the semester of 01/13.
V.E.1	Integration of the School of History to the AHAC efforts in the areas of permits, preservation and conservation of historical files.	Program Director Assistant to AHAC Director Secretary Office of the Dean Selected Faculty Professors Selected personnel at the School of History	08/14
V.E.2 V.E.3 V.E.4	The creation of the AHAC is vital to carry out the objectives contained in this section. Nevertheless, various open seminars, forums and community organize meetings will be held during each semester to help low income communities understand the importance of resource conservation, planned	Program Director Office of the Dean Faculty Professors	04/10

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	urban development and rehabilitation of structures and infrastructure.		
V.E.2 V.E.3 V.E.4	Execute a Joint Venture agreement with the government of the Municipality of Ponce to provide services and assistance to low income communities within the municipality.	Program Director Office of the Dean Faculty Professors	11/09
V.F.1	Organize the CEC as a professional education center for all construction industry professionals in the Region.	Program Director Office of the Dean	11/09
V.F.1	Contact professionals of different areas of the construction industry to set up a seminar calendar.	Program Director Faculty Professors	01/09
V.F.2	Enroll the PCUPRA as a member of institutions like the Urban Land Institute.	Program Director	09/09
V.F.3	Contact the regional delegates or representatives of the HBA, AGC, PRHTA, CIAPR, CAAPPR to establish the SPRCC.	Program Director	10/09
V.F.4	Contact the Home Builders Association and the Puerto Rico Hotel and Tourism Association in order to sign a cooperation agreement with the PCUPR to assist and advice in preservation and conservation of historical architectural structures, files and its urban surrounding.	Program Director	10/09





PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN OF

ACADEMY PLATAFORM: DEVELOPMENT AND FEASIBILITY

PROGRAM DIRECTOR LCDO. RICARDO HATTON RENTAS









I. VISION

The development and feasibility seeks to create new architects with the skills and abilities to handle each of the stages that compose the real estate development process so they can perform more functional, dynamic and efficient manner. On the other hand, far from developing trained architects prepared to perform their traditional activities of their industry, we want to build a corporate culture, leadership, and vision that enable them to implement mechanisms and structures for a more efficient real estate development process.

II. MISSION

To provide the student the necessary knowledge of the various stages of the real estate development process and develop entrepreneurship enabling them to analyze the real estate development process not from the traditional conceptual framework of the designer but as the entrepreneur, providing them the tools and skills needed to perform a successful decision-making process in every stage of the real estate development process in an agile and dynamic manner.

III. OBJECTIVES OF ACEDEMIC PLATAFORM

A. Architecture Education and the Academic Community: Academic Objectives

 Introduce students to the many stages of the real estate development process that includes: identifying the needs of an area, property selection, feasibility and profitability analysis, mechanisms of acquisition of property, design process, governmental permits process, financing, construction, marketing of the project, and the sales stage.

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- Capacitate students to use the knowledge of every stage of real estate development process and efficiently implement and integrate it in the designing process.
- 3. Provide at platform for the discussion for the different discipline that directly impact the real estate development process.
- 4. Establish continuing education program that allows not only students but professionals in the industry of architecture and real estate development access to new models of real estate development and technological infrastructure available.
- 5. Develop an exchange program with other universities of architecture so that students have the opportunity to interact with other models and platforms of real estate development of other cities and countries and encouraging the development of research skills and promote the comparative analysis.
- 6. Establish internships agreements with private and public entities related to the real estate development industry in order to provide opportunities for the students to apply their knowledge and gain experience.
- B. Research and Development Objectives
 - 1. Create a conceptual development laboratory to promote and facilitate access to information relevant to real estate development process and allow the development of conceptual model plans for real estate development. The lab will promote the comparison of alternative models of real estate development through the investigation for the purpose of importing knowledge and adopt those concepts that result in greater benefit to the model of Puerto Rico.

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- Provide the knowledge and tools for students to develop their research skills through the gathering of information from reliable sources that enables them to make future projections with reasonable reliability.
- Analyze and provide a comparative approach of real estate development models of other jurisdictions around the world in order to integrate them in our models.
- C. Financial Objectives
 - Encourage partnerships between the Ponce School of Architecture and the public and private sector through financial contributions or donations to promote research and development in the real estate development industry.
 - Providing paid expert advice and knowledge to the state government, municipalities and governmental agencies.
 - 3. Establishing a continuing education program where they conduct seminars and lectures to industry professionals in the area of real estate development, which fees will be deposited on behalf of the development and feasibility platform.
- D. Faculty Development Objectives
 - Recruit known personalities of the real estate development industry in Puerto Rico that could provide students not only the theoretical framework of real estate development but the practical framework of the industry while promoting entrepreneurship.
 - 2. Perform periodic evaluations of teachers.
 - 3. Exchange of faculty professor with other School of Architecture as well as other faculties within the PCUPR.

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- E. Community Relations Objectives
 - 1. The use of the conceptual development laboratory to provide specialized consulting and advisory services to state government, municipalities and governmental agencies in developing public projects by providing ideas and conceptual models developed within the Ponce School of Architecture.
 - Create student organizations dedicated to assisting and advising communities to develop plans to enable more functional and efficient use of the properties and infrastructure.
 - 3. Create a journal that published the most outstanding conceptual developments in the area in order to present them to the community and encourage the exchange of ideas between the community and the Ponce School of Architecture. In harmony with the publication organize activities within the School of Architecture where the community can learn about regional conceptual developments while encouraging discussion of them in order to acquire new perspectives. These activities are intended to bring the Ponce School of Architecture closer to the community.
- F. Industry Relations Objectives
 - Create and organize a continuing education program where we conduct seminars and lectures to industry professionals in the area of real estate development and other areas related.
 - Subscribe and actively participate as a member on regional, state and international entities and organizations related to real estate development and related areas and disciplines.





IV. EVALUATION INDICATOR

1. Students will be evaluated by panels of qualified, experienced and recognized professionals in the real estate development industry and the different disciplines that have direct impact on its, which will periodically make recommendations that will be incorporated to the presentations of the groups.

V. STRATEGIES AND TIMEFRAME

To achieve the objectives of the program will expose students to different factual situations through analysis of recent cases in the jurisdiction of Puerto Rico at the center of decision making process in every stage of the real estate development process, which provide the tools and skills necessary for effective decision making. Small groups will be created who will be responsible for assessing individual cases for which they must prepare for a presentation discussing every stage of the real estate development process.

Students will use the abilities and skills acquired to develop a complete conceptual plan which will establish a strategic plan for every stage of real estate development process which will be reviewed by a specialist panel in different areas. The conceptual plan will be established in all likelihood on a regional public project to encourage the interest of the community and facilitate its publication in the media.

OBJECTIVE	STRATEGY	RESOURCES	TIME
III.A.1.	Offer an introductory course which will highlight the most important units of the course, objectives, goals and what is planned to achieve.	Program Director	First seminar for first year students

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III.A.1.	Provide monthly discussions and lectures on the different stages of the real estate development processes focusing on one stage per month.	Program Director External Resources	Every month during scholar year.
III.A.1.	Offer an elective course in which will discuss with study cases all the stages of the real estate development process.	Program Director	First half of the fifth year.
III.A.2.	Lab course in which students will develop a complete conceptual plan with a strategic plan for every stage of the real estate development process.	Program Director	Second half of the fifth year.
III.A.3.	Organize forums for the discussion of relevant and evolving aspects of the real estate development industry.	External Resources	Twice every semester
III.A.4.	Organize discussions and lectures as part of a continued education program.	External Resources	Monthly
OBJECTIVE	STRATEGY	RESOURCES	TIME
III.A.5.	Research academic exchange program with other architecture and business schools in foreign countries.	Program Director Dean	01/11
III.A.6.	Coordinate an internship program with private corporations, government	Program Director Dean	01/11

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	agencies, and other entities related to the real estate development industry.		
III.B.1.	Coordinate with other platforms within the Ponce School of Architecture to create a unit for the storage of data relevant to the real estate development and related areas and disciplines.	Program Director Faculty Professors	01/10
III.B.2.	Establish a collaboration agreement between Ponce School of Architecture and the municipalities of the region to share relevant data for the purpose of providing students access to it.	Program Director Dean	01/10
III.B.3.	Establish a collaboration agreement between Ponce School of Architecture and other architecture and business schools to share relevant data for the purpose of providing students access to it.	Program Director Dean	01/10
III.C.1.	Requests to public and private entities for donation and contributions.	Program Director Dean	01/10
OBJECTIVE	STRATEGY	RESOURCES	TIME
III.C.2.	Contact and make presentations to public and private entities for paid	Program Director Dean	01/11



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	assistance and advisory services in areas related to real estate development.		
III.C.3.	Create and organize the structure for the continued education program.	Program Director	01/10
III.D.1.	Recruit known professionals in the real estate industry of Puerto Rico.	Program Director	As needed
III.D.2.	Preparation of a student and colleague evaluation sheet for performance of each professor.	Program Director	At the end of each semester
III.D.3.	Seek for opportunities to invite professors at other universities and colleges in Puerto Rico and around the world.	Program Director	1/10
III.E.1.	Invite government executives to participate on presentations in the Ponce School of Architecture so they use the ideas developed by the students.	Program Director Office of the Dean	1/11
III.E.2.	Create students organizations and promote students by rewarding them with academic credits.	Program Director Office of the Dean	1/10
III.E.2.	Coordinate thru municipalities assistance and advisory services to communities.	Program Director Office of the Dean	1/11
III.E.3.	Coordinate with other	Program Director	09/10



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	platforms within the Ponce School of Architecture to	Faculty Professors	
OBJECTIVE	STRATEGY	RESOURCES	TIME
III.E.3.	Coordinate a space in the journal for real estate development articles.	Program Directors Faculty Professors	09/10
III.E.3.	Organize activities within the Ponce School of Architecture to discuss conceptual developments publish in the journal with the community.	Program Director	09/10
III.F.1.	Create and organize the structure for the continued education program as a professional education center.	Program Director Faculty Professors	1/10
III.F.1.	Invite professionals of the real estate industry to provide lectures on relevant issues of the industry.	Program Director	1/10
III.F.2.	Enroll the Ponce School of Architecture in different entities and organization influencing the real estate development industry.	Program Director Office of the Dean	1/10
III.F.2.	Actively participate in forums related to the real estate development industry.	Program Director	1/10

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PLATFORM TEXTBOOKS:

- 1. Professional Real Estate Development 2nd Edition by Anne B. Frey, Richard B. Peiser
- 2. Real Estate Market Analysis: A Care Study Approach by Adrienne Schmitz
- 3. The Real Estate Developer's Handbook: How to Setup, operate, and manage a financially successful Real Estate Development by Tanya Davis

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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO SCHOOL OF ARCHITECTURE



STRATEGIC PLAN FOR THE

ACADEMIC PLATFORM: LEGAL AND ADMINISTRATIVE COUNSCIOUSNESS

PROGRAM DIRECTOR

LUIS DANIEL MUÑIZ-MARTINEZ, ESQ.

Antiguo Edificio Forteza Centro Histórico de Ponce 9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655

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I. INTRODUCTION

The creation of the School of Architecture at the Pontifical Catholic University of Puerto Rico ("PCUPRA") provides a new venue for the discussion of ideas and development of initiatives to propel the economic development and creation of wealth in Puerto Rico. Through this venue, Puerto Rico, and specifically the southern part of the island, will benefit of a steam of knowledge and professional discussion of how we believe and foresee our economic development and the construction and redevelopment of our cities and suburbs should be in the future. This reconceptualization of our living environment will be managed through what we call a "Laboratory for Cities". This Laboratory for Cities is comprised within the Vision and Mission of the PCUPRA, and will only be achieve through the development of a transdiscipline-well rounded professional, an architect well aware not only about his surroundings and how it affects his designing and creation process, but also the legal structure, regulations and ordinances that guide and influence that process.

Then, considering the abovementioned, the legal consciousness curriculum will provide the PCUPRA student the necessary tools to become, not only a multi-discipline professional, but also a person capable of creating and discuss how the shape of the future city shall be. The legal consciousness curriculum seeks two general objectives: provide the student a basic knowledge of the legal structure affecting and intervening with his profession, and, provoke and in depth analysis of how that interaction can be geared towards the creation of better cities and quality of life.

II. VISION

To develop a new generation of multidiscipline professionals well aware, not only of how his surroundings and environment affect his designing and creation process, but also the legal structure, regulations and ordinances that guide that process, as well as how the latter can be changed and modified to achieve the cities of the future.

III. MISSION

Provide the student a basic knowledge of the legal structure affecting and intervening with his profession, and, provoke and in depth analysis of how that interaction can be geared towards the creation of better cities and improvement of the quality of life.

IV. ACADEMIC PLATFORM DESCRIPTION

NOT PROVIDED ("utilizar la adoptada para el catalogo de la Escuela", as per email sent on 6/30/09)

V. OBJECTIVES OF ACADEMIC PLATFORM

A. Architectural Education and the Students: Academics Objectives

- 23. Introduce the students to the basic legal concepts, legal sources and issues that comprise the legal profession, the law of contracts and professional liability and its direct interaction and integration with the architect professional and working environment.
- 24. Introduce the student to the basic concepts of real estate law, administrative law, and the jurisdiction of administrative agencies, construction law, permits, environmental law, and the effect of the legal structure in the development and design process.

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- 25. Introduce the student to the concept of public private partnerships, its origins and history, the different types on PPP's, and the advantage and disadvantages of such model in the construction and development of critical public infrastructure.
- 26. Open the facilities and professionals of the PCUPRA to the rest of the college community by adapting and modifying some courses for business administration students by offering the same as electives courses.
- 27. Provide a platform for the discussion of the effect of Puerto Rico's legal framework in the development of our cities and the pragmatic application of design concepts.
- 28. Establish internship agreements with government agencies in charge of construction and development (i.e. P.R. Planning Board, P.R. Regulations and Permits Administration, and Autonomous Municipalities) in order to provide opportunities for the students to apply their knowledge and gain experience.
- 29. Promote, together with the Historic Architecture Platform, academic foreign exchanges in order to provide the students with hands on practice and experience on comparative architecture and the legal framework that shape it.

B. Architecture Education and the Academic Community: Research and Development Objectives

- 11. Create the Urban Re-Development Institute (URDI), to provide continuous assistance and advice, either direct or through internships programs, to the state government and the municipalities.
- 12. Analyze the applicable laws, regulations and ordinances of urban construction and development in order to provide suggestions for amendments, repeals, and new legislation.
- 13. Analyze the effect of the applicable laws, regulations and ordinances through history and how they had impacted a specific region, city or municipality.
- 14. Analyze and provide a comparative approach to the laws, regulations and ordinances that apply in other jurisdictions around the world, how they can be adopted in Puerto Rico, and how we can export knowledge to other regions.

S. Architecture Education and the Regulatory Environment Financial Objectives

- 20. Provide specialized consulting and advisory services to the state government, municipalities and other jurisdictions in the Caribbean through the URDI and charge for those services.
- 21. Create a cooperative internship program, with the private sector, where PCUPRA students could work and receive payment while studying.
- 22. Research, analyze and pursue opportunities for grants, in the federal, state, private or non profit sector level, to provide funds for the research and development of ideas and new projects.
- 23. Through a Continuing Education Center (the "CEC") create a continuing professional education curriculum to provide seminars and lectures to professionals in different areas (i.e. architects, lawyers, planners), which fees will be deposited in an account on behalf of the legal consciousness platform.
- 24. Develop and create the "South Puerto Rico Economic Development Forum", through which important players of the economic development arena in the world will come to Ponce, Puerto Rico to offer lectures and seminars regarding opportunities of the region as an economic engine.

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T. Architecture Education and the Academic Community: Faculty Development Objectives

- 13. Professionalize the faculty in order to keep them up to date in all aspects regarding urban development in Puerto Rico.
- 14. Periodic evaluations of each professor.
- 15. Exchange of faculty professors with other Schools of Architecture as well as other faculties within the PCUPR.

U. Architecture Education and the Public Good: Community Relations Objectives

- 10. Create an Urban Conservation and Development Clinic (the "UCDC"), in a joint venture with the PCUPRA School of Law and the College of Business Administration.
- 11. Through the UCDC provide assistance and advice to communities, for them to learn about their urban environment, their rights, duties and how they can conserve and improve their urban surroundings.
- 12. Through the UCDC, provide services and advice to low income people about construction and development, including, urban improvements, public utilities and infrastructure, and housing.
- 13. Through the UCDC provide assistance to low income communities in economic development, small and micro businesses and self starting job creation.

V. Academic Education and the Profession: Industry Relations Objectives

- 17. Create and organize the CEC to provide advance courses to architects and other professionals related to the construction and development field.
- 18. Subscribe and participate as a member of international entities related to urban development.
- 19. Create the South Puerto Rico Construction Council (the "SPRCC").
- 20. Sign a cooperation agreement with the Home Builders Association and the Puerto Rico Hotel and Tourism Association to assist and advice in legislation and development proposals.

VI. STRATEGIES AND TIMEFRAME

The following table provides the strategies and timeframe to achieve each one of the abovementioned objectives.

OBJECTIVE	STRATEGY	RESOURCES	TIME
V.A.1	Offer an introductory course which will	Program Director	First seminar for
	highlight the most important units of the		first year students
	course, objectives, goals and what is		on 10/09 and then
	planned to achieve.		yearly on the
			same month.
V.A.1	Provide in depth information, discussion	PCUPRA professors (ARLA	08/11
	and lecture on the basic principles of the	101)	
	legal profession the law of contracts and		
	professional liability, and its interaction		
	with the design process.		
V.A.1	Organize and offer a continuing	Program Director	02/10

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Escuela de Arquitectura Pontificia Universidad Católica de Puerto Rico

OBJECTIVE	STRATEGY	RESOURCES	TIME
	professional education seminar on recently	External resource	
	approved legislation affecting the architect		
	profession.		
V.A.2	Offer an introductory course which will	Program Director	First seminar for
	highlight the most important units of the		first year students
	course, objectives, goals and what is		on 03/10 and then
	planned to achieve.		yearly on the
			same month.
V.A.2	Provide in depth information, discussion	PCUPRA professors (ARLA	01/12
	and lecture on the basic principles of the	201)	
	development process from a legal		
	perspective, including, real estate law,		
	administrative law and the jurisdiction of		
	administrative agencies, construction law,		
	permits, environmental law, and the effect		
	of the legal structure in the development		
	and design process.		
V.A.2	Adapt and modify the scope of the course	Program Director and/or	01/10
	to be offered as an elective course for	PCUPRA professors.	
	students in business administration.		
V.A.2	Organize and offer a continuing	Program Director	03/10 (subject to
	professional education seminar on the new		the passing and
	permits system.		approval of the
			new law of
V A 2	Organiza and offer a continuing	Drogram Director	permits)
V.A.3	professional education cominar on the	Evtornal resource	11/09
	Puerto Rico Public Partnership Alliances Act	External resource	
ν Δ 3	Organize and hold a nublic private alliances	The President of Government	11/09
V./	forum to discuss the details of the Puerto	Development Bank Director	11,05
	Rico Public Private Alliances Law and its	of the PA an expert on PPA's	
	effect on the Port of the Americas (PA).	and other external resources.	
V.A.3	Provide in depth information, discussion	PCUPRA professors (ARLA	01/12
_	and lecture on public private partnerships.	501)	- /
V.A.3	Adapt and modify the scope of the course	Program Director and/or	01/10
	to be offered as an elective course for	PCUPRA professors.	
	students in business administration.		
V.A.4	Prepare a proposal for the adaptation and	Program Director and/or	Proposal shall be
	modification of ARLA 201 (real estate	PCUPRA professors.	ready by
	development) and ARLA 401 (public private		09/30/09, and
	partnerships) to be offered as elective		courses are
	courses for business administration		expected to start
	students.		by 01/10.
V.A.5	Through the URDI, and a joint venture with	URDI Director, students, a	Starting on 08/10
	the School of Law, prepare a historical	representative of the School	
	analysis of the effect of the legal	of Law and law students.	

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TIME
10/10
Starting on 08/11,
and there on
depending on the
needs of the
agencies and the
preparation of the
students.
The preparation
of a first catalog
of exchange
opportunities will
Thereon the
catalog will be
undated annually
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08/10
08/10
08/10
08/10

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OBJECTIVE STRATEGY RESOURCES TIME published annually on the same date. In coordination with the Office of the Dean. V.B.2 The URDI will serve as a think tank for **Program Director** The first V.B.3 Office of the Dean collaboration historical analysis and recompilation of V.B.4 information as well as a laboratory to Representative of the agreement shall recommend the approval or repeal of Municipality be signed and legislation and ordinances affecting urban executed by development. A collaborative agreement 10/10 in order to with the Municipality of Ponce will be the start working by first step in that direction, providing 01/10. assistance and advice to the Municipality's Permit Office. V.C.1 01/14 Contact and make presentations to UCDC Director and personnel government agencies about the services of in coordination with the the UCDC and send proposals for design, Dean's Office (for details of project management, federal funds, project the UCDC please see Section procurement and the development of V.E.). public private partnerships initiatives. V.C.2 Contact and make presentations to private UCDC Director and personnel 01/14 developers about the services of the UCDC in coordination with the in areas such as design and project Dean's Office (for details of the UCDC please see Section management and procure the engagement of services of the UCDC. V.E.). V.C.3 Hire a Lobbyist firm or individual to assist in **Program Director** 09/09 Office of the Dean the pursuance of federal funds and competitive grants. V.C.3 Review, research, and analyze federal **Program Director** А continuing grants opportunities to finance the **PCUPR Federal Funds** process academic activities and research and personnel commencing on development. Lobbyists 09/09. V.C.3 Pursue and file for federal funds and **Program Director** А continuing **PCUPR Federal Funds** competitive grants to finance program process initiatives and research and development personnel commencing on initiatives. Lobbyists 09/09. V.C.4 Organize a CEC calendar based on 10/09 **Program Director** academic curriculum platform in which the Office of the Dean fees of each seminar will be deposit in an account for the benefit of the program. V.C.4 10/09 Create and organize the structure for the **Program Director** CEC. V.C.5 Organize an economic development forum 05/10 **Program Director** to attract investors and key players in the industry to the south region. V.D.1 Office of the Dean 06/11 Request for each faculty professor to and thereon submit evidence of the continuing each professional education credits taken. semester. V.D.1 Every faculty professor must comply with **Program Director** 06/11 and

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	at least 5 credits of continuing professional		thereon each
	education in the area of real estate		semester.
	development law, environmental law, and		
	contracts or any other seminar concerning		
	the courses offered at the time.		
V.D.2	Preparation of a student evaluation sheet	Program Director	At the end of each
	to evaluate the performance of each		semester.
	professor each semester.		
V.D.3	Seek for opportunities to invite professors	Program Director	Starting on 01/10
	of other Schools of Architecture as well as	Office of the Dean	
	other college and faculties of the PCUPR.		
V.D.3	Seek for academic exchange internship for	Program Director	Starting on 01/10
	professor at other universities and colleges	Office of the Dean	
	around the world.		
V.E.1	Submit to the consideration of the Dean	Program Director	03/10
	the UCDC plan.		
V.E.1	Discuss the plan with the Dean, revise plan	Program Director	06/10
	and present the same to the University	Office of the Dean	
	authorities.		
V.E.1	Organize the legal structure of the UCDC,	Program Director	09/10 (subject to
	its strategic plan and personnel.		approval of the
			UCDC proposal).
V.E.1	The UCDC will be a clinic for advance	Program Director	UCDC shall
	students to practice in a real world	Assistant to UCDC Director	commence on the
	environment and apply the knowledge	Secretary	semester of
	acquired during their first four and a hair	Collected Faculty Professors	01/13.
	to some as a facilitator and development	Selected Faculty Professors	
	advice body to low income communities		
	advice body to low income communities		
	conservation of their communities		
V F 1	Integration of the School of Law and the	Program Director	08/14
V.L.1	College of Business Administration to the	Assistant to LICDC Director	00/14
	UCDC efforts in the areas of permits land	Secretary	
	use and environmental law, small business	Office of the Dean	
	and micro-business development and self	Selected Faculty Professors	
	starting initiatives.	Selected personnel at the	
		School of Law and the College	
		of Business Administration.	
V.E.2	The creation of the UCDC is vital to carry	Program Director	04/10
V.E.3	out the objectives contained in this section.	Office of the Dean	
V.E.4	Nevertheless, various open seminars,	Faculty Professors	
	forums and community organize meetings		
	will be held during each semester to help		
	low income communities understand the		
	importance of resource conservation,		
	planned urban development and		

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OBJECTIVE	STRATEGY	RESOURCES	TIME
	rehabilitation of structures and		
	infrastructure.		
V.E.2	Execute a Joint Venture agreement with	Program Director	11/09
V.E.3	the government of the Municipality of	Office of the Dean	
V.E.4	Ponce to provide services and assistance to	Faculty Professors	
	low income communities within the		
	municipality.		
V.F.1	Organize the CEC as a professional	Program Director	11/09
	education center for all construction	Office of the Dean	
	industry professionals in the Region.		
V.F.1	Contact professionals of different areas of	Program Director	01/09
	the construction industry to set up a		
	seminar calendar.		
V.F.2	Enroll the PCUPRA as a member of	Program Director	09/09
	institutions like the Urban Land Institute.		
V.F.3	Contact the regional delegates or	Program Director	10/09
	representatives of the HBA, AGC, PRHTA,		
	CIAPR, CAAPPR to establish the SPRCC.		
V.F.4	Contact the Home Builders Association and	Program Director	10/09
	the Puerto Rico Hotel and Tourism		
	Association in order to sign a cooperation		
	agreement with the PCUPR to assist and		
	advice in legislation and development		
	proposals.		

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Appendix 9- Middle States Commission on Higher Education



MIDDLE STATES COMMISSION ON HIGHER EDUCATION 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501 mem.msche.org

STATEMENT OF ACCREDITATION STATUS

PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO PONCE 2250 Avenida Las Americas Suite 564 Ponce Campus Ponce, PR 00717-9777 Phone: (787) 841-2000; Fax: (787) 840-4295 www.pucpr.edu

Chief Executive Officer: Dr. Jorge Ivan Velez Arocho, President

INSTITUTIONAL INFORMATION

Enrollment (Headcount):	5273 Undergraduate; 2140 Graduate
Control:	Private (Non-Profit)
Affiliation:	Roman Catholic Church
Carnegie Classification:	Master's - Medium Programs
Degrees Offered:	Certificate/Diploma, Associate's, Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship
Distance Education	No

Distance Education Programs:

Accreditors Approved by U.S. Secretary of Education: American Bar Association (ABA), Section on Legal Education and Admission to the Bar; Council on Social Work Education (CSWE); National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS); National League for Nursing (NLN), Accrediting Commission Other Accreditors: Higher Education Council-Puerto Rico.

Instructional Locations

Branch Campuses: None

Additional Locations: Baxter Pharmaceutical, Guayama, PR; Bayamon Central University, Bayamon, PR; Franciscan Missionaries of the Eternal W, Birmingham, AL; Guayama Extension, 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; Wyeth Pharmaceutical, Guayama, PR.



Antiguo Edificio For Centro Histórico de Ponce 9237 Calle Marina Ponce, Puerto Rico 00730 TEL/ 787-841-2000/ Ext. 1310 FAX/ 787-651-2655

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Other Instructional Sites: PUCPR - Coamo Extension, Coamo, PR.

ACCREDITATION INFORMATION

Status: Member since 1953 Last Reaffirmed: November 19, 2009

Most Recent Commission Action:

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.

Brief History Since Last Comprehensive Evaluation:

March 3, 2004:	To reaffirm accreditation. To request a monitoring report by October 1, 2005, documenting the development and implementation of (1) comprehensive institutional strategic plan which links long-range planning to decision-making and budgetary processes and (2) comprehensive written plan for the assessment of institutional effectiveness and student learning at the institutional, program, and course levels, including evidence that student learning assessment information is used to improve teaching and learning. The Periodic Review Report is due June 1, 2009.
November 16, 2005:	To accept the monitoring report. To request a monitoring report due October 1, 2007, documenting further progress in (1) documenting further progress in the development and implementation of a comprehensive institutional strategic plan which links long-range planning to decision-making and budgetary processes, and (2) the implementation of comprehensive plans for the assessment of institutional effectiveness and student learning. The Periodic Review Report is due June 1, 2009.
November 15, 2007:	To accept the monitoring report. To request that the Periodic Review Report due June 1, 2009, document further progress in the



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	implementation of (1) a comprehensive institutional strategic plan, including evidence that assessment results, direct measures, and benchmarks are used for strategic planning and budgeting (Standard 2); and (2) a comprehensive, organized, and sustained process for the assessment of student learning, including evidence that assessment results are used to improve teaching and learning (Standard 14).
April 14, 2009:	To note the institution's decision to close the additional location at Veterans Hospital in San Juan.
June 30, 2009:	To include the additional location at Baxter Pharmaceutical, Carr. 3, km. 142.5, Guayama, Puerto Rico within the scope of the institution's accreditation. The Periodic Review Report due June 1, 2009 has been received and will be acted upon by the Commission at its November meeting.
June 30, 2009:	To acknowledge receipt of the substantive change requests and to note the institution's revised mission statement.
September 2, 2009:	To acknowledge receipt of the substantive change request and to include the bachelor's degree in architecture and the additional location of the School of Architecture located at 2250 Avenida Las Américas - Suite 545, Ponce, PR 00717-9997, within the scope of the institution's accreditation. The Periodic Review Report due June 1, 2009 has been received and will be acted upon by the Commission at its November meeting.

Next Self-Study Evaluation: 2013 - 2014

Next Periodic Review Report: 2019

Date Printed: November 20, 2009

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.

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.

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