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School of Architecture

Pontifical Catholic University of Puerto Rico



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Pontifical Catholic University of Puerto Rico
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MAKE

A COMMITMENT WITH YOUR

FUTURE

BECOME AN

ARCHITECT

WITH US

SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO



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PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

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INTRODUCTION

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PCUPR: FOUNDATION

The Pontifical Catholic University of Puerto Rico is an institution of higher education. It is a co-educational, non-profit organization with insticately close bonds with the Catholic Church of Puerto Rico. The University's primary purpose is to guard the principles of the Catholic Faith in a setting of academic excellence and progressive investigation. Among its faculty, there are religious men and women and lay people, graduates from leading higher education institutions from around the world, that because of their personal, professional and academic journeys now constitute the basis of the institution's universal dimension. Located at the crossroads of North and South America, the University aims to establish a dialogue between the cultures, where each can reciprocate for the benefit of the whole.

This catalog portrays a comprehensive description of one of the dimensions within the Pontifical Catholic University's offering: the School of Architecture.

This catalog conceived as a graphical and textual jouney of what promise to be one of the must comprehensive, Innovative, and sound architecture programs anywhere in the world.

LOCATED AT THE CROSSROADS OF NORTH AND SOUTH AMERICA,
THE UNIVERSITY AIMS TO ESTABLISH A DIALOGUE BETWEEN THE TWO CULTURES.



SCHOOL OF ARCHITECTURE

PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

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.

HISTORY

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.

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.

The Pontifical Catholic University of Puerto Rico, constantly challenged by the changing needs of a globalized society, is bound by the responsibility to evolve in parallel times. Faithful to the mission and objectives which constitute the reason for its existence, the Pontifical Catholic University of Puerto Rico is devoted to the challenge of creating a world worthy of men and women with morals, principles and values.





SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

ARQUITECTURA

Pontificia Universidad Católica de Puerto Rico



OUR 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.

OUR VISION

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

WITH ITS RELENTLESS COMMITMENT TO LEADERSHIP AND ACADEMIC EXCELLENCE, THE PONTIFICAL CATHOLIC UNIVERSITY OF PUERTORICO OFFICIALLY OPENED THE DOORS TO ITS NEW SCHOOL OF ARCHITECTURE WITHIN THE HISTORIC FORTEZA BUILDING IN PONCE.

Established in the city's urban center, and with its abundant economic, political, social, cultural and architectural resources and history, the School of Architecture aims to become the epicenter of a multidisciplinary effort. With an inspirational vision and an innovative approach to education, the School of Architecture of the Pontifical Catholic University of Puerto Rico seeks to reach beyond the boundaries of its immediate context and the Caribbean region through research, development and the integration of knowledge within diverse fields.

The Inaugural event was celebrated at the Old Ponce Casino with a historic discourse on Puerto Rico's southern region economic and development potential within the context of a globalized economy and its implications within the architectural, social and urban realms. The event, titled THE CURRENCY OF IDEAS: Forecasting New Climates for the Exchange of Cultural Capital, aimed at establishing the relevance of architecture in the development of ideas and protocols in tune with the new global and regional paradigm, and the future of our urban landscape.



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.

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. Non 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 Capital and secondly the Structural Capital.

Human Capital 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 in curricula, as a measure of retro feeding the regional technological strategy.

From the academic standpoint, the Pontifical Catholic University's School of Architecture is considered an asset in a geographical regional scale and with an urbanistic methodology that allows the development of integrated strategies in order to maximize the output of natural and infrastructural assets.



GENE

**GROWTH:
TOWARD A CONSTRUCTIVIST EDUCATION**



NEW BEGINNINGS...

RESPECT, COMMITMENT AND VALUES

Today we stand at the dawning of a new age. Our society has been immersed in a myriad of social, political and economical challenges that provide the opportunity to rethink postures and reformulate strategies. Solid convictions and well established foundations become integral in the development of proactive initiatives. It is under this premise that the School of Architecture at the Pontifical Catholic University of Puerto Rico is conceived. In a very short time, the School has proclaimed its place within our community as a mechanism for cultural awareness, where the principles by which our faith is founded and a deep sense of responsibility to the craft, reconceived within the profession to a much deeper and extensive context. Rooted on the principles of Catholicism, and guided by a conscious approach to our territory within the framework of a globalized society, the School of Architecture stems to become a pioneer in providing an ecology of learning reaching further than traditional academia. All encompassing in nature, the School conceives the education of the architect through a sense of completeness, grounded by a strong sense of responsibility, and committed to the formulation of innovation through technological resources; it promises to reformulate the profession of architecture through entrepreneurship and inter-disciplinary discourse in ways previously unattainable by traditional methods. The vision by which the School of Architecture is construed, while deeply embedded in our territory and surrounding community, cannot be bound by physical boundaries. It is conceived as a matter of compromise to our local structure, but with a broader mandate to spread knowledge and the guiding principles of our Faith with unrelenting force, capturing the essence of a global culture, and provoking collective awareness.

By virtue of all the hard work that has gone into the creation of our world-class Bachelor of Architecture Program, and with the highest sense of anticipation as to what the future shall bring, it is with great pleasure that I present the Pontifical Catholic University, and the School of Architecture, to all willing to join us in what promises to be one of the most innovative and solid academic experiences in offering. May our Faith become the pinnacle of our existence, shedding light into our hearts and our minds, with respect, commitment, values and a never-ending sense of innovation for the benefit of all.

Jorge Iván Vélez-Arocho
President



IN SEARCH OF EXCELLENCE

If one thing I have clear in my mind is that we are not here just to be another School, in Puerto Rico's and the Region Academic Landscape we are carving a place next to excellence. We live under the precept that our talents are to be used to the maximum in pursuit of harmony, correctness, sustainability, and beauty.

Our School is not only the most recent Architectural Academic offer in Puerto Rico, but it is also the most advanced. Since our initial approach to this academic endeavor, we proclaimed as part of our institutional profile, to occupy, the vacant spot, of cutting edge advanced technological platform. Our School is positioned at the forefront of the latest Digital and Technological Applications which comes to support a mature and profound vision of Architecture, forming deft architects with the capacity to assume their role in the contemporary society. Since our earliest days, while planning our Academic Program, it was our vision to produce a well-rounded professional capable of facing the great and many challenges that Puerto Rico and the World are facing.

Having the previous in mind, we have identified those subjects that constitute the essential knowledge that the XXI Century architect must master. In our Program we have arranged those subjects under nine (9) Academic Experimental Units, each one focused on a particular professional crucial topic. This Novel Pedagogical Proposal guarantees that all our students will be trained on each of these aspects in a structured well organized, avant-garde atmosphere, under the guidance of vastly knowledgeable professors.

All the above defined framework, would not be complete without including two other facets of our "prismatic" academic proposition. Our School's unique location at the heat of Ponce's Historic District spices the educational experience with an urban ambiance that reinforces the collaborative relationship between the architects to be and their surroundings. Being downtown allows our academic community to constantly establish a seamless symbiotic cultural exchange with the city, its needs and its possibilities.

Since the opening of our School, Ponce has become an inseparable partner of our creative process and also a receiver of our best Design Proposals. Ponce is without a doubt a decisive integral part of our School's Essence.

Lastly, in this short introductory address, but Pivotal and at the Center of our School's Core is our moral and ethical fabric. I am pleased to affirm that our School's environment is not only intellectually stimulating, professionally robust and technologically unmatched advance, but it is also supportive and sympathetic with its community components, particularly with its students. Our daily duties are governed and steered by the uppermost Christian principles. We deeply believe in the holistic tutelage of our students, so they can become not only skillful and decidedly talented architects with the technical competence to manage and solve the most challenging design problems, but we also aspire to contribute to our society with the formation of good and responsible citizens that will flawlessly respond to his or her civic responsibilities.

As Dean of the School of Architecture of the PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO, I can proudly assure state that we are casting not architects, but leaders that will do us proud. Our School is conceived so as to produce "front-runners" and not followers, professionals with fresh ideas, novel solutions, Architects capable of opening paths for them and for their communities.

Luis V. Badillo-Lozano, M.ARCH, CAAPPR, AIA
Dean

TRANSGRESSING CONVENTIONALITY

Growing a New Technological, Economic and Territorial Architectural Genetic

The opening of Ponce's Catholic University School of Architecture initiates the transformation of the discipline and practice of architecture in Puerto Rico. With an international agenda, an unprecedented digital infrastructure, and a profound social compromise with Puerto Rico's southern region, the Pontifical Catholic University of Puerto Rico opens its doors within Ponce's historical urban center to set the new standards for the education of a new professional, the strategic architect, shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities.

The 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.

It is 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.

ACADEMIC STRUCTURE

The School of Architecture's curriculum is comprised of an innovative undergraduate structure that examines and integrates each of the field of studies inherent within the profession through a technological and critical engagement of design.

Technology and digital representation processes are central to the theoretical and pragmatic discussion and research of the School of Architecture. Each idea, concept or proposal is conceived and nurtured through serious technological exploration.

Throughout the curricular sequence, students are immersed in a multidisciplinary framework. Students are exposed to the nine fields of knowledge that constitute areas of expertise: Architectural Representation; History and Theory; Adaptive Conservation and Preservation; Sustainability and Technologies; Structural Framework and Assemblages; Landscape, Ecology and Environment; Urban Scapes and Communities; Legal and Administrative Awareness; and Development Assessment, Entrepreneurship and Feasibility. These are the main pillars of our knowledge structure.

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The academic program consists of a five year, 185 credit Bachelor of Architecture degree. Seven semesters of 18 credits, three semesters of 19 credits, and a total of 9 summer credits. The 185

- 50 CREDITS **Architectural Design Studio Courses**
- 10 CREDITS **Architectural Representation Courses**
- 69 CREDITS **Professional Courses**
- 9 CREDITS **Elective Courses in ONE of the Experimental Units (Minor Degree requirement)***
- 47 CREDITS **General Education Courses**

*The Bachelor of Architecture degree requires that each student obtain a Minor Degree of Specialization with the completion of 24 credits in one of Experimental Units.

OUR PROGRAM

YEAR 1

Y 1

CREDITS YEAR 1
FIRST SEMESTER

- 5 **ARAD 101**
Architectural Representation
Architectural Design Fundamentals I
- 1 **ARAR 101** (Laboratory)
Architectural Representation
Diagramming and Representation Techniques
- 3 **ARHT 101**
History and Theory
Architectural History I:
Ancient to Baroque
- 3 **SPAN 141**
Oral and Written Communication I
- 3 **ENGL 115**
Oral Communication and Listening
Comprehension
- 3 **MATH 143**
Algebra and Integral Trigonometry
- 0 **ORIE 003**
Orientation

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CREDITS YEAR 1
SECOND SEMESTER

- 5 **ARAD 102**
Architectural Representation
Architectural Design Fundamentals II
- 1 **ARAR 102** (Laboratory)
Architectural Representation
Non-linear Diagramming and Complex Geometry
- 3 **ARAC 101**
Adaptive Conservation and Preservation
Fundamentals of Historic Preservation
and Conservation
- 3 **SPAN 142**
Oral and Written Communication II
- 3 **ENGL 201**
Basic Principles of Reading and Writing
- 3 **ART 101 or MUSI 102 or THEA 101**
Art Appreciation or Musical Appreciation or
Theater Appreciation
- 0 **ORIE 004**
Orientation

18

YEAR 2

Y2

CREDITS
YEAR 2
FIRST SEMESTER

- 5 **ARAD 201**
History and Theory
Analytical Design Studio I:
History and Theory
- 1 **ARAR 201 (Laboratory)**
Architectural Representation
Historical Documentation and
Representation Techniques
- 3 **ARHT 201**
History and Theory
Architectural History II:
Neoclassicism to Contemporary Western Civilization
- 3 **ARST 101**
Sustainability and Technologies
Tectonics on Material Applications and Methods
- 3 **PHYS 217**
Physics for Architects
- 3 **SOCI 110**
Introduction to the Social Sciences:
Social and Cultural Aspects
- 1 **PHED 107**
Health and Physical Fitness

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CREDITS
YEAR 2
SECOND SEMESTER

- 5 **ARAD 202**
Adaptive Conservation and Preservation
Analytical Design Studio II:
Adaptive Conservation and Preservation
- 1 **ARAR 202 (Laboratory)**
Architectural Representation
Dynamic Imaging and Documentation
- 3 **ARAC 201**
Adaptive Conservation and Preservation
Preservation Techniques, Methods and
Strategies for Building Systems
- 3 **ARSF 101**
Structural Framework and Assemblages
Architectural Structures I:
Static and Strengths
- 3 **PHIL 207**
Elementary Logic
- 3 **HIST 104**
Western Civilization II
- 1 **PHED**
(Elective)

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YEAR 3

Y3

CREDITS YEAR 3
FIRST SEMESTER

- 5 **ARAD 301**
Sustainability and Technologies
Experimental Design Studio I:
Sustainability and Technologies
- 1 **ARAR 301 (Laboratory)**
Architectural Representation
Parametric Modeling
- 3 **ARST 201**
Sustainability Technologies
Introduction to Mechanical and
Electrical Systems
- 3 **ARLE 101**
Landscape, Ecology and Environment
Built Environment and Culture in the
History of Landscape Architecture
- 3 **ARLA 101**
Legal and Administrative Awareness
Codes and Regulations in Architectural Design
- 3 **THEO 130**
The Divine Revelation

18

CREDITS YEAR 3
SECOND SEMESTER

- 5 **ARAD 302**
Structural Framework and Assemblages
Experimental Design Studio II:
Structural Framework and Assemblages
- 1 **ARAR 302 (Laboratory)**
Architectural Representation
Parametric Detailing
- 3 **ARSF 201**
Structural Framework and Assemblages
Architectural Structures II:
Composite Construction on Wood and Steel
- 3 **ARUS 101**
Urban Scapes and Communities
Theory and Principles of
Urban Design
- 3 **ARDA 101**
**Development Assessment, Entrepreneurship
and Feasibility**
Entrepreneurship on Developmental Politics
- 3 **THEO 131**
The Church of Christ

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SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO



CREDITS **YEAR 4**
FIRST SEMESTER

- 5 **ARAD 401**
Landscape, Ecology and Environment
Contextual Design Studio I:
Landscape, Ecology and Environment
- 1 **ARAR 401 (Laboratory)**
Architectural Representation
Scripting and Procedural Morphology
- 3 **ARLE 201**
Landscape, Ecology and Environment
Environment Construction Processes,
Materials and Techniques
- 3 **ARHT 301**
History and Theory
Architectural History III:
Latin America and Puerto Rico
- 3 **ARST 301**
Sustainability and Technologies
Building Acoustics, Illumination and
Special Systems
- 3 **ARLA 201**
Legal and Administrative Awareness
Professional Practice and
Contractual Procedures in Architecture

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SUMMER SEMESTER

- 3 **ELECTIVE**

CREDITS **YEAR 4**
SECOND SEMESTER

- 5 **ARAD 402**
Urban Scapes and Communities
Contextual Design Studio II:
Urban Scapes and Communities
- 1 **ARAR 402 (Laboratory)**
Architectural Representation
Territorial, Urban and Infrastructural Data Analysis
- 3 **ARUS 201**
Urban Scapes and Communities
Territorial and Urban Public Policy in a
Global Society
- 3 **ARAC 301**
Adaptive Conservation and Preservation
Conservation Planning Strategies and
Policies
- 3 **ARSF 301**
Structural Framework and Assemblages
Architectural Structures III:
Monolithic Construction on Masonry and Concrete
- 3 **ARDA 201**
**Development Assessment, Entrepreneurship
and Feasibility**
Economic Feasibility and Finances in Real Estate

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YEAR 5

Y5

CREDITS YEAR 5
FIRST SEMESTER

- 5 **ARAD 410**
Capstone Year Experience
Developmental Design Studio I
- 1 **ARAR 410 (Laboratory)**
Architectural Representation
Independent Research I
- 3 **ARLE 301**
Landscape, Ecology and Environment
Ecological Principles in the
Built Environment
- 3 **THEO 132**
The Christian Family
- 3 **PHIL 312**
Philosophy of Man
- 3 **Elective**

18

CREDITS YEAR 5
SECOND SEMESTER

- 5 **ARAD 420**
Capstone Year Experience
Developmental Design Studio II
- 1 **ARAR 420 (Laboratory)**
Architectural Representation
Independent Research II
- 3 **ARDA 301**
**Development Assessment, Entrepreneurship
and Feasibility**
Marketing, Branding through
Commercial Communication Skills
- 3 **ARUS 301**
Urban Scapes and Communities
Territorial Planning Strategies on
Infrastructures and Communities
- 3 **PHIL 340**
Ethics - Philosophy of Human Behavior
- 3 **Elective**

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SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO



ATMOSPHERE



Luis V. Badillo-Lozano

DEAN

The School of Architecture at the Pontifical Catholic University of Puerto Rico has an innovative academic program based on a triad of academic strengths on which a new profile of architects is built with commitment, environmental responsibility, tolerance of differences, entrepreneurial courage, technological capacity, legal awareness and global presence, without prejudices or concerns: free thinkers and citizens of the world. With this new vision we create a new Architect, a Strategist Architect.

EDUCATION

Master of Architecture
University of Puerto Rico

Bachelor of Environmental Design
University of Puerto Rico

PROFESSIONAL EXPERIENCE

Architect Badillo began his professional career as designer for some architectural firms. In 1985, he joined the office of Méndez, Brunner A&E becoming an associate in 1989 and full partner in 1991 when the firm changed its name to Méndez, Bruner, Badillo & Associates. Badillo is responsible for the design of a wide range of projects in both the private and public sector amounting to more than \$100 million in construction cost.

More recently, Architect Badillo has been involved in the expansion of his firm's International practice in Panama City, Panama and lately in Tortola, BVI.

PROFESSIONAL AFIILIATIONS

Since 2012 - Member of the Professional Ethics Committee, CAAPPR

2005 to 2010 - Member of NAAB Accreditation Team, representing AIA

2007 - Member of the Education Committee, CAAPPR

1995 - Co-Chairman, AIA Florida Region Caribbean Basub Initiative

1994 - President, American Institute of Architects, Puerto Rico Chapter

ACADEMIC EXPERIENCE

Since 2015 - Dean, PCUPR School of Architecture

Since 2009 - Faculty, PCUPR School of Architecture

2009 to 2015 - Coordinator, Sustainability and Technologies Experimental Unit and IDP Educator Coordinator, PCUPR School of Architecture

2000 to 2009 - Faculty, PUPR School of Architecture

Pedro A. Rosario-Torres

BACCALAUREATE PROGRAM DIRECTOR

As a high ranking officer within the School's academic system, the Baccalaureate Program Director is responsible for supervising, implementing and maintaining the highest level of academic excellence and competitiveness within the School's curriculum and other academic affairs. He is in charge of communicating and promoting the achievement of the goals established for the School through homogeneous strategies within a diversified faculty setting, while implementing and maintaining a continuous and logical curricular revision policy to ensure an academic offering of the highest quality.

EDUCATION

Bachelor of Architecture
Polytechnic University of Puerto Rico

Associate in Civil Engineering Technology
Puerto Rico Institute of Technology

PROFESSIONAL EXPERIENCE

Mr. Rosario was part of All Engineering Services Corporation (AESC) as designer and project manager (in office and field), working for the Department of Investment, Design and Strategic Planning of the company. Later, he joined ANIMA, Inc. under the same functions as in AESC, but adding the supervision of staff and consulting editor duties.

After these work experiences he decided to start a career as independent administrator of proposals and consulting editor. At this point in his life decides to join the group of professionals that shaped the creation of the School of Architecture at the Pontifical Catholic University of Puerto Rico. Mr. Rosario was actively involved in the generation of the School's academic program and was responsible for the design of the curriculum for the Bachelor of Architecture.

PROFESSIONAL AFIILIATIONS

Member of CAAPPR

ACADEMIC EXPERIENCE

Since 2010 - Baccalaureate Program Director, PCUPR School of Architecture

Since 2010 - Faculty/Instructor, PCUPR School of Architecture

2010 - Special Projects Coordinator, PCUPR School of Architecture



EA STAFF

Juanita Peña-Nicolau
Library Director of CARIBET

Juan R. Emmanuelli-Benvenuti
Operations Coordinator/
Regent for Accreditation Program and Curriculum

Lorna M. Báez-Amely
Coordinator of International Relations,
Development and Community Affairs

Alejandro Excia-Rodriguez
FabLab Supervisor

Carlos A. Bula-Morales
IT and Multimedia Supervisor

José L. Ortiz-Rivera
Facilities Supervisor

Lizbeth Anglada-Feliciano
Administrative Assistant for the Dean

Jeanette Sepúlveda-Rivera
Secretary/ Receptionist

Francisco J. Santiago-Saéz
Library Assistant

Juan C. Monserrate-Alvarado
Library Assistant

Ricardo Miranda-Pérez
Machine Operator, FabLab

Dariel Santiago-Vélez
Multimedia Assistant

Andy Ramos-Feliciano
Multimedia Assistant







ARAR - ARCHITECTURAL REPRESENTATION

Alejandro Mieses-Castellanos

Aided by a plethora of advanced software packages and technological workflows the Architectural Representation Unit seeks to equip students and faculty, with the latest capacities in the study, modeling and simulation of criteria relevant to the built environment. The tools and workflows within the platform are meant to assist academics in modeling, researching, and constructing state-of-the art designs that take part in internationally relevant discussions on the influence high technology has had within the construction industry. The use of these frameworks have taken us further than speculation and theory, into the realm of constructing complex spaces at small and medium scales, in collaboration with a diversity of manufacturing companies, and with various institutions of wide cultural impact.

EDUCATION

Master of Architecture & Urbanism
Architectural Association School of
Architecture in London

Bachelor of Architecture
Polytechnic University of Puerto Rico

PROFESSIONAL EXPERIENCE

postData. Design, San Juan, Puerto Rico
Co-founder & Director of Interactive Design

I Love Velvet!, True Story Management,
Atlanta,
Product Designer

Information.studio, San Juan, Puerto Rico
Co-founder, Designer

ACADEMIC EXPERIENCE

Since 2013 - Coordinator, Architectural
Representation Experimental Unit

Since 2011 - Faculty, PCUPR School of
Architecture

2012 - PCUPR School of Architecture
Project Leader "20 años de Plaza del Caribe"
Project Leader "Exhibición Emilio Sánchez"
Project Leader "Del Greco al Goya".

2012 - PCUPR School of Architecture
Lecture: Faculty Best Practices, Cross-
Campus Integretion Mixing Innovation
& Entrepreneurship fot Unique Venture
Development , CEO Conference 2012.



ARAC - ADAPTIVE CONSERVATION AND PRESERVATION

Magda Bardina-García

The success of our platform is the interest shown in the field of restoration by the students. We are working to implement a concentration with specialized courses related to historic preservation. We offer courses on related issues not only to the preservation and conservation of individual buildings, but of management of urban centers as a set value. In the case of students who graduate from our School, they will have the advantage that those who made the minor in ARAC will have 18 credits in their favor for the merger.

EDUCATION

Master of Architecture
University of Puerto Rico

1992 to 1998 - Historic District Director,
Municipio Autónomo de Ponce

Historic District Planning
Universidad Menéndez Pelejo Sevilla, Spain

1990 to 1992 - Historic District Director,
Institute of Puerto Rican Culture

Participant, UNESCO Workshop and Course
on Monument, Techniques; Roofing,
Carpentry and Masonry
National University of Haití

1988 to 1990 - Consultant, Institute of Puerto
Rican Culture

Bachelor of Environmental Design
University of Puerto Rico

1986 to 1989 - Consultant, Conservation
Trust of Puerto Rico

ACADEMIC EXPERIENCE

Participant, Preservation Institute of the
Caribbean
University of Florida / Interamerican
University of Puerto Rico

Since 2009 - Coordinator, Adaptive
Conservation and Preservation Experimental
Unit Coordinator, PCUPR School of
Architecture

PROFESSIONAL EXPERIENCE

Since 2003 - President, Atelier 66, CSP

Since 2009 - Faculty, PCUPR School of
Architecture

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



ARST - SUSTAINABILITY AND TECHNOLOGIES

Pilarín Ferrer-Viscasillas

Sustainable technologies and materials are here to stay. Responsible design solutions should strive to be appropriate, cost effective, environmentally friendly and aesthetically pleasing. Architects have an ethical and moral duty towards the creation of sustainable and community oriented urban environments, with the preservation of our natural landscape and resources. Contemporary sustainable architecture is evolving and we must stay abreast of the latest developments, learn about traditional construction methods and use of local materials, and know that infrastructure takes up space and must be included and coordinated with other trades from the very beginning for the successful completion of a project.

EDUCATION

Master of Architecture
University of Puerto Rico

Bachelor of Environmental Design
University of Puerto Rico

2007 - Speaker, APT World Forum, San Juan PR

2006 - Speaker, AIA Florida Convnetion, Boca Ratón, FL

2006 - President, American Institute of Architects, Puerto Rico Chapter

PROFESSIONAL EXPERIENCE

Ms. Ferrer started her professional career in 1985 as an Architectural Designer working on the design of private homes and office buildings. In 1988 she joined the offices of Simon Drury Ltd. in charge of the interior design of banks, offices, laboratories, pharmacies and hospitals.

In 1992 she joined the office of Méndez Brunner, Badillo & Associates to reinforce the Design and Production Departments. Her work as an Architect, has include the interior planning of Federal Government Agency's projects of a highly sensitive nature.

ACADEMIC EXPERIENCE

Since 2015 - Coordinator, Sustainability and Technologies Experimental Unit, PCUPR School of Architecture

Since 2010 - Faculty, PCUPR School of Architecture

2015 - Invited Speaker by SARD and UNIBE, Santo Domingo, DR, ARQTUR

Present - Invited Juror at several Capstone Courses, PUPR School of Architecture

Present - Invited Juror at several Design Courses, UPR School of Architecture

PROFESSIONAL AFILIATIONS

Since 2013 - President, CAAPPR

2010 to 2012 - Secretary General, FCAA

2009 - invited Speaker at the FCAA Congress/ Bienal Havana, Cuba



ARSF - STRUCTURAL FRAMEWORK AND ASSEMBLAGES

José R. Pagán-Parés

The Experimental Unit of Structural Framework and Assemblages (ARSF) provides a new venue for the discussion on the importance of structural assemblies as part of the architectural project. Through this venue, the ARSF Unit has an important role in preparing and guiding future architects in closing the gap between structure and architecture through the design process.

EDUCATION

Master of Design and Restoration of Architectural Structures
Polytechnic University of Catalonia

Master of Architecture
Illinois Institute of Technology

Bachelor of Environmental Design
University of Puerto Rico

PROFESSIONAL EXPERIENCE

Principal, MAPA Arquitectos

Designer/Project Architect, SPACES, Space Planners and Coordination Enterprises

Project Manager, Fuster+Architects, San Juan, PR

Architect, Mercé Martínez Arquitectos, Barcelona, Spain

Architect, Albisu-Pradell Arquitectos, Barcelona, Spain

Intern, Gensler, Chicago, Illinois

ACADEMIC EXPERIENCE

Since 2009 - Coordinator, Structural Framework and Assemblages Experimental Unit Coordinator, PCUPR School of Architecture

Since 2009 - Faculty, PCUPR School of Architecture

2001 to 2002 - Teacher Assistant, IIT College of Architecture

1998 to 1999 - Teacher Assistant, Architecture Summer Camp, UPR School of Architecture



ARLE - LANDSCAPE, ECOLOGY AND ENVIRONMENT

Tamara Orozco-Rebozo

Through the ARLE Unit students are immersed in an interdisciplinary environment that merges disciplines and knowledge regarding the natural and the built environment. Students are exposed to various complexities and scales, ranging from regional contexts, to urban settlements, university campuses, recreation and tourist complexes, agricultural and waterfront sites. The integrated understanding of the natural systems, plant materials, land form and topography manipulation, and construction techniques and materials with an environmentally sound approach are some of the topics that provide our students with the abilities to develop comprehensive and sensitive design solutions

EDUCATION

Bachelor of Landscape Architecture
Louisiana State University

PROFESSIONAL EXPERIENCE

Since 2011 - Director, Recurso Ciudad, PSC

Since 2001 - Consultant, Tamara Orozco-Rebozo Landscape Consulting

2009 to 2012 - Project Manager, Adaptable Paths Inc.

PROFESSIONAL AFFILIATIONS

2012 to 2014 - President, Institute of Landscape Architects of Puerto Rico

ACADEMIC EXPERIENCE

Since 2009 - Coordinator, Landscape, Ecology and Environment Experimental Unit, PCUPR School of Architecture

Since 2009 - Faculty, PCUPR School of Architecture



ARUS - URBAN SCAPES AND COMMUNITIES

Javier Bonnín-Orozco

The Urban Scapes and Communities Experimental Unit explores the nature of the city as the result of the complex interaction of social, cultural, political, economic, environmental, technical and physical forces that shape, transform and influence urban growth and development. The dynamics of transformation in cities and urban environments demand integral interdisciplinary actions to make a sustainable economic and social model. To gain a good understanding of the complexity of urban phenomena in the territories and the cities, its necessary to develop the ability to think in critical, creative and analytical ways across different scales of the city and across the different forces that shape them.

EDUCATION

Master of Architecture
Georgia Institute of Technology

Bachelor of Science in Architecture
Georgia Institute of Technology

PROFESSIONAL EXPERIENCE

Since 1998 - Principal, Bonnín Orozco
Arquitectos, CSP

Chief Advisor for San Juan Territorial Plan,
Directoría de Urbanismo, Municipio de San
Juan

Director, Oficina de Ordenación Territorial,
Municipio Autónomo de Ponce

Chief Architect, Oficina de Plan Maestro de
Ponce

Director, Oficina del Centro Histórico,
Municipio Autónomo de Ponce

Local Director, Plan de Revitalización Integral
del Centro Histórico de Ponce

Intern Architect, Nix, Mann and Assoc.
(Perkins + Will Atlanta)

PROFESSIONAL AFILIATIONS

Member, CAAPPR

Member, AIA

US Green Building Council LEED AP

Member of Advisory Council for Puerto Rico
Land Conservation Trust and its affiliates
(Para La Naturaleza)

ACADEMIC EXPERIENCE

Since to 2012 - Coordinator, Urban Scapes
and Communities Experimental Unit, PCUPR
School of Architecture

Since 2011 - Faculty, PCUPR School of
Architecture

2000 to 2001 - Faculty, UPR School of
Architecture



ARLA - LEGAL AND ADMINISTRATIVE AWARENESS

Joel Montalvo-Bonilla

Through the ARLA Unit students will understand the dynamic relationship between architecture practice and the legal framework that shapes our cities. ARLA focuses on the legal aspects of the development process and architecture practice by providing a comprehensive understanding of the legal basis of the practice, including the Code of Ethics and Professional Conduct, basic concepts of Intellectual Property, liability for defective construction and torts, contracts, permits and land use, administrative law, and government structure.

EDUCATION

Master of Laws
(Litigation and Alternative Dispute Resolution)
The George Washington University

Juris Doctor
Pontifical Catholic University of Puerto Rico

Bachelor of Arts in Political Science
InterAmerican University of Puerto Rico

PROFESSIONAL EXPERIENCE

Since 2009 - Partner, Optim Group, LLC

2005 to 2008 - Legislative Director, Office of the Governor of Puerto Rico

2002 to 2004 - Legislative Assistant, US House of Representatives, Washington, DC

ACADEMIC EXPERIENCE

Since 2013 - Coordinator, Legal and Administrative Awareness Experimental Unit, PCUPR School of Architecture

Since 2011 - Faculty, PCUPR School of Architecture

Since 2010 - Adjunct Faculty Coordinator of the Mediation Training Program, Universidad del Sagrado Corazón



ARDA - DEVELOPMENT ASSESSMENT, ENTREPRENEURSHIP AND FEASIBILITY

Lorna M. Báez-Amely

The Experimental Unit of Development Assessment, Entrepreneurship and Feasibility provides a platform for students and companies to develop, in order to explore sustainable economic development, create a work-space for current and future architects, share knowledge, experiences and best practices, and to advocate business positions on these issues in a variety of forums, working with other universities, governments, business associations and nonprofit organizations. The Unit aims to provide the best education and the best support services for architecture students through real a business experience and collaboration for the support of the creative industry.

EDUCATION

Master of Business Administration in Human Resources (Magna Cum Laude)
Pontifical Catholic University of Puerto Rico

Certificate in Real Estate Appraisal
University of Puerto Rico

Bachelor of Science in Business Administration - Finances (Cum Laude)
University of Puerto Rico

PROFESSIONAL EXPERIENCE

Since 2013 - International Relations, Development and Community Affairs
Coordinator, PCUPR School of Architecture

2005 to 2013 - Regional Director & Business Consultant, Puerto Rico Small Business Technology Development Center

2001 to 2013 - Account Executive, Oriental Bank, Doral Mortgage and City National Bank of Florida

PROFESSIONAL AFFILIATIONS

Member, American Society for Quality, Section 1500

ACADEMIC EXPERIENCE

Since 2013 - Coordinator, Development Assessment, Entrepreneurship and Feasibility Experimental Unit, PCUPR School of Architecture

Since 2014 - Faculty, PCUPR School of Architecture

CAPSTONE YEAR EXPERIENCE

DESCRIPTION

Capstone Experience is a year-long endeavour that each student is expected to undertake with curiosity and confidence, completing a project that aspires to a superior standard of excellence in terms of architectural and technical design quality. Each student is to research, propose and design a project of considerable scale and complexity which will test the skills, abilities and knowledge acquired as the result of five years of formal architectural education. The Experience mission is to inspire every student to think, propose, question, investigate, explore, define, synthesize and answer with audacity, through a demanding program that stimulates creativity and competence.

EDUCATION

Master of Architecture
Tulane University

Bachelor of Architecture
Tulane University

PROFESSIONAL EXPERIENCE

Since 1994 - Principal, Luis Ayala-Rubio Arquitecto

2010 to 2015 - Principal, 3av Arquitectura LLC

1993 to 1994 - Architectural Devices, New Orleans

PROFESSIONAL AFFILIATIONS

Member Comisión Región Sur y Oeste, CAAPPR

Member, AIA

Licensed Architect, Puerto Rico

Member, CAAPPR

ACADEMIC EXPERIENCE

Since 2015 - Coordinator, Capstone Year Experience, PCUPR School of Architecture

Since 2009 - Faculty, PCUPR School of Architecture

1993 - Design Studio Teaching Assistant, Tulane University School of Architecture

LUIS AYALA-RUBIO



RESEARCH CULTURE

DESCRIPTION

The PCUPR School of Architecture has a large interdisciplinary engagement through each of its nine Experimental Units, allowing faculty and students to focus in their interests and specific areas within a theoretical framework and research that is relevant and contemporary with the discipline.

EDUCATION

Ph.D in Anthropology-Archaeology
University of Tennessee, Knoxville

Architectural Conservation-Independent
Training Program
International Centre for the Study of the
Preservation and Restoration of Cultural
Property (UNESCO), Rome, Italy

Eduaction Policy Fellowship
The George Washington University

Smithsonian Predoctoral Fellow
Smithsonian Intitution, Natural Museum of
Natural History, Washington DC

Master of Arts in Anthropology-Archaeology
Miami University, Oxford Ohio

Bachelor of Arts in Classics
Miami University, Oxford, Ohio

Independet Study
University of Athena, Athena, Greece

PROFESSIONAL EXPERIENCE

Prinicpal, Pantel del Cueto & Associates,
Historic Preservation Consultants.
Archaeology, Traditional Architecture &
History

ACADEMIC EXPERIENCE

Since 2015 - Coordinator, Research Culture,
PCUPR School of Architecture

Since 2013 - Faculty, PCUPR School of
Architecture

Faculty, University of Puerto Rico

Faculty, PUPR School of Architecture

AGAMEMNON G. PANTEL

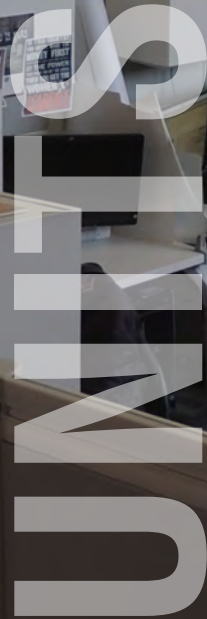


EXPERIMENTAL UNITS

The School of Architecture's curriculum is comprised of an innovative undergraduate structure that examines and integrates each of the field of studies inherent within the profession through a technological and critical engagement of design.

Technology and digital representation processes are central to the theoretical and pragmatic discussion and research of the School of Architecture. Each idea, concept or proposal is conceived and nurtured through serious technological exploration. Throughout the curricular sequence, students are immersed in a multidisciplinary framework. Students are exposed to ten fields of knowledge that constitute areas of expertise. Architectural Representation; History and Theory; Adaptive Conservation and Preservation; Sustainability and Technologies; Structural Framework and Assemblages; Landscape, Ecology and Environment; Urban Scapes and Communities; Legal and Administrative Awareness; and Development Assessment, Entrepreneurship and Feasibility, are the main pillars of our curricular structure, each providing particular and specialized knowledge to our academic ecology and the ability to have a Minor Degree in any of the themes.

COMPLETE A MINOR THROUGH YOUR STUDIES.



ARCHITECTURAL REPRESENTATION

UNIT OBJECTIVES

As digital techniques become more and more versatile, they become less distinguishable from the design process. The wide range of applications that are available are now highly embedded in every facet of architecture from conceptual design to building simulation, to implementation and construction. The digital lab is also embedded in the design training of the students. Rather than have separate classes, the digital lab augments all of the design studios. It not only provides a technical foundation for the studios, but also provides a conceptual basis for problem solving and objective thinking. Each digital lab coordinates with the topics and skills sequence covered in the studio. The digital lab allows the students to learn digital techniques in a progressive manner.

By having the digital labs in the design studios, students are able to use the techniques they are taught to solve immediate design problems they encounter in the studio. The digital component will begin with basic representational techniques and progress to generative techniques then to develop computational design tools. As the students develop these techniques they will always be interfacing with the digital fabrication tools available at the school to build models, mock-ups and prototypes.

The main objective is to develop a new generation of architects aware and prepare with the technological and digital advance needs to create his vision, methods or concepts for his designing and creation process. This courses will practice and implement methods through which architecture will be represented, investigated, presented and designed using the computer. The courses will also challenge you to understand media and how the theories regarding media influence architecture. In this courses we will explore many digital media applications and how digital design can inform architectural production, research and presentation. We will explore a wide range of material – not all of which are typically considered “architectural”. But all will relate to idea generation and the creative process.

COURSE DESCRIPTIONS

ARAD 101 FUNDAMENTAL DESIGN STUDIO I - [Design Studio](#)

This design studio serves as the base for the School of Architecture's Studio Series. The 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. The fundamental themes to be covered within the lecture and studio will include, but will not be limited to, the theoretical and practical implementation of basic geometries, diagramming, programming, form, space, scale, order, sequence, circulation, and composition.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARAD 102 FUNDAMENTAL DESIGN STUDIO II - [Design Studio](#)

The Fundamental Design Studio II is the second in the fundamentals of architecture series. It 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. The students shall be able to visualize architectural design as a potentially complex exercise in form and function while still adhering to the fundamental elements.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARAR 101 DIAGRAMMING AND REPRESENTATION TECHNIQUES - [Digital Laboratory](#)

The Diagramming and Representation Laboratory is the digital base for the Fundamental Design Studio I. The objective of the Lab is to introduce students to digital representation techniques at a level consonant to the themes and concepts being developed within the main Studio. The students will learn to use and experiment with specialized 2-D and 3-D software to document their work for critique in the studio sessions. The students will also learn and use Fabrication techniques and equipment to further enhance their representational abilities and supplement their understanding of the fundamental concepts within a physically tangible environment.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 102 NON-LINEAR DIAGRAMMING AND COMPLEX GEOMETRY - [Digital Laboratory](#)

The Nonlinear Diagramming and Complex Geometry Laboratory aims to parallel and compliment the more complex concepts offered within the second Fundamental Design Studio further enhancing the representational capabilities of the students with more complex tools and techniques. Develop skills for detailed observation and to scale translation of visual and spatial ideas. Advanced tools and digital methods like organic modeling, spatial animation, illumination and materials will give students more powerful representation potential and realistic scenarios to better communicate the concepts and elements studied within the main studio.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 201 HISTORICAL DOCUMENTATION AND REPRESENTATION TECHNIQUES - [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.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 202 DYNAMIC IMAGING AND DOCUMENTATION - [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.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 301 PARAMETRIC MODELING - [Digital Laboratory](#)

Students will use 3D software and Building Information Modeling (BIM) to develop, implement and test systems within architectural designs. Students will also learn to integrate design documentation in a cohesive, cross-referential and all-encompassing manner as required within the realm of graphic representation as pertaining to technical documentation.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 302 PARAMETRIC DETAILING - [Digital Laboratory](#)

Students will use 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. The models will then be readjusted using data gathered from the analysis.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 401 SCRIPTING AND PROCEDURAL MORPHOLOGY - [Digital Laboratory](#)

Students will be subjected to specialized digital tools to be utilized in the development of programmatic and formal landscape design proposals within the ARAD 401 design studio. Using data collected and available through several databases and GIS platforms, students will incorporate analytical factors in benefit of sound design decisions that should come forth in the design studio environment.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 402 TERRITORIAL, URBAN AND INFRASTRUCTURAL DATA ANALYSIS - [Digital Laboratory](#)

Students will use data gathered by GIS software and begin to set up responsive zoning models. Custom interfaces will be developed to adjust zoning models based on economics, density, FAR, transportation, demographics and other qualitative and quantitative aspects of urban conditions. The data produced from these models will be output to spreadsheet based data tables.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 410 INDEPENDENT RESEARCH - [Digital Laboratory](#)

The laboratory aims to provide the technological framework through which students will engage their specific and individual research needs within the ARAD 410 studio through which research projects shall evolve and flourish. Students will engage in the use of research tools, graphic schematization and data mapping as well as with individual graphic design presentation methodologies and deliverables.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR 420 INDEPENDENT RESEARCH II - Digital Laboratory

Students will explore the dynamic character of site selection, legal boundaries, and contextual assertions through the use of research and digital tools as used by developers and design professionals. Students will also learn the process of market and construction feasibility through the integration of economics, research, construction cost and life-cycle cost, to better understand the core structure of the decision making process in the real estate development realm.

4 HOURS, 1 SEMESTER, 1 CREDIT

ARAR Electives Courses

ARAR 404 COGNITION, PERCEPTION, REPRESENTATION OF FORM AND SPACE - Elective

The course shall expose students to the cognitive and perceptual process of spatial experience and its relationship to the production and analysis of space and form. Graphical documentation through descriptive hand sketching and mechanical drawing shall include perspective, shade, shadow as well as the concepts of scale and proportion within the framework of plan, elevation and section drawing.

3 HOURS. 1 SEMESTER, 3 CREDITS

ARAR 405 ARCHITECTURAL FRABRICATION STUDIO I - Elective

The course immerses student in a collaborative, team working environment focused on the development and fabrication of specifically designed architectural pieces, while providing a hands-on fabrication experience that will develop their problem solving and manufacturing skills. The students will work hand in hand with an industry partner that will guide them through very specific constraints, teaching them a deep understanding of the issues related to the project development, technical specifications, fabrication methods and architectural complexities.

3 HOURS. 1 SEMESTER, 3 CREDITS

ARAR 406 GRAPHIC DESIGN: CONCEPTS AND TECHNIQUES - Elective

The Graphic Design: Concepts & Techniques course aims to introduce students to the realm of Graphic Design, specifically typography, print and packaging, and more advanced graphic programming both through traditional and digital techniques. The students shall be able to visualize graphic design as a potentially complex exercise in form and function while still adhering to the fundamental elements.

3 HOURS. 1 SEMESTER, 3 CREDITS

SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

HISTORY AND THEORY

UNIT OBJECTIVES

There is a common factor on historic and theoretical studies in the profession of architecture, and it is that history can be primarily used to locate a specific point in time within a linear procession of events. However, as useful as that knowledge can be, the Academy needs to be innovative in the far richer process on utilizing history and theory as elements of architectural judgment and reflection. Those elements are of greater value for the creation of space on contemporary contexts.

With a comparative and contrasting method in mind, one can look to the past and learn of the future. The appraisal of our own culture, to discover new trends or even create one with a theoretical discourse. The value of those disciplines are not being put in doubt, but are being questioned and are being pushed to provide the answers to present problematics in

The main objective is to develop a new generation of multidisciplinary professionals well aware, not only of how his/her surroundings and environment affect his designing and creation process, but also the knowledge of the history of architectural culture that emphasizes that process, as well as how the latter can be changed and modified to achieve the cities of the future.

COURSE DESCRIPTIONS

ARAD 201 ANALYTICAL DESIGN STUDIO I: HISTORY AND THEORY - *Design Studio*

The first of the Analytical Design Studio series, the History and Theory design studio is presented as the link between the fundamentals of architecture and the historical basis of design. The studio aims to introduce students to the historical background of architectural design based on the cultural, social, economic, political and chronological threads that have defined architecture as a physical manifestation of the impending thoughts of a people at a specific point in time.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARHT 101 ARCHITECTURAL HISTORY I: PREHISTORIC TIMES TO BAROQUE PERIOD - *Theory*

The course aims to provide a panoramic and chronological perspective of architectural design and culture through the means of in-depth analysis and critique of the prevalent philosophies, theories, and precedents of architecture from Prehistoric Times to Baroque Period in Europe and Asia.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARHT 201 ARCHITECTURAL HISTORY II: NEOCLASSICISM TO CONTEMPORARY WESTERN CIVILIZATION - *Theory*

The course aims to provide a panoramic and chronological perspective of architectural design and culture through the means of in-depth analysis and critique of the prevalent philosophies, theories, and precedents of architecture from Neoclassic era to contemporary western civilization.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARHT 301 ARCHITECTURAL HISTORY III: LATIN AMERICA AND PUERTO RICO - *Theory*

Students will be provided with an holistic overview of the history and theory of architecture in Latin America, the Caribbean and Puerto Rico through the political, social, economical and cultural processes that have given birth to the exercise of architectural design in Puerto Rico and its proximities, and the theoretical and technological constructs brought forth by global influences and local local needs from pre-colombian to contemporary times.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARHT Electives Courses

ARHT 401 RE-DIMENSIONING ARCHITECTURAL THEORY - *Elective*

The main symbolism on architecture will be studied from the philosophical and the theoretical points of view that constitute the core of innovative thinking and the production of novel ideas. The work of the principal theorists from the 20th century will be examined in order to inform current architectural practices ranging from a local context to an international scale.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARHT 402 INFLUENTIAL PRACTICES ON RECENT HISTORY OF ARCHITECTURE - *Elective*

This course is meant to be a continuum of the last chapter in ARHT 201, following the work of influential exponents of the past 15 years in Design. The choosing of the architects to be studied will be made taking into consideration their interests, specialization and recent contributions to the profession.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARHT 403 HISTORY OF EMERGENT DIGITAL PHILOSOPHIES - *Elective*

The objective of this course is to examine the origins of the virtual space as a living-breathing architectural organism, one proficient enough to project a radical shift on methodologies, strategies and experimentation. Those facts prove relevant to the critical analysis and examination of the emergent digital philosophies intended for this course for the students to understand the direction that the professional practice is taking.

3 HOURS, 1 SEMESTER, 3 CREDITS

ADAPTIVE CONSERVATION AND PRESERVATION

UNIT OBJECTIVES

Current schools of thoughts that deal with issues of preservation in architecture position themselves as leading strategists within the technical aspects of the discipline. However, for a new and innovative approach to historical buildings intervention, two more aspects should be taken into consideration in addition to the structural and assemblage point of view. First, the architectural programming, implicated in the reuse of a structure; and second, the contextual impact that the intervention will have in the perception of the place.

The Academy should not be looking for inert postures in the preservation discourse, but to be receptive to an evolutionary process in which the concepts prevail over the physical qualities. Constant changes in time is what create one with a theoretical discourse. The value of historic architecture should not be frozen. An innovative program should be looking for the evolving process in every element of design. From new detailing methods to new aesthetics perceptions, the course of action within adaptation would be not to impose but to understand the meaning. and be aware of the possible significance.

The main objective is to develop and produce highly efficient and well rounded design professionals with a comprehensive understanding and hands-on ability in the historic restoration field.

COURSE DESCRIPTIONS

ARAD 202 ANALYTICAL DESIGN STUDIO II – ADAPTIVE CONSERVATION AND PRESERVATION - *Design Studio*

The studio aims to provide an introduction of the methodology of preservation of historically significant buildings and urban environments, as well as the more interventional adaptive conservation, rehabilitation, and reuse. Students will be asked to think broadly and consider planning, zoning, and other techniques as a way to supplement traditional conservation and/or preservation methods, with particular attention to the concepts of identity of place and public policy as both a limitation and opportunity.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARAC 101 FUNDAMENTALS OF HISTORIC PRESERVATION AND CONSERVATION - *Theory*

The course is conceived as the formal 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. The course will center on the particular language of historic preservation by introducing students to concepts such as: Restoration, Reconstruction, Rehabilitation and Reuse, and the particular setting and conditions where their implementation is validated.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC 201 PRESERVATION TECHNIQUES, METHODS AND STRATEGIES FOR BUILDING SYSTEMS - *Substance*

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

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC 301 CONSERVATION PLANNING STRATEGIES AND POLICIES - *Implementation*

The purpose of the course is to expose students to planning policies and regulations that define the process of implementing innovative strategies in historic preservation practices and needs. The course provides an opportunity to take an in-depth look at historic preservation and conservation programs at the state and local levels. The student will research current policies such as executive orders, judicial decisions, regulations, standards, and guidelines that have a direct effect on the implementation of planning strategies.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC Electives Courses

ARAC 401 THE ECONOMICS AND FINANCES OF HISTORIC PRESERVATION - *Elective*

The purpose of the course is to exposed students to the economics of historic preservation and the financial techniques used to encourage the preservation of historic property. The course will combine an investigation of the economic activities and impacts of historic preservation and then look at how financial programs are used to try to change or increase those impacts. The course is intended to provide the student with an appreciation of the fundamental role of economics in describing historic preservation decisions and to prepare the student to understand the effect of market forces on historic preservation decisions.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC 402 CULTURAL AND HERITAGE TOURISM - *Elective*

The purpose of this course is to introduce students to cultural and heritage tourism, a type of tourism that focus on traveling to experience the places, the architecture and the cultural activities that authentically represent the stories and people of the past and present. It includes cultural, historic and natural resources. The course will investigate the underlying potential for historic preservation to become the catalyst for new heritage tourism development.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC 403 PRESERVATION RESEARCH STRATEGIES - *Elective*

This course addresses research strategies and documentation techniques used by professional historic preservationists to identify and record historic structures and sites, with emphasis 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.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARAC 430 IN THE PATH OF LIME: ORIGIN, HANDLING, PERFORMANCE AND APPLICATION OF LIME BUILDINGS - *Elective*

The course consists of a travel/study to the City of Cartagena de Indias in Colombia. It will expose the students to the origin, handling, performance and application of lime as an essential material in the restoration of historic buildings; specifically, its application in the construction of walls, bricks, mortar, plaster, whitewash, details and ornaments. Students will also have the opportunity to enrich their cultural and academic formation through exchanges with other students, teachers and local practitioners from Colombia and South America.

TRAVEL, 1 SEMESTER, 3 CREDITS

SUSTAINABILITY AND TECHNOLOGIES

UNIT OBJECTIVES

The coordinated and aesthetically pleasant inclusion of technological advances has been of foremost concern in the development of sustainable and Earth friendly contemporary architecture. A critical aspect of the interaction between architecture and technology is the way in which they have continually redefined each other. Crucial to this approach is establishing good communication with the other disciplines that are commonly part of a project such as: structural and civil engineering, landscape architecture, mechanical and electrical engineering, computer programming and ecological sciences. They all work together towards an intelligent and viable sustainable approach to the design solution.

The result of the meshing of sustainable technologies within the architectural design process has transcended the supplementary stage to becoming a complimentary and very much anticipated expression of the design and though processes involved in arriving at a responsible architectural project. Contemporary sustainable architecture is dynamic and in constant evolution. It should not only strive to implement new and state of the art materials and techniques in projects, but it should also find the time to take a serious look at the architectural past, learn from successful traditional/indigenous construction methods and from the wisdom found in the use of local materials. Learning from past experiences will enable architects to apply the knowledge resulted from years of trial, error and experience.

Performance systems are no longer machines that claim spaces on buildings they are now an integral and intimate part of the tangible and intangible components that make up a structure and contribute to the functions, requirements and adequate environment conditions that enable cultural expression and life within them to flourish. Early history of humanity for the most part has been the result of reactions to current socio-economical circumstances, specific natural environmental conditions and much needed protection from the elements, employing technologies based on the use of readily available materials. Buildings are no longer just an adequate response to a design problem; they have become a living and breathing technological machine, capable of addressing efficiently a multiplicity of challenges, striving to do it each time with a minimal impact on the natural or already built environment.

The main objective is to let our students get a real sense of what architectural practice is about. This includes the vast array of ever changing technologies and materials available and how these take up space, and must be carefully coordinated with other trades. Is to explain and help students understand how all this information translates into plans and specifications and the sequence of events that lead to the successful completion of a project. Is to make our students aware that an architect should be a professional skillful in the application and knowledge of the latest technologies and that it will be his/her responsibility to include them intelligently in order to attain a harmonious solution.

COURSE DESCRIPTIONS

ARAD 301 EXPERIMENTAL DESIGN STUDIO I: SUSTAINABILITY AND TECHNOLOGIES - *Design Studio*

This Experimental Design Studio aims to provide a fundamental understanding of the mechanical, electrical, lighting, and fire protection systems, and their integration within and complimentary to the building envelope. The symbiotic quality inherent within systems integration will be examined through the concepts of comfort, design capacity, performance and range. Students will be able to select systems that meet criteria for specific design problems and perform in a programmatic scale with efficiency, both at the systems level as well as at a human (user) level.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARST 101 TECTONICS ON MATERIAL APPLICATIONS AND METHODS - *Theory*

The 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 tectonics of architectural composition.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARST 201 INTRODUCTION TO MECHANICAL AND ELECTRICAL SYSTEMS - *Substance*

This course is an introduction to the concepts of environmental systems in architecture. Comfort, climate, passive systems, ventilation, mechanical systems and life safety are discussed in relation to their implication on architectural form and design. Issues of sustainable development, energy use and environmental considerations will be addressed from both personal and regulatory perspectives as a means to explore alternate methods of design. Students will obtain an expanded view of building systems integration as required to achieve a higher level of efficiency on their architectural projections.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARST 301 BUILDING ACOUSTICS, ILLUMINATION, AND SPECIAL SYSTEMS - *Implementation*

This course emphasis on the technical and design criteria used for the selection and implementation of artificial lighting, day-lighting, acoustics, telecommunications and other specialized systems within a practical and experimental scenario and their implications on architectural form and function. Sustainable system integration will also be emphasized throughout the course.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARST Electives Courses

ARST 401 AESTHETICS ON ENERGY CONSCIOUS ARCHITECTURE - *Elective*

New systems for building operation, maintenance and performance, from an energy conscious perspective, inevitably produce new design postures that meet the constant evolutionary changes of technology. They also produce fresh and innovative aesthetics that challenge and provoke a new architectural vocabulary. The course aims to challenge preconceived ideas of what architecture should be and how it should look once energy conscious systems and strategies are implemented within a design proposal. Green building strategies will be examined to inform the decision making processes in design.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARST 402 SUSTAINABLE ARCHITECTURE AND TECHNOLOGICAL ADVANCES - *Elective*

High-end technological achievements have been primary themes in the architectural design process that claims radical innovation as a key concern in professional discursive and debates. At first hand, technology was integrated to make architecture a viable and habitable professional exercise, but today's advances have promulgated an evolution of sensibility and social/cultural impact. A new breed of building methods has been created that observes radicalism and expressionism as essential qualities of recent architecture. This course will position the students enrolled into the contest between the pragmatic functionalism and the celebrated formal experimentations, both workable and viable through the concept of sustainability.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARST 403 LEADERSHIP IN GREEN BUILDING DESIGN AND CONSTRUCTION - *Elective*

The course provides students, through lectures, case studies and self-analysis, a full comprehension of the framework of USGBC and LEED, including building assessment, processes, systems, design, energy use, materials, environment, implementation and analysis during building design, construction and operation.

3 HOURS, 1 SEMESTER, 3 CREDITS

STRUCTURAL FRAMEWORK AND ASSEMBLAGES

UNIT OBJECTIVES

The common definition of the word structure would be explained in terms of the organizational or interrelation of all the parts of a whole. In those terms structures exist almost everywhere even on intangible things. From an engineering point of view, the structure of a building can be defined as the assemblage of those parts that exist for the purpose of maintaining shape and stability. In terms of architecture, the structure of a building is an inseparable part of the building form, or even the generator of its morphology.

Used skillfully, the building structure can establish or reinforce orders and rhythms among the architectural volumes and surfaces. It can be visually dominant or recessive and can develop harmonies or conflicts. It can be both confining and emancipating, and unfortunately in some cases, it cannot be ignored. It is physical.

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

COURSE DESCRIPTIONS

ARAD 302 EXPERIMENTAL DESIGN STUDIO II: STRUCTURAL FRAMEWORK AND ASSEMBLAGES - Design Studio

Through this Experimental Design Studio, students will comprehend the three key concepts that must be present in every building structure: stability (framing), strength/stiffness (materiality), and economy (systems). The elaborated project must demonstrate skillfulness in the application of those key concepts and at the same time be perceived as a cohesive response to the architectural problem.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARSF 101 ARCHITECTURAL STRUCTURES I: STATIC AND STRENGTHS - Theory

This course intends to convey the general concepts of applied forces to a building structure. It is an introduction to the analysis and design of building structural systems and the evolution and impact of these systems on architectural form. The course seeks to develop a student's analytic and critical skills through both mathematical and visual investigation of structures, structural classifications, fundamental principles of mechanics, computational methods, and the behavior as documented in case studies.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARSF 201 ARCHITECTURAL STRUCTURES II: COMPOSITE CONSTRUCTION ON WOOD AND STEEL - Implementation

This course intends to provide basic theoretical concepts for the design and calculation of steel and wood structures, the properties of both materials and the related structural elements manufactured for building construction. It introduces the concepts for the design and dimensioning of structural members and a range of modular systems for construction. As part of the course, students will learn to use technologies for the correct structural reinforcement and restoration of existing buildings. Structural, aesthetical and assemblage differences will be discussed in order to gain full command in the decision making process of design.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARSF 301 ARCHITECTURAL STRUCTURES III: MONOLITHIC CONSTRUCTION ON MASONRY AND CONCRETE - Implementation

The course is intended to provide the basic theoretical concepts for the design and calculation of reinforced concrete and masonry structures, common uses, applications, and analysis to fully develop the skills in the expressionism within design exploration and experimentation. Students will also learn to use technologies for the correct structural reinforcement and restoration of existing buildings using these materials.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARSF Electives Courses

ARSF 401 MORPHOLOGY OF GLASS AND LIGHT - Elective

The course provides students, through lectures and case studies, a full comprehension of the nature and use of glass as a determinant in the morphology of buildings. Attention will be given to materials, applications, and mayor envelope systems, with a special emphasis on the structural implications of different systems.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARSF 402 FLEXIBILITY AND MALLEABILITY ON TENSILE STRUCTURES - Elective

This course comprehends a study on the construction of elements carrying only tension and no compression or bending. It is intended to provide students the knowledge of a completely viable structural system most often used for roofing as it can economically and attractively span large distances. It introduces the student to the concept of Biomimicry (getting ideas from nature for the way we make or do things) and how it can be related to tensile structures.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARSF 403 COMPLEXITIES AND SYMBOLISM ON HIGH TECHNOLOGY BUILDINGS - Elective

The course provides students with the knowledge for designing viable structural system for large scale buildings, including principles of high technology architecture towards more ecological concerns. This course will focus on the design of high technology buildings, which express their structure on the outside as well as their inside, are sensitive with their environments, benevolent to their occupants and economically viable to build and maintain. Special attention will be made to the work involving highly advanced software.

3 HOURS, 1 SEMESTER, 3 CREDITS

SCHOOL OF ARCHITECTURE
PONTIFICIAL CATHOLIC UNIVERSITY OF PUERTO RICO

LANDSCAPE, ECOLOGY AND ENVIRONMENT

UNIT OBJECTIVES

The actual condition and issues of the environment, such as the climatic changes, the global processes of production and the process of consumption, claim an innovative approach from the disciplines that have the knowledge to make territorial interventions on our cities. Landscape Architecture, Botany, Ecology and Geology are some of those disciplines that have the necessary comprehension of our natural resources. However, the division between profession, academy and faculty has limited the effective integration of knowledge on integral solutions to the problems that we encounter as a society.

The protection and conservation of natural resources, the enjoyment of sceneries and natural habitats, the recuperation of brownfields, the consolidation of green infrastructures on our cities, the development of advanced technologies to protect the environment, and the design/implementation of public spaces with high environmental and aesthetic qualities are some of the challenges that contemporary societies encounter. The Academy, through innovative programs, must educate professionals with the capacity of integrate their knowledge on

The main objective is to instill architecture students with a sensitivity and understanding of the natural processes that shape our social, cultural and natural environment on a local, regional and global scale, by exposing them to the latest technological knowledge available and an applied approach, hence provoking exploration and the creation of new knowledge.

COURSE DESCRIPTIONS

ARAD 401 CONTEXTUAL DESIGN STUDIO I: LANDSCAPE, ECOLOGY AND ENVIRONMENT - Design Studio

The design studio aims to provide students with a holistic understanding of the ideological, architectural, socio-economical, physical and technological aspects inherent to the organization and morphology of human communities through the implementation of a fully developed landscape architecture project. Students shall be exposed to the inherent qualities and implications of the contextual environment, the topology of the organic canvas, the concept of presence and scale, flow and circulation, ecosystems and the sense of awareness and sensibility towards the natural environment and its juxtaposition within the human realm.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARLE 101 BUILT ENVIRONMENT AND CULTURE IN THE HISTORY OF LANDSCAPE ARCHITECTURE - Theory

With the objective of obtaining the necessary knowledge on the landscape architecture practice history, this course will focus on understanding the concepts of place, context, society and natural culture through interdisciplinary cross studies. 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 in both western and non-western traditions.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE 201 ENVIRONMENT CONSTRUCTION PROCESSES, MATERIALS AND TECHNIQUES - Substance

The course provides the foundation for site design in landscape architecture through four general bodies of knowledge: Geometrics, Landform Manipulation, Site Systems, and Computer Applications for Site Analysis and Design. Building on ecological components of the curriculum, the course provides the first site specific and physical understanding of basic site systems critical to every landscape architecture design.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE 301 ECOLOGICAL PRINCIPLES IN THE BUILT ENVIRONMENT - Implementation

The course focuses on basic ecological principles and concepts at two general scales: the small-scale site, and the larger regional-scale landscape. It aims to present the design of the built environment as an ongoing activity integrating ecological, social, and cultural values. Key concepts explored in the class include: population, community, ecosystem, land use patterns and policies, development and resource management, community design issues, and strategies for improving environmental integrity and quality of life.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE Electives Courses

ARLE 401 URBAN ECOLOGY - Elective

This course is intended to introduce students to contemporary literature on urban sustainability and to provide a forum for discussion about theories, applications, and practices towards the planning and design of sustainable and ecological urban environments. The course will rely on readings, discussions, papers and presentations to help each student develop a framework and conceptual vocabulary that can be applied to the planning and design of urban landscapes and a city's "green" infrastructure.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE 402 PLANTING MATERIALS IN LANDSCAPE DESIGN - Elective

This course will study the values of native and ornamental herbaceous and woody plants of the region and their use in landscape design. The design suitability of plants of the region will be studied through fieldwork, case studies, hand and computer rendering, and digital and photographic resources. Students will study plant taxonomy and the use of identification keys. The use of mulches, geo-textiles, mycorrhizal inoculation, soil management and amendment, site protection, and arboricultural protection in the establishment and management of contemporary landscapes systems will be studied.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE 403 ADVANCED LANDSCAPE ARCHITECTURAL DESIGN - Elective

This course will provide students with additional review of landscape architectural theories and issues. Topics are related to issues that have been introduced in previous studios and courses, and it is intended to provide a framework for follow-up investigation and exploration. This allows students to select a topic of interest to explore with greater intensity and detail. Emphasis will be given to larger scale projects where students can show their ability to investigate urban form, community identity and open-space systems in sensitive contextual environments.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLE 404 AT THE PLAZA: 78+ CULTURAL LANDSCAPES - Elective

This course invites students to explore the process of inter-disciplinary collaboration and field research with the purpose of understanding the 78+ municipal Plazas of Puerto Rico, starting with approximately 20 Plazas to be undertaken during a first work session. The course includes intensive field work, digital explorations to ensemble and edit the gathered data, lectures and discussions about the history of Puerto Rico, urban design and themes regarding: design, politics, use, preservation, and cultural influences in these public spaces.

3 HOURS, 1 SEMESTER, 3 CREDITS

URBAN SCAPES AND COMMUNITIES

UNIT OBJECTIVES

The dynamics of transformation in cities and urban environments demand integral actions to make a sustainable economic and social model. The understanding of a city has been historically abducted by the disciplinary methodological approximations of the professions that traditionally have been responsible of presenting solutions and implementing projects and master plans. Given this situation, the development of social, political and economical knowledge on territories and cities happens is isolated without a common transdisciplinary platform to be the catalyst of innovative approximations to the problematics prevailing.

The curricular structure of the Academy has been part of the problem. Cities and territories are complexities that resist ordinary categorization and isolation of problems to resolve. The Academy has the responsibility of gestate innovative methodologies, knowledge and professionals to confront the intricacies of the urban environment.

The main objective is to develop a new generation of Urban Design professionals well aware, not only of how his/her surroundings and environment affect the designing and creation process, but also the social, economical and political forces that guide that process, as well as how the latter can be changed and modified to achieve the cities of the future.

COURSE DESCRIPTIONS

ARAD 402 CONTEXTUAL DESIGN STUDIO II: URBAN SCAPES AND COMMUNITIES - Design Studio

The Design Studio investigates the concepts of urban fabric (zoning, context and boundaries), scapes (perception, verticality and landmarks), density (urban enclosure, mass, equilibrium), weave (circulation patterns, nodes, pockets, time sequencing, dislocations and connections), habitat (pedestrian/vehicular realms, work, live and play settings) and rituals (gathering, clustering, social consciousness, culture and human scale) intrinsic to the analysis, study and creation of urban and architectural environment in today's society.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARUS 101 THEORY AND PRINCIPLES OF URBAN DESIGN - Theory

This course investigates the relationship between socio-cultural, economic and political practices, and the development and organization of contemporary urban environments, based on the premise that space is an active structuring element of human experience. Using theoretical orientations from urban planning, landscape architecture, architecture, geography, sociology, and cultural anthropology this course will investigate how social structures are spatially embedded in contemporary built environments. It will explore both western and non-western environments with emphasis on environments that students are likely to be unfamiliar with.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARUS 201 TERRITORIAL AND URBAN PUBLIC POLICY IN A GLOBAL SOCIETY - Substance

This course explores the social and economic context of housing and urbanism as it interacts with the formulation and implementation of strategies of urban development and with the redefinition of the role of architects and planners in the making of cities. It offers a comparative analysis of the changing nature of cities and housing in the context of globalization, economic adjustment and political restructuring, placing strong emphasis on issues of policy and planning, and on current reforms in systems of urban governance.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARUS 301 TERRITORIAL PLANNING STRATEGIES ON INFRASTRUCTURES AND COMMUNITIES - Implementation

This course will expose the student to the notion of territory, infrastructure and community through studies on city operation, administration, regulation and citizenship organization. By exhaustive critical analysis of case-studies, students will be developing and presenting ideas to position themselves at the urbanism discussions throughout the globe with local application.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARUS Electives Courses

ARUS 401 STUDIES ON EMERGENT URBAN PRACTICES - Elective

The course exposes the student to the latest theories in the practice of urbanism, from the establishment of landmarks, the creation of urban fractures and the implementation of new and innovative city fabrics, and other advanced urban strategies studies. The course will focus on studying the emerging urban and planning practices from around the world through the analysis of recent projects, proposals and competitions. Case studies from the emergent urban practices will be analyzed to understand the theoretical, technological and socioeconomically impact of the proposals.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARUS 402 URBAN ECONOMIC AND FINANCIAL MILIEU - Elective

This course will focus on economic forces/reasons behind the formation and development of cities, examination of the trends of urban development, investigation of city spatial structure and comparison of city system in a formal and rigorous manner. The course is balanced by wide range topics such as housing, transportation, land use, urban sprawl as well as between theory and empirical studies. The essential premise will be that understanding the fundamentals of the interaction is a necessity to develop sound urban policies and conduct policy impact analysis.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARUS 403 URBAN SOCIOLOGY AND THE CULTURES OF CITIES - Elective

This course exposes the student to an interdisciplinary research approach to the political, social and economic factors affecting the growth and development of cities. It will introduce students to many of the major social issues confronting our nation's cities by focusing specifically on the problem of urban social interactions. The importance of different cultural settings in determining how social, political, and economic problems emerge and grow will be emphasized.

3 HOURS, 1 SEMESTER, 3 CREDITS

SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

LEGAL AND ADMINISTRATIVE AWARENESS

UNIT OBJECTIVES

Much has already been written of the grim threat that has faced the architectural profession, the threat of extinction by legal liability and poor risk management strategies. Through the legal awareness unit, students will understand the dynamic relationship between architecture practice and the legal framework that shapes our cities and way of living. The intention is to provoke discussion an analysis of how cities and urban planning can be changed by modifying the laws, regulations and ordinances that direct and influence them. The focus is on the business and legal aspects of the design process and architecture practice by providing a comprehensive understanding of the business and legal basis of the practice, including the Code of Ethics and Professional Conduct, basic concepts of Intellectual Property, liability for defective construction and torts, contracts, permits and land use, administrative law, and government structure.

The main objective is for students to understand the dynamic relationship between architecture and the legal framework that shapes our cities and way of living. The intention is to provoke discussion an analysis of how cities and urban planning can be changed by modifying the laws, regulations and ordinances that direct and influence them.

COURSE DESCRIPTIONS

ARLA 101 CODES AND REGULATIONS IN ARCHITECTURAL DESIGN - Theory

This course is intended to introduce the student to the basic concepts of property law as well as the jurisdiction of administrative agencies in the development process. The course emphasizes on the historical and constitutional origins of government power over land, as well as contemporary practical legal aspects of transactions, finance, and the concept of the Registry of the Property. Lectures will be oriented towards an understanding of the local and federal regulatory environment and codes while examining its direct interaction with the architectural design process and decision making initiatives.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLA 201 PROFESSIONAL PRACTICE AND CONTRACTUAL PROCEDURES IN ARCHITECTURE - Substance

This course is intended to introduce the student to the basic legal concepts and issues that comprise the architectural profession and its direct interaction with the design, development, and construction processes. The students will engage in an intellectual dialogue comprising relevant legal concepts and their effect on design intentions, architect-client relationship and contractual procedures.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLA Electives Courses

ARLA 401 REAL ESTATE DEVELOPMENT PROCESS - Elective

This course is intended to provide an in depth look into the real estate process through a legal perspective from the developers standpoint. By a series of lectures students will analyze the social and cultural implications of the convergences between multiple planning strategies being established at the same time and on the same territory. The course will cover permitting, land use and zoning parameters, environmental issues, municipal ordinance, public policy issues and the importance of due diligence.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLA 402 PUBLIC-PRIVATE PARTNERSHIPS – Elective

The course will provide the framework for understanding public private partnerships (PPP), its origins and history, the different types PPP's, a comparison between European PPP's and their counterparts in America, the Puerto Rico Public-Private Partnerships Act and the applicability of this model to the development of the urban and architectural landscape.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARLA 403 VALUE AND APPRAISAL OF LAND - Elective

The purpose of this course is to expose the students to the basic principles of land valuation and appraisal, and its effects in the development of land from a legal standpoint. Land valuation and appraisals will be presented as one of the most important issues in real estate and as the usual first step in the determination of developing a project.

3 HOURS, 1 SEMESTER, 3 CREDITS

DEVELOPMENT ASSESSMENT, ENTREPRENEURSHIP AND FEASIBILITY

UNIT OBJECTIVES

The practice of architecture, under its traditional role, has required practitioners and design professionals to function as consultants to the more encompassing and lucrative phenomena of real estate development. Be it by custom or limited knowledge on the subject, architecture professionals have limited their involvement and secluded themselves to the physical aspect of the business. It is the intention of this Experimental Unit to go deeper into the business aspect of real estate development (project feasibility and viability, financing, marketing, and investment return) to create a local awareness on the possibility of entrepreneurship by architects and designers and alternative business opportunities complimentary to the practice. Although many of the concepts behind the business of development lead to the concept of lucrative and sound business practices, the pitfalls and risk of the industry must also be studied in detail. Critical thinking and inquiry may well begin with a rediscovery of what really means to be a professional architect, both as a design professional and as an entrepreneur.

The main objective is to create new architects with the skills and abilities to handle each of the stages that compose the real estate development process so they can perform on a more functional, dynamic and efficient manner. On the other hand, in addition to train future architects prepared to perform traditional activities inherent to the industry, the intention is to build an entrepreneurship culture, leadership, and vision that enable them to implement mechanisms and structures for a more efficient practice.

COURSE DESCRIPTIONS

ARDA 101 ENTREPRENEURSHIP ON DEVELOPMENTAL POLITICS - Theory

Students will be subjected to learning experiences from case studies and their integration to real projects through data implementation from the cross-disciplinary alignment and management strategies. Students will also be able to assess business risks and become skilled leaders among public (always a partner) and private developers, engineers, land planners, contractors, consultants, attorneys, analysts, accountants, real estate brokers, financial players, among others to work towards the same goals. The final goal is to produce a well-crafted and documented scenario that is suitable for development and shows entrepreneurial knowledge within the field of architectural development.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARDA 201 ECONOMIC FEASIBILITY AND FINANCES ON REAL ESTATE - Substance

This course introduces students to the fundamentals of cost effective real state planning by providing the students a fundamental understanding of financial statement, cash flow projection, accounting systems, project budgeting, market research and analysis, feasibility and public relations. The dominance of the mentioned areas will provide leadership characteristics to the future architect to lead with integral and universal comprehension the evolution of society.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARDA 301 MARKETING AND BRANDING THROUGH COMMERCIAL COMMUNICATION SKILLS - Implementation

This course emphasizes on marketing definitions and concepts to position design initiatives, ideas and real estate development projects through the use of marketing, branding and effective communication skills. Students will be encouraged to engage target markets and utilize branding and marketing skills to create media plans, on site promotions, property development and management plans, financing strategies and portfolio/asset supervision.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARDA Electives Courses

ARDA 401 STRATEGIC ADMINISTRATION - Elective

This course, through case studies and group discussions, will present the architect as a strategic and visionary leader, capable of administrating a successful business through strategic planning and administration, effective task distribution, and the development of organizational models combining traditional administrative functions with performance oriented goals.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARDA 402 BUSINESS PLAN DEVELOPMENT - Elective

The course aims to provide the tools necessary to create ground breaking business models with the capability of being implemented as soon as the students become practitioners. The goal of this course is to give enrolled students the necessary skills to accomplish their self-discovery in order to find their true professional identity and begin the process of becoming strategic architects and entrepreneurs.

3 HOURS, 1 SEMESTER, 3 CREDITS

ARDA 403 ADMINISTRATIVE INITIATIVES - Elective

In this course formal compensation program will be explained as the basic management tool for ensuring that employees and all human resources are satisfied; assuring that both, internal and external equity are maintained an efficient control of the compensation costs. Such a program will help to attract the top available talent, retain core employees, and encourage longevity while efficiently using financial resources.

3 HOURS, 1 SEMESTER, 3 CREDITS

CAPSTONE YEAR EXPERIENCE

EXPERIENCE OBJECTIVES

The final curricular year is conceptualized as a single experience consisting on a first semester of Research and Conceptual Design, and a second semester of Development and Presentation of a Final Design Solution Proposal. By the end of the eighth Design Studio students must present an abstract of the topic that they are selecting for their Capstone Year for evaluation, comments and approval of a Faculty Evaluation Committee. By the end of the first Capstone Year semester students must present, in addition to the written research document, a schematic of their design proposal. By the end of the second Capstone Year semester students must present a comprehensive architectural solution to a complex design problem. ARAD and ARAR time will be dedicated to working on the design solution. The rationale is that this supervised time will contribute to ending with a more mature, better resolved Capstone Project. With the idea to reinforce the vertical connection of our Program, the Midterm and the Final Juries con the Capstone Experience Year will be integrated by faculty members representing all of the Experimental Units.

The main objective is to promote a more rational and comprehensive final curricular experience, contributing to students ending their academic career producing an architectural solution to a complex design problem.

COURSE DESCRIPTIONS

ARAD 410 DEVELOPMENTAL DESIGN STUDIO I - *Design Studio*

The Design Studio aims to establish an inquiry based framework for the subsequent design exercise in ARAD 420. It is meant to establish the theoretical and investigative development of a hypothesis in order to identify, analyze, and synthesize processes and contexts to inform a prospective architectural design statement. Students will work individually on a specific design opportunity (defined as a problem) of their choosing in order to derive a comprehensive architectural program as well as a traceable thought process to establish the critical and intellectual foundation for a subsequent detailed architectural project of medium to large scale.

8 HOURS, 1 SEMESTER, 5 CREDITS

ARAD 420 DEVELOPMENTAL DESIGN STUDIO II - *Design Studio*

This Design Studio provides the opportunity to develop and take to a more detailed and mature level the Capstone project schematic proposal presented by the student in the previous semester. The course aims to promote an advanced design process with the goal of producing a comprehensive architectural solution to a complex design problem. This proposal should clearly demonstrate the dexterity of the student in the coordination and integration of the multiple factors affecting the design solutions. This is including, but not restricted to, fundamental architectural, technical and construction aspects; physical, cultural and social context; environmental and sustainability awareness; programmatic, project costs and feasibility considerations, among others.

8 HOURS, 1 SEMESTER, 5 CREDITS

A creative canvas for innovation

STUDIO CULTURE

Conditioning the right environment for a creative atmosphere

The openness of our education system is guided by an ethic that leads constructively the relationships and links for a satisfactory interaction.

RESPECT

The high valuation of territory and culture, defined as biodiversity, is essential to respect 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.

DIGNITY TOWARDS WORK

The high valuation of the person, the work and the professional, academic and research resources for the accumulation of knowledge is essential to better the quality of our spaces and environments. Each member of our community have dignity towards the work 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.

PRUDENCE

The high 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.

SOLIDARITY

The high valuation and consideration of the needs and aspirations of each individual from our community is essential to improve through education its quality of life. Each member of our community practices a solidarity that is materialized in new cooperative ways of teaching, learning, research and development of knowledge.

LEADERSHIP AND SOCIAL COMMITMENT

The high valuation of leadership and social commitment with the cultural construction and contribution of Architecture is essential for the strengthening of the spirit and the cultivation of imagination, and to promote innovation and luckily making feasible influencing our architectural and urban culture on a global level.

EQUALITY

The high valuation of equality in exercising critical judgment is essential in the evaluation of the fellow's performance to promote the paused and profound discussion of ideas in the search of new knowledge on architecture, urbanism and landscape architecture.

TOLERANCE TOWARDS DIFFERENCES AND PARTICIPATORY GOVERNING

The high valuation and respect towards the fellow, culture and the exchange processes is essential to enrich the social and intellectual capital of our community. The high valuation towards locality should not be quarreled with the capacity of aperture and exchange of experiences, tendencies and efforts from other academias and professionals in Puerto Rico and the World. The high valuation of the participation in the democratic exercise of growing a School through the strengthening of student leadership, faculty development and administrative capacitation is sought.

PROMOTION AND DISSEMINATION

The high valuation of disseminating, promoting and spreading the findings and research contributions of our School from the individual, the collective and multisectorial work, through the traditional and non-traditional communication mediums, is essential to educate about the city and the social and cultural attributes of architecture and urbanism.

STIMULATE THE CREATIVE PROCESS AND THE CULTIVATION OF IMAGINATION

The high valuation of the education and creative process is essential as one open, interdisciplinary and multisectorial, respecting intellectual and creative property of fellows in the search of knowledge, the cultivation of imagination and the application of its ideas in benefit of the city.

The fields of knowledge and the practical needs pragmatically converge in order to close the gap between concepts and solutions.

Our School promotes an educational environment in which human respect and ethical exchanges are the foundations of a trustful peer relationship. Our School promotes an educational environment in which the curriculum is a map that guides our academic community to the transdisciplinary exchange catalyzing cross-pollination and fertilizing innovation.

WELCOME TO OUR SCHOOL OF ARCHITECTURE

REGIONAL EMPATHY

THE SOUTH, OUR NORTH

The School adopts the concept of Regional Empathy as the ethical backbone of its academic, social, cultural economic proposal for the southern region of Puerto Rico. Asserting Regional Empathy will be the vertebrae of economic growth for global markets and networks that will be developed through the Port of The Americas, one of the biggest 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.

REGION



PONCE


Propelling the growth and development of the Southern Region through a regional technological strategy centered in the Port of The Americas 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 and ecosystem in which economic, sociocultural and political complexities are intertwined is essential in order to obtain the data and intelligence necessary to evaluate the effort and compete. It is and eco-systemic knowledge of all the components of the territory, natural, infrastructural, legal, social, politic and economic; in short a pragmatic knowledge .

SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO



Puerto Rico is considered an island nation. It consists of mainland Puerto Rico and various smaller islands, including Vieques, Culebra, Mona, Desecheo, and Caja de Muertos. Of these last five, only Culebra and Vieques are inhabited year-round.

PCUPR CONTEXT OF OPERATIONS

CULTURE

Puerto Rican culture is complex, if not colorful and diverse. Puertorrican culture roots from the merger of Spanish, African and Taino cultures, further diversified by other ethnic groups from Europe, North America, Central and South America, and even the orient.

PEOPLE

Population: 3,725,789(2010 est.)

CLIMATE

The climate is Tropical Marine with regular temperature of 80°F (26°C).

LANGUAGE

Spanish and English

GOVERNMENT

Puerto Rico is a self-governing commonwealth associated to the United States of America. The chief of state is the President of the United States of America. The head of government is an elected Governor. There are two legislative chambers: the House of Representatives, 51 seats, and the Senate, 27 seats.

ECONOMY

Puerto Rico has one of the most dynamic economies in the Caribbean region. Puerto Rico is a major producer of manufactured goods, high-technology equipment and pharmaceuticals.

BEYOND CONVENTIONAL

Growing a New Technological, Economic and Territorial Architectural Genetic

The opening of Ponce's Catholic University School of Architecture initiates the transformation of the discipline and practice of architecture in Puerto Rico. With an international agenda, an unprecedented digital infrastructure, and a profound social compromise with Puerto Rico's southern region, the Pontifical Catholic University of Puerto Rico opens its doors within Ponce's historical urban center to set the new standards for the education of a new professional, the strategic architect, shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities.

The 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.

It is 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.

CITY & LAB

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.

A NEW WEAVE URBAN LABORATORY, DIGITALIZATION AND ENTREPRENEURSHIP

CULTURE

How to transcend the passive and acritical relationship of the architecture academies towards the utilization of digital technologies in the production of new solutions to prevailing problems of our society? How to integrate the urban and territorial challenges of our society in the research agenda to offer imaginative, viable, and consensus solutions? How to prepare the new Strategic Architect with new tools and skills to implement in the contemporary professional world?


Ponce's Catholic University's School of Architecture 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 in Puerto Rico an urban planning 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 it is faced with rigid structures unadjusted to our times, that 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 urbanistic methodology as a scientific approximation to the intervention of the city and territory.

The Catholic University's 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 ecosystemic 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, develop the Southern Region is necessary to provoke the necessary 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, Catholic University's School of Architecture is 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 avantgarde.

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. Catholic University's School of Architecture exposes the student to the operational complexity of the city, not only form its physical, infrastructural and regulatory perspective but also it incorporates risk assessment, economic composition and financial feasibility that allows the fulfillment of projects.

ECOLOGY

STAIRS



RESOURCES

Fabrication Laboratory

We find ourselves at the peak of a new technological revolution that influences the way in which we produce objects. Architects have adopted digital tools as the industry standard, efficiently creating complex geometric forms and translating them into physical realms by means of digital manufacturing. Fast, efficient, precise, these tools have revolutionized the way we build and manufacture objects. Anticipating these modern tendencies the School of Architecture at the Pontifical Catholic University of Puerto Rico has established a cutting edge fabrication laboratory fully equipped with the latest digital fabrication tools.

Much more than a model shop, the fabrication laboratory is characterized as the nucleus where manufacturing technologies and computerized design meets, providing students and professionals alike, with modern tools to develop their creative ideas into tangible functional objects. Students will be part of an environment where creativity and technology go hand in hand; an ideal setting for experimentation and academic development of valuable repercussions in the eventual intersection with the modern workforce.

The Labs mission is to introduce students to a diverse world, where fabrication technology empowers architects with the ability to translate complex ideas into tangible, meaningful objects, thereby complementing design processes that are innovative and pertinent to our era, and represented in ways previously unattainable by traditional means.

The Fabrication Laboratory offers professional prototyping, problem solving and manufacturing services to students, faculty, professionals, designers, and the local community.

EQUIPMENT

Maintaining a level of worldwide competitiveness in technology, the fabrication laboratory is fully equipped with a state of the art woodworking shop, metal working shop, plastics laboratory and automated machinery that allows students to create high quality prototypes in a short amount of time. Among them:

CNC Mill (Computer Numerical Controlled)

A computer controlled routing table able to translate computer generated surfaces and shapes into cutting paths. The CNC cuts through solid sheets of wood, plastics and metals with incredible speed and precision.

Laser Cutter

Uses a powerful laser to cut through a wide array of materials using extreme precision and speed. This machine translates computer generated pathways and drawings into high precision cuts.

3D Printer or Rapid Prototyper

This machine automatically constructs physical objects by translating complex 3D geometries into solid plastic objects. These tools facilitate and enable students in the production of three dimensional models and allow them to have a more encompassing approach to the generation of Form and the spatial qualities of objects during the formulation of new concepts. The laboratory allows the production of prototypes that facilitate the continuous exploration and validation of experimentations generated during the process of design exercises.

A group of people are working in a fabrication laboratory. They are focused on a large, curved metal structure that appears to be a prototype or a component of a machine. The structure is made of polished metal and has several bolts and nuts attached to it. The people are wearing casual clothing, and one person is wearing safety glasses. The background shows a white door and a window with a blue frame.

EXPLORE

The fabrication laboratory works as a creative think tank, developing new concepts, experimenting with materials, exploring the capabilities of technology, developing new entrepreneurial projects.

NETWORKING

The fabrication laboratory has an established network of talented professionals with different skill sets, that further strengthen the physical and intellectual capabilities of the laboratory.

PRODUCE

The fabrication laboratory offers professional prototyping, problem solving and manufacturing services to professionals, designers, and the local community.

EDUCATE

The fabrication laboratory serves as an educational entity for students, professionals and the local community who are interested in learning about fabrication methods, technology and material properties.

SCHOOL OF ARCHITECTURE
PONTIFICAL CATHOLIC UNIVERSITY OF PUERTO RICO

RESOURCES CARIBET

Hours of service that take in consideration
the modularity of the program's teachings

Monday - Thursday 8:00AM - 10:00PM
Friday 8:00AM - 4:00PM

LIBRARY

The proposal for the Library of the School of Architecture of the Pontifical Catholic University of Puerto Rico in Ponce was established in the creation of a specialized center of informative resources that will allow the program to have the resources necessary to establish, support, and critically empower a scheme of advancement.

The focus or optic of the resources of this new knowledge center is based in the implementation of the technologies as the continuous base on which topics relevant to the profession and its environment are discussed.

In essence, abroad and profound view of the effects of the technological convention of all topics that have an impact on the education of a new architect.

Technology functions as a method, strategy, and innovation by which we direct our contemporary appreciation of the nine topical ramifications in which the curricular structure is subdivided. For this reason, we will establish our own values as derived in reference to postures of technological character and nature that add substance and critical thought to the hypothesis that is generated as consequence of an academic exploration of avant-garde.

The library will be known as the Center of Resources and Library Information for the Technological Teachings or by its Spanish acronym CARIBET. This will be the epicenter or headquarters of the institutional knowledge of the new school. It will have the following databases: HW Wilson, EBSCOhost Web, PROQUEST, ProQuest Digital Dissertation, etc.

The School of Architecture at the Pontifical Catholic University of Puerto Rico was founded in a time of great generational challenges characterized by an accelerated socio-economic reorganization of greater interest. Dialogue and Debate is necessary to redefine the paradigm of interaction and exchange of various sectors of our society. With an Interdisciplinary and Multi Vision, the PCUPR School of Architecture proposes a new paradigm that promotes academic exchange through the development of new knowledge about cities and territories. New knowledge exchanges with disciplines such as ecology, biology, sociology, law, finance, economics and engineering, in the search for new solutions to prevailing problems.

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RESOURCES

Multimedia Lab: Data Center / Plotter Station

DIGITAL CAPACITY AND NEURAL EPICENTER:

Built upon an agile 64-bit operating platform, with high capacity storage, high speed communication, and an extensive array of state-of-the-art representational output apparatus, the School of Architecture's Multimedia Laboratory establishes the neural epicenter for all data and digital representation technologies. From within its vast array of networks, switches, and hubs, the Lab has the capability to connect, control and route every byte of data that is produced within the School's digital design studios, Fabrication Lab, Library and Administration.

Such a complex system becomes a requirement when considering that every student within the School has year-round access to an individual computer system from the moment of admission to graduation. The typical individual system are designed and tuned to process and manipulate high end graphics in both the hardware and software realms. The HP Z- Series system has become the School's flagship appendage. Each workstation is tailored to meet the demands of a completely digital experimental graphics environment. Dual 21-inch monitor setups expand each workstations visual capabilities and multitasking environments. The ability to effectively visualize and manipulate 3-dimensional environments is essential for the implementation of a digital design platform, thus making the top notch software and hardware infrastructure key for the development and enrichment of the academic structure of the School.

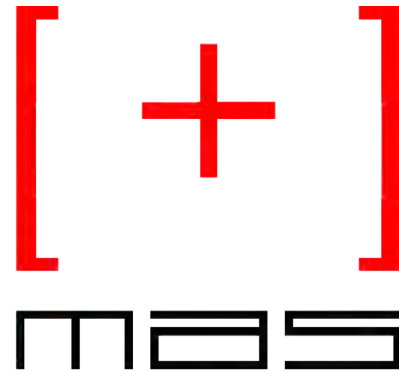
For 2D representation, each individual workstation provides access to Autodesk AutoCad 2015 and Revit Architecture 2015 software. For graphic illustration, the workstations have been retrofitted with the complete Adobe CS6 Master Collection, including within its offering Photoshop, Illustrator, Acrobat, Flash, Fireworks, After Effects, In Design, Premiere, and Dreamweaver among others. For 3D visualization and design, all workstations are provided with the latest Rhinoceros and Autodesk Maya 2015 software.

The Architectural Design process finds its final expression within tangible media; thus, the School of Architecture provides students with full access to three high capacity HP DesignJet Z6100 large format photo quality plotters. With superb printing capabilities, quality and realism, these plotters provide students with almost unlimited representational capabilities. Apart from the Media Lab's flagship plotting ensemble, students are also provided access to Ricoh Aficio large format laser plotter, scanner and copier, as well as several HP Designjet inkjet units capable of 13x19 photo quality printing. For large volume, small format print jobs, the School also provides access to a Ricoh Aficio color copier, printer and scanner capable of full color 11x17 prints for day to day use.

MULTIMEDIA LAB



STUDENT ORGANIZATIONS



Movimiento de Arquitectura Social



As part of our commitment to students and the community around us, the School of Architecture at the Pontifical Catholic University of Puerto Rico (PCUPR) has four student organizations committed to provide the university community the most representative experiences in their years of study. We currently have offices in the American Institute of Architecture Students, with a commitment by the local Social Architecture and the distinction of belonging to organizations of national and international reputation. Students of the School of Architecture at the PCUPR fraternize and offer a high range of opportunities that increase their research capabilities, particularly education and social sphere. Being part of one of these organizations means taking into consciousness our vision and commitment to communities as strategist's architects, committed by Puerto Rico and the world.

Among the privileges and opportunities that come from belonging to one of our organizations is to travel to other countries to represent our university and also to interact with colleagues across America and Europe. To work closely with the communities that need our services and support, allowing us to exercise our profession from our years of studies. We represent Puerto Rico and our institution joining the hundreds of schools of Architecture of the American nation and thousands of students like ours share a strong commitment to their profession.

There's no doubt that being in one of our prestigious organizations allows our students to grow as a person and as a future architect.

AIAS PCUPR

The American Institute of Architecture Students |AIAS is an independent, nonprofit, student-run organization dedicated to providing unmatched programs, information, and resources on issues critical to architectural education.

MISSION & VISION

The mission of the American Institute of Architecture Students shall be to promote excellence in architectural education, training, and practice; to foster an appreciation of architecture and related disciplines; to enrich communities in a spirit of collaboration; and to organize students and combine their efforts to advance the art and science of architecture.

OBJECTIVES:

- To foster an appreciation and understanding of the ideas and objectives of The Institute and to promote and forward the same within the territory of this Chapter.
- To emphasize and promote professional, social, and fraternal aspects of student activities on campus.
- To foster fellowship, cooperation, and unity between members of this Chapter and other Student Chapters.
- Maintain a link and direct relationship with the different organizations watching over the activities and events made by architecture schools nationwide and internationally.
- To enlarge Chapter members' understanding of the current and future scope of architectural practice.



MAS [+]

Movimiento Social por la Arquitectura , better known by its acronym MAS [+] is the first group of architecture students based in southern Puerto Rico area ; our mission to sensitize the public on the importance of architecture as an essential tool in addressing and developing city , attending environment problems , design and urbanism.

MISSION

Raise awareness in citizens about the importance of architecture as an essential tool in addressing and developing city , attending problems of environment , design and urbanism.

VISION

Contribute to the formation of a new architect , leader and professional; by an initiative group character , which seeks through study and research, understand the complexity involved an ecosystem city, proposing innovative solutions

OBJECTIVES:

- Using architecture as an accessible tool for any citizen. Creating a social agenda.
- Our priority is the welfare and progress of Puerto Rican citizenship and the South West Region and Puerto Rico.
- Serve as home design with recycled materials, and presenters of documentaries in public spaces of our city.

LINEA PUERTO RICO

is the “Liga Nacional de Estudiantes de Arquitectura” and is responsible of representing every architecture student in the country. With the collaboration and participation of professionals, LINEA enriches its projection and knowledge before the vast rift that is the architecture of Puerto Rico and for which everyone is working in combination for.

MISSION

Promote the multi-sectoral unification as a platform that creates ideas that provokes joint holistic solutions to a Latin-American framework.

VISION

Create a transdisciplinary environment that exposes knowledge and experience as a tool that promotes the search for a common good in our national Caribbean region.

OBJECTIVES:

- Create a bond between the different architecture schools preserving and promoting constant communication along the exchange of ideas and experiences.
- Enlighten the student to canalize his worries towards the investigation and bring appropriate solutions related to architecture.
- Establish events and academic activities that integrates culture; at the same time incorporate consultations and discussions about the different national problems and how do a positive work for our society.
- Maintain a link and direct relationship with the different organizations watching over the activities and events made by architecture schools nationwide and internationally.
- Motivate the students to participate in the creation of solutions for problems worldwide involving architecture and related fields.

USGBC - CATÓLICA

USGBC-Catolica is a student chapter of the United States Green Building Council (USGBC) organization, who are a diverse group of builders and environmentalists, corporations and nonprofits, teachers and students, lawmakers and citizens that share the same vision of a sustainable built environment for all within the next generation. As a student group our mission is to transform the college community, professions and life styles towards an environmental and sustainable approach of the future architects of Puerto Rico.

MISSION:

Provide guidance for students to be successful professionals that positively impact the environment and community through the implementation of experiences and knowledge on issues related to sustainable architecture and green buildings.

VISION:

Cultivate the integration of green policies and practices in the campus community so that students make a positive impact in the society with their ecological thinking.

OBJECTIVES:

- Cultivate leadership skills among USGBC Students group members that will prepare them to champion sustainability on campus, in their community and in future careers.
- Promote understanding, adoption and use of environmentally sustainable design, construction, and building operation practices across the Pontifical Catholic University of Puerto Rico community.
- Foster scientific study and research in the field of environmentally sustainable building and operation of buildings.
- Develop and disseminate knowledge in sustainable building research and design.
- improve the methods and design of sustainable buildings
- Develop better public understanding and appreciation of the challenges and solutions posed by improved sustainable building practices and the sustainable operation of existing buildings.



Our School since its beginning has been committed to our community, our people and our country. It is for this reason that our students and faculty seeks to implement projects whose proposals will significantly impact our country and find potential customers that may develop the proposal. We were able to transcend barriers and make alliances significant collaboration with the Government of Puerto Rico, the Governor's Office, Department of State, Tourism Company, Department of Natural Resources, Institute of Puerto Rican Culture, Historical Center Ponce, State Office of Historic Preservation , Solid Waste Authority of Puerto Rico (ADS), Office of Youth Affairs of the Government of Puerto Rico (OLA, Casa Pueblo de Adjuntas, PathStone Corporation, College of Architects and Landscape Architects of Puerto Rico, Rafael Hernández Colón Foundation and municipalities of Aguas Buenas, Coamo, Guanica, Isabela, Juana Diaz, Mayagüez, Penuelas, Ponce, Sabana Grande and Villalba, among many others.

With these aforementioned alliances we have managed to bring our school and our institution on an international level recognized throughout Puerto Rico and the Caribbean, achieving prestigious awards and major projects currently developed for the welfare of our citizens. Allowing our future architects work, with professionals in the field and developing their ideas to become tangible and real for our society structures.

WATERFRONTS OF PUERTO RICO



REDISCOVERING THE COLORS OF COAMO



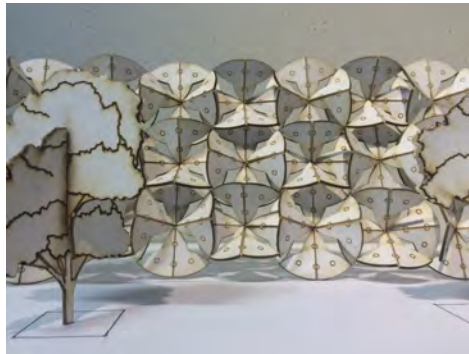
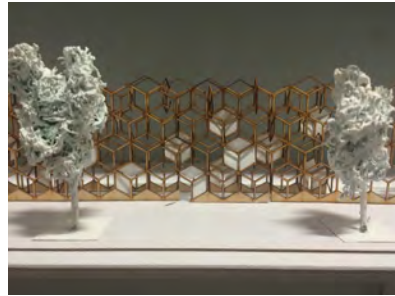
CARMELO'S CONCRETE BLOCKS



"HACIENDA LA MOCHA"



ACESCO CARIBE GATES



PARK(ING) DAY





The purpose of the International Experience Program is to offer the opportunity to students to undertake undergraduate studies or experience at other countries and or at foreign higher education institutions, for one semester, one year or summer. This opportunity is a way to incorporate an international dimension to the student training and career. In coordination with the Institutional Office of International Relationship (OIRI in Spanish), the School of Architecture has a wide range of activities.

- Off Campus Program: part of the degree program is offered at a location apart from the main campus. The School of Architecture has various location such as: New York, Nicaragua and Spain.
- Study abroad: the student attend school in a country outside Puerto Rico and receive academic credit toward their major.
- Academic and cultural travels: the main objective is to have a cultural and academic immersion in other countries. The student has the option to register for 3 to 6 credits and be validated as a course of their curriculum.
- Student trips: as a learning strategy within courses, local and international travels are assigned to learn specific topics

ARTISTIC EUROPE



ARCHITECTURAL & BUSINESS EXPERIENCE: ORLANDO & CHICAGO



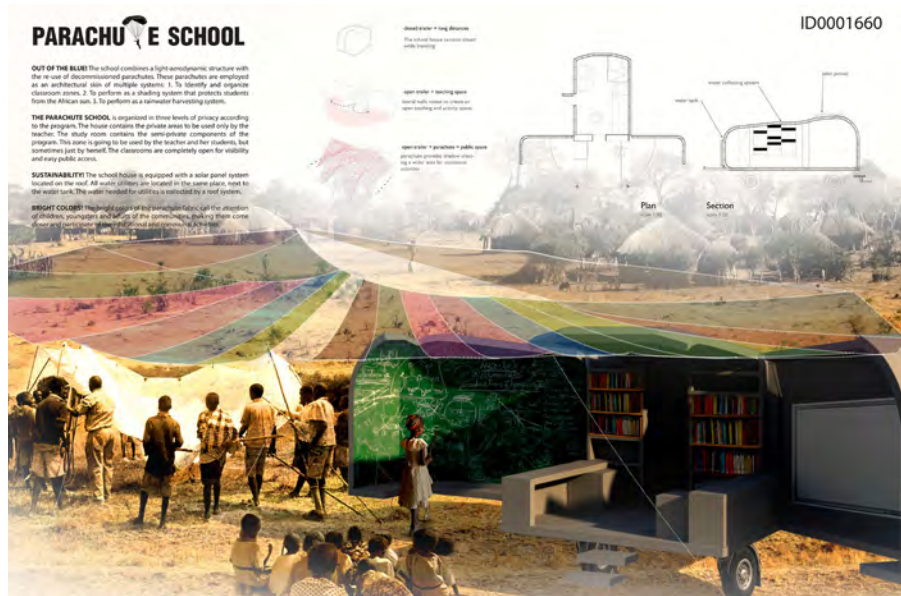
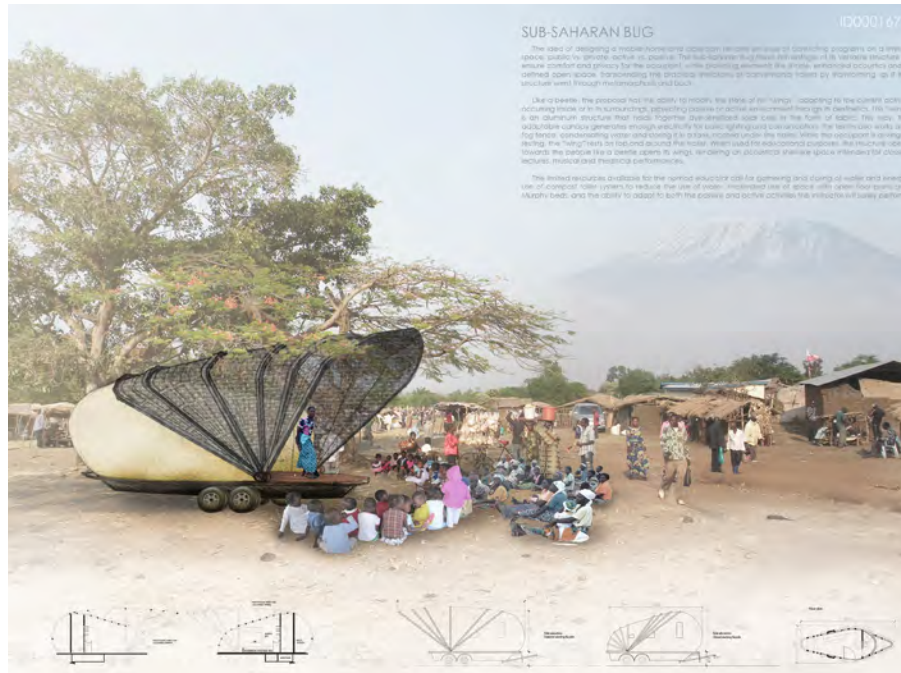
SEMESTRE DE ESTUDIOS EN NEW YORK (SENY)



CHINA ACADEMIC TRAVEL 2013



24 HORAS: AFRICA SUB-SAHARA



NYC SKY CONDO (NEW YORK CITY FARM TOWER)





FACTS

FACTS

ADMISSION REQUIREMENTS

Academy at a higher level of competitiveness

The Introduction of students to a disciplinary excellence exercise

With full commitment to the profession and to the forging of a superior architect, capable of improving our quality of life as a social collective, the Bachelor of Architecture Program at the Pontifical Catholic University of Puerto Rico in Ponce has established a thorough process for the selection of students. It corresponds to the degree of difficulty and complexity intrinsic to the disciplinary exercise of the profession. An Admission Committee, chosen from the administrative personnel of the School, will be designated to evaluate every application as well as to perform interviews to the aspirants in an impartial and professional manner.

The reason for this meticulous method of admission is the very limited availability (120 acceptances per academic year) and because applications will only be processed once a year (to begin courses on August each academic year). Also, the existing demand for architectural studies in the South Region of Puerto Rico exceeds the existing offer, invigorating the necessity to do a scrutiny between the applicants for the Program. The following is a list of the admission requirements according to the type of student.

NEW STUDENTS

Any applicant with a High School diploma that has attempted less than 24 credits at university level, will be considered as a new student. The applicable requirements will be the following:

- Submit an official application provided by the Admissions Office of the Pontifical Catholic University of Puerto Rico.
- Submit an official High School and College/University transcript for each institution in which the student was previously enrolled at university level (if applicable). The transcript(s) must reflect a minimum cumulative Grade Point Average of 2.50 on a 4.00 scale.
- Submit the results of the College Entrance Examination Board (CEEB) test. The results must reflect a minimum score of 500 points obtained on each part of the test (if not obtained on the third, fourth and fifth part, students will be placed on correspondent academic courses depending on its individual score).
- Submit two letters of recommendation remitted to the School of Architecture by two professors and/or administrators of the student's previously enrolled institution (High School or university).
- Submit an essay explaining the reasons that inspired the desire to undertake architectural studies.
- Satisfactory complete the interview performed by the Admission Committee of the School of Architecture.

TRANSFER STUDENTS

Any applicant that has attempted a minimum of 24 credits at a higher education accredited institution, will be considered as a transferred student. The applicable requirements will be the following:

- Submit an official application provided by the Admissions Office of the Pontifical Catholic University of Puerto Rico.
- Submit an official academic progress report from the previously enrolled institution. Students suspended for academic deficiencies do not qualify for transference until the probation trial period is completed, nor students suspended for disciplinary reasons.
- Submit an official transcript from each institution in which the student was previously enrolled at university level. The transcript(s) must reflect a minimum cumulative Grade Point Average of 2.50 on a 4.00 scale.
- Submit two letters of recommendation remitted to the School of Architecture by two professors and/or administrators of the student's previously enrolled institution.
- Submit an essay explaining the reasons that inspired the desire to undertake architectural studies.
- Submit a recommendation from the Dean of Students.

INTERNATIONAL STUDENT ADMISSION

Academy at a higher level of competitiveness

With full commitment to the profession and to the forging of a superior architect, capable of improving our quality of life as a social collective, the Bachelor of Architecture Program at the Pontifical Catholic University of Puerto Rico in Ponce has established a thorough process for the selection of students. It corresponds to the degree of difficulty and complexity intrinsic to the disciplinary exercise of the profession. An Admission Committee, chosen from the administrative personnel of the School, will be designated to evaluate every application as well as to perform interviews to the aspirants in an impartial and professional manner.

The reason for this meticulous method of admission is the very limited availability (120 acceptances per academic year) and because applications will only be processed once a year (to begin courses on August each academic year). Also, the existing demand for architectural studies in the South Region of Puerto Rico exceeds the existing offer, invigorating the necessity to do a scrutiny between the solicitants for the Program. The following is a list of admission requirements according to the type of student.

The Pontifical Catholic University of Puerto Rico recognizes that cultural diversity is an important asset to compliment any academic program. The School of Architecture, in keeping with its vision and mission, goes further into this assertion by postulating that cultural diversity is a requirement for a well-balanced and rich learning environment. It is for this reason that the School actively seeks students from diverse cultural and social backgrounds and provides mechanisms by which prospective international students can become part of our innovative learning culture.

The School of Architecture welcomes all foreign students interested in becoming part of our innovative academic program. Due to political status and citizenship, the PCUPR and the School of Architecture is required by the U.S. Federal government to meet certain criteria for non-citizens of the United States of America. The School of Architecture and the Pontifical Catholic University of Puerto Rico is available to facilitate any process and/or documentation required for admission and student visa.

- In order to be considered for admission, All foreign and non-resident students must:
 - Submit an application for admission.
 - Submit an official transcript for secondary school if applying as a freshman student.
 - Submit two official transcripts from a university or college attended if applying as a transfer or graduate student.
 - Submit official results of the Scholastic Aptitude Test offered by the CEEB or SAT.
 - Pay a \$15.00 dollar non refundable fee.

Once admitted, the student must comply with the requisites of the U.S. Immigration and Naturalization Service Office:

- Submit an affidavit of Support (evidence of income and resources).
- Submit a statement from an officer of the bank or other financial institution.
- Have a local residence address.

- Complete the I-20 form of Immigration and Naturalization Service at the Registrar's Office. This is required to obtain the student visa. The procedure to obtain the student visa from the U. S. Immigration and Naturalization Service Office could last up to six (6) months. It is recommended that this procedure be initiated at least one semester before the period of studies.

University credits will be granted to foreign students are admitted to the Program and take the Advance Level Examinations meeting the following requirements:

- Obtain a rating of 3 or more on a scale of 5 points in the CEEB, Advanced Level Examination in English, Spanish, Mathematics I, or Mathematics II.
- If the test is equivalent to one of the courses offered at the Institution.
- Students may also receive university credits if they score 700 or more on the CEEB tests in English\Spanish, and Mathematics I & II.

CREDIT CONVALIDATION

The Dean of the School of Architecture will evaluate freshmen and transfer students with approved higher education credits to determine the validity and acceptance of said completed credits into the students record.

- Classes to be considered for convalidation include all general study and concentration courses approved with a C grade level or higher that meets the Dean understands are applicable and can be substituted for any course within the curricular structure of the School of Architecture and the University.
- Courses from other institutions will not be eligible for convalidation if ten or more years have passed since time of initial approval.
- The Dean shall determine the exact number of credits required for the degree. The last 36 credits in the School of Architecture curricular structure are required to obtain the degree. The Dean shall determine how many of these are requirements for concentration curriculum.
- Courses submitted for convalidation that are not equivalent for PCUPR general courses or School of Architecture concentration courses may be considered for elective requirements at the discretion of the Dean.

CREDIT CONVALIDATION

Admission requirements to the institution and to the program that include the background, skills, and technical knowledge required to perform and successfully complete the program – The introduction of the student to an exercise of disciplinary excellence.

The Dean of the School of Architecture will evaluate the transfer and freshmen applications with approved higher education credits to determine the classes that can be convalidated.

- Classes to be considered for convalidation include all general study classes and those of professional concentration approved with a grade of C or higher that the Dean understands that are equivalent or can substitute one or several of the requirements of the curriculum of our institution.

-Classes will not be eligible for approval if a period of more than ten years has passed since the date that the classes were approved.

-The Dean will determine the exact number of credits required for the degree. But, it's necessary to approve the last 36 credits required to obtain the degree in the Pontifical Catholic University. The Dean will determine how many of these have to be requirements of the School or the concentration.

- Some classes taken in other institutions that don't have equivalencies in the Pontifical Catholic University can count towards electives, as long as they are considered appropriate by the Dean.

- Before registration, any student can appeal in writing at the Vice-Presidency of Student Affairs any decision taken with regards to the transferred credits.

GRADUATES' PROFILE:

A visionary leader with business fondness

Providing a new professional a diverse capacity and execution

In definition, the profession of architecture can be interpreted as the empowering of avant-garde initiatives in the world of development and territory planning with repercussions in the way a city is viewed to the rest of the world. For these reasons, the academy possess a role of vital importance in the education of these professionals that dictate a large part of what can be the future of a society. Therefore, with the purpose of forming a new architect, able to reformulate the discipline and exercise of the general practice, the Program of Architecture serves as ideal platform to create such professional.

The program reaffirms the importance of leadership, self-guided discipline, and transcendental quality for the young professionals that search for their space in this field of extreme competitiveness. The Graduates of the Architecture Program of the Pontifical Catholic University of Puerto Rico in Ponce will be:

- Architects that will act in tune with the Christian values and principles that are proclaimed in the Pontifical Catholic University of Puerto Rico.
- New architects with a higher sense of commitment and responsibility towards the practice of the profession, innovative, able, and with a vision of the future.
- Architects with a business fondness, willing to position themselves in a hierarchical level and have their voices be heard. Not passive postures, but highly active in the decision-making process that affects the way the city is inhabited, the way to operate it from an administrative point of view, the quality of life as a society and the capacity of innovative development.
- Architects that, starting their operations, will not be estranged of the realities in the exercise of the discipline, but they will have the necessary knowledge to realize the pertinent contributions.
- Architects that having a better understanding of the professional confines will have more opportunities of employment and a better definition of which path to follow.
- Architects who will have the capacity to establish relations with diverse structures of the agencies in the zone that make possible an alliance that benefits the society where students can have the opportunity to collaborate for the enjoyment of the general society. Without doubt, this will be an innovative and unique experience of enabling enrichment and only possible in this program.

Before these goals, the proposed academic platform possess the necessary tools for its accomplishment by providing the most innovative gamma of possibilities or routes that the graduate can choose to follow. The young architects graduated from this program will be catalyst of ramifications and potential directions, not only in their personal and individual character, but in the opportunities that can generate around them by means of associating networks with other professionals. This diverse execution that will accompany the advanced skills acquired in the field of design, will include the obtained expertise from each of the Experimental Units presented as part of the School. The principles of Architectural Representation, the History and Theory, the Adaptive Conservation and Preservation, the Structural Framework and Assemblages, the Sustainable Technologies, the Landscape Ecology and Environment, the Urban Scape and Communities, the Legal and Administrative Awareness, and the Development Assessment, Entrepreneurship and Feasibility are the subjects that these new professionals can accurately manage and can continue researching at postgraduate level or in their practice.

GRADUATION REQUIREMENTS

Introduction to the young architect to the exercise of the professional practice

STUDENTS OF A GREAT ACADEMIC PERFORMANCE

As integral part of the process of the acquisition of a professional degree, the students have to meet a series of institutional requirements that authenticate the approval of the academic program. To obtain the right to graduate from the program the students will be required the following:

- Have approved all the concentration courses with a grade of A (excellent), B+ or B (good), or C(satisfactory). Grades of D (deficient) or F (failure) will not be accepted as rectifiable to give credit for a course in the transcription.
- Within the rules, the students will have to complete the totality of their minimum required credits with a grade point average of not less than 2.0.
- Having met some of the minor concentrations by means of the Experimental Units of the program obtaining a Minor Degree in The principles of Architectural Representation, the History and Theory, the Adaptive Conservation and Preservation, the Structural Framework and Assemblages, the Sustainable Technologies, the Landscape Ecology and Environment, the Urban Scape and Communities, the Legal and Administrative Awareness, and the Development Assessment, Entrepreneurship and Feasibility.
- The delivery of an architectonic portfolio with the projects developed throughout their education, including the ones of written character, as documented evidence of their accomplishment of the School's curriculum.
- Evidence that he/she has met all fees and not have any financial debt with the School or the Institution.

IN OTHER REGARDS, THE GRADUATE SHALL HAVE MET ALL THE FEES AND NOT HAVE ANY PERTINENT FINANCIAL DEBT WITH THE INSTITUTION.

FINANCIAL AID

The main purpose of the Office of Student Financial Aid is to provide financial aid, subject to the availability of resources, to students who do not have the necessary alternatives to afford their educational cost. This office is committed to assist students reach their academic and professional goals by providing financial aid, depending upon the availability of funds, to those students who apply and qualify. The financial aid resources are obtained from federal, state, institutional and private entities.

It is presumed by the federal, state governments and PCUPR, that parents have the primary responsibility of providing for their children's education. Financial aid resources are available to complement the family's contribution, thereby, providing students with financial aid to fulfill their postsecondary educational aspiration, and consequently, insuring a positive professional outcome.

- Complete the "Free Application for Federal Student Aid" (FAFSA) and present an approved response (SAR/ISIR).
- Be admitted as a regular student and/or be enrolled in a program of study leading to a university degree at Pontifical Catholic University of Puerto Rico.
- Be a citizen of the United States or/ an eligible non-citizen (permanent resident).
- Demonstrate financial need as defined by the Secretary of the U.S. Department of Education and current state laws.
- Maintain satisfactory academic progress according to institutional policy, and as required by each particular program of financial aid.
- Do not exceed 150% of the total amount of credits required to complete the program of studies.
- Must not be in default on any federal student loan, (Federal Perkins Loan, Federal Family Education Loan (Stafford), Ford Direct Loan, PLUS Loan for Parents) awarded and received at any post-secondary institution.
- Must not owe a refund and or overpayment on any federal program of student financial aid (Federal Pell Grant, Federal Supplementary Educational Opportunity Grant -SEOG, and any other Title IV program), at any post-secondary institution.
- If a male student has at least 18 years of age, must be registered with the Selective Service of the U.S Armed Services.
- Students must review the PCUPR Academic Calendar and Program of Classes, published every semester, to be informed of important deadlines.
- The students must submit all required documents on or before the published deadline dates for the year seeking admission and prior to the payment date of registration.

SERVICE TO PERSONS WITH DISSABILITIES

This office was created for the purpose of unit all services offered by the Institution to persons with disabilities, including students, teaching personnel and other employees. When this office was established, certain procedures were implemented to guarantee that the needs of all persons with disabilities would be met, in accordance with the American Disabilities Act (ADA) and other laws for the protection of such persons, providing reasonable and necessary accommodations as recommended by health professionals and others according to the various conditions of those affected. The services offered by this office are the following:

- Identification of the needs of students and personnel with disabilities at the Institution.
- Guaranteeing that students with disabilities are able to compete academically with all others by means of technological aids and reasonable accommodations.
- Maintaining the university community informed, through workshops, seminars and conferences concerning new laws and procedures for persons with disabilities.
- Offering support to students and personnel through the Technological Assistance Program (PRATP-PUCPR), which offers training and orientation on equipment used for Technological Assistance.
- Facilitating coordination with the offices of Vocational Rehabilitation in order to offer orientation and services of this program to students.
- Attending and processing complaints from any member of the university community of the PCUPR who understands that their rights under section 504/ADA have been violated.

In order to receive these services, interested persons should request them personally at the Office for Persons with Disabilities (or OSPI for its spanish acronym) on the first floor of the Student Center at the PUCPR main campus.

BASIC MEDICAL SERVICES

The Pontifical Catholic University of Puerto Rico, conscious of the need to help preserve of students and personnel, maintains a Medical Dispensary that organizes a program of health services whose purpose is to offer help and orientation to all persons who need it.

The Dispensary is located on the first floor of the Manuel González Pató Student Center, Office 109. It offers the services of two full-time graduate nurses and a part-time medical doctor. The hours of operation of this office are Monday to Thursday from 7:30 a.m. to 12:00 p.m. and from 1:00 p.m. to 10:00 p.m., Fridays from 8:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:00 p.m., and Saturdays from 8:00 a.m. to 12:00 p.m.

The graduate nurses are charged with maintaining medical records up to date. In addition, they review and follow up on the vaccination certificates of students under 21 years of age required by the Department of Health.



**HIGH ACADEMIC
PERFORMANCE**

ACCOMPLISHED



In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the preprofessional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented. In order to meet the education requirement set forth by the National Council of Architectural Registration Boards, an applicant for an NCARB Certificate must hold a professional degree in architecture from a program accredited by the NAAB; the degree must have been awarded not more than two years prior to initial accreditation. However, meeting the education requirement for the NCARB Certificate may not be equivalent to meeting the education requirement for registration in a specific jurisdiction. Please contact NCARB for more information. The Pontifical Catholic University, School of Architecture was granted candidacy for the following professional degree program in architecture: B.Arch (185 credits)



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