



Plan for Achieving Initial Accreditation

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

November 2009



School of Architecture
Pontifical Catholic University of Puerto Rico

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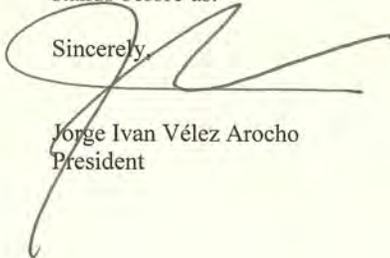
Dear Ms. Pair:

It is with great expectation and anticipation that the Pontifical Catholic University of Puerto Rico and the new School of Architecture present its Plan for Achieving Initial Accreditation directed at formally requesting candidacy status, and subsequent accreditation, for the Bachelor of Architecture program. The School of Architecture's Dean, Abel Mísla Villalba, and Associate Dean, Javier de Jesús Martínez, have kept me abreast of the effort that has been ensued, as well the details of the meeting held at NAAB headquarters on November 23rd, 2009.

I want to personally thank you for taking the time to meet with them. The meeting provided us with great insight into the process for seeking candidacy, and served as stimuli to reach even higher in our quest for becoming a world class architecture program. It is our expectation that your first glimpse at our Bachelor of Architecture Program provided a brief view as to our vision and mission, as well as to the manner in which our Institution plans to support and promote this one of a kind academic offering. This program, apart from offering a new horizon to our Institution, has become our first priority and the start of a new expansive movement.

The School of Architecture and the Pontifical Catholic University are eager to embark on this journey, and are ready to open its doors to the chosen NAAB delegate for an eligibility visit as soon as fall 2010. We are more than certain that our commitment to the Program, the students, and the community which we serve will be more than evident. Once again, thank you for providing us the opportunity to present our Bachelor of Architecture program and hopefully become eligible to commence the journey that now stands before us.

Sincerely,



Jorge Ivan Vélez Arocho
President

I.1 HISTORY AND DESCRIPTION OF THE INSTITUTION

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

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

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

In 1961, the PCUPR School of Law was added to the universities offering. The College of Arts and Sciences was divided in 1966 into the College of Arts and Humanities, the College of Science, and the College of Business Administration. Master's degree programs were established in Education (1967), Business Administration (1969), Nursing (1976), and Hispanic Studies (1976), all accredited by the respective agencies. The School of Medicine was established in 1976-77 and reorganized as a Foundation under the name of the Ponce School of Medicine in 1979. It continues to maintain strong academic and research ties with the University.

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

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

I.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.
- *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.3 ARCHITECTURE PROGRAM HISTORY

Early in 2007, architect Abel Mislá Villalba and a small group of local professionals found themselves pondering amidst uncertainties brought forth by the economic, social, and political structures in Puerto Rico. Involved within the realms of the public and private sectors, as well as academia, discourses gave way to very innovative perspectives on the issues and the need to have a well-established, coordinated venue to further examine and implement these perspectives in a cohesive, creative and functional manner. It is in this particular setting that academia, in conjunction with public and private sector, proved to be a viable, objective and comprehensive platform for the study and implementation of strategies aimed at validating or re-dimensioning prevalent models, and in seeking new approaches at dealing with not only with the issues, but also their effects, detrimental or otherwise, on communities, urban settings, design culture and overall character of the social realm.

The creation of a new academic platform became an imminent mandate, parting from an innovative approach, but within an already established structure that could provide support, resources and a solid platform. The Pontifical Catholic University of Puerto Rico, as the single largest academic institution in southern Puerto Rico, and with a complete academic offering (ecology, biology, sociology, law, finances, economy, engineering, politics, communications, 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 Hernández Colón, former governor of Puerto Rico and member of the Board of Trustees of the Pontifical Catholic University of Puerto Rico. Well known for his innovative political postures and proactive approach towards the urban realm, culture and the economic and political forces that drive them, the proposal found its way 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, Finance Committee and the Academic Senate, 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 Hernández Colón, chairman of the School's Implementation Committee, architect Abel Mislá Villalba, the programs founder, and a group of dedicated architects and planners, an exhaustive search for the Programs 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 approval, without comment or

exception, from the Puerto Rico Higher Education Council (CESPR for its Spanish acronym) was granted. The required documentation was drafted, organized and submitted to the Council for approval.

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 Programs 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 Schools formal inauguration, and marking the birth of the new Program, the school organized its first architecture summit. Titled *The Currency of Ideas: Forecasting New Climates for the Exchange of Cultural Capital*, the event included six 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. The program promises to open dialogues between widespread disciplines through a well established experimental ecology, and provide 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.

I.4 ARCHITECTURE PROGRAM 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.

I.5 PROGRAM SELF-ASSESSMENT

See II.1.1.5.

II.1 INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

II.1.1 Identity and Self-Assessment

II.1.1.1 History and Mission

II.1.1.1.1 Transgressing Conventionality: Growing a New Technological, Economic and Territorial Architectural Genetic

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

Through an interdisciplinary curricular structure, a unique digital platform complimentary to that structure, and a compromise to impact society constructively through a multisectorial institutional interaction, the School of Architecture exposes its community, students, professors and visitors to creative processes that transcend the conventionalist attitude and the obsolete state of the proposals of the establishment.

II.1.1.1.2 Regional Empathy

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 projects within Puerto Rico, and a potential catalyst for economy, culture and regional development. Encouraging Regional Empathy will assure the healthy evolution of our culture in a global exchange context. 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 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 institution will facilitate the interdisciplinary dialog, essential to the philosophy of the program, and necessary for regional progress in design and planning.

II.1.1.1.3 Program Introduction: Innovative Academic Paradigm

The Bachelor of Architecture offered by the Pontifical Catholic University of Puerto Rico shall guide students through design processes with real life implications, favoring a more expansive multi-disciplinary paradigm over traditional methods of mere theoretical design. The Program implements the vision by providing students with the tools and programmatic requirements for real-life implementation which may bring tangible and transcendental results within the community, bringing forth a sense of social responsibility within the framework of professional practice and the creative design process.

Curricular structure for the Program is based primarily on discourse and inclusion of skills pertaining to several disciplines related to architecture and urban design. In order to further enhance the posture of these disciplines within the realm of architecture, nine thematic platforms, or Experimental Units, were created. Each Unit is responsible for the creation, integration, application and growth of the topic within the curriculum and external bodies within political, social and cultural frameworks. (see II.1.1.4.1 for detailed information)

II.1.1.2 Learning Culture and Social Equity

II.1.1.2.1 Toward a Constructivist Studio Culture and Education: Values, Knowledge Fields, Capacities and Competencies

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 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.

1. **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 actions 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.
5. **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.
6. **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 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 has 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.

II.1.1.2.2 A New Weave: City 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 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 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.

II.1.1.2.3 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.

II.1.1.2.4 Policies and Norms of the School of Architecture

For examples of the policies established by the program's administration and staff, with the purpose of providing a positive and respectful learning environment at the School of Architecture, see the following documents:

- 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
- Fabrication Laboratory Norms and Guidelines

A copy of each of the preceding documents is posted on every Design Studio, so every student can have access to them. Some of the policies have been established in response to students' inquiries. Every Director and Coordinator has established a Manual of Protocols for his/her Department at charge. Students have been made aware of these policies by meetings and orientations.

II.1.1.2.5 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.

II.1.1.2.7 Institutional Policies for Academic Integrity

For an example of policies established by the institution to preserve the academic integrity, strengthening its already firm position against cheating and plagiarism, see Article VI from the Pontifical Catholic University's Student Handbook.

II.1.1.3 Response to the Five Perspectives

II.1.1.3.1 Perspective I: Architectural Education and the Academic Community **Curricular Ecosystem: An Innovative Transdisciplinary & 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, if it wants to be 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.

II.1.1.3.2 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.
- 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 nine distinct Experimental Units, shall provide graduates with the tools necessary to empower professional reach and adaptable development paths within private practice.

II.1.1.3.3 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, Building Technology and Sustainability, Landscape 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 post-graduate) 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 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.

II.1.1.3.4 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 groundwork for assessment once ready to immerse themselves in the real world.

II.1.1.3.5 *Perspective Five: Architectural Education and the Public Good* **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 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 is diverged and in many cases faced up to foreign economic 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".

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.

II.1.1.4 Long-Range Planning

II.1.1.4.1 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:

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

- The **Architectural History and Culture** Unit (ARHT) is established as the main source for historical analysis and awareness as encompassed by the cultural, political, sociological, technological and chronological relations of past eras. The strategic plan for the unit proposes the research and development of paradigms based on historical precedents, the creation of resource libraries for students and the community.
- The **Adaptive Conservation and Preservation** Unit's (ARAC) mandate is to engage the historical context through the theoretical exploration and practical experimentation of innovative design and methods of conservation and preservation. The School's location within the city's historical district proves to be one of the unit's best assets. The unit's strategic plan calls for close collaboration between the School and agencies involved in the preservation of our context, and shall help keep these practices current and in the forefront.
- 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 to the structural integrity and construction methodology within a framework of innovation, tectonics and architectural design. The Unit is also responsible for keeping the research and implementation of innovative structural systems in the forefront, and constantly re-evaluating structural assemblages as integral parts of the design process. The unit's strategic plan calls for the exploration of structural systems, the experimentation of tectonics within the parameters of architectural design, and the implementation of structural systems and technology prior, during and after the design process.
- 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.
- The **Landscape Ecology and Environment** Unit (ARLE) is primarily responsible for bringing issues pertaining to environment, landscape, and context to table. Through research and integration, the unit shall provide the backbone of an initiative to create a more solid bond between the natural landscape and building design. Environmental awareness shall also become key within

the units mission, as well as the cultural, sociological and ecological implications of sound environmental explorations.

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

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.

II.1.1.5 Self-Assessment Procedures

II.1.1.5.1 Institutional Assessment Office

As part of the Puerto Rico Pontifical Catholic University's institutional structure, each Academic program is evaluated by the Institutional Assessment Office (OAI). This office include the Data and Support Recollection Center (CADA) 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 will promote the development and complete fulfillment of our 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 will refer to the Guide for the Assessment of Academic Units provided by the institution, including the following themes:

- Institutional Assessment Project (PAI)
- Academic Assessment Process
- Student Apprenticeship Assessment
- Role of the Institutional Assessment Office and the Institutional Assessment Committee (CAI)
- 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 meeting for the constant evaluation of the student body and the academic personnel. To measure the student's efficiency, we will carry out a periodic Academic Progress Assessment referred to the Dean, Associate Dean, the Bursar's Office and the Economic Assistance Office. As for the faculty, to measure their fulfillment we will utilize the Apprenticeship Assessment Techniques Manual provided by the OAI. Also, we have begun the implementation of a faculty assessment project conducted by the students.

II.1.2 Resources

II.1.2.1 Human Resources and Human Resource Development

II.1.2.1.1 Faculty and Staff

For the Faculty Resumes, see Part Three (III), Section 2.

II.1.2.1.1.1 Institutional Policies and Procedures Relative to Equal Employment Opportunity/Affirmative 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 qualifications are reviewed by the Delegate for the Institutional Mission. Deans receive recommendations from the chair of the department and forward them with their approval to the Vice-President for Academic Affairs.

II.1.2.1.1.2 Promoting the interdisciplinary dialogue and the multisectorial knowledge: liaison professionals to a diverse intellectual capital

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 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 pre-established 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.

II.1.2.1.1.3 Resources Available for Faculty: Institutional Facilitation for Creative Activities

All full-time faculty members 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, an average of 10 faculty members have performed research sponsored by university funds or grants (mainly in the College of Sciences). To further stimulate research at the graduate as well as the undergraduate level, an institutional policy was approved by the University Senate and the University 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 \$100,000.00 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.

II.1.2.1.1.4 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.

II.1.2.1.1.5 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 Dougliis, Principal of Evan Dougliis 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).



Cambio de perspectiva: hacia un buen diseño with Elías Cattán, 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. *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 Galería (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 one-night 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.

II.1.2.1.1.6 Public Exhibition – Digital Morphogenesis



The Pontifical Catholic University's School of Architecture is planning an event titled Digital Morphogenesis, a showcase of the faculty members' professional work through 3D modeling techniques, material experimentation and fabrication procedures. This public exhibition is meant to set an example of quality and presentation, illustrating what is expected of the students enrolled in the program. The event is set to take place on January 2010.

II.1.2.1.2 Students

II.1.2.1.2.1 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.

II.1.2.1.2.2 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
- 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

II.1.2.1.2..3 Transfer Students

All applicants with twenty-four credits or more from 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 from 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 professors and/or administrators from the institution(s) previously attended.
- Successfully completing an interview with the School of Architecture's Admissions Committee

II.1.2.1.2.4 Graduate Student

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

II.1.2.1.2.5 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
- 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

II.1.2.1.2.6 Transfer Credits

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.

II.1.2.1.2.7 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.

II.1.2.1.2.8 Vice-Presidency for Students 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.

II.1.2.1.2.9 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:

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

In the academic area:

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

In the occupational area:

- Individual interviews in cases of vocational indecision.
- Administration and interpretation of vocational interest tests.
- Individual and group orientations on themes related to job seeking.

- Orientation on existing employment opportunities according to the academic offerings of the university.
- Planning of Job Fairs.

Other services:

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

II.1.2.1.2.10 Employment Service 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.

II.1.2.1.2.11 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.

II.1.2.1.2.12 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

- American Institute of Architecture Students (AIAS)
- Organización Profesional de Estudiantes de Arquitectura (OPEA)
- Coordinadora Latinoamericana de Estudiantes de Arquitectura (CLEA)
- Architecture Students Council

Orientation Center

- Pathbreaker Association
- University Council, Ponce Chapter
- Student Coordinators in Orientation and Service (ECOS)

Honor Societies

- Alpha Alpha Kappa
- Alpha Chi
- Beta Beta Beta – Zeta Delta Chapter
- Phi Alpha Theta – Epsilon Omicron Chapter
- Pi Gamma Mu
- Honor Society of Business Students
- National Honor Society of Social Sciences
- Phi Delta Kappa – Fraternity of Education Professionals
- Phi Alpha Delta

Fraternities

- Phi Alpha Delta
- Un Sigma Beta
- Phi Sigma Alpha
- Zeta Phi Beta

Sororities

- Mu Alpha Phi

II.1.2.1.2.13 Cultural Activities and Sport Activities

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.

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

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.

II.1.2.1.2.14 Publications

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.

II.1.2.1.2.15 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.

II.1.2.2 Administrative Structure and Governance

II.1.2.2.1 Description of the government structure: strategic organizational framework

The School of Architecture has been developed as a new School within the institutional framework of Puerto Rico's Pontifical Catholic University. 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 Undergraduate Program Director, together with the administrative component of three Managers, two Laboratory Directors and one Facilities Coordinator, will serve as support structure to the Dean. Also, a Committee in representation of the various sector of the architecture discipline will collaborate 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 Undergraduate Program Director will contribute their expertise towards the competitiveness in exercising the academic practice. The associate Dean shall lead the Experimental Units Advisors, the Information Resource Coordinator and the counselor. Lastly, the Experimental Units Advisors

will work with the faculty towards the goal of reaching a privileged standing in the philosophical discussions of architecture on a globally competitive level.

II.1.2.2.2 Commitment and leadership: the School of Architecture's operational management

Dean

With the highest rank in the academic and institutional department, the Dean will possess the designation and responsibility to lead the administration and the faculty within the School of Architecture. The Deans agenda includes, but is not limited to:

- Supervise all academic, executive, administrative, institutional and community activities generated as part of the department under his charge.
- Evaluate and promote the progress and development towards the fulfillment of the Schools pre-established mission, vision and objectives.
- Carry out promotional events of the School and clearly outline the integration strategies with the community, the region and the pertinent agencies and organizations within the social, economical, political and cultural of the Schools operative framework.
- Get the program to take action and participation in the process of establishing strategies for regional economic development.

Associate Dean

With the second highest rank in the academic and institutional department, the Associate Dean will help lead the administration and the faculty within the School of Architecture. The Associate Deans agenda includes, but is not limited to:

- Serve as assistant to the Dean and organize other School administrators within their roles.
- Serve as intermediary and first contact between the Dean and members of the School's faculty, administration and student body.
- Supervise academic, promotional, lecture and professional links between the School, the University, and the community with the purpose of expanding alliances and operational framework.
- Supervise and manage the implementation and development of all Experimental Units and special programs created within the School's academic framework.
- Examine and provide orientation to students, faculty and administrative staff regarding admissions, academic assessment, curriculum, accreditation and other institutional protocols.

Program Director

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

- Supervising, implementing and maintaining the highest level of academic excellence and competitiveness within the School's curriculum and other academic affairs.
- Implementing and maintaining the schools vision and mission within the faculty, administrative, and student bodies.
- Implement and maintain the goals for the academic ecology through homogenic strategies within a diversified faculty setting.
- Implement and maintain a continuous and logical curriculum and academic structure to provide an offering of the highest quality and competitiveness at a regional, national and global scale.

Operations Director/ Accreditation and Curriculum Regent

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

- Managing the Schools operational permitting and licensing issues with organizations and agencies.
- Managing the tasks performed by other Regents within the School's administrative structure.
- Managing and serving as a liaison between the School and the Institution regarding matters of contractual agreements and documentation for faculty, administrative staff, and consultants.
- Coordinate and supervise the allocation, use and operation of School spatial resources according to the needs of faculty, students and guests.
- Coordinate and manage documentation for accreditation by local, state and federal entities as required for the academic and administrative operation of the School.

Administration and Facilities Regent

Serving a support role to the Director of Operations, the Administration and Facilities Regent's shall perform duties including, but not limited to

- Supervising and managing Maintenance and Security personnel and activities involving said operations.
- Managing resources, infrastructure, 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.

- Supervise and manage 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.

Media, Events and Public Relations Regent

In a direct support role to the Director of Operations, the Assistant Dean and Dean, the Media, Events and Public Relations Regent shall perform duties including, but not limited to:

- Preparing marketing and informational material for recruitment, 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 activity calendar and reporting directly to the Director of Operations.
- 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, intranet and internal promotion of events.

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. It's responsibilities include, but are not limited to:

- Coordinating curricular sequence and substance with other Coordinators.
- Coordinating all courses offered under their topic of expertise.
- Providing recommendations on additional elective courses with the Experimental Unit towards completion of Minor degrees within the Bachelor of Architecture offering.
- Actively participating on Design Juries, Presentations and special activities regarding their Experimental Units.
- Proactively promoting their particular area of expertise within the School the community.
- Creating a Strategic Plan for the development of their Experimental Unit, and managing the currency and upkeep of the topic and the Unit thereof.

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 effectively 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.
- 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 an 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.

II.1.2.2.3 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 student-centered environment in which technology serves to further enhance the educational encounter.

II.1.2.2.4 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.

II.1.2.3 Physical Resources

II.1.2.3.1 The Operational Context: Froteza Building

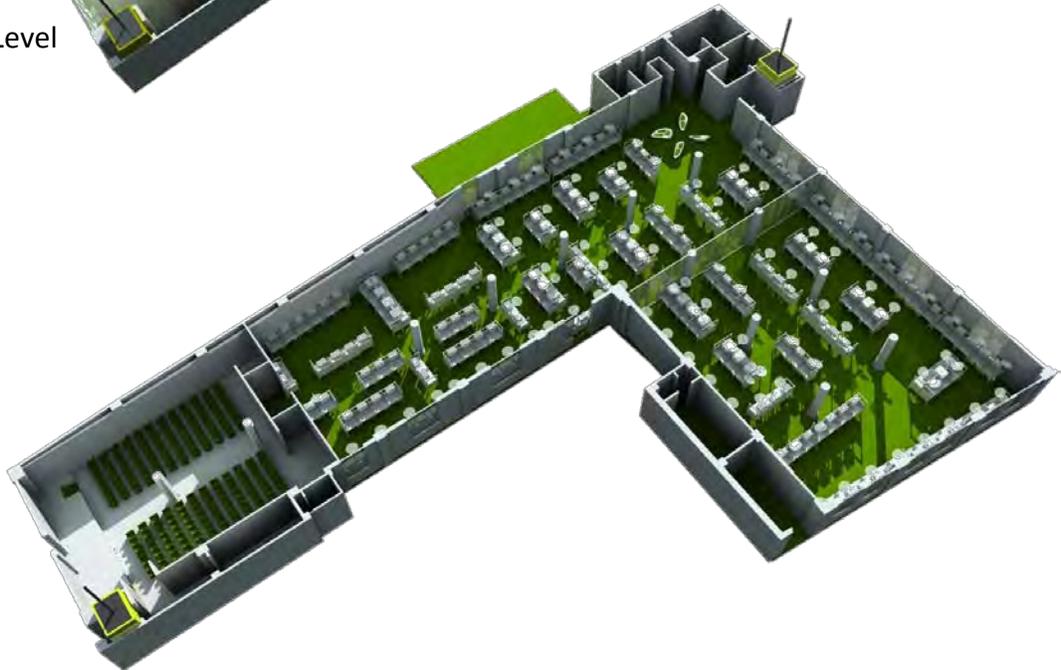
The Froteza building, home to the School of Architecture, dates to XXXX and was the original site of a local department store. Located along the east side of Ponce's central square (Plaza de las Delicias), it provides a main entry on Marina Street and an alternate entry on Cristina Street. The building 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 approximately 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.

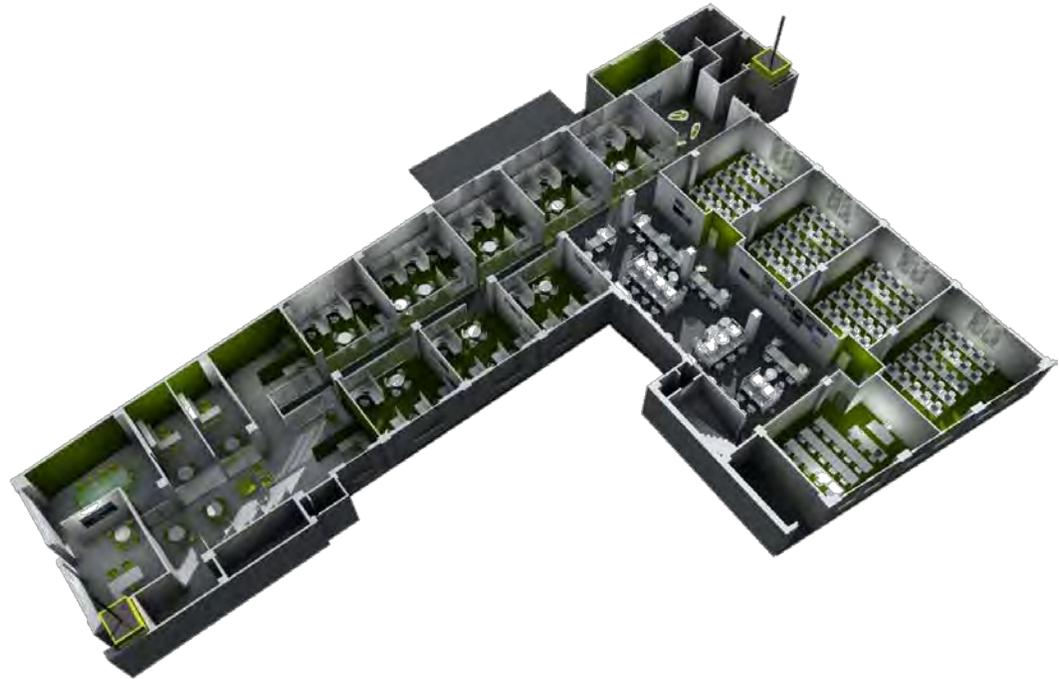
The Forteza building was designed to update and upgrade all mechanical, electrical, and safety to satisfy the use and disposition of the facilities as required by the Program. Due to the building's location in Ponce's Historical District, the building was rehabilitated paying close attention to keeping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



Forteza First Level



Forteza Second Level



Forteza Third Level

II.1.2.3.2 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:

- Dimensions 1200ES 3D Printers (four units)
- Roland MDX-40A CNC Mill
- Shop Bot CNC Mill
- Universal Laser Cutter
- Delta Band/Circular Sander
- Jet 18 inches band saw
- Jet 14 inches band saw
- Jet combination shear, brake and roll
- Jet horizontal sander
- Jet woodworking lathe
- Jet 1HP dust collector
- Jet oscillating sander
- Lincoln Welding mig welder
- Milwaukee panel saw
- Makita metal cutting saw
- Powermatic 3HP dust collector
- Powermatic 8 inches jointer
- Powermatic 10 inches saw
- Powermatic circular sander
- Powermatic drill press
- Performax drum sander
- Assorted hand tools such as heat gun, hand drill, cordless saw, orbital saw, router, and a finishing sander.

In the next few months, this laboratory will provide access to a Jet 1HP dust collector, a Jet oscillating sander, and a Makita metal cutting saw.

II.1.2.3.3 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.

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:

- HP Z400 Workstation
- Windows XP 64-bit
- 500 GB Hard Disk
- 8 MB RAM
- NVIDIA Quattro FX 1800 764 MB video card

The software provided for those computers include:

- Autodesk AutoCAD 2010
- Autodesk Maya 2009 (64-bit)
- Autodesk Revit 2010 (64-bit)
- Microsoft Office 2007
- Adobe Master Collection CS4

- Rhinoceros 4.0

Collectively, the School provides access to:

- HP DesignJet Z6100, 42 inches full color plotters (three units)
- HP OfficejetPro K8600, 13 in. x 19 in. full color printers (four units)
- RICOH Aficio MP C7500, color copier
- RICOH Aficio MP W2400, 36 inches black and white plotter/copier/scanner
- Digital Flat Screens
- Digital Projectors
- Projector Screens
- Access to Digital Photography and Video Equipment

II.1.2.4 FINANCIAL RESOURCES

II.1.2.4.1 Financial Capacity: Initial Operational Budget and Forecast.

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.

II.1.2.4.2 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 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.

II.1.2.4.3 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.

II.1.2.5 INFORMATION RESOURCES

II.1.2.5.1 Available data bases and development plans to keep the program compilations updated.

The foundation of the library in the School of Architecture from the Pontifical Catholic University of Puerto Rico is to establish a specialized center of informative resources that is able to provide the tools to support and maximize a forward scheme. This knowledge center is focus on using resources for technologies implementation as a continuous base in order to discuss relevant topics of the profession and its environment. A wider and deeper perspective of the multiple effects the technological embracement will have over all the matters that influence the education of the new architect.

Technology works as method, strategy and innovation; from which we canalized our contemporary appreciation of the nine topics our extracurricular structure. For this reason, we establish our values as references derivates from technological nature and/or character, with substantial and critical thoughts to the generated hypothesis generated as consequence of a significant academic research.

The library is known as CARIBET (Centro Arquitectónico de Recursos e Información Bibliotecaria para la Enseñanza Tecnológica), Spanish for Architectonic Center of Resources and Librarian Information for Technological Education, or ACRLITE; is the epicenter of the institutional knowledge, and it has data base such as: HW Wilson, EBSCOhostWeb, PROQUEST, ProQuest Digital Dissertation, among many others. We have also elaborated the following program with the purpose of keeping our resources updated: Resources Development Plan 2009-2013, E-Books for Architects, Budgets, and plenty of World Wide recommended magazines and materials.

II.1.3 INSTITUTIONAL AND PROGRAM CHARACTERISTICS

II.1.3.1 Statistical Reports

II.1.3.1.1 Program Students Characteristics

Demographics and Student Types

The following is quantitative data (percentages) for race/ethnicity, gender and qualifications of the 119 students enrolled in the first academic year of the program:

- Ethnic Group – 100% Hispanic students.
- Gender – 66% male students and 34% female students.
- Student Type – 41% freshmen students, 30% transfer students, 6% postgraduate students, 15% readmission students, 4% readmission students with professional degree from the institution, and 4% concentration change students.

II.1.3.1.2 Program Faculty Characteristic

Demographics, Qualifications, Registrations and Licenses

The following is quantitative data (percentages) for race/ethnicity, gender, registrations and licenses of the 28 faculty members of the program:

- Ethnic Group – 100% Hispanic faculty members.
- Gender – 86% male faculty members and 14% female faculty members.
- Qualifications – 74% Architecture, 7% Landscape Architecture, 7% Law, 3% History, 3% Engineering, 3% Arts and Visual Communications, and 3% Library Science.
- Registrations – 85% Registered Architects in Puerto Rico, 4% Registered Architects in Texas, 4% Registered Historians in Puerto Rico, and 7% non applicable.
- Licenses – 23% of the faculty member are Licensed Architects in Puerto Rico.

II.1.3.2 Annual Reports

Since 2009-2010 is the first academic year of the Pontifical Catholic University's School of Architecture, the Annual Report will be submitted during the 2010-2011 academic year.

II.1.3.3 Faculty Credentials

For the Faculty Resumes, see Part Three (III), Section 2.

II.1.4 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.

II.2 EDUCATIONAL OUTCOMES AND CURRICULUM

II.2.1 Student Performance – Educational Realms and Student Performance Criteria

II.2.1.1 Student Performance Criteria

Innovative model for educational programs by providing guides for the academic courses.

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

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

II.2.2 Curricular Framework

II.2.2.1 Regional 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.

II.2.2.2 Professional Degrees and Curriculum

II.2.2.2.1 Educational Amplitude

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 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 competitiveness 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.

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.

II.2.2.2.2 DESIGN AND CURRICULAR SEQUENCE

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 architectural pedagogic logical analysis; we took into consideration both, the academic load and the practical methodology of disciplinary instruction.

For these reasons, an effective and capable structure has been proposed according to the real necessities of the social and civic characters of our southern metropolis; by providing these parameters, students are able to obtain continuity on their learning process for an easier adaptation/integration to the professional world.

The following is an illustration of the curricular sequence we have structured in our new offer for an innovative architectonic vanguard program; the listed courses have been organized in an ideal semester suggestion. They are shown in a descriptive pattern beginning with the denomination, the Experimental Unit (in blue), title and amount of credits.

First Year

First Semester	Cr.	Second Semester	Cr.
ARAD 101 Architectural Theory and Digital Representation Architectural Design Fundamentals I	5	ARAD 102 Architectural Theory and Digital 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
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 Reading and Writing	3	ENGL 115 Oral Communication and Listening Comprehension	3
MATH 143 Algebra and Integral Trigonometry	3	MATH 271 Calculus I	4
ORIE 003 Orientation	0	ORIE 004 Orientation	0
Total	18	Total	19

First Year (summer of fine arts appreciation)

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

Third Year

First Semester	Cr.	Second Semester	Cr.
ARAD 301 Structural Framework and Assemblages Experimental Design Studio I: Structural Framework and Assemblages	5	ARAD 302 Building Technology and Sustainability Experimental Design Studio II: Building Technology and Sustainability	5
ARAR 301 (Laboratory) Digital Representation Systems Parametric Modeling	1	ARAR 302 (Laboratory) Digital Representation Systems Parametric Detailing	1
ARSF 201 Structural Framework and Assemblages Composite Construction on Wood and Steel	3	ARBT 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 Awareness Professional Practice and Contractual Procedures in Architecture	3	ARDA 101 Development Assessment and Feasibility Entrepreneurship on Developmental Assessment	3
THEO 130 The Divine Revelation	3	THEO 131 The Church of Christ	3
Total	18	Total	18

Fourth Year

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

Fourth Year (summer of professional definition)

	Cr.
Elective	3
Total	3

Fifth Year

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

II.2.2.2 Minor Degree, Interdepartmental Alliances and Electives Courses

Responding to our mission of a transdisciplinary 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 interdepartmental alliances is to promote the transdisciplinary experience of our students and propel the crosspollination of knowledge, research and applications. There is also the alternative of pursuing the minor degree with the internal courses offer.

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 Humanities – History Department

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

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

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 (shared with Landscape Ecology and Environment, and Legal and Administrative Consciousness)	3
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 (shared with ARST and ARLA)	3
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

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

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 Aspects	3
HIST 104 Western Civilization II	3
PHIL 207 Elementary Logic	3
PHIL 312 Philosophy of Man	3
PHIL 340 Ethics - Philosophy of Human Behavior	3
THEO 130 The Divine Revelation	3
THEO 131 The Church of Christ	3
THEO 132 The Christian Family	3
PHED 107 Health and Physical Fitness	1
PHED ____ (Elective)	1
ORIE 003 Orientation	0
ORIE 004 Orientation	0
Total	54

Credit-Contact Hours Relation

The minimum credit-hour require for the Architecture Program curriculum completion is 192 credits. This is based on 15 week semesters, with a minimum of contact 360 hours per semester, 3780 hours for the completion of the degree.

II.2.2.3 Curriculum Review and Development

Refer to II.1.1.5 Self-Assessment Procedures

II.2.3 Evaluation of Preparatory/Pre-Professional Education

Non applicable.

III.1 COURSE DESCRIPTIONS

III.1.1 ARCHITECTURAL THEORY AND DIGITAL REPRESENTATION

ARAD 101, Fundamental Design Studio I, 5 credits

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.

ARAD 102, Fundamental Design Studio II, 5 credits

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

ARAR 101, Diagramming and Representation Techniques, 1 credit (Digital Laboratory)

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.

ARAR 102, Nonlinear Diagramming and Complex Geometry, 1 credit (Digital Laboratory)

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.

ARAR 201, Historical Documentation and Representation Techniques, 1 credit (Digital Laboratory)

The Historical Documentation and Representation Laboratory 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.

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

Students will document, explore, analyze and intervene upon historical architecture both as individual elements and pieces within districts, zones, regions and contemporary

community. The Laboratory will expand on the notion of 3D modeling with advanced representation, use of materials, construction systems, detailing and contextual animation.

ARAR 301, Parametric Modeling, 1 credit (Digital Laboratory)

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.

ARAR 302, Parametric Detailing, 1 credit (Digital Laboratory)

Students will use 3D software and Building Information Modeling (BIM) to develop parametric detailing for the design problems within the main studio. Performance Simulation software will also provide insight into the effectiveness and performance of the systems being developed during and after the completion of the theoretical designs.

ARAR 401, Scripting and Procedural Morphology, 1 credit (Digital Laboratory)

Students will learn 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.

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

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.

ARAR 501, Independent Research, 1 credit (Digital Laboratory)

Students 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.

ARAR 502, Independent Research, 1 credit (Digital Laboratory)

Students 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.

III.1.2 ARCHITECTURAL HISTORY AND CULTURE

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

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

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

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

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

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

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

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

ARHT 401 Contemporary Architectural Theory and Discourse, 3 credits (Elective)

This course provides students with the philosophical and theoretical base where contemporary architecture, rationalized and manifested, by examining principal works theorists from the 20th century.

ARHT 501 Emergent Practices and New Architectural Paradigms, 3 credits (Elective)

This course supplements ARHT 201. It follows the works of influential architects and practices of past 15 years throughout the world.

ARHT 601 Philosophy of Science and Technology, 3 credits (Elective)

This course provides students a chronological narrative as means to examine the origin and direction of technological innovation in architectural design using digital technology.

III.1.3 ADAPTIVE CONSERVATION AND PRESERVATION

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

The studio aims to 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 by juxtaposing

traditional building methods and new construction both in single structures as well as in a historic zone.

ARAC 101 Fundamentals of Historic Preservation and Conservation, 3 credits

The studio aims to provide an introduction to the fundamental concepts, principles, methods and strategies involved in the preservation and conservation of historic structures, urban contexts, public spaces, and landscapes, as well as the economic, political, cultural and philosophical layers that have transformed, regulated and validated the practice within a chronological framework.

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

The course aims to provide a practical guide to the methods for maintaining, restoring and rehabilitating historic buildings, as well as the constructive and administrative methodology. 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.

ARAC 301 Conservation Planning Strategies and Policies, 3credits

The course aims to expand on the topic of planning policies and regulations that define the practical and theoretical practice of conservation, providing also an in depth at governmental historic preservation programs at the federal, state, and local (city and county) levels as a comparative means of policy establishment.

ARAC 401 The Economics of Historic Preservation, 3 credits (Elective)

The course aims to expose students to the economics of historic preservation and the financial techniques used to encourage the preservation of historic property based on the premise that reinvestment and upkeep of historic properties contributes to increased property values and tax revenues.

ARAC 501 Cultural Heritage Tourism, 3 credits (Elective)

The course will investigate the underlying potential for historic preservation to become the catalyst for new heritage tourism development. The course will center around five guiding principles for successful and sustainable cultural heritage tourism development.

ARAC 601 Advanced Preservation Research Strategies, 3 credits(Elective)

This course addresses research strategies and documentation techniques used by professional historic preservationists to identify and record historic structures and sites. It will introduce the importance of ethnographic field strategies to the practice of historic preservation, emphasizing on the inter/multidisciplinary nature of contemporary historic preservation practice in Puerto Rico (and abroad) by using archival, physical, and ethnographic evidence as a basis for establishing significance.

III.1.4 STRUCTURAL FRAMEWORK AND ASSEMBLAGES

ARAD 301, Experimental Design Studio I: Structural Framework and Assemblages, 5 credits

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.

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

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

ARSF 201, Composite Construction on Wood and Steel, 3 credits

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

ARSF 301, Monolithic Construction on Masonry and Concrete, 3 credits

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

ARSF 401, New Structural Systems and Building Envelope, 3 credits (Elective)

The dematerialization achieved through material lightness and spatial interpretation achieved through roof systems and skylights will be the central theme studied in the course.

ARSF 501, Tensile, Dome and Shell Structures, 3 credits (Elective)

Introduction to the basics in calculating and designing structural assemblies that can span large distances, emphasizing how the Architectural form can influence the structural behavior.

ARSF 601, Complexities and Symbolism in High Technology Buildings, 3 credits (Elective)

The course provides students the knowledge for designing viable structural system for Large Scale Buildings, including Principles of High Technology Architecture towards more sustainable concerns.

III.1.5 BUILDING TECHNOLOGY AND SUSTAINABILITY

ARAD 302, Experimental Design Studio II: Building Technology and Sustainability, 5 cred.

The 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.

ARST 101, Tectonics on Material Applications and Methods, 3 credits

This course introduces students to building materials and methods as integral to building tectonics. The students shall gain a better understanding of material and system selection, gaining awareness of the correlation between material specification and the tectonic in the architectural composition.

ARST 201, Introduction to Mechanical and Electrical Systems, 3 credits

This course provides students with an understanding of the concepts a of environmental systems in buildings. Students will be exposed to the basic principles in the design and integration of the electrical and mechanical systems. Emphasis will be given to the impact these systems will have in the architecture.

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

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.

ARST 401, Sustainable Building Design Philosophy and Practices, 3 credits (Elective)

This course will explore the philosophy, principles and application of sustainable technologies as feasible alternatives to traditional building technologies. The course will focus on sustainability from the standpoint of performance, availability, feasibility, integration, and programmatic criteria within an architectural solution.

ARST 501, Aesthetics of Sustainable Building Design, 3 credits (Elective)

This course will expose the symbiotic relationship between sustainable building systems and architectural design within the context of design integrity. It should provide students with the understanding that sustainable systems and building aesthetics can be complimentary.

ARST 601, Sustainable Design Rating Systems & Efficiency Standards, 3 credits (Elective)

This course aims to provide an awareness of the sustainable design rating systems used throughout the world, and an understanding of their methodology and criteria prior, during, and after the design process. Special emphasis will be given to major certification organizations and their impact in current design strategies

III.1.6 LANDSCAPE ECOLOGY AND ENVIRONMENT

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

Provide students an understanding of the ideological, architectural, socio-economical, physical, environmental and technological aspects inherent to the organization and morphology of human communities. Site analysis, place evaluations, territorial planning and green master planning.

ARLE 101, Built Environment & Culture in the History of Landscape Architecture, 3 credits

Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology, and cultural anthropology this course will investigate how social structures are spatially embedded in contemporary built environments.

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

As an introductory design implementation course, this course provides the foundation for site design in landscape architecture, to integrate the principles of construction with design. Analysis will be based on biological, ecological and topographical elements inherent in site manipulation.

ARLE 301, Ecological Principles in the Built Environment, 3 credits

Students will learn the concept and functioning of ecosystems and how this understanding can be applied in environmental design, and will also review of adverse impacts that can result from failure to apply sound ecological principles.

ARLE 401, Urban Ecology, 3 credits (Elective)

This course aims to provide students an understanding of the theories, applications, and implementation of landscape ecology towards the planning and design of sustainable and ecological urban environments.

ARLE 501, Planting Materials in Landscape Design, 3 credits (Elective)

Students will study the morphology and behavior of native and ornamental plant material, the design suitability of plants, and the cultural values and meaning of plants, as well as their application in design.

ARLE 601, Advanced Landscape Architectural Design, 3 credits (Elective)

Students will review advanced landscape architectural theories and issues. Emphasis will be given to large scale projects for follow-up investigation and exploration on urban form, community identity and open-space systems in sensitive contextual environments.

III.1.7 URBAN SCAPES AND COMMUNITIES

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

The studio aims to introduce students to the political aspects of urban design (i.e. land use and environmental policy), as well as the key concepts for the analysis, development and design of urban realms, and the application of strategies that contextual equilibrium, pedestrian settings, cultural rituals, perception, density and organizational elements within the parameters of geography, public policy, ecology, infrastructure, cultural definition, character and social activity.

ARUS 101 Theory and Principles of Urban Design, 3 credits

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.

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

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.

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

This course aims to expand on the implementation of territorial planning based on the exploration of various models for promoting economic health, distributing capital, understanding poverty and revitalizing low and moderate income neighborhoods in economically distressed communities.

3 hours, 1 semester, 3 credits

ARUS 401 Studies on Emergent Urban Practices, 3 credits (Elective)

This course aims to expose students to the practice of urbanism towards creating new and innovative city fabrics. Case studies shall cover world-wide examples of innovative urban practices on both the conceptual (proposals) and implementation (constructed) levels.

3 hours, 1 semester, 3 credits

ARUS 501 Urban Economic and Financial Milieu, 3 credits (Elective)

This course aims to provide a platform for discourse on historical and current economic models as related to urban environments and communities, and more specifically, the impact of those models on urban sprawl, housing, transportation, zoning and land use.

3 hours, 1 semester, 3 credits

ARUS 601 Urban Sociology and the Cultures of Cities, 3 credits (Elective)

This course aims to provide the basis for an interdisciplinary research approach to the political, social and economic factors affecting the growth and development of cities in Africa, Asia, Latin America, and Europe. Emphasis shall be placed on the major sociological theories of urbanism (from the classical formulations of Wirth and Simmel to contemporaries like Fischer), urban political & economical models, world-system theory, and the socio-economical impact of Globalization.

3 hours, 1 semester, 3 credits

III.1.8 LEGAL AND ADMINISTRATIVE AWARENESS

ARAD 501, Developmental Design Studio I: Legal and Administrative Awareness, 5 credits

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.

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

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.

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

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.

ARLA 401, Human Resources on Strategic Administration, 3 credits (Elective)

This course introduces students the basic principles of administrating a successful business and the human resources that comes with it.

ARLA 501, Development of Business Plans, 3 credits (Elective)

This course is to provide students the necessary skills to accomplish their self discovery by developing their first real life project.

ARLA 601, Administrative Initiatives, 3 credits (Elective)

In this course students will study formal compensation arrangements and successful management of resources and employees.

III.1.9 DEVELOPMENT ASSESSMENT AND FEASIBILITY

ARAD 502, Developmental Design Studio II: Dev. Assessment and Feasibility, 5 cred.

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.

ARDA 101, Entrepreneurship on Developmental Politics, 3 credits

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

ARDA 201, Economic Feasibility and Finances on Real Estate, 3 credits

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

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

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

ARDA 401, Real Estate Development Process, 3 credits (Elective)

This course is intended to provide an in depth look into the real estate process through a legal perspective from the developers stand point.

ARDA 501, Public Private Partnerships and the Port of the Americas, 3 credits (Elective)

This course will provide students basic information on public private partnerships, its origins and history, its different models, and it's importance in modern governance.

ARDA 601, Value and Appraisal of Land, 3 credits (Elective)

The purpose of this course is to expose the students to the basic principles of land valuation and appraisal and its effects on development and design.

III.2 FACULTY CREDENTIALS

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)

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

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

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, Río 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

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 architettura, 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

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

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:

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 Biennial 2001 (IN)FormA Architecture Magazine

Selected Publications and Recent Research:

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

From the Internal to the Radical: Autonomy and Alterity in the Local Modern, ACSA

Northeast Regional Meeting Proceedings, (IN)-FormA (2001)

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

Professional Memberships:

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

Name: Alberto J. Dueno Jordan

Courses (*prospective):

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

Name: Juan R. Emmanuelli Benvenuti

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: 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, Río 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

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

Name: Ricardo Miranda, MA, CAAPPR

Courses 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

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, *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

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

Name: Javier Olmeda Raya

Courses Taught:

ARAR 101 Diagramming and Representation Techniques

Educational Credentials:

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

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

Teaching Experience:

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

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

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

Professional Experience:

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

Photographer, Guallart Arquitectos, Venice Architecture Biennale 2008

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

Selected Publications and Recent Research:

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

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

Eleven Eleven, California College of the Arts, 2009

Name: Tamara Orozco Rebozo, LAIT

Courses (*prospective):

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

Name: Jose R. Pagan Pares

Courses (*prospective):

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 Martínez 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

Name: Pablo R. Planet Arrocha, PhD

Courses Taught (* prospective):

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.

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

Name: Jesús O. García Beauchamp

Courses (*prospective):

ARAD 101 Architectural Design Fundamentals I

ARAD 102 Architectural Design Fundamentals II*

Educational Credentials

B.Arch, Polytechnic University of Puerto Rico, 1995-2000

Professional Experience:

Project Designer, Visura CSP, Ponce P.R., 2005 – Present

Project Designer, Atelier 66 CSP, Ponce P.R., 2002 – 2005

Project Designer Assistant, Agrait Betancourt Architects, San Juan P.R., and 2001 – 2002

Project Designer Assistant, Toro Ferrer Architects, San Juan P.R., and 1998 - 1999

Licenses/Registration:

Puerto Rico

Professional Memberships:

Member of CAAPPR – Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico.

AIA Associate - American Institute of Architects, PR Chapter.

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, Río 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

Projected Timeline for Initial Accreditation

The Pontifical Catholic University of Puerto Rico School of Architecture has been immersed in an accelerated development and implementation campaign since its conception. All academic, administrative, financial and institutional structures were put in place and set in motion with unprecedented speed and clarity. The School of Architecture opted for a complete infrastructural and facility development program over traditional phased construction and habilitation, thus reassuring the Schools and the Institutions commitment to provide a first class academic experience in a fully functional environment, including facility space up to fifth year status.

Program Milestones To Date

Archdiocese Approval	September 2008
Curriculum Committee Approval	January 2009
Academic Senate Approval	February 2009
Finance Committee Approval	February 2009
Board of Trustees Approval	March 2009
CESPR (PR Higher Education Commission) Approval	May 2009
First Year/Administrative Facilities Completed	August 2009
School of Architecture Official Opening	August 2009
School of Architecture Inauguration	September 2009
MSA Inclusion as Additional Location	September 2009
Initial Visit and Orientation NAAB Headquarters	November 2009
Completion of full facility	December 2009

Projected Timetable for Achieving Initial Accreditation

Plan for Achieving Initial Accreditation (PAIA) Submittal	December 2009
Projected PAIA inclusion in Board's Agenda	February 2010
Projected NAAB Initial Visit for Candidacy Status	Fall 2010
Projected Periodic Peer Review & Assessment	Spring 2011-
Projected NAAB Final Visit for Initial Accreditation	Fall 2013
Projected First Graduating Class	Spring 2014