

CONTINUING ACCREDITATION

ARCHITECTURE PROGRAM REPORT

2014

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The focus of the narrative of this ARCHITECTURE PROGRAM REPORT (APR) is to the present role and challenges of the Institution, the School of Architecture and the professional degree – Master of Architecture – to be referred to as – M Arch – throughout the Report. To maintain a succinct narrative, when necessary, evidence of the ongoing academic initiatives that are mentioned in the text will be attached under SECTION 4 SUPPLEMENTAL INFORMATION of the APR. Each submitted EVIDENCE will be numbered as per the PART, SECTION & TOPIC of the APR in which it appears followed by a letter; Appendix I.1.1A. This Evidence would pertain to PART ONE (I) SECTION 1 TOPIC 1 of the APR.

To achieve a more swift text, at time, the following terms will be abbreviated as follow:

- Institution University of Puerto Rico, Río Piedras Campus (UPRRP)
- DEGI Deanship of Graduate Studies & Research
- MSACS Middle States Association of Colleges & Schools
- School School of Architecture, University of Puerto Rico, Río Piedras Campus
- EdA School's acronym in Spanish (Escuela de Arquitectura)
- Program Graduate Professional Degree Program, Master of Architecture
- M Arch Master of Architecture, School of Architecture
- BED Bachelor of Environmental Design Pre-Professional Track since 1976
- PSP1.5 Preparatory Studies Program Pre-Professional Track since 200?
- Library The *Santiago Iglesias, hijo* Library
- Archive Architecture & Construction Archive of the University of Puerto Rico in Spanish) (AACUPR)

PART 1

INSTITUTIONAL SUPPORT & COMMITMENT TO CONTINUOUS IMPROVEMENT

I.1 SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 History & Mission

The UPR School of Architecture is unique within the Island's contemporary context. First and foremost, the UPR is the only public institution that offers higher education on the Island. As the largest of the eleven UPR campuses, Río Piedras offers a wealth of opportunities for students to seek additional specializations, concentrations, certificates, degrees, and extracurricular activities. Offering the only graduate professional degree in Puerto Rico, the School of Architecture has been proactively setting new goals to expand academic alternatives in recognition of different and changing needs within the community.

Since the last accreditation visit, the School has implemented a 1.5 (3.5) preparatory program for the M Arch, an M Arch-Juris Doctor Joint Degree with the UPR Law School, Certificates in Urban Studies and Historic Conservation, and approved a Curricular Sequence in Integrated Practice in Architecture/Construction Engineering with the UPR Mayaguez.

The University of Puerto Rico Today

The University of Puerto Rico was established in 1903. Comprised of eleven campuses with a total enrollment of over 56,943 students, it is the principal institution of higher learning on the Island. Both undergraduate and graduate degrees are offered in architecture, agriculture, humanities, education, arts and sciences, business administration, communications, engineering, law, library sciences, medicine, and planning, among other fields. The University employs over 4,766 faculty members, and over 7,233 non-teaching personnel.

The UPR School of Architecture is part of the Río Piedras campus, the oldest and largest of the University system. Located in the capital city of San Juan, it has 160 buildings on a 250-acre site. The buildings represent various stylistic manifestations of Spanish Revival, Tropical Modernism, Post Modern and Contemporary architecture, including the recently completed, AIA award-winning General Studies building (its architect is a professor at the School). While the original academic quadrangle, with a Spanish Revival tower and a 2000 seat theater, is listed in the National Register of Historic Places the future of the campus was recently master-planned by Field Operations, NY.

The General Library contains over four million volumes and several collections of international significance. The Schools of Law and Architecture maintain specialized autonomous libraries. It should be noted that Design Intelligence wrote in its 2012 Best Architecture Schools Publication that our Architecture Library boasted a signal rare book collection.

The Campus employs 1,245 faculty members, 1,816 non-teaching personnel and has approximately 15,259 registered students, of which approximately two thirds are female. A significant amount of students come from outside the San Juan Metropolitan Area. A minimum 2.0 GPA (on a 4.00 scale) is required for undergraduate admission and a 3.0 GPA for graduate admission. Approximately one-half of all applicants are accepted. The School of Architecture has the highest overall entrance GPA of the entire system and accepts between 20% and 30% of its applicants. Institutional policies guarantee equal opportunity in studies, employment and services. As a public institution, the University is committed to provide educational services to the economically disadvantaged. Currently, two out of every three undergraduates, and one third of its graduate students, receive financial aid.

The Middle States Association of Colleges and Schools have accredited the Río Piedras campus since 1946. Along with Mayaguez Engineering Campus and the Medical Sciences Campus, Río Piedras is one of the three graduate research campuses of the University of Puerto Rico system. Of its 15,259 students 21% are enrolled in 53 graduate

programs: 41 masters and 12 doctoral degrees in History, Spanish, English, Chemistry, Biology, Physics, Mathematics, Business, Education, and Linguistics, among others. Newly added programs are: Management and Development of Cooperatives, and Environmental Sciences. Several other graduate programs are in the process of being established. Along with the General Studies Faculty, the School of Architecture has proposed a Joint PhD in Urbanism/Urban Studies.

The UPR-RP completed the process of revising its undergraduate curriculum in 2008. The rethinking of the bachelor degrees resulted in greater flexibility; more electives and fewer general education requirements. This undertaking involved the academic sectors of all Schools and Faculties. As a result, the School of Architecture also revised both its undergraduate and graduate curriculums.

A Brief History of the Institution

In the early 20th century – after the change of sovereignty from Spanish to American rule – public education was identified as one of Puerto Rico's greatest needs. This was addressed by establishing a uniform, island wide educational system. Teacher training was considered a primary necessity and a Normal School was opened in 1900 under the direction of the Commissioner of Education. The mission of this new Institution was to prepare teachers to work in public schools. The School was originally located on the Northeastern area of the Island (in Fajardo), and subsequently transferred to Río Piedras, which was considered a more accessible location.

On March 12, 1903, the University of Puerto Rico was legally constituted as an academic institution by the Legislative Assembly and absorbed the Normal School. Since the main goal of the new University was to train schoolteachers, the Commissioner of Education was its director until 1924. While this campus started as the University of Puerto Rico, shortly after, a new engineering, agriculture and mechanical arts campus was established in Mayaguez, and later, a Medical Sciences campus in San Juan. As a result, the Río Piedras campus became part of a larger university system; referred to as the University of Puerto Rico, Río Piedras campus, or UPR-RP.

In 1908, the U.S. Congress extended to Puerto Rico the financial aid conferred to Land Grant Colleges under the Morrill-Nelson Act. The University became a Land Grant College and adopted the North American university model. This set it apart from other Latin American universities that followed the European tradition.

Over the years, new colleges were added. The College of Liberal Arts was created in 1910. The College of Agriculture and Mechanical Arts was established in Mayagüez the following year. In 1913, through legislation introduced by the educator José De Diego, the School of Law and the College of Pharmacy were established in Río Piedras.

The University Act of August 11, 1924 was the first step toward university autonomy. The University of Puerto Rico separated from the jurisdiction of the Department of Education, and assumed its own identity and administrative framework. Dr. Thomas E. Benner was appointed its first Rector. Representatives of the Government and the Legislature remained on the Governing Board of the University.

The Normal School became the College of Education in 1925 by virtue of Public Act No. 50. In September of the following year, the School of Tropical Medicine was created and the School of Business Administration was set up with the help of Columbia University.

In 1927, the Graduate Studies Program was established when the Department of Hispanic Studies began offering master's and doctorate degrees. In 1931, the benefits of the Hatch, Adams, Purnell and Smith-Lever Acts were applied to Puerto Rico, providing funds to initiate the Agricultural Extension Service and the Agricultural Experiment Station. In 1929 courses in Social Work were offered for the first time and, in 1934, they were incorporated into a department of the College of Education with an accredited two-year graduate program.

In 1935, the U.S. Bankhead-Jones Act greatly influenced the development of the University providing financial aid for research work in Puerto Rico. The University Act of May 7, 1942, passed by the Legislative Assembly of Puerto Rico, provided for greater Institutional autonomy, an internal reorganization and the creation of the Council of Superior Education (CES in Spanish); the highest authority in the organizational hierarchy of the University.

In 1942, Dr. Jaime Benítez was named Rector of the UPR. Influenced by University of Chicago President Robert Hutchins and Spanish Philosopher José Ortega y Gasset, Benítez occupied the post until 1966, when he became the first UPR President, the same year the School of Architecture was founded. Benítez was instrumental in the creation of our School.

In 1943, the College of Arts and Sciences was divided into the colleges of Humanities, Social Sciences and Natural Sciences. The Department of Social Sciences became part of the College of Social Sciences. At the same time a new College of General Studies was created to offer courses in general education to all new students. At the Mayaguez Campus, the College of Agriculture and Mechanical Arts was reorganized under a Vice-Rector and divided into three colleges: Agriculture, Engineering and Science. In addition, the Tropical Meteorological Institute was created as part of the College of Natural Sciences in the same year.

The Graduate School of Public Administration – created by law in 1942 – became a reality in 1945 as part of the College of Social Sciences. The Department of Social Work was reorganized in 1947 as a professional Graduate School under the College of Social Sciences. In 1954 the Council of Superior Educational approved a master's degree in Social Work.

The School of Medicine was established in 1950 and the School of Dentistry in 1957. That same year, the Nuclear Center of Puerto Rico – endorsed by the U.S. Atomic Energy Commission – was set up, making possible graduate studies in Nuclear Technology, Radiological Physics and Mathematics. The University of Puerto Rico was growing so rapidly that the Institution began to plan an island wide expansion by means of a network of regional colleges. The first regional college was opened in the city of Humacao in 1962.

In 1965, the graduate program of Planning was approved by the Council of Superior Education in response to governmental and community recognition of the need to plan for the island's economic and social growth. Master's degrees in Education, with majors in Guidance & Counseling, and in School Administration & Supervision, and in Secondary Education, were also authorized that year.

The current University Act was passed in 1966, repealing Public Act No.135 of 1942 and Public Act No. 88 of 1949. The 1966 Act created three autonomous units: the Río Piedras Campus, the Mayagüez Campus, and the Medical Sciences Campus, each with a Rector. The three units answer to the President and to Administrative Boards. All the campuses formed the University System; the University of Puerto Rico. The Council of Superior Education was reorganized as the Council on Higher Education, with the Secretary of Education as an ex-officio member instead of President.

Among its first academic acts, in 1966, the Council on Higher Education authorized a master's degree in Psychology and a six-year Bachelor of Architecture degree (BArch). The latter was replaced in 1976, by a 4 + 2 Program in Architecture: a four-year pre-professional Bachelor of Environmental Design (BED) and a two-year professional Master of Architecture (M Arch).

The multifaceted and accelerated growth of new entities in the University System led to more regional colleges in different parts of the Island, so that more people could have greater opportunities to study. The Regional Colleges of Arecibo and Cayey were created in 1967. Subsequently, the Cayey Regional College became the Recinto Universitario de Cayey.

In 1968 the Council on Higher Education authorized the creation of the Graduate School of Business Administration and the establishment of a program leading towards a master's degree. The next year the Ponce Regional College was established and the Council approved the creation of the Graduate School of Library Science with a master's degree in Library Science.

In 1970, this institutional growth gave rise to the establishment of the Regional Colleges Administration under the direction of a Rector. In the same year, the Bayamón Regional College was established and, two years later, the Aguadilla Regional College was also created.

Between 1970 and 1972, the Council on Higher Education certified the following degree programs: a Doctoral program in Chemistry was established in the College of Natural Sciences; a Master's degree in Education with specialization in Home Economics; a Master's degree in Rehabilitation Counseling; and a Master of Arts degree with a major in Public Communication.

In 1974, the Humacao Regional College was authorized to offer a four-year program and became the Recinto Universitario de Humacao. At the same time, the Carolina Regional College was established. In addition, the Council on Higher Education approved three Master's degree programs in Linguistics, Comparative Literature and Translation at the Río Piedras campus.

The Bachelor's Degree in Public Communication was authorized in 1977. In 1979, a Master's degree in the Teaching of English as a Second Language, and the Master's degree in Educational Research & Evaluation were approved. In the 1979-80 academic year, *La Montaña* Regional College in Utuado began its program of studies, the Bayamón Regional College became a Technological University College, and, the Regional College at Arecibo began offering its four-year program as a Technological University College.

In 1981, the Council on Higher Education authorized doctoral programs in Biology and Chemical-Physics at the College of Natural Sciences. The next year, the first post-graduate Certificate in Specialized Translation was conferred. Also in 1982, the Council on Higher Education at the College of Humanities authorized the Program for Interpretation. In addition, the Ponce Regional College became a Technological University College, and, the units at Cayey and Humacao became autonomous. The Program for a doctoral degree in Education was approved that same year and the first group of students was admitted in January 1983. In 1986, the Council on Higher Education authorized doctoral programs in History and Psychology.

In 1988, a Master in Education with a major in Special Education, and, in 1989, a Master in Sociology was authorized. In 1991, three new Master programs were established within the College of Education: Preschool Level, Elementary Level, and Teaching of Reading. In 1996, the School of Home Economics changed its name to School of Family Ecology & Nutrition, and, in August 1998, began a B.A. in Preschool Education.

In 2013, the Puerto Rican legislature created the *Junta de Gobierno* (in Spanish), substituting the previous *Junta de Síndicos* (JS) as an independent and autonomous body that governs the 11 campuses comprising the University of Puerto Rico. Prior to its creation, these responsibilities were in charge of the former Higher Education Council (CES) and the former Board of Trustees (JS).

The work of the *Junta de Gobierno* is to govern the University, overseeing the general operations of the institution and creating guidelines to govern its direction and development. The Board is not involved in administrative details or relevant work to the Chancellors, governing bodies or other university officials.

It is composed of 13 members: a regular undergraduate student, a regular graduate student, two tenured professors of the university system, the Secretary of Education, as an ex-officio, a broad professional with knowledge and experience in the field of finances, a resident of Puerto Rico who has participated in social and community leadership, five prominent residents of Puerto Rico in knowledge in artistic and scientific area, and a citizen residing in Puerto Rico, linked to the Puerto Rican communities abroad. Except for the two students and two professors, who are elected by their peers, the Governor of Puerto Rico, with the advice and consent of the Senate, appoints the other members of the Junta de Gobierno.

Locally, the campus is referred to as the Recinto. In 1997-98, the former Board of Trustees approved a plan to recognize the Regional College system and grant autonomy to each College. Our campus is formally known as the Universidad de Puerto Rico, *Recinto de Río Piedras*. It is recognized by the Carnegie Foundation for the Advancement of Teaching as an Intensive Doctoral/Research University, a classification that puts it among the best universities in the United States and makes it the only one of its class in the Caribbean and Latin America.

Since it was founded in 1903, the University of Puerto Rico has followed a course of uninterrupted development and progressive improvement of its programs of study, organization, administrative complexity, and general expansion. In fulfilling its mission, the University has continued to offer ever-expanding opportunities for achieving an optimum cultural and professional education, within reach of the people of Puerto Rico.

University of Puerto Rico / Río Piedras Campus Mission & Contemporary Society

At the onset of the 21st century, the Río Piedras Campus intends to accelerate its transformation into a research institution of international standing dedicated to the creation of new knowledge through research and scholarly study to (1) advance knowledge, (2) understand the changing realities and interpretations of the update human condition, society, history and culture, (3) feasibility solutions to the pressing problems of social life, the historical legacy and culture, quality of life and the natural and built environment, and (4) creating new offers and border in all disciplines and professional studies that welcome and encourage, to provide the country with professionals first order with a thought advanced. The Río Piedras Campus, as intellectual leader and promoter of change, must undertake tasks that promote cultural appreciation and productivity in all sectors of society and to ensure sustainable development and harmonious with the natural environment, its resources and ecology.

The Universidad de Puerto Rico, as a public institution of higher education, has been entrusted by law with the responsibility of serving the people of Puerto Rico, adhering to the ideals of a democratic society. Its fundamental mission is to transmit and increase knowledge by means of the development of the arts and sciences, placing this knowledge at the service of the community through the work of its faculty, students and alumni. It is expected that it will also contribute to the development of the ethical and aesthetic values of culture.

According to article 2 (B) of the University Law (January 20, 1966), the University system is charged with the following mission:

Cultivate the love of learning as conducive to freedom through the search for truth with an attitude of respect toward creative dialogue.

Preserve, enrich and spread the cultural values of the Puerto Rican people and strengthen their awareness of the importance of solidarity in solving common problems in the manner appropriate to a democratic tradition.

Seek the full formation of students in the light of their responsibility to serve the community.

Develop the intellectual and spiritual riches latent in our people, so that the values of the exceptional personalities that may arise from all and any of the social sectors may be put to the service of the Puerto Rican community.

Collaborate with other organizations in the study of the problems of Puerto Rico within those spheres of action appropriate to a university.

Bear in mind that, by its very nature as a University, and its identification with the ideals of Puerto Rico, it is linked in an essential way to the values and interests of every democratic community.

By the nature of its special historical and cultural circumstance, the Recinto de Río Piedras Campus has its own particular mission, which helps to define its development, clarify its special contributions to the University and to society as a whole, and distinguish it from the other units of the system:

Foster the integral education of its students through programs of study which promote intellectual curiosity, the capacity for critical thinking, constant and ongoing learning, effective communication, an appreciation for and cultivation of ethical and aesthetic values, participation in the working of the campus, and a sense of social awareness and responsibility.

Provide graduate education of the highest quality, the key elements of which are research and creative activity, and which can help strengthen undergraduate education. Furthermore, to provide post-baccalaureate programs for the education and training of professionals of the highest caliber, persons committed to the ideals and values of Puerto Rican society. Provide an undergraduate education of excellence, one that offers students a unified vision of knowledge that brings general education and specialization into harmony, and to foster in students a capacity for independent study and research. Develop teaching and research skills, and to promote participation in the life of the community, and service to that community, with respect for the historical and social conditions of Puerto Rico, taking into account its Caribbean and Latin American surroundings, yet reaching out into the international community; to enrich and strengthen the storehouse of knowledge associated with the consolidation of Puerto Rican nationality, its history,

language and culture, while at the same time to foster the growth and dissemination of knowledge at an international level. Develop innovative, relevant programs of research, community service, and continuing education that will support and contribute to the academic and professional activity of the campus. These programs will also contribute to the transformation and continuing progress of Puerto Rican society, to the analysis of the socio-economic and political problems of the Island, to the formulation of solutions to those problems, and to the improvement of the quality of life.

A Brief History of the School of Architecture & the Program

The School of Architecture, founded almost fifty years ago in April 1966, is the oldest school of architecture in Puerto Rico. It also has the only accredited program in architecture on the Island that offers graduate studies. It was successfully established after three earlier attempts, the first one being a Department of Architecture at the College of Agriculture and Mechanical Arts in Mayagüez, begun by Prof. Frederick Revels of Syracuse University in 1921. Although it lasted only until 1924, several important Puerto Rican architects began their studies there: Pedro Méndez, Eloy Ruiz, Augusto Plard and Juan Acevedo Chico. The second attempt occurred in 1946, with the establishment of an Architectural Engineering Program at the Department of Engineering of the same College of Agriculture in Mayagüez. The program, directed by Arch. Juan Amador, lasted only a short time.

Outside of the institution, a separate attempt to establish an architecture program was carried out by Interamerican University at its Metropolitan Campus. It lasted for several years during the 1960s, with Arq. Angel Cabán as Dean. In the beginning of the 1990s the program was established at its San Germán campus as a feeder program for the School of Architecture at the University of Wisconsin - Milwaukee. This program was terminated in 2006.

In 1958, the Legislature of Puerto Rico had approved a law requesting that the Universidad de Puerto Rico explore the possibility of establishing a school of architecture on the Island. That year, at the AIA Annual Meeting held in Cleveland, Ohio, a resolution to that purpose, presented by Arch. Santiago Iglesias Jr. was unanimously approved, resulting in an expression of support by the AIA for the School. In recognition of his commitment and support, the School's Library is named after him.

Interest remained strong, and in October 1965, Cornell Graduate Jesús Amaral was appointed Executive Consultant and charged with the responsibility of organizing the School. In 1966 the Council of Higher Education officially created a School of Architecture as a new unit of the Universidad de Puerto Rico-Recinto de Río Piedras. The School was the result of many years of efforts by Puerto Rican and North American architects. Special reports by Dean Josep Lluís Sert and Professor Reginald Isaacs, of Harvard University, in February 1959 ("*Creación de una Escuela de Arquitectura en Puerto Rico*"); by the American Institute of Architects, in April 1959 ("Report to the University of Puerto Rico"); and by Arch. Jesús Amaral, in 1966 ("*Propuesta para la organización y funcionamiento de la Escuela de Arquitectura de la Universidad de Puerto Rico*") were submitted to then Chancellor Jaime Benítez.

The selection of the Río Piedras Campus as the site for the new School was due to its humanistic orientation, its proximity to cultural activities, the concentration of architectural examples and firms in the metropolitan area, contacts with the Planning Board and the Institute of Puerto Rican Culture, better employment opportunities, and greater housing options for students. The location also permitted the School to develop its own distinct character, different from that of the engineering faculties in Mayagüez.

Architect Amaral was appointed the new Director of the School, and he recommended the rehabilitation of the Faculty Center building as temporary facilities for the new School until a new structure could be built. It was intended to hold 180 students, on a temporary basis. Noted architect Henry Klumb, who collaborated throughout his life with Frank Lloyd Wright, Neutra and Kahn, was the original designer of the building and in charge of the rehabilitation work, while Jaime Cobas, who still sponsors the School's Thesis Awards, designed the interior spaces and selected the furnishings.

Distinguished professors from the architecture programs at Cornell and Harvard, as well as from the Massachusetts Institute of Technology, acted as consultants for the creation of the first academic program and pensum, a six-year Bachelor of Architecture degree. During the summer of 1966, six hundred entrance applications to the School were processed. Sixty of the applicants were admitted to form the first class. A curricular revision in 1976 transformed the

six year B Arch into a 4 + 2 program: a four-year pre-professional degree, the Bachelor of Environmental Design (BED), and a two-year first professional degree, the Master of Architecture (M Arch).

The School, accredited by the National Architectural Accrediting Board since 1973, has graduated **72** students with a BArch professional degree, **1185** students with the BED degree, and **561** students with the M Arch degree, since its creation. Presently, the School is on the last year of a six-year accreditation period, granted in 2008.

School of Architecture / Graduate Program Mission & Contemporary Society

Vision: To be an interdisciplinary community that discovers and constructs the best education in architecture.

Mission: Create a space for the formation of values, investigation, and work that promotes the education of future architects devoted to researching diverse aspects of local and global scopes of arts and technique; memory and desire; conservation, as well as, sustainable developments; and, of knowledge and innovation.

Values:

1. We commit to complying with our mission to achieve our vision.
2. We focus our efforts on being at the service of Puerto Rico by:
 - a. Educating architects that for the most part, will work for and serve our Island.
 - b. Linking our education to the problems and opportunities of the Island by stimulating the student's and professor's active participation in related discussions and solutions.
 - c. Promoting the participation of the School, within the University as well as in the community at large, in concerns related to the development of the island and the conservation of our constructed and natural patrimony.
 - d. Forging the investigation and diffusion of knowledge on issues related to the discipline of architecture, professional practice, construction industry and society in general.
3. We believe in a responsible interdisciplinary education by:
 - a. Integrating the creation of knowledge of architecture with humanistic, artistic, technical and scientific endeavors. This is achieved by creating an academic environment that promotes the participation of the faculty and students in cultural and interdisciplinary activities, both within the University and beyond its campus.
 - b. Selecting our students from local and international candidates that show intellectual curiosity, cultural uneasiness, leadership, and the capacity to work as part of a team.
 - c. Providing the students with knowledge as to the historical, human and environmental contexts of the discipline of architecture, as well motivating them to proactively seek further knowledge and further their academic formation.
 - d. Supporting the academic development of the students by means of an effective counseling program that recognizes the diversity of the educational offerings both within the School and at the University in general.
4. We establish the best environment for development and excellence by:
 - a. Focusing our academic development on the constant evaluation and improvement of the scope of the teaching of architecture.
 - b. Forging personnel employment policies that support our mission and add to a pluralistic and interdisciplinary environment, all centered on architecture.
 - c. Promoting erudition and offering diverse opportunities to divulge academic achievements in the appropriate public forums, via publications and other means.
 - d. Fomenting a studio culture that promotes creative interdisciplinary action and collaboration.

- e. Ensuring that our facilities and interpersonal environment motivate professors, students, and administrative personnel to achieve their best work.

5. We promote the production of new knowledge by:

- a. Promoting the development of investigations and activities that enhance overall knowledge and that of architecture.
- b. Offering opportunities to exchange acquired knowledge through teaching and investigation. Also, by stimulating interdisciplinary and interfaculty exchange – both from within and without the campus – with the goal of strengthening the constant search for new knowledge.
- c. Seeking the necessary mechanisms to guarantee the allocation of external funding for investigation, sharing of knowledge and coordination of academic activities within the School.

Program / Institution Relationship

Within the overall structure of the Río Piedras Campus of the University of Puerto Rico, the Master of Architecture is under the Deanship of Graduate Studies & Research (DEGI in Spanish). It is the sole professional architecture degree of the 11-campus network. This Dean's Office reports directly to the Chancellor of the Río Piedras Campus who in turn reports to the president of the University of Puerto Rico. The goals and objectives of our School of Architecture are based on the University Strategic *Plan Diez para la Década* and the Campus Strategic *Plan Vision 2016*. This plan served as a guide to develop, strategic action and development plans in all faculties and units of the campus. These were the result of the discussion, analysis, ongoing review, collective strategies and objectives.

<http://www.upr.edu/organigrama/index.html>

Program & Institution

The Masters of Architecture, with its long history as a key player in the art of preparing conscientious practicing architects, is a reflection of the changing needs of a 21st century education and practice of architecture. With this said, the Institution benefits from many of the School's activities and initiatives. The wide reaching international list of outstanding architects that have added knowledge to the academic community with insightful lectures, as well as, the diversity and wealth of the constant flow of exhibitions in the School are a fundamental part of the academic campus as a whole. In addition, the School gives back to the community through the Community Design Center by addressing the needs of communities across the Island. The School's participation in three Solar Decathlon editions since 2002 has provided international exposure to the School. The School has also forged collaborations with the following local state and municipal governments, private entities and other institutions:

Municipality of Fajardo	Georg Simmel Center-Humboldt University, Berlin
Municipality of Bayamón	MIT
Municipality of Culebra	Architectural Association Visiting School
Municipality of San Juan	Oklahoma State University
Municipality of Caguas	UNAM-México
Municipality of Dorado	Universidad de Sevilla
Office of the Governor-PR	Pontificia Universidad Católica de PR
Supreme Court of PR	University of Slovenia
PR Planning Board	Department of Housing
Cornell University	UPR-Cayey
Tulane University	UPR-Mayaguez
Cooper Union	UPR-Medical Ciencias
Georgia Tech	UPR-Law School
Rice University	UPR-Athletic Department
UPenn	Editorial-UPR
Stanford University	Fundación Sila María Calderón
Glasgow School of Art	Fundación Pro-Arq

Fundación Segundo Cardona	CAUCE
Fundación CEMEX	Belize Tourism Office
Fundación CAAPPR	Puerto Rico Tourism Company
Ricky Martin Foundation	UNIBE-Santo Domingo, DR
National Parks Service	UNPHU-Santo Domingo, DR
US Department of Energy	PUCMM-Santo Domingo, DR
Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico (CAAPPR)	Alliance Francaise
American Institute of Architects (AIA)	French Consulate of PR
Sierra Club	Swiss Consulate of PR
US Green Building Council	Mexican Consulate of PR
State Department	VALCOR/SAMCOR
Museo de Arte Contemporáneo (MAC)	PRISA Group
Museo de Arte de Puerto Rico (MAPR)	Revista Arq-i-tec
Fundación Pablo Casals	AULA Journal
	Interlink

The School has been offering since 2008 the *Introduction to Architecture* course, which was accepted as one of the campus Arts requirements. Other courses opened to the rest of the campus are Introduction to Sustainability-LEED, Model Building, Sustainable Urbanism, Architecture and Cinema, Arduino programming, Pre-Engineering, Digital Photography and Figure Drawing. This is part of the School's commitment to improve the general knowledge of architecture in our society; not only to educate our future architects but, so too, our future clients.

Dr. Humberto Cavallín's CIDI research center has collaborated with Stanford University, the University of Slovenia and the UPR-Mayaguez in developing a curricular sequence in Integrated Practice in Architecture/Construction Engineering. He is also part of an NIH Research Grant with the Faculty of Natural Sciences.

Dr. Pedro Muñoz, Director of the *Biotropical Architecture Research Lab*, is in charge of the proposed Master's degree in Biotropical Architecture.

The recently approved dual degree between the Law School and the Architecture School has resulted in subsequent proposals for dual degrees with the Planning School and the Faculty of Business Administration. The latter would consist in a three year M Arch/MBA joint degree with a Certificate in Project Management.

Our Urban Think Tank, CIUDAD, has collaborated with the *Georg Simmel Center* at the Humboldt University on a symposium, a publication and two student trips to Berlin. CIUDAD is also working on a publication documenting walled colonial cities in the Caribbean, and leading the effort to establish our first doctoral degree.

Prof. Javier Isado's STAND research center on computation and digital fabrication produced a publication titled *Digital Narratives*, and has spearheaded our Fabrication Laboratory (FabLab) development.

The School of Architecture has participated in the design of several campus design proposals, as well as the re-design of the university's graphic image.

AACUPR, the School's Archive of Architecture and Construction, organized six summer trips to document Corsican American homes in the French Island of Corsica. Its Director, Dr. Enrique Vivoni has directed the Certificate on Historic Preservation and worked on the proposal for a Master's degree in Historic Preservation.

The Architecture Library is in conducting an important campus wide pilot-project on long distance education. The Community Design Studio efforts have resulted in collaborations with various non-profit organizations and communities both in Puerto Rico and abroad, such as the *Ricky Martin Foundation*, New Orleans' Lower Ninth Ward, Haiti's post-earthquake efforts and our forgotten college-town of Río Piedras.

Our journal, (in)forma has published a total of nine volumes since the last accreditation visit. It has received both CAAPPR Bienal and AIA-PR Awards, and was selected for the *Bienal Iberoamericana de Arquitectura y Urbanismo* in Cádiz, Spain.

In collaboration with the AIA, we published the second volume of Contemporary Architecture in Puerto Rico 1992-2010. It was selected for the *Bienal Iberoamericana de Diseño* in Madrid, Spain.

CASH, our 2009 Solar Decathlon entry, received both CAAPPR Bienal and AIA-PR Awards, the *Premio al Desarrollo at the Bienal Iberoamericana de Diseño* in Madrid, Spain. It returned from a successful participation in Washington DC to be permanently relocated in Dorado's Ecological Park. We are currently in negotiations with the Mayor of Dorado to sponsor our next entry in the competition.

These alliances represent an invaluable array of collaborations that expand the Institution's opportunities. In turn, the UPR offers a rich interdisciplinary environment for the School's academic community. The institutional benefits of the Program are quite formidable.

First and foremost, is the diversity of departments, degrees and programs that constitute an integral academic component of the Río Piedras campus. This synergy offers our students many interdisciplinary elective options according to their evolving interests. The Institution's incredible on-campus diversity has inspired the School's commitment to create new Joint Degrees with the graduate schools of Law, Planning and Business Administration. The latter will eventually evolve into a degree in Project Management.

In addition, the School's community has access to courses, lectures and exhibitions offered throughout the campus' schools, departments, museums and libraries.

A unique opportunity embraced by 18 of our students since the last accreditation visit is the *Urban Studies Certificate*. This program offers our graduate architecture students the possibility to enter into a more profound understanding of the intertwining complexities of the urban condition. In addition, both undergraduate and graduate students have sought cross-disciplinary degrees by completing specializations, concentrations and/or additional degrees in Philosophy, Art History, Modern Languages, Social Studies, among others.

Program's Holistic Education

The course of study and learning experiences of the School encourages every student to enter into the practice with a holistic, practical and liberal arts-based education. Beginning in their pre-professional and preparatory studies, a wide and diverse range of opportunities surrounds every student. Each initiative, studio and course addresses different and essential aspects of the profession, the art of city-building, the changing means of production and construction, the needs of the global society and local communities, leadership, etc.

Program's Practicum-Based Education

Both our pre-professional professional programs expose students to practicing professionals in Design Studios and core courses. Presently, we have some of the most outstanding local designers as members of our faculty, sharing their accrued experience with our academic community and leading with the example of their professional vision.

The M Arch's Professional Practice sequence is an essential part of our graduate offering, and since the last visit, we incorporated an introductory course into the undergraduate curriculum. The courses focus on the student's professional formation and purposely overlap with the Design sequence. As a matter of fact, one of the graduate professional courses evolved into a Design studio option that deals all the way from starting a firm to permitting, contracts, ethical concerns, financial analysis, development pro-forma, and a complete set of plans.

In addition, the School/Program Administration has been very proactive in educating the academic community as to the Path to Licensure and the important institutions along the way. As part of the process of increasing the exposure

of students to the practice of architecture, the Professional Development Internship was initiated in Fall semester of the 2011-12 academic year. This initiative will be discussed in detail in PART II of this Report.

I.1.2 Learning Culture & Equity

The Río Piedras Campus of the University of Puerto Rico guarantees equal opportunities to both students and employees regarding study and employment. The Campus does not exclude anybody of participation or benefits, nor does it discriminate against any person for reason of age, race, sex, color, place of birth, social origin or condition, sexual orientation, physical or mental handicap, and political or religious beliefs. In the School of Architecture, all interested candidates have equal opportunity to learn, teach, and/or work. This includes provisions for students, Faculty, and/or administrators with mobility and/or learning disabilities.

Learning Culture Policies & Assessment

1.1. Learning Culture Policies:

Both the Campus and the School of Architecture are committed to providing our Faculty and students with a positive and respectful learning environment. To achieve this goal, the School of Architecture has created and implemented policies that define the way in which this learning culture takes place. Every member of our School has access to the documents that regulate those policies through our website. These documents are:

- School Vision & Mission (1996; 2007): It stresses the importance of a healthy learning environment to provide a rich community that can foster collaboration, interdisciplinary learning and creative actions.
- Faculty regulations (2010) of the Río Piedras Campus: they regulate the rights and duties of our Faculty and have provisions regarding the duty of the faculty to clearly instruct their students on the goals, evaluation methods, and, any other specifications pertinent to their courses. They also provide for faculty and student representation on all instances of curricular planning and definition of academic policies in the School.
- Graduate Program regulations (1994): They define the requirements and procedures to be followed by the students throughout their graduate studies at the School. This set of regulations is based on the Certification 72, of the Deanship of Graduate Studies and Research (DEGI) at the Campus level. Due to the newly approved Certification 38 that revises Certification 72, the Program has started the process of reviewing this document, and it should be completed by the ending of the 2013-14 academic year.
- The Design Studio regulations (2001; 2002): produced by the Design Committee, they establish a list of eighteen points that summarize the rules of engagement for the use of the studios' space. They have some prescriptive items regarding basic behavioral aspects that are expected from students to comply while using the Studios.
- Handbook for Undergraduates Programs (2007): summarizes diverse aspects regarding the rules, regulations and services that influence the students' everyday life in our School. This regulation was amended in 2011, and it has the purpose of exposing the rights and responsibilities of students as members of the academic community. The regulations establish the necessary structures that grant an effective participation of the students in the university dynamics, and a series of rules of engagement directed to foster a positive interaction within their community.
- Handbook for Graduate Programs (2012-14): summarizes diverse aspects regarding the rules, regulations and services that affect the progress at the Graduate Program. A revised version of this document was produced in 2012.

In 2007, the most relevant aspects of the aforementioned documents, that impacted the Studio Culture, were compiled in a *Studio Culture Summary*. This document summarized the School's policies regarding Studio Culture, including the Vision & Mission of our School. It delineates the values that should inform Studio Culture, including the rules and regulations that already apply to the Design Studio dynamics. It promotes better practices of time management, and lists the different services that support studio work. More important of all, this document clearly expresses the interest of our Institution in establishing a healthy learning environment that we consider has to be the core and reason of our Studio Culture. The document was distributed to the different members of the School with a plan is to review and

update it on a regular basis in order to adjust its content to the dynamics and changing needs of our Studio Culture. This document can be found at the URL and it is received by every new student as part of the materials provided during the first day of classes.

Manual del Profesor –Decanato de Asuntos Académicos-Recinto de Río Piedras can be found at the URL:

http://daarrp.uprrp.edu/daa/circulares_guias_reglamentos.politica_institucional_otros/Guias%20Acad/Manual%20del%20Profesor%20SEPTIEMBRE%202010.pdf

Reglamento General de Estudiantes Universidad de Puerto Rico (2011) can be found at the URL:

http://acweb.upr.edu/docs/Junta_Sindicos/Reg_Gen_Est/RGE_28_Jul_2011.pdf

Handbook for Undergraduates Programs (2007) can be found at the URL:

<http://www.uprrp.edu/registrador/subgraduado.php>

Handbook for Graduate Programs (2012-14) can be found at the URL: <http://graduados.uprrp.edu/catalogo/#>

1.2 Assessment:

The assessment process at the School has been developed by program, according to the assessment procedures established by the Campus Administration. Additionally, there have been assessment processes developed by both the Architecture Library and AACUPR that complement up to the findings produced by the academic program's own efforts.

1.2.1. Undergraduate Program:

The assessment of the Undergraduate Program is regulated by the Office of Evaluation of Student Learning (OEAE). This assessment process was started in 2009 Undergraduate Program Coordinator, and under the supervision of the OEAE.

There have been two cycles in this assessment process:

- a. From 2009 to 2012: During the first semester of the 2009-2010 academic year, Professor González Peniza was appointed Coordinator of the undergraduate program learning assessment plan. His work as coordinator included the design and implementation of the processes of data collection needed to assess learning, and the development of a master plan of learning assessment guidelines for the program. These tasks were carried out in collaboration with OEAE.

Preliminary assessment forms for the design studio courses used during the final presentations of the semester were presented to the faculty as part of the undergraduate program director's report on December 15, 2009.

During the 2009-2010 second semester, Professor González Peniza participated in a number of Assessment seminars organized by the OEAE. Professor González Peniza also prepared a partial yearly learning assessment report based on the data collected during the previous semester's final design presentations and processed by OEAE personnel. During the 2010-2011 academic year, Professor González Peniza continued developing the master plan. See Learning Assessment 2009 URL: <http://ea.uprrp.edu/media/web/plan-evaluacion/Learning%20Assessment-2009.pdf>

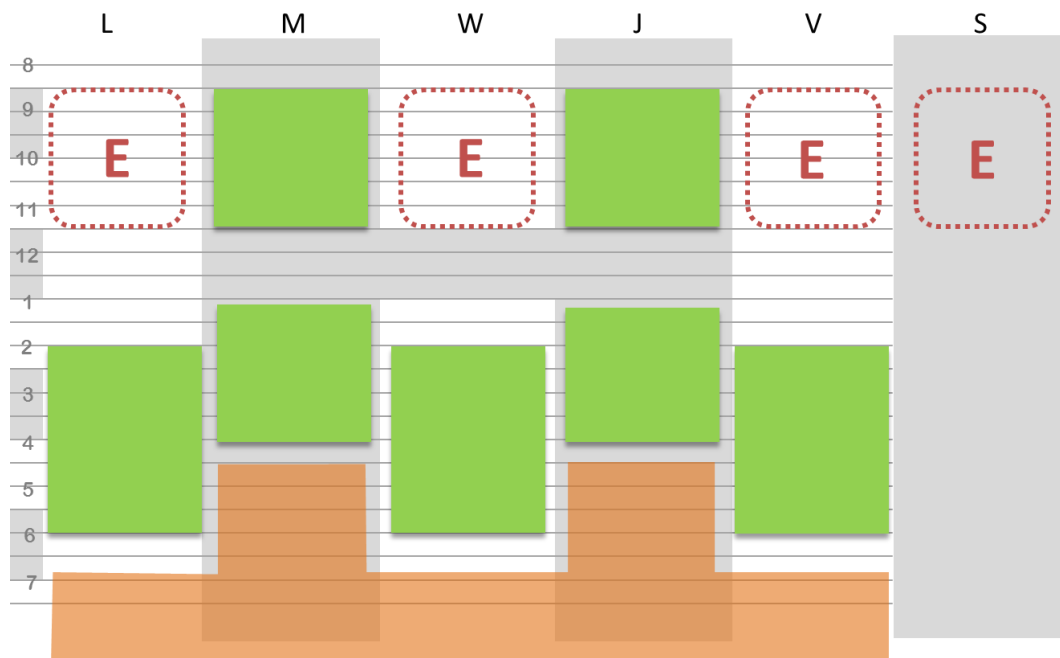
- b. From 2012 to the present: In this second cycle, the Undergraduate Program produced a plan to develop a comprehensive assessment model to incorporate both performance variables required by the *Middle States Association*, and also those aspects pointed out by NAAB during their last accreditation visit to the School. The plan can be found at the URL: <http://ea.uprrp.edu/media/web/plan-evaluacion/UNDERGRADUATE%20LEARNING%20ASSESSMENT-02.pdf>

This plan was presented to the Faculty, and a Committee assigned by them developed the assessment instruments under the leadership of the Undergraduate Program Coordinator. The resulting instruments were submitted and reviewed by the Faculty on December 2012, and unanimously approved then. They are due to be applied during the semester in course, and tangible results should be ready by Spring semester 2014.

In 2012 the Undergraduate Program developed a plan of institutional research to collect evidence regarding a series of data points of time-use by the students in the program, distribution or coursework during the week, and hours/time slots allocated by the students to homework and studio work. The results were used as a rationale to recommend a series of changes to course schedules and coursework at the undergraduate level. The changes included:

Course Scheduling: Through the assessment process, we identified existing courses time slots generated schedules that promoted an inefficient use of time by students. Based on these findings, we redesigned the course schedule taking into account the following:

- i. Time slots: We redesigned the schedule so that required courses were concentrated in blocks during Tuesday and Thursday. This, with the exception of courses in design, which continue to be offered in their traditional schedules of Mon/Wed/Fri afternoons. This grouping minimizes idle time between classes, allowing elective courses to be offered on Monday, Wednesday, and Friday mornings. Additionally, we are starting courses according to the Campus schedule and ending all courses before 6 pm, in order to adjust our course offer to the Campus offer. This allows students more flexibility to take courses outside of our department, and also permits them to have spare time during the evenings for personal commitments and/or homework and/or reading.



- ii. Elective courses: Based on evaluations and suggestions from our student body, we developed a leaner set of elective courses, conceived as one-unit courses that operate as focused workshops. Additionally, the one-unit courses allowed us to provide students with a more diverse course offer, without heavily impacting the administrative costs. Finally, this system also allows students to create more flexible schedules, in which they can, i.e., take all their elective courses upfront in the semester, or take them in one or two of the allocated mornings for the elective courses. The result is a more efficient course schedule for our students.
- iii. Odd/even evaluation timing: One major difficulty involving our course planning has been to coordinate design evaluation periods with other courses evaluations' time. In order to avoid this recurrent overlapping, we have

established a system, since the second half of the 2011-12 academic year in which both groups of courses have alternate weeks for the implementation of their evaluations (i.e., even weeks of the semester are for design studio presentations, while odd weeks are reserved for history, theory and technology courses).

1.2.2. Graduate Program:

The Deanship of Graduate Studies and Research (DEGI) regulates the assessment of the Graduate Program. These assessments take place every five years. Since the NAAB's last visit to the School, we have submitted two assessment documents to DEGI, the first one in 2007, and a second one in 2012. These assessment documents show a comprehensive review of different program aspects, following a unified format required for every graduate program in the Campus. These documents can be found at the URL: <http://earq.uprrp.edu/eadr/?q=node/48>

1.2.3. Architecture Library:

The *Santiago Iglesias, hijo*, Library offers workshops and lectures about the development of research and information competencies of students in Undergraduate and Graduate Program. Since 2009, the Library has a meticulous record of each session offered in professors' courses. The sessions have a duration of 90 minutes, within the time assigned to a class. These sessions, coordinated with the professor, are intended to address any issues related to information, its access, management and presentation, for an academic purpose. All sessions are documented and available in the Library. Usually, for each session offered, several documents are kept immediately after the session is finished. A copy of the attendance, copy of the presentation, a copy of the audience's evaluation sheet and, a self-assessment sheet completed by the librarian, are examples of these. These documents can be found at the URL: <http://ea.uprrp.edu/media/web/plan-evalu/Self-assessment-BSIH.pdf>

Since 2011, the Library has developed a series of long distance instructional modules, using the open source program E-Front, for the development of information and research competencies of our students, especially used in the course Arqu.3121-*Introduction to Architecture*. This system maintains a reliable record of the student responses. These modules also include a pre-test, a post-test, as well as practice exercises.

The librarians prepare a detailed report to the Director of the Library with general comments, findings, recommendations, conclusions and future actions. Each year, the Director of the Library prepares a report to the Dean, specifying what happened in the program during that period. This program has valuable information to perform periodic self-evaluation of its components.

Program commitment: Positive & Respectful Learning Environment

The School promotes a profoundly professional environment in which respect and the appropriate rules of engagement are systematically emphasized at the beginning of each semester. A guide is accessible to all students on the School's website.

Since the Fall semester of 2011, the Graduate Design studios are personally visited at the beginning of each semester to ensure that students understand the sense of professionalism that must guide their actions during the course of each class. The orientation emphasizes that the role of the School is to prepare them both intellectually and ethically, so that they may be successful professionals, meaning that the art of engagement is equally important as the art of design. The orientations include: a presentation of the Graduate Program Regulations; an emphasis on the notion that the educational environment is a preamble to the ethics of professional collaboration that will be essential to their success as future professionals; that the art of learning how to manage their time is important as a student and as a professional when deadlines must be efficiently met.

Students are encouraged to maintain their professors informed of their progress throughout the semester and to inform them of possible obstacles that may affect their work.

The ethical importance of constructive dialogues is also reviewed. In case of conflict between faculty and students, students must go through a clear but flexible protocol: first, a conversation with the professor is recommended, and if this fails, a meeting with the Program Coordinator should be requested with all parties present. If this does not meet expectations, the Dean of Students can intervene and request additional meetings or, as needed, submit referrals to the adequate institutional resources, offices or professional better suited to attend the situation. Finally, the Associate Dean and the Dean of the Architecture possess authority over any other situation and can be requested to intervene if needed.

Graduate Program Regulation 1994 can be found at the URL:
<http://ea.uprrp.edu/media/web/reglamento%20rev%20revisado.pdf>

Institutional Policies for Academic Integrity

The Institution has a policy to address issues related to academic integrity. "The University of Puerto Rico Law (Act No.1, 1966)" is the legal context that is implemented through regulations and circulars. An example is the Circular 17 (1989-1990), entitled "Rio Piedras Campus, University of Puerto Rico's institutional policy and procedures at allegations of lack of intellectual integrity in teaching or research" which provides the steps to follow in cases of possible faults of academic integrity.

In the "University of Puerto Rico's student regulation amended on January 21, 2011, in Part B, Article 6.2 establishes the disciplinary sanctions in case an student incurs in academic dishonesty, whether due to fraud, plagiarism, forgery, etc.

In 2011 the Institution was published "Plagiarism in the academy: a guide for teachers" This guide was the result of the Practice Community of Information Skills at the University of Puerto Rico. The School of Architecture was represented in this publication by one of our librarians, Dr. Laurie Ortiz.

In addition, since academic year 2011-2012, the School's Library team has developed an online instructional module about academic integrity and plagiarism.

Criteria & Procedures for Social Equity & Diversity

Our geographical location is a catalyst for diversity and also one of our greatest resources. Our strategic position facilitates importing and exporting knowledge and opportunities given we lie in a central point that unites North, Central and South America with the Caribbean as well as serving as an intermediate point between America and Europe.

Diversity, in its most basic connotation implying ethnic diversity, is intrinsic in our historical and socio-demographical condition. Puerto Rico is an island whose population's heritage comes from centuries of mixing cultures and redefining a Puerto Rican condition. In our political context, as part of the U.S., our population, including our student body, is almost entirely comprised of what is considered minorities in the continental U.S. —Hispanic or Latino, African-American, Native Indian, Caribbean, and women.

Student Admissions

Women constitute a slight majority of our student population. The reasons for this may vary due to opinions but the fact remains in context to the institution's general student composition. Before the last accrediting visit gender diversity was split in equal parts. This was in no way a result of any subjective efforts, given that our admissions process is purposely objective.

While the student body at the School is an academically select group, they are a good representation of the entire Island and we have consistently received students from the Caribbean, the United States and Europe. A balance exists among students who have graduated from both public and private high schools. Nonetheless, decisions have been made to give students all the tools necessary to excel in their application process in an effort to ensure social equity

and promote diversity. Targeted to identify other talents, the admissions process has reincorporated the acceptance of a personal work portfolio, although not required as mandatory in the admissions process. This was done in order to give applicants an opportunity to showcase their graphical prowess, apart from their academic accolades when the latter may not necessarily be their *forté*.

Taking into account our specific diversity conditions the entire school body may be considered part of individual or collective minority groups. Our efforts have been aimed at further enhancing academic diversity which translates as giving students all the tools necessary to excel in their application process in an effort to ensure social equity and promote diversity. Targeted to identify other talents, the admissions process has reincorporated the acceptance of a personal work portfolio, although not required as mandatory in the undergraduate admissions process. This was done in order to give applicants an opportunity to showcase their graphical prowess, apart from their academic accolades when the last may not measure up to par.

At the graduate level, our School has designed a preparatory program named PEP 1.5. It is aimed at students who have completed a certified Bachelor Program in any design or non-design related field and lasts for a summer and a full academic year where the student receives a certification of completion that grants permission to apply to our Graduate Program. The initiative is a conscientious effort to offer a second path to our M Arch Program for students who are interested but who may not have a design-oriented background. This program has resulted in a positive effect in promoting diversity as students from different educational and/or professional backgrounds are now being admitted.

Advancement, Retention, and Graduation

Since the academic year 2007-2008 our School has received applications from approximately 200 students for the Undergraduate Program and 50 for the Graduate Program. Out of these applications, an average of 84 students have been admitted to the Undergraduate Program while 39 have been admitted to the Graduate Program. It is notable to mention that during these years applications peaked during the academic year 2009-2010 with 400 applications to the Undergraduate Program and 64 to the Graduate Program. Since this summit, applications to the Undergraduate Program have lowered gradually until the present year when a gradual rise has taken place: 2008-2009: 329, 2009-2010: 400, 2010-2011: 353, 2011-2012: 231, 2012-2013: 144, and 2013-2014: 186. Graduate Program applications decreased abruptly from the academic year 2010-2011 and rose gradually since: 2008-2009: 42, 2009-2010: 64, 2010-2011: 41, 2011-2012: 41, 2012-2013: 48, and 2013-2014: 57. This critical decrease during 2010 is a possible reaction to various external factors including, but no limited to, the aftereffects provoked by the popular perception the financial crisis has had on the construction industry and to an Institution-wide student strike that occurred during the end of the academic year 2009-2010. This manifestation paralyzed most of the 11 Campuses for a couple of months. Even though courses were dully completed, popular opinion of the entire Institution was affected.

Of the students admitted annually to our Undergraduate Program, around 60% graduate in four years. Some students continue to graduate studies abroad and others apply to our Graduate Program. Two thirds of our M.Arch students graduate on time. Our student retention rate has been fairly consistent since the last accreditation visit, and the University as a whole, boasts the highest retention and graduation rates on the Island.

It should be noted that the average time it takes students to graduate from the M.Arch Program has decreased from 3.4 years in 2008-2009 to 2.9 years in 2012-2013. This has been due in great part to the efforts conducted by our Administration to incorporate clear goals and requisites following NAAB SPC requirements. The average time to graduate for Undergraduates is 5.1 years, which is fairly good by any standard and more so, when considering that students are encouraged to enroll in international experiences that could delay graduation, and also, the inexpensive nature of our program does not exert any significant economic pressure to graduate earlier.

Student, faculty & Staff Diversity: Diversity, in its most basic connotation implying ethnic diversity, is intrinsic in our historical and socio-demographical condition. Our faculty, staff and student body is comprised of what is considered minorities in the continental U.S. –Hispanic or Latino, African-American, Native Indian, Caribbean, and women.

Since 2008 we have an average of 406 students enrolled annually. While most of them come from the Island, the School has consistently received students from the Caribbean, Latin America, the United States and Europe. In terms of academic diversity, which we actively pursue, a balance exists among students who apply from both public and private high schools. Women have comprised an average of 55% of our student body since 2008.

Since 2008, women have comprised around 30% of our faculty. Professors come from various ethnic backgrounds although Hispanic and/or Latin American embrace the majority. Countries of provenance are varied including the Continental U.S., Venezuela, Argentina, Colombia, Dominican Republic, Italy, and Cuba while visiting professors have come from the Continental U.S., Spain, Germany, Canada, Curaçao, Argentina, Poland and Uruguay, for example.

The administrative component of our School, our staff, is divided into academic and non-academic professionals. Presently, our staff composition is 55% female and 45% male. Academic administrative positions amount to 40% versus a non-academic 60%. Almost all administrative executives perform full-time duties. Non-tenure academic professionals (5) assume non-permanent administrative positions while tenure professors (7) rotate through administrative positions periodically. This is positive given that tenure professors become aware of the complexity of administrative decisions and is also good for the administration staff given academic executives are very akin to the faculty and academic requirements needed to guide their decision-making process while members of the staff. Our staff numbers, in terms of diversity percentages, have stayed roughly the same since 2008.

Similarly, the School's admissions process offers various paths for applying to the M.Arch Program. Students can apply to our Bachelor of Environmental Design or, if they have already completed an accredited Bachelor Program, they can apply to our PEP 1.5 program that started in 2007. The PEP 1.5 program consists of a certification that takes one academic year plus a summer. After finishing this certificate, students can then apply to our Master Program. Our Bachelor program has the highest IGS scores on the Island. Candidates are also encouraged to submit portfolios, given some spaces are awarded to students who excel in graphic skills. The PEP 1.5 program accepts students from any background and also encourages the submittal of portfolios although the admissions progress looks at their college grade point average to determine their acceptance. The college grade point average is also the admissions tool used for accepting students who wish to transfer to our Bachelor Program. These varied admission requirements and paths to the M. Arch Program result in a very diverse student body.

Attention to Special Needs

The Institution's standard syllabus format is a powerful tool to keep both faculty and students aware of the institutional approach to special requests and needs. All syllabi must include a clause that specifies compliance with LAW 51 that protects their right to request reasonable accommodation. Professors are required to include this clause as they develop and customize the standard course syllabus and adapt it to the particular nature of the material to be covered in class. The clause reads as follows:

Compliance with Law 51 of June 6, 1996: Students that receive Vocational Rehabilitation Services must inform their professor at the beginning of the semester in order to plan for reasonable accommodation and the necessary assistance equipment as per the recommendation of the Office of Impaired Persons' Affairs (OAPI in Spanish) of the Students Deanship. Those students with special needs that require a given type of assistance or accommodation must inform the professor. <http://humanidades.uprrp.edu/ley51.htm>; <http://estudiantes.uprrp.edu/indexdocs/ley51.pdf>.

For Institutional Equal Opportunity Policies & LAW 51 please refers to the following links: http://daarp.uprrp.edu/daa/CIRCULARES%20PARA%20EL%20MANUAL/LEYES/ley_51_7_junio_1996.pdf

LAW 51 can be found at the URL: <http://www.lexjuris.com/lexlex/leyes2001/lex2001051.htm>

In addition, the Graduate Program Coordinator offers orientation to faculty and students at the beginning of each semester by visiting the Design Studios and reviewing the protocol. When unusual situations arise, the different Program Coordinators personally guide faculty members and students through the process and, when necessary, they

are referred to other on-campus offices. These offices enhance the support a student receives from the School and have well trained and dedicated teams that assist and guide the student in the process of achieving his/her academic and professional goals.

Student Development Counseling Department (DECODE in Spanish) can be found at the URL:

<http://estudiantes.uprrp.edu/consejeria/consejeria.php>

Office of Impaired Persons Affairs (OAPI in Spanish) can be found at the URL:

<http://estudiantes.uprrp.edu/impedimentos/impedimentos.php>

Vocational Rehabilitation Program can be found at the URL:

<http://estudiantes.uprrp.edu/rehabilitacion/rehabilitacion.php>

Faculty, Student, and Staff Access to Policies & Procedures

There are student representatives at each Faculty meeting, and Faculty representatives at the Academic Senate meetings. Staff and other employees have the opportunity of being members of the Union, which represents them in University affairs. Every Representative has the obligation to present to its peers minutes of the meetings and announce any new agreements.

As previously stated, both the Dean and Faculty actively participate in University governance through their representation in the Academic Senate, the body that determines all academic development. The Dean also participates in the University Board, the administrative decision-making body of the Campus. The Faculty is represented on the Board of the Graduate Faculty of Studies and Research (*Decanato de Estudios Graduados e Investigación - DEGI*) and also participates in the various senate committees, i.e., Laws and Regulations, Faculty Affairs, and Student Affairs.

Students play an active role in the academic and administrative life of the University, by participating in all School committees (with voice and vote, except Personnel), as well as on various Campus-level boards and committees. As a result, they constitute an integral part of the decision making process leading to any changes that may affect the program. Any changes must be approved by the appropriate School committee, the Faculty in general, the Office of the Dean of Academic Affairs, and the campus-level committees at the Senate, before going to the Senate for final approval. The measure is then submitted to the Administrative Board (on which the Dean sits), the University Board and finally, the Board of Trustees. All these bodies have administrative, faculty and student representation with voice and vote. Students also participate in student government through the Student Council, and have a strong representation in campus governance with voice and vote, by their representation in the Academic Senate, in the University Board, which represents all eleven University campuses, and the Board of Trustees, the highest authority within the University system (equivalent of the Board of Trustees in the U.S.)

Student Progress Evaluation Procedures

The Dean of Students and the Student Affairs Officer supervise the evaluation of a student's progress. The School has a pre-enrollment process, which requires that all students who wish to take classes the following semester have their plan of studies approved by their Academic Counselor. Once the plan of study has been approved, the student can then register for classes for the following semester through the Internet, through terminals in the reception area of the Dean's Office or the Computer Center, or directly with the School's Student Affairs Officer. Those students with course enrollment problems meet directly with the Student Affairs Officer. This means that all students see their Dean of Students or Student Affairs Officer at least once a semester. A professional Faculty Counselor is also available at the School to meet per student's request. Graduate students work directly with the Graduate Program Coordinator when they matriculate as well as with the Dean of Students and Student Affairs Officer.

At any point in the student's career, he/she may ask to have an academic evaluation performed that informs the student of the credits taken, additional credits necessary to graduate and grade point average to date. During the year, the Dean of Students also meets with students coursing through the midpoint of program completion in order to perform an academic evaluation and provide guidance pertaining to graduation requirements.

The Dean of Students and Student Affairs Officer are always available to meet with students if requested to receive guidance for enrolling in additional minors or majors as well as orientation for choosing alternate graduate studies and/or post graduate studies, local or abroad.

The Student Affairs Officer also tracks student progress through a monthly list supplied by the Registrar's Office. Undergraduate students with an academic average under 2.50 are then notified by the School in order to propitiate a meeting and anticipate solutions to problems with their academic progress. This is designed to help students before they are placed on academic probation. They can also be referred to the professional Faculty Counselor as necessary. This program is a special service developed and offered by our School.

At the Graduate level, progress is reviewed following each semester. Students with a grade point average below 3.0 receive a warning letter. Should they fall into probation or be academically dismissed, they must wait a period of one semester before applying for readmission.

When a student is ready for graduation, the Coordinators fill out a form that lists all courses taken. The final grade point average is verified to confirm that minimum grade standards are being met and then the student is recommended for graduation to the Registrar.

A description of the procedures for evaluating student transfer credit and advanced placement: The process for transferring at the undergraduate level begins with an evaluation by the Undergraduate Program Director, to verify whether the student is qualified. If the student is transferring from a non-architecture degree program, that student must participate in the normal admissions procedure. If the student is transferring from a qualified architectural program, then the student is evaluated for placement in the appropriate design year. This evaluation is conducted by the Undergraduate Program Committee. Actual decisions about specific transfer credits are made by the Dean of Students and Student Affairs Officer in coordination with the Undergraduate Program Director. To determine course equivalencies they consult with the faculty who teach in specific areas of concentration. If the candidate for transfer is in agreement with the conditions of admissions, the School then proceeds with the University admissions process.

At the Graduate level, the Graduate Program Committee has the responsibility to evaluate transfer students. Fourteen credits are the maximum that can be transferred and applied to the degree, and these credits cannot include studio or thesis work.

Advanced placement at the undergraduate level occurs most frequently with required general education courses. Through an examination process administered by the College Board, students receive credit for specific courses prior to enrollment. Because of our high standards of admission and the quality of students who apply, approximately 75% of the incoming freshmen receive advanced placement in Spanish and English and 25% in Calculus. Within the School, advanced placement is possible at the discretion of either the Undergraduate or Graduate Program Committees. University regulation allows advanced placement by examination to be substituted for up to 25% of the total credits required by a degree.

Readmission after Suspension of Studies: Students who seek readmission after a lapse of enrollment are evaluated by the Dean of Students, who determines if there have been any curricular changes since last enrollment and if any courses previously taken are no longer applicable. Valid courses are evaluated, and the student is readmitted based on previous studies.

The process of readmission for undergraduate students suspended for academic reasons is more complex and requires a mandated waiting period for readmission of at least one year. The Dean has the authority to readmit or not any suspended student.

Any readmission would be probationary and requires academic counseling during that period. Any student suspended twice for academic deficiency would have to wait at least five years to apply for readmission. No coursework taken at any other institutions during the period of suspension is valid for a transfer credit. At the Graduate level the waiting period is only one semester.

Institutional Policies related to Harassment & Discrimination

The University of Puerto Rico has a clear and strict non-discriminatory policy. The *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20 USC § 1092(f))*, originally known as the *Campus Security Act*, is enforced as required by Federal Law. Our student services personnel, including the Dean of Students and Student Affairs Officer, is required to attend *Jeanne Clery Act* training seminars. All faculty and administrative personnel is required to complete a minimum of ethics courses and presentations. Institutional policies regarding safety are readily made available to students and security measures presentations are given every semester including student activities such as Freshmen welcome events.

Present & Future Program Diversity

Our School is committed plans to increase faculty, staff and student diversity. Efforts to promote the school internationally have been consistently made in order to attract an even wider diverse group. We have already received students from other islands in the Caribbean, Cuba, Colombia, Costa Rica, Mexico, Peru, France, Spain and the Dominican Republic, as well as Latinos from the mainland United States. International exchange students from the United States, Latin America and Europe are constantly being received. Courses are being made readily available for students who speak English as a first or second language if they do not speak Spanish.

Amongst these efforts there is a constant production of print material including our design magazine, (in) forma, that is sent to schools of architecture in North, Central and South America and, Europe. Also, just last year, we produced a promotional publication that presents the specific benefits of our program in our geographical location and unique sociocultural and political condition seeking to attract U.S. and International students to study in our Program.

Along with the Office for International Affairs, our School is diligently working to create various academic collaborations with other Schools. One of them is the creation of joint studios with Harvard, M.I.T., C.U.N.Y., Georgia Tech, Cornell, Penn, Rice, and Florida International University, to mention a few. Our International Lecture Series has increasingly attracted world-renowned lecturers from multiple design-related disciplines, including Rodolfo Machado, David La Chapelle, Ellen Dunham-Jones, Lars Lerup, Rafael Longoria, Manuel de Landa, Chris Reed, Cameron Sinclair, Alberto Pérez Gómez, Alejandro Zaera-Polo, Judith Kinnard, Luis Fernández-Galiano, William McDonough, and others, providing valuable international exposure to our academic community.

I.1.3 Response to the Five Perspectives

A. Architectural Education & the Academic Community

The faculty, staff and students all make unique contributions to the Institution in scholarship, community engagement, service and teaching. The Program is committed to offering a holistic, practical and liberal arts-based education and offers opportunities for the members of its learning community to engage in new knowledge.

Architectural pedagogy is evolving and revising its mission, curriculum, research, and service in order to respond to the new realities of the 21st Century. In order to do so, we must emphasize new ways of thinking and making that transcend the limitations of current technologies and methodologies.

Our Research Centers, AACUPR, CIDI, CIUDAD, LAAB and, sTAND are producing knowledge through their respective publications and investigations. Each center has staff and students developing specific projects collaborating with other faculties and institutions in establishing interdisciplinary, multidisciplinary and transdisciplinary practices.

Interaction between the program & other programs in the institution:

The School has encouraged aperture to the academic community for knowledge exchange through faculties' joint courses, symposia or joint degrees, increasing the level of interdisciplinary work, into concrete areas of research.

There is significant and important interaction between the School of Architecture and other programs at the institution. Our professors teach courses in other academic areas, such as Fine Arts, Planning and Environmental Sciences, and collaborate with other academic units in the areas of design, acoustics and history, among others.

Several joint projects have been undertaken with the Faculties of Natural (Environmental) Sciences, Planning, General Studies, as well as the Law and Business Schools. Interaction with other programs can also be seen in the required courses offered within the School itself in Humanities, Spanish, English, Mathematics, and Physics courses offered by non-architecture faculty. A couple of excellent examples are two *general education* requirements restructured to emphasize issues of sustainability and a "*literature and the city*" humanities course.

It should be noted that our students commonly take elective courses in the *Graduate School of Planning* as part of their curricular requirements. Recently we have also noticed a trend in students signing up to take courses in Business Administration and the Law School, aside from more traditional options in Philosophy, Art History or Modern Languages.

The School has undertaken a Graphic Design and Institutional Image Branding communication initiative, first with the Athletic Department and then with the Campus Administration where we redesigned all official logos, uniforms, stationary, banners, posters, stickers, etc. Since then we have been approached by the Law School and the Faculty of Natural Sciences for similar purposes.

For the third year in a row, the School of Architecture will coordinate a multidisciplinary symposium titled A FEW (Food, Energy, Water) Ideas for the New Millennium, a unique collaboration about energy and the environment with the Law School and the Environmental Sciences Department of the Natural Sciences Faculty.

In 2008 we began a series of collaborations with the UPR Law School, such as an international Symposium on the City, from the perspective of designers and politicians, in which we worked together with several universities and the Municipal Government of Barcelona.

During the last six years we have conducted a lecture series exchange with the UPR-Mayaguez engineering campus, which also became an instrumental marketing tool for our 3.5 year M.Arch.

Our award-winning historical archive, AACUPR (*Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico*) has conducted a series of exhibitions and publications, collaborating with professors from other faculties, such as Dr. Sylvia Alvarez Curbelo and Dr. María Luisa Moreno, among others. Under the leadership of ACSA Distinguished Professor Enrique Vivoni-Farage, PhD, AACUPR has published close to ten books, including a recent two-volume effort on Miramar. Since the last accreditation visit, Dr. Vivoni has led a six year research study on the Island of Corsica, which will result in an exhibition and publication due next summer. He also co-teaches a graduate studio specializing in historic preservation that has collaborated with the University of Seville.

The School of Architecture designed and supervised the construction of the Editorial-UPR Pavilion at the *Feria Internacional del Libro* in Guadalajara, México. The University consults the School in areas such as interiors, planning, preservation, structures, and acoustics, and our studios have developed both master-plans and design strategies for various in-house "clients".

Contributions of the students, faculty, and administrators to the governance, as well as, the intellectual and social life of the institution:

Contributions by students, faculty, and administrators to the governance as well as the intellectual and social life of the institution can be found in various areas. First, through Dean Francisco Javier Rodríguez, who serves as the ex-officio president of the Design Review Board, where he counsels the Chancellor about all architectural interventions on campus. Dean Rodríguez has also been a member of the Campus Theater Board.

Our faculty actively participates in University governance by electing two members to the Academic Senate, the body that determines all academic development of the various faculties. The Dean is an ex-officio member of this body and has represented the Chancellor on several occasions as President *Pro-Tempore*. He also participates in the Administrative Board, the administrative decision-making body of the campus. Academic senators (including the student representative) participate in all processes of the regular senate committees, including those dealing with Laws and Regulations, Faculty Affairs, Student Affairs, and Academic Affairs. This assures our School's participation in all phases of deliberations regarding academic decisions.

The School is also represented on the board of the *Decanato de Estudios Graduados e Investigación* (DEGI - Dean of Graduate Studies and Research) and the *Junta de Subastas* at the Campus level, where all building construction contracts are approved.

Our students play a very active role in the academic and administrative life of the University, having a representation in all School committees (with voice and vote), except Personnel, as well as on various campus-level boards and committees. They participate in student government through the Student Council and the Academic Senate. Both, professors and students, through their elected representatives from the Academic Senate, have voice and voting privileges at the *Junta Universitaria* (University Council), which brings together all 11 campuses of the University system, and at the Board of Trustees, the highest authority within the university system. This Junta is the equivalent of the Board of Trustees in the U.S.

Students contribute to the intellectual and social life of the institution through activities promoted by the Student Council. Student organizations such as AIAS, OPEA, CSI, USGBC and CLEA promote cultural and educational activities. All of the associations incorporate the active participation of our students in the life of the University. These documents can be found at the URL: <https://www.facebook.com/groups/ceearg/>

School members contribute effectively to the intellectual and social life of the Institution, as demonstrated by the publication of books and our journal. These publications contain written and graphic material about architecture that represents the intellectual and creative contributions of various member from our academic communities.

Arq.i.tec, a magazine founded by the School's graduate student is now among the top two most important architecture publications in Puerto Rico and has consistent contributions by members of our faculty including guest editors, Dean Francisco J. Rodríguez and the Dean of Students, Darwin J. Marrero. ENTORNO, the architecture publication produced by our local architect's association, CAAPPR, also has consistent contributions by our faculty.

Recently, various faculty members were elected to serve in Government leadership positions. Pedro M. Cardona was designated to the *Puerto Rico Planning Board* and Lilliana Ramos-Collado was designated as the Director of *Puerto Rico's Cultural Institute*.

Several award-winning publications have been produced by our School, including "*Contemporary Architecture in Puerto Rico: 1992-2010*" edited by Dean Francisco J. Rodríguez and Darwin J. Marrero and *Alma Mater*. (in)forma magazine has been consistently published every semester and has exposed local and national topics of current interest. Dr. Enrique Vivoni published, "*Mira la mar, Miramar*" and Dr. Jorge Lizardi Pollock published "*Mass Housing in Germany: Controversial Success and Ambivalent Heritage*" jointly with Martin Schwegmann from the [Humboldt Universität zu Berlin](http://www.humboldt-universitaet-berlin.de/).

Activities coordinated jointly with the CAAPPR, the local chapter of the AIA, government municipalities and government entities like the Puerto Rico Planning Board other private entities such as SYSTEMA, the local Knoll distributor, have resulted in great benefits to the students in the form of sponsorships for infrastructure, exhibition materials, guest lecturers and social and cultural activities.

The lecture and exhibition programs sponsored by the School also underline its contributions to the academic and general community, helping to clarify the role that architects such as Alejandro Zaera Polo, Wolf Prix, Rodolfo Machado, Nader Tehrani, Winka Dubbeldam, Merril Elam, Dave Hickey, Juan Herreros, and Joshua Prince Ramus, play in society. These documents can be found at the URL: <http://earq.uprrp.edu/eadr/?q=node/51>

The School supports an active program of exhibitions open to the University community including other allied disciplines such as Fine Arts and Photography. AACUPR has also produced a high quality exhibitions series and publications on architecture for the benefit of the School, the University, and the community available for the public and academic researchers. (See ACCUPR Research Center description).

Currently, the School is fostering the rehabilitation and conservation of the Casa Klumb, the house where Henry Klumb lived. His original designs and drawings can be studied at AACUPR. Upon Klumb's death the UPR acquired the house, which unfortunately is in a state of abandonment. When restored, *Casa Klumb* will become the site for the *Henry Klumb Foundation*, an entity whose purpose is to create links to the surrounding communities.

Contributions of the Institution to the Program in terms of intellectual resources as well as personnel:

Taking into consideration the difficult financial situation experienced by the institution in recent years, the University has been quite generous and supportive of our needs and has contributed the necessary resources for its intellectual growth. Since the last accreditation visit, we have been granted an *Associate Dean of Academic Affairs* position as well as an *Assistant Dean of Student Affairs*. On the other hand, we have only been able to offer one tenure track position since the last visit and most of the non-academic personnel are performing double duty roles.

Through the Technology Fund, the institution contributes to both to the Computer Center and the Fabrication Lab in the acquisition of state of the art equipment. Another example of institutional support for the program is seen in the additional personnel assigned to our historical archive, library, computer center and, fabrication lab, facilitating their respective missions.

Both the Campus Dean of Academic Affairs and the Chancellor's Office have supported an extensive and continuing program of visiting faculty and guest lecturers, which has served to enrich the intellectual environment of the School. As a result, we have been able to offer 7 to 10 lectures per semester.

Since the last APR, the School has been awarded three sabbatical leaves.

Especially notable is the large number of *Teaching Assistantships* the School receives, which far outweighs its proportional share. For the last number of years, the *Decanato de Estudios Graduados e Investigación* (DEGI) has allocated 12 teaching assistantships to the School, which represents 15% of all full time graduate students. The DEGI has spoken very highly of the quality of the academic experience that these students receive as a justification for the unusually high number of assistantships granted.

We established an in-house publication program with the help of private grants and donations that was eventually recognized by the institution and formally funded through its special projects initiative.

Last year we began to receive institutional funds to partially organize our exhibition series.

The UPR was the only university to participate on the first four editions of the Solar Decathlon Competition, and the institution was incredibly supportive in both funds and personnel.

Since the last visit, the university has allowed us to almost double the amount of faculty and student travel opportunities.

The DEGI has funded at least seven of our faculty's research projects through either their INAS Grants, FIPI Grants or Mini Grants.

The university has supported and funded our *Joint Studio* initiative, allowing the School to work on the same project with another institution and to enhance the collaboration effort through travel and exchange opportunities.

B. Architectural Education & Students

The M Arch's graduates are prepared to be successful in the 21st Century global community. The accredited degree Program instills a sense for the diversity of the world they will live and practice in. It is important that students develop a strong sense of distinctiveness, self-worth, and dignity in an environment of respect. The Program inspires leaders in the Institution and later, in the community. They enter the practice with a strong commitment to life-long learning and with the maturity to face the challenges of the field with an analytical and thoughtful mind.

How students participate in establishing their individual and collective learning agendas:

Students are responsible for actively participating in determining their educational agendas. The University and the School encourage student activism and provide them with the necessary tools to take command of their educational experience. Our new curriculum has been redesigned as a flexible one. Courses can be divided into three categories: core, general and elective courses. One of our core courses is accredited as an Art requirement and is open to all students. Students decide if they want to enroll in our school's electives pool or in other courses, core or electives, pertaining to a different faculty. This not only opens their experience to other disciplines but also, can be used as a way to enroll in additional minors or concentrations.

General courses have a few specific requirements and a majority of courses can be selected from a pool of choices as long as they comply with a general topic. Examples on this are the Humanities, Spanish and English language, Social Science and Literature courses. The primary category, core, is subdivided into a series of horizontally sequential thematic courses: design studios, technology, history and, structures. Now, students are able to take history courses out of sequence. Also, summer courses are always available in our institution and we have offered structures and design studios allowing students to graduate on time.

Since the last accreditation visit, the thesis process has been organized through three distinct paths. Students can now choose to enroll in the classical two-semester thesis where the first semester requires a theoretical investigation and results in a written document, while the second semester is dedicated to the design of a project based on the research already produced. A second path, for those students who submit a portfolio that demonstrates their dominion of architectural design, its technical components and its representation, allows continuing the theoretical research during the second semester and results in a more complex written document. Finally, a third path allows students to continue to enroll in design studios as long as they produce a written document and all technical drawings for their final project during their last semester of design studio. In the third path, the design studio professor acts as a project director whom the students consult in order to attain the required complexity expected of their final capstone projects.

Students participate in the University and the School's committees with both voice and vote. It is in these committees that important decisions like the curriculum changes are initiated. They are represented, in other organizations and committees such as the Academic Senate, the Student Council, the University Board, and the Board of Trustees.

How they are encouraged to cooperate with, assist, share decision-making with, and respect students who may be different from themselves: Students participate in the University and the School's committees with both voice and vote. Peer learning also takes place through the active participation in national as well as international organizations such as the *Coordinadora Latinoamericana de Estudiantes de Arquitectura* (CLEA), *Organización Puertorriqueña de Estudiantes de Arquitectura* (OPEA), Construction Specification Institute students chapter (CSI) Emerging Green Builders (EEPA) and the American Institute of Architecture Students (AIAS). Their involvement in

these organizations includes travel opportunities and participation in design competitions, lectures, *charrettes*, and forums that contribute to the discussion of academic and professional issues.

The Dean, Associate Dean and Dean of Students meet periodically and whenever requested with students, student representatives and student organizations in order to listen to their concerns, ideas and opinions. Also, students perform the principal faculty evaluations, twice a year. These evaluations are handed to the Personnel Committee, which takes them into consideration as they make their subsequent recommendations to the Dean.

Their access to the critical information needed to shape their futures: The whole academic structure of the architectural sequence is aimed at providing students the critical information they need. The formal academic content of the program is further enriched by study trips, lectures, exhibitions and specialized seminars.

The School has invested a significant amount of budgetary resources in the Library, considered one of the best in Latin America, to facilitate access to critical information. This autonomous structure, which is the biggest in the Caribbean, holds the largest collection of Local Construction Documentation. Both the School and the Institution are committed to the support of AACUPR, an entity that provides students access to information that is quite specific to the context of practice within the Caribbean and Puerto Rico. AACUPR offers the opportunity for students to carry out original archival research as part of their academic program. Moreover, it provides Work/Study and Teaching Assistants the opportunity to learn about the management of architectural archival collections.

Students are offered access to the latest technology in the School's Digital Photo Lab and Computer Lab. The Computer Lab offers opportunities for students to expand their knowledge in digital design and experiment with emerging technologies.

Special courses such as the *Solar Decathlon*, the *Taller de Diseño Comunitario* (Community Design Studio) and the *Sustainability Studio* challenge students with real life design and construction issues while incorporating their experiences to the shifting social and economic pressures that continuously shape our built environment. Other labs such as digital and traditional photography, and the wind tunnel, expand and enrich this experience.

Exposure to the national & international context of practice and work of the allied design disciplines: The School has made a concerted effort to develop study abroad and international exchange options for our students, providing participants a much wider array of learning agendas and become an integral part of the learning process. It includes exchange programs with the *Universidad Autónoma de México* (UNAM), the *Universidad de Guadalajara*, the *Escuela Técnica Superior de Arquitectura* at the *Universidad de Sevilla*, the *Universidad Iberoamericana* at the Dominican Republic (UNIBE), and Summer Programs in Mexico, Italy, Spain, Brazil, Cuba and the US. The Institution has already approved new exchange programs with the *ie University* in Madrid/Segovia. Since 2006, the School has also been participating in an interactive international studio with Stanford University in California. Through this collaborative program, students have the opportunity of working with cutting-edge communication and construction technologies, as well as exchanging architectural knowledge with students from all over the world.

In addition, joint studios provide a trans-disciplinary experience for students inside our curriculum. Students are offered an opportunity to study projects in Puerto Rico, or abroad, and work along students from other institutions and disciplines. Our School has worked locally and with various institutions such as Harvard Graduate School of Design, Florida International University, Georgia Institute of technology and Cornell University, engaging students with innovative pedagogical models in architectural education. These experiences are not limited to our discipline; our students have worked alongside students from Urban Design, Landscape Architecture, Arts and, Environmental Sciences programs. More so, the experience of approaching a site from multiple disciplines and having to broaden the understanding of all the different scales and forces acting upon it has proven to be of great benefit, offering a holistic pedagogical approach.

How students' diversity, distinctiveness, self-worth, dignity are nurtured: The Student Body at the School is representative of Puerto Rico's university population. Both urban and rural populations are represented, and students from all socio-economic backgrounds can be found at the School.

Our students participate actively in the American Institute of Architecture Students (AIAS), Coordinadora Latinoamericana de Estudiantes de Arquitectura (CLEA) and the Universidad de Puerto Rico General Student Council. Their academic achievements are recognized by the National Dean's List, the Alpha Rho Chi National Professional Fraternity, the American Institute of Architects (AIA) Academic Awards Program, and the Colegio de Arquitectos (CAAPPR), among others. The Universidad de Puerto Rico also recognizes distinguished students in an annual public activity, attended by the university community. The best thesis project and best thesis presentation are recognized through the Premios Jaime Cobas.

By actively participating in addressing community problems students are exposed to problems which allow them to express their diversity and distinctiveness. The Taller de Diseño Comunitario (Community Design Studio) also provides constant opportunity for the students to participate in projects that integrate marginal communities into the current architectural discourses.

Required courses in history, technology, and structures, together with elective courses in drawing, historic preservation, photography, law, planning, and ecology, taught by non-architects, increase the student's awareness of the diversity and distinctiveness of other disciplines that directly or indirectly influence their education.

During the past few years there has been a resurgence of study travel by our students. There have been trips to Europe, Latin America, the United States, and the Caribbean. These opportunities to travel have added a special dimension to the students' understanding of the international context of both the history and the practice of their future profession.

The sense of self-worth is nurtured when students enter the School, as the selection process is highly competitive. They understand, upon entering, that they are part of an academically elite group. Realizing that self-esteem and self-worth are important characteristics that at times require significant nurturing, the Institution employs professional counselors available to the students. The School has a counselor who provides advice and orientation related to emotional, psychological, familiar, or other problems of this type.

C. Architectural Education & the Regulatory Environment

The students of the accredited degree Program are diligently prepared for the transition from academia to internship and licensure. They are prepared to be successful in both the local and international economy. They graduate with a clear understanding of the different institutions that will guide them along the path to licensure, such as: the State Department, the College of Architects and Landscape Architects of Puerto Rico, the National Council for Architectural Registration Boards (IDP & ARE), the American Institute of Architects, and more.

Those who upon graduation, decide to stay in Puerto Rico and become licensed here, must complete the registration procedures at the PR Licensing Board, or *Junta Examinadora* (housed in the PR Department of State), where they are granted a certificate as "architects in training" (AIT) and are assigned a number. With this information they are required by the State to become members of CAAPPR (professional association), as part of the licensing process. They are granted membership in the *Colegio* and may take the NCARB Architectural Registration Exam (ARE) any time after graduation during or after the internship process. Their continued membership in the *Colegio* is a requirement for the practice of architecture.

The Puerto Rico Licensing Board has maintained its policy of offering the *National Council of Architectural Registration Board* (NCARB) exams, for the advantage of reciprocity with other jurisdictions. Many of our alumni are licensed to practice the profession in various jurisdictions of the United States and elsewhere.

Educator Coordinator, Path to Licensure & Internship

The School is steadily creating more awareness of the 3 key components of the Path to Licensure – Education, Experience & Exam (3E's) – and incorporating IDP terminology into the everyday language of its academic community. Yearly orientations, and much more, are finally achieving to demystify IDP in the Schools overall environment.

The following events, and corresponding actions, have led the way since NAAB's last visit:

- The 2008 NAAB Visiting Team expressed concern that the School needed to be more efficient in educating its students and faculty as to the Path to Licensure. In the same year, the School gave its faculty member, Anna Georas, arch., the task of researching the best way to establish a Professional Practice Internship – **IPP** – for both undergraduate and graduate students. The Internship was started in the Fall semester of the academic 2011-2012. It is presently in its fifth semester.
- In 1998, the local State Registration Board started to accept NCARB's IDP system for an *Architect-In-Training* to registering his/her experience; this in addition to the local experience requirements known as *Pasantía*. The downside to the *Pasantía* system is that it requires that the intern complete a professional degree in architecture prior to accruing and registering experience towards licensure. Also, the application process for reciprocity is more complex than with and NCARB Certificate. In 2009, NCARB and the School's administration started a closer coordination in the process of defining the role of an *Educator Coordinator* within the School. In 2011, Anna Georas was named the School's *Educator Coordinator*. Since then, she has participated in two of NCARB's Coordinator Conferences in Chicago and has assumed the challenge of informing the entire academic community as to the Path to Licensure.

The School has consciously assumed a progressive role in the process of increasing path-to-licensure awareness and, in so doing, has integrated a hands-on Professional Practice Internship to the overall academic experience.

Creating Path to Licensure Awareness

To effectively educate the School's academic community; the School's Educator Coordinator has offered yearly orientations, since the academic year 2011-12, to both faculty and students. NCARB's IDP Guidelines and ARE-related information were translated to Spanish and a PowerPoint presentation was prepared; that is updated every year. This presentation also includes information of the local option of accruing Experience – *Pasantía* – and details of how to register as an Architect-In-Training. The yearly meetings have included Harry Falconer (NCARB), Raúl Rivera (State Registration Board) and Elizabeth Castrodad (State Educator Coordinator/CAAPPR).

In addition, the School's Educator Coordinator jump started the process of extending the IDP initiative statewide by suggesting that the CAAPPR bring Harry Falconer to Puerto Rico to address all 3 accredited School's on the Island, Architects-In-Training, and practicing professionals in general. Once the idea was brought to the CAAPPR, Elizabeth Castrodad, the State NCARB Coordinator, took over and did an excellent job. The Islandwide visit took place in the Spring semester of 2013-14.

Specifically, in the School's orientations, 60% of the students and 30% of the faculty assisted last years (2012-13) Path to Licensure orientations and they had the opportunity to direct their questions directly to Harry Falconer, Raúl Rivera, and Elizabeth Castrodad.

Grafting Experience to Academia

In August of 2011-12, the Educator Coordinator offered for the first time, the Professional Practice Internship in both the Fall and Spring semesters. A total of 39 students have participated in the Internship of which 10 were graduate students. A new group of 9 students has started in the present Fall semester. The Internship has a 3-credit academic component and a 15-hour/8-week practice experience with local firms, architecture-related business and certain public institutions, such as, the CAAPPR and the State Conservation Office.

The academic component of the Internship includes:

- **Illustrated Curriculum Vitae:** During the first 2 to 3 weeks of the semester the students prepare an illustrated *Curriculum Vitae*. This brief and concise portfolio-like document includes education, work, academic and

extracurricular activities with images of his/her projects, etc. The students receive up to 3 revisions prior to the submission of the final document.

- **Interviews & Employment:** All participating firms, businesses and/or institutions are required to interview at least 2 aspiring interns. The students leave the School at the same time and deliver an envelope with all the illustrated *Curriculum Vitae* at approximately the same time. This gives the potential employers equal opportunity in the selection process. The participating entities are forewarned as to the competitive spirit of the recruiting process. A total of 18 entities have participated in the IPP averaging 1 intern each with a maximum of 2 per semester.
- **Experience Report & Mutual Evaluation:** The students map their experience as per NCARB experience categories. Also, students and firms mutually evaluate each other. The participating firms, businesses, and institutions have shown an extraordinary commitment to the “professional education” of their interns and have repeatedly requested interns.
- **Paid Interns:** Since the Spring semester of 2013-14, as the economy picks up, some of the firms have started to pay their interns. Those IPP students that receive payment are required to open their My NCARB Record and register their hours.
- **The Open Shed:** As part of the Internship, a WordPress website *The Open Shed – T.O.S.* – has been developed by the IPP students and is linked to the School's WebPage. The IPP students are required to prepare and post graphic summaries of codes and regulations.

Ethical Implication of an Unpaid Intern

As the Professional Practice Internship was being designed, crucial entities were consulted as to the ethical implications of offering a practice-oriented internship – with an academic component (3 credits) without pay. The offices and agencies consulted were:

- Legal Office of the University of Puerto Rico
- Graduate Business Administration School due to its professional internship
- Law School for its legal clinic
- College of Architects and Landscape Architects of Puerto Rico (CAAPPR in Spanish)
- NAAB – National Architectural Accrediting Board
- AIA – American Institute of Architects
- NCARB – National Council of Architectural Registration Boards

Although NCARB is firmly against unpaid professional internships, if the internship has an academic component it is acceptable. Under the IDP Guidelines, the only pro-bono work that can be registered towards licensure is under the Leadership & Service community-oriented category that permits a maximum of 320 hours of the required 5600.

The Professional Practice Internship was started in the midst of a global contracted economy. For this reason, initially, the Educator Coordinator did not suggest to the firms that the interns be paid. But, during the Christmas break in 2012, committed to the possibility that at least some of the interns be paid, the firms were contacted and of 12 students in the Spring semester, 7 were paid. For the first time in our recent history, both undergraduate and graduate students have registered paid experience with NCARB. In addition, of the 39 students that have participated in the Internship program, 4 have extended their time of employment with the internship firms. An unpaid internship has turned into a paid job; part time or full time.

An example of this internship to work experience is Beatriz Hernández (MARCH 2014) that, to this day, is working for the local firm Sierra Cardona Ferrer since she participated in the internship 4 semesters ago.

TA-IDP Experience

During the Spring semester of the 2012-13 academic year, the School's Educator Coordinator offered an orientation to the Graduate Program Teaching Assistants (TA's) to motivate them to register their hours under NCARB's IDP program.

The goal is to offer this orientation in the Fall semester of every academic year to ensure that the School's TA's begin to register this "supplementary experience" as early as possible; as they work towards licensure. Last year of the 17 teaching assistants, 3 registered their experience with NCARB.

This is the first time that Graduate Program TA's register their experience and as we create a culture of IDP awareness, and the benefits of registering their experience with NCARB, we expect more students to participate.

In conclusion, the School has set its sights on a truly practice-oriented academic culture that will count on undergraduate/graduate students, faculty, and key administrative personnel, that are familiarized with the components – 3E's – of the Path to Licensure and that will be proactive in keeping themselves and fellow professionals informed.

The culture of registering experience through NCARB is becoming more common among architecture professionals of Puerto Rico. This is primarily due to the students – a generation of new interns – that are relaying the message to practicing architects to the extent that this new generation of interns require their employer's participation as supervisors and/or mentors.

NOTE: Please refer to the following URL's and attachments in PART 4: *Supplemental Information* for documents pertaining to the different practice-related initiatives:

IDP & Path to Licensure Presentation (Spanish) can be found at the URL: <http://earq.uprrp.edu/eadr/?q=node/44>

TheOpenShed.com can be found at the URL: <http://theopenshed.com/>

Appendix 4.1.01	2012-13 List of Orientation Assistance
Appendix 4.1.02	2013-14 NCARB Visit Flyer
Appendix 4.1.03	Professional Practice Internship (IPP) Course Description
Appendix 4.1.04	Professional Practice Internship (IPP) Student/Firm Diagram

The program's relationship with the state registration board:

The School is planning to offer continuing education courses that soon will be required by the Board for maintaining professional registration. These include courses in Professional Practice and Development; Health, Safety and Welfare; New Construction Techniques and Procedures; AutoCAD, and PhotoShop, among others. There is a greater relationship between the Board and the *Colegio*, as the latter plays an active role in the regulation of architectural practice. A large number of the officers and board members of the *Colegio* are either faculty of the School or alumni. These include the current Presidents of both the *Colegio* and the AIA.

Students' Understanding of their Responsibility for Professional Conduct:

The School offers courses on Professional Ethics and Professional Practice intended to make the student aware of professional responsibilities and appropriate conduct. Many of the faculty members are practicing architects and constantly make reference to their professional experiences in their courses. In this informal way, students are exposed to the financial, legal and ethical aspects of practice. The elective course on Legal Aspects in Architecture focuses directly on issues of professional conduct.

The proportion of alumni who have sought and achieved licensure since the previous visit:

What is available is data on the number of alumni who received their MArch from the UPR and have been licensed in Puerto Rico since the last NAAB visit. Since 2008, 45 out of 117 licensed architects, are from the University of Puerto Rico and were licensed under the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico* (CAAPPR): in 2008, 9 graduates; in 2009, 11 graduates; in 2010, 5 graduates; in 2011, 5 graduates; in 2012, 8 graduates; and in 2013, 7 graduates.

D. Architectural Education & the Profession

Our graduates are prepared to meet the needs and standards of a global discipline. They are committed to the positive impact of design on the environment and conscientious of the collaborative nature of the practice. They have an understanding of the interdisciplinary character in a context of complex solutions and are prepared to see “obstacles” as challenges that ultimately inform the design process and expand the intelligence of the solutions. Upon graduation, they will enter the field with a sense of community involvement and with a critical commitment to contribute to the on-going development of the profession.

The establishment of a School of Architecture in Puerto Rico was in great measure the result of the efforts of a number of local professional practitioners, who approached University authorities almost fifty years ago about the need to provide architectural education in the Island. Since its creation in 1966, the School has kept a strong relationship with the profession, the AIA and the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico* after the CAAPPR's founding in 1978.

The School is an important source for adjunct professors and visiting critics. At the undergraduate level, the presence of its practitioners is especially notable in project reviews. It is also quite evident at the graduate level, where outside professionals participate in thesis reviews or act as consultants to the students. The presence of local and international professionals during final thesis presentations is important, and encouraged.

It has been a policy of the School to support a symbiotic relationship with the profession. As a result, there is an active recruitment program to identify and select the best available professionals to participate in our various offerings, either as instructors, lecturers, or visiting critics. Presently, approximately two thirds of the architects and engineers who teach at the School are licensed practitioners, while the remainders are architects or engineers in training. Many of the full-time faculty member's work as principals or associates in professional firms, while others have established their practice in allied and affiliated fields, such as historic preservation, structural engineering, urban design and planning, landscape architecture, fine arts, and industrial design. The School promotes a combination of the academic *pensum* and practice, as a means of encouraging the interchange between the classroom and the field.

In AACUPR, the School has established a permanent archive that is the repository of our architectural patrimony and which has become a center for research and learning for the profession. New collections have arrived and research projects have been promoted. AACUPR has taken upon itself the responsibility of disseminating knowledge of the profession through the exhibition and publication of its work. The archive has published a number of significant and award-winning books not only on individual architects but also on the state of architecture, both past and present, in Puerto Rico. These include such recent noteworthy publications as *Mira la Mar Miramar*, and current research projects on Corsica and the *Casa Klumb*.

As part of a long-term arrangement, the School has provided support for the profession by maintaining its Library as a center for research. In exchange, the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico* has provided funding to cover part of the cost of keeping the Library open for longer hours during the evening, in order to give practitioners more access to the collections.

The profession, collectively as the *Colegio* or the AIA, and individually as practitioners, has also responded favorably to our requests of financial support to help defray the cost of individual student travels, such as to attend the annual AIAS Forum. The *Colegio* also funded one of our (in)forma journals, dedicated to urbanism and the city, and the AIA partially funded our *Contemporary Architecture in Puerto Rico* publication.

Alumni and faculty contribution to the quality of the built environment of the institution: An important aspect of the relationship between the School and the institution is the active contribution that faculty and alumni are making in the development of the campus. This includes contributions to projects such as the Natural Sciences Building II, the first building on campus designed by graduates of the School, the award-winning design for the restoration of the Río Piedras Campus's *Teatro de la Universidad* by Prof. JRC Davis, the award winning Library for the School of Law designed by alumnus Segundo Cardona, FAIA, the renovation of the *Museo de Arte, Historia y Antropología* by Alumnus Manuel Bermudez, the remodel of the Lázaro General Library by alumnus Enrique Abruña, the award winning

Estudios Generales building by Prof. José Javier Toro and the remodel of Henry Klumb's iconic Student Center by Prof. Andrés Mignucci. Other professors and alumni have contributed to master plans and buildings in the other UPR campuses.

It should also be mentioned that several graduates of the School play important roles in the *Oficina de Planificación y Desarrollo Físico* (Office of Planning and Physical Development), the university entity responsible for campus-wide planning and building projects. And indeed, one of our professors, Fernando Pla, was recently named its Director.

The School has a long history of faculty participation in Campus development oversight, through the *Junta Asesora de Diseño*, which has the responsibility for reviewing all design and construction projects. Other faculty members have been active in the *Junta de Subastas*, which reviews, evaluates, and awards all construction contracts. The Faculty has also been effective advocates in the battles to save a number of historic buildings from being subjected to detrimental and irreparable alterations. A case in point is the Student Center, designed by Henry Klumb, or La Concha Hotel, by Toro-Ferrer.

This participation is not just limited to contributions of faculty and alumni, as students are making an effort to better the built environment on campus. Students from the CeRo Design Studio (Roberto Biaggi-Celso González) designed and built a series of individual sculpture like-benches placed in the yard between the schools of Architecture and Fine Arts. Also, the Community Design Workshop has repeatedly collaborated with a number of faculties and colleges in order to facilitate their design necessities.

The program's engagement with the architectural community is decisively strong. The School has an active continuing education program that offers a variety of courses for the profession. These include classes on computer aided drafting, 3-D visualization, graphics, and digital media. Software programs used in these courses include: AutoCAD, Photoshop, Corel Draw, 3D VIS, Rhino, Sketch-up and others. These courses are offered through *División de Educación Continuada y Extensión* (DECEP – Division of Continuing Education and Extension). They are offered with continuing education credits. Our professors also participate as facilitators of the continuing education seminars and the ARE seminars offered by the *Colegio*.

The School has begun to actively communicate with the architectural community through (in)forma, our journal. We have also established strong collaboration ties with Arq.i.tec, a magazine created by our graduate students, and ENTORNO, the official magazine of the *Colegio*. Professors Darwin Marrero, Lilliana Ramos, Andrés Mignucci, Francisco Javier Rodríguez, JRC Davis, Manuel Bermúdez, Andrea Bauzá, Miguel Calzada, José Javier Toro, Jorge Lizardi-Pollock and Nataniel Fúster, have all participated one way or another.

The ongoing lecture and exhibition series has proved very popular with the professional community and it is an important means of keeping current with issues of design, theory and practice. The School has a complete mailing list utilized to extend invitations to these events to all members of the profession. The School's lecture series exposes the students to distinguished practitioners and academics, such as Wolf Prix, Jorge Silvetti, Toshiko Mori, Winka Dubbeldam, Nader Tehrani, Giancarlo Mazzanti or Mack Scogin.

In order to gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research, students get involved in an array of activities that allow them to make a transition into the professional world. As expressed in the mission of the School, our goal is to facilitate the acquisition of knowledge rather than information, to learn to learn. This enables the student to critically engage the evolving nature of our discipline. In addition to stressing that the education of an architect does not end with the diploma, the School endeavors to teach by example. To that end, through a regular series of lectures and exhibitions, professors share the results of their practice and research with the students, who become aware of the faculty's active participation in exhibitions, competitions, Biennales, lectures and research. In many cases, students learn by actually being involved in these endeavors and working directly with the faculty on these projects.

As part of the thesis project, students must establish a close working relationship with various practitioners – architectural and other that respond to NAAB's concerns about how architecture education relates to the practice of the profession. A significant number of thesis projects relate to government and private institutional challenges such as urban development, sustainability, transportation and public infrastructure. They also take advantage of the School's

archives, AACUPR, which as a center of investigation, is a living example of the importance of the need for lifelong learning.

Students begin their studies at the School with the three-semester sequence *Introduction to Architecture/Introduction to Technology/Introduction to Professional Practice*. This series introduces our students to the diversity of our discipline and the necessity for collaboration and teamwork in professional practice. Several required and elective courses at the graduate level deal specifically with the study of architectural practice as a profession, with its ethical, administrative, and statutory aspects. Courses on environmental issues, planning, and historic preservation among others, reinforce these concerns. Again, the community based projects in studio and the Taller de Diseño Comunitario (Community Design Studio) all contribute to this development. Here, students play a variety of roles and interact with diverse constituencies, from community activists and groups to government bureaucrats.

The Graduate level Studios exemplify how students learn about the collaboration required for the production of architecture. Structures and technology professors work with studio instructors to promote a more holistic approach to design. In this way, students experience, first-hand, the importance of teamwork. In most other courses, students are required to work in teams, and collaboration of this type is a hallmark of the School, exposing the students to important lessons about group dynamics.

In the new Competition Studio course taught by Dean Francisco Javier Rodríguez, AIA and Prof. Carlos García-Moreira, students are actually required to work in teams and to participate in four to five competitions per semester, sometimes more than one at a time. Since its creation in 2008, our students have received over twenty awards, citations and honorable mentions in various competitions sponsored by the Colegio, AIAS, ACSA or other international institutions.

The diversity of the faculty in terms of their academic preparation and professional experience also exposes the students to the multiplicity of roles open to them as practitioners. The four proposed concentrations for the graduate program further strengthen the idea of diversity within the profession.

The School dedicates a great deal of effort to familiarize students with an understanding of and respect for the roles and responsibilities of the associated disciplines, and we actually offer a variety of elective and required courses taught by practitioners of associated disciplines.

Engineers in related disciplines: (electrical, mechanical, industrial, civil, acoustic, and environmental), together with landscape architects, surveyors, planners and contractors have served as guests and professors in the design studio workshop, technology courses, field visits and other activities where the students get acquainted with the relationship between the design and construction industry disciplines.

In order to learn to reconcile the conflicts between architects' obligations to their clients, the public, and the demands of the creative enterprise, students are frequently exposed to real life case studies that exemplifies common situation in these related areas.

In the Professional Practice and Professional Ethics courses, students learn about the relationship, contractual and otherwise, between all involved parties in the creation of built works, including architect, consultants, contractors, regulatory agencies, material and services providers, financial institutions, and owners and users. In graduate studio courses, students are required to reconcile the differing demands of program, zoning, building and life-safety codes, as well as economic and financial issues.

How students acquire the ethics for upholding the integrity of the profession: The strong presence of ethic and integrity of the profession is evidence in professional practice courses: Arqu.6383- Ethics of Profession, Arqu.6384- Professional Practice taught at graduate level. The course Arqu.4115-Introduction to Professional Practice for undergraduate students also includes the ethics theme as an introduction to the professional moral and ethical responsibilities of the architect. Besides, social and civic concerns are demonstrated by the establishment of the sustainability theme in design studios and technology courses. Professors communicate a great sense of respect and

responsibility for the discipline itself and for its role in society. Ethics are strongly emphasized, since they are most frequently taught by example.

Undergraduate courses description can be found at the URL: <http://earq.uprrp.edu/eadr/?q=node/6> and, Graduate courses description can be found at the URL: <http://earq.uprrp.edu/eadr/?q=node/11>

E. Architectural Education & the Public Good

The School is committed to address social and environmental issues, as it develops among its students the capability to recognize, respect and strengthen the Public Good. An awareness of the “Public Good” is a key component of the architectural education in our institution, as these issues have become imperative. The School allows the student to comprehend the ethical implications related to the built environment, as the student is continuously informed of local and global issues related to these matters.

An important aspect of the process of educating and sensitizing students to environmental and social issues is the commitment of the School and the involvement of individual faculty members in addressing crucial social and environmental problems that affect Puerto Rico. An important characteristic of our country is the density of population, the low income of its inhabitants (per capita) and the reduced physical space of the Island itself (3.8 million census inhabitants/ 3,500 per square miles). Mobility, public and private transportation, the rehabilitation of the city, as well as related concerns requires a great deal of effort to comprehend in order to propose sensible solutions.

The School considers it important to encourage faculty to serve as advisors, consultants and public officials in governmental agencies and programs. Some have occupied important positions on the Planning Board, the State Historic Preservation Office, the Public Buildings Authority and the Institute of Puerto Rican Culture (ICP), as Special Assistants to the Governor, and in the administration of the Universidad de Puerto Rico System. Others have undertaken the supervision of special projects of significant social and cultural impact. This participation has been of great value to the proper conduct of government and to the general benefit of society, and the experience has been essential to the development of their professional careers. Their presence in private firms has had a significant impact in the evolution of practice in Puerto Rico over the last two decades, and in recent years.

Following are several examples of this faculty serving on government, community, advisory or managing boards, and other committees:

- Esteban Sennyey: PR Housing Department, the Municipality of Carolina and the Special Communities Program of PR. Consultant
- María Magdalena Campo & Mayra Jiménez: have conducted *Taller de Verano Arquitectura*, architectural summer workshops for students in the elementary and intermediate school levels
- Javier Isado: Governor's Advisory Board on Urbanism, Consultant and Coordinator, 2005-2006; SJU 3500, publication commissioned by the CAAPPR, Co-editor
- Emilio Martínez Cimadevilla: Past President of the CAAPPR, 2003 to 2005; Committee for the Puerto Rico Land Use Plan, Member
- Humberto Cavallin: Editorial Committee of ENTORNO, the official magazine of the CAAPPR.
- Luis Pico Lacomba: Professional Practice Committee of the CAAPPR, Project Management Institute Director.
- Dr. Enrique Vivoni: Architecture and Construction Archives at the University of Puerto Rico (AACUPR) (1986-present), Director; *Consejo Asesor de Sitios y Zonas Históricas*, of the Puerto Rico Planning Board (1991-1998) Member. Recent works include the exhibit and publication on the work of renowned architect Henry Klumb. He serves on the State Historic Preservation Office Review Board (1999 - present) and President of the Puerto Rican Association of Corsicans (2001 - present). He is also architectural advisor for the Board of Directors of the Casa Andalucía (1997 – present) and key contact for the Caribbean Region of the Society of American Archivists (1996 – 98). Dr. Vivoni presented his book *Alarife de Sueños, Pedro de Castro y Besosa* Presentación del libro, at the Casa de España, San Juan. This book earned him the Prize for Research, at the 5ta Biental de Arquitectura de Puerto Rico. He is also investigating the typology of Corsican funerary monuments in Puerto Rico and created a joint summer exchange with the University of Corsica.

- Dr. Jorge Rocafort: gave a series of lectures as part of a continuing educational program on the effects of noise on health to professionals in health related fields. He also gave a series of talks on the same subject at the University.
- Manuel Bermúdez: Board of Directors of the CAAPPR, first as Vice-President and recently as President (2004-2006)
- Nixaly Ramírez: Architect at the University of Puerto Rico, Mayaguez Campus RUM
- Pedro Cardona: Planning Board of Puerto Rico Member (2013) Past President of CAAPPR 2004
- Julián Manriquez: AIA President, (2013)
- Fernando Plá: Campus Planning Office Director (2013) Rio Piedras Campus
- Raphael Osuna: Architect at the Urban and Planning Office, Municipality of Bayamón (2011-present)
- Andrea Bauzá - Yazmín Crespo and Omayra Rivera: Creando Sin Encargos Studio, Participatory Architecture Office
- Miguel de Rio: AIA Diversity Council Co-Chair (2012), Past President of AIA Puerto Rico Chapter
- Darwin Marrero: AIA Associate Architect Director (2010-2012)
- Francisco Javier Rodríguez: President Pro-Tempore of the UPR-RP Academic Senate

Students and faculty participate actively in *charrettes* and competitions about important design issues affecting the community at large, as confirmed by the charrette on the Master Plan of Four Zones of San Juan, charrette on La Perla's urban design and construction, and the competition San Juan 3D, which resulted in student and faculty awards.

How students gain an informed understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments: It is a priority to provide students with the necessary tools to develop character and personal criteria, establishing in the process, the foundations for a genuine and fair approach to problem solving. The School's faculty and administration actively encourage students to value social responsibility as an integral component of their future roles as practicing architects. Many of our studio offerings respond to special petitions either by non-profit community organizations or government agencies. Design projects consistently tackle topics such as low-income housing, architectural barriers, and the conservation of our cultural heritage and our natural resources, among others. Each course and each project undertaken at the School has the implicit motivating concept, that architecture is both science and art and, therefore, directly reflects and impacts culture and society.

Examples of school activities in this direction include a number of *charettes* dealing with urban scale projects where a diversity of issues are put together: (social, physical, spatial, environmental and economic), bringing students, faculty, practitioners, and alumni to collaborate towards solutions that represent informed responses to specific situations. Several of our professors participated as team leaders in these *charrettes* such as the ones organized by the *Colegio*, or the *Park(ing) Day* initiative.

As a School, we empathize a direct link between the design process and the mitigation of social and environmental problems. Studio courses constantly explore special community challenges, while the areas of architectural history and historic preservation have specifically dealt with the cultural resources of the Island and issues of vernacular architectural heritage.

Our Design Studios address problems and concerns relating to the local challenges experienced in Puerto Rico, such as low-income housing, public housing, resort and tourist developments, industrial complexes, historic preservation projects and developments in historic zones, hurricane-resisting structures, and appropriate technologies for the tropical zone (e.g., natural ventilation, thermal transfers, mechanical equipment efficiency, and day lighting among others).

The Community Design Workshop was created as a means of institutionalizing these efforts and creating a possibility to address social and environmental issues. Projects include proposals for the communities of Río Piedras, la Perla and Loíza, to name a few. We recently hired our first faculty member with a Doctorate in participatory design and expanded the workshop to both graduate and undergraduate offerings.

At the graduate level, elective multidisciplinary courses are also offered in association with the Department of Environmental Sciences, Planning and General Studies. At the undergraduate level, the School has been instrumental in transforming the Biology general education requirement to one with a focus on sustainability. The School also offers physics courses tailored to architectural issues. The technology sequence and electives emphasize issues of sustainability, environmental responsiveness, green architecture, and conservation.

Community Engagement: The accredited degree Program students enter into the field with a profound sense of commitment to participatory designs solutions in order to effectively address the needs of their communities. The *Taller de Diseño Comunitario* (Community Design Studio) has been involved in a significant number of important efforts since its founding in 1998. TDC was founded by Prof. Edwin Quiles, then headed by Prof. Martinez-Joffre, now consists of two studios, one undergraduate and one graduate, under the direction of a group of professors committed to participatory actions. The TDC works directly with low-income communities at risk, nonprofit groups and government agencies or private entities directly interfere in these communities to improve public or private spaces of their inhabitants. These community service activities are tied directly to studio academic program in a serious and rigorous form. One of its principal projects consists of a joint effort with the *Ricky Martin Foundation* in the town of Loíza, but it has repeatedly collaborated with other faculties and UPR campuses.

There is an emphasis at the thesis level to address social and environmental problems. This has been a goal of the School and is reflected in the support of the Sustainability Studio.

How students gain an understanding of the ethical implications of built environment decisions: The School promotes faculty and student participation in community projects as a means of reinforcing a sense of social responsibility among its graduates. It is anticipated that the result will be a renewed commitment to the solution of these crucial problems in our evolving society. Discussions on current issues, as they appear in the local newspapers and other publications are necessary and encouraged.

Another example is seen in the projects presented in Dr. Pedro Muniz Technology courses, in which they developed sustainable solutions to specific building conditions.

Students are currently taking part in the *Solar Decathlon* sponsored by the *US Department of Energy* (DOE). Since 2002, the School was selected three times as one of twenty academic institutions from all over the world to take part in this prestigious event. Over thirty of our students, under the leadership of Professor Jorge Ramirez Buxeda, participated in this interdisciplinary effort to design a self-sufficient residence of about 800 s.f. Our students worked in conjunction with students and faculty from the School of Engineering of the Universidad de Puerto Rico, Mayagüez Campus. The project was exhibited in the Washington DC Mall and, won an AIA Award for its use of bio-mimicry as a conceptual design parti. The team for the Fourth Solar Decathlon, designed and built a house for the 2009 competition, under the direction of Professor Francisco Gutierrez. Now, for third occasion, we are in the Seventh Solar Decathlon, working in conjunction with students and faculty from the School of Engineering of the Universidad de Puerto Rico, Mayagüez Campus.

As result of student's participation in these activities, they learn a heightened sense of social and environment awareness and, an insight into aspects that affect professional decision-making. They also received a valuable lesson in dealing with a living context different from theirs, as well as of the importance of becoming involved in the solution of real life issues.

I.1.4 Long-Range Planning

The *Development Plan 2011-14*, required by the Institution, is an excellent tool for setting reasonable and measurable goals for the professional degree Program, the pre-professional and preparatory tracks, the research centers, library, archives and other administrative and academic components of the School.

Annual Work Plans that are also an institutional requirement, complement this plan. The long term planning is a reflection of the Five Perspectives – SECTION I.1.2 – as the School moves assertively into the future. Development Plan 2011-14 can be found at the URL: <http://ea.uprrp.edu/media/web/Plan%20desarrollo%202011-14%20firmado.pdf>

Process of identifying Long-Range Objectives for continuous improvement

Our long-range objectives are in harmony with the mission and vision established by the School. Similarly, the Development Plan 2011-14 of the School of Architecture, has been developed in line with the planning efforts at the institutional level: *Strategic Plan, University of Puerto Rico: Vision 2016*. This strategic plan is a guide that conceives Rio Piedras Campus emphasizing research, creation and dissemination of knowledge through a commitment to teaching-learning activity, academic formation and lifelong learning, contributing to the enrichment and intellectual, social, economic and cultural development of Puerto Rican and International Society.

The Development Plan 2011-14 is the result of continuous discussion and analysis, ongoing review and collective strategies and objectives aimed at achieving our aspirations. The School established five institutional goals to accomplish these objectives:

- 1) Research and intellectual production that will contribute to the discovery and development of knowledge of architecture, and thus contribute to the Puerto Rican and international society
- 2) Incorporation of interdisciplinary and transdisciplinary academic practices will be aligned with the requirements of our dynamic professional field of architecture
- 3) A comprehensive policy of internationalization that will maintain a current perspective of the architectural practice in the global scenario
- 4) An educational environment that will develop and encourage academic excellence, facilitating the creation and production of knowledge in architecture
- 5) Intramural and extramural practices that will enrich intellectual, social and cultural exchange, offering other perspectives to the educational experience.

Routine Multiple-Source Data Collection

Each goal identified in the School Annual Work Plan outlines projects or initiatives that correlate with a specific objective of the Development Plan 2011-2014. Each project identifies the person responsible for carrying it out and an assessment plan, which is reviewed every year to verify compliance with the Work Plan. Each year the School must submit the Annual Work Plan to the institution. The School must deliver the status of the project, the percentage of achievements, results and actions to follow. The institution, after analyzing the plan, allocates the budget for these special projects.

Role of Long-Range Plans in Other Programmatic and Institutional Planning Initiatives

All projects or initiatives outlined by the School should be reflected in the Development Plan for the School of Architecture UPR 2011-14, so that annual programming efforts are coordinated.

Role of the Five Perspectives play in Long-Range Planning

- A. Architectural Education & the Academic Community - Goal one of the School Development Plan 2011-14 reflects the perspective of the School's integration with the academic community and research approach. The plan outlines the Project 1: *Reorganización del Centro Semilla de la Escuela de Arquitectura* that coordinates the integration between School Research Centers and undergraduate and graduate programs. Each School Research Center has its respective projects or initiatives attuned with this perspective. Project 2: *Incorporación de iniciativas de*

investigación a nivel subgraduado aims to integrate research at early stages of student's university education. Project 3: *Iniciativas de investigación a nivel docente*, promotes research among faculty, through seminars and workshops coordinated with the institution. Likewise, the M Arch program has emphasized in establishing an assessment plan for student's thesis topics approval.

- B. Architectural Education & Students – The School promotes an education in which students are capable of taking their responsibilities as future professionals; as physical, social and cultural space-transformer agents, both locally and globally. This, in essence, includes their critical approach to the existing situation and their participation in the development of these conditions. Reaching this goal is only possible by a student-centered education, which envisions students as participants and active members of their educational process.

Expanding knowledge is vital to achieve this goal. Therefore, it is necessary to also promote interdisciplinary, multidisciplinary and trans-disciplinary practices through joint programs and Programs' agreements, where students' teaching-learning environment is like a professional environment. The Project 11: *Grado conjunto de maestría en arquitectura y Juris Doctor*, achieves this goal of crossing professional boundaries. Project 19: *Tertulias de intercambio intelectual*, leads discussions on student's research and projects, in a respectful and professional environment. Project 33: *Plan de estrategias para el rediseño de Cultura de Taller*, sets the mood for these platforms of discussion and group teaching-learning.

- C. Architectural Education & the Regulatory Environment – Project 41: *Internado de Desarrollo Profesional* (IDP) is an elective course for students, both undergraduate and graduate, where the School has assumed a progressive role in increasing path-to-licensure awareness and, in doing so, has integrated a hands-on Professional Practice Internship to the overall academic experience.

- D. Architectural Education & the Profession – In the accredited Degree Program, students are prepared to meet the needs and standards of a global field. The Design Courses Arqu. 3133, 3134, 4132, and 4133, incorporate the use of International Building Codes (IBC), as well as local regulations of urban development, as design variables. In addition, the course Arqu.6384 of professional practice, taught by Professor Caro, is conducted simulating an architectural design office. In this course, students must have the skills to manage an integrated practice and the experience of intervention with clients, preparation of preliminary architectural plans, culminating with a set of construction documents, including drawings and technical specifications. In addition, the project 23: *Proyectos comunitarios locales e internacionales*, exposes students to real clients and communities' needs, while also exploring multidisciplinary and trans-disciplinary practices. Students are committed to positive impact of design on the environment and highly conscious of the collaborative nature of the practice. Design courses at graduate level attempt to incorporate technologies' professors to workshops: structures, electrical & mechanical systems. This collaborative experience enriches the teaching-learning process. Similarly, the project 41: *Internado de Desarrollo Profesional* (IDP) sets the student's pathway to the profession of architecture.

- E. Architectural Education & the Public Good - The School is committed to address social and environmental issues, as it develops, among its students, the capacity to recognize these issues and propose realistic means to solve these problems. The commitment of the profession to work with the environment is gaining strength, as the public, clients, and government agencies in general are more aware of problems such as global warming. Demonstrative projects, field trips and public forums serve as activities that nourish this commitment. The project 23: *Proyectos comunitarios locales e internacionales* are examples of this goal. Under this initiative, several projects are under way; a homeless housing project in Rio Piedras, urban interventions in La Perla neighborhood in San Juan and, an urban planning development in the Municipality of Culebra. In addition, the project 44: *Talleres de Verano para niños y jóvenes*, summer workshops for children and youth, are an initiative of the School to promote the discipline of architecture at early levels. Similarly, the Project 47: *Rehabilitación de la Casa Klumb*, when completed, will allow the historic wood structure and its gardens to become the entity whose purpose is to create links to the surrounding communities, including university academic community.

Strategic Plan, University of Puerto Rico: Vision 2016 can be found at the URL:

<http://daarrp.uprrp.edu/daa/otros/Vision%20Universidad%202016.pdf>

Development Plan 2011-14 can be found at the URL:

<http://ea.uprrp.edu/media/web/Plan%20desarrollo%202011-14%20firmado.pdf>

Annual Work Plan 2012-13 can be found at the URL:

<http://ea.uprrp.edu/media/web/PLAN%20DE%20TRABAJO%20final%20final%20final.pdf>

Annual Work Plan 2013-14 can be found at the URL:

<http://ea.uprrp.edu/media/web/Segunda%20edici%C3%B3n%20-%20Plan%20de%20Trabaj%202013-14.pdf>

I.1.5 Self-Assessment Procedures

School mission within the overall mission of the University of Puerto Rico: The School of Architecture instills its self-assessment policy through the very same administrative and academic procedures and protocols it continuously applies at different levels. The School's Mission within the wider scope of the University as an institution, the quality of teaching and academia, the coherence and effectiveness of the curriculum, as well as the effective results it yields are continuously gauged and audited both as a work agenda and implicitly.

The Deanship of Graduate Studies and Investigation (DEGI out of its Spanish anagram) oversees the adequacy and comprehensiveness of all graduate-level academic programs in the University of Puerto Rico. The Graduate School of Architecture is subject to DEGI's standards and administrative protocols including those pertaining academic self-assessment. The Graduate School of Architecture is continuously monitored with regard to the currency of the academic offer, its proper application and the efficacy of its implementation. *To this regard, Progress Assessment Report Master of Architecture submitted to the DEGI can be found at the URL:* <http://earq.uprrp.edu/eadr/?q=node/48>

At the undergraduate level, the University of Puerto Rico established the Office for the Academic Excellence in Student Learning (OEAE out of its Spanish anagram). This office requires the School of Architecture to state its Mission Statement and demonstrate its implementation within the overall context of the Institution's own Mission Statement as well as to state and assess the students' expected level of knowledge, skill and capabilities in several dimensions. *To this regard, Undergraduate Learning Assessment submitted to the OEAE can be found at the URL:* <http://ea.uprrp.edu/media/web/plan-evalu0/UNDERGRADUATE%20LEARNING%20ASSESSMENT-02.pdf>

These two University institutions rule over the School of Architecture and continuously audit the efficiency of both teaching and learning. This important introspection is based on scientific data collection measuring first-hand results through the application of specific questionnaires with rubrics focusing on the recognition of applied skills (learning effectiveness).

The effectiveness of the curriculum and its component sequences: The course sequences conforming the curriculum (Design, History/Theory, Technology, Structures and Practice) are continuously reviewed in terms of their structural coherence as well as on their effectiveness, based on measured results at different levels. The need to properly coordinate all the components sequences and most particularly, those inherent to the professional performance of the School's graduates has been subject and focus of continuous review, discussion and experimentation pursuing the best possible integration of related fields (building technology, services and structure) into the design process. To this regard, different faculty members are *de facto* members of the different academic topic committees. Each of these committees meet periodically to monitor their efficiency in covering specific material within courses and to coordinate the topic congruence and continuity between courses.

Specifically, the Design Committee, in charge of the longest (and fundamental) sequence in the curriculum, holds frequent meetings to discuss and coordinate the content of the different course sections in each year. Besides, specific meetings between the faculties of adjacent courses (first/second, second/third,) are held to ensure that the topics along the three-year instructive sequence duly follow the order, complexity and intensity of discussion. The meetings between

contiguous years allow for a much needed check and balance on the continuity of themes from one year to the next, as well as specific discussion on the profile of the student arriving and leaving each design level. *To this regard, Coordinación Diseño _1ero_2ndo_3ero can be found at the URL: http://ea.uprrp.edu/media/web/plan-evaluo/CoordinacionDiseno1ero_2ndo_3ero.pdf*

At the graduate level, periodical audits on content and results, conducted by the Graduate Program Coordinator, identified a lack of technical content in the graduate projects. To this regard, the Graduate Committee developed a formal strategy to integrate the teachers from the Building Technology and Structure courses into the design studios. Teachers from the technical courses will initially lecture to the full graduate school on their disciplines, then specifically on the particulars of each studio, and finally, they will participate as critics both on pin ups and desk critiques. At this time, these interdisciplinary studios have been implemented. As part of the School's continuous self-assessment procedures their efficacy and efficiency are still under the consideration of the Graduate Committee for review and comments.

Also pertaining the lack of technical content in the graduate projects, the Graduate Program Committee developed a formal evaluation rubric, which includes specific presentation requirements tending to technical matters. Complete wall sections, along with building system diagrams, code compliance diagrams. This rubric is handed to the students at the beginning of the semester so they are fully aware of the importance of these topics in order to include them in their considerations from the beginning of the design process. This rubric has been enforced for the past two years, and its results are apparent. As part of the School's continuous self-assessment procedures the rubric is continuously revised and calibrated to better suit the specific requirements of each particular studio. *To this regard, this document recognizes Appendix 4.2.15 Thesis/ Capstone Design Proposal Rubric.*

Specific course implementation: Besides the course contents (sequence and intensity of discussion), the actual means and methods for course implementation are also subject to continuous audit in the School of Architecture. Particularly, courses which are complementary to the main sequence, and alternative courses intended to be credited as a main sequence course, are customarily reviewed with regards to the mechanics of its implementation, and modified as necessary. Design studios, which are necessarily taught on an expert-criticism basis, will often involve a level of subjective judgment. The effectiveness of teaching and learning in these courses is also closely monitored on an individual course basis.

For the past eight years, the School has conducted multiple study-abroad ventures, both independently and conjoined with other institutions. As several of these study travels have been credited for essential courses of the curriculum, both the content and the output of the study travel are subject to minute review. Concerned with the delicate nature of these reviews, the School appointed an ad-hoc committee to –among other duties- develop and establish a formal protocol for the proposal, implementation and accreditation of study-travels, whether independent, joint-venture or exchange with other academic institutions.

As the curriculum includes a Concentration-directed elective course on *Digital Visual Communication*, the Undergraduate Program Coordinator felt that the offer of different courses that may fit that profile could be both wider and more flexible. With this intention in mind, a series of single-credit mini-courses were offered from 2011-2013. This particular structure recognized that some of the software to be discussed did not required a full semester course. As part of the continuous monitoring of the curriculum administration, the Undergraduate Program Coordinator, established a poll among all students who took the single-credit courses, to get their feedback on the efficiency of this flexible structure with regard to the courses offered vs. availability, their integration with the rest of the courses in the semester and their efficiency with regard to the topic and amount of information to be discussed. From the poll exercise, several of the single-credit courses have been consolidated into two-credits and three-credits. *To this regard, the document Cuestionario cursos de 1 credito can be found at:*

URL: <http://ea.uprrp.edu/media/web/plan-evaluo/CUESTIONARIO%20CURSOS%20DE%201%20CREDITO.pdf>

Regarding the specific assessment of student learning in the Design Studios and related Information Competence Workshops, several teachers do inquiry on their students' opinion on the course's effectiveness, and the pertinence and relevance of the different exercises with regard to the development of young designers. To this regard, upon completion of a particular exercise, students are asked to answer a questionnaire and/or answer (though not for credit) introspective questions on the lessons learned as designers and as architecture students (noting that is not the same question). *To this regard, the document Self-assessment-BSIH can be found at the URL:* <http://ea.uprrp.edu/media/web/plan-evaluo/Self-assessment-BSIH.pdf>

Teaching Design as a hands-on experience: Although based on architectural theory and traditions with particular expression in our local socio-economic context, the teaching of Design necessarily involves hands-on student involvement in formulating a proposal and demonstrating its execution. This particular characteristic of the designer's instruction has been discussed as a faculty (both partially and in whole) in order to establish proper and more effective methods of teaching the architectural concerns pertinent to our context. The Design sequence in the current curriculum presents a six-course instructive core sequence (during the first three years) leading to a seventh and last design studio on the first semester of the fourth year. This last semester is proposed as a hands-on laboratory, where the students will have the opportunity to test their knowledge in a studio environment, directly related to real-life scenarios. These valuable courses present a particular challenge both in the specifics of evaluating the student works, and in the evaluation of the course itself in terms of its effectiveness.

One of the alternatives offered during the fourth year design studio is the so called Community-based design (*Taller Comunitario*). For many years, this important studio has served as an active liaison between the School of Architecture and the community at large. Through the *Taller Comunitario*, the School is involved in real-life projects, with real constraints pertaining, site, program, budget and code. The students are involved in the different design stages of the project and can attest the importance of the client, the architect, the consultants, and the permit authorities as new considerations into their customary design process. As part of its continuous review of content and administration, the School of Architecture has recognized that this *Taller Comunitario* is worthy of development into more than one studio, tending to the needs not only of particular non-for-profit entities, but also to government agencies such as the Housing Department or Municipal Governments on the Island. This way, the scope of work that this dynamic studio addresses is expanded significantly.

Another important course also offered at the fourth year level is run by the Center for Design Research (CIDi out of its Spanish anagram). This component of the School of Architecture has established a joint-venture exercise with Stanford University, where our students will collaborate (via Internet) with a group of engineering students, in a true collaborative effort which will show students on both fields, the extents of each other's realm, will help them value the role they play in an interdisciplinary venture, and better appreciate the importance of collaboration. By its very nature, this design laboratory is continuously subject to the review and criticism of all participants (both students and teachers) from both universities. *To this regard, CIDI Report 2013 can be found at the URL:* <http://ea.uprrp.edu/media/web/plan-evaluo/CIDI%20Report%202013a.pdf>

On April 2013, the School of Architecture organized a symposium on the specific topic of Design Pedagogy, featuring the Design Faculty of Cornell University (founding institution of our School). This full-day symposium granted the opportunity to review the development of the design studio (both topics and mechanics) from the 1960's to the present day. The Cornell faculty provided an exemplary case study to understand how the focus/theory of design has shifted in this fifty year period. The faculty discussed the exercises they are doing nowadays, with regard to the design process, architectural theory, and its application to the multiple possibilities (not necessarily conventional building design) that the future architect may have at his disposal. The discussions following each exposition served to ponder on the possibilities of these topics as applied to the local context. The whole experience was proposed as –and proved to be– a much needed insight and introspection on the new directions of the Design course with regard to a changing profession.

Our School of Architecture in the broader context : The School's continuous exposure to international experiences is a most important scenario for self-assessment of our strengths and weaknesses as well as our concerns as a school and the kind of architect that we are shaping as an institution. By first-hand comparison with other curricula, design philosophies, students and teachers, we can directly assess the effectiveness of our academic effort.

To this regard, several of the School's hands-on laboratories at the fourth year (undergraduate) level provide the opportunity to attest the effectiveness of our students vis-à-vis students from other institutions. The previously discussed CIDi initiative with the Stanford is an important experience that lets the School gauge its students' performance in collaboration with others. The ensuing review of the whole experience yields specific requirements, targets and goals to be pursued and achieved by our students, through our program. The so called *Competition Studio*, also taught at the fourth year level, provides another chance to assess by comparison this time in a competitive environment. The unavoidable comparative analysis of the results will furnish a better idea of context and perspective with regard of design approach, strategy, procedure and representation.

On February 2013, a group of 2nd year undergrads teamed up with a partner group from the University of Slovenia, to submit an international collaborative design competition. Our Students had the opportunity to collaborate with students from a different culture, trained under a different curriculum. Although this experience was based on collaboration, the comparative analysis was, again, unavoidable. The experience yielded another opportunity for introspection that serves to correct the context and perspective of both students and teachers on both sides.

The previously mentioned study travels and exchange programs do (necessarily) provide the opportunity to assess the effectiveness of both the School's ability to teach, and our students to learn and apply. These experiences range from sketching trips, to formal studios in institutions abroad.

On the administrative level: While the School understands the dynamic nature of the profession, and the challenges it faces nowadays, it also requires administrative flexibility and versatility of resources, particularly with regard to faculty, facilities and equipment.

On 2012, the School Administration appointed an ad-hoc committee to assess the conditions, needs and effective use of the current physical facilities. The resulting report concludes a series of observations and recommendations based on the facts collected. This information served and still serves to correct important needs in the operation of this dynamic institution and its course offer. The inquiry on the efficiency of available space will prove instrumental on the implementation of future programs (specific-topic masters) which are already being designed and produces as part of the School's four-year work program. *To this regard, the document Informe Comité de Instalaciones can be found at the URL:*

<http://ea.uprrp.edu/media/web/plan-evaluao/INFORME%20COMITE%20DE%20INSTALACIONES.pdf>

Regarding Human Resource Assessment, the School has –as it is mandatory by University rules- the Personnel Committee, in charge of the evaluation of the credentials of new candidates, as well as the performance of the faculty. In 2011, The Personnel Committee received directive from the School administration, to establish the protocols and procedures for the peer review of the faculty performance. The review of a teacher work by his/her peers, will furnish an important complement to the traditional evaluation of the faculty, customarily in charge of students.

During the past six years our Dean, Francisco Javier Rodríguez has conducted a series of research projects on architectural education, resulting in two recently published books titled: *Chronologies of Architectural Pedagogy and Alma Mater: Memories and Perspectives of the Possible University*. As an integral part of these projects, the School's Administration organized two symposia with Cornell University and Cooper Union, and a roundtable discussion with MIT.

The Cornell Symposium concentrated on Colin Rowe's important legacy and debated its pertinence in today's curriculum while the Cooper Union symposium celebrated the fortieth anniversary of John Hejduk's *Education of an Architect*, discussing his pedagogical methods and influential academic role in the latter half of the Twentieth Century.

Both included the participation of distinguished alumni and professors, including *Topaz Award* recipient Lance Jay Brown. The roundtable discussion with MIT was titled *Pedagogical Practices/Practical Pedagogies*. Architecture Director Nader Tehrani and Professor Antón García-Abril represented MIT while Andrés Mignucci, FAIA and Dean Rodríguez spoke on behalf of the UPR and speculated about the future of architectural education, and the flexibility and mobility necessary to keep the university curriculum up to date with technological advances.

Chronologies of Architectural Pedagogy is a publication that includes essays on education by Ellen Dunham-Jones (Georgia Tech), Oriol Bohigas (Barcelona), Lebbeus Woods (Cooper Union), José María Torres Nadal (Alicante, Spain), Val Warke (Cornell), Benjamín Barney (Colombia), Francisco Javier Rodríguez (UPR) and Juan Penabad (UPR), as well as several interviews with Peter Eisenman, Toshiko Mori, Luis Fernández-Galiano, Rem Koolhaas, Rodolfo Machado, Vicente Guallart, Alberto Pérez-Gómez, Manuel de Landa, Alejandro Zaera-Polo, Lars Lerup, Alan Balfour, and other distinguished academics.

I.2 SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development

Faculty and Staff

The School of Architecture has 62 part time and full time professors for the 2013 Fall semester and, since 2008 an average of 60 professors. The typical size of a design studio section is 12-15 students at the undergraduate level and 8-10 at the graduate level with 1-2 professors, where faculty can invest adequate time with each student. Seminars usually have an average of 15, given the necessity of reading, researching and overall dedication needed by the professor to the work provided by each student. Lecture courses are composed of a maximum of 30 students. Professors who offer classes are given separate sections that accommodate the maximum of students projected for each type of course. This strict policy of class sizes ensures de adequate provision of human resources in relation to any fluctuation on the size of the student body.

Of the sixty-two (62) faculty members, fifty-nine (59) are currently teaching courses. Of the latter, (13) are full-time, and (37) are contract/adjunct, and nine (9) are teaching classes, *ad honorem*.

Faculty members are active in a variety of academic and professional fields. Faculty credentials (highest degrees obtained in the field) are as follows: 1) Academic: Eleven (11) PhD, forty-eight (48) M Arch, two (2) B Arch, one (1) D Des.S. 2) Professional: thirty-two (32) are licensed architects, sixteen (16) are certified architects, and three (3) are licensed engineers. Ten (10) faculty members hold additional licenses, 3 in Planning, 2 in LEED, and one (1) Project Manager. They have advanced academic degrees in architecture, urban design, design, engineering, acoustics, structures, history of art and architecture, architectural technology, regional planning, graphic arts, law, business administration, library sciences, and communication arts, among others.

In a strict and conscientious effort to promote an effective tutorial exchange between and amongst faculty and students, design studios are scheduled on alternate days when courses and seminars are scheduled. A structure of time blocks was developed by our Associate Dean in an effort to systemize the scheduling of courses. This was done in order to avoid scheduling conflicts and to give students the opportunity to plan their course choices in and outside our faculty. Moreover, this system allows students to coordinate efforts, meetings and other activities that are equally important to their academic development.

Our School's administration is divided into academic and non-academic personnel. Almost all academic executives perform full-time duties. The academic professionals assume non-permanent administrative positions and are commonly tenure or non-tenured professors. All administrative personnel are encouraged to enroll in continuing education seminars in order to further their professional skill set.

URL – Tenure Faculty Matrix & Resumes <http://earq.uprrp.edu/eadr/?q=node/24>

URL – Non-tenure Faculty Matrix & Resumes <http://earq.uprrp.edu/eadr/?q=node/25>

URL – 2-year Public Exhibitions List & Marketing Media <http://earq.uprrp.edu/eadr/?q=node/51>

URL – 2-year School Sponsored Publications Program <http://earq.uprrp.edu/eadr/?q=node/47>

Equal Employment Opportunities & Affirmative Action: URL's: Institutional Equal Opportunity Policies & LAW 51 please refers to the following links:

http://daarrp.uprrp.edu/daa/CIRCULARES%20PARA%20EL%20MANUAL/LEYES/ley_51_7_junio_1996.pdf

Professional development of Faculty & Staff: The School has provided opportunities for professional development to both faculty and staff by means of funding and continuous education seminars. Since 2008 we have sponsored travel opportunities, conferences and lectures. Our staff can take time to participate of on-campus seminars and professional activities organized by other faculties.

Both the School and the University promote the development of Faculty, staff, and administrators, by offering opportunities for advanced studies, seminars, training activities, and various modalities of leave of absence. These include leave without pay, leave with salary for educational or public service, and leave without pay with financial aid, principally for advanced studies. Additionally, professors qualify for sabbatical leaves. An additional important benefit of being an employee of the University is the right to study for free anywhere within the Institution. This includes any of the academic programs within the eleven campuses of the University system. Several members of our academic community have taken advantage of these possibilities.

The School actively promotes Faculty participation in professional development activities as a means of human resource development. This includes support for travel, per diem, and inscription costs. The University also offers scholarship opportunities to Faculty for continued education in pursuit of a higher degree.

Financial support for Faculty travel has been provided by the School to allow participation in seminars, lectures, and conferences such as ACSA regional, annual, and international meetings. This also includes financial support for faculty to participate along with students in for and travel through the AIAS, CLEA and CLEFA.

Faculty members have been actively participating in academic and professional activities in representation of the School. Dean Francisco Javier Rodríguez and Prof. Mayra Jiménez, Darwin Marrero, Anna Georas and Dr. José Flores have represented the School at the ACSA Annual, Regional and International Meetings, as well as the Administrators Conferences. Another example of faculty development activities includes Prof. Enrique Vivoni's participation in Annual Meetings of the Society of Architectural Historians.

The School has created and actively supports several institutes and centers for research. These include the Casa Solar Sustainability Studio, the CIUDAD Urban Think Tank, the Community Design Studio, Casa Henry Klumb, Laboratorio Ambiental de Arquitectura Biotropical (LAAB), the Laboratorio Acústico, the AACUPR, sTAND and CIDI.

URL: Staff Professional Development <http://decadm.uprrp.edu/rh/talleres.php>

URL: *Programa de Ayuda al Empleado* <http://decadm.uprrp.edu/rh/pae.php>

School's Promotion Criteria: See URL: *Manual Oficina de Recursos Humanos*
<http://decadm.uprrp.edu/rh/pdf/Manual%20ORH.%20Rev.NO.V.pdf>

School's Eligibility Requirements for Professional Development Resources:

http://daarrp.uprrp.edu/daa/circulares_guias_reglamentos_politica.html

http://daarrp.uprrp.edu/daa/circulares_guias_reglamentos_politica.html

Description of the distribution of effort between administration and other responsibilities of each position:

Associate Dean of Academic Affairs: Coordinates all academic processes including international exchange programs and proposes faculty hiring to the Dean. Acts as Interim Dean when the Dean is traveling and may represent him at the Campus Senate.

Dean of Administrative Affairs: In charge of all administrative processes at the School. Coordinates budget and School finances with the Campus Dean of Administration, Budget and Finance offices, as well as the Campus Planning Office. May represent the Dean at the Campus Administrative Board.

Dean of Student Affairs: Represents the School at official meetings with the Office of the Register and Campus Dean of Student Affairs, supervises assigned staff, prepares reports regarding academic and student activities, offers academic advise to students, organizes, with the Counselor, the orientation process for incoming students, and is the official custodian of student and alumni records.

Student Affairs Officer: Coordinates the registration process, computes academic indices, proposes candidates for student's academic recognition.

Professional Counselor: This is a full time administrative position to provide professional and academic counseling and coordinate the School's academic counseling program.

Computer and Media Lab Director. This is a full time position occupied by a professional engineer.

Teaching and Other Responsibilities

The full-time teaching load equivalency is 37½ hours of service. The University requires full-time design studio Faculty to carry a teaching load entailing fifteen contact hours per week; this includes twelve hours in the studio and an additional three hours in some other area or additional course. This is considered to be the equivalence of the twelve credit-hour load required for all full-time faculty in other academic areas of the Institution. All full-time faculty are expected to dedicate fifteen or twelve hours to classroom contact, six to office hours, fifteen to course-preparation, and four and a half to Committee work and other meetings.

Description of the policies, procedures, and criteria for appointment, promotion, and tenure, and for accessing faculty development opportunities: For professional courses, the School prefers to employ Faculty members who hold advanced degrees and licensure in their fields of specialization. Architects should be members of the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico* (CAAPPR), and Engineers of the *Colegio de Ingenieros y Agrimensores de Puerto Rico* (CIAPR), and all should hold professional or post-professional degrees at the graduate level. For technology, history and theory areas, a doctoral level degree is preferred. Over 80% of our faculty members are either licensed in their field or have a PhD.

The School observes an established recruitment process for the hiring of Faculty, which begins by an evaluation of the credentials of candidates by the Dean, who consults the Associate Dean of Academic Affairs, the Graduate and Undergraduate Coordinators, and receives the recommendations of the *Comité de Personal* before making appointments. The promotion of Faculty takes into account a process that begins with a periodic evaluation of individual faculty members by the *Comité de Personal*, who then deliver their recommendation to the Dean. Part of this process includes student evaluations of faculty performance. Appointments can be made either under service contracts for one or two semester, renewable, or tenure track. Most Faculty members begin at the Instructor level unless they have held another teaching appointment at a higher level. Following University policy, Faculty members with doctoral degrees begin as Assistant Professors.

Tenure track positions require five years of probationary service unless a case for extraordinary circumstances can be made. Unlike the U.S., tenure - what in Puerto Rico is referred to as "permanencia" - it is separate from promotions, and one can be tenured at any rank, from Instructor to Full Professor.

The *Comité de Personal*, composed of seven (7) tenured Faculty with the rank of Full or Associate Professor, representing each of the major academic areas in the School, monitors Faculty performance, academic development, and professional accomplishments. Peer evaluations are the primary criteria for Faculty recruitment, retention, tenure, and promotion. These are complemented by student evaluations and classroom and Studio visits by members of the Committee.

Non-permanent Faculty are evaluated more frequently, either yearly or on a semester basis, depending on the length of their individual contracts. This includes classroom visits by the Personnel Committee to assess the courses the faculty teaches. For all professors, each course taught is subject to student evaluations.

Evidence of how faculty remains current in their knowledge of the changing demands of practice and licensure:

Most studio professors practice architecture. Other Faculty members exercise their profession in different areas, such as engineering, planning, landscape, preservation, technology, graphic and fine arts, among others. Puerto Rico requires continuing education as a requisite for registration as an architect or engineer. The many examples of projects, exhibitions, conferences, and research already listed in this document are evidence of the commitment of our Faculty to remain current in their profession.

List of guest lecturers and visiting critics brought to the program since the previous site visit: The School promotes an active approach to the enrichment of the academic and intellectual experience of its students and faculty. Our Visiting Lecturer Program has been extremely popular and successful during the past six years. Many of these visitors have also provided Studio critique sessions for the benefit of our students. During that period, the list of visiting lecturers includes Lars Lerup, Winka Dubbeldam, Manuel de Landa, Alberto Pérez-Gómez, Luis Fernández-Galiano, Rodolfo Machado, Giancarlo Mazzanti, Florian Urban, Alan Balfour, Rafael Longoria, Carlos Jiménez, Ellen Dunham-Jones, Jude LeBlanc, Harry Van Oudenallen, Cecilia Puga, Federico Bares, Takaharu Tezuka, Francisco Mangado, Mar Loren, Renata Hejduk, Laura Bravo, Rafael Jackson, Javier Sánchez, Tatiana Bilbao, Mauricio Rojas, Felipe González, Enrique Larrañaga, Julio Salcedo, Nader Tehrani, Antón García-Abril, Alejandro Zaera-Polo, Judith Kinnard, Kenneth Schwarz, Errol Barron, Jerry Wells, Val Warke, Jim Williamson, Andrea Simitch, David Gersten, David Shapiro, Lance Jay Brown, Evan Douglass, Dianne Lewis, Marcos Barinas, Barry Bergdoll, Terrence Reilly, James Cramer, Athanasios Economou, Antonio Martorell, Martin Scwegmann, Joanna Kusiak, Mack Scogin, Jorge Silveti, Christian Undurraga, OBRA Architects, Clifford Pearson, Grace La, Rick Joy, Sebastian Irarrazaval, David LaChapelle, Mark Robbins, Cameron Sinclair, Mark Burry, Stephen Kieran, and WAI Think Tank.

URL – Visiting lecturers List & Marketing Media <http://earq.uprrp.edu/eadr/?q=node/51>

Faculty listing

For design studio faculty, 5 credit hours of a studio course (12 contact hours) and an additional 3 credit hours of coursework (3 contact hours), or their equivalent, is a full load. For other faculty members in the UPR system, 12 credit hours is the equivalent of a full load (12 contact hours).

Adorno, Wilfredo Certified Architect, Instructor

4 credits - teaching

Algaze, Cristina Licensed Architect, LEED A.P., Instructor

1.5 credits – team teaching

Arroyo, Edgardo Certified Architect, Instructor

12 credits – teaching

Assistant to the Dean in Special Affairs

Bares, Federico International Licensed Architect, Instructor

6 credits – Team teaching

Bauzá, Andrea Certified Architect, Instructor

1 credit – Team teaching

Bermúdez, Manuel Licensed Architect. Instructor

12 credits – teaching

Bultrón, Adriana	Licensed Architect, Instructor 5.5 credits –teaching	
Calzada, Blanquita	Licensed Architect, Instructor 2.5 credits – Team teaching	
Calzada, Miguel	Licensed Architect, Instructor 6 credits –Team teaching	
Campo, María Magdalena	Ph.D., Certified Architect, Licensed Urban Planner, Associate Professor 15 credits – teaching	
Caro, José.	Licensed Architect, Instructor 6 credits - teaching	
Cavallín, Humberto	Ph.D., Associate Professor 15 credits – teaching, 3 credits – thesis	CIDI Director
Coleman-Davis, José	Licensed Architect. Instructor 4 credits – Team teaching	
Crespo, Yazmín	Certified Architect, Instructor 2 credits – Team teaching	
Daza, Luis, PhD	Licensed Engineer, Professor 12 credits – teaching	
Del Río, Miguel.	Licensed Architect. Instructor 2.5 credits – Team teaching	
Doitteau, Yma	Licensed Engineer & Licensed Architect. Instructor 6 credits – teaching	
Flores, María Gabriela.	Licensed Architect. Instructor 12 credits - teaching	
Fúster, Nathaniel	Licensed Architect, Professor 15 credits – teaching	
García, Carlos	Certified Architect, Instructor 6 credits – teaching	Assistant to the Dean in Special Affairs
García-Fontebao, Manuel	MA, Associate Professor 17 credits – teaching, 3 credits administration -Senator	
Georas, Anna	Licensed Architect, Assistant Professor 3 credits – teaching, 9 credits – administration	Graduate Program Coordinator
González, Anixa	Certified Architect, Instructor 6 credits – Team teaching	
Gutiérrez, Francisco	Certified Architect, Instructor 12 credits – teaching	
Hogan, Brígida	Licensed Architect, Instructor 6 credits – Team teaching	
Irizarry, Luis	Licensed Architect, Instructor 12 credits - administration	
Isado, Javier	Licensed Architect, Assistant Professor 15 credits teaching, 1 credit Intramural Development Program	sTAND Director
Jiménez, Mayra	Certified Architect, Instructor 6 credits – teaching; 9 credits – administration	Associate Dean
Lizardi Pollock, Jorge	PhD., Associate Professor 12 credits – teaching, 3 credits – administration	CIUDAD Director
Manríquez, Julián	Licensed Architect, Instructor 6 credits – Team teaching	
Marrerro, Darwin	Certified Architect, Instructor 12 credits – teaching	
Martínez, Brenda.	LEED A.P, Instructor 1-5 credits - teaching	
Martínez-Joffre, Elio.	Licensed Architect, Associate Professor 12 credits – teaching, 3 credits – Special Projects	

Martínez-Cimadevilla, Emilio	Licensed Architect, Instructor	
12 credits – teaching		
Marty, Oscar.	Licensed Architect, Professor	
9 credits – teaching, 3 credits – administration		
Marvel, Lucilla	Urban Planner. Instructor	
3 credits – teaching		
Marvel, Thomas	Licensed Architect, Instructor	
3 credits – Team teaching		
Mignucci, Andrés	Licensed Architect. Instructor	
17 credits – teaching		
Miranda, Miguel	Certified Architect, Instructor	
6 credits – Team teaching		
Morales, Fabián	Licensed Architect, Instructor	
4 credits – teaching		
Muñiz, Pedro	Ph.D., Licensed Architect, Professor	LAAB Director
12 credits – teaching		
Nieto, Víctor	Licensed Architect, Instructor	
4 credits – teaching		
Osuna, Raphael.	Certified Architect, Instructor	
6 credits – team teaching		
Penabad, Juan	Licensed Architect, Instructor	Undergraduate Program Coordinator
3 credits – teaching, 9 credits administration		
Pico, Luis	Licensed Architect, Instructor	
6 credits – teaching		
Pla, Fernando	Certified Architect, Instructor	
9 credits- Team teaching		
Planas, Robin	Licensed Architect, Instructor	
8 credits – teaching		
Ramírez, Edsel	Certified Architect, Instructor	
3 credits - teaching		
Ramírez, Jorge	Licensed Architect, Instructor	
12 credits – teaching		
Ramírez, Nixaly	Licensed Architect. Instructor	Assistant Dean in Administrative Affairs
6 credits – teaching		
Ramos, Lilliana	Ph.D. Professor	
4 credits – teaching		
Rivera, Omayra	Certified Architect, Instructor	
3 credits – Team Teaching		
Rocafort, Jorge	PhD. Licensed Engineer, Professor	
9 credits – teaching, 3 credits – administration		
Rodríguez, Ernesto	Certified Architect, Instructor	
13 credits - teaching		
Rodríguez, Francisco Javier	Licensed Architect	Dean
6 credits – administration		
Rossi, María	Licensed Architect, Instructor	
9 credits – teaching		
Toro, José J.	Arquitecto Licenciado, Instructor	
6 credits – team teaching		
Trevisani, Marco	International Licensed Architect, Instructor	
12 credits – teaching		
Sennyey, Esteban	Licensed Architect, Professor	
15 credits – teaching		
Vivoni, Enrique	PhD, Licensed Architect, Professor and	AACUPR Director
6 credits – teaching; 12 credits – administration		

Other Faculty:

Babilonia, Jannette MA -Assistant Professor

12 credits – library administration

Flores, Jose PhD, Professor, Library Director

12 credits – Library Administration

Ortiz, Laurie PhD., Professor

Parrilla, Pedro E. Professor, Former Professional Counselor

12 credits – counseling, student advising

School Administration: Description of the distribution of effort between administration and other responsibilities of each position

The administrative head of the School is the Dean, who occupies a full time position, supported by an Associate Dean for Academic Affairs, an Assistant Dean for Administrative Affairs, an Assistant Dean of Students, two Assistants to the Dean, five secretaries, and two Auxiliary Administrators. The School has Graduate Program and Undergraduate Program Coordinators, and four Design Year Coordinators (one for each undergraduate design studio level). The secretarial pool provides assistance to the faculty.

Academic Administrative Personnel

Arq. Francisco Javier Rodríguez, Dean

Arq. Mayra Jiménez Montano, Associate Dean

Arq. Nixaly Ramirez, Assistant Dean for Administrative Affairs

Arq. Darwin Marrero, Assistant Dean of Students

Arq. Carlos García, Assistant to the Dean for Special Affairs

Arq. Edgardo Arroyo, Assistant to the Dean for Special Affairs

Arq. Anna Georas, Graduate Program Coordinator

Arq. Juan Penabad, Undergraduate Program Coordinator

The Dean

The Dean must hold at least a Master's Degree in a field of specialization, or its equivalent, and have a distinguished professional or academic career. Among the duties as Executive Director of the School are the proper operation of Faculty committees and representing the School in University, public and institutional affairs. The Dean is responsible for the preparation of the annual budget proposal and its submission to the Chancellor, for the development of the academic programs, for the recruitment and excellence of the faculty, and is responsible for putting into action all faculty directives.

The Dean recommends all candidates for appointment, promotion, tenure and leaves by the faculty, in consultation with the Personnel Committee and Program Coordinators, as well as promotes creative and academic labor by the faculty, and supervises the process of accreditation by the proper entities.

Among the duties are the coordination and supervision of the facilities of the School, and the relationship of the School to all external and internal entities. Any personal professional practice may not interfere with the proper discharge of these duties. This is a full time administrative position with a full course release.

The Associate Dean for Academic Affairs

The main duties for the Associate Dean consist in working with the Dean on supervising and coordinating the establishment, revision, and implementation of the academic policies in the School of Architecture. The Associate Dean works with the Dean on subjects related to the planning, implementation, and assessment of ongoing and projected

academic programs as well as on special issues connected to academic aspects of sensitive nature involving academic administration and/or Faculty. As well, the Associate Dean collaborates in the development of new program offerings and coordinates the creation and revision of courses.

The Associate Dean advises the Dean on activities inherent to the academic work, such as: recruitment of personnel; defining the academic loads; institutional assessment; continuous education; admissions; professional improvement of the Faculty; recruitment, admission, retention of students; plans for the development of programs; library; promotions, tenures, and leaves of the Faculty.

The Associate Dean also acts as a liaison between the Undergraduate and Graduate Programs, as well as promoting the academic and intellectual collaboration with other academic institutions local and/or outside Puerto Rico.

The Assistant Dean of Students

The Assistant Dean of Students, or Dean of Students, is responsible for all student affairs. Students can expect to receive services relating to their course selection and be informed of their tuition and/or financial aid requirements and procedures. The Dean of Students follow-up on the student's academic progress by performing timely evaluations that offers undergraduate and graduate career advice particularly pertaining to graduation requirements. Furthermore, the Dean of Students offers guidance for enrolling in additional minors or majors as well as orientation for choosing alternate graduate studies and/or postgraduate studies, local or abroad. Another common duty for the Dean of Students is to serve as a mediator between faculty and students in case of any necessary conflict management.

School promotion is an intrinsic part of the Dean of Students' duties. Annually, visits to high schools and other higher education institutions, organized or performed personally, serve to promote the school to potential students as well as to inform and educate about the processes for transference and/or continuing advanced studies in architecture.

In addition, the Student Affairs Office works closely with our Campus' Student Affairs Office (*Decanato de Estudiantes* in Spanish), the Central Administration's Student Affairs Office, and the Student Advocacy Office (*Oficina del Procurador Estudiantil* in Spanish) as well as with the Student Development Counseling Department (DECODE in Spanish) and with the Office of Impaired Persons' Affairs (OAPI in Spanish) to provide all the necessary help to any students in a joint effort to provide for any type of need.

The Assistant Dean for Administrative Affairs

The Assistant Dean for Administrative Affairs is responsible for the administrative aspects of the School. This includes all contracts for services or academic appointments, all purchases, and all accounts. The position acts as an interface between the School and all the institutional entities which deal with administrative areas, including accounting, purchasing, and personnel. The Assistant Dean for Administrative Affairs is responsible for the smooth operation of the facilities, including maintenance and repairs, as well as equipment needs. The Assistant Dean for Administrative Affairs maintains the Dean apprised of the budgetary situation of the School and advises on appropriate budget priorities. The Assistant Dean is also responsible for the work/study program, the teaching assistantships, and State Department requirements for visiting, non-US citizen Faculty. This is a full time administrative position.

The Assistant to the Dean for Special Affairs

The Assistant Dean for Special Affairs is responsible for a number of initiatives that are a priority for the School. Among the responsibilities are: coordinate the School publications including the (in)forma magazine, exhibition and conference announcements, catalog, and web page; participate in fund-raising activities; coordinate conferences and exhibitions; coordinate and foment continuing education programs; coordinate and foment research projects (in conjunction with the Graduate Coordinator); and coordinate the School milestones celebrations. This is a full time administrative position with a full course release.

The Coordinator of the Graduate Program

The Coordinator of the Graduate Program must hold at least a Master's Degree in the field or its equivalent. In collaboration with the Dean, there is a responsibility for establishing the philosophy, mission and objectives of the Graduate Program. The Coordinator directs the academic affairs of the Graduate Program, and enforces its regulations, advice candidates for admission and graduation. The Coordinator must establish the necessary administrative procedures to guarantee all proceedings of the Program. The Coordinator is an ex-officio member and president of the Graduate Program Committee, and advises the Dean on the recruitment and hiring of faculty members to teach on the Program, as well as advise new faculty on all that affects the proper discharge of their duties. This is a full time academic administrative position with a full course release.

The Coordinator of the Undergraduate Program

The Coordinator of the Undergraduate Program must hold at least a Master's Degree in the field or its equivalent. In collaboration with the Dean, there is a responsibility for establishing the philosophy, mission and objectives of the Undergraduate Program. The Coordinator directs the academic affairs of the Undergraduate Program, and enforces its regulations, advice candidates for admission and graduation. The Coordinator must establish the necessary administrative procedures to guarantee all proceedings of the Program. The Undergraduate Program Coordinator is also responsible for outreach to high school and counseling to undergraduates with an interest in pursuing graduate education. The Coordinator is an ex-officio member and president of the Undergraduate Program Committee, and advises the Dean on the recruitment and hiring of faculty members to teach on the Program, as well as advise new faculty on all that affects their proper discharge of their duties. This is a full time academic administrative position with a full course release.

Administrative Personnel (full-time administrative positions)

Ms. Betty Pastrana, Assistant Administrator II

Ms. Loida Morales, Executive Secretary to the Dean

Ms. Evelyn Rolón, Executive Secretary I

Ms. Carmen M. Esquilín, Administrative Secretary V

Ms. Ivette Sánchez Rivera, Assistant Administrator III

Mr. Víctor M. Torres, Property Manager and Assistant Administrator IV

Ms. Myriam Martínez, Executive Officer

Ing. Alejandro Valsega, Technology Services Coordinator

Ms. Madeline Ortiz, Assistant Librarian II

Ms. Ruth M. Carrión, Administrative Secretary V

Ms. Nydia Vigil, Administrative Assistant IV

Ms. Elena García, Archivist

Students

Student Admission Policies & Procedures: Admission to the School of Architecture is open to all public and private high school students who meet the admission requirements. Students' College Board tests scores are added to their grade point average creating an admissions indicator, referred to as *the Índice General de Escuela Superior (IGS)*. The School of Architecture automatically admits fifty (50) students with the top IGS -Students' College Board tests scores are added to their grade point average creating an admissions indicator, referred to as the *Índice General de Escuela Superior (IGS)*- would be admitted. The next twenty (20) students were required to assist to a diagnostic test that would measure a student's graphic skill set. Currently, fifty (50) students with the highest IGS are admitted and the following sixty (60) top scores are called in to present a graphic portfolio, which is evaluated by the Undergraduate Coordinator

and two professors of first-year design studio. This process provides an opportunity for students with talent and artistic skills, but have an IGS less than academically required. The top twenty (20) students with the best portfolios are then admitted into the incoming freshmen class, for a total of eighty (80).

Students who have already started their studies in another faculty or institution may apply for a transfer. Transfer students must meet the same requirements as freshmen except that their grades in college courses are taken into consideration. The result is a diverse group that enriches the academic experience. The number of students varies each year depending on the applications received. We have a maximum capacity of 100 students for admission to the Undergraduate Program.

Since 2008, the undergraduate process admitted: in the year 2013, out of 186 candidates, 83 were admitted; in 2012, out of 144, 83 were admitted; in 2011, out of 231, 91 were admitted; in 2010, out of 353, 85 were admitted; and in the year 2009, out of 400, 82 were admitted.

The admissions process for graduate students requires having completed the Bachelor in Environmental Design or the preparatory program named PEP 1.5. This preparatory program is aimed for students who have completed a certified Bachelor Program in any design or non-design related field and lasts for a summer and a full year where the student receives a certification of completion that grants permission to apply to the Graduate Program. The resulting program is a conscientious effort to offer a second path to our M Arch Program for students who are interested but who may not have a design-oriented background. Students applying to this program are chosen by the highest academic grade point average as well as a mandatory interview with members of our graduate program faculty. Those students who wish to present a portfolio to be reviewed are encouraged to do so but, are not required to do so.

The Graduate Program admissions process is channeled through the Office for Graduate Studies known by its acronym, DEGI (translated in Spanish as Decanato de Estudios Graduados). The program requires a minimum GPA of 3.0 in the 4.10 scale. In addition, the design grades, two letters of recommendation, and a personal work portfolio is required and is evaluated and scored by the Graduate Program Committee, with the exception of the student representative. The acceptance line is then drawn according to the overall scores and the School's student-load capacity. This process, though very competitive, guarantees that the students are admitted based solely on their academic and talent skills performance regardless of race, social origin, religion, political affiliations, and physical or mental conditions.

Graduate Students Admissions:

Academic year 2013-2014:	57 applications	52 enrolled
Academic year 2012-2013:	48 applications	30 enrolled
Academic year 2011-2012:	41 applications	32 enrolled
Academic year 2010-2011:	41 applications	34 enrolled
Academic year 2009-2010:	64 applications	46 enrolled
Academic year 2008-2009:	49 applicants	40 enrolled

During the academic year 2008-09, there were 270 full-time and 35 part-time students in the pre-professional BED Program. Another (73) full-time and ten (2) part-time students were enrolled in the professional Master of Architecture Program. In 2009, there were 399 full-time and 0 part-time students in the pre-professional BED Program, and 69 full-time students and 3 part time students in the professional Master of Architecture Program. In 2010, there were 302 full-time and 27 part-time students in the pre-professional BED Program, and 88 full-time students and 3 part-time students in the professional Master of Architecture Program. In 2011, there were 304 full-time and 6 part-time students in the pre-professional BED Program, and 83 full-time students and 1 part-time student in the professional Master of Architecture Program. In 2012, there were 323 full-time and 0 part-time students in the pre-professional BED Program, and 86 full-time students and 0 part-time students in the professional Master of Architecture Program.

Time-to-graduation rates since the last accreditation sequence

Since our last accreditation visit, time-to-graduation in the M Arch Program has decreased from 3.4 years in 2008-2009 to 2.9 years in 2012-2013. Less than three years has been a more than acceptable benchmark given the diverse profile for graduate students. Students in our Graduate Program include full-time students who also work on firms as interns or carry other jobs and duties. More so, some of our students are married or are single parents while others are responsible for their family's wellbeing.

This decrease has been due in great part to the efforts conducted by our Graduate Program Director to incorporate clear goals and requisites following NAAB SPC's. The Graduate Program Director evaluates the performance of students that apply for graduation by being present for each thesis or final project presentation periodically during the semester in order to evaluate the skillset needed as presented by oral and graphic material.

Of the students admitted annually to our Undergraduate Program, around 60% graduate in four years. Some students continue to graduate studies abroad and others apply to our Graduate Program. Two thirds of our M Arch students graduate on time. Our student retention rate has been fairly consistent since the last accreditation visit, and the University as a whole, boasts the highest retention and graduation rates on the Island.

The average time to graduate for students in the Undergraduate Program is 5.1 years out of the 4 year curricular minimum, which is very good by any standard and more so, when considering that students are encouraged to enroll in international experiences that could take on the form of courses and/or student exchanges programs.

Retention rates in our M Arch Program are in the 99%. Most students who continue to the Graduate Program from our BED Program or another institution and those who apply from the PEP 1.5, with very little exceptions (2 at the moment), continue to finish their Graduate studies. If anything else, it is our Bachelor Program in Environmental Sciences that serves as a decision-making point in the students 'career when they elect to continue or transfer to another Faculty.

Universidad de Puerto Rico - Recinto de Río Piedras
Planificación Estratégica y Presupuesto

School of Architecture Time to Graduation
Años Académicos 2005-06 al 2012-13

Graduation Year	Program	Number of Students	Semesters (average)	Summers (average)	Years (average)
2005-2006		51	9	1	4.8
	Undergraduate	33	10	1	5.3
	M Arch	18	6	-	3.8
2006-2007		78	8	1	4.2
	Undergraduate	51	10	1	5.1
	M Arch	27	5	-	2.6
2007-2008		106	9	1	4.7
	Undergraduate	66	10	1	5.1
	M Arch	40	7	-	4.0
2008-2009		85	8	1	4.5
	Undergraduate	55	10	1	5.1
	M Arch	30	6	-	3.4
2009-2010		70	8	1	4.4
	Undergraduate	39	10	1	5.2
	M Arch	31	5	1	3.3
2010-2011		60	8	1	4.4
	Undergraduate	43	10	1	5.2
	M Arch	17	5	-	2.6
2011-2012		81	8	1	4.4
	Undergraduate	61	9	1	4.8
	M Arch	20	5	-	3.0
2012-2013		73	8	1	4.2
	Undergraduate	43	10	1	5.2
	M Arch	30	5	-	2.9

Tuition costs / scholarship / Aid

Due to the support of the Government of Puerto Rico for public higher education, tuition costs at the University are very reasonable. This commitment is reflected in a cost of \$55 per tuition credit at the undergraduate level and \$115 at the graduate. Each year there will be an increase in tuition only applicable to the class being admitted that year. That fee will be maintained during a period of time equivalent to 150% of the time required to complete a student's study program.

The University Financial Aid Office provides students with assistance to help defray the cost of education. There are local scholarship funds available to the architectural student, such as Legislative Scholarships, as well as federal ones, such as the Supplemental Education Opportunity Grants (SEOG), the State Student Incentive Grants (SSIG), Basic Educational Opportunity Grant Program (BEOG), National Direct Student Loan Program (NDSL), and Guaranteed Student Loan Program (GSLP). There are also Work/Study Programs and Teaching Assistantships available to qualified students. The vast numbers of undergraduate students are beneficiaries of Pell Grants. At the graduate level, approximately 20% of the students receive teaching assistantships.

Financial Support Availability & Procedures: The principal source for financial support in our institution is the Title IV Federal Student Aid Programs that offer grants, loans and work-study funds. Other types of financial aid are offered locally from local municipalities, our own institution and other nonprofit organizations. The local government employee organization, AEELA, offers grants to members of this organization and to their children. Our institution grants tuition exemptions to more than half of our students, campus-wide. One exemption called the honor roll is offered to students starting in their second year of undergraduate studies who rank in the top 5% highest GPA in each faculty approving 12 or more credits each semester with a GPA starting with 3.50 in a 4.10 scale. Some exemptions are granted for abilities such as sports and others to members of student organizations such as the choir, theater group, cheerleaders, dance team and Tuna (our most recognized musical group). University Board student representatives and the children or spouses of our faculty and staff are also exempt of their tuition. One example of a nonprofit organization offering financial aid is named *La Fundación Comunitaria de Puerto Rico*. This foundation offers a travel scholarship established by one of our Past Deans, Juan Marqués Mera and is offered solely to our school's students.

The politics and procedures for receiving or applying to financial aids are describes in our Board of Trustees' Certification number 44 (2005-2006).

Financial Aids Procedures can be found at the URL : <http://www.vcertifica.upr.edu/PDF/CERTIFICACION/2005-2006/44%202005-2006.pdf>

The Deans Office of Graduate Studies & Research (DEGI) has multiple scholarships available to graduate students. In 2007, the then Graduate Program Coordinator – Humberto Cavallín, Ph.D. – took the initiative to invert the sequence of the History, Theory & Research courses of the Program so that the students could complete their Thesis Theme Proposal by the end of the first semester of their first year in the Program and made viable for them to apply for said scholarships at the beginning of the second semester. Since this was implemented, students have received scholarships. Graduate students can apply to be a Teacher Assistant (TA) for courses and/or research. The TA Program offers students who are chosen full tuition exemption and a monthly salary of \$800 approximately. In our school, students who apply are chosen by the highest GPA.

DEGI Scholarships can be found at the URL: http://graduados.uprrp.edu/asuntos_estudiantiles/becas.htm

Student Diversity Initiatives: Diversity, in its most basic connotation implying ethnic diversity, is intrinsic in our historical and socio-demographical condition. Our geographical location is a catalyst for diversity and, also one of our greatest resources. Our strategic position facilitates importing and exporting knowledge and opportunities given we lie in a central point that unites North, Central and South America with the Caribbean as well as serving as an intermediate point between America and Europe. Since the last accreditation visit, we have actively pursued efforts for "internationalization". Our school has purposely implemented courses, fostered relations with other institutions and invested in staff hours, print material, digital, internet and social media in order to attract students from the continental U.S., Central and South America, Europe and having our students' crossover to U.S. schools for additional experiences. Courses are being made readily available for students who speak English as a first or second language if they do not

speak Spanish. This is especially important in order to attract puertorrican-descent students that have relocated elsewhere as we have identified them as a logical potential target to promote our school to.

Taking our specific diversity conditions into account which explains that the entire school body may be considered part of individual or collective minority group, our efforts have been aimed at further enhancing academic diversity which translates as giving students all the tools necessary to excel in their application process in an effort to ensure social equity and promote diversity. Targeted to identify other talents, the admissions process has reincorporated the acceptance of a personal work portfolio, although not required as mandatory in the undergraduate admissions process. This was done in order to give applicants an opportunity to showcase their graphical prowess, apart from their academic accolades when the last may not measure up to par.

At the graduate level, our School has designed a preparatory program named PEP 1.5. This preparatory program is aimed for students who have completed a certified Bachelor Program in any design or non-design related field and lasts for a summer and a full year where the student receives a certification of completion that grants permission to apply to the Graduate Program. The resulting program is a conscientious effort to offer a second path to our M Arch Program for students who are interested but who may not have a design-oriented background. This program has a positive effect in promoting diversity as students from different educational and/or professional backgrounds with further enriching experiences are now being admitted.

School's Commitment to Student Achievement inside & outside the classroom: Our commitment to students' achievement inside and outside the classroom starts with promoting a healthy environment of respect and collaboration. Students are expected and given the opportunity to collaborate with the faculty and administration in decision-making and in a team effort when supporting academic, social and cultural activities. This relationship accepts and promotes students' realization as professionals and supports an ethical responsibility towards the profession and in general. In celebration of these leadership skills, the School nominates students elected to the Alpha Rho Chi Bronze Medal.

Our School fosters healthy alumni relations that result in creative opportunities that, in turn, benefit our students in the form of scholarships, competitions, exhibitions, prizes and, very important in today's economy, job opportunities. Our internship program is a key experience for our students' professional development. Also, the school's networking and promotional efforts seek to elevate students' accolades to the public sphere and promote their leadership skills. This is achieved by joining efforts with the Communications Office in our Institution. Also, our publications always include student collaborations and celebrate student work and their community and personal achievements.

Student Academic and Personal Support: The Student Affairs Office works closely with our Campus' Student Affairs Office (Decanato de Estudiantes in Spanish), the Central Administration's Student Affairs Office, and the Student Advocacy Office (Oficina del Procurador Estudiantil in Spanish) as well as with the Student Development Counseling Department (DECODE in Spanish) and with the Office of Impaired Persons' Affairs (OAPI in Spanish) to provide all the necessary help to any students in a joint effort to provide for any type of need.

At any point in the student's career, he/she may ask to have an academic evaluation performed that informs the student of the credits taken, additional credits necessary to graduate and grade point average to date. During the year, the Dean of Students also meets with students coursing through the midpoint of program completion in order to perform an academic evaluation and provide guidance pertaining to graduation requirements. The personnel in the Student Affairs Office are always available to meet with students if requested. If requested, the Dean of Students is prepared to offer guidance for enrolling in additional minors or majors as well as orientation for choosing alternate graduate studies and/or post graduate studies, local or abroad. The office is also prepared to offer academic or professional advice. In this sense, the Dean of Students acts as an advisor to student organizations.

In the personal level, now that our Faculty Counselor has recently retired, students can also be referred to a professional counselor in DECODE. In the near future when this position is occupied again students will be able again to meet with our professional Faculty Counselor. It is important to note that only two schools in the campus have their own Faculty Counselor, Law and Architecture.

Finally, the Institution's standard syllabus format is a powerful tool to keep both faculty and students aware of the institutional approach to special requests and needs. All syllabi must include a clause that specifies compliance with LAW 51 that protects the right to request reasonable accommodation. Professors are required to include this clause as they develop and customize the standard course syllabus and adapt it to the particular nature of the material to be covered in class. Students are then required to inform professors of their needs at the beginning of the semester in order to provide the best academic experience to the student. See Off-Campus & International Student Activities see PART (4).

Description of student support services, including academic and personal advising, career guidance, evaluation of progress, and internship placement

Student Support Services. The Student Affairs Officer maintains actualized student records and provides advice about the administrative processes in the School related to: course selection, registration, admission requirements, financial aid, scholarships, transfer, reclassifications, special requests, substitutions, student placement, and other aspects of academic progress. Starting on the first month of classes, before students initiate their courses, students are invited to various welcome events organized by the administration. These are planned with the goal of enhancing the academic environment. Freshmen have their own welcome event where they are offered time-management advice and are introduced to the studio culture.

The Dean of Students works closely with the Assistant Dean of Administrative Affairs in order to ensure the provision of the necessary infrastructure for students albeit, academic or any additional special needs. The Dean and Associate Dean work with the Dean of Students in support of each other's duties in search for the better accommodation of student's interests. In these efforts, the Dean of Students meets periodically with student organization representatives in order to serve as a faculty advisor and to listen and act as a voice or liaison to the faculty and administration. One of the common duties for the Dean of Students is to serve as a mediator between faculty and students in case of any necessary conflict management.

Periodical meetings with students are encouraged to follow-up on their academic progress by performing timely evaluations that offer undergraduate and graduate students advice pertaining to graduation requirements. Furthermore, the Dean of Students is always available to meet with students if requested to receive guidance for enrolling in additional minors or majors as well as orientation for choosing alternate graduate studies and/or post graduate studies, local or abroad.

The Undergraduate and Graduate Program Coordinators are responsible, in coordination with the Dean, for the implementation of the philosophy, mission, goals, and objectives of the Architecture School on each Program. They are responsible for the coordination and direction of the administrative and academic procedures of each Program. They give advice to the candidates for admission on academic matters and to the Program students on advanced and internship placement. They are also responsible for the organization and coordination of the courses and for implementing the administrative procedures in order to best fulfill the integration of the courses. They advise recently recruited Faculty regarding their rights, duties and responsibilities on each Program.

The School continues in its promotional efforts with the program for outreach to high school students and recruitment of possible candidates for admissions. School promotion is an intrinsic part of the Dean of Students' duties. Annually, visits to high schools and other higher education institutions, organized or performed personally, serve to promote the school to potential students as well as to inform and educate about the processes for transference and/or continuing advanced studies in architecture. Prospective students interested in pursuing a career in architecture are encouraged to visit the Faculty's Dean of Students to receive guidance and have any questions regarding process and requirements for applying and those pertaining to curriculum and academic progress. As well, the Undergraduate and Graduate Coordinators are responsible for advising students in their fourth year who are interested in graduate education.

Alumni relations are very important to us. The Office of Student Affairs and the Graduate Program Director work in unison to list career opportunity openings to the student body. Also, recently an internship development course has

been developed in order to provide for IDP credits during studies. This internship program also serves as a possible first professional experience with the possibility of continuing as a formal job opportunity.

A Professional Counselor helps the students understand and clarify their views of their life space, and to learn to reach their self-determined goals through meaningful, well-informed choices and through resolutions of problems of an emotional or interpersonal nature. The five major goals of this counseling concentrate on facilitating behavior change; improving the student's ability to establish and maintain relationships; enhancing the student's effectiveness and ability to cope; promoting the decision-making process; and facilitating the student's potential and development.

The professional services of Counseling and Guidance in a setting like the School of Architecture, responds to a preventive, as well as the growth needs of students, offering such services as assertiveness training, self-esteem development, career planning and personal growth group experience. These services are related to the needs of the students and respond to the regulation stipulated by the Faculty. These can be summarized in four major categories: Academic Counseling; Personal Counseling; Occupational Counseling, and Educational Guidance.

The functions of the professional counselor at the School include the following:

- Detect deep conflicts and serious needs in the students that require the attention of other professional such as psychologists, psychiatrists or social workers and refer those students to them. Offer the necessary follow-up to those students. Detect and evaluate by interview and other techniques emotional and adjustment problems that can affect the student academic performance. Provide counseling and guidance to the students who present emotional conflicts that effect academic and personal growth. Evaluate the academic records of the students to identify possible conflict areas, interest and needs. Intervene with the students, if necessary, so that they can deal in a positive way with the situation. Participate as part of a team of helping professionals or with other university or community personnel in a specific case.
- Provide occupational guidance and advice to promote in the students the effective achievement of their professional goals. Help students in the analysis of their needs, interests, aptitudes, abilities, work experience, and life style. Provide counseling and guidance to students with vocational indecision or with psychological problems.
- Provide academic advising and guidance to the student body.
- Advise and collaborate with the Dean in the design and organization of the counseling and advising programs in the School of Architecture. Design a working plan regarding the student body characteristics and needs. Conduct studies related to the student's needs and provide guidance based on those findings.
- Acts as a facilitator to promote good communication between the students, the faculty and the administration. Coordinate, collaborate and participate in official student activities.
- Offer orientation regarding the obligations and rights of students as well as professors according to the academic norms and regulations of the Institution.
- Coordinate student services for students with special needs in conjunction with the Office for Students with Disabilities located at the University campus.
- Collaborates with the Coordinators of the Graduate as well as Undergraduate Programs regarding conflicting situations that negatively affect the academic performance of the students.

Other Support Services

The Office of the Dean of Students offers the following programs: Housing, Health Education, Peer Counseling, Vocational Rehabilitation, Psychological and Psychometric Services, Veteran's Affairs, Occupational Development Placement, Cultural and Recreational Activities, and Student Organizations.

The Office of the Dean of Students also administers a Guidance and Counseling Center for Student Development (C.O.D.E.) that integrates all the professional assistance services in the field of human behavior in a multi-disciplinary approach to attend to student needs. Social workers, guidance and rehabilitation counselors, psychologists and other specialists constitute the staff of this Center. There is an Occupational and Educational Information Section, which

introduces students to occupational and educational fields, and provides them with information on the curricula of colleges and universities in Puerto Rico and abroad.

Evidence of the program's facilitation of student opportunities to participate in field trips and other off-campus activities

The Program supports student's opportunities to participate in off-campus activities, seminars, symposia and congress. The Dean himself has traveled with students to AIAS Forum National Conventions and accompanied students as a visiting professor to Cuba, Spain, Dominican Republic and Cartagena. Our school's Office for Student Affairs works along the institution's Dean of Students to find economic assistance and other support.

Students are continually encouraged and advised about the supplementing benefits of enrolling in experiences outside our campus and our geological and political borders. Classes often provide for site visits. This is incorporated in course syllabi as a way to study real examples. It is often that design studios choose to work with municipalities or real clients in order to offer rich academic experiences. Outside our boundaries, the School fosters agreements with other institutions in the continental U.S. and outside, in the Caribbean, South America and Europe. Our Assistant to the Dean in International Affairs channels the summer Program with the ELISAVA and the one with Cartagena. These two programs are facilitated within our School but are offered and administered by the host institution.

Other experiences are offered through our own summer courses with recent visits to Brazil, Mexico, Italy, Berlin, Corsica and New York. During the run of the semester, other courses provide rich experiences such as the joint studios where students enroll on a design studio course and visit international sites or in the continental U.S. These visits are often covered financially by the administration. Private scholarships are also offered for student travel studies. *La Fundación Comunitaria de Puerto Rico* offers a travel scholarship established by one of our Past Deans, Juan Marqués Mera and is offered solely to our school's students.

In some occasions, final reviews take place in professional local offices in order to acquaint students to the professional realm and expose them to the environment of professional architects. Moreover, some projects require site visits outside of the San Juan area; these visits broaden the students' understanding of our local needs and traditions.

Most of the activities at the School of Architecture involve the collaboration of students as well as faculty in general. Many of these activities are supported by students' organizations (Student Council, AIAS, CSI, Emerging Green Builders) with the support of the Dean. Some of these include Design Competitions and Charrettes; Field Trips with the AIAS CSI Emerging Green Builders; local as well as international AIA and AIAS Conventions, Biennales and other programs sponsored by the *Colegio de Arquitectos y Arquitectos Paisajistas*; Lectures, Exhibitions, Documentaries and Film Festivals as well as athletic intramurals.

I.2.2 Administrative Structure & Governance

Administrative Structure

The School of Architecture is one of eight academic faculties on the Río Piedras Campus. It operates as an autonomous faculty, with its own assigned annual budget. It has over 400 full and part-time students enrolled in its undergraduate and graduate programs. It functions under the direction of a Dean, two Assistants to the Dean, one Associate Dean, one Assistant Dean in Administration Affairs, one Assistant Dean of Student Affairs and, Graduate and Undergraduate Program Coordinators. The School also has an autonomous library, its own architectural archives collection, a computer and media laboratory, a digital fabrication laboratory, three research centers and (CIUDAD, CIDI & sTand), one technology-workshop focused on tropical architecture issues and one studio-workshop focused on community-based projects. The School offers a Bachelors' Degree in Environmental Design and a Master Degree in Architecture. No other degree programs are offered in the same administrative unit as the accredited architecture degree program.

The other two professional programs on campus are both graduate level curricula, and therefore do not have a system of Coordinators. The Law School, which is most similar to Architecture, utilizes a system of Associate and Assistant

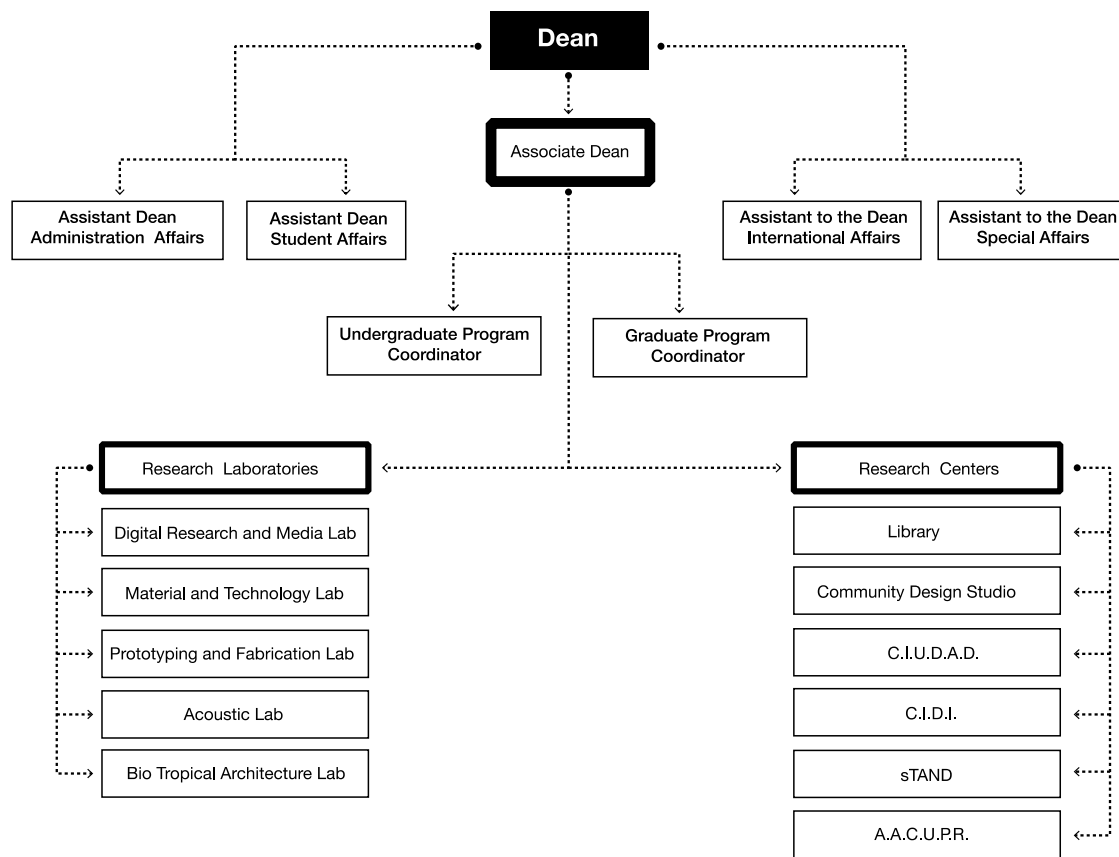
Deans. The other professional program, that of Planning, while also a graduate “School,” is headed by a Director and not a Dean, and is under the jurisdiction of the Dean of Graduate Studies and Research (*Decanato de Estudios Graduados e Investigación* - DEGI). These three entities are similar in that they, unlike most other academic areas on campus, have a system of program areas rather than a departmental structure. For this reason, the School has program coordinators rather than department heads.

The Middle States Association of Colleges and Schools has accredited the Río Piedras Campus of the Universidad de Puerto Rico continuously since 1946. The Campus is also accredited by the *Consejo de Educación Superior*, the accrediting agency for all institutions of higher learning in Puerto Rico. Individual accreditation of the Graduate School of Planning, the Law School, the School of Architecture, and other colleges, schools and departments of the Campus is complied with as required.

Governance

All faculty and students of the School have representation and opportunities to participate in the School’s Program’s and Institutional governance (except in the Personnel Committee). In terms of curriculum development, academic decisions, and programs regulations, the faculty and students have representation in the Graduate and Undergraduate Program Committees that are responsibly of curricular, as well as, program regulations revisions. Staff members also have the opportunities to participate in administrative decisions by representation in Institution’s forums and meetings.

Faculty, Student & Staff Access to Policies & Procedures: There are student representatives at each Faculty meeting and the composition of the Graduate Program Committee includes one graduate student as per the Graduate Program Regulation. The Faculty is represented in the Academic Senate meetings, by two professors, one student and the Dean. Staff employees have the opportunity of being members of the Union, which represents them in University affairs. Every Representative has the obligation to present to its peers minutes of the meeting and announce any new agreements. The Dean also participates in the *Junta Administrativa* (in Spanish) the administrative decision-making body of the Río Piedras Campus. The faculty is represented on the Board of the Dean’s Office of Graduate Studies & Research (DEGI); who must also be a member of the Graduate Program Committee. The faculty participates on several senate committees, i.e., Laws & Regulations, Faculty Affairs and Student Affairs. Students play an active role in the academic and administrative life of the University, by participating in all School committees (with voice and vote), except the Personnel Committee. Students also belong to various Campus-level boards and committees. Students are an integral part of the decision-making process leading to any changes proposed that affect the School and/or Program. Any substantial changes to the Program must be approved by the appropriate School committee, the Faculty in general, the Office of the Dean of Academic Affairs, and the campus-level committees at the Senate, before going to the Senate for final approval. It then passes through the Administrative Board – on which the Dean sits – the University Board, and finally, the Board of Trustees. All of these bodies have administrative, faculty and student representation with voice and vote. Students also participate in student government through the Student Council, and have a strong representation in campus governance with voice and vote, by their representation in the Academic Senate, in the University Board, which represents all eleven University campuses, and the *Junta de Gobierno* (in Spanish), the highest authority within the University system (equivalent of the Board of Trustees in the United States).



School's Administrative Structure Chart

I.2.3 Physical Resources

Overview

Within the challenges of new forms of promoting the learning process lies a more evident pressure to provide for flexible spaces, where the intertwining of various programs demand finds a common ground. Although our facilities are fairly new (2004) and with double the amount of space of the old building, evolving technologies have altered the prescribed program of our physical resources. This has resulted in a need for re-tinkering its use in order to maximize its efficiency.

In 2011 an Infrastructure Advisory Board (CIF, Spanish acronym) was created with the task of assessing the physical resources and evaluating possible scenarios for engaging new programmatic requirements that could accommodate future goals. The report suggested a programmatic redistribution, of which several recommendations were achieved including those for the model shop and fabrication lab (see section on Fabrication Lab). Unfortunately, the lack of Institutional protocol regulating the use and disposition of space has resulted in an unofficial sense of proprietorship that limits the administration's ability to address academic need over existing distributions. However, our School's commitment for improvement sustains an ongoing effort for addressing its physical resources. As a result, we are pursuing a more integrated use of space that promotes collaboration and flexibility.

School of Architecture Building

Our Building consist of two concrete parallel wings, each two stories high. The lower floor encompasses all public and auxiliary spaces including the administrative facilities, classrooms, library, exhibition area, auditorium, and AACUPR. The second floor consist of all the design studios and support facilities, along with faculty offices and other ancillary spaces (see Appendix 4.1.06-Building Floor Plans). The lobby and exhibition hall have taken an increasing social role for promoting group discussion, informal gatherings, and project presentation.

The School has the only specialized architectural Library and slide collection in Puerto Rico and the largest collection in the Caribbean. AACUPR, *Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico*, a repository of historic documents assists in the preservation Puerto Rican design and construction history.

In an effort to promote a more eco-friendly, sustainable School we installed solar panels that produce around twenty percent of the building power, although more panels need to be added. We are currently working on a proposal to turn our school into an intelligent building. This requires an upgrade of our lighting system to include more efficient modern technology and added controls for computer and web access. Also all classroom projectors shall be upgraded. At the moment our mechanical systems can be accessed thru the web, allowing us to control temperature and air volume.

Studio-Based Learning Spaces:

We have five traditional studio spaces located in the graduate wing. This semester we added two specialized building and city studios (refer to Part 2) each with its own dedicated space and a shared conference room, were students and community representatives can meet. As part of our future work plan we are proposing four new master degrees. In order to accommodate those new studios we are evaluating converting two adjacent studio rooms into learning commons with three small studios, a shared conference and lounge that opens up to the hallway and breaks down the space.

Didactic & Interactive Learning Space:

The former slide Library was transformed into a collaborative learning space, as a result from a joint experience between third year architecture students and graduate students on a course of libraries administration. The combined efforts of our librarian, Dr. Laurie Ortiz, and architect Javier Isado, led to a proposals for developing a media commons at the School's library. This project was presented at the *2013 annual conference of the Association of Caribbean University, Research and Institutional Libraries (ACURIL)* "Creation of a Media Learning Commons at *Santiago Iglesias, hijo*, Library, School of Architecture, University of Puerto Rico".

One project under evaluation consists of a new creative collaborative studio. We are proposing a glass enclosure suspended though the existing columns and beams at the second floor atrium. This studio could create a more direct connection between undergrad and graduate students.

Faculty Support Spaces:

Our faculty has multiple options for meeting with students for research, mentoring, and advising at the library and administration. Nevertheless, we are running short of private faculty office space. At the moment every office is being shared between at least two professors, although every full time faculty member has an office space. There is one common space designated for non-tenured faculty.

Technology Laboratory Resources

We are focusing on developing a hands-on experience through technology, offering students with dedicated research laboratories in acoustics, environmental systems, media and fabrication. At the moment we are evaluating existing space and distribution within new technological requirements.

Acoustics Laboratory:

We have an equipped acoustics laboratory that is used for courses of basic acoustics, environmental acoustics, architectural acoustics, and noise control. Electro acoustic instrumentation (sound-level meters, real-time spectrum analyzers, FFT analyzer, analog filters, noise generator, wave synthesizer, reverberation time instrumentation, statistical analyzer, oscilloscopes, and others) allow for hands on demonstrations of psychoacoustic phenomena in class and to conduct field-measurements and basic research related to architectural acoustics and community noise. A reference sound-reproduction system and digital sound-recording system is available. The laboratory is also used for Physics courses, particularly for mechanics, structures, wave motion, electricity, light, and thermal physics areas.

Biotropical Architecture and Environmental Systems Laboratory (*Laboratorio Ambiental de Arquitectura Biotropical - LAAB*)

A low-speed wind tunnel designed and constructed by Prof. Pedro Muñiz, PhD, is used as part of technology courses. Recently, new and updated peripherals have increased its research capacity including new and updated wind speed anemometers in a multi-channel configuration. Computer and manual control, smoke and data collection devices for flow analysis are being added. Photometers (luminance and luminance meters) are available for field and laboratory studies for day lighting analysis using scale models. The LAAB contains additional tools and instruments for the demonstration and analysis of diverse criteria related to solar protection and environmental aspects in architecture, including an heliodon (currently under construction), students carry out analysis of existing and proposed buildings by means of scale models testing.

Fab Lab:

Since NAABs last visit we have achieved major improvements to the Fabrication Laboratory, restructuring it into a materials research and investigation center. Thanks to University's technology funds and private sector donations we have acquire additional equipment and expanded the workshop area. Additional qualified personnel was hired this semester to assist students and develop research. Now there are three architects, two work-study students and two teaching assistant students. Operation hours were expanded giving students more access throughout the week (Monday to Thursday 9:00 AM-9:00 PM, Friday 9:00 AM-5:00 PM On, Saturdays from 9:00 AM- 3:00 PM, personnel work on equipment and machines maintenance). Currently the Fab Lab is working with other School's Research Centers on academic projects geared toward research and innovation. One of the projects consist of developing architectural details and elements within a vernacular influence using advanced technologies such as Laser Cutters, 3D Printers, a Milling Machine and the CNC.

At the moment our major concern is the lack of funds for regular maintenance and parts' replacements. As a collaborative project with AACUPR, the Fab Lab is manufacturing scale models of the original furniture designs by architect Henry Klumb. These pieces will be sold for fundraising. The money will be used for maintenance, digital equipment and to create student's grants for research. In the future, we hope to expand its services to the academic community and to the general public through intramural practices. Such goal represents a need for expanding and probably relocating the lab.

Fab Lab equipment:

Four (4) Dell PC, three (3) Laser Cutters, two (2) 3D Printers, one (1) CNC Router, one (1) Milling Machine and, one (1) Plotter / Cutter. A short goal is to acquire a better quality 3D printer and a vacuum former machine.

Computer Laboratory (Media Lab):

The Media Lab offers a dedicated space for exploration, investigation, and application of new digital methods and technology to reinforce the curriculum. It's primary goal is to educate and provide our students and faculty with the latest digital tools as an instrument for new ways to undertake architectural investigation and representation.

The Lab is divided into three areas, two classrooms with PCs and Macs and a walk-in user area. Staff members provide support and assistance at all times. Once a week we do system maintenance in order to keep up to date and run a smooth operation. During the academic period, the Media Lab is open Monday to Thursday 8:00 AM-8:00 PM, and Friday 8:00 AM-4:30 PM.

A server-based administrative system allows each student a private password, personal account, and server storage. Our building is totally networked allowing for the introduction of technology in studio and other courses. We acquired new equipment and applications that improved student productivity and increased the labs capacity. During the last 3 years, we have been upgrading our building's wireless system and its surroundings, eliminating blind spots. More antennas were installed and the existing ones were upgraded allowing more for a faster network with a larger user capacity. We have established a paperless policy, promoting the use of projectors and portable LCD for studio presentations. The School has 20 units of multimedia presentation and plans to acquire more portables TVs.

Media Lab software:

The PCs have Windows 7 64bits and the Macs Snow Leopard. For the PCs we have MS Office 2013, Autodesk Building Design Suite 2014 Ultimate, the latest versions of ETABS and SAP2000, Rhinoceros v4.0, SketchUp Pro, Adobe Design Standard CS 4 and 1, PTC Creo 2.0, and for the Macs: MS Office 2008, Adobe Design Standard CS5 and Aperture.

School's Hardware Resource Inventory:

AREA	HARDWARE
Media Lab	1 In-focus projector 1 Team Board Interactive Whiteboard 1 HP Scanjet 8300 scanner 5 printers (HP DeskJet 7500, HP LaserJet 4200n, HP DesignJet 800 42" and 2 HP DesignJet Z2100 Photo 44") 12 iMac 500MHz, 2Gb RAM and 300Gb HD 20 Dell Optiplex 745 Intel core 2 Duo 2.66GHz, 4Mb RAM and 80Gb HD 12 Dell Optiplex 780 Intel Core 2 Duo E8500 3.16GHz, 4Gb RAM and 250Gb HD 1 Dell Precision 380 Pentium IV 3.2GHz, 2Gb RAM and 80Gb HD for the scanner.
Community Design Studio	1 PC Dell 1 Plotter HP Design jet 24"
CIDI	3 PC 2 Dell, 1 Lenovo 3 Projector 1 Eye tracker 1 Team board interactive whiteboard 1 Multi touch screen
CIUDAD	1 PC Dell 1 Laptops 1 HP All in One Printer
Wind Tunnel	4 PC Dell
Library	4 PC Dell 16 Ipads 1 Infocus 1 I Mac 1 Touch Screen Laptop
AACUPR	1 File Server Mac 1 Mac Book 5 Mac 3 PC Dell 1 Team board interactive whiteboard
Administration	5 TV 3 Infocus 5 Laptops Dell

Web Page: We are working on a redesign of our School's website. The new site will integrate information about all our Research and Design Centers. This tool will enable us to establish a direct relationship at international level.

<http://www.ea.uprrp.edu/>

I.2.4 Financial Resources

As the University faces difficult financial times, so does the School. We have experienced a progressive budget cut that reflects both in our operational budget as well as salaries. This year we received essentially the same operational budget as previous year, although our materials and maintenance costs are higher. On the other hand there's been a significant reduction for funding of special projects, annual plan and future development.

2012-2013 Fiscal Year Institutional Budget Assignment:



In order to achieve some economies, the University is requiring that every Dean and administrative staff teach three credits per semester *ad-honorem*. In our case, one credit of a design courses represent 2.4 contact hours which means that our administrative staff is working at least 6 credit hours.

2013-2014 Fiscal Year Budget Petition:

Current Year Budget Assignment:

1	2	3	4	5
CÓDIGOS Y DESCRIPCIÓN	PRESUPUESTO ORIGINAL AF 2012-13	PRESUPUESTO RECOMENDADO AF 2013-14	DIFERENCIA (COL 3 - COL 2)	% DIST AF 2013-14 (COL 3)
5020 - Sueldos-Personal Docente	1,521,984	1,499,272	(22,712)	
5020 - Sueldos-Personal Docente por Contrato de Servicios	-	-	-	
5040 - Compensación-Personal Docente	-	-	-	
5060 - Bonif. y Ajustes-P. Doc. - Exc. Lic. Enf. Y Bonif. Dir.	54,355	54,355	-	
5100 - Sueldos-Personal No Docente	568,515	548,195	(20,320)	
5130 - Compensación-Personal No Docente	-	-	-	
5160 - Otros Pagos-Pers. Doc. y No Doc. - Bono Navidad	46,125	43,875	(2,250)	
5190 - Jornales a Estudiantes	25,000	25,000	-	
TOTAL SERVICIOS PERSONALES	\$ 2,215,979	\$ 2,170,697	\$ (45,282)	68.15%
5200 - Aportaciones Patronales-Federales y Estatales	201,958	197,792	(4,165)	
5260 - Otros Aportaciones Patronales - Retiro	278,831	308,968	30,137	
5273 - Aportación Patronal al Seguro Médico de Empleados	288,312	152,100	(136,212)	
5274- Aportación Patronal Cubierta de Farmacia	-	122,148	122,148	
5300 - Lic. Ayuda Económica	-	-	-	
5340 - Otros Beneficios - Obvenciones General	-	-	-	
TOTAL APORT. PATRONALES Y OTROS BENEF.	\$ 769,101	\$ 781,007	\$ 11,907	24.52%
6020 - Materiales	200,000	200,000	-	
6070 - Materiales Referencia Bibliotecas	-	-	-	
6080 - Piezas y Acc. para Rep. Equipos	-	-	-	
6100 - Gastos de Mantenimiento	-	-	-	
6140 - Gastos de Arrendamiento	-	-	-	
6160 - Servicios de Comunicaciones	-	-	-	
6171 - Teléfono	-	-	-	
6200 - Serv Profesionales, Consultivos y No-Profesionales	-	-	-	
6300 - Otros Servicios y Gastos Misceláneos	-	-	-	
6314 - Cargos Bancarios	-	-	-	
6364 - Seguro Médico Estudiantes	-	-	-	
6370 - Primas, Fianzas y Seguros	-	-	-	
6381 - Electricidad	-	-	-	
6382 - Agua y Alcantarillado	-	-	-	
6383- Suministro de Gas	-	-	-	
6384 - Combustibles	-	-	-	
6385 - Recogido de Basura	-	-	-	
6400 - Gastos de Viaje y Dietas en Misiones Oficiales	-	-	-	
6500 - Gastos Proyec Institucional y Activ Comunidad Univ	-	-	-	
6530 - Gastos Acreditacion	-	33,400	33,400	
7110 - Adquisiciones Biblioteca	-	-	-	
7300 - Equipo Menor-No Capitaliz (\$200<=Costo<\$1,000)	-	-	-	
7500 - Equipo Capitalizable (Costo>= \$1,000)	-	-	-	
8010 - Becas, Estipendios y Proyectos Especiales	-	-	-	
9040 - Aport. o Transf. Univ.	-	-	-	
9980 - Transf Fdos (Entrad/ Salid)-Uso Exclus Ofic Presup	65,000	-	(65,000)	
TOTAL SERV. Y MATERIALES Y OTROS GASTOS	\$ 265,000	\$ 233,400	\$ (31,600)	7.33%
TOTALES	\$ 3,250,079	\$ 3,185,104	\$ (64,975)	100.00%

2-Year Revenue & Expense Forecast

Development Plan 2011-14 can be found at the URL: <http://ea.uprrp.edu/media/web/Plan%20desarrollo%202011-14%20firmado.pdf>

Comparative Yearly Revenue & Expenses since 2008

The School of Architecture has operated for the past five years with the following annual budget assigned by the University:

YEAR	SALARIES	LIBRARY	AACUPR	TRAVEL EXPENSES	EQUIPMENT	VISITING PROF.	OTHERS	TOTAL
2008-2009	\$3,280,938.21	\$329,864.69	\$215,695.79	\$24,873.46	\$7,847.95	\$16,377.72	\$223,851.54	\$4,099,449.36
2009-2010	\$3,055,892.44	\$396,233.39	\$287,698.85	\$21,319.32	\$6,369.76	\$16,132.61	\$191,319.56	\$3,974,965.93
2010-2011	\$3,040,093.57	\$387,059.64	\$267,308.38	\$21,912.04	\$15,463.98	\$16,877.10	\$197,964.57	\$3,946,679.28
2011-2012	\$2,995,335.87	\$394,097.23	\$267,783.64	\$39,002.83	\$21,306.51	\$16,457.42	\$253,902.06	\$3,987,885.56
2012-2013	\$3,123,477.26	\$441,578.45	\$245,318.29	\$19,898.36	\$18,379.36	\$12,215.07	\$163,830.60	\$4,024,697.39

*According to the latest data from the Association of Collegiate Schools of Architecture (ACSA) survey published in 2000, salaries at the School lag behind those of Institutions in the continental United States.

**Includes funds assignment for the acquisition of equipment for the new facilities of the School.

Capital Investment per Student

On a per student and per faculty basis, the monetary assignments to the School lag behind those of the Law School but slightly ahead of the Planning School.

Professional Program	Budget	Total Students Registered	Budget Assigned per student
School of Architecture	3,250,079	376	8,644
Law	8,258,844	693	11,917
Planning	1,017,690	73	13,941

Financial Issues

Enrollment Reduction/Increase: Since 2008 we've maintain a constant number of applications yearly, although there's been a deviation of about 6% increase/decrease enrollment. In 2013 we experience for the first time a reduction of approximately 15% less enrollment, due in part to economics. We are hoping to regain and probably even increase our numbers once the new master degrees are officially established.

Funding Reductions/Increases: We may expect additional reductions during the next years, along with diminish donations from private sector. One of our major concern is the reduction on funding for special projects and Development Plan. The School can not choose which project gets funding. The projects are presented with the budget petition by March and the Chancellor determines which ones are appointed for the year. There are no guarantees of recurring funds for long term projects.

Funding Model Changes: We have established strategic public sector alliances with Government Agencies and Municipalities, based on mutual benefit agreements. The School has also benefited from a series of private foundation grants such as Cemex, PROArq, PRISA Group, Interlink, *Fundación del Colegio de Arquitectos*, *Fundación de las Humanidades*, AIA, and others.

1.2.5 Information Resources

All of the School's students, faculty and staff have easy access to literature, information, visual and digital resources to support their academic goals in the field of architecture. The School has two primary sources of information: the Santiago Iglesias, hijo, Library and the Architecture & Construction Archive of the University of Puerto Rico (AACUPR in Spanish). In addition, the Library's and Archive's personnel and visual resource professionals are readily available to guide students and faculty in their critical research endeavors in the context of professional practice and lifelong learning.

Santiago Iglesias, hijo Library

Institutional context and Administrative Structure:

Institutional context: The *Santiago Iglesias, hijo*, Library is the most important bibliographical project on architecture carried out in Puerto Rico. It was created in conjunction with the School of Architecture, and, since then, it has been an important, and medullar tool in the research and creative labor produced in the School. The Library's original collection was a donation of the private library of architect *Santiago Iglesias, hijo*, who was the main promoter for the legislation that made possible the creation of the School of Architecture. For this reason, the Faculty named the Library after him. From 1966 to 1968, the Library was part of the General Library of the Río Piedras Campus. Since 1969, it has been an independent library designed to serve the academic and research needs of the School of Architecture.

Since that time, has been actively developing its collection. Besides architectural publications and visual resources, the Library has material on other related fields, such as art and architectural history, technology, urbanism and planning, landscape design, fine arts, and historic preservation, green and sustainable architecture among others. It also houses a collection of rare books about architecture and related fields.

As an academic unit, Library supports an advanced program of architectural education and different levels of research activities, both by students at the School and from other programs at the University. It is also used extensively by the profession to support their preparation for licensure examinations, as well as their professional endeavors.

The Library is on the first floor of the new Architecture School building and occupied a central location, which facilitates accessibility. Besides traditional information resources, it has a well-equipped Visual Resources Section that is in process of services transformation to a virtual and physical media commons to enhance collaborative and participating learning using library resources.

Research activities are well supported by Horizon, a computer system that gives access to a wide area network that allows the Library to enter in other University System libraries catalogs. As a member of the Consortium of University of Puerto Rico Libraries we have access to more than 80 database services. Also the Library has access to specialized databases in the field of architecture such as Avery Index, Art & Architecture Complete, Building Green and Archivision.

Administrative Structure: The Director, who is the Head Librarian, reports directly to the Dean of the School of Architecture. All other employees report to the Director. The Library maintains a very close working relationship with the architecture program by perceiving itself as a learning resource. It actively involves all interested faculty members in its materials selection process and other pertinent issues. Librarians have been participating in several faculty committees such as Graduate Program Committee, other special committees, and in the past two year the Library Director represented the faculty on the *Consejo Asesor de Estudios Graduados del Recinto de Río Piedras*. Each year, the Director of the Library prepares a report to the Dean, specifying what happened in the program during that period with statistical reports of quality, currency, suitability, range and quantity of resources. This program has valuable information to perform periodic self-evaluation of its components.

The School has a Library Advisory Committee in which the Library Director participates. Students and faculty members actively participate in recommending library acquisition materials and other pertinent issues.

The Library is accomplishing its goals and services, in spite of its limited staff. However, due to its autonomous status, all technical services are performed in-house. A larger staff would support the development of more special projects.

Library Assessment

Library and visual resource collections: In order to conform to the goals and pensum of both the University of Puerto Rico and the School of Architecture, the library staff is involved in the students' integral academic and future professional development, in the areas of research and creative activity sponsored by faculty and/or students, and in the development of a unified academic vision. These objectives are realized by the expansion of access to resources in a fully developed collection, and by the organization of talks, conferences organized as part of the duties of the Information and Research Competencies Program.

The Library also encourages the enrichment and strengthening of Puerto Rico's cultural heritage. As a result, it actively promotes the acquisition of important material about Puerto Rican and Caribbean architecture. The Vision, Mission and Values that encourage our planning activities are described in both Library's Webpage and in our Strategic Plan.

Collection Description: In addition to the current collection that covers most of the practical, theoretical and historical aspects of the discipline relevant to our curriculum, the Library contains other special collections: the Henry Klumb Collection, the Rare Books Collection, the Puerto Rican Collection, and the Fine Arts Book Collection, among others. Users also have access to various related collections at the Main Campus Library.

The collection exhibits sufficient breadth and thematic depth to support the curriculum. Besides the acquisition of complete collections on the work of important architects, theory and criticism of architectures, sustainability, and architecture in the Caribbean area, recently the Library has been emphasizing on urbanism, visual culture and gender issues related to the discipline.

1. Books: Book collections are sufficient in quality, level, diversity, quantity, and currency to support School's academic offerings. Books acquisition process is enriched by the Faculty and student's recommendations and the systematic purchase of dealing authors of different subject areas related to the discipline of architecture.

2. Serials: The serials collection has proven to be relevant and sufficient in coverage and scope to support the Program. Also, access to serials collection is possible through online databases services such as Avery Index to Architectural Periodicals and Art and Architecture Complete, which provide full text access. At the present time, the Library has 542 titles, of these, 164 are active subscriptions. Those titles deemed by the staff to be the most important sets are complete.

3. Percentage of periodicals from the AASL Core List: The Library is receiving 96% from the Core List of the Association of Architecture School Librarians.

4. Visual and non-book resources: At this moment the main visual resource it's the access to the 216,386 images of the Luna Commons Collection, which includes the 59,000 images seven modules collection of Archivision. This site includes images about architecture, archeological sites, gardens, parks and works of art. Also students have access to other images services of the Río Piedras Campus Libraries System such as Art Museum Gallery and The Puertorrican Digital Images Project.

In the past the main visual resource was the 127,724 slides collection. The Library conserves this resource, but copyright issues limit the possibilities of digitization projects. Only a minimum part of the collection, about 18,000 slides of Puerto Rico, could be digitized. An inventory of this material was recently finished, and the cataloguing and digitizing of images will start on August 2013.

There is also a collection of 468 videotapes, 781 DVD of movies and documentary material, 685 photographs and 740 postcards related to Puerto Rican architecture, 165 audiocassettes, 120 microfiches and 1,043 microfilms.

5. Conservation and preservation: The Collection is housed in air-conditioned facilities; nevertheless, due to the high humidity levels common to our tropical climate, fungi contamination it is a constant threat. To prevent this problem, the University administration spends considerable amounts of money in fumigation. The chronic lack of space of the past was improved. The Library maximizes space using a compact-shelf system. The Library uses private professional firms for all binding services, in order to protect the collection. Minor repairing are doing by our secretary. Pamphlets and rare books are protected with boxes prepared with archival board by assistance students. The photographic and postcard collections are kept in archival quality boxes. Sliding storm panels were installed in the Rare Book Collection in order to provide protection from sunlight damage and to possible damages to the facilities during the hurricane season. Also UV filters were installed in the Rare Book Collection.

Services

1. Reference: The Library has access to international networks through the Internet and through other database reference services, such as the Avery Index, Art and Architecture Complete, Archivision, and Building Green, among others, through our webpage. There are sufficient and updated reference publications that provide quick consultation services. The staff is encouraged to provide personal guidance in the use of library resources. The reference and circulation sections are a joint. Circulation staff is in charge of the directional and basic reference consultation, but students are oriented to use professional librarians services in case of more complex information inquiries.

2. Information Literacy: Since its inception, the Santiago Iglesias, hijo, Library has done its work of library instruction from different approaches. In 2009 started the Information and Research Competencies Program that serves students and faculty of the graduate and undergraduate program of the School of Architecture. Until May 2013 there were 54 literacy sessions. 1,118 students received this service (233 graduate students in 21 sessions, 885 undergraduate students in 33 sessions). Five instructional modules were created for the development of information and research skills, following the ACRL/ALA standards. A total of 6 graduate students completed them. Graduates show a generally positive perception of these initiatives and most of them recommend that these workshops and conferences should provide to the freshmen. For more information and results of our reports, see the URL: http://bibrarquitecturaupr.info/index.php?option=com_content&view=article&id=80&Itemid=128

In addition to reference services and traditional bibliographic instruction, the librarians have offered workshops and lectures on topics like: online public catalogue, Avery Index to Architectural Periodicals, Art & Architecture Complete, search and retrieve of information resources, evaluation, plagiarism, copyright, etc. Moreover, librarians offer individual guidance to students who are in the selection of research topics to develop thesis proposals, thesis or capstones. They provided guidance in search and use of information resources in different formats (print and electronic), such as indexes, databases and other resources that support the academic and research work of the School of Architecture.

3. Current awareness: Our webpage is the main information dissemination tool. It provides a full description of services, hour of services, activities calendar, and also access to database services, online catalog and links related to the field of architecture. The Library personnel use emails to aware graduate students and professors about new books related to their research area of interest. Every semester a book exhibition is prepared.

4. Access to the Collections: The Architecture Library provides adequate physical, bibliographical, and intellectual access to information. As mentioned above, our homepage provides an easy access for the main information services such as specialized databases, online catalogs. Horizon library automation software provides for the online access to the libraries of the University of Puerto Rico. Wi-Fi connection is available over all the Campus. Since 2012 there are not enough public computers to provide access to these services. Petitions for new computers acquisition have been ignored.

There are written loan policies. Since August 1997 the book lending process has been controlled by barcode labels.

The School Library is open Monday through Thursday from 8:00 AM until 10:00 PM, except Fridays, when closing time is 6:00 PM. The Library also opens on Saturdays, from 8:00 AM until 4:30 PM and on Sundays, from 12:00 M until 5:00 PM. The schedule changes during the Christmas and summer periods.

Students, faculty and employees have access to remote databases. The Library administrates its own proxy server.

With the exception of the Rare Book Collection, the periodicals, and the reserve and reference materials, the rest of the collection is of general circulation. Interlibrary loans are available through our Webpage. We have an agreement of cooperation with Natural Sciences Library to process international loans. Local loans are process by our Circulation Section. As mentioned previously, the Library has access to other library catalogs, whether international or regional, through the Internet.

Staff

Librarians: The Library has three librarians, all of whom hold a Master's degree in Library Science. The current director, Dr. José Flores-Ramos has twenty-eight years of experience as a librarian. In librarianship has a professional background in librarianship as, cataloguer, rare books curator, preservation and conservation officer and audiovisual librarian. As a part time professor, he has been teaching two courses in the Architecture School's Graduate Program, ARQU 6145 Research Techniques and ARQU 6991 Architecture, Gender and Visual Culture. Also he has been teaching in the UPR's Graduate School of Information Science and Technologies and in the History Department, offering graduate and undergraduate courses. He holds a PhD in History, two master's degrees, one in Library Science and other in History, and a Bachelor's degree in Humanities with a major in Fine Arts.

The cataloguer, Prof. Jannette Babilonia has 13 years of experience as librarian and also seven as paraprofessional librarian. Besides her experience as cataloguer, she was instructor in the Library Instruction Program of the UPR Library System. She approved all courses for PhD in the Documentation Program from the Carlos III University in Madrid, Spain. She holds a Master's degree in Library Science, accredited by the ALA, a Bachelor's degree in Secretarial Sciences and forty-three credits in Fine arts. Recently, she has been working, ad honorem, for the UPR's Graduate School of Information Science and Technologies, with graduate students by training them as cataloguers, as part of their clinical experiences. Besides her functions related to the bibliographic control of the collection, in the last year, this librarian has been correcting grammar and style of few thesis and capstones. Also she offers guidance for new thesis researchers.

Dr. Laurie Ann Ortiz-Rivera has 12 years of experience as librarian. During this time she gained experience in administration as director of the National Library of Puerto Rico, webpage editor of the *Instituto de Cultura Puertorriqueña*, information literacy librarian in the Utuado Campus of the UPR, and General Higher Education Council of Puerto Rico's information officer. At this moment, she is the librarian in charge of the audiovisual collection, library's webpage edition and the Information and Research Competencies Program. Her PH.D degree is in Documentation from the Carlos III University in Madrid, Spain. She holds a Master's degree in Library Science, accredited by the ALA, and a Bachelor's degree in Arts. Also she is part time professor in the UPR's Graduate School of Information Science and Technologies, where she use to teach a Library Administration Course.

Recently, the three librarians have been producing papers related to their work. They submitted for the 2013 annual conference of the Association of Caribbean University, Research and Institutional Libraries (ACURIL). According to the conference's theme, "Knowledge Territories: Exploring Learning Commons in the Caribbean", they presented, as a research team, in conjunction with one of the design schools' professor, architect Javier Isado, "Creation of a Media Learning Commons at *Santiago Iglesias, hijo*, Library, School of Architecture, University of Puerto Rico". This work presented a joint experience where students of third year of design, offered by architect Javier Isado, and students of a graduate course on Libraries administration, offered by Dr. Ortiz, presented proposals to develop a media commons in the School's library.

On April, the library's director, Dr. José Flores Ramos, participated with two other School's professors, Dr. Enrique Vivoni and Dr. Magdalena Campo in a panel discussion entitled: "*A 60 años de la Biblioteca José M. Lázaro: Revisitando una obra de Henry Klumb*" They presented to the audience their particular point of view about the importance and meaning of the main library building constructed in Puerto Rico during the twentieth century.

On October 2013, Dr. Ortiz and Dr. Flores will be representing the University of Puerto Rico in the European Conference of Information Literacy (ECIL 2013). This is part of their efforts to do research and discuss with international colleagues strategies to enhance library's work in the information literacy area.

Support Staff: The University requires that auxiliary librarians possess a Bachelor's degree. At this moment, Ms. Madeline Ortiz-Ramos, Auxiliary Librarian III, has a Bachelor's degree in Labor Relations and twelve years as paraprofessional librarian. Mr. Carlos Morales-Fiol, Auxiliary Librarian II, has Bachelor's degree in Social Sciences and completed the Master's courses in Economy. On August 2013 he will start a master degree in Information Science. Ms. Ruth M. Carrión, director's secretary, has a Bachelor's degree in Secretarial Sciences, has taken 30 undergraduate credits in History and a Documents Management Certificate. MS Carrión will start a Master's degree in Information Science on August 2013.

The Library is accomplishing its goals and services, in spite of its limited staff, particularly in student staff. Budgetary cuts have been affecting the student assistant services in our library. However, due to its autonomous status, all technical services are performed in-house. A larger staff would support the development of more special projects.

Staff Compensation

In terms of their training and experience, library staff salaries are commensurate with other comparable positions within the University.

The institution promotes that the faculty and non-faculty employees improve professionally giving free access to university studies in working hours, as long as it does not affect service. Also the personnel participate in professional improvement activities, such as conferences, workshops, webinars, etc. But the Library does not have an assigned budget for training activities for the personnel.

Facilities & Equipment

1. Space: The Library is on the first floor of the School of Architecture building and occupied a central location, which facilitates accessibility. Since the inauguration of the new facilities, the Library increased significantly the floor space resolving the chronic space problem. The total area is about 11,642 Sq. ft., where 8,851 Sq. ft. are for studio area. The Library provides access for the handicapped, but the Library's entrance needs to be remodeled, in order to reduce minor architectural barriers.

2. Environmental factors and security: As was mentioned above the Library has proper environmental controls and maintenance. Nevertheless, lighting and acoustics of study rooms should be improved. The Library has the necessary number of fire extinguishers and emergency exits are obvious. To reduce theft, all books are protected with the 3M Tattle Tape System. There are written emergency procedures and a disaster plan. Last year the Campus Security Office did a building evacuation simulation.

3. Equipment: There are appropriate storage and housing system for the different types of library's materials and sufficient workstations for both staff and users. However, Library needs additional compact shelves. For public use the Library has 6 PCs and 4 scanners, 1 microfilm reader scanner, a photocopy machine, a light table, 2 TVs with integrated DVD player, 1 TV with DVD and VHS recorder, and 16 iPads. Every employee has assigned a PC. For administrative functions there are 1 photocopy machine, 2 scanner printers and 2 printers. Río Piedras Campus provides Wi-Fi access to Internet all over the campus.

Budget and Pending Issues

1. Funds: The School of Architecture has an ambitious plan of programs expansion, including a doctoral program that should be according to fiscal support of the Library. The funds assigned during Budget Year 2012-2013 were not sufficient to maintain an optimal collection development. Databases, serials and books prices are higher each year.

New formats as the e-Books are required new expenditures. The funding for the Library comes directly from the School of Architecture's budget. During the academic year 2012-2013, the Library was assigned \$45,000 for book acquisitions, \$15,000 less than the previous year.

The economic crisis of our country has been affecting various professional institutions. The Colegio de Arquitectos de Puerto Rico is one of them, three years ago they eliminated their donation to the Library. This money was used to pay extended service hours. We continue with these services but with less money.

The Library is integrated into the School of architecture's program through the participation of its Director and librarians in faculty meetings and committees. Direct communication with faculty members that are frequent users of our collections and services is also evident.

2. Efficiency of operations and services: Basically, all operations and services are functioning properly. The Library, however, would benefit from a complete physical reorganization, including additional space to improve services. For example, noise control measures are strongly needed; acoustical problems should be mitigated in study rooms for groups.

The relationship with other libraries is achieved through the participation of the Director in the Board of Libraries Directors of the Universidad de Puerto Rico, and by the membership of the other librarians to the UPR Libraries practices communities of Information Literacy and Collection Development.

The Santiago Iglesias, Hijo Library: <http://www.bibarquitecturaupr.info/>

Architecture & Construction Archive of the University of Puerto Rico (AACUPR)

Administrative Context

AACUPR is a research unit within the School of Architecture with a clearly established vision and mission. AACUPR aspires to lead in the conservation, documentation and research of Twentieth-century architecture in Puerto Rico and the Caribbean within an interdisciplinary and collaborative framework. AACUPR's mission statement is geared to the conservation of Twentieth-century built environment in Puerto Rico through the rescue, conservation, arrangement and description, accessibility of architectural and construction drawings and to contribute to the education of architectural students, architects and general public on the values of our built environment. Due to its academic context this mission has been enlarged, and AACUPR now also endeavors to increase existing documentation of buildings and urban areas by developing its own drawings, surveys, and reports.

Administrative Structure

AACUPR is composed of a Director, an Administrative Assistant and two Archivists. Since October 2012, the senior archivist left and the position has been vacant because of budgetary constraints.

Content, Extent & Format of Collections

AACUPR occupies approximately 14,000 sq. ft. in the School of Architecture building. On the first floor are the administrative offices, seminar room, library, conservation lab and workroom. The complete second floor (7,000 sq. ft.) is the repository.

To date, AACUPR holds 114 collections pertaining to various categories, such as:

A. Collections pertaining to architects' offices

ABW	Alfredo Wiechers	HKI	Henry Klumb
AHi	Antonio Higuera	HRa	Hunter Randolph (landscape architect)
AMo	Amaral y Morales	JAl	Jaime Alfonso
ANe	Antonín Nechodoma	JdR	Jorge del Río
APi	Augusto Plard	JEa	Jesús Eduardo Amaral
ATo	Antonio Torre, Jr.	JFi	José Firpi
AuG	Augusto Gautier	JMM	Juan Marqués Mera
BeT	Benigno Trueba	JTG	Jorge Torres Gaztambide
BSi	Blas Silva	JVz	Jorge Vizcarrondo
CCa	Celso Caballero	LCG	Luis Clemente González
CFz	Carlos Fitzpatrick	LFI	Luis Flores
dCH	Pedro de Castro y Hardesty	LPe	Luis Perocier
dVZ	Rafael y Carlos del Valle Zeno	MCa	Manuel Canelas
ECr	Eugene Crommett	MaL	Martínez y Lázaro
EFo	Eduardo Fossas	MEs	Marcos Estronza
EGa	Enrique García	MRF	Miguel Rivera Ferrer
EMo	Efrer Morales	PdC	Pedro de Castro
FGa	Francisco Gardón Vega	PLA	Pedro Luis Amador
FGj	Frederick Gjessing	PMe	Pedro Méndez
FLe	Francisco Levy (negativos)	PTV	Pedro T. Vivoni
FMa	Francisco Maiz	RCa	Rafael Carmoega
FMo	Frank Molther	RFr	Ramón Frade
FPD	Francisco Porrata-Doria	RHR	Rafael Hernández Romero
FRo	Francisco Roldán	RGa	Raúl Gayá Benejam
FSe	Fidel Sevillano	RRe	Raúl Reichard
GOr	Guillemety & Ortiz (diapositivas)	RRG	Ramón Ramírez Guzmán
GAM	Guillermo Álvarez Menocal	TFA	Toro Ferrer Arquitectos
GBS	Gertie Besosa	TMa	Thomas Marvel
HAr	Héctor Arce (diapositivas)	WBi	William Biscombe
HDi	Horacio Díaz		

B. Collections pertaining to contractors or builders

RPr Robert Prann

C. Collections documenting sugar mills or related industries

CAG	Central Aguirre
CEs	Central Esperanza
CFa	Central Fajardo
CGu	Central Guánica
CIg	Central Igualdad
CVi	Central Victoria
FCa	Federico Calaf
FuA	Fundición Abarca
HCA	Haciendas y Centrales Azucareras

D. Collections documenting specific projects or buildings

BPF	Bennet, Parsons & Frost (slides)
CFe	Federal Post Offices – Ponce and Mayaguez
CPR	Capitol of Puerto Rico
CLI	Movie-theaters Llamas (digital)
CTu	Tourism Company
Fal	Falansterio
FVi	Fideicomiso de la Vivienda
Lev	Levantamiento (Buildings documented in the Architectural documentation course).
LeK	Leon Krier (Original drawings for the Santurce proposal)

E. Collections documenting competitions

APu	Arte Público
BSD	Bienal de Santo Domingo
CEA	Concurso de la Escuela de Arquitectura Planificación y Bellas Artes
MTM	Concurso Monumento del Tercer Milenio

F. Collections documenting architectural inventories

EMa	Estudio de Mayaguez
EPo	Estudio de Ponce
EPR	Escuelas de Puerto Rico
ESG	Estudio de San Germán

G. Collections documenting architectural publications

CaJ	Carol Jopling
His	Hispanofilia (diapositivas)
PuH	Publicaciones Históricas (digital)
LSS	Leticia Stella Serra (Biblioteca)
LPu	Luis Pumarada
PRI	Puerto Rico Ilustrado (digital and photocopies)
PRE	Puerto Rico Evangélico (slides)

H. Collections documenting architectural student work

EsA	Grabados de la Escuela de Arquitectura
PEC	Programa de Estudios en Córcega
TEA	Trabajos de Estudiantes de la Escuela de Arquitectura

I. Collections documenting architectural photography

FPE	Fotografía, Pintura y Escultura (Carnegie collection)
FPR	Fotografías PRRA
FVa	Francisco Vando

J. Maps collections

CHi	Cuadrángulos Históricos
MaH	Mapas Históricos

K. Collections documenting institutions

ICP	Instituto de Cultura
JBe	Jaime Benítez (digital)
UPR	Universidad de Puerto Rico

L. Prints collections

GCA	Grabados del Colegio de Arquitectos
GIF	Grabados Ingleses y Franceses siglos XIX y XX
GrM	Grabados Misceláneos

M. Miscellaneous collections

ADe	Art Decó (slides)
ATC	Arquitectura Tradicional del Caribe (exhibition)
CAP	Colegio de Arquitectos
Car	Carteles (posters)
Mis	Misceláneos del Colegio de Arquitectos

PrM Proyectos Misceláneos
Pue Pueblos (slides)

Access to the Collections: All the organized collection are accessed through the University's catalog in the following address:

<http://hip.upr.edu:85/ipac20/ipac.jsp?profile=aac--1> or through AACUPR's blog in <http://aacuprservicio.blogspot.com/>.

The Archives has an ongoing program of digitizing images which, when ready, will be linked to the records on line. All of the organized collections are available for review in the Archives facilities.

Research

Since 1992, research done in these collections has had the following publications:

2012

Mira la mar, Miramar. Enrique Vivoni, editor. (San Juan: Editorial de la Universidad de Puerto Rico y AACUPR)

2006

Klumb. An architecture of social concern. Enrique Vivoni, editor. Bilingual edition (Spanish/English) (San Juan: Editorial de la UPR/AACUPR).

2000

Ever new San Juan: Architecture and modernization in the twentieth century. Enrique Vivoni, editor. Bilingual edition (Spanish/English) (San Juan: AACUPR).

1999

Architect of dreams: Pedro Adolfo de Castro y Besosa. Enrique Vivoni. Bilingual edition (Spanish/English). (San Juan: AACUPR).

1998

Hispanophilia: Architecture and life in Puerto Rico Enrique Vivoni and Silvia Álvarez Curbelo, eds. Bilingual edition (Spanish/English) (San Juan: Editorial de la Universidad de Puerto Rico y AACUPR).

"San Juan de Puerto Rico: De plaza fuerte a ciudad bella". Enrique Vivoni. Published in Arcos de la memoria, San Juan: Asociación Puertorriqueña de Historiadores.

1997

Ilusión de Francia: arquitectura y afrancesamiento en Puerto Rico. Enrique Vivoni and Silvia Álvarez Curbelo, eds. (San Juan: AACUPR).

1995

"Palimpsesto tropical: vetas en la arquitectura de Puerto Rico en el siglo XX". Enrique Vivoni. Published in Carlos Gil and Irma Rivera, eds., Polifonía salvaje (San Juan: Editorial Postdata).

1996

"Lo internacional de la arquitectura puertorriqueña" and "Entre España y Estados Unidos: arquitectura, identidad y modernidad en Puerto Rico". Enrique Vivoni. Published in Antonio Gaztambide Géigel y Silvia Alvarez Curbelo, eds., Historia vivas: Historiografía puertorriqueña contemporánea (San Juan: Asociación Puertorriqueña de Historiadores y Postdata).

1992

"El Capitolio de Puerto Rico: 1907-1929. Origen y transformación de un ideal puertorriqueño". Enrique Vivoni. Published in Senado de Puerto Rico 1917-1992. Ensayo de Historia institucional. (San Juan: Senate of Puerto Rico).

Research also produced the following exhibitions about Puerto Rican architecture:

2006

El Archivo de Arquitectura y Construcción de la Universidad de Puerto Rico: Veinte años de su fundación, Plaza las Américas / School of Architecture

La Arquitectura de la Justicia for the 50th anniversary of Puerto Rico's Supreme Court building, Library, Supreme Court building.

2004-2005

Henry Klumb y la exuberancia poética en la arquitectura, Museum of Art, Santurce, Puerto Rico.

Modernidad tropical: Arquitectura y la fuerza creadora del 1950. Museum at Ballajá Building.

1998

Hispanofilia: el revival español en la arquitectura y vida en Puerto Rico, 1898-1950, Museum of Anthropology, History and Art, UPR.

1996

Toro Ferrer y Torregrosa, Arquitectos, School of Architecture and Cornell University.

1994

Rafael Carmoega, Arquitecto (1894-1968), San Juan's Art and History Museum, and School of Architecture.

El Capitolio de Puerto Rico: transformación de un ideal, School of Architecture

1993

Amaral y Morales, Arquitectos, 1956-1969, School of Architecture.

1992

Pedro Méndez Mercado: in his time (1902-1990), Wolfson Galleries, Miami-Dade Community College, Miami, Florida.

Alfredo Wiechers: estudiante de arquitectura en París, 1901-1905, Jorge Rigau, curator. School of Architecture.

1990

Pedro Méndez Mercado en su tiempo, Museum of Art, Ponce.

Academics

The Archives has also been pivotal in the development of two academic programs: the Curricular sequence in Preservation and the Studies Program in Corsica.

The Curricular sequence in Preservation was begun in the Graduate Program of the School of Architecture in 2007. The following courses (in bold) were created and offered to the graduates students within the 18 elective courses within the existing Graduate Program. Students also had an option to take during their first year a Conservation Studio.

First year

First semester

Course	Credit hours
Grad Studio I	5
Theory of Architecture	3
Technology course	3
Practice I	3
Preservation theories	3
	17

Second semester

Grad Studio II	5
Research methodologies	3
Structure course	3
Practice II	3
Architectural documentation (Field work)	3
	17

Summer

Internship	0
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Second year

First semester	
Preservation Studio I	5
Digital media	3
Architecture in Puerto Rico Seminar	3
	11
Second semester	
Preservation Studio II	5
Elective in Preservation	3
Elective in Preservation	3
	11

The Studies Program in Corsica (PEC) was an option within the Preservation curricular sequence. It was held during the summer months from 2007-2012. The PEC was established through two partnerships in Corsica, with the University of Corsica and the City of Bastia, with the purpose of documenting the "American Houses" built mostly in the 19th century.

During this period the University of Corsica and the City of Bastia offered our architecture students conferences and seminars about the general history, socio-economic history, language, art and architecture in Corsica to establish the socio-historical context of the period in which the American Houses were built. The University of Puerto Rico, in turn, prepared each group of students during the semester prior to the summer by registering them in three special courses: French, Documentation and Theory of Conservation. Also during the summer, the University of Puerto Rico offered a seminar on the relationship between the Corsican migration and America.

The end result of both agreements is the following: 79 architecture students spent 3 months in Corsica, immersed in a foreign culture and language, on an island the same size as Puerto Rico, but with a population of scarcely 300,000 (Puerto Rico has a population of 3,700,000). They participated in the documentation of 78 structures, which included apartment buildings in Bastia and palazzi, religious buildings and mausoleums in the Cap Corse.

The PEC required the participating students the following:

Spring semester	
Preservation theories	3
Architectural documentation (Field work)	3
French	3
Summer session	
Internship	0
Preservation Studio I	5
Elective in Preservation	3
Elective in Preservation	3

Within the course of Architectural documentation, the students are assigned a building of significant architectural value to document both in archive research and in fieldwork. The drawings, done to HABS standards, are then included as part of the Archives.

Funding Sufficiency:

Unfortunately, our independent budget has been eliminated and now depends on the University's priorities. Therefore, all funds for work-study (originally the Institution had assigned \$15,000.00 to hire students to work on the collections) have been eliminated and we depend on what the Institution can afford us (up to date no more than \$2,000 per year). This has deterred most of the organization and recording of the collections. All funds for research have been eliminated, where our original budget included approximately \$4,000.00 for research compensation to faculty members. Materials and equipment funds were reduced from \$15,000.00 a year to \$5,000.00.

On October 2012, our senior archivist left AACUPR and the Institution has yet to fill the position.

URL AACUPR: <http://aacuprservicio.blogspot.com/>

CIDI

Administrative Context

The **Design Research Centre** or *Centro de Investigación en Diseño* (CIDI in Spanish), is a program of research, discussion, and production of knowledge about aspects involving design problems solutions, starting from the learning-teaching activity to practice in professional life.

The researches to be developed include, but are not limited to:

1. Design process
2. Reasoning in design
3. Learning design activity
4. Studio culture
5. Cognitive aspects of problem solving
6. Implicit learning
7. Eye-tracking use in design research
8. Attention and eye movement
9. Technology Process for local and remote collaboration
10. Repositories of architectural design knowledge
11. Environmental psychology and architecture

Administrative Structure

CIDI is composed of a Director, and five (5) teacher assistants (TA's), employed by CIDI, paid with research grants or university funds.

Research

Microorganisms spanning different levels of acculturation

Supported by the Alfred P. Sloan Foundation
 With Prof. Maria Gloria Dominguez (PI), Biology Department, UPRRP
 Prof. Humberto Cavallin (School of Architecture, UPRRP)
 Prof. Atila Novoselac (Engineer, University of Texas, Austin)
 Jean Frances Ruiz-Calderon, GSR (Biologist, UPRRP)
 Prof. Rafael Rios (Natural Sciences, UPRRP)
 Prof. Luis Pericchi (Natural Sciences, UPRRP)
 Dr. Martin Blaser (MD, NYU Langone Medical Center)
 Alberto José de la Cruz (GSR, School of Architecture, UPRRP)
 Rafael Santiago (SR, School of Architecture, UPRRP)

Software development for multitouch surface

FIPI 2012.292.146.XXXX.220.20FIPI570013.00
 Humberto Cavallin (PI)
 With Prof. Rafael Arce Nazario, Computer Sciences Department, UPRRP

Communication and attention in remote interfaces

FIPI
 With Prof. Heidi Figueroa (PI), Psychology Department, UPRRP
 Prof. Humberto Cavallin, School of Architecture
 Prof. Laurie Ortiz, Santiago Iglesias Library, UPRRP
 Prof. Alfredo Rivas, School of Public Communication, UPRRP
 Luis Colón, BPsy

Undergraduate research projects:

Liminal spaces: the perennial activation of the socio-urban spaces through celebrations in Puerto Rico

Student: Tamara Elena Perez

Mentor: Prof. Humberto Cavallin

With Prof. Angel 'Chuco' Quintero

(awarded Best Poster Presentation at the "1 er Encuentro Subgraduado de Investigación y Creación –PESIC", UPRRP)

Delinquent spaces

Student: Luis Daniel Vázquez

Mentor: Prof. Humberto Cavallin

Rio Piedras in us.

Student: José Vélez Arocho (*)

Mentor: Prof. Manuel Garcia Fonteboa, School of Architecture, UPRRP

(*) Semaías Beauchamp (visualization in Max MSP)

Estrategias de mercadeo en las compañías de diseño arquitectónico de viviendas unifamiliares en Puerto Rico

Student: Rafael Santiago

Mentor: Prof. Mayra Jiménez, School of Architecture, UPRRP

Laboratory of Emerging Technologies (LET).

During this semester, CIDI continued to host the meetings of this interdisciplinary group at the Campus level, that has the purpose of generating a synergetic activity directed to generate research projects and diverse academic activities.

Proposal NSF-CC-NIE.

Proponents Prof. Humberto Cavallin (UPRRP)

Prof. José Luis Perdomo (UPRM)

Academics

Project Based Learning (Integrated Practice)

(ARQU)

With Prof. Renate Fruchter, CIFE, Stanford University

Students Pablo Cabral, Ana Sofía Cardona, Joanne Muñiz, Jorge Silén

Eslovenia+Puerto Rico / Joint studio

(ARQU)

With Prof. Anja Jutraž, Ljubljana University, Slovenia

Prof. Robin Planas, School of Architecture, UPRRP

Prof. Blanquita Calzada, School of Architecture, UPRRP

Master thesis

Mundillo: identifying rules for a parametric architecture

Student: Jennifer Goldfarb

Director: Prof. Humberto Cavallin (School of Architecture, UPRRP)

Committee: Prof. Rafael Arce Nazario (Department of Computer Science)

Prof. Carlos Pérez (FABLAB, School of Architecture, UPRRP)

Of spirits and atmospheres.

Student: Nestor Lebrón

Director: Prof. Humberto Cavallin (School of Architecture, UPRRP)

Committee: Prof. Edwin Quiles (School of Architecture (Ret.), UPRRP)

Prof. Carmen A. Pérez (General Studies, UPRRP)

Other Academic collaborations

Rethinking communities' borders: Dulces Labios as a case study.

Student: Ricardo Curet

Director: Prof. Humberto Cavallin (School of Architecture, UPRRP)

Committee: Prof. Edwin Quiles (School of Architecture (Ret.), UPRRP)
Prof. Carmen A. Pérez (General Studies, UPRRP)

Creativity and divergent thinking: spaces to help the creative process.

Student: Luis Alonso

Director: Prof. Humberto Cavallin (School of Architecture, UPRRP)

Committee: Prof. Mayra Jiménez (School of Architecture, UPRRP)

Prof. Fernando Lugo (School of Architecture, UPRR)

Minor on integrated practice in civil engineering and architectural design.

Proponents Prof. Humberto Cavallin (UPRRP)

Prof. José Luis Perdomo (UPRM)

Publications

“Aliens Inside Us” (2013)

Smithsonian Channel

Director/Producer: Chad Cohen

“Acerca de la importancia del trabajo colaborativo en el desarrollo de proyectos en riesgo de ser expuestos a desastres naturales” in Revista Internacional de Desastres Naturales, Accidentes e Infraestructura Civil. Vol. 12(2) (págs. 177-78)

Por José L. Perdomo (Departamento de Ingeniería Civil y Agrimensura, UPRM)

Humberto Cavallín (Escuela de Arquitectura, UPRRP)

“1+1+1=1 Argumentos para la transdisciplinariedad desde la perspectiva de la resolución de problemas” in Espacialidades, Volumen 2, No. 2, july-december 2012 (published 2013)

Por Humberto Cavallin (School of Architecture, UPRRP)

Design of a mobile application for the implementation of the daily card in the dialectical behavioral therapy (submitted to be presented at the Ponce School of Medicine Health Services, 2013)

Por Marcos Reyes-Estrada (Escuela de Medicina y Ciencias de la Salud, Ponce)

Domingo Marques (Escuela de Medicina y Ciencias de la Salud, Ponce)

Humberto Cavallin (Universidad de Puerto Rico, Recinto de Río Piedras)

“Cold Cities: The representation of cities by Hollywood films during the Cold War” in Estudios, Universidad Simón Bolívar, Venezuela (in reviewing process)

Por Humberto Cavallin (School of Architecture, UPRRP)

Conferences and other participations

“Built Environment has Different Meanings for Developing Communities” at the Sloan 2nd Conference on the Microbiology of the Built Environment, Boulder, Colorado, May 23-24, 2013.

“Building information modelling”, digital lecture for the Asociación de Contratistas Generales de América- Capítulo Estudiantil de UPRM, April 30th, 2013.

Funding Sufficiency

Proyecto	Organismo	PI	Monto	Asignado a CIDI	Año	Status
Desarrollo de línea de investigación y docencia en aprendizaje basado en proyectos en el área de diseño arquitectónico.	FIPI / UPRRP	Humberto Cavallin	\$ 20,318.00	\$ 20,318.00	2007	Finalizado
Asignación especial del Recinto a la Escuela de Arquitectura.	DEGI / UPRRP	Humberto Cavallin	\$ 8,568.00	\$ 8,568.00	2008	Finalizado
Fondos para la creación de Centro de Estudios Multidisciplinarios	DEGI / UPRRP	Humberto Cavallin	\$ 20,000.00	\$ 20,000.00		Finalizado
Desarrollo de software para mesa multi-toque para su uso en el taller de diseño arquitectónico	FIPI / UPRRP	Humberto Cavallin	\$ 9,800.00	\$ 9,800.00	2012	En curso
Microbs in the the built environment spanning human urbanization	Alfred P. Sloan Foundation	Maria Gloria Dominguez	\$ 600,000.00	\$ -	2012	En curso
Atención en entornos colaborativos multimedia	FIPI / UPRRP	Heidi Figueroa	\$ 64,992.00	\$ 64,992.00 (*)	2013	En curso
			\$	\$		
Total			723,678.00	123,678.00		

Los equipos serán instalados
(*) en el CIDI

CIDI: <http://cdr.uprrp.edu>

CIUDADAdministrative structure

CIUDAD (Center for Interdisciplinary Urbanism, Design and Development) is the School of Architecture Think Tank for addressing urban culture and sustainability challenges within different but complementary academic perspectives. During the last five years the center promoted research projects, urban design studios, courses in Puerto Rico and abroad, seminars, lectures, exhibitions and publications.

CIUDAD has a simple and flexible administrative structure: one director appointed by the Dean, a board of advisors integrated by professors from each faculty of the UPR Río Piedras campus, and one or two professors that lead the urban design studies. The Dean also appoints one student as a research or teaching assistant every year. The director, who is responsible for the coordination of the tasks and interdisciplinary teams that run each project or studios. The funding that makes possible each initiative comes often from institutional or external sources, but also from School of Architecture Resources.

CIUDAD has not a documental or book collection of its own. Nonetheless, knowledge created by every project is keep as a body of new information about the cities in order to inform further student or professor novel quests.

Research

Publications

Jorge L Lizardi and Martin Schwegmann (eds), *Ambivalent Spaces: memories and oblivion in modern social architecture*. San Juan: School of Architecture of the University of Puerto Rico, Ediciones Callejón, 2012, 279p.
Neeltje van Marising, Jorge L Lizardi, Millie Reyes et al., *San Juan hidden: other views on the Old City*. School of Architecture, University of Puerto Rico, Fundación San Martín de Porres, 2013, 129pp.

Academics

Master and Doctorate in Urban Studies: Since 2008 CIUDAD has been engaged with the conceptualization and teaching of urban studies seminars. First, CIUDAD collaborated with the Social Sciences Department of the College of General Studies in the development of a post-undergraduate curricular sequence of seminars on urban studies. Four years later, the School of Architecture and the College of General Studies finished and submitted for its approval to the Office of the Dean of Graduate Studies and Research the first Puerto Rican Master of Arts (M.A.) and Doctorate in Philosophy in Urban Studies, both degrees with emphasis in Environment and Urbanism, Urban Community Development and Urban Language and Arts. The program will satisfied a long needed academic space to produce knew interdisciplinary knowledge to inform public policy, planning and design towards an urban sustainable future in the Caribbean. We expect to admit our first cohort in 2014 and that CIUDAD will keep serving as a think tank, in this case, for the program, mentoring the research projects of graduate students.

Urban Design Studios and Courses abroad:

Berlin, from modern to open source urbanism. CISO 5995. Berlin, Georg Simmel Center for Metropolitan Studies, Urban Passion, Deutschland. April 8-23, 2013. Professors Jorge L. Lizardi, Martin Schwegmann, Tore Dobberstein.

San Juan, challenges and opportunities in a shrinking city. ARCH 4135. San Juan, UPR. August-December 2013. Professors Darwin Marrero, Jorge L. Lizardi, Javier Isado.

Common and uncommon grounds: San Juan colonial and modern. ARCH 6311. UPR, San Juan. August-December 2011. Professors Manuel Bermúdez, Jorge L. Lizardi.

Santo Domingo: the colonial and modern urban contradictions. ARCH 6312. UPR, San Juan and Santo Domingo. January-May 2010. Professor Manuel Bermúdez.

Rio Piedras Periphery. ARCH 6312. UPR, San Juan. August to December, 2009. Professors Manuel Bermúdez, Jorge L. Lizardi.

Visiting professors and lectures series

Carlos García Pleyán, Swiss Agency for Development and Cooperation (COSUDE), Havana. March 24, 2009. "Havana 2030: challenges and dynamics".

Martin Schwegmann, Georg Simmel Center for Metropolitan Studies, Urban Passion, Berlin. April 14-17 2009. "Berlin: city without form"; "Open source urbanism in Germany".

Ana María Rabe, Consejo Superior de Investigaciones Científicas, Madrid. October 26, 27 and 28, 2009. Lectures series on public space and the arts: "Remembering the Holocaust through monuments: the German debates, 1989-199"; "Intentional and non-intentional traces in the cities"; "The art and its place: from close spaces to urban realm".
Brian McGrath, Parsons, The New School for Design, New York. April 24-26, 2010. *Cinematics: architectural drawing today.*

Symposium *To live and think the modern communities.* "From global dreams to local dystopias", April 29, 2010; "Memory and oblivion in Puerto Rican modern architecture", April 30, 2010. Foreign guests: Florian Urban (Berlin), Joanna Kusiak (Warsaw), Florian Koch (Erfurt), Julio Corral (Santo Domingo); local guests: Marisa Oliver, Carmen A. Perez Herranz, Andres Mignucci, Pedro Cardona, Manuel Bermúdez, Federico del Monte y Jorge L. Lizardi.

Florian Urban, Head of Architectural History and Urban Studies, Mackintosh School of Architecture, Glasgow School of Art. Visiting professor from August to December 2013.

Funding Sufficiency

Grants for projects

2008-2009. Institutional Research Fund, Office of the Dean of Graduate Studies and Research. *CIUDAD start funding.* \$16,600.00

2008-2012. Institutional Research Fund, Office of the Dean of Graduate Studies and Research. *Towards a multidisciplinary cartography of San Juan Metropolitan Area*. \$32,200.

2010-2012. Puerto Rican Foundation for the Humanities / National Endowment for the Humanities. *Architectures, cities and communities: histories and memories of modern social housing*. Puerto Rican Foundation for the Humanities / National Endowment for the Humanities. \$14,600.00

2012-2013. Puerto Rican Foundation for the Humanities / National Endowment for the Humanities. *San Juan hidden: other views on the Old City*. \$19,950.00

sTAND

Description

Founded by associate professor Javier Isado in 2009, research work at stand (studies in architectural narratives and digital design) was initially supported by a start-up grant awarded by the dean of graduate studies and research (degi). As guest editor of volume 5 of Informa in 2010, Isado compiled a series of writings that aimed to define and discuss publicly the research initiative's main field of study, namely a combination of 1- the possibilities of knowledge transmission through new media and 2-the use of narrative as a creative and organizational tool.

Previous activities (2010-2012): Stand has been actively involved in the organization of visits to the school by internationally renowned guest lecturers with expertise related to its research topics. Both in collaboration with the dean's lecture series and through independent financing, stand has helped students and faculty engage with professionals such as Evan Douglas, Ignasi Pérez Arnal, Brian McGrath, Athanassios Economou, Manuel de Landa, and Mark Burry.

Isado has also been thesis director of dissertations directly related to stand (Ortiz, Guadalupe), presented In(forma) 5 locally (CAAPPR, MAC) and internationally (DIMAD), and participated in research related call for papers and events (UNIBE, 3ra *Bienal Latinoamericana de Diseño*, ACSA).

Recent activities (2012-13): An 'undergraduate research and creative initiatives' award for a travel grant in 2012 allowed Isado to present and discuss the research project and its publication with diverse faculty members of the ELISAVA School of Engineering and Design in Barcelona. The sessions helped formulate the scope and content of a third-year design studio offered in the 2012 fall semester. The theme of the studio, in collaboration with the staff of the school's library (BSIH) consisted of a design proposal for a learning media commons for the school of architecture. The work produced was presented at the annual assembly of the Caribbean Association of University Libraries and Research Centers (ACURIL) in June 2013.

Current and future projects: Professor Isado currently leads an independent study course that will work on the design of a learning media commons for the library of the UPR law faculty. Conversations are also underway to reach a collaborative agreement between Columbia University and the *Fideicomiso de Conservación* de Puerto Rico based on the reconstruction project of *La Casa del Francés* in Vieques.

1.3 Section 3 – Institutional & Program characteristics

I.3.1 Statistical Reports

The following statistical data demonstrates the school's/program's activities and policies that support social equity, as well as, student success and faculty development.

Program Student Characteristics

Race/Ethnicity & Gender Demographics: Our geographical location is a catalyst for diversity and our sociopolitical context is a recipe for ambiguity when referring to identity issues. While our strategic position in a central point between North, Central and South America in reference to the Caribbean as well as serving as an intermediate point between America and Europe is one of our greatest resources for internationalization, it is also arguably true that our cultural identity as an ethnic determinant precedes any political condition.

This is evidenced in our student demographics chart. It is only after the last National Census took place in 2010 that students went from mainly abstaining from providing any ethnic information in the form of a blank response that also serves as the “unknown” option, to indicating their ethnicity as Hispanic. Since the year 2010, the majority of students indicated their ethnicity as Hispanic while an average of 41% of students kept abstaining from a response. Less than 1% indicated their ethnicity as White and no other options were marked. This serves to conclude that, given our cultural heritage and our political context, it is unsurprising that our student body is almost entirely comprised of Hispanic or Latino.

In terms of gender demographics, women have comprised an average of 55% of our student body since 2008: 2008-2009: 57%, 2009-2010: 58%, 2010-2011: 54%, 2011-2012: 53%, 2012-2013: 53%, and the first semester of 2013-2014: 48%.

Student Qualifications: The qualifications of the students admitted to the Program in the Academic year 2012-2013 in comparison to those accepted prior to the NAAB's last visit in 2008 are as follows:

Admission to the School of Architecture has always been open to all public and private high school students and transfer students from qualified institutions that have completed at least 24 credits. Before the 2008 NAAB visit, fifty (50) students with the top IGS -Students' College Board tests scores are added to their grade point average creating an admissions indicator, referred to as the *Indice General de Escuela Superior* (IGS)-would be admitted. The next twenty (20) students were required to assist to a diagnostic test that would measure a student's graphic skillset. Currently, in the Academic year 2012-2013 fifty (50) students with the highest IGS are admitted and the following sixty (60) top scores are called in to present a portfolio, which is evaluated by the Undergraduate Coordinator and two professors of first-year design studio. This process provides an opportunity for students with talent and artistic skills, but have an IGS less than academically required. The top twenty (20) students with the best portfolios are then admitted into the incoming freshmen class, for a total of eighty (80).

At the graduate level, our School has designed a preparatory program named PEP 1.5. This preparatory program is aimed for students who have completed a certified Bachelor Program in any design or non-design related field and lasts for a summer and a full year where the student receives a certification of completion that grants permission to apply to the Graduate Program. The resulting program is a conscientious effort to offer a second path to our M Arch Program for students who are interested but who may not have a design-oriented background. This program has a positive effect in promoting diversity as students from different educational and/or professional backgrounds with further enriching experiences are now being admitted. Students applying to this program are chosen by the highest academic grade point average as well as a mandatory interview with members of our graduate program faculty. Those students who wish to present a portfolio to be reviewed are encouraged to do so but are not required to do so.

The Graduate Program admissions process is channeled through the Office for Graduate Studies known by its acronym, DEGI (translated in Spanish as *Decanato de Estudios Graduados*). The program requires a minimum GPA of 3.0 in the 4.10 scale. In addition, the design grades, two letters of recommendation, and a personal work portfolio is required and is evaluated and scored by the Graduate Program Committee, with the exception of the student representative. The acceptance line is then drawn according to the overall scores and the School's student-load capacity. This process, though very competitive, guarantees that the students are admitted based solely on their academic and talent skills performance regardless of race, social origin, religion, political affiliations, and physical or mental conditions.

Universidad de Puerto Rico - Recinto de Río Piedras
Oficina de Planificación Estratégica y Presupuesto

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MATRICULA

Nivel Cip: <All> Facultad: AQ Concentración: <All> Cip: <All>				Estudiante Id COUNT					
				Bachillerato			Maestría		
				DISEÑO AMBIENTAL - ARQUITECTURA			ARQUITECTURA		
				M	F	Sum	M	F	Sum
2004-2005 SEM 1	Hispanic	Hispanic		18	24	42	1	1	2
	Unknown (Null, blank response, non-hispanic)			115	131	246	28	28	56
	White	White			1	1			
	Sum			133	156	289	29	29	58
2005-2006 SEM 1	Hispanic	Hispanic		22	35	57	3	2	5
	Unknown (Null, blank response, non-hispanic)	blank response		1		1			
	White	White		103	121	224	44	30	74
	Sum			126	157	283	47	32	79
2006-2007 SEM 1	Hispanic	Hispanic		33	49	82	4	1	5
	Unknown (Null, blank response, non-hispanic)	blank response		1		1			
	White	White		82	114	196	45	31	76
	Sum			116	164	280	49	32	81
2007-2008 SEM 1	Hispanic	Hispanic		51	69	120	4	3	7
	Unknown (Null, blank response, non-hispanic)	blank response		1		1			
	White	White		75	101	176	43	27	70
	Sum			127	171	298	47	30	77
2008-2009 SEM 1	Hispanic	Hispanic		61	95	156	10	10	20
	Unknown (Null, blank response, non-hispanic)	blank response		2		2			
	White	White		63	84	147	34	26	60
	Sum			126	179	305	44	36	80
2009-2010 SEM 1	Hispanic	Hispanic		73	109	182	17	28	45
	Native Hawaiian	Native Hawaiian					1		1
	Unknown (Null, blank response, non-hispanic)	blank response		1		1	1		1
	White	White		54	70	124	23	23	46
Sum				128	179	307	42	52	94

Preparado por Sandra E. Flores
Fuente de Información SAGA (MT_OFICIAL-Facultad)

26-SEP-13

Universidad de Puerto Rico - Recinto de Río Piedras
Oficina de Planificación Estratégica y Presupuesto

2 de 2

MATRICULA

Nivel Cip: <All> Facultad: AQ Concentración: <All> Cip: <All>				Estudiante Id COUNT					
				Bachillerato			Maestría		
				DISEÑO AMBIENTAL - ARQUITECTURA			ARQUITECTURA		
				M	F	Sum	M	F	Sum
2010-2011 SEM 1	Hispanic	Hispanic		101	128	227	22	37	59
	Native Hawaiian	Native Hawaiian					1		1
	Unknown (Null, blank response, non-hispanic)	blank response		2		2	1		1
	White	White		51	49	100	16	13	29
	Sum			154	175	329	40	51	91
2011-2012 SEM 1	Hispanic	Hispanic		109	130	239	22	31	53
	Native Hawaiian	Native Hawaiian					1		1
	Unknown (Null, blank response, non-hispanic)	blank response		2	1	3	1		1
	White	White		40	42	82	19	15	34
	Sum			152	173	325	43	47	90
2012-2013 SEM 1	Hispanic	Hispanic		105	137	242	25	32	57
	Unknown (Null, blank response, non-hispanic)	blank response		2	1	3	1		1
	White	White		39	36	75	17	11	28
	Sum			146	174	320	43	43	86
Sum				1210	1529	2739	384	352	736

Preparado por Sandra E. Flores
Fuente de Información SAGA (MT_OFICIAL-Facultad)

26-SEP-13

Program Faculty Characteristics

Race/Ethnicity & Gender Demographics: Race, ethnicity and gender demographics in our Faculty mainly reflect our students' condition, being Hispanic as a majority. Nonetheless, an increment in diversity has been actively pursued by recruiting visiting-professors to our School. We currently have a 20% of foreign/international composition of our Faculty. Dr. Florian Urban is natural from Munich and will be a member of our Faculty during this academic year. During the past three years we had a professor, Sotirios Kotoulas, from Canada and Federico Bares from Argentina. Our Faculty also possesses non-tenure and tenure track professors from Mexico, Cuba, the Dominican Republic, Argentina, Venezuela, Italy, Colombia and the Continental U.S., for example. It is important to mention that the predominant race is Hispanic. Naturalization is common among professors who come from international backgrounds, as it is also common for members of our faculty to pertain to the first generation of Puerto Rico born family members.

Our School plans to make it easier and more common for international visiting professors to reside in Puerto Rico for extended periods, a semester or a full year, as well as having guest professors visit our school various times during a semester and provide a richer experience to students as they are exposed to differing backgrounds and points of view in their pedagogical experience. Currently, funds are being allocated and more are solicited for this purpose.

During the last accreditation visit, 46% (12 out of 26) of our full-time faculty pertained to a different ethnic background than Puertorrican. During this same year, 23% (7 out of 26) of this faculty was female. Currently 44% (12 out of 27) of our full-time faculty pertain to a different ethnic background than Puertorrican. During this year, 27% (7 out of 25) is female.

RACE/ETHNICITY & GENDER DEMOGRAPHICS FOR FULL TIME FACULTY 2013-14

Puertorricans	Argentinians	Colombians	Cubans	Dominicans	Greeks	Spaniards	Venezuelans	Americans USA
14	1	1	3	2	1	2	2	0

RACE/ETHNICITY & GENDER DEMOGRAPHICS FOR FULL TIME FACULTY 2007-08

Puertorricans	Argentinians	Colombians	Cubans	Dominicans	Greeks	Spaniards	Venezuelans	Americans USA
14	1	1	2	1	1	2	1	1

Faculty Promotions:

Academic Year	School's Promotions	Institution's Promotions
2008/09	5	2
2009/10	4	69
2010/11	6	53
2011/12	0	47

Recently Tenure Faculty: The number of faculty members that have been tenured since the NAAB's last visit are as follows:

Academic Year	Tenure Faculty
2008/09	N7A
2009/10	N/A
2010/11	1
2011/12	3

2012/13

N/A

Licensed Faculty: The Program's number of faculty members maintaining license in International and/or US jurisdiction per year since the NAAB's last visit are as follows:

Academic Year	International Jurisdiction License	US Jurisdiction License			
		LEED	URBAN	ARCH	ENG
2008/09	2	2	3	32	3
2009/10	2	2	3	32	3
2010/11	2	2	3	32	3
2011/12	2	2	3	32	3
2012/13	2	2	3	32	3

I.3.2 Annual Reports

As per the 2009 Conditions for Accreditation NAAB will be delivering the School/Program Annual Reports and NAAB responses directly to the Visiting Team. The Program has certified that all statistical data submitted in the present APR 2014 has been verified by the Institution. In addition, the data is consistent with the Institution report to both national and regional agencies including the Integrated Post-Secondary Education Data System of The National Center for Education Statistics.

NAAB VTR outlined

<http://earq.uprrp.edu/eadr/?q=node/45>

NAAB VTR

<http://ea.uprrp.edu/media/web/NAAB%202008%20Visiting%20Team%20Report.pdf>

Architectural Program Report 93:

<http://ea.uprrp.edu/media/web/APR-1993.pdf>

Architectural Program Report 2001:

<http://ea.uprrp.edu/media/web/APR%202001%20FINAL.pdf>

Architectural Program Report 2008:

<http://ea.uprrp.edu/media/web/APR%202008.pdf>

2008 APR:

<http://ea.uprrp.edu/media/web/apr%202008.pdf>

2009 APR:

<http://ea.uprrp.edu/media/web/apr%202009.pdf>

2010 APR:

<http://ea.uprrp.edu/media/web/apr%202010.pdf>

2011 APR:

<http://ea.uprrp.edu/media/web/apr%202011.pdf>

2012 APR:

<http://ea.uprrp.edu/media/web/apr%202012.pdf>

I.3.3 SECTION - Faculty Credentials

For two Year Faculty Matrix

Tenured professors please refer to the URL: <http://earq.uprrp.edu/eadr/?q=node/24>

Non tenured professors please refer to the URL: <http://earq.uprrp.edu/eadr/?q=node/25>

For two Faculty Resumes refer to URL: <http://earq.uprrp.edu/eadr/?q=node/24>

1.4 SECTION – 4 POLICY REVIEW

During the NAAB's visit 2013-2014 the following documents will be available for review:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion
 - Reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

PART 2

EDUCATIONAL OUTCOMES & CURRICULUM

PART 2.1

STUDENT PERFORMANCE: EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The Master of Architecture – **M.Arch** – is the NAAB-accredited professional degree offered by School of Architecture of the University of Puerto Rico. The M.Arch is unique on the Island given that it is the only graduate-level NAAB-accredited professional degree in architecture.

The program attracts individuals that want to continue their education by advancing research into design challenges with strong urban, social, cultural, and environmental agendas. The M.Arch is designed to educate and prepare candidates that aim at licensure and the professional practice of architecture. A 3.0 Grade Point Average is required on a scale of 4.0 to graduate from the professional degree.

In August of 2009, the School assumed the challenge of adding a new preparatory track to its academic roster. A new 1.5-year (1 summer + 2 semester) preparatory track was added to the School's traditional 4+2 track (4-year pre-professional undergraduate degree + 2-year M.Arch).

This new preparatory track offers students that completed undergraduate and/or graduate studies in other fields, the opportunity to complete a preparatory/professional track in architecture. This Preparatory Studies Program – **P.S.P.** – brings young professionals with diverse backgrounds and experiences to the School. The P.S.P. students diversify and complement the traditional student profile of the school. The curricular structure of the P.S.P. is a literal compendium of the traditional 4-year Bachelor of Environmental Design – **B.E.D.** – that leads into the M.Arch.

Admission to the professional M.Arch requires the completion of 1 of the School's 2 tracks: a 4-year pre-professional Bachelor of Environmental Design or a 1.5-year Preparatory Studies Program. Both the pre-professional and preparatory tracks lay the groundwork for the NAAB SPC's that are completed in the M.Arch.

The School's 2 tracks are as follow:

TRACK ONE [4 + 2] Based on a Bachelor's Degree + Masters

- = 4-year pre-professional Bachelor of Environmental Design
+ 2-year professional Master of Architecture
- = B.E.D. + M.Arch
- = 4 + 2

TRACK ONE is built on the **Bachelor's in Environmental Design – B.E.D.** – as a base formation for the Master of Architecture degree.

Undergraduate Program Philosophy Statement: The pre-professional degree is designed to provide the general education necessary to serve as a knowledge basis to any individual that plans to pursue an architectural education at the graduate level. The program recognizes design as an all-encompassing endeavor that will require applied intelligence both from a functional/scientific perspective and from the more aesthetic/artistic standpoint. To this regard, discussion equally stresses the relevance of technical matters (structures, mechanical systems, professional practice) as well as overall design/visual culture matters (design studios, history-theory and digital representation) and their integrated contribution into the design process. Several courses, at all levels, support critical thinking and analysis that are a fundamental tool for comprehension and application of acquired knowledge. All courses are coordinated to

contribute to the overall construction of the designer's ample basis of knowledge, recognizing the latest events on the international scene, while gauging its relevance and possibilities within the local realm.

The B.E.D. recognizes the importance of training well-informed and skillful professionals which are conscious of their professional possibilities in Puerto Rico and abroad. Interaction of our students with other academic institutions in Latin America, United States and Europe are continuously promoted as an important mean to attain perspective through comparison. At the same time, the program continuously enhances the academic experience with direct involvement with the local profession, the construction industry and related government agencies.

Undergraduate Program Curriculum Description: The undergraduate program leads to a B.E.D., and as such, the 4 year curriculum is developed around the design sequence with a series of supplementary courses contributing with necessary context to the design discussion along the four-year sequence. The first 3 years of design studios include a 6-course sequence of core-instructive studios, in which the students are introduced to the fundamentals of design, and move on to more technical matters as the sequence progresses. The last studio, in 4th year, provides an important hands-on experience where the students have the opportunity to rehearse the application of what they have learned. The history/theory component is presented, not so much as the regular survey sequence, but rather with a focus on the ideas that have promoted change and permanence in architecture. The building technology component focuses on the importance of the integration of the support systems as a part of the design process, always tending to the importance of sustainability and its possibilities on the local culture/building techniques and procedures. The structures sequence, along with the professional practice courses, expose the student to technical matters that must be addressed, as professionals, in collaboration with others. The course offering is substantially supplemented by a rich variety of elective courses, ranging from theory, to digital media, to matters of professional practice and development.

TRACK TWO [1.5 + 2]

- = 1.5-year post-bachelorette Preparatory Studies Program
+ 2-year professional Master of Architecture
- = P.S.P. + M.Arch
- = 1.5 + 2

TRACK TWO is built on the **Post-Bachelorette Preparatory Studies Program – P.S.P** – and a previous non-architecture bachelor's degree, as a base formation for the Master of Architecture degree.

Preparatory Program Philosophy Statement: The preparatory program is designed to provide the fundamental technical knowledge to graduate student – from non-architectural fields – in order for them to perform adequately, once admitted to the Graduate Program of the School of Architecture. The program comprises a series or condensed courses that will provide – in a short period of time – the necessary background, context, and tools for committed to students to perform within the graduate level. The P.S.P. recognizes that learning is ultimately achieved through repetition, the courses are formatted around several small exercises that let the students engage in the design process (from proposal, to development, to presentation) several times. Once again, the design sequence is complemented with parallel sequences on history/theory, building technology, structures and professional practice.

The preparatory program is a demanding program that requires a particular student profile. In order to succeed in such a competitive environment, the students require the maturity, organization, intelligence, and commitment, necessary to tend to a wide array of demands, and coherently understand the ways in which all the information is relevant to the design process. In turn, the particular profile of these students – with such a rich variety of backgrounds – enhances the learning experience for those peers coming from the regular 4-year sequence.

Preparatory Program Curriculum Description: The preparatory program is geared towards securing admission into the Graduate program at the School of Architecture, and as such, the year-and-a-half curriculum is developed around the design sequence with a series of supplementary courses contributing with necessary context to the design discussion. The first design studio – customarily held during the summer period – focuses on the fundamental representation skills (drawing, sketching, model-making and CAD) so that the students are acquainted with the

protocols and necessary techniques required in the next 2 semesters. The 2nd semester focuses on design problems geared towards spatial visualization, composition and fundamentals of design method. The last semester design studio tends to more technical matters of programming, code compliance, site design, and building systems. The History & Theory, Technology & Structures, and Professional Practice components are a direct reflection of the B.E.D. core course sequence.

MASTER OF ARCHITECTURE:

In general terms, the Graduate Program's guiding tenets are those of the School. Given that both the pre-professional and the preparatory track are integral to the M.Arch – they are one and the same – they share the Vision, Mission and Values of the School of Architecture itself; as developed and approved by the faculty in 2007. These are detailed in PART 1 of this APR. The School's encompassing view guides the pre-professional, preparatory, and professional studies and each program's ongoing commitment to reviewing its academic structure to prepare well-informed future professionals in the field of architecture.

Graduate Program Tenets: In harmony with the School's objectives, the Graduate Program guides its academic initiatives by the following general objectives:

- **Offer** a professional degree in architecture.
- **Delve** into the development of ethical and aesthetic values.
- **Achieve** the highest quality in advanced and specialized studies in architecture.
- **Stimulate** students and faculty to embrace study, research, critical analysis, and creation in the field of architecture, to expand human knowledge and to serve the particular needs of the community conscientiously and with a sense of social responsibility.
- **Improve** the link between the professional and pre-professional/preparatory studies and in so doing forge a strong continuity in the study of architecture, the exchange of ideas and activities.
- **Develop** in the graduate student a prescient sensibility towards the highest human values.
- **Promote** the exposure of the results of research and creative work.
- **Inspire** the application of the academic experience to real life challenges.
- **Achieve** a wide and diversified exchange and discussion of design ideas and solutions.
- **Challenge** the student to assume an experimental attitude towards design.
- **Incite** a critical revision of professional trends and question the principles that guide architectural endeavors.

M.Arch Graduate Profile:

- **Integrates** the necessary specialized knowledge to start to continue his/her path to licensure.
- **Uses** essential knowledge to guide building and structural systems-related decisions in the development of a design solution.
- **Applies** and integrates diverse abilities to architectural proposals.
- **Understands** the role and responsibility of an architect to society, as well as, to develop ethical, civic and aesthetic values that will allow him/her to contribute positively to the built context and conserve the environment.

During the last 3 years, the Graduate Program Coordinator, its Graduate Program Committee, and its administrative personnel, have dedicated their efforts to proactively improve and guide its faculty and students through the requirements of a professional education in architecture. Steps have been taken in many areas to create awareness of our responsibilities as a NAAB-accredited degree and the commitment this requires from its academic community.

Graduate Program's Focused Efforts: The work on improving and expanding the Graduate Program has been ongoing since NAAB's 2008 accreditation visit and has been focused on:

- **Ensuring** that the M.Arch is a viable alternative for professionals of other fields that wish to complete a professional degree in architecture with the creation of a new 1.5-year preparatory track known as the *Preparatory Studies Program*; initiated in August 2009.

- **Expanding** the end-of-degree options for M.Arch Students; students now have the choice of completing a traditional 2-semester Thesis project of a 1-semester Capstone project; for the latter they are required to take an extra Building Studio.
- **Promoting** that end-of-degree projects be developed in collaboration with the School's research centers and labs.
- **Rethinking** the traditional M.Arch consecutive studio courses and creating a pool of optional Building/City studios that allow the students greater diversity and flexibility by having more alternatives to choose from.
- **Revising** the M.Arch curricular structure to bring the degree up to par with a changing field and the challenges that a professional degree must address.
- **Updating** all M.Arch core course syllabi to ensure compliance with NAAB *Student Performance Criteria*.
- **Improving** awareness of the NAAB *Student Performance Criteria* in both faculty and students by summarizing them graphically and placing them on School's website, integrating them into course syllabi revisions, and, into the *M.Arch Final Presentation Requirements* that have been established for Building/City Studio projects, as well as, Thesis/Capstone end-of-degree design proposals.
- **Establishing** protocols for *Thesis/Capstone Theme Proposals*, as per Graduate Program Regulations to ensure viability of completion in a 2-year M.Arch program.
- **Promoting** international, public, and private enterprise involvement in student projects.
- **Optimizing** the student's time-to-degree to average 2 to 2.5 years to graduation.
- **Preparing** students on the path to licensure with full knowledge of NCARB's 3E's – Education, Experience & Exam – and NCARB's IDP Guidelines as to eligible work scenarios.
- **Developing** rubrics for the *Thesis/Capstone Theme Proposals* and for Building and City Studio projects, as well as, Thesis and Capstone design proposals.
- **Planning** for the future of the Graduate Program by completing a systematic study of plausible curricular structures for three (3) Joint Degrees with existing on-campus graduate schools – Law, Planning & Business Administration/Project Management – and three (3) Dual Degrees in Urbanism, Conservation and Bio-Tropical Architecture.

NOTE: Please refer to the following links and attachments in PART 4: *Supplemental Information* for graphic representations of the School's programs and the curricular structure of the professional M.Arch, pre-professional B.E.D., and preparatory P.S.P.:

Appendix 4.2.01:	<i>School of Architecture Programs</i>
Appendix 4.2.02:	<i>Bachelor of Environmental Design (B.E.D.) Curricular Sequence</i> (pre-professional)
Appendix 4.2.03:	<i>Preparatory Studies Program (P.S.P.) Curricular Sequence</i> (preparatory)
Appendix 4.2.04:	<i>Equivalency P.S.P/B.E.D. Curricular Sequences</i>
Appendix 4.2.05:	<i>Master of Architecture (M.Arch) Revised Curricular Sequence</i>

PART 2.1.1: Student Performance Criteria (S.P.C.)

The completion of the SPC's is based on a sequence of thematic pre-professional/preparatory courses that culminate with the graduate-level courses of the professional M.Arch. The sum of the courses of either Track One or Track Two are designed to cover the SPC's through a constant commitment to the complex **synthesis** of multiple understandings and abilities; the crux of the art of building.

Curricular Structure in Thematic Areas: In all 3 of the School's programs the core course are divided into thematic threads or material divisions that are as follow:

B.E.D. & P.S.P.	M.Arch
Design	culminates in Thesis/Capstone end-of-degree project
History & Theory	culminates in Research, Theory & Thesis/Capstone Theme Proposal

Technology & Structures culminates in Building Systems all-encompassing course & Building Structures Concrete (the predominant construction material in Puerto Rico) with an introduction to Steel.

Professional Practice culminates with a 2-part Professional Practice series of the Design Firm followed by the Design Project.

In addition, themes related to hand/mechanical drawing, as well as, Digital Narratives – some as Directed Electives – form an integral part of the pre-professional and preparatory studies.

Material Committees: Some of the thematic areas have particular Material Committees that review course syllabi to keep them fresh and up-to-date with the changing nature of the field. These committees meet at regular intervals during every academic year and are required to submit Committee Reports at the Ordinary Faculty meetings.

The Material Committees are:

Material Committees	Faculty Members & Student Representatives	
Design Committee	Juan Penabad (All Design Studio Professors)	President Members
History & Theory Committee	Jorge Lizardi María M. Campo Humberto Cavallín Javier Isado Enrique Vivoni Irene Fajardo	President Member Member Member Member Student Representative
Technology & Structures Committee	Oscar Marty Luis Daza Pedro Muñiz Jorge Rocafort	President Member Member Member

As to the School's approach to the SPC's, all courses aim at a synthesis of crucial SPC's to each course/material sequence. This means that it is very difficult to limit the identified SPC's to one or two per core course. In the *SPC Matrix* for both Tracks One & Two, all the SPC's that a given course covers are identified with "A" for ability and "U" for understanding. If there is a "U*" (asterisk) this means that the course aims at achieving an understanding of the SPC when ability is the ultimate goal that is achieved in other courses. The criteria to be evidenced per course for the NAAB's Visiting Team are then highlighted in yellow. This approach to the *SPC Matrix* keeps in perspective the School's objectives that guide the on-going revisions of the curricular structures and course syllabi of the all 3 programs. The focus of these efforts is to achieve a true ability of synthesis in the School's students as they continue their path towards licensure. The M.Arch courses in the SPC Matrix are as per the *M.Arch: Minor Academic Revision Proposal* that is underway that is discussed in Part 2.2.3 of this APR.

NOTE: Please refer to the following attachments and links in PART 4: *Supplemental Information* for the *SPC Course Matrix* for tracks One and Two, as well as, the course descriptions for the pre-professional, preparatory and professional courses:

Appendix 4.2.06:	SPC Matrix: Track One
Appendix 4.2.07:	SPC Matrix: Track Two
Appendix 4.2.11	M.Arch: Minor Academic Revision
Appendix 4.4.01:	Course Descriptions M.Arch

URL: M.Arch Course Descriptions
<http://earq.uprrp.edu/eadr/?q=node/11>

URL: B.E.D. Course Descriptions
<http://earq.uprrp.edu/eadr/?q=node/6>

URL: P.S.P. Course Descriptions
<http://earq.uprrp.edu/eadr/?q=node/15>

In-School Interdisciplinary Design Initiatives: In the spirit of expanding the aspired depth and diversity of “synthesis” in the Building/City Studios, Thesis, and Capstone projects, 2 interdisciplinary design experiments were implemented on a trial basis. These initiatives were:

- ***Tertulias:*** During the academic year 2011-12, the Spanish tradition of – *Tertulias* – that salon-style activity that brought like-minded people together to exchange ideas, was integrated into the Graduate Program schedule. The goal was to bring students and faculty together to discuss ongoing academic design proposals in studios and end-of-degree projects. Also, the *Tertulias* inspired a competitive spirit in the studios; the projects to be discussed would be selected based on the advanced development of the studio, capstone and/or thesis project. If the student excelled, he/she would get a special all-faculty critique. The *Tertulias* were coordinated once a month for the duration of the semester and the selected projects were reviewed by the entire Graduate Program’s design faculty, as well as, selected Technology & Structures professors. All graduate students were required to be present during the meetings for them to learn from the discussions and apply the comments and concerns to their own projects. Also, it provided the students a chance to get to know the faculty members and assist them in making an informed choice for guidance in their future end-of-degree project. Although positive feedback was received, no formal assessment of the *Tertulias* was completed. The projects reviewed included both P.S.P. (post-bachelorette) and M.Arch studio/end-of-degree projects. The discussions were good and the students had the opportunity to receive constructive feedback from Design, Technology and Structures faculty other than their particular professors/instructors/directors.
- **Interdisciplinary Studio Initiative:** During the academic year 2012-13, an interdisciplinary studio was put into action. The purpose was to achieve a more structured presence of the Technology and Structures faculty members in the development of the graduate-level design projects. Each professor offered a lecture to all of the graduate students on acoustics (Jorge Rocafort), structures (Luis Daza), and bio-tropical (Pedro Muñoz) architecture. In addition, the Building Studio faculty require students to consult the participating Technology and Structures faculty individually. Although the lectures were useful, it was increasingly challenging to achieve the level of participation aspired. The overall coordination was difficult and not as effective as expected; even with formally assigned tasks for faculty members and the support of a Teaching Assistant. An assessment of the experience was completed.

At the beginning of the Fall semester of 2013-14, in the yearly orientation offered by the Graduate Program coordination, the graduate-level design faculty requested that the *Tertulias* be reinstated. The goal is to start the *Tertulias* during the present semester and design and implement an assessment procedure. Part of the goal is to integrate History & Theory professors to the *Tertulias*. During the present semester the Graduate Program coordination will continue to meet with the graduate-level Design faculty to see how best to achieve the intersection of the Design courses with the History, Technology, and Structures faculty.

NOTE: Please refer to the following attachments in PART 4: *Supplemental Information* for documents pertaining to the interdisciplinary design initiatives:

Appendix 4.2.08: 2011-12 Spring Semester Graduate Program Calendar: *Tertulias*
 Appendix 4.2.09: 2012-13 Fall Semester Interdisciplinary Studio Calendar
 Appendix 4.2.10: 2012-13 Fall Semester Interdisciplinary Studio Assessment

PART 2.2 CURRICULAR FRAMEWORK

PART 2.2.1: Regional Accreditation

The M.Arch of the School of Architecture falls under the Deans Office of Graduate Studies & Investigation (D.E.G.I. in Spanish) of the University of Puerto Rico (UPR); the primary public academic institution on the Island. The University of Puerto Rico is accredited by the Middle States Association of Colleges & Schools (MSACS). MSACS's last visit was in 2010.

NOTE: Please refer to the following URL for the most recent MSACS letter detailing the Institution's accreditation status:

URL: MSACS UPR Statement of Accreditation Status
<http://www.msche.org/documents/SAS/486/Statement%20of%20Accreditation%20Status.html>

PART 2.2.2: Professional Degrees & Curriculum

As detailed earlier, the School of Architecture of the University of Puerto Rico offers 3 programs that result in 2 Tracks towards a professional degree in architecture. These tracks consist of a combination of general and cores courses, as well as, directed and free electives.

Programs & Curricular Requirements: The pre-professional B.E.D, preparatory P.S.P. and the professional M.Arch require the following courses for completion of each degree/program:

Curricular Components	B.E.D.	P.S.P.	M.Arch
Pre-requisites:			
Calculus		04	
Physics		03	
Art / Introduction to Architecture		03	
SUBTOTAL		10	
General Studies	39	diploma B.A.	00
Core Architectural Courses	77	42	36
Architectural Directed Elective	03	00	06*
Free Elective Courses	09	00	12*
TOTAL TRACK ONE	131		56
TOTAL TRACK TWO		42	56
			186
			98

* Of the 18 elective credits required for the M.Arch six (6) are in Architecture, six (6) in other departments and six (6) are free electives.

General Studies: The University strongly believes in a liberal arts education and although, traditionally, the undergraduate programs requires more credits in Spanish, English, Social Sciences, Humanities, Biology, Physics, and Mathematics, the revised undergraduate degrees of 2008 lighten the load of required courses to allow for more electives. The ultimate goal of forming bilingual critical thinkers who are knowledgeable of their social context was not compromised with the revision.

Professional Studies: Rather than list the required core courses per program/track, graphic representations of the curricular structure for the School's pre-professional, preparatory and professional programs were prepared.

NOTE: Please refer to the following attachments in PART 4: *Supplemental Information* for graphic representations of the curricular structure of the professional M.Arch, pre-professional B.E.D., and preparatory P.S.P.:

Appendix 4.2.02:	Bachelor of Environmental Design (B.E.D.) Curricular Sequence (pre-professional)
Appendix 4.2.03:	Preparatory Studies Program (P.S.P.) Curricular Sequence (preparatory)
Appendix 4.2.05:	Master of Architecture (M.Arch) Revised Curricular Sequence

The core courses of both Track One & Two are designed to satisfy the NAAB *Student Performance Criteria*. The B.E.D., the P.S.P., and the M.Arch have the core courses divided into 4 material or thematic areas: Design, History & Theory, Technology & Structures, and Professional Practice. The programs may require additional core courses to address the Institution's mission and context. The professional studies must consist of no more than 60% of the overall required post-secondary education.

DESIGN STUDIOS

The ingrained urban and social commitment of the School, in tandem with an ongoing international agenda, has led to an exciting diversity of studios for the students to choose from.

Local & International Off-Campus Exchanges, Joint Studios & More: The School's local and international agenda translates into a network of lectures, conferences, exhibitions, academic collaborations, joint studios, competitions, and summer travel/studies. Also, a competition studio has been offered since 2008 that creates awareness in the students of the value of virtual solutions to contemporary architectural challenges. Students from the B.E.D. & the M.Arch programs have equal opportunity to participate in these initiatives.

Joint Studios with Mainland Universities: Since 2007 the School has been forging a culture of joint studios with universities in the United States. Among the Joint Studios offered are:

year	stds	UNIVERSITIES	FACULTY & PROJECTS
2007-08	11	UPR/Cornell	María Rossi & Héctor Arce Val Warke, Jerry Wells & Jim Williamson <i>City Schools and Urban Connectivity</i>
2007-08	14	UPR/GSD.Harvard	Anna Georas & Maryann Thompson <i>San Juan Aquarium: Convention Center District</i>
????		UPR/UMilwaukee/UHouston/GTech	Anna Georas & Harry Van Oudenallen (UM) Rafael Longoria (UH) & Jude LeBlanc (GTech) <i>New Orleans: the Ninth Ward Revisited</i>
2009-10	12	UPR/RICE	Anna Georas & Carlos Jiménez <i>San Juan International Film Festival Hall</i>
2009-10	11	UPR/Universidad de Sevilla	Enrique Vivoni & Emilio Martínez & Mar Loren (USev) <i>Ocean Park Boardwalk</i>
2010-11	12	UPR/Penn/CityCollege	Anna Georas, Arch. & Julio Salcedo (City) Winka Dubbleddam & RolandSnooks & Ferda Kolatan (Penn) Participation of 60 mainland students <i>Fondita de Jesus Community Interventions: Santurce</i>
2010-11	08	UPR/OklahomaStateUniversity	Mair Rossi & Fernando Lugo Paolo Sanza & Awilda Rodríguez (Ok.State) <i>Urban Re-development: Santurce</i>
2011-12	04	UPR/GeorgiaTech	Darwin Marrero & Ellen Dunham-Jones <i>Caño Martín Peña Sustainable Redevelopment: Hato Rey</i>
2011-12	15	UPR/Pratt	Jorge Ramírez & Alexandra Baker (Pratt) <i>El Yunque Rainforest Research Center</i>
2012-13	12	UPR/Slovenia	Robin Planas & Blanquita Calzada Humberto Cavallín & Anja Jutratz Center for Communal Activities
2012-13	05	UPR/FIU	Darwin Marrero & Roberto Rovira (FIU) Consultants: Stoss Landscape Urbanism <i>Rethinking Jobos Bay - South Coast PR</i>

Local Government Collaborations: Agreements have been reached with local public administrations. These collaborations have added veracity to the Design Studio experience. The students must assume the challenges of responding to and identifying a client's needs. The collaborations since 2009 are the following:

year	stds	MUNICIPALITY	FACULTY & PROJECTS
2009-10	02	Fajardo	Darwin Marrero <i>Master Plan Fine Arts District Master Plan</i>
2010-11	11	Bayamón	Manuel Bermúdez <i>Traditional Urban Center Urban Master Plan</i>
2011-12	08	San Juan	Manuel Bermúdez <i>Compacted & Diffused</i>
2011-12	05	Bayamón	Manuel Bermúdez <i>Bayamón: A New District</i>
2012-13	05	Culebra	Thomas Marvel, Arch. /Lucilla Marvel, Planner /Fernando Pla <i>Participatory Planning: Low-Income Urban Housing Redevelopment</i>
2012-13	13	San Juan	Andrea Bauzá./Omayra Rivera./Jasmyn Crespo <i>Río Piedras Community Redevelopment with CAUCE.UPR</i>
2012-13	06	San Juan	Thomas Marvel/Lucilla Marvel /Fernando Pla <i>Participatory Planning: La Perla Community</i>
2013-14	15	San Juan	Darwin Marrero/Jorge Lizardi <i>Rethinking the University Avenue – Río Piedras</i> <i>Transit-Oriented Development – Sagrado Corazón Urban Train Stop</i>

Caribbean Basin Collaborations: The School has assumed the responsibility of keeping the faculty and students aware of our neighbors in the Caribbean Basin. The collaborations since 2009 are:

year	stds	COUNTRY	FACULTY & PROJECTS
2009-10	10	Cuba	Manuel Bermúdez (City Studio) <i>Havana: an Encounter Celebrated</i>
2010-11	11	Dominican Republic	Manuel Bermúdez <i>Encountered & Unencountered: The Colonial City & the Contemporary City</i>
2012-13	08	Panama	Manuel Bermúdez (City Studio) <i>Panama: Transit City</i>
2012-13	12	Colombia	Manuel Bermúdez (City Studio) <i>"Cartagena de Indias"</i>
2012-13	12	Belize	Thomas Marvel & Cristina Cardalda <i>Coastal Mayan Ruins Visitor's Center</i>
2013-14	11	Dominican Republic	Manuel Bermúdez (City Studio) <i>Puerto Rico in the Dominican Republic</i>

International competitions: Since 2009 the School's undergraduate and graduate students have participated in multiple International competitions as part of a Design Studio or under the Competition Studio that has been offered by Francisco Rodríguez and Carlos García since 2009. The competitions are the following:

year	stds	project	FACULTY & PROJECTS
2007-08	05	ACSA DFW ReLife of Terminal A	Francisco Rodríguez Competition Studio THIRD PLACE: Julio Noriega, Nicole Granda HONORABLE MENTION: Edgardo Maldonado M.Arch, Ariel Santiago M.Arch, Jorge Méndez M.Arch
2008-09	03	ACSA Thinking for a Sustainable World, Transit Hub Competition	Francisco Rodríguez & Carlos García Moreira Competition Studio
2008-09	05	Newark Visitor's Center	Francisco Rodríguez & Carlos García Moreira Competition Studio

2008-09	05	<i>Bohemian Flats Boathouse AIAS</i>	Francisco Rodríguez Competition Studio MERIT AWARD: Angel Vidro Sepúlveda, B.E.D.
2008-09	05	<i>Evolo Skyscraper Design 2009</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2008-09	10	<i>Re-Thinking Home AIAS</i>	Francisco Gutierrez & Jorge Ramírez SECOND PLACE: José Dones M.Arch, THIRD PLACE: Krizia Díaz B.E.D. HONORABLE MENTION: Martha Garrido B.E.D.
2009-10	01	<i>Re-Ligare Institute Steel Design ACSA</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	07	<i>Shelter Student Architectural Design Primitive Hut</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	04	<i>Moon Capital</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	04	<i>USITT Ideal Theatre</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio MERIT AWARD: Angela Figueroa B.E.D. & María C. Ortiz B.E.D. & Miguel Otero B.E.D.
2010-11	04	<i>Downtown Miami Seaplane Terminal</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	03	<i>Evolo Skyscraper design 2010</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	04	<i>Schools of Tomorrow AIAS</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	08	<i>Reimagining the Waterfront, NY</i>	Darwin Marrero & Jean Pierre Casillas (City) HONORABLE MENTION: Néstor Lebrón M.Arch
2010-11	02	<i>Autism Connects</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	03	<i>Shift Boston: 2011 Barge Design</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2010-11	05	<i>Trimo Urban Crash: The Life Stand</i>	Marisa Oliver
2010-11	03	<i>Kay e Sante nan Ayiti: Flux Core</i>	Marisa Oliver FINALIST: Mario Rodas Vazquez, Yaritza A. Reyes Feliciano, Jubilee Valentín Carrero
2011-12	04	<i>Pruitt Igoe Call for Ideas</i>	Darwin Marrero & Oscar Marty FINALIST: Valeria Rivera B.E.D.
2011-12	02	<i>National Taipei University of Technology Array Competition</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio MERIT AWARD: Claudia Cintrón, B.E.D.
2011-12	06	<i>CITY-SENSE: Shaping our Environment with Real-Time Data</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	02	<i>Paris Market Lab ARCH MEDIUM</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	01	<i>Park Fest Furniture Competition</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	02	<i>Lunar Crater Cultural Center</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	02	<i>Northern Lights Observatory ARCH MEDIUM</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	02	<i>Iconic Pedestrian Bridge AC-CA</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2011-12	02	<i>Architecture Pavillion Architekton Magazine</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	05	<i>ARA-home 2049 Housing Design</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio UPPER CLASS MENTION: Danniely Staback B.E.D., Cristian Ortiz B.E.D., Jorel Sánchez B.E.D.
2012-13	03	<i>Enlightening libraries AIAS/Kawneer</i>	Francisco Rodríguez & Carlos García Moreira Competition Studio

2012-13	04	CASABLANCA Sustainable Market AC-CA	HONORABLE MENTION: Maria Serrano B.E.D. Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	02	The Cleveland Design Competition 2012: Transforming the Bridge	Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	09	San Juan 3D CAAPPR	AIA HONOR AWARD FOR STUDENT PROJECT: Adriana Badia B.E.D., Valeria Rivera B.E.D. Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	02	Tokyo Replay Center	SECOND PLACE: Danniely Staback B.E.D., Jorel Sanchez B.E.D., Yanick Lay B.E.D., Nicole Ferrer B.E.D., Irene Fajardo Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	02	[PACIFIC] Ocean Platform Prison	Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	01	Green Line Ideas	Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	01	De-contest Under R3volution Chairs	Francisco Rodríguez & Carlos García Moreira Competition Studio
2012-13	01	Downtown Landmark Design Miami	Francisco Rodríguez & Carlos García Moreira Competition Studio
2013-14	04	Design for Death Designboom	Francisco Rodríguez & Carlos García Moreira Competition Studio

On-Campus Certificates: The M.Arch graduate students may complete one of 2 certificates in *Urban Studies* of the Faculty of General Studies or in *Conservation* of the School. The certificates are:

- **Urban Studies Certificate:** Since the creation of the Urban Studies Certificate in 2007 a total of 17 students have graduated with said certificate. Recently, some of the students that have completed said certificates have brought excellent urban and cultural issues – informed by a wealth of interdisciplinary knowledge – to their end-of-degree proposals, specifically:

Ricardo Curet (M.Arch 2013)	(Re)thinking the Urban Border form within the community: The Case of Dulces Labios
Thesis (M.Arch 2013)	Director: Humberto Cavallín
Néstor Lebrón (M.Arch 2013)	<i>Of Spirits & Atmospheres:</i>
Thesis (M.Arch 2013)	<i>Architectural Space & Spiritualists Rituals in PR</i> Director: Humberto Cavallín

- **Conservation Certificate:** The Conservation Certificate was created since the last NAAB visit in 2008 by Enrique Vivoni, Ph.D., who founded the School's *Archive of Architecture & Construction of Puerto Rico*. Some of the students who complete the required courses in conservation choose to complete their end-of-degree proposals with and emphasis in conservation; in the past two years specifically:

Rebecca Gómez	<i>Forgotten Work Reconceptualized: a New Faculty Center for the UPR</i>
Thesis (M.Arch 2011)	Director: Enrique Vivoni
Jonathan Delgado	<i>Piccioni Complex: Research for and Intervention Proposal</i>
Capstone (M.Arch 2012)	Director: Enrique Vivoni
http://theopenshed.com/capstone/piccioni-compound-investigation-for-a-proposed-intervention-corsica-france/	

During the past 2 years Conservation/Building Studios were also offered by Enrique Vivoni, Ph.D. and practicing architect, Jorge Ramírez in a team teaching configuration.

The studies in conservation have lead to alumni occupying important positions in the National Park Service, the World Monument Fund, the Patrimony Committee of the College of Architects & Landscape Architects of Puerto Rico, among others.

Diversity of End-of Degree Projects: The End-of-Degree projects of the M.Arch curricular requirements illustrate the awareness of social, cultural and environmental issues that the School instills in the new generation of practitioners. Once a student starts the End-of-Degree project, he/she must identify a Thesis Director and 2 counselors, or the Design Studio under which he/she wants to complete a Capstone project. In some cases, given the nature of the Thesis theme, a student has the alternative of identifying a Faculty member in history, technology or structures to direct the Independent Design Thesis Research Proposal (1st semester of the Thesis). Once the student enters into the Project proposal of the Independent Design Thesis, the director of the Research proposal switches places with one of the student's Thesis Committee counselors; a faculty member with a professional degree in architecture and/or a practicing architect.

The following list of End-of-Degree Thesis and Capstone projects reveals how the School's goals and minimum requirements of the NAAB SPC are met and at times exceeded. Often in the applied research projects, the students achieve an excellent level of synthesis in their critical approach and final resolution to prescient design issues within society. The Thesis and Capstone projects are proof of the caliber of critical thinkers and designers that we prepare for professional practice in the field of architecture and city building. The concerns and sense of social, historical, and ecological responsibility that characterize the diaspora of the School's graduates is best revealed in the following list of End-of-Degree projects organized thematically:

Well-Being Revisited:

- *Activation of the Forgotten Gem of Urban Fabric: the Cemetery as an Alternative Space*
M.Arch 2012: Natalia Rey
Thesis Director: María Campo
Location: Metropolitan Area - Santurce
- *The Apprentice's Path: Architectural Proposal for a Pilgrims Shelter for the Camino de Santiago, Navarra, Spain*
M.Arch 2012: William Acevedo
Thesis Director: Ernesto Rodríguez
Location: Rural Area - Navarro, Spain
- *Light, Pause & Reflection: a Sacred & Plural Space to catch pedestrians amidst Light & Shadow in the City of San Juan*
M.Arch 2013: Elizabeth Class
Thesis Director: María Campo
Location: Metropolitan Area – Hato Rey
- *Of Spirits & Atmospheres: Architectural Space & Spiritualists Rituals in Puerto Rico*
M.Arch 2013: Néstor Lebrón
Thesis Director: Humberto Cavallín
Location: Metropolitan Area – Santurce
<http://theopenshed.com/tossed/thesis/of-spirits-and-atmospheres-architectural-space-and-spiritualistic-rites-in-puerto-rico/>

Rethinking Workforce Spaces:

- *Divergent Thinking & Creativity: Spaces to Stimulate Creative Thinking*
M.Arch 2013: Luis Alonso
Capstone Professor: Humberto Cavallín
Location: Metropolitan Area - Convention Center District, Isla Grande

Responsible Insertion of Urban Parks & Recreational Facilities:

- *Soundscape: the Auditorry Experience Documented & Integrated into a Sound Park for San Juan*
M.Arch 2013: Karla Torres

Thesis: Jorge Rocafort (Written) / Emilio Martínez (Design)

Location: Municipality - San Juan

- *Urban Symbiosis: a Interpretive center for the Piedras River Urban Basin*

M.Arch 2013: Luis Raúl Albaladejo

Thesis Director: Elio Martínez-Joffre

Location: Metropolitan Area – Río Piedras

Crucial Urban & Rural Agricultural Production Centers:

- *The Multit-use Agricultura Market for the Hacienda La Esperanza Natural Reserve, Manatí, Puerto Rico*

M.Arch 2013: Luz Rivera

Capstone Professors: Thomas Marvel & Cristina Cardalda

Location: Rural Area – Manatí

- *Agricultural Production Cooperative for the Hacienda La Esperanza in Manatí: Community put to Action*

M.Arch 2013: Jesús Aponte

Capstone Professors: Thomas Marvel & Cristina Cardalda

Location: Rural Area – Manatí

- *An AgroFactory: A Puerto Rican Model for Nutritional Security for the Dorado Urban Center*

M.Arch 2013: Elvin Pabón

Thesis Director: Elio Martínez-Joffre

Location: Town Center – Dorado

- *The Multit-use Agricultura Market for the Hacienda La Esperanza Natural Reserve, Manatí, Puerto Rico*

M.Arch 2013: Luz Rivera

Capstone Professors: Thomas Marvel & Cristina Cardalda

Location: Rural Area – Manatí

Innovative Sustainable Design Solutions:

- *Reused Architecture*

M.Arch 2012: Emanuel Pérez

Thesis Director: Humberto Cavallín

Location: Metropolitan Area – Santurce

- *Sustainable practices for Single-Family Homes in Puerto Rico*

M.Arch 2012: Edwin Rivera

Capstone Professor: Elio Martínez-Joffre

Location(Theme): Island wide (Sustainability)

- *Bamboo: a Responsible Construction Material*

M.Arch 2013: Omar Merced

Thesis Director: Luis Daza

Location: Rural Area - Cayey

Urban Re-Development & Reuse:

- *Agriculture & Research Center: Revitalization of the Urban Periphery of the Town Center of Aguas Buena*

M.Arch 2012: Ileana Rivera

Thesis Director: Elio Martínez-Joffre

Location: Town Center - Aguas Buenas

- *City as Canvas: Urban Art as an Instrument of Revitalization*

M.Arch 2013: Natalia Pujols

Thesis Director: Elio Martínez-Joffre

Location: Metropolitan Area - Puerta de Tierra

- *Habita(r)t: Community, Art & Design*

M.Arch 2013: Wilfredo Pérez

Capstone Professors: José Davis & Victor Nieto

- Location: Metropolitan Area – Santurce
- *Rethinking Parking as Flexible Space: Strategic Revitalization for the Gurabo Urban Center*
 M.Arch 2013: Ángel Pomales
 Thesis Director: Elio Martínez-Joffre
 Location: Town Center - Gurabo
- *(Re)thinking the Urban Border from within the Community: the Case of Dulces Labios*
 M.Arch 2013: Ricardo Curet
 Thesis Director: Humberto Cavallín
 Location: Urban Area - Mayagüez
- *See, Occupy, Intervene: University Avenue*
 M.Arch 2013: Alberto de la Cruz
 Thesis Director: Mayra Jiménez
 Location: Metropolitan Area - San Juan
<http://theopenshed.com/tossed/thesis/watch-occupy-intervene-avenida-universidad/>

Experimental Housing Solutions:

- *Ciudad Líquida: Tackle the Residues of the Modern City*
 (M.Arch 2011: Carlos Mattei
 Thesis Directors: Jorge Lizardi (1st semester) / Manuel Bermúdez (2nd semester)
- *Mutable Body: Towards a Reassessment of an Urban Housing Edifice*
 M.Arch 2012: Giniarie Soto
 Thesis Directors: Jorge Lizardi (1st semester) / Francisco Gutiérrez (2nd semester)
 Location: Metropolitan Area – Río Piedras
- *Residential & Institutional Proposal for Retired Employees of the University of Puerto Rico*
 M.Arch 2012: Carlos Claussell
 Capstone Professors: José Davis & Victor Nieto
 Location (Theme): Metropolitan Area - Río Piedras
- *Urban Multi-Family Accessible Housing - Santurce*
 M.Arch 2013: Neftalí Vega
 Capstone: Elio Martínez-Joffre
 Location: Metropolitan Area - Santurce

Critical Urban Form & Design:

- *University of Puerto Rico: Harlem, New York*
 M.Arch 2011: Lydia Ocasio
 Capstone Professor: Pedro Cardona
 Location: Puerto Rican Community in New York
- *Liquid Territories & the Rite of Passage: Urban Proposal for City Dialectics between the Old & New*
 M.Arch 2012: Giovanni Ramírez
 Capstone Professor: Manuel Bermúdez
 Location (Theme): Metropolitan Area - San Juan
- *Compacted & Difused: San Juan, Puerto Rico*
 M.Arch 2013: Miosés González
 Capstone Professor: Manuel Bermúdez
 Location(Theme): Metropolitan Area – San Juan
- *City of the Arts: Urban Intervention in Havana & Concert Hall*
 M.Arch 2013: Hansel Bajuelo
 Thesis Director: María Oliver
 Location(Theme): Urban Area - Havana, Cuba (Urban Planning & Architectural Form)
- *Coastal Interpretation Center: Urban & Natural Sutures of the Northern Puerta de Tierra Coastline*
 M.Arch 2013: Raquel Rivera
 Capstone Professor: Manuel Bermúdez

Location: Metropolitan Area - Puerta de Tierra

- *UPR as a Permeable Precinct: Promoting Social Relationships between University & Community*
 M.Arch 2013: Judith González
 Capstone Professors: Manuel Bermúdez
 Location: Metropolitan Area - San Juan

Conservation of Built Heritage:

- *Domestication of Industrial Spaces & New Uses for the Venerable Rum Distillery: Historic Center of Arroyo*
 M.Arch 2012: Viviana Román
 Capstone Professors: Enrique Vivoni & Jorge Ramírez
 Location: Town Center - Arroyo
- *Invisible Terrains: Historical Conservation as a Means of the Incorporation of Spaces in the Arroyo Jetty*
 M.Arch 2012: Lorna Alvarado
 Capstone Professors: Enrique Vivoni & Jorge Ramírez
 Location (Theme): Town Center - Arroyo
- *Multi-Disciplinary Center of Stage Arts in the Historical Area of the Town of Arroyo*
 M.Arch 2012: Astrid Svensson
 Capstone Professor: Enrique Vivoni & Jorge Ramírez
 Location: Town Center - Arroyo
- *Thinking of the Future of the Past, an Urban Regeneration Project: Arroyo Gastronomic Center*
 M.Arch 2012: Fernando Fernández
 Capstone Professor: Enrique Vivoni & Jorge Ramírez
 Location: Town Center - Arroyo
- *Well-Being Center: Arroyo, Puerto Rico*
 M.Arch 2012: Fabiola Cintrón
 Capstone Professor: Enrique Vivoni & Jorge Ramírez
 Location (Theme): Town Center- Arroyo (Conservation)
- *Looking to the Future & Remembering the Past: Central Train Station, Old Lafayette Sugar Mill of Arroyo*
 M.Arch 2013: Carlos Soto
 Capstone Professors: Enrique Vivoni & Jorge Ramírez
 Location: Town Periphery - Arroyo

Acoustics & Entertainment:

- *Walls that Don't Hear, Heart that Doesn't Feel: Development of a University Center for Musical & Theatrical Arts*
 M.Arch 2011: Lisa Ruiz
 Thesis Director: Jorge Rocafort (1st semester) / Esteban Sennyey (2nd semester)
 Location: Metropolitan Area - Río Piedras
- *Analysis of the Most Representative Work of the 20th Century & the Inclusion of Music in Architectural Design*
 M.Arch 2013: Jaime Charres
 Thesis Director: Jorge Rocafort (1st semester) / Juan Penabad (2nd semester)
 Location: Metropolitan Area – Condado

Recognition of Unique Populations:

- *The City of the Body: Network of Transitory Assistance for Wanderers*
 M.Arch 2011: Marisol Quiñones
 Thesis Director: Elio Martínez-Joffre
 Location: Metropolitan Area: Río Piedras
- *Center for the Visually Challenged: University of Puerto Rico Río Piedras Campus*
 M.Arch 2012: Ricardo Acuña
 Capstone Professors: José Davis & Victor Nieto
 Location: Metropolitan Area - Río Piedras

- *Stepdown Supportive Housing: Support Housing as an Instrument of Therapeutic Reintegration*
M.Arch 2013: Llorellys Martínez
Capstone Professors: José Davis & Victor Nieto
Location: Municipality - San Juan
- *A Typology Refocused of the Hospital as Hotel: a Humanitarian Approach*
M.Arch 2013: María Campo
Thesis Director: Juan Penabad
Location: Municipality - Corozal

Strategic Athletic & Tourist Facilities:

- *Theater & Sports Arena Duality: Experiences and Role Exchanges between Spectator & Athlete*
M.Arch 2012: Cristina Marrero
Thesis Director: Nataniel Fúster
Location: Metropolitan Area – Isla Verde
- *Cockfight Center: Redefining the Tourist Corridor*
M.Arch 2013: Marvin Arroyo
Capstone Professors: José Davis & Victor Nieto
Location: Metropolitan Area – Santurce
<http://theopenshed.com/tossed/thesis/centro-gallistico-redisenando-la-gallera-turistica/>
- *Casa Mora Hotel: Threshold to a View*
M.Arch 2013: Omar González
Capstone Professors: José Davis & Victor Nieto
Location: Metropolitan Area - Condado

Modular Assembly Systems:

- *Architectural Construction is an Act: it is produced with the Actors in Mind*
M.Arch 2013: Américo Delgado
Capstone Professors: Thomas Marvel & Cristina Cardalda
Location: Metropolitan Area – Bayamón

Generative Systems & Form:

- *Architectural Seams*
M.Arch 2012: Gisela Correa
Thesis Director: Elio Martínez-Joffre
Location (Theme): Metropolitan Area – Santurce

Theoretical Thesis: In addition to the Design Thesis, students may submit a request to the Graduate Program Committee if they are interested in completing the Theoretical Thesis. If approved by the Committee, the student may proceed to develop a design-related investigation and write for 2 semesters rather than completing the 2-semester traditional Thesis that consist of a Written & Design Proposal; 1 semester each. Theoretical Thesis' are an exception and the student must prove to the Committee that they have been responsible and dedicated students and have developed the expected thresholds in a professional degree and can afford to forfeit their final design semester. Please refer to PART 2.2.3 *Curriculum Review & Development* for a more detailed description of the procedure for approval of a Theoretical Thesis. The Theoretical Thesis' of the last 3 years are the following:

- *Proposal for Assessment and Classification: a Matrix of the Contemporary Image of Architecture*
M.Arch 2011: Roberto Guadalupe
Thesis Director: Javier Isado
- *Time, Space & Memory: the Conformation of the Castañer Landscape*
M.Arch 2011: Cecille López
Thesis Director: Jorge Lizardi

- *The Materialization of Modern-Tropical Architectural Language in the Hotel Development of 3 Case Studies: Jaragua Hotel (Santo Domingo, Dominican Republic); Caribe Hilton (San Juan, Puerto Rico); & the Riviera Hotel (Havana, Cuba)*
M.Arch 2011: Melissa Rodríguez
Thesis Director: María Campo
- *Public Housing under Luis Muñoz Marín from the Perspective of Architectural Determinism*
M.Arch 2011: Cristina Vázquez
Thesis Director: Humberto Cavallín
- *Branding as Artifact: Manifestation the Urban Brands & Tourism*
M.Arch 2012: Krizia Díaz
Thesis Director: Lilliana Ramos
- *The City and the Act of Imagining: the Urban Imaginary of the Blind*
M.Arch 2013: Ricardo Dones
Thesis Directors: Jorge Lizardi (1st semester) / Manuel Bermúdez (2nd semester)

Although the following Thesis ended with a design proposal, It's mentioned along with the list of Theoretical Thesis' due to the depth of its investigation:

- *Mediated Experiences: a Production between Film & Architecture*
M.Arch 2011: Mariana Ortiz
Thesis Director: Javier Isado

C.A.A.P.P.R. Awarded Thesis': The College of Architects & Landscape Architects of Puerto Rico (C.A.A.P.P.R.) sponsors a yearly Thesis and Capstone competition. The following projects have received prizes:

year	stdts	PROJECT NAME		FACULTY ADVISORS
2012	Natalia Rey	<i>Activation of the Forgotten Gem of Urban Fabric: the Cemetery as an Alternative Space</i>	Urbanism & Landscape Prize	María Campo
2013	Tomás Santiago	<i>An Architectural Strategy of Recycling City Space for Art</i>	End-of-Degree Honorable Mention	Elio Martnez-Joffre
2013	Alberto de la Cruz	<i>See, Occupy, Intervene: Avenida Universidad</i>	First Place - Research	Mayra Jiménez
2013	Emmanuel Pérez Molina	<i>Luchetti [Re] Housing</i>	First Place - Housing	Humberto Cavallín

SUMMER STUDIES ABROAD:

The School has a constant commitment to its international agenda. This is reflected at many levels, such as, lectures, conferences, joint studios, and exchange/summer programs with other institutions. Some of the exchange programs since the NAAB Team's last visit are as follow:

Corsica Studies Program (PEC): This international program was established Enrique Vivoni in 2006. It consisted of a 6-year program where students spent 3 summer months documenting historic buildings in Corsica. These particular structures were built by Corsican families that made their fortunes in Puerto Rico and returned to reinvest in their native home towns. A total of 78 buildings were documented by 79 students over 6 summers. Prior to the summer, the students were required to complete a 1-year Design Studio with Enrique Vivoni. During the summers in Corsica, the students completed a total of 11 credits: a 5-credit Conservation Design Studio and 6 credits in history-related elective courses. At the end of each summer the students received a *Conservation Certificate* from the University of Puerto

Rico. In addition, the students received a *Certificate in Patrimonial Studies* of the Corte University of Corsica at the end of the first 3 summers and of the Bastia City Council at the end of the last 3 summers.

Urban Studies in Berlin: Jorge Lizardi established this international program in 2013 jointly with the *Georg Simmel Center for Metropolitan Studies* in Berlin, Germany. It consisted of a 3 credits program where students spent 2 summer months studying in Berlin, Germany. Prior to the summer, the students were required to complete an urbanism and history course with Dr. Jorge Lizardi. During the summer in Berlin, students completed a total of 3 a Urban Research Studio credits. The program is part of the sequence of Urbanism Studies Program of General Studies Faculty of University of Puerto Rico. At the end of the program the students received a *Certificate in Urban Studies* from the University of Puerto Rico.

History and Architecture Program in Barcelona: Edgardo Arroyo and Javier Isado established this international program in 2009. It consists of a 9-credit program where students spent 2 summer months studying in ELISAVA, Barcelona, Spain. During the summer in Barcelona, the students completed a total of 9 credits: a 5-credit Advance Architecture Studio and 4 credits in History of Architecture. The Studio course included a series of workshops on Digital Fabrication, Smart City Design, and Self Sufficient Buildings. The History of Modern Architecture was a lectures series and included a complementary site visit schedule. Over 4 summers, 83 students designed a total of 26 advance architecture projects. This program has the academic and professional sponsor by ELISAVA, Samsung and Telefonica de España. This Program was available to both undergraduate and graduate studies.

Brazil: Ernesto Rodriguez established this international program in 2012. It consists of a 9-credit program where students spent 2 summer months studying in Escola da Cidade, Sao Paulo, Brazil. During the summers in Brazil, the students completed a total of 9 credits: a 5-credit Design Studio and 4 credits in history-related elective courses. The Studio course was divided into a series of workshops about Social Interaction & Materials. The History of Modern Architecture consists in a lectures series and a complementary site visit schedule. Over 2 summers, 51 students designed a total of 12 Serviço Social do Comércio (Sesc); social interaction projects between sports and arts.

Taller de Mexico: Elio Martínez-Joffre established this international program in 2000. It consists of a 5-credit program where students spend 2 summer months studying in Mexico. During their stay in Mexico, students completed a total of 5 credits in Design & Architecture Studio. The Studio course was divided into a series of workshops on social interaction, urbanism, and regional construction materials. Over 10 summers, 223 students have designed a total of 48 architecture and urbanism projects.

Travel to Italy: Esteban Sennyey established this international program in 2013. It consists of a 6-credit program where students spent 1 summer month studying in Italy. Students completed a total of 6 credits in history-related elective courses. The history courses consist of a lectures series and a complementary site visit schedule. This summer, 25 students participated in the program.

Travel to New York: Eugenio Ramirez established this international program in 2012. It consists of a 3-credit program where students spend 2 weeks studying in New York, USA. During their stay, students completed a total of 3 credits in history-related elective courses. The history course consists of a lectures series and a complementary site visit schedule. In 2012, 15 students participated in the program.

International Architecture Program in Cartagena: The *Universidad de Los Andes*, Colombia, established this international program in 1990. The School of Architecture UPR has participated since 2009. It consists of a 5-credit program where students spend 1 summer month studying in Cartagena, Colombia. During their stay in Cartagena, students completed a total of 5 credits in an Architecture Studio. The Studio course was divided into a series of workshops about conservation, urban design and history. This workshop provides a lecture series and a complementary site visit schedule. Over 4 summers, 11 students have participated in the program and designed a total of 9 architecture projects.

ELECTIVE COURSES:

In-School Electives in the Past 2 Years: The existing M.Arch curricular sequence requires that the 18 credits be divided into six (6) architecture electives, six (6) electives in other graduate programs and the remaining six (6) are free. As part the *M.Arch: Minor Academic Revision* (refer to PART 2.2.3) – that is presently under review by the Dean's Office of Graduate Studies & Investigation (D.E.G.I. in Spanish) – the Graduate Program has requested to free all 18 elective credits. This will allow greater flexibility as the School moves towards its goals of combining the M.Arch with new on-campus Joint and Dual degrees; discussed in greater detail in PART 2.2.3 of this APR. Also, B.E.D. Students are allowed to take up to 6 credits towards the M.Arch in elective courses. The P.S.P. is a compendium of the B.E.D. and the required course load leaves little room for electives. Students on this track tend to take elective courses once they enter into the M.Arch. Many of the elective course offered in the School are open to both undergraduate and graduate-level students. In the list below the electives are listed a B.E.D. students. When they are offered for M.Arch students the title is followed by and (M.Arch). Those electives with the title in bold indicate that they were strictly offered at the graduate level.

The In-School elective courses in the last two years are as follow:

year	sem	FACULTY	TITLE
2011-12	01	Jorge Rocafort	<i>Applications of Calculus & Physics to Structural Design</i>
	01	Manuel Fonteboa	<i>Means of Representation for Architectural Design</i>
	01	González Peniza	<i>Means of Representation for Architectural Design</i>
	01	Edgardo Pérez	<i>Computer Graphics</i> (M.Arch)
	01	González Peniza	<i>Means of Representation for Architectural Design</i>
	01	Fernando Pagán	<i>Architectural Services during Construction</i> (M.Arch)
	01	Edgardo Pérez & Manuel Colón	<i>RHINO: Introduction to Complex Surface Modeling</i> (M.Arch)
	01	Edsel Ramírez	<i>Informational systems: Arch. Modeling BIM AutoCad Revit</i> (M.Arch)
	01	Jorge Rocafort	<i>Film Appreciation</i> (M.Arch)
	01	Anna Georas	<i>Professional Practice Internship</i> (M.Arch)
	01	Brenda Martínez & Cristina Algaze	<i>Introduction to Sustainable Design LEED</i> (M.Arch)
	01	Jean Pierre Casillas	<i>Introduction to Landscape Design</i> (M.Arch)
	01	Enrique Vivoni	<i>Architectural As-Built</i> (M.Arch)
	02	Mercedes Martínez	<i>Theory of Conservation</i> (M.Arch)
	01	Esteban Sennyey	Building Anatomy
	01	Enrique Vivoni	20th Century History of Puerto Rico
	01	Enrique Vivoni	Historical/Architectural Development of Patrimonial Properties
	02	Elio Martínez Joffre	<i>Community Studio Systems & Catalogs</i>
	02	Manuel Fonteboa	<i>Means of Representation for Architectural design</i>
	02	González Peniza	<i>Means of Representation for Architectural design</i>
	02	Manuel Fonteboa	<i>Physics 1</i>
	02	Edsel Ramírez	<i>Computer Graphics 3D</i> (M.Arch)
	02	Fernando Pagán	<i>The Architect & Construction Services</i> (M.Arch)
	02	Edgardo Pérez	<i>Digital Architectural Space Fabrication: Advanced Rhino</i> (M.Arch)
	02	Edgardo Pérez	<i>Digital Architectural Space Fabrication: Rhino</i> (M.Arch)
	02	Anna Georas	<i>Internado de Práctica Profesional</i> (M.Arch)
	02	Brenda Martínez & Cristina Algaze	<i>Introduction to Sustainable Design</i> (M.Arch)
	02	Edsel Ramírez	<i>Informational systems: Architectural Modeling</i> (M.Arch)
			<i>BIM Autocad Revit</i> (M.Arch)
	02	Andrea Bauzá	<i>Introduction to Industrial Design</i> (M.Arch)
	02	Jorge Rocafort	<i>Film Appreciation</i> (M.Arch)
	02	Jorge Rocafort	<i>Acoustic</i> (M.Arch)
	02	Darwin Marrero	Publications Seminar
2012-13	01	Esteban Senyey	<i>Means of Representation for Architectural Design</i>
	01	Elio Martínez-Joffre	<i>Means of Representation for Architectural Design</i>
	01	Fabián Morales	<i>Means of Representation for Architectural Design</i>
	01	Manuel Fonteboa	<i>Means of Representation for Architectural Design</i>
	01	Edsel Ramírez	<i>Means of Representation for Architectural Design</i>
	01	Wilfredo Adorno	<i>Means of Representation for Architectural Design</i>
	01	Jorge Rocafort	<i>Film Appreciation</i> (M.Arch)
	01	Anna Georas	<i>Professional Practice Internship</i> (M.Arch)

01	Darwin Marrero	<i>Publications</i> (M.Arch)
01	Francisco Gutierrez & Jorge Ramírez	<i>Solar Home Evaluation</i>
01	Gabriel Moreno	<i>Sustainable Urbanism</i> (M.Arch)
01	Enrique Vivoni	20th Century History of Puerto Rico
01	Enrique Vivoni	Investigation Seminar of the Urban Sector of Corsica
01	José Flores	Gender, Visual Culture & Architecture
02	Manuel Fonteboa	<i>Freehand Creative Drawing</i>
02	Jorge Rocafort	<i>Acoustic</i>
02	Enid Soto	<i>Modeling Shop</i>
02	Darwin Marrero & Mayra Jiménez	<i>Digital Narratives</i> (M.Arch)
02	Darwin Marrero & Mayra Jiménez	<i>Modulación & Prefabricación</i> (M.Arch)
02	Gabriel Moreno	<i>Sustainable Urbanism</i> (M.Arch)
02	Anna Georas	<i>Professional Practice Internship</i> (M.Arch)
02	Brenda Martínez & Crsitian Algaze	<i>Introduction to Sustainable Design LEED</i> (M.Arch)
02	Carlos García	<i>Lecture Series</i>
02	Edgardo Arroyo	<i>Barcelona</i>
02	Enid Soto	Ephemeral Architecture: Temporal Spatial Architecture
02	Lilliana Ramos	Windows to Landscape
02	Enrique Vivoni	Architectural As-Built
02	Enrique Vivoni	Conservation

In addition to the 3-credit electives, during the academic year 2012-13, the undergraduate program coordinator at the time, Humberto Cavallín, designed and programmed 1-credit elective courses that covered primarily digital narratives. These courses were double-coded so that undergraduate and graduate students could have access them. The following list indicates the courses that were offered and their corresponding semesters:

▪ <i>Stage Set Design</i>	Enid Soto	SEM01 (only B.E.D.)
▪ <i>Advanced Technical Drawing</i>	Esteban Sennyey	SEM02
▪ <i>Visual Communication</i>	Fabian Morales	SEM02
▪ <i>Graphic Design</i>	Robin Planas	SEM01/SEM02
▪ <i>Illustrator</i>	Edgardo Pérez	SEM01/SEM02
▪ <i>Autodesk AutoCad</i>	Edsel Ramírez	SEM01
▪ <i>Advanced Autodesk AutoCad</i>	Fabian Morales	SEM02
▪ <i>Autodesk REVIT</i>	Edsel Ramírez	SEM01/SEM02
▪ <i>Intermediate Autodesk REVIT</i>	Edsel Ramírez	SEM02
▪ <i>Advanced AutoCad REVIT</i>	Edsel Ramírez	SEM02
▪ <i>Advanced Autodesk REVIT</i>	Edsel Ramírez	SEM02
▪ <i>Basic 3D Max</i>	Wilfredo Adorno	SEM02
▪ <i>Advanced 3D Max</i>	Wilfredo Adorno	SEM02
▪ <i>Basic Rhino</i>	Edgardo Pérez	SEM02
▪ <i>Advanced Rhino</i>	Edgardo Pérez	SEM01/SEM02
▪ <i>Digital Fabrication Techniques</i>	Edgardo Pérez:	SEM01/SEM02
▪ <i>Principles of Parametric Modeling</i>	Edgardo Pérez	SEM01/SEM02
▪ <i>Reactive Architectures: Physical Computation for Architects</i>	Alejandro Quinteros	SEM01/SEM02
▪ <i>Introduction to Research</i>	Humberto Cavallín	SEM01
▪ <i>Non-Western Architecture & Film</i>	Jorge Rocafort	SEM01
▪ <i>Parametric Modeling in Design</i>	Edgardo Pérez	SEM02

Also, *Introduction to Real-estate in Urban Development* (1-credit course) was offered exclusively at the graduate-level by Victor Nieto during the first semester of 2012-13.

These 1-credit elective courses were the first of their kind in the history of the School. The traditional 3-credit elective course consists of semester-long 45 contact-hour course. The 1-credit courses had a 15-hour duration: 5-hour sessions. This type of elective offers expands the thematic range of the courses offered. During the year that these course were offered, the students requested – through informal meetings with the administration – that the 1-credit courses should be subjected to an in-depth study to ensure that the course load not be excessive. The concern was that one 3-credit course was substituted by three 1-credit courses and this brought new challenges to the student work load. The calibration of time/content of the courses needs a more in-depth study to ensure that the course material covered does not exceed the contact hours required.

Although the 1-credit courses have potential, the School's administration decided to try a different configuration during the present academic year. The courses that develop technical knowledge in visual and digital representation are being offered in 2-credit 30 contact-hour courses, along with the traditional 3-credit elective courses.

On-Campus Elective Diversity: There is an excellent variety of on-campus graduate-level electives available to M.Arch students. In 2012, the Graduate Program coordinator did an exercise of quantifying the electives of the different graduate schools. This list is posted on the Schools website.

URL: [List of UPR On-Campus Graduate Electives 2012
http://earg.uprrp.edu/eadr/?q=node/11](http://earg.uprrp.edu/eadr/?q=node/11)

On-Campus Programs: There are multiple on-campus Joint and Dual Degrees in the School's plans for the near future, in addition to a new Ph.D. in Urban Studies that will be discussed in more detail in the following section of this APR. These initiatives are being developed to increase the School's on-campus collaborations. Ultimately, the goal is to offer the students a chance at multiple-discipline degrees to be better prepared for the challenges of an ever more complex field of construction, urban planning, conservation and sustainability.

PART 2.2.3: Curriculum Review & Development

The 4-year pre-professional B.E.D. and the 2-year professional NAAB-accredited M.Arch form part of one continuum. The changes approved in 2008 to the curricular sequence of the B.E.D. included the "exchange" of certain courses with the M.Arch curricular sequence. These changes formed part of an institutional directive to revise all undergraduate programs. They were guided by the conviction that the overall composition of the sum of the 2 degrees must remain primarily intact. Although the *Student Performance Criteria* (SPC) reach completion in the M.Arch; they are preceded by pre-professional/preparatory core courses that create the foundations for meeting an SPC in the M.Arch.

CURRICULAR REVIEW:

In March of 2013, the Graduate Program coordination submitted a proposal for a *Minor Academic Revision: Master of Architecture* to the Dean's Office of Graduate Studies & Investigation (D.E.G.I. in Spanish). The M.Arch Revision was conceptualized and structured over a period of approximately 2 years. The Committee was able to conclude the process during the Fall semester of 2011-12. The conceptual structure of the revised M.Arch was presented to the faculty for their comments in May of 2012 in the Graduate Committee Report to the Faculty.

At the time, the Graduate Program Committee consisted of:

Enrique Vivoni, Ph.D.	Member
María M. Campo, Ph.D.	Member
José Flores, Ph.D.	Representative of the Council of Graduate Studies & Investigation (C.E.G.I. in Spanish)
Alberto de la Cruz	Student Representative

In August of 2013, the Graduate Program coordinator received positive feedback from the D.E.G.I. as to the nature of the proposal. Specifically, Carmen Rivera (D.E.G.I.), requested certain revisions to the document. On the 20th of September of 2013, the coordinator met with the Graduate Program Committee to inform them of the progress of the *Minor Academic Revision* and to request they review the most recent D.E.G.I. recommendations. The goal is to present the revised proposal to the Council of Graduate Studies and Investigation (C.E.G.I. in Spanish) by December 2013. The revised course syllabi – will be submitted to the corresponding material committees prior to the C.E.G.I. presentation – with the goal of submitting the syllabi with the revised proposal.

Presently, the Graduate Program Committee consists of:

Enrique Vivoni, Ph.D.	Member
María M. Campo, Ph.D.	Member

Esteban Sennyey, Arch. Representative of the Council of Graduate Studies & Investigation (C.E.G.I. in Spanish)
 Beatriz Hernández Student Representative

NOTE: Please refer to the following attachment in PART 4: *Supplemental Information* for a diagram of the future joint and dual degrees that are planned for the Master of Architecture program:

Appendix 4.2.11: M.Arch: Minor Academic Revision (Without Attachments)
 Appendix 4.2.12: M.Arch's Future Joint & Dual Degrees

In addition, the Graduate Program coordinator has implemented new measures to ensure that the student achieve the understanding of the synthesis of multiple systems that are integral to design. Also, as per the Graduate Program Regulation, protocols for the approval of the Thesis/Capstone Theme proposal have been clarified.

Initiative in Design Synthesis: The new generation of students are heavily influenced by the power of the virtual reality of 3D models. This brings new challenges to the art of teaching architecture. A list of required drawings and diagrams was prepared to ensure that the graduate students develop the 2-dimensional drawings of his/her architectural design, as well as, diagrams of building systems, accessibility, means of egress, etc. In August of 2011, the Graduate Program coordinator set this detailed list as the minimum standard for all design projects. The list – *Final Presentation Requirements for Building Studio, Capstone & Thesis Projects* – is sent at the beginning of the semester to the entire graduate community. The present version of the list is the result of periodic meetings with the graduate design faculty. The list has been used for 2 consecutive years. An additional list was prepared for the City Studio projects. This list guides the professors as the material that should be covered in all primary design proposals at the graduate level. It also creates awareness in the students as to the minimum requirements for a graduate-level design presentation. The list of required drawings is a reflection of the revised course syllabi that are soon to be submitted to el D.E.G.I. for approval. These requirements obligate the students to prove the level of understanding/ability they have accrued since they began their studies at the pre-professional or preparatory level.

NOTE: Please refer to the following attachments in PART 4: *Supplemental Information* for the aforementioned requirements for all graduate-level design-related courses that has been used since the Fall semester of 2011-12:

Appendix 4.2.13: Final Presentation Requirements for Building Studio, Capstone & Thesis projects
 Appendix 4.2.14: Final Presentation Requirements for City Studio

Student Learning Assessment procedures: During the 2012-13 academic year, 2 rubrics were developed. The first rubric that the Graduate Program Committee prepared was the – *Thesis/Capstone Theme Proposals Rubric* – that was to be applied to each student's theme proposal during the Research Techniques course. The second rubric was prepared by the Graduate Program coordinator based on the aforementioned *Final Presentation Requirements for Building Studio, Capstone & Thesis Projects*. All end-of-degree projects require a preliminary presentation, during which it is determined whether or not the student will be ready for the final presentation. The second rubric was effectively applied to all preliminary and final presentations of Thesis and Capstone projects during the Spring semester of 2012-13.

NOTE: Please refer to the following attachments in PART 4: *Supplemental Information* for the rubrics that have been developed that focus on the end-of-degree projects.

Appendix 4.2.15: Thesis/Capstone Theme Proposal Rubric
 Appendix 4.2.16: Thesis/Capstone Design Proposal Rubric
 Appendix 4.2.17: Thesis/Capstone Design Proposal Assessment Results

NEW END-OF-DEGREE PROJECT PROTOCOLS & STUDENT LEARNING ASSESSMENT:

Graduate Program Regulation: A new institutional Certification 38 – approved in 2012 – establishes new guidelines for all on-campus graduate programs. Due to the change in administration the process has yet to be initiated. The

Graduate Program's regulations are from 1994, and serve as an excellent tool to guide the Program's protocols until the compliance procedure with Certification 38 is clarified. With this said, during the last 3 years, the Graduate Program coordinator along with the Graduate Program committee, have been clarifying and defining the necessary protocols to comply with the existing *Graduate Program Regulation*.

New Independent Thesis/Capstone Theme Proposal protocols: As per the Graduate Program Regulations, the *Thesis/Capstone Theme Proposal* of all end-of-degree projects must be approved by the Graduate Program Committee. During the academic year 2012-13, it was required of all students to deliver a copy of their *Thesis/Capstone Theme Proposal* to the Graduate Program Committee for their review and approval. The dates were determined by working hand-in-hand with the faculty members that were offering *Research Techniques* at the time – Humberto Cavallín & María Campo – to ensure that the Committee received the proposals after the professor's approval. The Committee then proceeded to meet individually with every student to discuss their theme, precedents, schedule, etc. The goal is to clarify with the student the scope and content of the proposal so that he/she can focus on a reasonable research agenda that can be completed in a year (Thesis) or in one semester (Capstone) whichever be the case. After each meeting the Graduate Program coordination sends the student a summary of the discussion for his/her record.

New Independent Design Thesis (Research) Degree Exam Protocol: Students that choose to complete a Thesis as their end-of –degree project, must present their *Thesis Research Proposal* at the end of the Fall semester of their second year in the M.Arch. The student prepares a PowerPoint presentation for his/her Thesis Committee and Graduate Program coordinator. During the presentation and discussion that follows, the Graduate Program coordinator makes a draft of the Degree Exam questions for the student to answer and deliver at the beginning of the Spring semester. Unless requested otherwise, the Graduate Program coordinator reviews the questions with the Committee, transcribes them and sends them to the Thesis Director for his/her approval. Once approved, the Degree Exam is then sent to the student directly from the Graduate Program's office.

New Independent Design Thesis (Project) Recommendations for Revision Protocol: For both students that have chosen Thesis or Capstone end-of-degree projects; there are 2 important deadlines during their Spring semester of their second and final year. The first is a *Preliminary Review* that occurs approximately 4 to 5 weeks prior to the *Final Review* at the end of the semester. The list of *Final Presentation Requirements* (mentioned earlier in this Part 2.2.3) is reviewed with the student to confirm that all required drawings will be produced for his/her *Final Review*. After the Final Review, the Graduate Program coordinator prepares the *Recommendations for Revision* based on the discussion during the presentation. The *Revision Recommendations* are then sent to the Thesis Director/Capstone Professor for approval. Once the recommendations are approved they are sent to the student directly from the Graduate Program office.

NOTE: Please refer to the following link and attachments in PART 4: *Supplemental Information* for examples of new protocol documents and the Graduate Program Regulations.

Appendix 4.2.18: Graduate Program Committee & Student Thesis/Capstone Theme Meeting Minute
 Appendix 4.2.19: Independent Design Thesis (Research) Degree Exam
 Appendix 4.2.20: Independent Design Thesis (Project) /Capstone Recommendation for Revision
 URL: <http://ea.uprrp.edu/media/web/reglamento%20rev%20revisado.pdf>

These new protocols are keeping the research scope within a reasonable framework and ensures that the students are well informed as to what is required of them. The overall time that students take to complete their M.Arch is improving swiftly.

Practicum-based education: Please refer to PART 1.3 for a detailed description of the different initiatives that aim at creating awareness in the student as to the path to licensure. Also, the Building and City studio professors are professionals in the field of architecture and urbanism; their experience enhances the Studio experience in all three of the School's programs.

Self-Assessment: The Graduate Program has defined its three year Development Plan and submits yearly Work Plans to the School's administration. (URL: <http://ea.uprrp.edu/media/web/Plan%20desarrollo%202011-14%20firmado.pdf>)

AN INTERDISCIPLINARY FUTURE OF JOINT & DUAL DEGREES:

Interdisciplinary initiatives are fundamental to the future of architectural practice and education. The profession is changing rapidly requiring that practitioners have a wide range of design, building and construction-related abilities. In recognition of the versatility of the discipline, the School is developing three future on-campus Joint Degrees with the Law, Planning and Business Administration (including 5 courses in Project management) graduate schools. In addition, the School has plans to create new Dual Degrees combining the M.Arch with graduate degrees in Urbanism, Conservation and Bio-Tropical Architecture. The Joint and Dual Degrees are included in the School's Development Plan (2011-2014) submitted in the summer of 2012.

The Graduate Program coordinator presented the concept of the future Joint and Dual Degrees to the Faculty in May of 2012 and submitted, in the Fall semester of 2012-13, the first draft of the curricular structure for each degree to the members of the Graduate Program Committee.

These new initiatives recognize the School's commitment to diversify its future academic agenda and make it an attractive alternative for local students, as well as, candidates from Spanish-speaking countries in general. The fact that the School's M.Arch is the only Spanish NAAB-accredited architecture program in the United States (and territories) adds to its marketability.

Once the Joint and Dual Degrees were delivered to the Faculty in May of 2012, the Graduate Program Coordinator proceeded to contact the three existing on-campus Graduate Programs (Law, Planning & Business Administration) and completed a preliminary Curricular Sequence for each Joint Degree. In addition, particular faculty members were contacted and assisted the coordinator in developing the Curricular Sequence for the three Dual Degrees for the proposed new programs in the school.

NOTE: Please refer to the following attachments in PART 4: *Supplemental Information* for the curricular structure of the proposed Joint and Dual degrees..

Appendix 4.2.21:	M.ArchJD Joint Degree
Appendix 4.2.22:	M.ArchMP Joint Degree
Appendix 4.2.23:	M.ArchMBA-PM Joint Degree
Appendix 4.2.24:	M.ArchMBT Dual Degree
Appendix 4.2.25:	M.ArchMUD Dual Degree
Appendix 4.2.26:	M.ArchMCo Dual Degree

URL: <http://ea.uprrp.edu/media/web/reglamento%20rev%20revisado.pdf>

Ph.D. Program

The School has prepared a proposal for a Doctoral Program in Urban Studies. This is an inter-collegiate (College of General Studies and the School of Architecture), interdisciplinary (environment, urbanism, community development, language and arts), and trans-disciplinary (urgent solutions to urban issues emergent in the rethinking, re-creation of isolated disciplines into a coherent unity to better serve urban needs and to define the next phase of urban practices locally and globally) initiative.

The program is committed to a general studies methodology, with emphasis on an interdisciplinary, trans-disciplinary focus that empowers students to direct their own learning process, using dialogue as a teaching-learning tool. The general studies context stimulates a critical attitude in students as active participants in a dialogue that includes their

voices and judgments, leading to a knowledge that impacts both students and their communities. The Program is committed to developing an inclusive curriculum approaching city studies from nonhierarchical western and other regional paradigms; east/west and north/south. This pluralist emphasis enables the future Graduate Program in Urban Studies to become a place where student competencies in an academic career, or applied research, can contribute to create diverse and democratic cities through the elaboration of public and community policies.

This focus views the complexity of the city as a social construct and the multifaceted urban experience. In addition, it highlights the impact of local, regional and global socio-economic transformations. It will enable the critical analysis of concepts such as: urban-city, urban-suburban, inhabitant-citizen, and other problematic notions in changing times.

The Program is a curricular option for students with studies in architecture, sociology, anthropology, planning, history, geography, public administration, social work, environmental sciences, and public health, among others.

PART 2.3

EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

The students that have completed the B.E.D. or the P.S.P. must apply to enter into the M.Arch. The admission requirements are the following:

- Application
- Credit Verification Process
- Statement of Purpose
- 2 Recommendation Letter
- Portfolio
- Original Transcripts

Once the student has submitted all of the required documents, the School's administrative team prepares the documents for evaluation by the Graduate Program Committee. A summary of all applicants General and Design Studio Grade Point Average is included. This information is then presented to the Graduate Program Committee along with files of all applicants that include the application and corresponding documents. The applications are reviewed by the Graduate Program Committee and the candidates are selected.

Advanced placement is not granted for those applying to the M.Arch. If a candidate has completed pre-professional or preparatory degree some courses may be accepted. Official course descriptions are requested and evaluated by members of the faculty depending on the material of the course; History & Theory, Structures & Technology, and Design.

NOTE: Please refer to the following links and attachments under PART 4 – *Supplemental Information* for information on the School's website that details Admissions Requirements per program and the form used by the Graduate Program Committee to evaluate applications..

URL:	M.Arch Admission Requirements http://earq.uprrp.edu/eadr/?q=node/10
URL:	B.E.D. Admission Requirements http://earq.uprrp.edu/eadr/?q=node/4
URL:	P.S.P. Admission Requirements http://earq.uprrp.edu/eadr/?q=node/17

Appendix 4.2.27 M.Arch Admission Evaluation Form

Portfolio Orientations: During the every Fall semester of every year, the Graduate Program coordinator offers a *Portfolio Orientation* open to the students of both the pre-professional and preparatory programs. Students have the opportunity to see samples of portfolios that were submitted during the most recent application process. General

guidelines are offered both for those applying to the M.Arch program locally and to institutions in the United States. The presentation is followed by a Q & A session.

PART 2.4: Public Information

Statement on NAAB Accredited Degrees: In order to promote an understanding of the accredited professional degree (M.Arch) by students, parents, and the public. The School of Architecture of the University of Puerto Rico have all information about the programs in the school website and also published a catalog with all programs information in accordance with NAAB requirements.

URL: Catalog / School of Architecture Information:
http://issuu.com/esc_arg_upr/docs/ea-agosto_12_2013

Access to NAAB Conditions and Procedures: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, The School of Architecture of the University of Puerto Rico have the following PDF documents available to all students, parents and faculty in the school web site:

URL: School Website
<http://earq.uprrp.edu/eadr/?q=node/45>

URL: 2009 NAAB Conditions for Accreditation
<http://ea.uprrp.edu/media/web/2009%20Conditions%20FINAL%20EDITION.pdf>

URL: NAAB Procedures for Accreditation
http://ea.uprrp.edu/media/web/2012%20NAAB%20Procedures_Amended_Final%20for%20Publication%20031513.pdf

Access to Career Development Information: In order to assist parents, students, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of our accredited program, The School of Architecture of the University of Puerto Rico have the following information to all students in the school web site:

URL: School website
<http://earq.uprrp.edu/eadr/?q=node/44>

URL: IDP Guidelines:
http://www.ncarb.org/en/Experience-Through-Internships/Resources-for-Interns/~media/Files/PDF/Guidelines/IDP_Guidelines.ashx

URL: IDP (Spanish Version)
<http://theopenshed.com/x-perienced/>

Links to Professional Organization: The School promotes the professional organizations that will form part of the students path towards licensure and development within the profession. The link to the Shool's website is the following:

URL: School website
<http://earq.uprrp.edu/eadr/?q=node/46>

From this website the student or faculty members can open the following pages:

ARCHcareers.org: Do you want to be an Architect? ARCHcareers.org will lead you through the steps in becoming an architect. The "Three Es" of architecture will be your guide. They are: Education, Experience and Examination. This Web site will give you an overview to the varied and diverse paths to a career in architecture and of the requirements for registration.

URL: ARCHcareers website
<http://www.archcareers.org/>

National Council of Architectural Registration Boards: NCARB's primary function is to design tools and model procedures for jurisdictions to apply to their regulation of the path to licensure, ranging from internship guidelines to licensing examination to certification for reciprocal licensing. NCARB maintains records for its 54 jurisdictional boards, providing services to architects and interns as key stakeholders. This Web site will offers information about the Intern Development Program (IDP) and the Architect Registration Examination® (ARE®).

URL: NCARB website
<http://www.ncarb.org>

The American Institute of Architects: Based in Washington, D.C., the AIA is the leading professional membership association for licensed architects, emerging professionals, and allied partners since 1857. With nearly 300 [state and local chapters](#), the AIA serves as the voice of the architecture profession and the resource for our members in service to society.

URL: AIA website
<http://www.aia.org>

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. The mission of the AIAS is 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.

URL: AIAS website
<http://www.aias.org>

The Association of Collegiate Schools of Architecture: ACSA, unique in its representative role for schools of architecture, provides a forum for ideas on the leading edge of architectural thought. Issues that will affect the architectural profession in the future are being examined today in ACSA members schools. The association maintains a variety of activities that influence, communicate, and record important issues. Such endeavors include scholarly meetings, workshops, publications, awards and competition programs, support for architectural research, policy development, and liaison with allied organizations.

URL: ACSA website
<http://www.acsa-arch.org>

Colegio De Arquitectos y Arquitectos Paisajista de Puerto Rico: The CAAPR is an organization dedicated to promoting architecture and landscape architecture for the benefit of Puerto Rico, defending and representing members of our professions.

URL: CAAPPR website
<http://www.caappr.org/>

The Construction Specifications Institute: CSI is a national association of more than 13,000 volunteers, including specifiers, architects, engineers, contractors, facility managers, product representatives, manufacturers, owners and

others who are experts in building construction and the materials used therein. They are dedicated to improving the communication of construction information

URL: CSI website
<http://www.csinet.org/>

U.S. Green Building Council: USGBC is made up of tens of thousands of member organizations, chapters and student and community volunteers that are moving the building industry forward in a way that has never been seen before. They are a diverse group of builders and environmentalists, corporations and nonprofits, teachers and students, lawmakers and citizens. Today there are 77 chapters, 13,000 member organizations and 188,000 LEED professionals strong that share the same vision of a sustainable built environment for all within the next generation. This Web site will also give you information about the LEED Program.

URL: CAAPPR website
<http://www.usgbc.org/>

In addition the following documents are available for download on the Schools website::

The NCARB Handbook for Interns (PDF)
http://www.ncarb.org/~media/Files/PDF/Guidelines/Cert_Guidelines.pdf

Toward an Evolution of Studio Culture (PDF)
<http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aiab097759.pdf>

Public Access to APRs & VTRs: In order to promote transparency in the process of accreditation in architecture education, The School of Architecture has included the following accreditation-related documents on its website (ready for download) and has made them available to the public:

School Website
<http://earq.uprrp.edu/eadr/?q=node/45>

NAAB Visiting Report 2008 (PDF)
<http://ea.uprrp.edu/media/web/NAAB%202008%20Visiting%20Team%20Report.pdf>

NAAB Visiting Report 2008 Outlined (word)
<http://earq.uprrp.edu/eadr/?q=node/45>

2008 APR:
<http://ea.uprrp.edu/media/web/apr%202008.pdf>

2009 Annual Report Submission:
<http://ea.uprrp.edu/media/web/apr%202009.pdf>

2010 Annual Report Submission:
<http://ea.uprrp.edu/media/web/apr%202010.pdf>

2011 Annual Report Submission:
<http://ea.uprrp.edu/media/web/apr%202011.pdf>

2012 Annual Report Submission:
<http://ea.uprrp.edu/media/web/apr%202012.pdf>

NAAB Student Performance Criteria: The School's academic commitment is to ensure that students are effectively prepared as per the Student Performance Criteria (SPC) as defined by NAAB. The SPC are posted on the School's website to ensure easy access for faculty and students:

SPC: Realm A

<http://ea.uprrp.edu/media/web/NAAB%20Student%20Performance%20Criteria%201%20of%203.pdf>

SPC: Realm B

<http://ea.uprrp.edu/media/web/NAAB%20Student%20Performance%20Criteria%202%20of%203.pdf>

SPC: Realm C

<http://ea.uprrp.edu/media/web/NAAB%20Student%20Performance%20Criteria%203%20of%203.pdf>

ARE Pass Rates: The School of Architecture has a webpage link to the NCARB website with the RE National Pass Rates and has made the following information available to current and prospective students.

School website

<http://earq.uprrp.edu/eadr/?q=node/44>

NCARB website

<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2011-v4.aspx>

PART 3

PROGRESS SINCE THE LAST SITE VISIT

PART 3.1

SUMMARY OF RESPONSES TO THE TEAM FINDINGS

In 2008, the Visiting Team responses to the NAAB Conditions in terms of those NOT MET and the MET WITH CONCERN are as follow:

CONDITIONS NOT MET

- | | |
|-------|-----------------|
| 13.13 | Human Diversity |
| 13.14 | Accessibility |

CAUSES FOR CONCERN

- | | |
|-------|------------------------------------|
| 2 | Program Self-Assessment Procedures |
| 5 | Studio Culture |
| 7 | Human Resource Development |
| 13.1 | Speaking and Writing Skills |
| 13.9 | Non-Western Traditions |
| 13.15 | Sustainable Design |
| 13.17 | Site Conditions |
| 13.20 | Life Safety |
| 13.23 | Building System Integration |
| 13.26 | Technical Documentation |
| 13.28 | Comprehensive Design |

PART 3.1.1: Responses to Conditions Not Met

The NAAB team in 2008, in their Visiting Team Report (VTR), expressed the following Conditions **NOT MET**:

CONDITION 13.13: **HUMAN DIVERSITY**

The VTR indicates an inability to verify this criterion due to lack of proof and were informed that these issues were covered in courses offered in other departments. NOT MET.

RESPONSE:

Our advanced design courses under the umbrella of CIUD(A)D have undertaken various urban issues in different countries including Cuba, Panama, and the Dominican Republic. These studios provided students a direct contact with clients/users from other countries from diverse cultures, values, and behavioral norms. Developing urban and architectural projects that take social, political, cultural and ecological conditions into consideration before assuming any design posture is a necessary and valuable experience for students who prepare to practice in a globalized society. Joint studios bring students from various backgrounds and pairs them with local students from our School in order to expose all to dissimilar approaches in the design of different solutions to one problem. The Community Design Center is also a singularly important experience for students as an exercise in the study of human diversity and specifically

variant sociocultural backgrounds. Students in these design studios are required to visit local sites and interview with the stakeholders, where foreigners proceeding from diverse ethnic and cultural backgrounds have settled for years in order to devise urban and architectural solutions to problems that often arise from chaos or informality.

The School has been diligently reviewing core course syllabi in History, Theory and Research in the pre-professional, preparatory and professional curricular sequences to ensure that human diversity – now **Condition A.10 Cultural Diversity** under the 2009 NAAB Conditions of Accreditation – is a connecting theme through all History, Theory and Research courses in all of the School's programs.

Prof. Lilliana Ramos-Collado, PhD was hired specifically to develop and prioritize this area. Her impressive multidisciplinary background in Art History, Literature and Criticism and has been fundamental in implementing a comprehensive approach that emphasizes Cultural Diversity in both graduate and undergraduate courses.

As part of the overall M.Arch curricular revision, graduate history professors Jorge Lizardi, Ph.D. & Lilliana Ramos, Ph.D. revised the *Theory & Critical Analysis* core course syllabus to ensure the Cultural Diversity was an integral part of the material covered in the course.

CONDITION 13.14: **ACCESSIBILITY**

VTR 2002 noted a lack of ability in design compliance with ADA and felt the knowledge of support courses was not being applied to Design Studios (even 5th and 6th year). Designs should achieve total and free access to the building.

VTR 2008 reiterates importance of “total access” to the building and seeks students capacity for complete manipulation of the site to achieve that end. NOT MET.

RESPONSE:

Pedagogically, conscious efforts have been directed at hiring licensed professionals with active and successful offices to teach design studios that emphasize the reality of building, including codes and accessibility issues.

Administratively, the Graduate Program coordinator prepared, discussed with design faculty and distributed *Final Presentation Requirements: Building and City Studio, Capstone & Thesis Projects*. This new program protocol was designed to achieve “synthesis” in all graduate-level design proposals and to battle the growing notion that a 3D model alone – with beautiful renderings – resolves a project. Since August 2011 all graduate students are required to produce location, site, floor and roof plans, sections, elevations, wall sections, and multiple systems diagrams, that include an Accessibility Diagram; in addition to rendered perspectives and “real” models. These are delivered to them in the Fall semester Graduate Program Orientations as the Final Presentation Requirements for Building and City Studios, as well as, Capstone and Thesis projects. This Accessibility Diagram must include the trajectory from the roadside curb to all programmatic spaces of the design proposal. As a result, by May 2013, it was evident that accessibility had been fully integrated into the design concerns in every proposal.

In addition, a graphic summary of the ADA Essentials will be presented to the School's community as part of a new web portal in the fall of 2013. This portal includes under a tab named “D-coded” the analysis of codes, and regulation-related issues, to assist the students as they evolve within the School; and on their path to licensure. The graphic summary of the ADA Essentials was prepared by graduate/undergraduate students that have participated in the Professional Practice Internship since. This is a way for the School to make ADA Essentials more “accessible” and familiar to its entire academic community.

NOTE: *Please refer to the following attachments for links and documents that support the ADA-related discussion.*

URL: T.O.S. TheOpenShed.com

PART 3.1.2: Responses to **Causes for Concern**

The NAAB team in 2008 expressed the following causes for concern in their Visiting Team Report (VTR):

CONDITION 2: PROGRAM SELF-ASSESSMENT PROCEDURES

VTR 2002 stresses issues of communication, integration and assessment that require further attention and stresses the need for an “academic master plan” that incorporates the assessment of needed faculty, operating, staffing and facility resources. Deficiency still lies in the lack of a formal strategy to integrate the faculty into a cohesive group that builds on each other’s areas and biases.

VTR 2008 vouches for assessment strategies beyond individual course evaluations such as faculty, student and graduates’ views on the program’s curriculum. The Integration strategies still requires attention in order to elevate the program’s academic offering to a higher level. The team also comments on the student’s limited participation in the development of program guidelines (such as studio culture). Team also comments on lack of clarity among faculty members as to tenure track assignments and advancement opportunities. MET WITH CONCERNS.

RESPONSE:

The School’s Administration has developed an overall academic master plan and has prepared a 3-year *Development Plan* with yearly reviews and updates (PART 1). As to the academic offering, the 2-year review process of the M.Arch curricular review was accomplished with both student and faculty representation within the Graduate Program Committee.

Our assessment plan has benefited from the expertise of José Flores, PhD, Laurie Ortiz, PhD and Humberto Cavallín, PhD, who have carried out the process as part of their own individual research projects.

Our Dean has also conducted an extensive investigation titled *Chronologies of Architectural Pedagogy* that delineates, documents, debates, questions and challenges the present and future of our methods of education.

In addition, informative and coordination meetings were implemented by the Graduate Coordinator at the beginning of every semester in order to go over the pedagogical intent the syllabus for each of the M.Arch core courses. Moreover, core courses were consulted through the Academic Material Committee as per the particular focus of each individual offering. As a result, the final form and offering of the Capstone as an end-of-degree project has been the product of multiple revisions with the feedback of both students and faculty to find the best way to allow for the student to achieve independent research under the structure of a Building Studio.

CONDITION 5: STUDIO CULTURE

The VTR 2008 calls for a more coherent and cohesive studio policy; the one “studio culture policy” in 2008 was the result of multiple policies. In the report the Center for Design Research initiative to chart and develop studio culture was commended. MET WITH CONCERNS.

RESPONSE:

The School’s administration initiated a Studio Culture Assessment process guided by Humberto Cavallín, Ph.D., that is described in detail earlier in this APR (PART 1)

In addition, as the beginning of every Fall semester the Graduate Program coordinator offers orientations, either to individual design studios or collectively to all graduate students and faculty, about the appropriate rules of engagement within the design studio and in the academic environment in general. These orientations have been offered in person

because posting rules and guidelines on the website is not as effective as reviewing them face-to-face, emphasizes that we are not only preparing “design professionals” but also future architects that must be “professional” in all human-to-human interactions with professors, other students, administrative personnel, as well as, clients, consultants, government agencies, and others. These invaluable orientations have positively improved communication between students and faculty and have significantly reduced exceptional incidents to almost zero.

NOTE: Please refer to the following attachment in PART 4.2: *Supplemental Information* for the agenda and list of assistance of the students and faculty that attended the Fall 2013 Graduate Program Orientation:

CONDITION 7: HUMAN RESOURCE DEVELOPMENT

VTR 2008 highlights student's difficulty to access resources and the need for extended hours in the photo lab, wood shop and computer lab facilities. The report offers general statistics of the program and notes the importance of recruiting faculty from “beyond the island” to enhance the program's regional and global reach. MET WITH CONCERN.

RESPONSE:

Even in these times of institutional financial difficulty, we have made a concerted effort to expand the services of our library, computer lab and fabrication lab on weekdays and weekends.

The School has also recruited a group of visiting professors from “beyond the Island” including Sotirios Kotoulas (Canada), Federico Bares (Argentina), Mar Loren (Spain), Julián Manríquez (Mexico), and Tom & Lucilla Marvel (USA).

We have also implemented a successful Joint Studio program that brought upon important collaborations with faculty and students from Harvard, Cornell, Penn, MIT, Georgia Tech, Rice, Seville, etc and an outstanding visiting lecture series with distinguished participants from all over the world.

It should also be noted that our permanent faculty includes professors from various nationalities in Europe, North, Central, South America and the Caribbean.

CONDITION 13.1: SPEAKING AND WRITING SKILLS

VTR 2008 considers student's writing skills adequate for a “professional” degree but once the program forms part of el D.E.G.I. there is an elevated standard of critical thinking and writing skills beyond what is traditionally expected of an architecture school. MET WITH CONCERNS.

RESPONSE:

The School's administration and faculty have been very proactive in integrating more writing and research initiatives at the undergraduate level in tandem with institutional goals, but it should also be noted that our students are expected to develop these writing skills in both English and Spanish, and some even take on a third language like French, Italian and Portuguese.

Professors María M. Campo, Ph.D. and Humberto Cavallín, Ph.D. are now offering the M.Arch Research Techniques core course and revising its syllabus to include the production of a written *Thesis/Capstone Theme Proposal* by end of the first-year Fall semester.

Also, the Graduate Program Committee, with the assistance of the aforementioned faculty members, as well as, the important presence at the time of the School's Library director, José Flores, Ph.D. started the preparation of a *Thesis*

or *Equivalent Project Rubric* to be applied to the *Capstone/Thesis Theme Proposals* during the Research Techniques course. Both Flores and Laurie Ortiz, Ph.D., are leading the School's *Student Learning Assessment* endeavors.

In addition, the Dean's Office of Graduate Studies & Investigation offered multiple orientations as to rubric preparation strategies. The initial round of rubric application was more of a trial and error process. We expect it to be fully applied in the Research Techniques currently under way. This graduate-level commitment formed part of the Assessment Plan submitted to the D.E.G.I. in January 2012 that is discussed in more detail earlier in this document. (Refer to PART 1.1.5).

The Graduate Program Committee reinstated – as per the Graduate Program Regulation – a systematic evaluation process that includes the review of each *Capstone/Thesis Theme Proposal* by all members of the Committee. Then, each student meets with the Committee to discuss his/her research theme and goals. The procedure is sealed with a letter from the Graduate Program coordinator summarizes some of the primary issues discussed during the student/Committee meeting. The primary intentions of the Graduate Program Committee is to ensure that students have themes that recognize contemporary conditions, that investigations demonstrate an awareness of the local, regional and global conditions and/or discussions on related issues and review the viability of the student's research agenda and its possibility of completion within one semester if it is a Capstone and two semesters if a Thesis. It must be noted that all thesis proposals must include a language consultant as part of the committee.

Through the campus INAS office, the School has supported undergraduate research ventures, resulting in award winning proposals and projects by our undergrads.

Prof. Darwin Marrero is now offering a seminar on publications where students design and publish their own magazine, and for the first time, our journal (in)forma published a student essay, opening the door to more collaborations in future editions.

Finally, the School has also emphasized that research is not an independent activity relegated to a graduate seminar or thesis, but a way of thinking that should inform every course we teach at the School.

NOTE: Please refer to the following links and attachments under PART 4 – *Supplemental Information* for documentation of the ongoing commitment to improve the context and content of the end-of-degree investigations.

URL:	Graduate Program Regulation (1994)
Appendix 4.1	Graduate Program Assessment Plan
Appendix 4.2	<i>Thesis or Equivalent Project Rubric</i>
Appendix 4.2	<i>Capstone/Thesis Theme Proposal Review Letter</i> (3 Examples)

CONDITON 13.9: **NON-WESTERN TRADITIONS**

VTR 2002 recognizes various initiatives including B.E.D. integration of non-Western Traditions into HT courses that help meet the criterion but fell short.

VTR 2008 recognizes "great deal of improvement" but no evident documentation. Suggests outreach to China, Middle East and African Nations. MET WITH CONCERNS.

RESPONSE:

Under the 2009 Conditions for Accreditation The "western", "non-Western" and "national and regional" traditions, now – Condition A.9 Historical Traditions & Global Culture all fall under the new condition, Historical Traditions and Global Culture. With the same spirit of a comprehensive rather than compartmentalized approach to history the entire undergraduate B.E.D. courses were revised to address in history engulfing multiple themes per course. In addition, the two-part History Compendium of the preparatory track, P.S.P., approaches teaching history in a plural manner.

Dean Francisco Rodriguez received a grant to pursue an ongoing research project on Islamic architecture in Turkey and Andalucía, and he incorporated his lecture into the History sequence. Also, alumna Beatriz Cifuentes, now working with the British Museum on Southeast Asian art and architecture was also invited to incorporate her research lectures into the History sequence.

Also, the School has been able to incorporate Asian lecturers for the first time in its history.

Finally, our institution probably boasts the strongest relationship to the rest of Latin America of any NAAB accredited school.

CONDITON 13.15: **SUSTAINABLE DESIGN**

VTR 2008 applauds commitment to Solar Decathlon and the integration of LEED certifications as part of the School's course offerings, as well as, sustainable design strategies in urban design studios. The report notes a lack of effective integration of sustainable systems into design studio projects.

RESPONSE:

The revised Building Systems course covers sustainable design issues per system discussed. During the review of design course syllabi, the NAAB SPC's were heavily consulted and sustainable design was integrated into the objectives.

There have been Building and City Studios, as well as, Capstone and Thesis projects with integrated sustainable design agendas.

The School is preparing to participate on yet another Solar Decathlon Competition.

Before he retired, Prof Fernando Abruna's Sustainability Studio worked on a proposal for a hybrid solar micro car and won the International Green Dot Award for Ecoquí, a micro-ecological dwelling.

Currently, Pedro Muniz, PhD is leading our Biotropical Architecture Research Lab, and incorporating its agenda throughout the technology sequence.

We developed an *Introduction to LEED* course taught by Brenda Martínez, Leed AP and Cristina Algaze, Leed AP, who have worked with students on the proposal to certify the School of Architecture under the USGBC Leed Existing Building Category.

The School explored the possibility of introducing a Masters in Sustainable Architecture, but opted instead to spread sustainability as a key component of every studio.

Our Administration has organized two international symposia on Energy and Sustainability. In order to maximize multidisciplinary participation, we invited both the Faculty of Natural Sciences and the Law School to collaborate on this important initiative.

The School carried out green roof experiments to see how they perform in humid tropical conditions.

The Administration added approximately 100 solar panels to our building, so that it can serve as a vivid example to our academic community.

CONDITON 13.17: SITE CONDITIONS

VTR 2008 states that although there is a “general conceptual responsiveness” to site conditions there is room for improvement in the integration of site conditions that could inform the design development of studio projects.

RESPONSE:

The School’s administration has recruited several well-known practitioners to teach Studio that are challenging students with complex design issues; among them site design, especially those dealing with the particularities of the climatic and urban/suburban realities of our Island. There are more site specific projects within our studio sequence and fewer proposals devoid of a site. The School is emphasizing the use of existing urban centers for our design studio projects.

CONDITION 13.20: LIFE SAFETY

VTR 2002 noted unacceptable exiting patterns, insufficient stairways and wrong-swinging doors.

VTR 2008 states a continued concern for students understanding of the impact that life safety, fire protection, smoke compartmentalization and egress concerns have on the planning of a building. MET with continued concerns about Life Safety understanding.

RESPONSE:

In the Fall of 2011, the Graduate Program coordinator prepared, discussed with design faculty and distributed *Final Presentation Requirements: Building and City Studio, Capstone & Thesis Projects*. This new program protocol was designed to achieve “synthesis” in all graduate-level design proposals and to battle the growing notion that a 3D model alone – with beautiful renderings – resolves a project. Since August 2011 all graduate students are required to produce location, site, floor and roof plans, sections, elevations, wall sections, and multiple systems diagrams that include a Means of Egress diagram; in addition to rendered perspectives and “real” models.

Depending on the nature of the design proposal, students are requested to calculate the width of egress and include said calculation in the final project presentation.

The School has also promoted ADA and Egress seminars open to both students and professors.

CONDITION 13.23: BUILDING SYSTEM INTEGRATION

VTR 2008 understands that the student work selected does not “rise to the desired level of ability” required in terms of the integration of multiple building systems into a design project.

RESPONSE:

The Graduate Program developed a comprehensive studio that is taught jointly by design and technology professors and includes weekly reviews with design and construction industry professionals. The studio is currently taught by Profs. Esteban Sennyey and Oscar Marty.

Thesis are also required to graphically display integration diagrams, and we also incorporated an Introduction to Technology course in the undergraduate curriculum in order to provide students with knowledge and awareness during the earlier stages of their education.

In January, Prof. José Caro will offer our first option studio developed from the perspective of our professional practice courses.

CONDITION 13.26: TECHNICAL DOCUMENTATION

VTR 2008 perceived that although the students know how to document their projects the team did not have sufficient documentation of their ability to write outline specifications.

The School hired CSI President Fernando Pagán to teach courses in Construction Documents and Specifications. As a result a CSI Student Chapter was created in the School and several of our students traveled to the CSI Convention and actually won several awards. We also recruited AIA Florida Regional Representative Miguel del Río as part of a conscious effort to strengthen professional realities within our studios.

CONDITION 13.28: COMPREHENSIVE DESIGN

VTR 2008 states that it is not fully met; student work did not illustrate comprehensive solutions in studio projects.

RESPONSE:

Both the existing Graduate Comprehensive Studio, the proposed Graduate Professional Studio and the new Thesis requirements specifically address this important criteria.

PART 3.2**SUMMARY OF RESPONSES TO CHANGES IN NAAB CONDITIONS**

We acknowledge the following changes in the 2009 NAAB Conditions for Accreditation, with regard to the previous 2004 NAAB Conditions for Accreditation:

1.1.2- Learning Culture and Social Equity (previously 3.5 Studio Culture)

The School of Architecture recognizes the importance of establishing an awareness of work ethics in the academic environment. The Studio culture ethics, historically respected for its values of sound competition, open discussion and respect towards the work done in class (whether one's own or by others) is recognized as convenient and the School of Architecture has instilled this policy in all courses in the curriculum. The core Studio tenets have been integrated into all curricular courses.

Our School must follow the *General Regulations of the University of Puerto Rico*, which includes a section pertaining to the code of conduct of both teachers and students. Besides the Code, and always supplementary to it, the School of Architecture has developed its own *Student* which serves as an immediate reference to the overall University Code. Tending specifically to matters and procedures relevant to the teaching of architecture, such as studio culture. This Guide includes specific consideration to:

- a. Academic Rules of the School of Architecture and the UPR Rio Piedras Campus (pages 12-22)
- b. Students responsibilities (page 31)
- c. Professors responsibilities (page 33)

The document has been carefully developed as an all-faculty endeavor, and it is nevertheless subject to continuous revision (through full-faculty discussion meetings) in order to ensure its validity.

Recognizing the importance of the rules and procedures established at the Guide, each course syllabus (whether Design courses or regular lecture courses) includes a section stating the courses rules, where it expressly declares its policy with regard to the required academic environment, student conduct, and due handling of intellectual property. This way, the academic ethics that will be ruling the course development is established and recognized on the onset. The syllabus, as a binding agreement between the teacher (who wrote it) and the student, is initially signed by both parties denoting their conformity and commitment to the rules established therein.

With regard to institutional procedures for grievances related to harassment and discrimination, the School of Architecture and the University of Puerto Rico at large, are subject to federal and local regulations overseeing the

proper handling of these events. This is expressly recognized in the *General Regulations of the University of Puerto Rico*.

Regarding to particular discrimination policies or issues of diversity in the constitution of both the faculty and the student body, it must be noted that gender composition of both faculty/students is balanced.

1.1.3 Response to the Five Perspectives - (Previously 3.1 Program Responses to the NAAB Perspectives)

All of the School of Architecture's program acknowledge the importance of the Five Perspectives, as comprehensive and indispensable to any academic endeavor in architectural education. All the information included in the APR, along with its attachments and reference material, is demonstrative of the School's commitment to the Five Perspectives:

- A. Architectural Education and the Academic Community - This is evident in the School's consistent performance in research and publications, the development of new courses, its offering to students from other units of the University of Puerto Rico, and to the professional community at large.
- B. Architectural Education and Students – The school's continued endorsement of international initiatives serves to better gauge our student's performance in comparison to other regions/cultures, as well as, to correct the perspective of our Institution, and the professionals we prepare. The particular insistence on critical and analytical thought, instills a respect for the properly stated question as a key to answering any problem; and properly guiding research.
- C. Architectural Education and the Regulatory Environment – Most of our faculty is composed of practicing architects with proven respect toward all practical matters and the feasibility of the architecture they teach. Besides specific courses focused on matters of professional practice (both administrative and legal), our students are customarily involved with local chapters of professional institutions (AIA, PMI) and do participate in a formal Internship Program as part of the professional practice sequence where they receive IDP credit hours for their participation.
- D. Architectural Education and the Profession – Our program provides multiple opportunities for our students to interact with professional (guild) organizations and local representatives of the construction industry. Our hands-on studios, offer students the opportunity to attest to an architect's role within the project and as a professional in the service of society. Our curriculum contents are carefully balanced to tend to the technical matters of the profession (structures, building systems, materials and methods and the professional trade), that are represented in a variety of courses which, from the beginning of the sequence, inform and complement the design process.
- E. Architectural Education and the Public Good.- Several of the courses in the curriculum are focused on technical/practical matters of the architectural profession. As such, these courses provide the necessary perspective to understand the architect's role in the profession (as coordinator/participant in a collaborative interdisciplinary effort), as well as, the role of the architect within the community at large as the translator (programmer/designer) of a particular groups needs and desires. Consciousness of the ever-increasing relevance of the conservation of resources through design is present in course discussions throughout the curriculum.

1.1.4 Long-Range Planning (New NAAB Condition for Accreditation beginning on 2009)

Long-range planning is a strategic requirement of the University of Puerto Rico and all its dependencies. The School of Architecture must present, assess, and report both short-term, and long-term, work and development plans on a yearly basis as part of the strategic development plan of the University at Large.

1.1.5 Self-Assessment Procedures (Previously Program Self-Assessment Procedures)

The School of Architecture instills its self-assessment policy through the very same administrative and academic procedures and protocols it continuously applies at different levels. The School's Mission, within the wider scope of

the University as an institution, the quality of teaching and academia, the coherence and effectiveness of the curriculum, as well as, the effective results it yields, are continuously gauged and audited both implicitly and as a work agenda. Although the format and wording may vary, the broad scope of the self-assessment introspection, indeed covers the assessment of learning culture, the Five Perspectives, and the long-range plans for strategic development.

This important introspection is based on scientific data collection measuring first-hand results through the application of specific questionnaires with rubrics focusing on the recognition of applied skills; learning effectiveness. These self-assessment exercises are executed and reported to the University's Authorities, on a yearly basis, for both undergraduate and graduate programs.

1.2.1 Human Resources & Human Resources Development *(Previously 3.4 social Equity, 3.6 Human Resources & 3.7 Human Resources Development)*

As the University must abide by State and Federal regulations pertaining to the contracting, rights, and conditions of its Human Resources (both teachers and students), many of these requirements are tacitly attended to. However, both the School and the University have their own codes and regulations with regard to the contracting, keeping, and development of faculty and students. In many cases, not only does the institution encourage, provide and facilitate opportunities for development, but actually requires them as critical conditions for the advancement of education and academia.

1.2.2 Administrative Structure and Governance *(previously 3.11 Administrative Structure)*

Separate detailed descriptions have been elaborated as to the Administrative Structure and governance of the School and Institution have been included in part of this APR.

1.2.3 Physical Resources *(previously 3.8 Physical Resources)*

A detailed/charted description of the physical resources and an efficiency assessment plan (complete with detailed floor plans) is included in this APR. These documents demonstrate that the School allocates and provides sufficient space for each activity on the program (both Graduate and Undergraduate).

1.2.4 Financial Resources *(previously 3.10 Financial Resources)*

The program's current fiscal year report, including year-out plans, are submitted as part of this APR. The fiscal analysis considers the School's financial needs within the broader scope of the Institution's plans with regard to changes in enrollment and other issues that may affect the School's financial resources.

1.2.5 Information Resources *(previously 3.9 information Resources)*

A detailed report on the information resources, its accessibility to both faculty and students, and its administrative structure, is included in this APR. The report considers an analysis on the adequacy of the School's information resources with regard to the size of the program (courses and enrollment), its plans for development, and its specific needs.

1.3.1 Statistical Reports *(New NAAB Condition for Accreditation beginning on 2009)*

A statistical report detailing student characteristics (demographics, qualifications, and time to graduation), as well as, faculty characteristics (demographics, yearly promotions and tenure concessions) is included in this APR.

1.3.2 Annual Reports *(previously required as part of Section IV of the APR)*

Annual reports following the format required by Section 10 of the 2009 NAAB Procedures are included within this APR.

1.3.3 Faculty Credentials *(New NAAB Condition for Accreditation beginning on 2009)*

Credentials demonstrative of the professional and/or academic merits of all faculty members (whether part-time or full-time) are included as part of this APR.

PART Two (II) – Section 4 Policy Review

In addition to what is stated in the APR (and referred attachments), the School has all necessary information/documentation to demonstrate the declarations stated on the APR with regard to Statistical Reports, Annual Reports, and Faculty Credentials.

PART Two (II) – Section 1 Student Performance – Educational Realms and Student Performance Criteria

This APR recognizes the new format for Student Performance Criteria (SPC) which have been expanded for Understanding and Ability. All information discussed in this APR, with regard to the SPC (including the SPC matrix) already takes into consideration the new format; regarding both for realms and SPC.

2.2.1 Regional Accreditation *(previously 3.11 Administrative Structure)*

The School of Architecture of the University of Puerto Rico is part of an Institution duly accredited by the Middle States Association of Colleges and Schools (MSACS). This APR includes a copy of the most recent letter from said regional accrediting commission with regard to the Institution's term of accreditation.

2.2.2 Professional Degrees & Curriculum *(previously 3.12 Professional Degree and Curriculum)*

This APR is presented for the continuing accreditation of a Master in Architecture (M.Arch) program which is the professional degree of the School of Architecture of the University of Puerto Rico in full compliance with NAAB's requirement.

2.2.3 Curriculum Review and Development *(New NAAB Condition for Accreditation beginning on 2009)*

In part 2 of this APR, the curricular review process of the M.Arch is described in detail. Licensed architects, along with other members of the faculty, form part of the consultation process.

2.4.1 Statement on NAAB- Degrees *(New NAAB Condition for Accreditation beginning on 2009)*

The *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 5 is included in all catalogs and promotional media regarding the academic programs of the University of Puerto Rico School of Architecture.

2.4.2 Access to NAAB Conditions and Procedures *(previously 3.3 Public Information)*

The School of Architecture maintains a full copy of 2009 *NAAB Conditions for Accreditation*, and the *NAAB Procedures for Accreditation* (edition currently in effect) available for review by the faculty, staff, students and by and the general public, at the School's Library, and electronically through the School's website.

2.4.3 Access to Career Development Information *(New NAAB Condition for Accreditation beginning on 2009)*

The School of Architecture maintains the following information available for review by the faculty, staff, students, and the general public electronically through the School's website. The URLs are available in part 2 of this APR.

www.ARCHCareers.org

The NACARB Handbook of Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional Companion

www.NCARB.org

www.aia.org

www.aias.org

www.acsa-arch.org

2.4.4 Public Access to APRs and VTRs *(New NAAB Condition for Accreditation beginning on 2009)*

The School of Architecture maintains the following information available for review by the faculty, staff, students, and by and the general public, at the School's Library and electronically through the School's website. The URLs are available in part 2 of this APR:

All *Annual Reports*, including the narrative

All NAAB responses to the *Annual Reports*

The final decision letter from the NAAB

The most recent *APR*

The final edition of the most recent *Visiting Team Report*, including attachments and addenda

2.4.5 ARE Pass rates (*New NAAB Condition for Accreditation beginning on 2009*)

The School of Architecture maintains the current record of alumni passing rates available for review by the faculty, staff, students, and the general public, at the School's Library, and electronically through the School's website. The URLs are available in part 2 of this APR.

APPENDIX 3: List of Documents to be Available in the Team Room (Part I: Policy Review)

All documents requested will be available for review and discussion in the Team Room

APPENDIX 5: Required Text for Catalogs and Promotional Materials

The required text will be included, in its entirety, in the catalogs and promotional materials of the School's accredited program.



Appendix 4.1.01: 2012-13 List of Orientation Assistance 02.M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

Escuela de Arquitectura Universidad de Puerto Rico Recinto de Río Piedras					
Orientación IDP [Intern Development Program] Harry Falconer 20 de febrero de 2013 1:00pm-2:00pm					
Hoja de Asistencias Estudiantes					
Nombre	Firma	Bachillerato			PEP 1.5
		1ers	2dos	3ers	
1. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
2. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
3. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
4. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
5. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			X
6. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
7. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
8. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
9. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
10. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
11. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
12. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
13. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
14. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
15. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
16. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
17. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
18. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
19. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
20. <i>[Handwritten Name]</i>	<i>[Signature]</i>	X			
21. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
22. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
23. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
24. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
25. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
26. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
27. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
28. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
29. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
30. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X

Escuela de Arquitectura Universidad de Puerto Rico Recinto de Río Piedras					
Orientación IDP [Intern Development Program] Harry Falconer 20 de febrero de 2013 1:00pm-2:00pm					
Hoja de Asistencias Estudiantes					
Nombre	Firma	Bachillerato			PEP 1.5
		1ers	2dos	3ers	
31. <i>[Handwritten Name]</i>	<i>[Signature]</i>				X
32. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
33. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
34. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
35. <i>[Handwritten Name]</i>	<i>[Signature]</i>				
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Escuela de Arquitectura Universidad de Puerto Rico Recinto de Río Piedras					
Orientación IDP [Intern Development Program] Harry Falconer 20 de febrero de 2013 1:00pm-2:00pm					
Hoja de Asistencias Estudiantes					
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¿Quieres comenzar adquiriendo
horas para tu práctica de Arquitecto
en Entrenamiento desde ahora ?

¿Quieres graduarte y licenciarte
como Arquitecto rápido ?

¿No consigues trabajo pero quieres
comenzar adquiriendo experiencia
en Arquitectura?

Orientación del 'Intern Development Program', Director de IDP, Harry Falconer
Miércoles, 20 de febrero de 1-2p m
Escuela de Arquitectura
Universidad de Puerto Rico



Appendix 4.1.03 Professional Practice Internship IPP Course Descriptions. M.Arch

Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

Number & Title of Course: ARQU 5995, Professional Practice Internship, 3 credits

Course Description: During the Professional Practice Internship the student discovers the professional practice of architecture through different perspectives. The Internship has an academic component and a professional internship in local firms that practice architecture or in institutions or businesses that do architecture-related work. After completing Curriculum Vitae, the student is interviewed by the participating firms/businesses/institutions. The student completes a total of 120 hours; 15 hours a week in eight (8) weeks. The student documents and evaluates his/her experience as an intern. The Internship's academic component entails the analysis and summary of active regulations and/or codes and adding new material to the Architecture School's TOS website (TheOpenShed.com) that charts the creative initiatives of the School's academic community and its diaspora of design professionals.

Course Goals & Objectives:

Conocer los códigos y reglamentos vigentes para practicar la arquitectura de manera responsable. Fortalecer la capacidad de analizar, sintetizar y aplicar los mismos. Fomentar estrategias de exposición oral, escrito y gráfico utilizando distintos recursos y llevarla a un formato sencillo como herramienta de trabajo. Aprender el arte de preparar un *Curriculum Vitae* ilustrado. Desarrollar un sentido de profesionalismo tanto en el ámbito académico como el profesional. Comprenderla importancia de la conducta ética en el ámbito profesional. Fortalecer estrategias y hábitos de estudio y trabajo que permita al estudiante fortalecer y complementar sus criterios personales, sociales, académicos y profesionales.

Topical Outline

TOPIC	WEEKS
▪ Entrega de Prontuario	1
▪ Desarrollo <i>Curriculum Vitae</i>	1
▪ Entrega Final <i>Curriculum Vitae</i>	1
▪ entrevistas profesionales + MyNCARBRecord (\$)	1
▪ interpretación códigos + inicio internado SEM01	1
▪ interpretación códigos + internado SEM02	1
▪ interpretación códigos + internado SEM03	1
▪ Código @ TOS + internado SEM04	1
▪ entrevista01 + internado SEM05	1
▪ entrevista01 + internado SEM06	1
▪ entrevista01 + internado SEM07	1
▪ entrevista01 + internado SEM08	1
▪ entrevista01 @ TOS (SEM08?)	1
▪ entrevista02	1
▪ entrevista02	1
▪ entrevista02 @ TOS	1

Prerequisites: Admission to the School of Architecture.

Textbooks/ Learning Resources:

Reglamento de Zonificación de Puerto Rico

International Building Code (IBC)

Códigos y Reglamentos vigentes que atañen a la práctica profesional de la arquitectura en Puerto Rico.

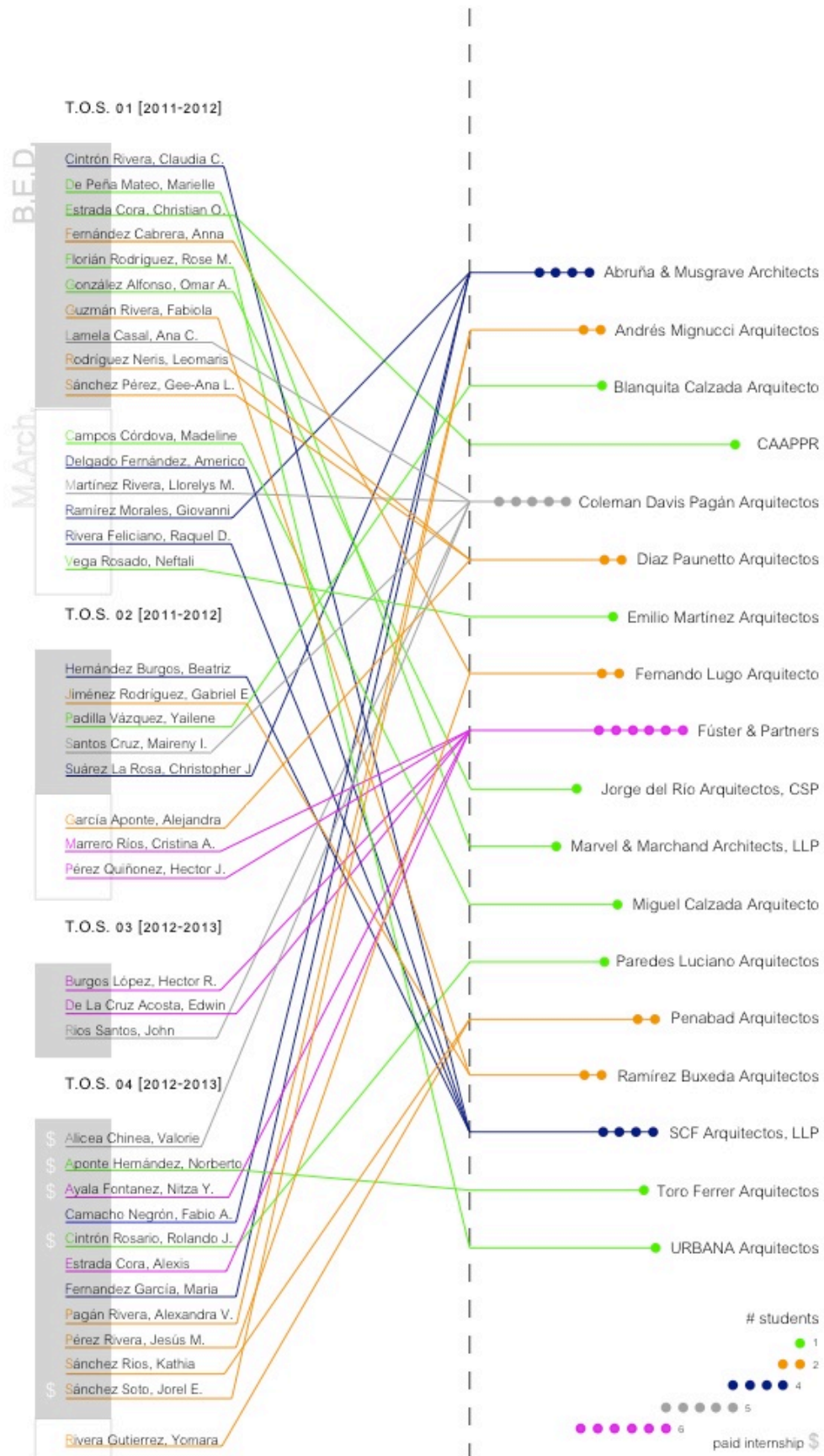
Offered: Fall & Spring / Annually

Faculty assigned: Anna Georas



Appendix 4.1.04: Professional Practice Internship (IPP) Student/Firm Diagram. M.Arch

Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico





Appendix 4.1.05: Professional Development: Annual Traveling Expenses
01. M.Arch Architectural Program Report 2014. Continuing Accreditation Master of Architecture. School of Architecture. University of Puerto Rico

**UNIVERSIDAD DE PUERTO RICO
RECINTO DE RIO PIEDRAS
ESCUELA DE ARQUITECTURA**

VIAJES – AÑO FISCAL 2008-09

Nombre	Período	Propósito	Fondos Asignados
Esteban Sennyey	1 al 20/jul/08	Viajó a Australia para asistir al "2008 Glenn Murcutt International Architecture Master Class".	\$1,000.00
Pedro A. Avilés (Estudiante)	17 al 20/jul/08	Viajó a Washington, DC para asistir a la AIAS Grassroots Leadership Conference.	\$390.80
Luis F. Irizarry	21/ago/08	Viajó al Recinto Universitario de Mayagüez para la coordinación y organización Semana de la Arquitectura	\$111.00
Luis F. Irizarry	7 al 11/sept./08	Viajó a Mayagüez para la coordinación y organización Semana de la Arquitectura y ofreció conferencia en la Semana de la Arquitectura que se celebró en el Recinto Universitario de Mayagüez	\$291.30
Francisco J. Rodríguez	8 al 9/sept/08	Viajó a Mayagüez para ofrecer conferencia en la Semana de la Arquitectura que se celebró en el Recinto Universitario de Mayagüez	\$254.49
Tiara M. Aponte (Estudiante)	27/sept. al 12/oct/08	Participará y representará a la Escuela de Arquitectura en la Asamblea General de Coordinadores Latinoamericanos de Estudiantes de Arquitectura (ELEA) que se celebrará en Guatemala.	\$499.00
Kerem M. Torres (Estudiante)	27/sept. al 12/oct/08	Participará y representará a la Escuela de Arquitectura en la Asamblea General de Coordinadores Latinoamericanos de Estudiantes de Arquitectura (ELEA) que se celebrará en Guatemala.	\$500.00
David Rodríguez Nieves (Estudiante)	3 al 13/oct/08	Participará y representará a la Escuela de Arquitectura en la Asamblea General de Coordinadores Latinoamericanos de Estudiantes de Arquitectura (ELEA) que se celebrará en Guatemala.	\$100.00 Aportación Dec. de Estudiantes
Francisco J. Rodríguez	5 al 9/oct/08	Viajó a Cuba para reunirse con la Vicerectoría de Asuntos Internacionales de la Universidad de La Habana, el Centro de Estudios Martianos y el Instituto Politécnico José Antonio Echeverría para auscultar y coordinar ofertas académicas diseñadas a los intereses intelectuales de nuestros docentes y estudiantes del bachillerato.	\$1,941.60
Maruja Fuentes	23/oct. al 12/nov/08	Viajó a Tokio, Japón, para asistir a la Feria Internacional de Diseño, como representante de los arquitectos de Puerto Rico y como profesora de diseño de la Escuela de Arquitectura del Recinto de Río Piedras.	\$500.00
Luis F. Irizarry	5 al 9/nov/08	Viajó a Savannah, Georgia, para representar a la Escuela de Arquitectura en la 2008 ACSA Administrators Conference de la Association of Collegiate Schools of Architecture.	\$2,189.68
Francisco J. Rodríguez	9 al 12/nov/08	Visitará Rice University como invitado a ofrecer conferencia de su obra arquitectónica.	Rice University cubrió los gastos
Francisco J. Rodríguez	26/nov. al 2/dic/08	Viajó a Guadalajara, Méjico, para la construcción e inauguración del diseño del exhibidor de la Feria del Libro el cual fue diseñado de manera adhonorem por Arq. Francisco J. Rodríguez. Además, se reunió en el Decano de la Escuela de Arquitectura de Guadalajara relacionado a convenio de intercambio que existe entre ambas universidades.	Editorial Universidad cubrió los gastos

Nombre	Período	Propósito	Fondos Asignados
Sonia Miranda Francisco Gutiérrez Enrique Ramón Ing. Antonio Dueño Estudiantes: Glory Mollet Zoé Galán Adlin Castro David Rodríguez José L. Pérez	8 al 15/enero/09	Viajaron estudiantes, profesores e ingeniero a Washington, DC, para asistir al "Pre-event Workshop", reunión de estudiantes y profesores que participarán en la construcción y competencia Casa Solar 2009.	\$4,998.52 (Cta. 6-24153) Casa Solar
Humberto Cavallín	11 al 18/enero/09	Asistió a la Universidad de Stanford en Palo Alto, California, entre los días del 14 al 18 de enero para asistir conjuntamente con los estudiantes del curso Project Based Learning, quienes estarían iniciando el curso a través del intercambio con esta universidad.	\$1,051.51
Francisco Javier Rodríguez	30,31/marzo/09	Dictará conferencia La importancia de la tecnología para el desarrollo de la arquitectura y de la ciudad contemporánea en el Recinto Universitario de Mayagüez el 31 de marzo de 2009	\$128.65
Luis F. Irizarry	30,31/marzo/09	Dictará conferencia La importancia de la tecnología para el desarrollo de la arquitectura y de la ciudad contemporánea en el Recinto Universitario de Mayagüez el 31 de marzo de 2009	\$176.40
Jose E. Flores Ramos	24 al 29 / marzo /09	Asistir a la Reunión Anual de la " Association of Architecture School Librarians" (AASL) que se celebrará del 25 al 28 de marzo de 2009 en Portland, Oregon.	\$1,965.08
Enrique Vivoni	29/marzo al 5/abril /09	Participar del intercambio entre la Universidad de Sevilla y la Universidad de Puerto Rico, según convenio. Además, ofrecerá curso de Conservación Arquitectónica del Siglo XX.	\$1,950.97
Karen Cuadrado	29/marzo al 11/abril/09	Participar del intercambio entre la Universidad de Sevilla y la Universidad de Puerto Rico, según convenio. Además, ofrecerá curso de Conservación Arquitectónica del Siglo XX, que ofrecerá el Dr. Enrique Vivoni Farage.	\$ 1,353.75
Francisco Javier Rodríguez	7 al 10 /abril/09	Viajará a Santo Domingo para la presentación de los proyectos de Ciudad Caribe, proyecto conjunto con las universidades UNIBE de Santo Domingo, Simón Bolívar de Venezuela y la Universidad de Puerto Rico, cumpliendo así con los objetivos de UNICA.	\$835.19
Emilio Martínez Cimadevilla	5 al 9/abril/09	Viajará a Santo Domingo con un grupo de estudiantes para la presentación de los proyectos de Ciudad Caribe, proyecto conjunto con las universidades UNIBE de Santo Domingo, Simón Bolívar de Venezuela y la Universidad de Puerto Rico, cumpliendo así con los objetivos de UNICA.	\$1,009.00
Melissa Rodríguez Karina Vázquez Iván Alcalá Edgardo Maldonado Carlos Rodríguez (Estudiantes)	5 al 9/abril/09	Viajaron junto al Prof. Emilio Martínez para la presentación de los proyectos de Ciudad Caribe, proyecto conjunto con las universidades UNIBE de Santo Domingo, Simón Bolívar de Venezuela y la Universidad de Puerto Rico, cumpliendo así con los objetivos de UNICA.	\$1,000.00 (Auspicio Adm. Central - \$200.00 a cada uno)

Nombre	Período	Propósito	Fondos Asignados
Anna Georas	16 al 20/abril/09	Viajara junto a estudiantes del curso ARQU 4136, Sec. 003, a presentar sus proyectos, como parte del taller en conjunto con Rice University en Houston .	\$1,387.42
Krizia Díaz Torres Estudiante	16 al 20/abril/09	Viajará a Rice University en Houston para presentar su proyecto de diseño del curso, Headquarters for the San Juan International Film Festival.	\$200.00 \$100.00* *Dec. Estudiantes
Gabriel Vázquez Espinell (estudiante)	16 al 20/abril/09	Viajará a Rice University en Houston para presentar su proyecto de diseño del curso, Headquarters for the San Juan International Film Festival.	\$200.00
Francisco Javier Rodríguez	30/abril al 1/mayo/09	Participar de jurado en la Universidad de Cornell y dictar conferencia en el City College de New York.	Universidad de Cornell cubrió los gastos
Humberto Cavallin	7 al 11 mayo/09	Asistirá a la Universidad de Stanford en Palo Alto, California, entre los días del 7 al 11 de mayo de 2009 para asistir conjuntamente con los estudiantes del curso Project Based Learning, quienes estarán presentando el proyecto final del curso a través del intercambio con esta universidad.	\$908.48 (FIPI)
María I. Oliver	23/mayo al 2agosto/09	Impartirá curso de arquitectura a estudiantes del Recinto de Río Piedras que estarán viajando a La Habana, Cuba. Trabaja en investigación conducente al desarrollo de proyecto urbano en La Habana y participará de intercambio cultural.	\$3,552.00 (FIPI)
Francisco Javier Rodríguez	24 al 31/mayo/09	Viajó a Sevilla, España, como parte del Proyecto Conjunto con la Universidad de Sevilla para participar como conferenciante y jurado final de un proyecto en el área de investigación, diseño y conservación titulado "La permanencia de lo efímero. Actualidad patrimonial en la Arquitectura del siglo XX. El Caribe y Andalucía. Los Casos de Puerto Rico y Málaga".	\$2,796.81
Jorge Lizardi	26 mayo al 5 junio/09	Ofrecerá conferencia en el Consejo Superior de Investigaciones Científicas de España, consultar los recursos bibliográficos de la Escuela Técnica Superior de Arquitectura en Madrid, sostener conversatorio sobre proyecto de investigación en el Habitat Unit de la Universidad Técnica de Berlín y realizar investigación IAI (Instituto Iberoamericanisches) de la Universidad Libre de Berlín.	\$4,499.47 (FIPI)
Francisco Javier Rodríguez	3 al 6 junio/09	Ofrecerá conferencia en "MUNDANEUM 2009: VI Reunión Internacional de Arquitectura – El Mundo... Futuro, Presente y Pasado... y la Arquitectura " celebrada en San José de Costa Rica.	\$910.22
Gloria M. Ortiz	4 al 14/junio/09	Asistirá al Seminario "Woman in Film" del Network Summer 2009 que se llevará a cabo del 8 al 12 de junio en New York University Washington Square Campus.	\$324.20
Elio Martinez Joffre	21junio al 13julio/09	Ofrecerá el curso ARQU 5030, Diseño Arquitectónico Avanzado Sec. OU1, en la Universidad Autónoma de México, proyecto de intercambio, según acordado entre las universidades este año le corresponde realizar el curso en México.	\$2,131.49

31/agosto/09

**UNIVERSIDAD DE PUERTO RICO
RECINTO DE RIO PIEDRAS
ESCUELA DE ARQUITECTURA**

VIAJES – AÑO FISCAL 2009-10

Nombre	Período	Propósito	Fondos Asignados
Edgardo R. Pérez Maldonado	16 al 20/abril/09	Ofrecerá ponencia “Sedated Algorithmia: Five Rethorical Questions about Digital Design” en el Congreso Critical Digital, organizado por el Graduated School of Design de la Universidad de Harvard en Boston, MA.	\$394.20 (Viaje no trabajado durante el año fiscal 08-09 y cargado al año 09-10)
Francisco Javier Rodríguez	23 al 27/julio/09	Visitará la Universidad de Tulane en New Orleans con el propósito de organizar en colaboración con cinco universidades (Tulane University, University of Houston, Georgia Tech, University of Wisconsin y UPR) el diseño de propuestas de viviendas a ser construidas en el área del 9th Ward devastada por el huracán Katrina.	\$1,326.48
Anna Georas Santos	29/agosto al 7/sept/09	Viajará junto a los estudiantes del curso ARQU 4135, Sec. 003 a New Orleans con el propósito de organizar en colaboración con cinco universidades (Tulane University, University of Houston, Georgia Tech, University of Wisconsin y UPR) el diseño de propuestas de viviendas a ser construidas en el área del 9th Ward devastada por el huracán Katrina.	\$381.20
Francisco Javier Rodríguez	7 al 11/oct/09	Viajará a Washington, DC para la inauguración de la competencia Decathlon 2009.	\$688.20 (Fondos de Rectoría)
Luis F. Irizarry	9 al 10/sept/09	Ofrecerá conferencias del Recinto Universitario de Mayaguez con motivo de la Semana de la Arquitectura.	\$106.40
Luis Daza Duarte	22 al 26 sept 09	Participó en la 5th International Structural Engineering and Construction Conference que se ofreció en Las Vegas, Nevada.	\$1,837.00
Kerem M. Torres	2 al 11/oct/09	Participará y representará a la Escuela de Arquitectura en la Asamblea General de Coordinadores Latinoamericano de Estudiantes de Arquitectura (CLEA) y en la XXVI ELEA Perú 09 que se celebrará en las ciudades de Trujillo y Cusco en Perú.	\$480.00
Fernando Abruña	6 al 8/oct/09	Ofrecerá conferencia en la Asamblea General de Coordinadores Latinoamericanos de Estudiantes de Arquitectura (CLEA) y en la XXVI ELEA Perú 09 que se celebrará en las ciudades de Trujillo y Cusco en Perú.	\$793.00
Francisco Javier Rodríguez	16 de oct. 09	Participó como jurado en Georgia Tech	Universidad de Georgia Tech cubrió los gastos
Elio Martínez Joffre	17 al 24/oct/09	Ofrecerá conferencia magistral y será miembro del jurado en la Séptima Bial de Arquitectura de la Federación Caribeña de Asociaciones de Arquitectos en Cuba.	\$1,853.00 (Fondos Taller Comunitario)

Nombre	Período	Propósito	Fondos Asignados
Francisco Javier Rodríguez	12 al 14/nov/09	Conferenciante Magistral en el XIII Encuentro Nacional de Escuelas y Facultades de Arquitectura (ENEFA), enmarcado dentro de la Asociación de Universidades e Institutos de Investigación del Caribe (UNICA) que se celebrará del 12 al 14 de noviembre de 2009 en Santo Domingo.	UNICA cubrió los gastos
Emilio Martínez Luis Irizarry Tiara M. Aponte Antonia Ramos Claudia Rodríguez Kerem M. Torres	11 al 15/nov/09	Viajará a Santo Domingo junto al Arq. Luis F. Irizarry y un grupo de estudiantes a participar y representar a la Escuela de Arquitectura en el XIII Encuentro Nacional de Escuelas y Facultades de Arquitectura (ENEFA) que se celebrará del 12 al 14 de noviembre de 2009 en Santo Domingo.	\$4,063.45 459.60
Carlos M. García	5 al 13/oct/09	Viajó a Washington, DC para ayudar en la construcción de la Casa Solar 2009.	\$707.44 (Cta. Donativos Casa Solar 09)
Anna Georas	9 al 13/dic/09	Viajará a Milwaukee a la Universidad de Wisconsin para participar como jurado de los trabajos presentados por los estudiantes que participaron en las propuestas de diseño de viviendas a ser construidas en el área del 9th Ward devastada por el huracán Katrina.	Universidad Wisconsin cubrió los gastos UPR \$224.00
Carlos Vigo Torres (Estudiante)	28/dic. al 2/ene/10	Participará y representará a la Escuela de Arquitectura en la Asamblea de la American Institute of Architecture Students (AIAS) que se celebrará del 29 de diciembre al 1 de enero de 2010 en Minnesota.	\$482.50
Sugey Berríos Rivera (Estudiante)	28/dic. al 2/ene/10	Participará y representará a la Escuela de Arquitectura en la Asamblea de la American Institute of Architecture Students (AIAS) que se celebrará del 29 de diciembre al 1 de enero de 2010 en Minnesota.	\$482.50
Natalia Rey Hernández	3 al 7 de marzo/10	Participará y representará a la Escuela de Arquitectura en la 98th ACSA Annual Meeting a celebrarse en New Orleans del 4 al 7 de marzo de 2010.	\$544.20
Yuiza T. Martínez Rivera	3 al 7 de marzo/10	Participará y representará a la Escuela de Arquitectura en la 98th ACSA Annual Meeting a celebrarse en New Orleans del 4 al 7 de marzo de 2010.	\$544.20
Francisco Javier Rodríguez	4 al 7 de marzo/10	Viajará a New Orleans, para representar a la Escuela de Arquitectura en la 2010 ACSA Administrators Conference de la Association of Collegiate Schools of Architecture que se celebrará del 4 al 7 de marzo de 2010.	\$2,045.70

Nombre	Período	Propósito	Fondos Asignados
Héctor Arce María Rossi y 9 estudiantes del curso Gisela M. Correa José M. Meléndez Ernesto Mohler Natalia Pujols Aracely Ranírez Ariel Santiago Astrid V. Svensson Karina Vázquez Lyzette M. Zeno	3 al 8 de marzo de 2010	Viajó a Nueva York junto a la Prof. María Rossi y el grupo de estudiante del curso ARQU 6312, Sec. 001, Diseño Arquitectónico Avanzado II, para ver las estructuras y diseños de los centros de bailes contemporáneos.	\$648.40 \$1,800.00 (Dec. Estudiantes)
Francisco Javier Rodríguez	9 al 11 de abril de 2010	Asistir al Simposio sobre Arquitectura y Urbanismo en Las Américas (AULA), New Orleans. Actuará como moderador.	AULA asumirá los gastos
Enrique Vivoni	10 al 17/abril de 2010	Participar del intercambio entre la Universidad de Sevilla y la Universidad de Puerto Rico, según convenio. Además, ofrecerá curso de Conservación Arquitectónica del Siglo XX.	\$2,562.13
Francisco Javier Rodríguez	30 de abril al 4 de mayo de 2010	Participar como jurado invitado a la presentación de tesis y proyectos de fin de carrera en Pratt Institute de New York.	\$906.20
Gabriela Pérez Santos Marielis Suárez Colón Estudiantes	3 al 11 de mayo de 2010	Asistirán a la Universidad de Stanford en Palo Alto, California, entre los días del 3 al 11 de mayo de 2010 para asistir conjuntamente con el profesor del curso Project Based Learning, quienes estarán presentando y presentando el proyecto final del curso a través del intercambio con esta universidad.	\$870.40
Humberto Cavallín	6 al 11 de mayo de 2010	Viajará a Okland, California para asistir a la Universidad de Stanford en Palo Alto para la presentación de los estudiantes de intercambio del curso Project Based Learning.	\$1,116.32
Francisco Javier Rodríguez	12 al 15 de mayo de 2010	Viajó a Boston junto a estudiantes a la presentación de los trabajos del proyecto Joint Studio con MIT. En Atlanta se reunió con el Decano de Arquitectura de Georgia Tech y profesores en relación al proyecto en conjunto de New Orleans 9th Ward.	\$1,361.54
Francisco Javier Rodríguez	28 al 2 de junio de 2010	Viajará a Santo Domingo, invitado por la Pontificia Universidad Católica Madre y Maestra (PUCMM) como parte del intercambio, para ofrecer talleres y conferencias.	\$319.60

Nombre	Período	Propósito	Fondos Asignados
José J. Toro	12 al 16 mayo de 2010	Viajó a Boston junto a estudiantes a la presentación de los trabajos del proyecto Joint Studio con MIT.	\$500.00
Sotirios Kotoulas	12 al 16 mayo de 2010	Viajó a Boston junto a estudiantes a la presentación de los trabajos del proyecto Joint Studio con MIT.	\$500.00
Jorge L. Lizardi	10 al 28/jun/10	Viajará a Buenos Aires, Argentina, para consultar el CEDODAL que es el archivo y hemeroteca de urbanismo y arquitectura más importante de América Latina, para investigar sobre el desarrollo del urbanismo moderno y el rol de la vivienda de interés social en el cambio de las ciudades.	\$3,031.56 (Fondos FIPI)
Nathaniel Fúster	30/jun al 2/ago/10	Trabajará como profesor auxiliar del Dr. Enrique Vivoni en el curso de Diseño contenido en el Programa de Estudios en Córcega.	\$1,295.99

4/agosto/10

**UNIVERSIDAD DE PUERTO RICO
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VIAJES – AÑO FISCAL 2010-11

Nombre	Período	Propósito	Fondos Asignados
Nathaniel Fúster	30/jun al 2/ago/10	Viajó a Córcega para ofrecer curso a estudiantes del Programa de Estudios en Córcega.	\$1,295.99 Costos Indirectos
Francisco Javier Rodríguez	18 al 25/julio/10	Viajó a Cartagena, Colombia, para participar del Taller Internacional de Arquitectura de Cartagena, "Arquitecturas para un recinto amurallado".	\$829.50
Francisco Javier Rodríguez	12 al 28/sept/10	Viajó a Italia, como "visiting scholar" de la American Academy en Roma para trabajar en la investigación "Entre la disciplina y la profesión: la educación del arquitecto desde el atelier a la universidad", como parte de la aprobación del Minigrant autorizado por el Decanato de Estudios Graduados e Investigación.	\$3,169.00 Mini grant auspiciado por fondos FIPI
Kerem M. Torres	8 al 31/oct/10	Participó y representó a la Escuela en el XXVII Encuentro Latinoamericano de Estudiantes de Arquitectura (ELEA) que se celebrará del 16 al 24 de octubre en Acapulco, México.	\$500.00
Enrique Vivoni Farage	31 de oct al 6 de nov. de 2010	Viajó a Córcega para organizar programa de estudios del Programa en Córcega.	\$1,246.27 Costos Indirectos
Francisco Javier Rodríguez	10 al 14/nov/10	Viajó a Washington, DC para representar a la Escuela en la 2011 ACSA Administrators Conference de la Association of Collegiate Schools of Architecture.	\$2,052.77
Sugey Berrios Rivera (Estudiante)	28 de diciembre al 4 de enero de 2011	Participó y representó a la Escuela en la 55th Convención Anual del American Institute of Architecture Students (AIAS) que se celebró en Toronto, Canadá	\$500.00
Francisco Javier Rodríguez	22 al 30 de enero de 2011	Viajó a Madrid y Barcelona, España para trabajar en la investigación "Entre la disciplina y la profesión: la educación del arquitecto desde el atelier a la universidad", como parte de la aprobación del Minigrant autorizado por el Decanato de Estudios Graduados e Investigación.	\$1,597.40 Mini grant auspiciado por fondos FIPI \$1,218.35 Decanato
Francisco Javier Rodríguez	7 al 8 de febrero de 2011	Conferenciante invitado en la Universidad de Tulane.	La Universidad de Tulane incurrió en los gastos
Francisco Javier Rodríguez	3 al 7 de marzo de 2011	Representará a la Escuela de Arquitectura en la reunión anual de la Association of Collegiate Schools of Architecture (ACSA) que se celebrará del 3 al 6 de marzo de 2011 en Montreal, Canadá.	\$1,977.57
María I. Oliver	3 al 7 de marzo de 2011	Representará a la Escuela de Arquitectura en la reunión anual de la Association of Collegiate Schools of Architecture (ACSA) que se celebrará del 3 al 6 de marzo de 2011 en Montreal, Canadá.	\$1,739.70

Nombre	Período	Propósito	Fondos Asignados
Sotirios Kotoulas	3 al 7 de marzo de 2011	Representará a la Escuela de Arquitectura en la reunión anual de la Association of Collegiate Schools of Architecture (ACSA) que se celebrará del 3 al 6 de marzo de 2011 en Montreal, Canadá.	\$1,764.70
Luis F. Irizarry Emilio Martínez y estudiantes Mónica V. Sánchez Iván J. Torres Lasanta Luis R. Albadalejo Neftalí Vega Rosado Viviana Román Cardona Neysha J. Rios Cruz Esther M. Villanueva Wilfredo Pérez Raquel D. Rivera Feliciano Ludgarda K. Vega Rosado Patricia Guzmán Rivas*	3 al 6 de marzo de 2011	Viajará a La Vega en República Dominicana junto al profesor Emilio Martínez y un grupo de estudiantes a participar y representar a la Escuela de Arquitectura en el XIV Encuentro Nacional de Escuelas y Facultades de Arquitectura (ENEFA) que se celebrará del 3 al 5 de marzo de 2011.	\$2,088.20 \$1,100.00 Aportación Dec. Estudiantes
Manuel Bermúdez	4 al 9 de marzo de 2011	Viajará a La Vega, Republica Dominicana para ofrecer conferencia en el XIV Encuentro Nacional de Escuelas y Facultades de Arquitectura (ENEFA) que se celebrará del 3 al 5 de marzo de 2011. Luego se reunirá con el grupo de estudiantes participantes de la Escuela de Arquitectura UPR en este evento para realizar una serie de visitas a sectores de Santo Domingo como parte del desarrollo, documentación e investigación del proyecto de diseño del curso ARQU 6312. El proyecto se desarrolla en conjunto con la Universidad Pedro Henríquez Ureña.	\$581.60
Javier Isado	8 al 10 de marzo de 2011	Viajará a Santo Domingo para asistir a Taller/Seminario: Tecnología Paramétrica y su Impacto en la Arquitectura y el Análisis de Procesos Urbanos y Ambientales que se llevará a cabo en la Escuela de Graduados UNIBE.	\$426.60
Sugey Berrios Rivera Jesús Pérez Rivera Estudiantes	31 de marzo al 4 de abril de 2011	Participarán y representarán a la Escuela de Arquitectura en el Spring South Quad Conference que se celebrará en Baton Rouge, Luisiana, del 31 de marzo al 3 de abril de 2011.	\$492.68
Pedro Cardona Roig	5 al 11 de abril de 2011	Viajará junto al Prof. Darwin Marrero y con los estudiantes del curso ARQU 6312, Diseño Arquitectónico Avanzado II, Sec. 003, como candidatos para participar en una competencia de diseño urbano de la ciudad de Nueva York, auspiciado por el Instituto de Diseño Urbano de Nueva York.	\$1,159.60
Darwin Marrero Carrer	5 al 11 de abril de 2011	Viajará junto al Prof. Pedro Cardona y con los estudiantes del curso ARQU 6312, Diseño Arquitectónico Avanzado II, Sec. 003, como candidatos para participar en una competencia de diseño urbano de la ciudad de Nueva York, auspiciado por el Instituto de Diseño Urbano de Nueva York.	\$1,219.60
Humberto Cavallín	3 al 9 de mayo de 2011	Asistirá a la Universidad de Stanford en Palo Alto, California, para asistir conjuntamente con la estudiante del curso Project Based Learning, para presentar el proyecto final del intercambio con esta universidad.	\$1,185.64

Nombre	Período	Propósito	Fondos Asignados
Rebecca Díaz Atienza	2 al 20 de mayo de 2011	Asistirá a la Universidad de Stanford en Palo Alto, California, para asistir conjuntamente con el Dr. Humberto Cavallín, profesor del curso Project Based Learning, para presentar el proyecto final del intercambio con esta universidad.	\$814.20
Jorge Ramírez y estudiantes Carlos E. Claussell Angel R. Marrero Moisés E. González Giovanni Ramírez Ricardo E. Curet Omar González	2 al 4 de mayo de 2011	Viajará junto al Decano y seis estudiantes del curso ARQU 6312, Diseño Arquitectónico Avanzado II, Sec. 002, para trabajar un proyecto en conjunto con estudiantes de Pratt Institute de Nueva York y luego hacer la presentación en Brooklyn.	\$654.60 \$800.00 (Aport. a estudiantes) \$1,000.00 (Aport. Dec. Estudiantes)
Francisco Javier Rodríguez	2 al 6 de mayo de 2011	Viajará junto al Prof. Jorge A. Ramírez y seis estudiantes del curso ARQU 6312, Diseño Arquitectónico Avanzado II, Sec. 002, para trabajar un proyecto en conjunto con estudiantes de Pratt Institute de Nueva York y luego hacer la presentación en Brooklyn.	\$716.60
Enrique Vivoni Farage	14 de mayo al 6 de agosto de 2011	Viajará junto a estudiantes del curso del Programa de Estudios en Córcega.	\$2,810.43 (Costos Indirectos)
Elio Martínez Joffre	10 de junio al 5 de julio de 2011	Ofrecerá el curso ARQU 5030, Diseño Arquitectónico Avanzado Sec. OUI, en la Universidad Autónoma de México, proyecto de intercambio, según acordado entre las universidades este año le corresponde realizar el curso en México.	\$2,716.05 (Cta. Donativo Taller Comunitario)

Revisado 14/septiembre/11

*Se unirá al grupo cuando visitarán sectores de Santo Domingo junto al Prof. Manuel Bermúdez del 6 al 9 de marzo de 2011.

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VIAJES – AÑO FISCAL 2011-12

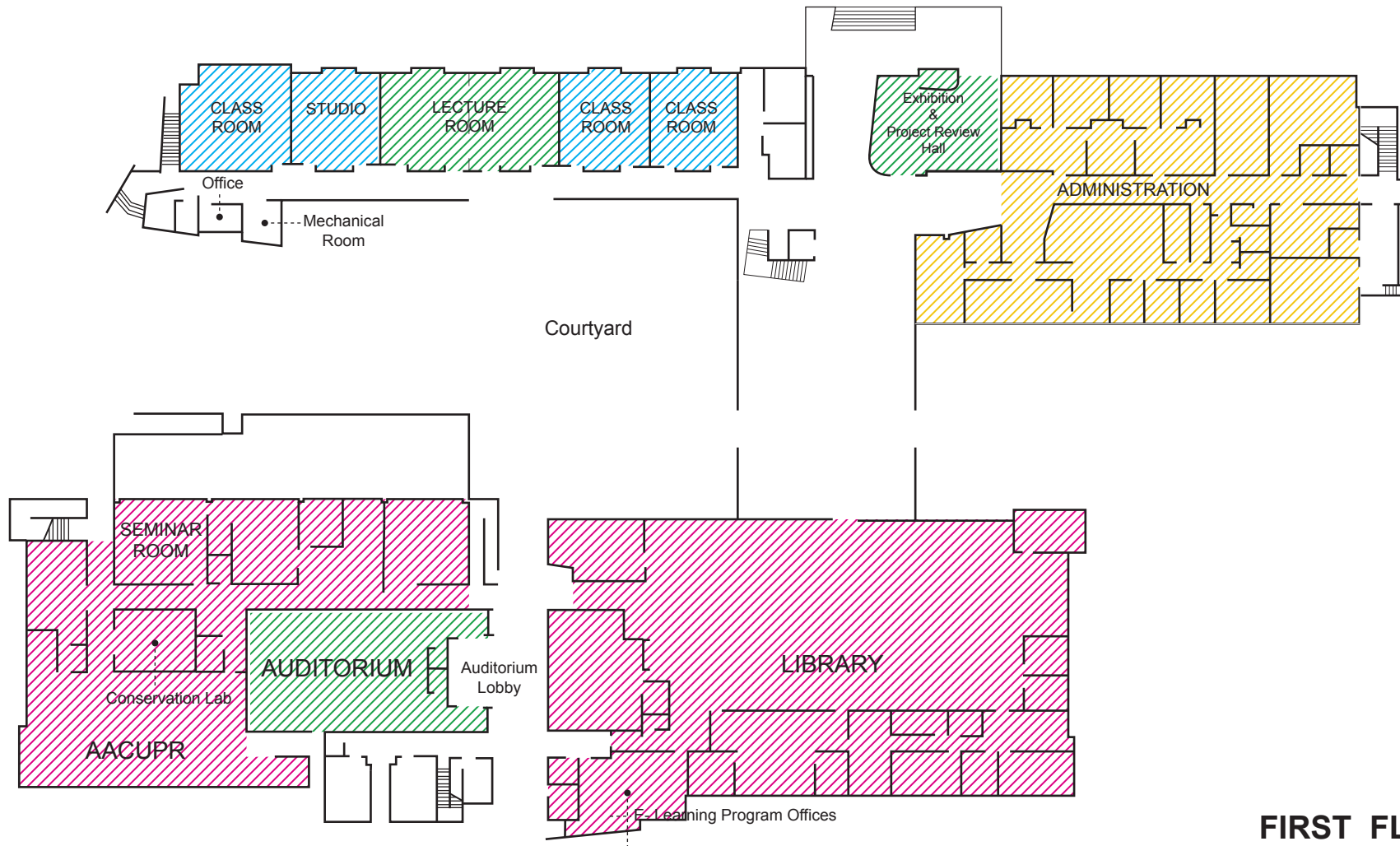
Nombre	Período	Propósito	Fondos Asignados
Francisco Javier Rodríguez	17 al 24/julio/11	Viajó a Cartagena, Colombia, para participar del intercambio de estudiantes con la Universidad de los Andes, además ofreció taller.	\$821.00
Anna Georas	29 al 30 de julio de 2011	Viajó a Chicago, Illinois, para participar de la conferencia de coordinadores de NCARB.	0
Manuel Bermúdez	28 al 31 de agosto de 2011	Viajó junto a los estudiantes del curso ARQU 6311, Diseño Arquitectónico Avanzado I, Sec. 003, a Santo Domingo, República Dominicana, para la presentación de los proyectos de los estudiantes en el “Encuentro y Voz de la Ciudad Colonial de Santo Domingo – ALIARSE”.	\$340.60
Jorge Lizardi	28 al 31 de agosto de 2011	Viajó junto a los estudiantes del curso ARQU 6311, Diseño Arquitectónico Avanzado I, Sec. 003, a Santo Domingo, República Dominicana, para la presentación de los proyectos de los estudiantes en el “Encuentro y Voz de la Ciudad Colonial de Santo Domingo – ALIARSE”.	\$340.60
Jean Pierre Casillas	21 al 24 de septiembre de 2011	Viajó junto a los estudiantes del curso ARQU 6311, Diseño Arquitectónico Avanzado I, Sec. 004, para una visita de campo a lugares de interés en Nueva York.	\$415.60
Francisco J Rodríguez	25 al 28/sept/11	Intercambio académico (joint studio) con la Escuela de Arquitectura de Oklahoma State University. Además, ofrecerá conferencia y será jurado de la presentación de los trabajos de los estudiantes de esta Universidad.	\$632.88
Francisco J Rodríguez	9 al 13/nov/2011	Representará a la Escuela de Arquitectura en la reunión anual de la Association of Collegiate Schools of Architecture (ACSA) que se celebrará del 9 al 13 de noviembre de 2011 en Los Angeles, California.	\$2,370.18
Darwin J. Marrero	9 al 13 de noviembre de 2011	Participará y representará una ponencia sobre San Juan y la Revista Informa 6 “Hiperturismo” en la ARQTUR-UNIBE-CAP CANA que se celebrará en Santo Domingo del 9 al 13 de noviembre de 2011.	0
Natalia Rey Hernández	9 al 13 de noviembre de 2011	Representará una ponencia sobre San Juan y la Revista Informa 6 “Hiperturismo” en la ARQTUR-UNIBE-CAP CANA que se celebrará en Santo Domingo del 9 al 13 de noviembre de 2011.	\$414.60
Eduardo J. Santiago Parrilla	9 al 13 de noviembre de 2011	Representará una ponencia sobre San Juan y la Revista Informa 6 “Hiperturismo” en la ARQTUR-UNIBE-CAP CANA que se celebrará en Santo Domingo del 9 al 13 de noviembre de 2011.	\$414.60
Javier Isado Vigil	26/nov. al 1/dic/2011	Ofreció ponencia en el 3er Encuentro BID de enseñanza y diseño que se ofreció del 28 al 30 de noviembre de 2011 en Madrid, España.	\$1,495.39

Nombre	Período	Propósito	Fondos Asignados
Carlos J García	5 al 8 de diciembre de 2011	Servirá de jurado a los estudiantes de Diseño de Texas Tech University.	\$703.60
Marco Trevisani	5 al 8 de diciembre de 2011	Servirá de jurado a los estudiantes de Diseño de Texas Tech University.	0
Jesús Pérez Rivera	27 de diciembre al 2 de enero de 2012	Participará y representará a la Escuela de Arquitectura en la Asamblea de la American Institute of Architecture Students (AIAS) que se celebró en Phoenix, Arizona.	\$939.00
Francisco Javier Rodríguez	16 al 24 de enero de 2012	Viajará a Londres, Inglaterra y Madrid, España para continuar trabajando en la investigación "Entre la disciplina y la profesión: la educación del arquitecto desde el atelier a la universidad", como parte de la aprobación del Minigrant autorizado por el Decanato de Estudios Graduados e Investigación.	\$1,500.00 FIPI \$1,051.10 Decanato
Elio Martínez Joffre	31 de ene al 7 de feb de 2012	Visitará la Universidad Autónoma de México para coordinar el Programa de Intercambio de la UPR con esta Universidad.	\$500.00 Taller Comunitario \$999.36 Decanato
Anna Georas	29 de feb al 4 de marzo de 2012	Representará a la Escuela de Arquitectura en la reunión anual de la Association of Collegiate Schools of Architecture (ACSA) que se celebrará del 1 al 4 de marzo de 2012 en Boston, MA.	\$2,474.78
Francisco Javier Rodríguez	7 al 11 de marzo de 2012	Viajará a Atlanta, Georgia, para ofrecer conferencia y participar de jurado de proyecto en Georgia Tech. Además, tendrá entrevistas relacionadas con la investigación "Entre la disciplina y la profesión: la educación del arquitecto desde el atelier a la universidad", como parte de la aprobación del Minigrant autorizado por el Decanato de Estudios Graduados e Investigación.	\$300.00 FIPI \$370.40 Decanato
Carlos J. García Moreira	7 al 11 de marzo de 2012	Servirá de jurado a los estudiantes de Diseño de GeorgiaTech.	\$1,177.48
Darwin Marrero Carrer	7 al 11 de marzo de 2012	Ofreció charla "Hiperturismo: la sinédoque en la imagen turística de PR" y sirvió de jurado a los estudiantes de Diseño de GeorgiaTech.	\$575.40
Darwin Marrero Carrer	24 al 27 de marzo de 2012	Ofrecerá charla y presentará la Revista Hiperturismo en Tulane University en New Orleans.	\$1,456.11
Humberto Cavallín Calanche	30/marzo al 9/abril/2012	Asistirá a la Universidad UAM-CUJIMALPA para ofrecer conferencia y reunirse con profesores.	UAM cubrió los gastos
Javier Isado Vigil	11 al 17 de abril de 2012	Presentó ponencia en New York University-King Juan Carlos I of Spain Center.	\$695.90
Francisco Javier Rodríguez	25 al 28 /abril/2012	Servirá de jurado del proyecto en conjunto (joint studio) de Georgia Tech con la UPR.	\$974.77

Nombre	Período	Propósito	Fondos Asignados
Carlos J. García	25 al 28 /abril/2012	Servirá de jurado del proyecto en conjunto (joint studio) de Georgia Tech con la UPR.	\$1,012.43
Darwin Marrero	25 al 28 /abril/2012	Servirá de jurado del proyecto en conjunto (joint studio) de Georgia Tech con la UPR.	\$503.90
Valeria Rivera Luis E. Alonso Eliezer A. Rosado Jesús Aponte (Estudiantes)	25 al 28 /abril/2012	Presentarán sus proyectos (joint studio) en Georgia Tech.	\$1,709.64
Madeline Campos	4 al 20 /mayo/2012	Asistirá a la Universidad de Stanford en Palo Alto, California, para asistir con el Dr. Humberto Cavallín, profesor a cargo del curso Project Based Learning a presentar el proyecto final del intercambio con esta universidad.	\$650.00
Humberto Cavallín	8 al 14 de mayo/2012	Asistirá a la Universidad de Stanford en Palo Alto, California, para asistir con las estudiantes del curso Project Based Learning a presentar el proyecto final del intercambio con esta universidad.	\$1,185.90
María I. Carrión	3 al 18 /mayo/2012	Asistirá a la Universidad de Stanford en Palo Alto, California, para asistir con el Dr. Humberto Cavallín, profesor a cargo del curso Project Based Learning a presentar el proyecto final del intercambio con esta universidad.	\$650.00
Elio Martínez Joffre	19 al 30/mayo/2012	Viaje preparatorio y de coordinación para los cursos ARQU 5030/4030, Seminario sobre Diseño Arquitectónico Avanzado y ARQU 3015 que se ofrecerán en Verano en México.	\$886.28 Taller Comunitario
Humberto Cavallín	24 al 27/mayo/2012	Asistirá a la Universidad UNIBE en la Republica Dominicana para colaborar en un taller alternativo sobre "Design Research" y reunirse con profesores de esa Universidad.	\$314.60
Francisco Javier Rodríguez	2 al 6 de junio/2012	Viajará a NY para recibir el premio por mención honorífica por la competencia "Reimaging Waterfront" en la apertura de la exposición que se celebrará el 5 de junio de 2012 en el Museo de la Ciudad de NY.	\$806.40
Néstor E. Lebrón (Estudiante)	4 al 10 /junio/2012	Viajará a Nueva York a recibir premio por mención honorífica por la competencia Reimaging Waterfront en la apertura que se celebrará el 5 de junio de 2012 en el Museo de la Ciudad de Nueva York.	\$561.40
Francisco J Rodríguez	15 al 24/ junio de 2012	Viajará a Berlín para la presentación del libro Espacios ambivalentes: historias y memorias de la vivienda social moderna publicado por la Escuela de Arquitectura en el Georg Simmel Center for Metropolitan Studies de la Universidad de Humboldt en Berlín, los días 18 y 19 de junio. Luego asistirá a la 2012 ACSA International Conference que se celebrará del 20 al 24 de junio en Barcelona, España.	\$3,913.79
Carlos J García	16 al 23 /junio/2012	Asistirá a la presentación del libro Espacios ambivalentes: historias y memorias de la vivienda social moderna los días 18 y 19 de junio de 2012 en el Georg Simmel Center for Metropolitan Studies de la Universidad de Humboldt, formará parte del panel de discusión del libro como artista gráfico, responsable de la diagramación y emplanaje.	\$996.40

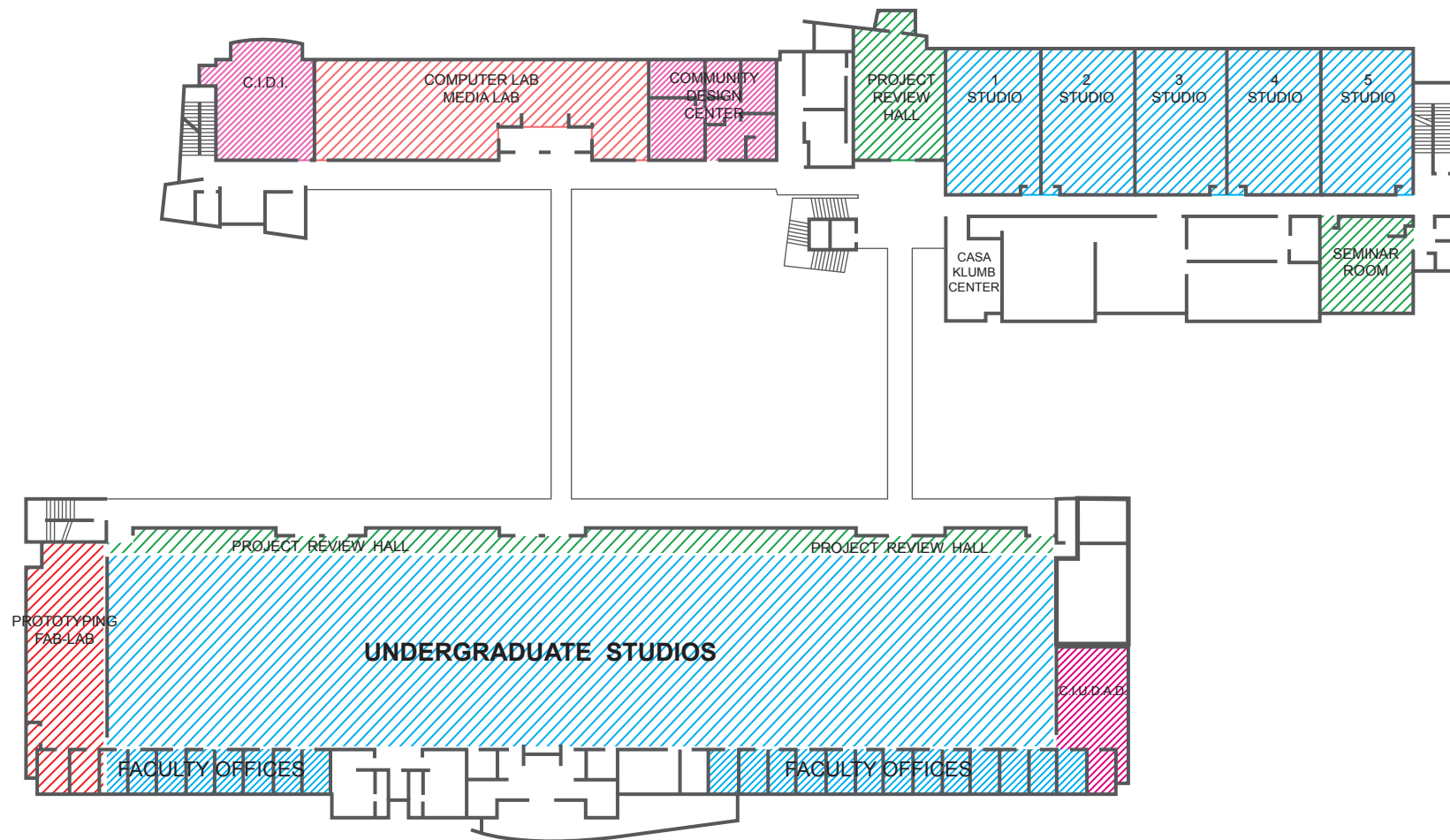
Nombre	Período	Propósito	Fondos Asignados
Javier Isado Vigil	30/junio al 4/agosto/2012	Viajará a Barcelona, España, para visitar la Escuela Superior de Disseny i Enginyeria (ELISAVA) bajo la dirección de Daniel Cid Moragas, Director Científico de la Institución. Realizará investigación sobre la transmisión de conocimiento mediante la animación del dibujo arquitectónico.	Fondos linas
Elio Martínez Joffre	30/junio al 4/agosto/2012	Viaje de Estudios a México donde se ofrecerá los cursos ARQU 5030/4030, Seminario sobre Diseño Arquitectónico Avanzado y ARQU 3015.	\$603.62 Taller Comunitario

MMR
3 de octubre de 2012



FIRST FLOOR

- Research Center
- Research Lab
- Other Spaces
- Administration
- Multi Use Spaces
- Studios
- Faculty Offices
- Future Facilities

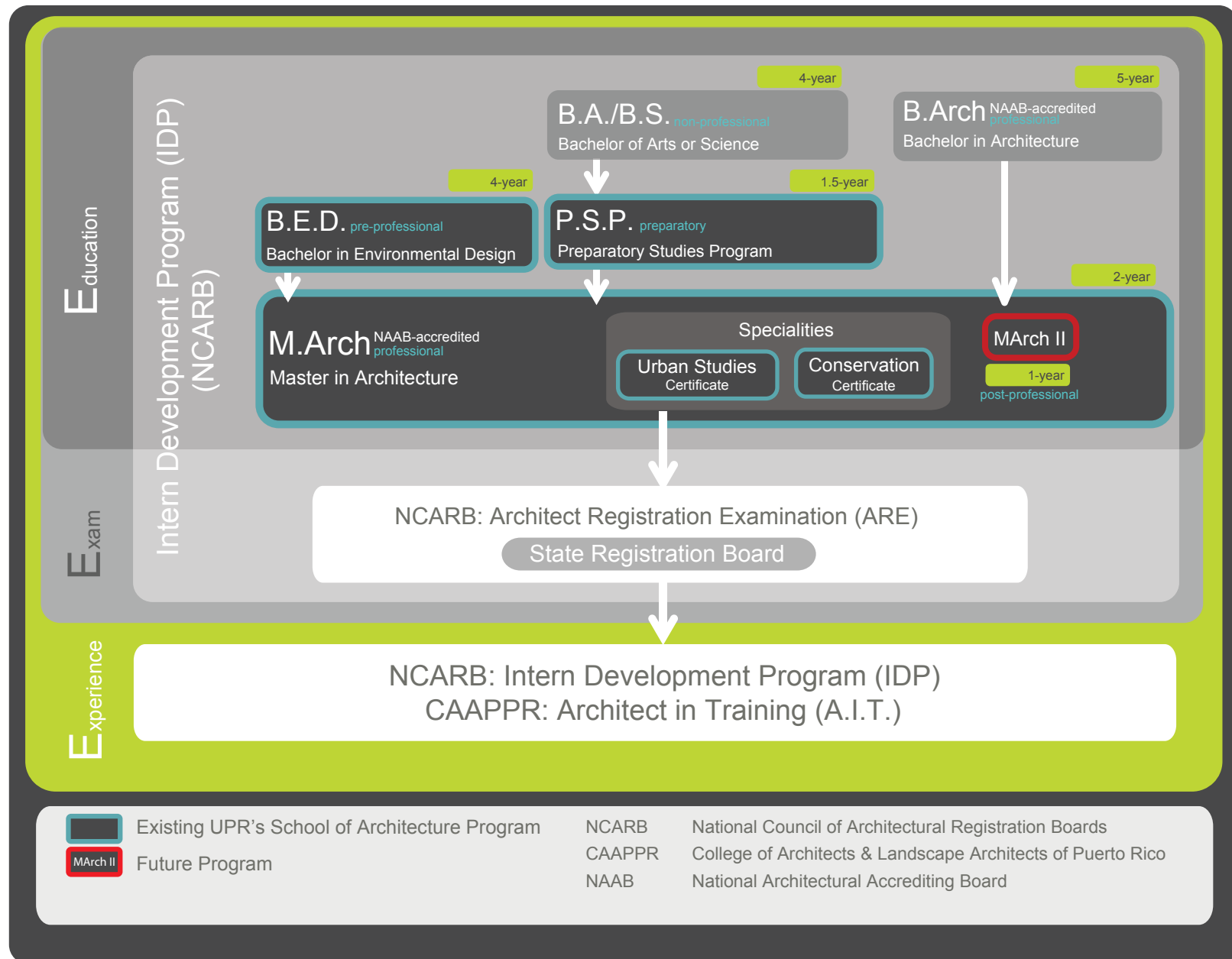


SECOND FLOOR

- Research Center
- Research Lab
- Other Spaces
- Administration
- Multi Use Spaces
- Studios
- Faculty Offices
- Future Facilities

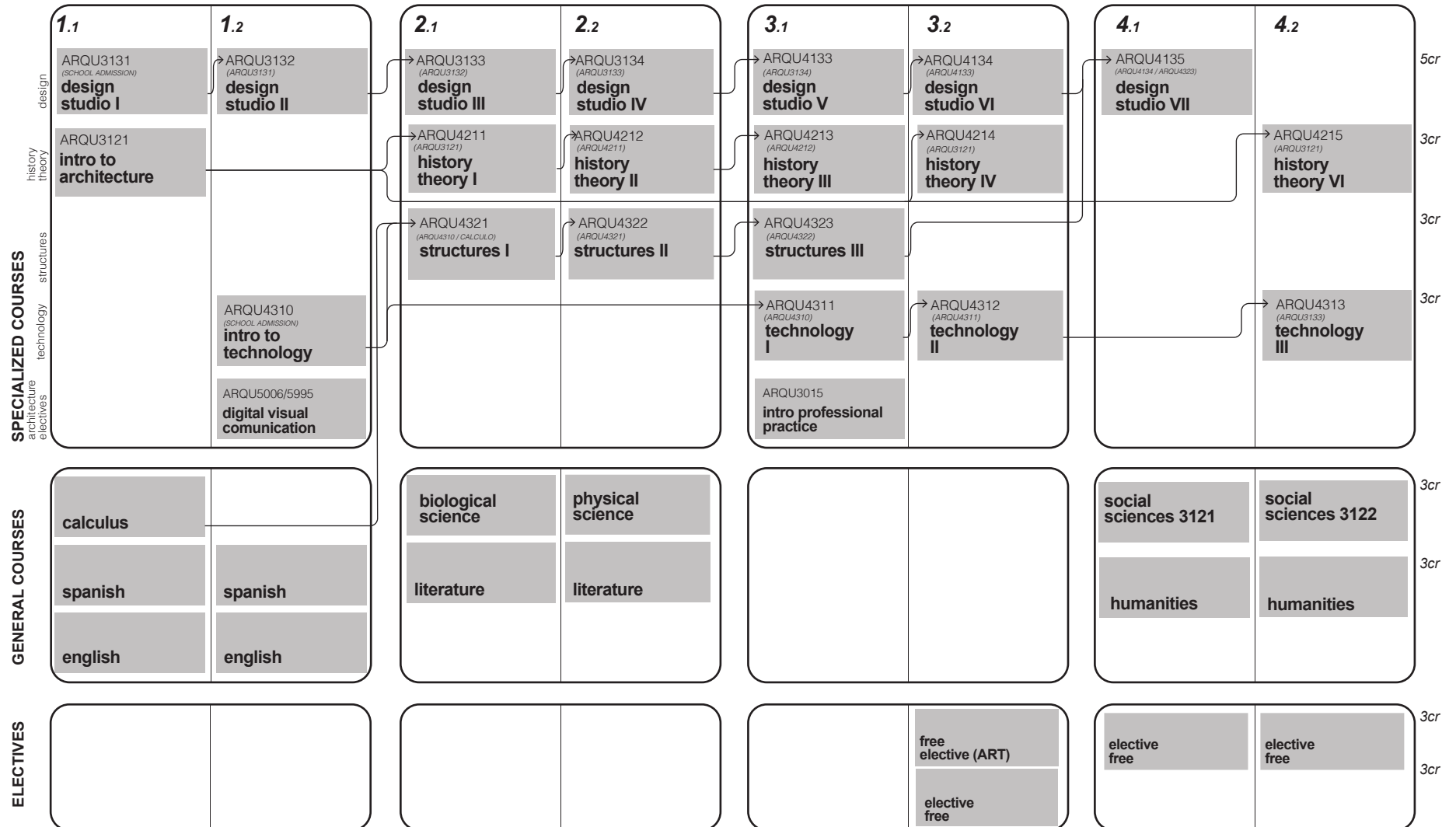


Appendix 4.2.01: School of Architecture Programs.M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico





Appendix 4.2.02: Bachelor of Environmental Design BED.Curricular Sequence (pre-professional).M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico



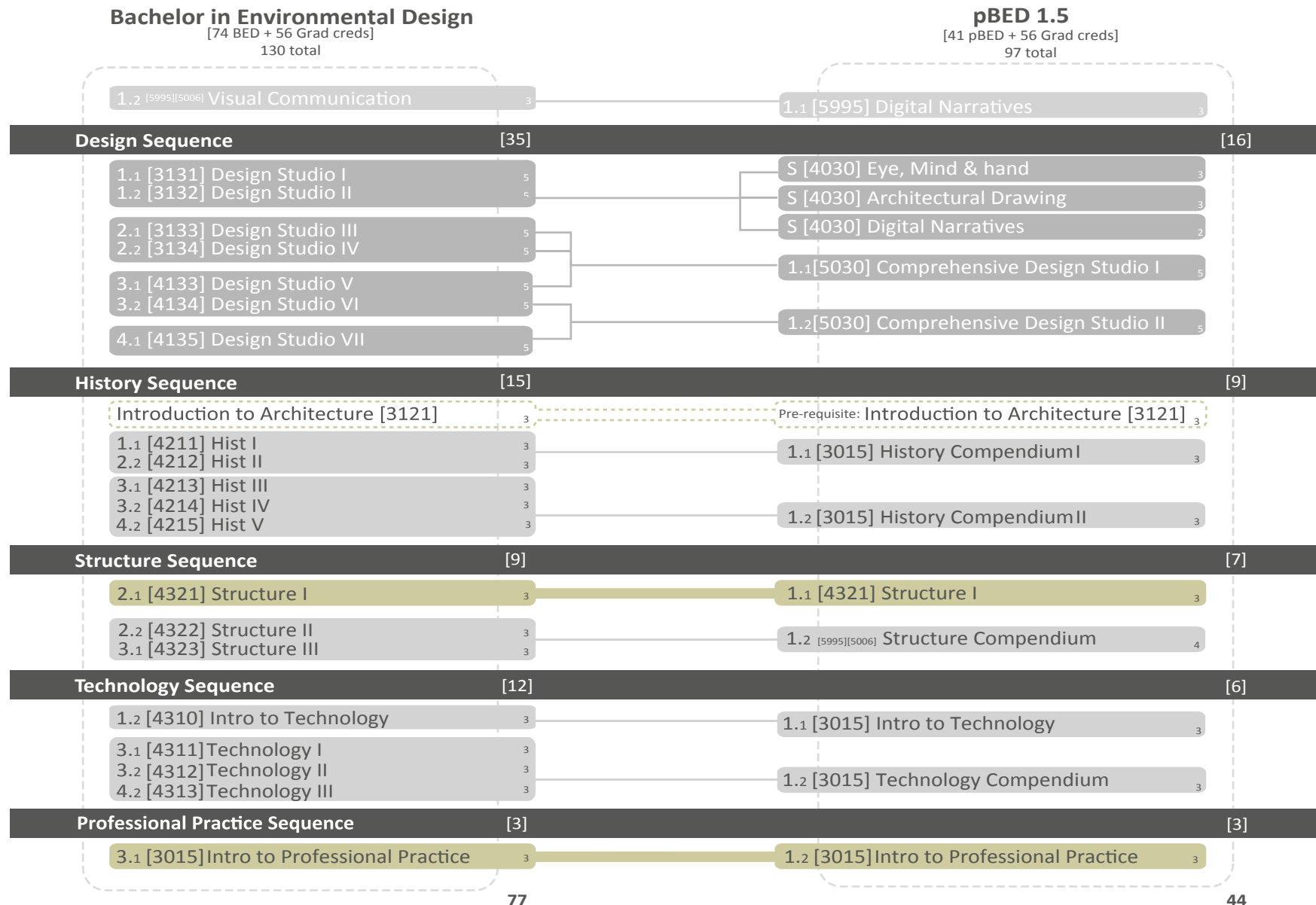


Appendix 4.2.03: Preparatory Studies Program PSP. Curricular Sequence (preparatory). M. Arch
 Architectural Program Report 2014. Continuing Accreditation
 Master of Architecture. School of Architecture. University of Puerto Rico

Summer	1.1	1.2
Curricular Sequence		
<div>3 "Eye, Mind & Hand"</div> <div>2 Architectural Drawing</div> <div>2 Digital Narratives (AutoCad/SketchUp)</div>	<div>5030 Comprehensive Design Studio I (Foundations) 5</div> <div>3015 History Compendium I 3</div> <div>4321 BED Structures I 3</div> <div>3015 BED Introduction to Technology 3</div> <div>5995 BED Digital Narratives 3</div>	<div>5030 Comprehensive Design Studio II (Composition) 5</div> <div>3015 History Compendium II 3</div> <div>3016 3018 Structures Compendium 4</div> <div>3015 Technology Compendium 3</div> <div>3015 BED Introduction to Professional Practice 3</div>
<div>39 core</div> <div>3 electives</div> <div>42 Total Credits</div>	<div>7</div> <div>0</div> <div>7</div>	<div>14</div> <div>3</div> <div>17</div>
		<div>18</div> <div>0</div> <div>18</div>

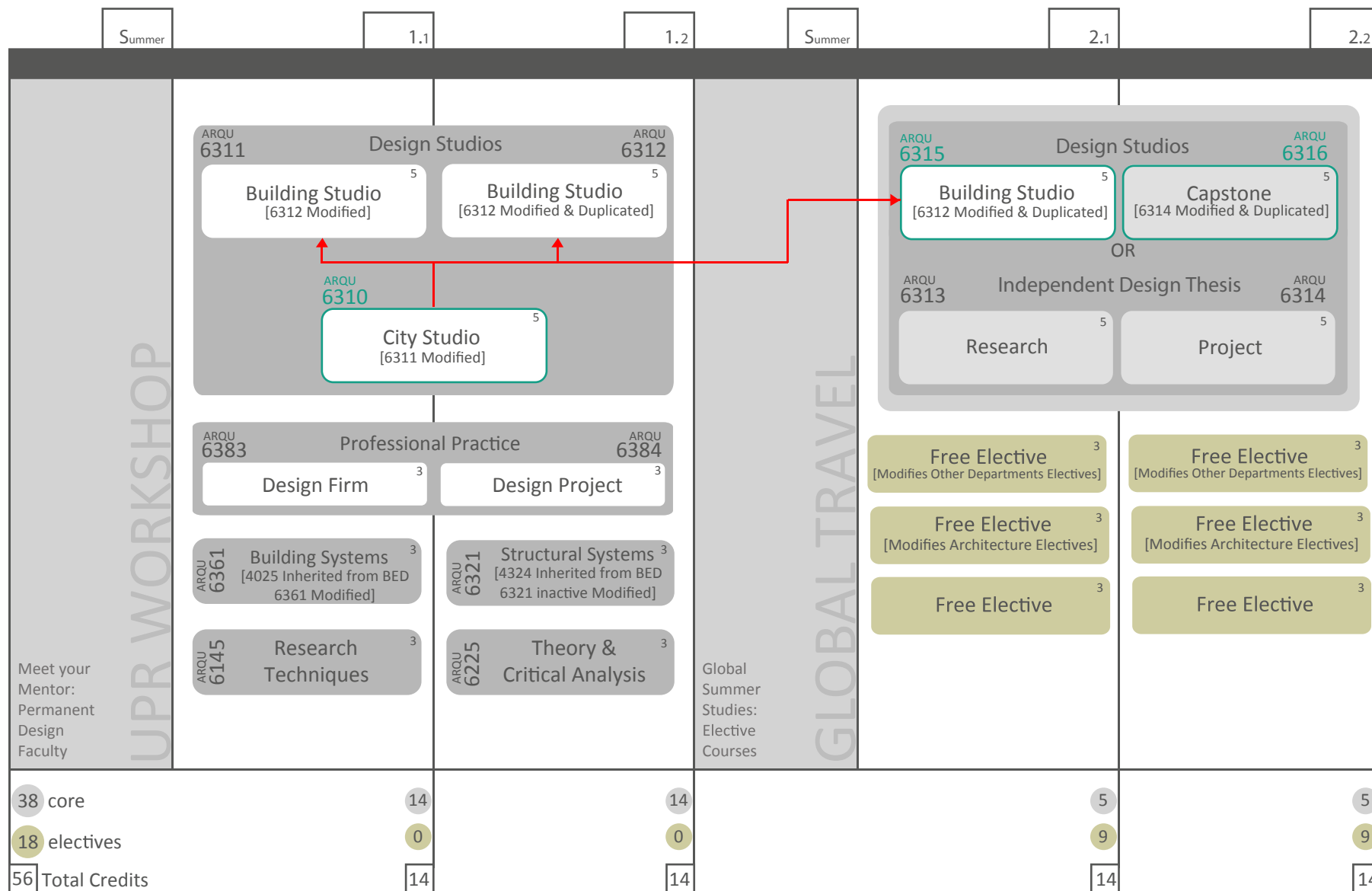


Appendix 4.2.04: Equivalency PSP/BED.Curricular Sequence.M.Arch
 Architectural Program Report 2014. Continuing Accreditation
 Master of Architecture. School of Architecture. University of Puerto Rico





Appendix 4.2.05: Master of Architecture. Revised Curricular Sequence. M.Arch
 Architectural Program Report 2014. Continuing Accreditation
 Master of Architecture. School of Architecture. University of Puerto Rico



*Optional: A City Studio can substitute one Building Studio of the Thesis or Capstone Track
 TURQUOISE outline = new courses



Appendix 4.2.06: SPC Matrix: Track One.M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

TRACK ONE	STUDENT PERFORMANCE CRITERIA		REALM A: Critical Thinking & Representation											Skills & Knowledge											REALM C: Leadership and Practice											
	MATERIAL	COURSE CODE & NAME	A01: Communications Skill	A02: Design Thinking Skill	A03: Visual Communication	A04: Technical Document	A05: Investigative Skills	A06: Fundamental Design	A07: Use of Precedents	A08: Ordering Systems Skill	A09: Historical Traditions	A10: Cultural Diversity	A11: Applied Research	B.01: Pre-Design	B.02: Accesibility	B.03: Sustainability	B.04: Site Design	B.05: Life Safety	B.06: Comprehensive Des	B.07: Financial Considerat	B.08: Environmental Syste	B.09: Structural Systems	B.10: Building Envelope Sys	B.11: Building Service Sys	B.12: Building Materials &	C.01: Collaboration	C.02: Human Behavior	C.03: Client Role in Archite	C.04: Project Management	C.05: Practice Management	C.06:Leadership	C.07: Legal Responsabiliti	C.08: Ethics & Professional	C.09: Community & Social		
Bachelor of Environmental Design Pre-professional Degree	Representation	ARQU 5995 Digital Narratives (DE)	A		A	A																														
	Design Studios	ARQU 3131 Design Fundamentals I		U*	U*			U*	U*	U																	U	U								
		ARQU 3132 Design Fundamentals II		U*	U*	U*		U*	U*	U						U				U*							U	U	U							
		ARQU 3133 Elementary Architectural Design I		U*	A	U*		U*	U*	U					U*	U*		U*	U*	U*			U	U	U	U	U	U	U							
		ARQU 3134 Elementary Architectural Design II		A	A	A				U*	U					U*	U*	U*	U*	U*	U	U	U	U	U	U	U	U	U							
		ARQU 4133 Intermediate Architectural Design I		A	A	A		U*		U*	U	U			U	A	U*	U*	A	A	A	U	U	U	U	U	A*	U	U							
		ARQU 4134 Intermediate Architectural Design II		A	A	A		U*		U*	U	U			U	A	U*	U*	A	A	A	U	U	U	U	U	A*	U	U							
		ARQU 4135 Intermediate Architectural Design III		A	A	A		U*		U*	U	U			U	A	U*	U*	A	A	A	U	U	U	U	U	A*	U	U					U	U	
	History & Theory	ARQU 3121 Introduction o Architecture	A								U	U																	U							
		ARQU 4211 History I	A									U	U																U							
		ARQU 4212 History II	A									U	U																U							
		ARQU 4213 History III	A					U*				U	U																U							
		ARQU 4214 History IV	A					U*				U	U																U							
		ARQU 4215 History V	A					U*				U	U																U							
	Structures	ARQU 4321 Structure I									U									U*				U												
		ARQU 4322 Structure II									U									U*				U												
		ARQU 4323 Structure III																					U	U												
Technology		ARQU 4310 Introduction to Technology														U*		U*		U*			U	U	U	U	U						U	U		
	ARQU 4311 Technology I: Bio-tropical						U*							U*		U*	U*	U*	U*		U				U											
	ARQU 4312 Technology II: Materails & Methods													U*			U*	U*	U*			U	U		U								U			
	ARQU 4313 Technology III: Electrical, Lighting &																	U*			U			U			U						U			
Prof. Practice	ARQU 4115 Intro to Professional Practice																			U						U*		U	U	U	U	U	U	U		
Master In Architecture	Research & Design Studios	ARQU 6310 City Studio (Optional)	A	A	A	A	A	A	A	U	U	U	U	A	A	A	A		A			U					A	U				U			U	
		ARQU 6311, 6312, 6315 Building Studio (2 or 3	A	A	A	A	A	A	A	A	U	U		U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U				U	U	U	
		ARQU 6316 Capstone	A	A	A	A	A	A	A	U	U	U	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U				U	U	U	
		ARQU 6313 Independent Design Thesis (Research	A					A		A		U	U	U														U						U	U	U
		ARQU 6314 Independent Design Thesis (Project)	A	A	A	A	A	A	A	U	U	U	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U				U	U	U	
	History & Theory	ARQU 6225 Research Techniques	A					A		A		U	U	U															U						U	U
		ARQU 6145 Theory & Critical Analysis	A					A				U	U															U							U	U
	Systems	ARQU 6225 Structural Systems					A																U				U									
		ARQU 6361 Building Systems		A	A	A									A	U	U		A	A		U			U		A							U	U	
	Professional Practice	ARQU 6383 Professional Practice: Design Firm	A									U									U							U	U	U	U	U	U	U	U	U
ARQU 6384 Professional Practice:Design Project		A	A	A		A	A	A	U			U	A	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U	U			U	U	U		



Appendix 4.2.07: SPC Matrix: Track Two.M.Arch
Architectural Program Report 2014. Continuing Accreditation
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TRACK TWO	STUDENT PERFORMANCE CRITERIA		REALM A: Critical Thinking & Representation										REALM B: Integrated Building Practices, Technical Skills & Knowledge												REALM C: Leadership and Practice										
	MATERIAL	COURSE CODE & NAME	A01: Communications Skills	A02: Design Thinking Skills	A03: Visual Communications Skills	A04: Technical Documentation	A05: Investigative Skills	A06: Fundamental Design Skills	A07: Use of Precedents	A08: Ordering Systems Skills	A09: Historical Traditions & Global Culture	A10: Cultural Diversity	A11: Applied Research	B.01: Pre-Design	B.02: Accessibility	B.03: Sustainability	B.04: Site Design	B.05: Life Safety	B.06: Comprehensive Design	B.07: Financial Considerations	B.08: Environmental Systems	B.09: Structural Systems	B.10: Building Envelope Systems	B.11: Building Service Systems	B.12: Building Materials & Assemblies	C.01: Collaboration	C.02: Human Behavior	C.03: Client Role in Architecture	C.04: Project Management	C.05: Practice Management	C.06: Leadership	C.07: Legal Responsibilities	C.08: Ethics & Professional Respo[n]sibilities	C.09: Community & Social Responsibility	
Preparatory Studies Program	Representation	ARQU 3015 Eye, Hand & Mind (3)	A	A																															
		ARQU 3015 Architectural Drawing (2)	A	A	A	A																													
		ARQU 3015 Digital Narrtives AutoCad	A		A	A																													
		ARQU 3015 Digital Narratives: AutoC	A		A	A																													
	Design	ARQU 5030 Comprehensive Design St	A	A	A	U	U	A	A	A			U	A	U	U	U	U	A		U	U	U		U	A	U								
		ARQU 5030 Comprehensive Design St	A	A	A	U	U	A	A	A			U	A	A	A	A	A	A		U	U	U	U	U	U	A	U							
	History & Theory	ARQU 3015 History Compendium I	A				A		A		U	U																U						U	U
		ARQU 3015 History Compendium II	A				A		A		U	U																U						U	U
	Structures	ARQU 4321 Structures I (B.E.D.)								U									U			U													
		ARQU 3016/3018 Structure Compendium								U												U	U												
Technology	ARQU 4310 Intro Technology (B.E.D.)													U*	U*	U*	U*	U*		U	U	U	U	U							U	U			
	ARQU 3015 Technology Compedium													A	U*	U*	U*	A	A	U	U	U	U	U	A						U	U			
ProfessionalPractice	Practice (B.E.D.)																		U						U*		U	U	U	U	U	U	U		
Master in Architecture	Research & Design Studios	ARQU 6310 City Studio (Optional)	A	A	A	A	A	A	U	U	U	U	A	A	A	A		A			U				A	U					U			U	
		ARQU 6311, 6312, 6315 Building Stu	A	A	A	A	A	A	A	U	U		U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U			U	U	U	U	
		ARQU 6316 Capstone	A	A	A	A	A	A	A	U	U	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U			U	U	U	U	
		ARQU 6313 Independent Design Thesi	A				A		A		U	U	U														U					U	U	U	
		ARQU 6314 Independent Design Thesi	A	A	A	A	A	A	A	U	U	U	U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U			U	U	U	U	
	History & Theory	ARQU 6225 Research Techniques	A				A		A		U	U	U														U						U	U	
		ARQU 6145 Theory & Critical Analysis	A				A				U	U															U						U		
	Systems	ARQU 6225 Structural Systems				A																U			U										
		ARQU 6361 Building Systems		A	A	A								A	U	U		A	A		U			U		A						U	U		
	Professional Practice	ARQU 6383 Professional Practice: Des	A									U								U							U	U	U	U	U	U	U	U	
ARQU 6384 Professional Practice:Design Project		A	A	A	A	A	A	U				U	A	A	A	A	A	A	U	U	U	U	U	U	A	U	U	U		U	U	U	U		



Appendix 4.2.08: 2011-12 Spring Semester Graduate Program Calendar: Tertulias.M.Arch
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CALENDARIO DE ENTREGAS Y PRESENTACIONES M.ARCH
2011-12 SEM 2

enero						
D	L	M	W	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

febrero						
D	L	M	W	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

marzo						
D	L	M	W	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

abril						
D	L	M	W	J	V	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

mayo						
D	L	M	W	J	V	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

junio						
D	L	M	W	J	V	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

ENTREGAS

Propuesta de Tema de Tesis

Tesis de Diseño I [TD1]:

Formulario Comité de Tesis 2.15

Primer Borrador Estudiante a Comité 2.29

Segundo Borrador Estudiante a Comité 3.28

Documento Final Estudiante a Comité 4.25

Documento Final Estudiante a Programa Graduado 5.02

Examen de Grado 5.07-5.18

Tesis de Diseño II [TD2] & PFC:

Presentación Preliminar (Pre-Jurado) 4.02-4.13

Presentación Final (Jurado Final) 5.07-5.18

Informes Intersemestrales TD1

Primer Informe Director a PG 3.07

Segundo Informe Director a PG 4.04

Informes Intersemestrales TD2 & PFC

Primer Informe Director a PG 3.28

Segundo Informe Director a PG 5.02

Tertulias 2:00 - 4:00pm (1/2 hr x estudiante)

Sharlene Betancourt 2.15

Ricardo Acuña 3.07

Natalia Rey @ 1pm 3.14

Grupo PEP1.5 Juan Penabad 3.21

Ricardo Acuña & Carlos Claussell 3.23

Ludgarda Vega & Fernando Fernández 3.28

Semana Santa

Último Día de Clases

Entrega de Notas



Appendix 4.2.09: 2012-13 Fall Semester Interdisciplinary Studio Calendar. M.Arch
 Architectural Program Report 2014. Continuing Accreditation
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Calendario de Talleres Interdisciplinarios de Edificación y Ciudad

	LUNES	MIÉRCOLES	VIERNES
SEPTIEMBRE	3 Día del Trabajo Receso AC & AD	5	7
	10	12	14
	17	C 2-4PM Muñiz Diseño Bioclimático	21
	24	C 2-4PM Daza Sistemas Estructurales	28
OCTUBRE	1	C 2-4PM Marty Materiales y Métodos	5
	8	C 2-4PM Rocafort Diseño Acústico	12
	15	17	19
	22	24	26
	29	JP 2-6PM Jurado Preliminar [4 Prof.]	2
NOVIEMBRE	5	Proceso Electoral Receso AC & AD	9
	12	T 2-6PM Tertulia [4Prof.]	16
	19 Descubrimiento PR Receso AC & AD	21	23 Acción de Gracias Receso AC & AD
	26	JPF 2-6PM Jurado Preliminar Final [4 Prof.]	30
DICIEMBRE	3	5	7
	10	12 Ultimo Día de Clases	



RECURSOS

Conferencias Generales



El 95.7% de los encuestados participaron del recurso.

Pre-Jurados



El 78.3% de los encuestados participaron del recurso.

CRITICA INDIVIDUAL

Estructuras



El 73.9% de los encuestados participaron del recurso.

Métodos y Materiales



El 30.4% de los encuestados participaron del recurso.

Críticas Grupales



El 73.9% de los encuestados participaron del recurso.

Crítica Individual



El 86.9% de los encuestados participaron del recurso.

Arquitectura Bioclimática



El 26.1% de los encuestados participaron del recurso.

Acústica



El 21.7% de los encuestados participaron del recurso.

El Cuestionario de Talleres Interdisciplinarios de Diseño y Tecnología se logró con la participación de un total de 23 estudiantes graduados.

El Cuestionario de Talleres Interdisciplinarios de Diseño y Tecnología se logró con la participación de un total de 23 estudiantes graduados.



**PROPOSAL OF A
MINOR ACADEMIC CHANGE
Masters in Architecture (MArch)
March 8, 2013
School of Architecture
University of Puerto Rico – Río Piedras Campus**

As per:
*General Guide for the Preparation and Procedures for Academic Change Proposals in
the University of Puerto Rico*
September 26, 2007

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ATTACHED TABLES:

<i>Table I: School of Architecture "4+2" Complete Curricular Sequence</i>
<i>Table II: MArch Curriculum Revisions - Existing, Approved & Proposed</i>
<i>Table III: MArch - Revised Curricular Sequence</i>
<i>Table IV: MArch "4+2" Comparative Curricular Sequences</i>
<i>Table V: School of Architecture – Development Plan 2011-2014</i>
<i>Table VI: MArch's Future Degrees</i>
<i>Table VII: MArch II Post-Professional Curricular Sequence</i>

ATTACHED DOCUMENTS:

<i>Document I: NAAB 2008 Visiting Team Report (VTR) Full & Outlined Versions</i>
<i>Document II: NAAB Student Performance Criteria (SPC's) Summarized & SPC/ MArch Course Matrix</i>
<i>Document III: Graduate Program Regulations 1987-88 & 1994</i>
<i>Document IV: Graduate Committee Report (Faculty Meeting – May 2012)</i>
<i>Document V: Future Joint & Dual Degree Curricular Sequence Diagrams</i>
<i>Document VI: Destination: Architect (MArch's Spanish Version)</i>

As per the *General Guide for the Preparation and Procedures for Academic Change Proposals in the University of Puerto Rico*, certain sections were not included in this proposal given that it's considered a **Minor Academic Change** and the General Guide is primarily designed for new programs. Being that the proposed Minor Academic Change does not affect the fundamental nature of the existing MArch, the following sections required under the General Guide have not been included in this proposal: justification (refer to PART ONE of this proposal); relation to institutional planning & mission; conceptual framework; curricular (refer to PART ONE of this proposal); admission, registration and graduation; faculty; program administration; information resources; infrastructure for education, investigation and services; student services; catalogue and promotion; budget plan; assessment plan and additional information. Although, for the purposes of this Minor Academic Change, the aforementioned sections remain untouched; the Coordination of the Graduate Program, as well as, its Graduate Program Committee, has already started the adaptation of our MArch Program to the new Certification 38 that impacts all aspects of the MArch.

PART ONE – INTRODUCTION

A. Minor Academic Change Name

Minor Academic Change - Masters in Architecture (MArch)

School of Architecture, University of Puerto Rico, Río Piedras Campus

B. Minor Academic Change Justification: Curricular Structure & Course Specifications

This proposal is of a **Minor Academic Change** to the existing curricular sequence of the **MArch** of the School of Architecture of the University of Puerto Rico, Río Piedras Campus. The changes submitted herein comply with **three of the categories of change** under the *General Guide for the Preparation and Procedures for Academic Change Proposals in the University of Puerto Rico* of the 26th of September of 2007 as specified under Section II.A – Definitions /Minor Academic or Institutional Changes that require that the Presidency of Academic Affairs that state:

3. *Variation in courses, content, curricular logic, relation between requisites/pre-requisites, graduation rating of an existing academic offering, and similar actions that preserve the essential elements of the conceptual framework, curricular structure, content, focus and fundamental purposes of the existing academic offering.*
4. *Modifications of existing academic offerings to comply with standards, directives and specific recommendations of accreditation agencies, professional or specialized licensing entities, or any other regulating organizations recognized by the University.*
6. *Modification of an existing academic offering to address academic rules and policies expressed at the level of the university system of the institutional unit.*

The proposed revisions to the **MArch** consist of a slight shift in its original curricular logic but do not change the fundamental structure of the **National Architectural Accreditation Board (NAAB) accredited professional degree**. Neither does it change the existing proportion of core/elective course credits nor the total required credits to complete the present MArch. The existing 56-credit program remains identical to its actual composition that is:

38	Core credits
+ 18	<u>Elective Credits</u>
56	Total Credits

The proposed revisions to the MArch curricular sequence consist of **four** distinct actions:

- **REVISION ONE:** MArch Curricular Adjustment as per 2008 Bachelor of Environmental Design (BED) Revision
- **REVISION TWO:** Vertical Design Studios & Capstone Alternative for End-of-Degree Project
- **REVISION THREE:** Planned Update of 1994 Syllabi of all Core Courses as per Accreditation Requirements
- **REVISION FOUR:** Free Elective Courses

What follows is a description of each of the four Revisions. Throughout the proposal the reader is referred to attached graphic material that has been designed to assist in understanding the revisions that are aimed at updating and revitalizing the MArch.

REVISION ONE: MArch Curricular Adjustment as per 2008 Bachelor of Environmental Design (BED) Revision

The 4-year pre-professional **BED** leads into the 2-year professional **NAAB-accredited MArch** degree. This means that the curricular sequence of both the BED and MArch, although distinct from one another, form part of one continuum. In 2008, a revision of the BED was approved. This revision was prompted by an institutional mandate – Certification 46 SA / 2005-2006 – to proactively revise undergraduate programs. Changes approved for the curricular sequence of the BED included the “exchange” of certain courses with the MArch curricular sequence. **This exchange was guided by the conviction that the overall composition of the sum of the two degrees must remain intact.**

The NAAB-accredited professional MArch is reviewed every 6 years for accreditation. The NAAB Visiting Team reviews the 2-year professional MArch for accreditation. This review does include a look at the 4-year pre-professional BED track. Please refer to *Table I: School of Architecture “4+2” Complete Curricular Sequence*. Thus, the sum of the courses of both degrees remained the same, one course was passed from the MArch to the BED and two courses were passed from the BED to the MArch. The movement of courses in and out of the MArch curricular sequence did require certain adjustments within the MArch to maintain the existing 56-credit degree. We recommend the use of the attached *Table II: MArch Curricular Revisions - Existing, Approved and Proposed* to be able to follow the description with the help of a graphic representation of the curricular revisions.

Both the BED and the MArch programs divide **core courses** under four thematic areas: Design, Professional Practice, History & Theory, and Structures & Technology.

One important BED change was to pass the second of the three MArch Professional Practice courses – **Professional Ethics** – to the third year of the BED. This change ensured that each student would have a clear understanding of his/her responsibilities within the field of architecture at an early stage of their studies. They must comprehend the ethical and legal responsibility as a future firm-owner/project-builder before entering graduate school. The goal of moving the course to the BED was to guide students, in a timely manner, as to their responsibilities within society as future practitioners.

The last remaining two Professional Practice courses – **Professional Practice** and **Construction Finances** – remain in the MArch. The content of the courses will be modified slightly. The original **Professional Practice** covers the aspects of professional practice in both a design firm and design project. The **Construction Finances** course covers cost estimation and construction-related cost analysis. The two courses were re-conceptualized to cover design, managerial and financial concerns of a **Design Firm**, in the first semester, followed by the same aspects of a **Design Project** in the second semester. The same material is covered in the sum of both existing courses only that it has been redistributed in the revised courses that have been renamed **Professional Practice: Design Firm** and **Professional Practice: Design Project**.

The revised Professional Practice sequence is as follows:

- **REVISED ARQU 6383 Professional Practice: Design Firm** (3-Credit)
Modifies ARQU 6383: Professional Practice (3-Credit)
- **REVISED ARQU 6384 Professional Practice: Design Project** (3-Credit)
Modifies ARQU 6385: Construction Finances (3-Credit)

The next change to the BED was designed to lighten the load of the **Structures** and **Technology** core courses that were required at the undergraduate level. In the original BED, the Structures & Technology sequences consisted of four undergraduate courses each. The last course of each sequence – **Structures IV** and **Technology IV** – was considered more appropriate for graduate level studies. This important change recognizes that students who complete undergraduate studies in environmental design – BED – do not necessarily complete a MArch. There are many alternative fields for a person with a degree in environmental design spanning industrial design, art, urbanism, planning, and landscape architecture, among others. These fields do not require that the student have a detailed knowledge of the complex structural and technological concerns that must be understood to build; themes traditionally covered in Structures IV and Technology IV. The material covered in the two courses is essential to comply with NAAB's accreditation requirements so they were passed to the MArch.

On passing the courses from the BED to the MArch sequence they convert to:

- **NEW ARQU 6321 Structural Systems** (3-Credit)
Inherited from the BED 2008 revision ARQU 4324 Structures IV (3-Credit)
Modifies MArch's original ARQU 6321 Structures V & VI for Architects (3-Credit)
Occupies vacancy of ARQU 6384: Professional Ethics (passed to revised BED in 2008) (3-Credit)
- **REVISED ARQU 6361 Building Systems** (3-Credit)
Inherited from the BED 2008 revision ARQU 4025 Technology IV (3-Credit)
Occupies MArch's existing ARQU 6361 Building Anatomy (3-Credit)
Modifies MArch's original ARQU 6361 Technology of Architecture V (3-Credit)

To ensure that the MArch's required credit load remain the same, the new **Building Systems** substitutes the existing core course titled ARQU 6361 **Building Anatomy**. Building Anatomy covered general building assemblies while the revised course focuses on the web of mechanical, plumbing, and electrical systems that activate buildings. The new **Structural Systems** course occupies the space left by the Professional Practice course – **Professional Ethics** – that was passed to the BED and expands the material originally covered in the undergraduate course by rescuing the goals of the original MArch course ARQU 6321 **Structures V & VI for Architects**.

Both course syllabi will be revised and updated by pertinent faculty members to ensure that their content addresses contemporary issues related to building design concerns.

A summary of the proposed Revisions to the MArch curricular sequence due to the changes to the BED in 2008 is as follows:

- **NEW ARQU 6321 Structural Systems (3-Credit)**
Inherited from the BED 2008 revision ARQU 4324 Structures IV (3-Credit)
Modifies MArch's original ARQU 6321 Structures V & VI for Architects (3-Credit)
Occupies vacancy of ARQU 6384: Professional Ethics (passed to revised BED in 2008) (3-Credit)
- **REVISED ARQU 6361 Building Systems (3-Credit)**
Inherited from the BED 2008 revision ARQU 4025 Technology IV (3-Credit)
Occupies MArch's existing ARQU 6361 Building Anatomy (3-Credit)
Modifies MArch's original ARQU 6361 Technology of Architecture V (3-Credit)
- **REVISED ARQU 6383 Professional Practice: Design Firm (3-Credit)**
Modifies MArch's existing ARQU 6383: Professional Practice (3-Credit)
- **REVISED ARQU 6384 Professional Practice: Design Project (3-Credit)**
Modifies MArch's existing ARQU 6385: Construction Finances (3-Credit)

REVISION TWO: Vertical Design Studios & Capstone Alternative to End-of-Degree Projects

The following proposed changes are to the MArch's core **Design** sequence. The goal is to offer a wider range of design studio options for the School's graduate students. Please refer to Table III: Masters in Architecture – Revised Curricular Sequence to follow the discussion.

The existing MArch's graduate Design sequence consists of four consecutive 5-credit courses:

- **ARQU 6311: Advanced Architectural Design I (5-Credit Consecutive Design Studio)**
- **ARQU 6312: Advanced Architectural Design II (5-Credit Consecutive Design Studio)**
- **ARQU 6313: Thesis I (5-Credit Project Research)**
- **ARQU 6314: Thesis II (5-Credit Project Design)**

The first 2 design studios are consecutive courses: **Advanced Architectural Design I** and **II**. Their consecutive structure limits the student's Design Studio options given the small size of the Graduate Program and the limited number of courses that can be offered per semester.

The rethinking of the **Design Sequence** was motivated by the School's commitment to diversify the student's options. Graduate students bring a developed knowledge of design from their pre-professional preparation in the BED. At the graduate level, they are expected to improve their design synthesis skills through the repeated practice of complex design solutions. This is achieved by offering **Vertical Design Studios** meaning that students from different semesters of the MArch study together under one professor/instructor. These studios develop the student's knowledge through repetition; there is no need for consecutive courses. The more flexible structure of the studios, consisting of a "pool" of design courses, offers a wide array of choices for the graduate students. They can choose from 4 to 6 simultaneous Design Studios offered by well-known local practicing architects. The revised Design Studios are titled – **Building Studios** – and must be taken a certain number of times according to the type of End-of-Degree path the student chooses; these paths will be discussed in detail subsequently under this section.

The proposed revision of the Design Studio sequence is as follows:

- **REVISED ARQU 6311 Building Studio** (5-Credit Vertical Design Studio)
Modifies ARQU 6312: Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)
- **REVISED ARQU 6312 Building Studio** (5-Credit Vertical Design Studio)
Modifies and Duplicates ARQU 6312 Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)
- **NEW ARQU 6315 Building Studio** (5-Credit Vertical Design Studio)
Modifies and Duplicates ARQU 6312 Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)

The **Building Studio** syllabi will be identical for all three courses.

An additional revision to the Design sequence responds to a concern posed in the **2008 NAAB's Visiting Team Report (VTR)**. In this report, they recommended that the students receive training in the general concepts of **Urbanism** given Puerto Rico's island condition and densely populated areas. Please refer to attached *Document I: NAAB 2008 Visiting Team Report (VTR) Full & Outlined Versions*. This document can also be accessed on the School's website. In direct response to NAAB's important point, the School proceeded to integrate urban design challenges in studios at both undergraduate and graduate levels. Specifically, the MArch is proposing a **City Studio** as part of the pool of Design Studios. The students will have the option of taking **one City Studio** instead of a Building Studio to complete their professional degree.

The new course is:

- **NEW ARQU 6310 City Studio** (5-Credit Vertical Design Studio)
Modifies ARQU 6311: Diseño Arquitectónico Avanzado I (5-Credit Consecutive Design Studio)

The *Decanato de Estudios Graduados e Investigación* (DEGI) has promoted that the necessity of a thesis project for the Masters degrees be reviewed. The School decided to offer a design-based alternative to the traditional end-of-degree Thesis project.

The end-of-degree project, **Thesis I** and **Thesis II** of the traditional MArch curriculum, is no longer the sole available route towards a professional degree in architecture. The students have a new option to the Thesis in the form of a **Capstone** that is a **design-based end-of-degree investigation**. Rather than completing a traditional 2-semester Thesis Research followed by a Thesis Project, meaning a written part (Thesis I) followed by an application of the investigation to a design project (Thesis II), the student completes a 1-semester Capstone Project. The new Capstone option recognizes that architecture is a heavily visual field and, as many other professional degrees, rather than requiring a detailed written research text, the School must offer the option of a Capstone project focused on complex research themes investigated through design applications and solutions.

The **Capstone** is an end-of-degree design project. A student interested in completing a Capstone rather than a Thesis brings a specific concern/theme to a design problem and layers it onto a project that can be developed under multiple configurations in the School. To complete his/her Capstone the student can enroll in a Building Studio, City Studio, or in an independent study under the direction of one of the School's Investigation Centers or Labs. If enrolled in a Building or City Studio, rather than following the structure of the particular course, the student must coordinate a preliminary and final presentation, as is required of **Thesis II** students as per the calendars presented by the coordination of the Graduate Program at the beginning of every semester. Students who select the Capstone path must take a third Design Studio that substitutes **Thesis I**; the written part of the thesis.

The Capstone alternative has been offered by the Graduate Program since 2007. Although, under the new Certification 38 it's preferable that thesis projects be eliminated from the Masters programs in general (the Certification does recognize that professional degrees may have different requirements) the School has not eliminated the Thesis. When the Capstone was originally conceptualized it was expected that the number of student's selecting the thesis option would dwindle. Contrary to the expected outcome, the student's commitment to addressing contemporary concerns in design, as well as, their strong independent sense of professionalism, have kept the Thesis alternative alive. In addition, NAAB's Visiting Team in 2008 applauded the MArch's emphasis on investigation given that the Graduate Program was under an umbrella Deanship – DEGI – focused on Research.

Since 2007, a total of 112 student have graduated from the MArch program of which 57 chose the Capstone path and 55 completed the Thesis path. The statistics and the quality of the investigations that are being generated in the School, guided by faculty members that value very highly the thesis experience, have guided the School's decision to keep the Thesis as an attractive End-of-Degree option. Besides, the Masters in Architecture is the Terminal Degree in architecture for most candidates and offers a unique opportunity to finalize their studies with an individualized investigation.

In summary, the students have **two End-of-Degree paths** to choose from – **Thesis** or **Capstone** – and two options of Design Studio sequences for each path that must always sum up to **four 5-credit courses** in the Design Sequence.

The two End-of-Degree paths to complete the MArch's 2-year – four 5-Credit course – Design Sequence are:

End-of-Degree Paths	Building Studio	City Studio	Capstone/Thesis	Total Semesters
Capstone Path	3 studios		1 studio (Capstone)	4 semesters
	2 studios	1 studio	1 studio (Capstone)	4 semesters
Thesis Path	2 studios		2 semester Thesis	4 semesters
	1 studio	1 studio	2 semester Thesis	4 semesters

This means that for graduation purposes, if a student does not take a City Studio, he/she must take two (2) Building studios if on a Thesis path or three (3) Building Studios if on the Capstone path.

The additional course to be created is:

- **NEW ARQU 6316 Capstone**

Modifies and Duplicates ARQU 6314: Thesis II (5-Credit End-of-Degree Design Project)

For a comparative exercise with similar accredited programs in the United States please refer to Table IV: MArch "4+2" Comparative Curricular Sequences. The Table illustrates examples of existing 4-year pre-professional degrees followed by 2-year graduate professional programs that are similar to the UPR's BED/MArch programs. The North Carolina State University College of Design offers the thesis End-of-Degree option. In their case, the equivalent of our Thesis path is their Final Project Research and Studio and the alternative is to take three Advanced Architectural Design studios without the Capstone option. At Texas A&M University, Department of Architecture, their program offers graduate level structures and general building systems as part of the required core courses and is similar to the present MArch revision.

In conclusion, the proposed revisions to the MArch is a synthesis of the School's experience and interpretation of how to best offer a professional degree in architecture.

REVISION THREE: Planned Update of 1994 Syllabi of all Core Courses as per Accreditation Requirements

The syllabi – *Prontuarios* – of the all core courses of the MArch curricular sequence are in the process of being revised. The original syllabi have not been revised since 1994. In response to the fact that 19 years of a constantly changing field have passed, a wealth of faculty members – of excellent research and/or practice backgrounds – have been recruited in the revision process. They are bringing incisive intelligence to the revision process. With this said, the Coordination of the Graduate Program is proactively promoting the renewal and updating of the syllabi of the core courses of the MArch; to be submitted before the end of March 2013.

The revised syllabi take into account the **Student Performance Criteria (SPC's)** as established by NAAB to inform the objectives of each course. The exercise has been useful to confirm compliance with the accreditation requirements of a professional degree in architecture. Please refer to Document II: NAAB Student Performance Criteria (SPC's) Summarized & SPC/MArch Course Matrix for a summary of said SPC's.

On defining the SPC's, NAAB uses two key words "understanding" and "ability" that are defined as follows:

Understanding	The capacity to classify, compare, summarize, explain and/or interpret information.
Ability	Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The following list summarizes the proposed syllabi revisions under the four thematic areas – Design, Professional Practice, History & Theory, and, Structures & Technology – of the MArch's core courses:

DESIGN:

- **NEW ARQU 6310 City Studio (5-Credit Vertical Design Studio)**
Modifies ARQU 6311: Diseño Arquitectónico Avanzado I (5-Credit Consecutive Design Studio)
Course objectives will be informed by NAAB SPC's. The existing Design Studio (ARQU 6311) will be revised to recognize the particular nature of an urban project culminating with a schematic design of a particular project.
- **REVISED ARQU 6311 Building Studio (5-Credit Vertical Design Studio)**
Modifies ARQU 6312: Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)
Course objectives will be informed by NAAB SPC's. Incisive research and analysis of an area will be followed by a detailed design development of an individual project guided by the results of the initial investigation.
- **REVISED ARQU 6312 Building Studio (5-Credit Design Studio)**
Modifies and Duplicates ARQU 6312 Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)
Please refer to description under **REVISED ARQU 6312 Building Studio**.
- **REVISED ARQU 6313 Independent Design Thesis: Research (5-Credit End-of Degree Project Research)**
Modifies ARQU 6313 Thesis I (5-Credit End-of-Degree Project Research)
Course objectives will be informed by NAAB SPC's. Specifications for the required final written, graphic and oral presentation of the research will be clearly defined, as well as, the protocol for the *Examen de Grado* as per the Graduate Program's existing regulations.
- **REVISED ARQU 6314 Independent Design Thesis: Project (5-Credit End-of-Degree Project Research)**
Modifies ARQU 6314 Thesis II (5-Credit End-of-Degree Project Design)
Course objectives will be informed by NAAB SPC's. Incisive research and analysis of the area identified during the research phase (ARQU 6313 Thesis I) will be followed by a detailed design development of an individual project guided by the results of the initial investigation.
- **NEW ARQU 6315 Building Studio (5-Credit Vertical Design Studio)**
Modifies and Duplicates ARQU 6312 Diseño Arquitectónico Avanzado II (5-Credit Consecutive Design Studio)

Please refer to description under REVISED ARQU 6312 Building Studio.

- NEW ARQU 6316 Capstone (5-Credit End-of-Degree Project/Studio)

Modifies and Duplicates ARQU 6314: Thesis II (5-Credit End-of Degree Project Design)

The course syllabus will be updated and informed by the NAAB SPC's. In addition, the protocol of applying a particular research theme to a Vertical Design Studio will be clearly defined.

PROFESSIONAL PRACTICE:

- REVISED ARQU 6383 Professional Practice: Design Firm (3-Credit)

Modifies ARQU 6383: Professional Practice (3-Credit)

The course syllabus will be updated and informed by NAAB SPC's. It will integrate financial and managerial aspects of a Design Firm.

- REVISED ARQU 6384 Professional Practice: Design Project (3-Credit)

Modifies ARQU 6385: Construction Finances (3-Credit)

The course syllabus will be updated and informed by NAAB SPC's. Project design, construction documents production and managerial aspects of a Design Project form part of the course spanning the trajectory from initial negotiations with a client, the managerial and financial aspect of a design firm and its services, to lifting a project's use permit on finalizing construction.

HISTORY & THEORY:

- REVISED ARQU 6145 Research Techniques (3-Credit)

The course syllabus is being updated and informed by NAAB SPC's. The structure and protocol of the submission of the Thesis Theme Proposal to the Graduate Program Committee will be clearly defined.

- REVISED ARQU 6225 Theory & Critical Analysis (3-Credit)

The course syllabus is being updated and informed by the NAAB SPC's.

STRUCTURES & TECHNOLOGY:

- NEW ARQU 6321 Structural Systems (3-Credit)

Inherited from the BED 2008 revision ARQU 4324 Structures IV (3-Credit)

Modifies existing inactive MArch course ARQU 6321 Structures V & VI for Architects (3-Credit)

Occupies vacancy of ARQU 6384: Professional Ethics (passed to revised BED in 2008) (3-Credit)

The course syllabus will be updated and informed by the NAAB SPC's. It will cover concrete (85%) and structural steel (15%) systems. The revision will also integrate contemporary structural modeling programs into the course. It will aim at achieving an "ability" to work incisively with concrete designs and offer a general "understanding" of

structural steel design so that MArch graduates are better prepared for the Architecture Registration Exam (ARE).

- **REVISED ARQU 6361 Building Systems (3-Credit)**

Inherited from the BED 2008 revision ARQU 4025 Technology IV (3-Credit)

Modifies existing MArch course ARQU 6361 Building Anatomy (3-Credit)

Originally MArch's ARQU 6361 Technology of Architecture V (3-Credit)

The course syllabus will be updated and informed by the NAAB SPC's. It will cover general building systems including mechanical, electrical, and plumbing systems. In addition, ecologically-correct approaches to certain systems are discussed. The goal is to give MArch graduates a general "understanding" of the primary systems used in building design so they are better prepared for the ARE.

Please refer to Document III: Graduate Program Regulations 1987-88 & 1994 as reference material to better assess the courses that are being modified and their position within the evolving curricular structure of the MArch.

REVISION FOUR: Required Elective Courses Freed

Interdisciplinary initiatives are the future of the practice of architecture. The profession is changing rapidly requiring that practitioners have a wide range of design, building and construction-related abilities. In recognition of the versatility of the field, the School is developing **three future on-campus Joint Degrees** with the existing Law, Planning and Business Administration Graduate Programs. In addition, the School has plans to create new **Dual Degrees** combining the MArch with graduate degrees in Urbanism, Conservation and Bio-Tropical Architecture. The Joint and Dual Degrees are included in the School's Development Plan (2011-2014) submitted in the summer of 2012. Please refer to Table V: School of Architecture – Development Plan 2011-2014 to confirm said goals.

These future Joint and Dual Degrees were submitted to the Faculty in May of 2012. Please refer to Document IV: Graduate Program Committee Report (Faculty Meeting – May 2012) that includes an explanation and diagrams of the future plans for the Graduate Program.

These new initiatives recognize the School's commitment to diversify its future academic agenda and make it an attractive alternative for local students, as well as, candidates from Spanish-speaking countries in general. The fact that the School's MArch is the only Spanish NAAB-accredited architecture program in the United States (and territories) adds to its marketability.

Once the Joint and Dual Degrees were delivered to the Faculty in May of 2012, the Graduate Program Coordinator proceeded to contact the three existing on-campus Graduate Programs (Law, Planning & Business Administration) and completed a preliminary Curricular Sequence for each Joint Degree. In addition, particular faculty members were contacted and assisted the Coordinator in developing the Curricular Sequence for the three Dual Degrees for the proposed new programs in the school. Please Refer to Table VI: MArch's Future Degrees for a graphic summary of the proposed degrees. In addition, under Document V: Future Joint & Dual Degree Curricular Sequence Diagrams there is a graphic representation of the curricular sequence of each Joint and Dual Degree.

The viability of the Joint and Dual Degrees depends on the time it would take to complete both degrees. The key to a more efficient combination of the two degrees, be it a Joint or a Dual Degree, is to overlap the elective courses of both degrees.

In terms of the Joint Degrees, by sharing elective credits and, at times, some core credits, the combined curricular sequences are shortened considerably.

The resulting duration of the three Joint Degrees after overlapping courses that are compatible is as follows:

MArchJD	Masters in Architecture (MArch) & Juris Doctor (JD) Five years (2-year MArch/3-year JD) becomes a 4-year Joint Degree
MArchMP	MArch & Masters in Planning (MP) 4 years (2-year MArch/2-year MP) becomes a 3-year Joint Degree
MArchMBA-PM	MArch & Masters in Business Administration (MBA) - Project Management (PM). 2 years (2-year MArch/2-year MBA) becomes a 3-year Joint Degree

The MArchMBA-PM contemplates **five** new courses in Project Management to offer candidates the opportunity to complete the educational component required as part of the path of becoming a **Certified Project Manager**. This is considered a very powerful option given that project management is becoming a crucial component in the practice of architecture; a much needed service that is generating attractive positions for professionals in architecture and engineering-related fields.

With this said, as part of the MArch Minor Curricular Revision, there is a need to free the required Elective Courses that, as per the Program's regulations, are divided in the following way:

Architecture	6 Credits
Other Departments	6 Credits
<u>Free Electives</u>	<u>6 Credits</u>
TOTAL	18 Credits

As part of the requested MArch Minor Academic Change it is proposed to **free the six elective credits required to be taken at the School of Architecture**. This action does not affect the accredited portion of the MArch Curricular sequence since NAAB focuses its guidelines on the core courses, allowing room for flexibility in the elective courses. The content of the electives is left up to the School's discretion. As part of this initiative to streamline the MArch's sequence, **the six credits required to be taken in "Other Departments" should also be freed** from specificity. Thus, the revised MArch would require **18 Free Electives**.

The end result is a revised 2-year MArch that concentrates the core courses in the first year. The resulting second year allows the student to focus on his/her End-of-Degree path – Capstone or Thesis – with elective courses. During this second year the student can start the second degree of choice. Please return to Table III: MArch – Revised Curricular Sequence.

Freeing the elective courses is an action that leads to another attractive post-professional degree that also forms part of the School's future plans. This degree is known as a **MArch II post-professional degree**. It is a one-year post-professional degree in architecture that does not need accreditation. The MArch II is an attractive option for students that have already completed a professional degree in architecture.

Please refer again to *Table VI: MArch's Future Degrees* for a graphic representation of the possible paths a student can take during his/her education in architecture.

A MArch II is an attractive post-professional graduate alternative after completing a Bachelor in Architecture (BArch); a 5-year undergraduate professional degree in architecture. The MArch II offers students with a BArch the opportunity to enjoy the research and independent studies of a graduate degree in a brief period of time and add a MArch II, from the University of Puerto Rico, to their curriculum vitae. The student would enter the revised MArch program in the beginning of the second year, since he/she has already completed the core requirements towards a professional degree in their BArch.

Once again, the revised MArch offers an attractive second year with End-of-Degree paths and 18 free elective credits in which the students can discover the diversity of the Río Piedras Campus.

The School of Architecture is the only School in Puerto Rico that offers a graduate degree in architecture. The other two architecture schools on the Island are at the Polytechnic University of Puerto Rico and the Pontifical Catholic University of Puerto Rico, in Hato Rey and Ponce, respectively, both of which offer undergraduate BArchs. Refer to *Table VIII: MArch II Post-Professional Degree Curricular Sequence* for the proposed degree.

In conclusion, the MArch's Minor Academic Change recognizes the School's commitment to diversifying its academic agenda for the future. The proposed revisions proactively adjust the curricular sequence so that the bulk of the core courses are completed in the first year of the 2-year degree; with the exception of the design courses. This allows for greater flexibility in the second year of the MArch so that students may expand their education in related fields of study.

C. Minor Academic Change Start Date and Urgency of Review

The revision of the BED and MArch curricular sequences was approved by the faculty in 2007. The work of integrating the changes to the MArch began in August of 2011. The graduation date of the first group of students that completed the revised BED would be May 2012.

Initially, the Graduate Program proceeded to generate the revised syllabi for the two Structures and Technology courses that had been eliminated from the BED and passed to the MArch. In a meeting with the then Graduate Program Committee it was determined that the overall MArch curricular revisions should be determined prior to the final submittal of particular course syllabi. It was a difficult process because the Graduate Program Committee could not agree on the changes. The Committee was focused on the overall reconfiguration of the School, such as, whether the School should become more of a fine arts school with architecture as a program among many. The prescient short term improvements to the MArch were not being addressed effectively.

Entering in the second semester, the Graduate Program Committee received an influx of new members and the MArch's curricular revisions immediately became the focus of the work sessions. With an inalienable sense of commitment and dedication the

Committee pondered, debated, and, designed the MArch Revised Curricular Sequence as per the Faculty-approved changes of 2008. The proposed revisions to the MArch were delivered to the Faculty in May 2012 as part of the Graduate Program Committee Report.

The time it took to define the MArch revisions, that met the School's aspirations, set back the submittal of this Minor Academic Change. Students that entered the MArch in August 2012 are from the revised BED. These students haven't taken the required Structures and Technology courses at the undergraduate level. These courses have always formed part of the School's 4+2 (BED+MArch) sequence and are essential to the Program's accreditation. Thus, the Program Coordinator was obligated to start offering the courses to comply with accreditation requirements. These student will graduate in May 2014.

Another important benchmark is the School's upcoming accreditation visit in March 2014. It is the School's goal to have the Minor Academic Change that responds to both institutional initiatives and NAAB's 2008 Visiting Team's recommendations, formally integrated into the Program's curricular sequence prior to their scheduled visit.

In addition, the Program Coordinator has been developing the Design syllabi, with the critical input of graduate-level design instructors, as well as, coordinating the production of the syllabi of the History & Theory, Professional Practice, and, Structures & Technology courses. The goal is to submit the syllabi during the second half of March 2013.

The *General Guide* stipulates that all proposals should contemplate a six-month approval period. Since the *General Guide* is designed for new programs and our proposal consists of a Minor Academic Change it is requested – as per the Guide's mention of new concentrations or specialties – that the Revision be given a **preliminary approval** due to the aforementioned circumstances.

The School's initiatives to date are the product of a profound commitment to comply with DEGI's approach to graduate studies, as well as, the NAAB's Visiting Team's recommendations of 2008; all in preparation for the next accreditation visit in March of 2014.

The **urgent review of the proposed Minor Academic Changes** is in both the student's and the School's best interest given the upcoming accreditation visit in March 2014. In addition, the School will be graduating students of the revised MArch sequence in May 2014. It is important to demonstrate to NAAB the School's commitment to keeping our program up-to-date and that all decisions are formally structured within the Institution's framework.

PART TWO - ACRREDITATION REQUIREMENTS

A. Professional Accreditation

The MArch is the School's professional NAAB-accredited degree. When NAAB visits the School both the pre-professional undergraduate-level (BED) and the accredited professional graduate-level MArch are presented. The combination of both programs is what ultimately prepares students on the path to becoming a licensed architect.

The School of Architecture offers 187 credits towards a professional degree in architecture. The credits are divided into 131 pre-professional credits in the BED and 56 credits in the MArch; together the degrees meet NAAB's guidelines.

A fundamental part if NAAB's guidelines are the SPC's – *Student Performance Criteria* – that have been diligently referred to during the ongoing syllabi revision process. The School's adherence to the accredited 4+2 (BED+MArch) curricular sequence is essential to the MArch's accreditation. NAAB visits the School every six years; the last visit was in 2008. After each visit the NAAB

team submits a VTR (*Visiting Team Report*). In 2011 the report was uploaded onto the School's website, as well as, an outlined version, prepared by the Graduate Program coordinator to facilitate its review by faculty and students alike. Please refer to attached *Document I: NAAB 2008 Visiting Team Report (VTR) Full & Outlined Versions* for both versions.

The proposed MArch revisions are aimed at strengthening the weaknesses that were identified by NAAB in the 2008 accreditation visit. This proposal is a fundamental part of our preparations for the upcoming visit in March 2014.

B. Professional Requirements

The School's combined pre-professional and professional degree in architecture (BED+MArch), the accrual of professional experience, and a licensing exam are the three components that lead to licensure in architecture to practice in Puerto Rico with the possibility of reciprocity in the United States and Canada.

The necessary requirements to become a licensed architect have been coined the 3E's:

$$3\text{ E's} = \text{Education} + \text{Experience} + \text{Exam}$$

NCARB – **National Council of Architecture Registration Boards** – charts and registers the required 5,600 hours of experience through the Intern Development Program (IDP). In addition, NCARB diligently designs, and constantly updates, the Architecture Registration Exam (ARE).

MArch graduates, must register as an Architect-In-Training (AIT) as members of the *Colegio de Arquitectos y Arquitectos Paisajistas de Puerto Rico* (CAAPPR) to complete the path towards licensure in Puerto Rico.

When a candidate completes the 3E's, he/she must process an application for licensure through the State Department that requires NCARB's Experience Certificate and Exam Results. Although the State Department is presently committed to promoting the compliance with NCARB requirements for certifying the accrual of the required experience, until the necessary legislation is duly processed, architecture graduates are also allowed to certify their experience through the traditional local path known as *Pasantía*.

The School is committed to the efforts of the CAAPPR, the State Department, as well as, the two other architecture schools on the island, to promote NCARB's IDP as the best alternative towards certifying experience. NCARB's IDP guarantees that local architecture firms offer an all-encompassing professional experience to our future practitioners. NCARB's Experience Certificate, which is submitted on applying for a license to practice, is a very powerful document if a candidate wants to practice – through reciprocity – in another state or Canada.

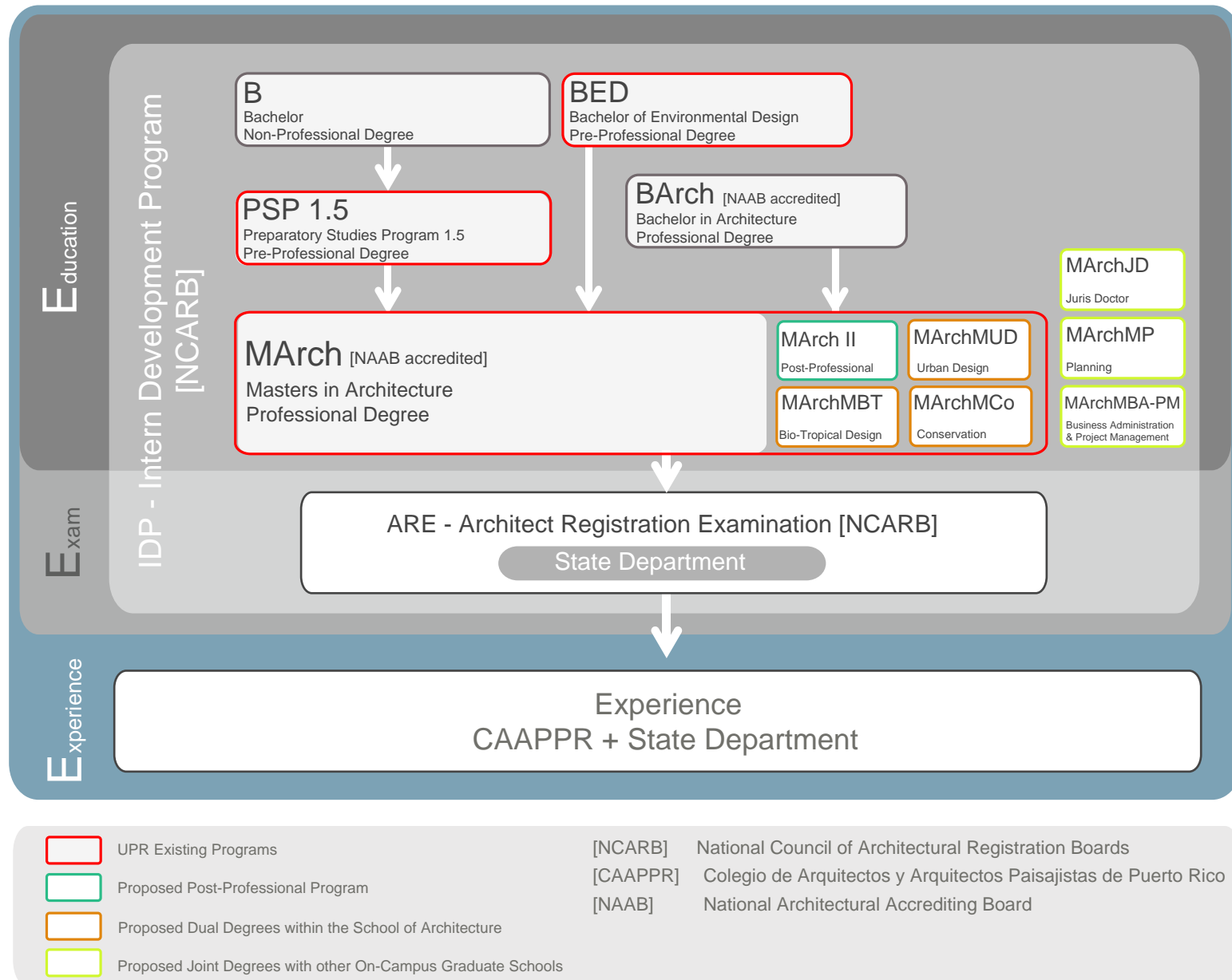
In 2008, NAAB's Visiting Team expressed concern that the School's students and faculty members were not well-informed about the **Path to Licensure**. The Graduate Program Coordinator is also the School's **Educator Coordinator** for NCARB and, in response to NAAB's concern, has been proactively offering orientations to the School's community.

Although NCARB has a highly informative website with user-friendly presentations that guide young professionals on their Path to Licensure, the Educator Coordinator summarized NCARB's IDP & ARE guidelines in Spanish. Please refer to *Document VI: Destination: Architect (MArch's Spanish Version)* for a copy of the PowerPoint presentation used for IDP orientations at the School.

In the fall semester of 2013, NCARB's IDP Director, **Harry Falconer**, offered an IDP presentation at the School for the third time in two years. In preparation for his visit, the Educator Coordinator offered multiple presentations to the School's community. A total of 25% of the faculty and 34% of the students participated in Harry Falconer's presentation. The presentations offered by the Educator Coordinator reached 35% of the faculty and 59% of the students.



Appendix 4.2.12: MArch's Future Joint & Dual Degrees. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico





Appendix 4.2.13: Final Presentation Requirements for Building Studio, Capstone & Thesis projects. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

FINAL PRESENTATION REQUIREMENTS: BUILDING STUDIO, THESIS & CAPSTONE

	REQUIREMENT	DESCRIPTION	04 - EXCELLENT	03 - GOOD	02 - AVERAGE	01 - DEFICIENT	COMMENTS
1	GENERAL INFORMATION	COURSE CODE & NAME . INSTRUCTOR . STUDENT . DATE . TITLE					
2	LOCATION DIAGRAMS	GENERAL . REGIONAL . IMMEDIATE CONTEXT					
3	SITE DOCUMENTATION	URBAN CONDITIONS & AMENITIES . SITE ANALYSIS DIAGRAMS					
4	PROCESS DIAGRAMS	CRITICAL STRATEGIES . CONCEPT . BUILDING SYSTEMS . SUSTAINABILITY					
5	CODE COMPLIANCE DATA	ZONING . MEANS OF EGRESS (IBC) . OTHER AGENCY REGULATIONS					
6	BEFORE & AFTER	CHANGES TO EXISTING SITE CONDITIONS (DEMOLITION PLAN)					
7	DEMOLITION PLAN	SELECTIVE DEMOLITION OF EXISTING BUILDING ELEMENTS					
8	SITE PLAN	GROUND LEVEL PLAN & IMMEDIATE CONTEXT					
9	ARCHITECTURAL PLANS	GROUND , BASEMENT & UPPER LEVELS (ALL) . ROOF					
10	SECTIONS	TRANSVERSAL & LONGITUDINAL (LOCATE ON PLANS)					
11	ELEVATIONS	ALL PROJECT FACADES					
12	WALL SECTION	BUILDING ASSEMBLY . DETAILED SYSTEM & MATERIAL CALLOUTS					
13	CONSTRUCTION DETAIL	EMBLEMATIC BUILDING ELEMENT					
14	MEP INSTALLATIONS	GENERAL SERVICE SPACES . CISTERNS . STREET CONNECTIONS					
15	ACCESSIBILITY DIAGRAMS	FROM CURBSIDE TO ALL PROGRAMATIC SPACES					
16	EXIT DIAGRAMS	MEANS OF EGRESS ROUTES					
17	DRAWING DATA	ORIENTATION (NORTH) . DRAWING TITLE . GRAPHIC SCALE . KEY MAPS					
18	MODELS	STUDY & FINAL BUILDING MODEL (SITE INCLUDED)					
19	3D MODEL	CRUCIAL PROJECT VIEWS					
20	PRESENTATION QUALITY	GRAPHIC CLARITY & COHERENCE					
21	ORAL PRESENTACION	CLEAR & CONCISE VERBAL EXPRESSION					



FINAL PRESENTATION REQUIREMENTS: CITY STUDIO

		REQUIREMENT	DESCRIPTION	04 - EXCELLENT	03 - GOOD	02 - AVERAGE	01 - DEFICIENT	COMMENTS
1		GENERAL INFORMATION	COURSE CODE & NAME . INSTRUCTOR . STUDENT . DATE . TITLE					
2		LOCATION DIAGRAMS	GENERAL . REGIONAL . URBAN INTERVENTION AREA					
3		SITE DOCUMENTATION	URBAN CONDITIONS & AMENITIES . SITE ANALYSIS DIAGRAMS					
4		PROCESS DIAGRAMS	CRITICAL STRATEGIES . CONCEPT . URBAN SYSTEMS . SUSTAINABILITY					
5		CODE COMPLIANCE DATA	ZONING .& OTHER AGENCY REGULATIONS					
6		BEFORE & AFTER	CHANGES TO NETWORK OF STREETS, WALKWAYS & AMENITIES					
7		DEMOLITION PLAN	SELECTIVE DEMOLITION OF EXISTING CITY ELEMENTS					
8		SITE PLAN	URBAN SYSTEMS & NETWORK PROPOSAL					
9		ARCHITECTURAL PLANS	URBAN PLAN BLOW-UPS OF KEY URBAN INTERVENTIONS					
10		SECTIONS	KEY BEFORE & AFTER SECTIONS ILLUSTRATING REVISED CONDITIONS					
11		ELEVATIONS	KEY FACADES OF URBAN PLAN BLOW-UPS					
12		URBAN ELEMENT DETAIL	DETAILED DRAWING OF EMBLEMATIC INTERVENTION ELEMENT					
13		CITY SERVICES	GENERAL CITY SERVICES DIAGRAMS					
14		ACCESSIBILITY DIAGRAMS	FROM CURBSIDE TO ALL PROGRAMATIC URBAN SPACES					
15		DRAWING DATA	ORIENTATION (NORTH) . DRAWING TITLE . GRAPHIC SCALE . KEY MAPS					
16		MODELS	STUDY & FINAL URBAN INTERVENTIION MODEL					
17		3D MODEL	CRUCIAL BEFORE & AFTER CITY VIEWS					
18		PRESENTATION QUALITY	GRAPHIC CLARITY & COHERENCE					
19		ORAL PRESENTACION	CLEAR & CONCISE VERBAL EXPRESSION					



RUBRICA March 2012

MArch 12.001 - Propuesta de Disertación, Tesis o Proyecto Equivalente

CONTENIDO						
	%	Ejecución Superior	Buen Dominio	Dominio Adecuado	Carece de Dominio	
CRITERIOS	50%	4	3	2	1	PUNTOS
Tema Factible	10%	El tema de investigación es apropiado y está claramente presentado. Es viable aplicarlo a una Propuesta de Diseño y realizarlo en un periodo de tiempo razonable.	El tema de investigación es bastante apropiado y está bien presentado. Es viable aplicarlo a una Propuesta de Diseño y realizarlo en un periodo de tiempo razonable.	El tema de investigación es poco apropiado y no está claramente presentado. Es poco viable aplicarlo a una Propuesta de Diseño y en un periodo de tiempo razonable.	El tema de investigación no está claramente presentado y no cuenta con evidencias para que sea viable aplicarlo a una Propuesta de Diseño. No se puede realizar en un periodo de tiempo razonable.	4 10% 3 7.5% 2 5% 1 2.5%
Vigencia del Tema	10%	El tema es vigente y ofrece una contribución creativa a la profesión. Identifica lagunas en el conocimiento existente.	El tema es bastante vigente y podría ofrecer una contribución creativa a la profesión. Identifica lagunas en el conocimiento existente.	El tema es poco vigente y ofrece una contribución creativa mínima a la profesión. No identifica lagunas en el conocimiento existente.	El tema es superficial y no cuenta con el potencial de ofrecer una aportación creativa a la profesión. No identifica lagunas en el conocimiento existente.	4 10% 3 7.5% 2 5% 1 2.5%
Preguntas de Investigación & Objetivos	20%	Las Preguntas de Investigación están claramente establecidas y son verificables. Si todas las preguntas se contestan la meta de la tesis se logra automáticamente. La aplicación al diseño es la culminación ideal de la investigación.	Las Preguntas de Investigación están bastante bien establecidas y podrían ser verificables. Si todas las preguntas se contestan la meta de la tesis se logra en su mayoría. La aplicación al diseño es congruente con las metas de la investigación.	Hay poca claridad en las Preguntas de Investigación y son parcialmente verificables. Aunque todas las preguntas se contesten la meta de la tesis no será alcanzada en su totalidad. No está claro si la aplicación a una Propuesta de Diseño es congruente con las posibles metas de la investigación.	Las Preguntas de Investigación no están claramente establecidas y no son verificables. La meta de la tesis no está definida con claridad. Hay duda que sea posible la aplicación a una Propuesta de Diseño de las ideas planteadas en la investigación.	4 20% 3 15% 2 10% 1 5%
Metodología	10%	Cuenta con una descripción claramente delineada de los Métodos de Investigación. Los métodos son razonables y apropiados para contestar las Preguntas de Investigación.	Cuenta con una descripción bastante clara de los Métodos de Investigación. Los métodos son razonables y apropiados para contestar la mayoría de las Preguntas de Investigación.	La descripción de los Métodos de Investigación es confusa e incompleta. Los métodos son poco adecuados para contestar las Preguntas de Investigación.	Ofrece una selección inapropiada de Métodos de Investigación. Los métodos son inadecuados para contestar las Preguntas de Investigación.	4 10% 3 7.5% 2 5% 1 2.5%
SUBTOTAL						



Appendix 4.2.15: Thesis/Capstone Theme Proposal Rubric 02.M.Arch
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CONTEXTO							
	%	Ejecución Superior	Buen Dominio	Dominio Adecuado	Carece de Dominio	PUNTOS	
CRITERIOS	50%	4	3	2	1		
Lenguaje	10%	No comete errores gramaticales y/o de sintaxis que impidan la comunicación.	Comete errores gramaticales y/o de sintaxis (1 a 4 errores) ocasionales que tienen poco impacto en la efectividad de la comunicación	Comete errores gramaticales frecuentes y/o de sintaxis (5 a 9 errores) que impiden la efectividad de la comunicación	Comete errores serios y numerosos tanto gramaticales como de sintaxis (10 o más). El lector se ve obligado a detenerse para volver a leer el texto y se le hace difícil discernir las ideas del autor.	4 3 2 1	10% 7.5% 5% 2.5%
Organización & Formato	10%	Toda la información está organizada de manera lógica y clara. El formato es coherente y atractivo a través de todo el documento.	La mayor parte de la información está organizada de manera clara y lógica. Una o dos secciones están fuera de lugar. En general, el formato es coherente y atractivo.	La información está organizada claramente en algunas secciones del documento. La calidad del formato varía a través del documento.	La organización de la información no es lógica en ninguna de las secciones. Es difícil discernir un formato coherente en el documento.	4 3 2 1	10% 7.5% 5% 2.5%
Bibliografía, Referencias & Citas	20%	La bibliografía muestra conocimiento del tema y de los dominios involucrados. Contiene una variedad considerable de fuentes de información (5 o más tipos de fuentes). Sigue las directrices del MLA. No comete errores en las fichas bibliográficas. Hace referencia a obras claves.	La bibliografía muestra bastante conocimiento del tema y de los dominios involucrados. Contiene una variedad adecuada de fuentes de información (3 a 4 tipos de fuentes). Sigue las directrices del MLA. Son pocos los errores en las fichas bibliográficas (1-4). Algunas obras claves han sido obviadas.	La bibliografía muestra poco conocimiento del tema y de los dominios involucrados. Contiene poca variedad de fuentes de información (2 tipos de fuentes). Sigue parcialmente las directrices del MLA. Hay bastantes errores en las fichas bibliográficas (5 a 9). Obras claves han sido obviadas.	La bibliografía está incompleta y/o no es pertinente a las Preguntas de Investigación. No tiene variedad de fuentes de información (1 tipo de fuentes). No sigue las directrices del MLA. Hay muchos errores en las fichas bibliográficas (10 o más). Obras claves han sido obviadas.	4 3 2 1	20% 15% 10% 5%
Uso Ético de la Información	10%	Siempre cita ideas e información de otras fuentes de manera eficiente y consecuente.	En la mayoría de las ocasiones cita ideas e información de otras fuentes de manera eficiente y consecuente. (50% de las ocasiones o más)	En pocas ocasiones cita ideas e información de otras fuentes de manera eficiente y consecuente. (menos del 50% de las ocasiones)	Nunca cita ideas e información de otras fuentes de manera eficiente y consecuente.	4 3 2 1	10% 7.5% 5% 2.5%
SUBTOTAL							

100%

TOTAL



Appendix 4.2.16: Thesis/Capstone Design Proposal Rubric 01.M.Arch
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RUBRICA March 2012

MArch - ARQU 6311,6312,6313: Taller de Diseño de Ciudad / Taller de Diseño de Edificación

CONTENIDO						
	%	Ejecución Superior	Buen Dominio	Dominio Adecuado	Carece de Dominio	
CRITERIOS	50%	4	3	2	1	PUNTOS
Presentation Gráfica/Escrita (SPC: A1 - Communication Skills)	5%	El título de la propuesta, nombre del instructor/profesor, la codificación y título del curso, y el año y semestre académico están claramente identificados. Todos los dibujos e imágenes cuentan con las referencias responsables de las fuentes de información. Los dibujos están orientados coherentemente y las escalas gráficas y el norte están debidamente identificados.	El título de la propuesta, nombre del instructor/profesor, la codificación y título del curso, y el año y semestre académico están bastante bien identificados. Todos los dibujos e imágenes cuentan con las referencias responsables de las fuentes de información. Los dibujos están orientados y las escalas gráficas y el norte están identificados.	El título de la propuesta, nombre del instructor/profesor, la codificación y título del curso, y el año y semestre académico están pobremente identificados. Solo algunos de los dibujos e imágenes cuentan con las referencias responsables de las fuentes de información. Los dibujos están mal orientados y las escalas gráficas y el norte están pobremente identificados.	El título de la propuesta, nombre del instructor/profesor, la codificación y título del curso, y el año y semestre académico no están identificados. Ninguno de los dibujos e imágenes cuentan con las referencias responsables de las fuentes de información. Los dibujos no están orientados y las escalas gráficas y el norte no están identificados.	4 5% 3 3.75% 2 2.5% 1 1.25%
Effective Application of the Investigation (SPC: A7/A9/A11-Use of Precedents/Historical Traditions and Global Culture/Applied Research)	5%	Los diagramas de la condición existente y análisis de lugar están claramente establecidos; posee una representación gráfica que demuestra la vigencia de su acercamiento conceptual/teórico al problema y la aplicación de la investigación a la propuesta. Cuenta con tablas, textos y fórmulas que ilustran el cumplimiento con los principios básicos de los códigos pertinentes de manera efectiva.	Los diagramas de la condición existente y análisis de lugar son bastante claros; posee una representación gráfica que demuestra la vigencia de su acercamiento conceptual/teórico al problema y la aplicación de la investigación a la propuesta. Cuenta con tablas, textos y fórmulas que ilustran el cumplimiento con los principios básicos de los códigos pertinentes de manera bastante efectiva.	Los diagramas de la condición existente y análisis de lugar son confusos e incompletos; posee una representación gráfica que demuestra la vigencia de su acercamiento conceptual/teórico al problema y la aplicación de la investigación a la propuesta de poca claridad. Cuenta con tablas, textos y fórmulas que ilustran el cumplimiento con los principios básicos de los códigos pertinentes de manera poco clara.	Los diagramas de la condición existente y análisis de lugar son inapropiados o no cuenta con los diagramas; no posee una representación gráfica que demuestra la vigencia de su acercamiento conceptual/teórico al problema y la aplicación de la investigación a la propuesta. No cuenta con tablas, textos y fórmulas que ilustran el cumplimiento con los principios básicos de los códigos pertinentes.	4 5% 3 3.75% 2 2.5% 1 1.25%
Design and Technical Drawings Concise (SPC: A3/A4/A6-Visual Communication Skills/Technical Documentation/Comprehensive Design)	20%	Se presentan claramente el plano de localización y plano de sitio. Los diagramas de antes y después del lugar y/o plano de demolición están claramente identificados. Las plantas arquitectónicas cuentan con la información de sitio debidamente identificada incluyendo contexto inmediato, plantas de los niveles intermedios (o una planta típica) y planta de techo. Cuenta con un mínimo de dos secciones y el número de elevaciones que corresponde a las fachadas de la edificación propuesta.	Se presentan de manera bastante clara el plano de localización y plano de sitio. Los diagramas de antes y después del lugar y/o plano de demolición están identificados. Las plantas arquitectónicas cuentan con la información de sitio identificada incluyendo contexto inmediato, plantas de los niveles intermedios (o una planta típica) y planta de techo. Cuenta con un mínimo de dos secciones y el número de elevaciones que corresponde a las fachadas de la edificación propuesta.	El plano de localización y plano de sitio están incompletos. Los diagramas de antes y después del lugar y/o plano de demolición están pobremente identificados. Las plantas arquitectónicas cuentan con la información de sitio identificada incluyendo contexto inmediato, plantas de los niveles intermedios (o una planta típica) y planta de techo. No cuenta con el mínimo de dos secciones ni el número de elevaciones que corresponde a las fachadas de la edificación propuesta.	El plano de localización y plano de sitio son inapropiados. Los diagramas de antes y después del lugar y/o plano de demolición no están identificados. Las plantas arquitectónicas no cuentan con la información de sitio identificada incluyendo contexto inmediato, plantas de los niveles intermedios (o una planta típica) y planta de techo. No cuenta con el mínimo de dos secciones ni el número de elevaciones que corresponde a las fachadas de la edificación propuesta.	4 20% 3 15% 2 10% 1 5%
Coherent Design Vigente (SPC: A2/A6/A8/C2-Design Thinking Skills/Fundamental Design Skills/Ordering System Skills/Human Behavior)	10%	El proyecto es una edificación fiel a los planteamientos conceptuales originarios, a las recomendaciones identificadas según la naturaleza del lugar y las necesidades de la comunidad; con claridad espacial y funcional; con un sistema organizativo íntegro y un lenguaje estético coherente.	El proyecto es una edificación bastante fiel a los planteamientos conceptuales originarios, a las recomendaciones identificadas según la naturaleza del lugar y las necesidades de la comunidad; con claridad espacial y funcional; con un sistema organizativo íntegro y un lenguaje estético coherente.	El proyecto es una edificación poco coherente con los planteamientos conceptuales originarios, a las recomendaciones identificadas según la naturaleza del lugar y las necesidades de la comunidad; con poca claridad espacial y funcional; con un sistema organizativo y un lenguaje estético confuso.	El proyecto es una edificación inapropiada con los planteamientos conceptuales originarios, a las recomendaciones identificadas según la naturaleza del lugar y las necesidades de la comunidad; con poca claridad espacial y funcional; con un sistema organizativo y un lenguaje estético pobre.	4 10% 3 7.5% 2 5% 1 2.5%



Appendix 4.2.16: Thesis/Capstone Design Proposal Rubric 02.M.Arch
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Maquetas y Perspectivas (SPC: A3 - Visual Communication Skills)	10%	Cuenta con unas maquetas de estudio, una maqueta final y un modelo en tres dimensiones eficientemente construidas con perspectivas ilustrativas de las intenciones de la propuesta.	Cuenta con unas maquetas de estudio, una maqueta final y un modelo en tres dimensiones bastante bien construidas con perspectivas ilustrativas de las intenciones de la propuesta.	Cuenta con unas maquetas de estudio, una maqueta final y un modelo en tres dimensiones mal construidas con pocas perspectivas ilustrativas de las intenciones de la propuesta.	No cuenta con maquetas de estudio, una maqueta final y un modelo en tres dimensiones que expliquen efectivamente el proyecto. No se presentan claramente las perspectivas ilustrativas de las intenciones de la propuesta.	4 10% 3 7.5% 2 5% 1 2.5%
Estrategias de Sustentabilidad/ Sistemas Ambientales (SPC: B3/B8 – Sustainability/Environmental Systems)	20%	El diagrama ilustra claramente las estrategias de la propuesta orientadas a hacer minimizar la huella ecológica de la edificación. El diagrama mecánico de los elementos/espacios designados para equipos primarios de sistemas de enfriamiento naturales/artificiales está claramente establecido y el diagrama eléctrico ilustra los espacios identificados para el manejo efectivo de las necesidades energéticas de la propuesta de manera efectiva.	El diagrama ilustra de manera bastante clara las estrategias de la propuesta orientadas a hacer minimizar la huella ecológica de la edificación. El diagrama mecánico de los elementos/espacios designados para equipos primarios de sistemas de enfriamiento naturales/artificiales está bien establecido y el diagrama eléctrico ilustra los espacios identificados para el manejo efectivo de las necesidades energéticas de la propuesta de manera bastante efectiva.	El diagrama ilustra las estrategias de la propuesta orientadas a hacer minimizar la huella ecológica de la edificación de manera confusa e incompleta. El diagrama mecánico de los elementos/espacios designados para equipos primarios de sistemas de enfriamiento naturales/artificiales es poco claro y el diagrama eléctrico ilustra los espacios identificados para el manejo efectivo de las necesidades energéticas de la propuesta con poca claridad.	El diagrama no ilustra las estrategias de la propuesta orientadas a hacer minimizar la huella ecológica de la edificación. No se presenta el diagrama mecánico de los elementos/espacios designados para equipos primarios de sistemas de enfriamiento naturales/artificiales ni el diagrama eléctrico que ilustre los espacios identificados para el manejo efectivo de las necesidades energéticas de la propuesta.	4 20% 3 15% 2 10% 1 5%
Accesibilidad del Proyecto / Rutas de Emergencia (SPC: B2-Accessibility) (SPC: B5-Life Safety)	5%	El diagrama de accesibilidad ilustra claramente las rutas accesibles del proyecto desde el encintado de la calle. Los diagramas gráficos de rutas de salida están claramente delineados. Incluye un resumen de datos pertinentes tales como de % de ocupación y de dimensiones mínimas de rutas de salida.	El diagrama de accesibilidad ilustra de manera bastante clara las rutas accesibles del proyecto desde el encintado de la calle. Los diagramas gráficos de rutas de salida están bastante claros. Incluye un resumen de datos pertinentes tales como de % de ocupación y de dimensiones mínimas de rutas de salida.	El diagrama de accesibilidad ilustra las rutas accesibles del proyecto desde el encintado de la calle de manera confusa e incompleta. Los diagramas gráficos de rutas de salida son confusos e incompletos. Incluye un resumen de datos pertinentes tales como de % de ocupación y de dimensiones mínimas de rutas de salida.	El diagrama de accesibilidad no ilustra las rutas accesibles del proyecto desde el encintado de la calle. Los diagramas gráficos de rutas de salida son inapropiados o no cuenta con los diagramas. Incluye un resumen de datos pertinentes tales como de % de ocupación y de dimensiones mínimas de rutas de salida.	4 5% 3 3.75% 2 2.5% 1 1.25%



Appendix 4.2.16: Thesis/Capstone Design Proposal Rubric 03.M.Arch
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CONTENIDO							
	%	Ejecución Superior	Buen Dominio	Dominio Adecuado	Carece de Dominio	PUNTOS	
CRITERIOS	50%	4	3	2	1		
Sistemas Estructurales (SPC: B9-Structural Systems) (El instructor/profesor designado al taller aportará a la determinación de la nota.)	10%	Los diagramas gráficos de los sistemas estructurales propuestos están claramente delineados.	Los diagramas gráficos de los sistemas estructurales propuestos están bastante claros.	Los diagramas gráficos de los sistemas estructurales propuestos son confusos e incompletos.	Los diagramas gráficos de los sistemas estructurales propuestos son inapropiados o no cuenta con los diagramas.	4	10%
						3	7.5%
						2	5%
						1	2.5%
Envoltura de la Edificación (SPC: B10-Building Envelope)	10%	La sección de pared y los detalles ilustran efectivamente el sistema constructivo de la edificación y que contienen las notas correspondientes.	La sección de pared y los detalles ilustran de manera bastante clara el sistema constructivo de la edificación y contienen las notas correspondientes.	La sección de pared y los detalles ilustran con poca claridad el sistema constructivo de la edificación y no contienen las notas correspondientes.	La sección de pared y los detalles no ilustran claramente el sistema constructivo de la edificación y no contienen las notas correspondientes.	4	10%
						3	7.5%
						2	5%
						1	2.5%
Estimado de Costo (SPC: B7-Financial Considerations)	5%	El proyecto cuenta con una tabla claramente delineada con el estimado de costo del proyecto utilizando valores globales de costos de construcción.	El proyecto cuenta con una tabla bastante clara con el estimado de costo del proyecto utilizando valores globales de costos de construcción.	La tabla con el estimado de costo del proyecto es confusa e incompleta. No se utilizan los valores globales de costos de construcción.	La tabla con el estimado de costo del proyecto es confusa e incompleta o el proyecto no cuenta con un estimado de costo. No se utilizan los valores globales de costos de construcción.	4	5%
						3	3.75%
						2	2.5%
						1	1.25%
TOTAL						/100 %	



Appendix 4.2.17: Thesis/Capstone Design Proposal Assessment Results 01.M.Arch
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Rubrica Marq 2012: Tesis de Diseño (TD2)												
Nombre Est.	Presentación Gráfica/Escrita	Aplicación Efectiva de la Investigación	Diseño y Dibujos Técnicos Concisos	Diseño Coherente y Vigente	Maqueta y Perspectivas	Estrategias de Sustentabilidad / Sistemas Ambientales	Accesibilidad del Proyecto / Rutas de Emergencia	Sistemas Estructurales	Envoltura de la Edificación	Estimado de Costo	TOTAL	% Mejoría
	5%	5%	20%	10%	10%	20%	5%	10%	10%	5%	100.0%	
Pre Jurado	3.75	3.75	15	7.5	5	15	2.5	7.5	5	N/A	68.4%	14.5%
Jurado	5	5	18	10	10	15	3.75	6	6	N/A	82.9%	
Pre Jurado	2.5	3.75	12.5	5	2.5	0	1.25	5	2.5	N/A	36.8%	25.3%
Jurado	3	5	10	8	8	12	3	5	5	N/A	62.1%	
Pre Jurado	3.75	5	20	10	10	10	3.75	7.5	7.5	N/A	81.6%	10.5%
Jurado	5	5	20	10	10	15	5	7.5	10	N/A	92.1%	
Pre Jurado	2.5	3.125	10	7.5	5	7.5	1.875	3.75	3.75	N/A	47.4%	39.4%
Jurado	5	5	15	10	7.5	15	5	10	10	N/A	86.8%	
Pre Jurado	3.75	5	20	7.5	5	5	2.5	7.5	7.5	N/A	67.1%	23.7%
Jurado	3.75	5	15	10	7.5	20	5	10	10	N/A	90.8%	
Pre Jurado	2.5	4.375	12.5	7.5	3.75	N/A	4.375	2.5	7.5	N/A	60.0%	6.4%
Jurado	3.75	3.75	10	7.5	7.5	15	3.125	5	7.5	N/A	66.4%	
Pre Jurado	2.5	1.875	10	7.5	7.5	15	3.125	5	5	N/A	60.5%	30.3%
Jurado	4.375	3.75	15	8.75	10	20	4.375	10	10	N/A	90.8%	
Pre Jurado	3.75	5	15	10	2.5	5	3.75	7.5	2.5	N/A	57.9%	32.2%
Jurado	5	5	20	10	7.5	15	3.75	10	10	N/A	90.1%	
Pre Jurado	5	5	10	7.5	5	5	3.75	5	5	N/A	53.9%	40.8%
Jurado	5	5	20	10	10	15	5	10	10	N/A	94.7%	



Appendix 4.2.17: Thesis/Capstone Design Proposal Assessment Results 02.M.Arch
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Pre Jurado	5	5	15	10	2.5	0	0	2.5	5	N/A	47.4%	52.6%
Jurado	5	5	20	10	10	20	5	10	10	N/A	####	
Pre Jurado	2.5	2.5	5	5	2.5	10	2.5	5	5	N/A	42.1%	29.0%
Jurado	4.375	4.375	10	10	10	12.5	3.75	5	7.5	N/A	71.1%	
CAPSTONE												
Pre Jurado	3.75	5	15	7.5	7.5	15	5	7.5	7.5	N/A	77.6%	6.6%
Jurado	5	5	15	10	10	15	5	7.5	7.5	N/A	84.2%	
Pre Jurado	5	5	15	10	5	15	3.75	5	5	N/A	72.4%	17.0%
Jurado	5	5	20	10	7.5	15	5	7.5	10	N/A	89.4%	
Pre Jurado	5	5	15	7.5	0	10	0	7.5	0	N/A	52.6%	23.7%
Jurado	5	5	15	7.5	7.5	12.5	5	7.5	7.5	N/A	76.3%	
Pre Jurado	3.75	5	15	10	7.5	N/A	N/A	10	10	N/A	87.5%	2.6%
Jurado	3.75	5	15	10	10	20	5	7.5	10	N/A	90.1%	
Pre Jurado	3.75	3.75	20	10	7.5	N/A	N/A	N/A	5	N/A	83.3%	7.4%
Jurado	3.75	5	20	10	7.5	15	5	10	10	N/A	90.7%	
Pre Jurado	3.75	3.75	10	7.5	7.5	10	3.75	5	5	N/A	59.2%	40.8%
Jurado	5	5	20	10	10	20	5	10	10	N/A	####	
Pre Jurado	3.75	5	15	7.5	7.5	N/A	N/A	N/A	N/A	N/A	77.5%	17.2%
Jurado	5	5	20	10	10	15	5	10	10	N/A	94.7%	



Appendix 4.2.18: Graduate Program Committee & Student
Thesis/Capstone Theme Meeting Minute. M.Arch
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25ii2013



RECOMENDACIONES - PROPUESTA DE TESIS – Febrero 2013

Comité del Programa Graduado . Escuela de Arquitectura . Universidad de Puerto Rico . Río Piedras

A: Estudiante MArch

Cc: Flores, José Representante de la Facultad
Vivoni, Enrique Representante de la Facultad
Anna Georas Coordinadora Programa Graduado

De: Anna Georas

Su Propuesta de Tema de Tesis ha sido aprobada. Las siguientes recomendaciones son para su uso durante la investigación de la parte escrita de su Tesis. Según el calendario del semestre académico en curso, la fecha límite para someter el formulario del Comité de Tesis y Asesor de Idioma es el **5 de marzo de 2013**. Si no lo ha incluido en su propuesta y su investigación conlleva entrevistar a individuos, debe obtener la *Certificate of Protecting Human Research Participants* de *The National Institute of Health* (NIH) cuya solicitud se encuentra en el portal del Decanato de Estudios Graduados e Investigación (DEGI). Es esencial que su Investigación Escrita y Proyecto de Diseño cuente con un alcance razonable dado que la duración recomendada de una Tesis de la Maestría en Arquitectura es de dos semestres.

Adjunto encontrará la rúbrica *MArch 12.001 – Propuesta de Disertación, Tesis o Proyecto* como herramienta de trabajo al revisar su documento. Para asistirlos a la hora de elegir un Director de Tesis y sus Asesores, le incluimos una lista de la Facultad con los temas afines con su práctica profesional y sus inquietudes creativas como profesores de la Escuela de Arquitectura.

Título:

Recomendaciones:

- Entrevistas a pacientes de salud mental deben ser supervisadas y validadas por un especialista en esa área, de no ser así no las recomendamos.
- Debe centrarse más en la problemática de Ponce.
- Establecer una clara conexión entre los precedentes estudiados con los criterios que desarrollará para su propuesta de diseño.
- La bibliografía debe de reflejar las fuentes que atienden los objetivos establecidos en su propuesta.
- Debe profundizar la bibliografía relacionada al diseño de espacios dedicados a la rehabilitación de personas con enfermedades mentales.

Deseándole mucho éxito en su Tesis de su Maestría en Arquitectura de la Escuela de Arquitectura de la Universidad de Puerto Rico.



Appendix 4.2.19: Independent Design Thesis Research Degree Exam. M.Arch

Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

10xii2012



Examen de Grado: Tesis de Diseño (TD1)

Comité Programa Graduado . Escuela de Arquitectura . Recinto de Río Piedras

A:	Estudiante
De:	Anna Georas, Arq. Coordinadora
	Humberto Cavallín, PhD. Director de Tesis
	Carlos Pérez Consejero
	Rafael Arce Nazario, PhD Consejero. Departamento de Ciencias de Cómputos. Ciencias Naturales

Durante su Defensa de Tesis de la parte escrita de su Tesis de Diseño, el 11 de diciembre de 2012, se discutieron ideas e inquietudes relacionadas a su investigación. Por la presente le entregamos su *Examen de Grado* para elaborar sobre dichos temas. Debe coordinar una reunión con la Coordinación del Programa Graduado y su Director/a de Tesis durante la tercera semana de enero (2013) para repasar su agenda de trabajo para el próximo semestre. Debe traer a la reunión sus respuestas al Examen de Grado y una copia digital de la presentación que realizó para su Defensa de Tesis.

Examen de Grado:

1. Establezca una definición operativa de "arquitectura textil" a la luz de su investigación a la fecha.
2. ¿De qué manera piensa que el tejido, según lo estudiado a la fecha, puede informar conceptual y/o formalmente los sistemas estructurales y/o formales de la edificación?
3. Establecer un calendario de trabajo para el próximo semestre en el cual se definan clara mente las actividades a realizar, metas a alcanzar y fechas para cada una de esas metas.
4. Definir la naturaleza, programa y escala del objeto arquitectónico en el cual se aplicarán los resultados de su trabajo de investigación acerca de la generación digital del tejido.

Es importante que el contenido, las gráficas y la estructura de la presentación de su Defensa de Tesis informe su documento escrito.

¡Enhorabuena y en espera de su pronta acción!



Appendix 4.2.20: Independent Design Thesis (Project)/Capstone Recommendation for Revision. M.Arch

Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

30iv2013



Recomendaciones de Revisión Tesis de Diseño (TD2)

Programa Graduado . Escuela de Arquitectura . Recinto de Río Piedras

A:		Estudiante
De:	Anna Georas, Arq.	Coordinadora
	Juan C. Penabad, Arq.	Director de Tesis
	Ernesto Rodríguez	Consejero
	Luis G. Daza, Ing., Ph.D.	Consejero
	Jorge Rocafort, Ph.D.	Consejero

Durante la Presentación Final de su Tesis de Diseño, el 29 de abril de 2013, se discutieron **Recomendaciones de Revisión** de su propuesta de diseño. Las recomendaciones deben ser integradas a su documento final. Además, debe completar la redacción del último capítulo del documento final describiendo en detalle su propuesta de diseño y cómo responde a los resultados de su investigación. Previo a encuadernar su documento tiene que coordinar una reunión con la Coordinación del Programa Graduado y su Director(a) de Tesis.

Es requisito presentarse a la reunión con:

- IMPRESIÓN 11x17 de su Presentación Final revisada
- PRESENTACIÓN FINAL completa en un CD que incluya además imágenes individuales (300dpi) que mejor representan su propuesta, fotos de la maqueta y dos versiones del documento final (a ser encuadernado): una con las imágenes incluidas y otra con toda imagen que no cuenta con permiso para su reproducción ennegrecida (esta última versión es para cumplir con la meta del Programa Graduado de crear un archivo digital de Tesis y Proyectos Fin de Carrera de la Escuela de Arquitectura).

El propósito de la reunión es cotejar que su documento final refleje las siguientes **Recomendaciones de Revisión**:

- CALCULAR el ancho requerido de las salidas de emergencia según el IBC.
- REVISAR el diagrama estructural y la sección de pared según lo dialogado en su presentación y reflejar los ajustes en las plantas.
- CORREGIR estacionamiento en planta y sección.
- INDICAR mecanismos de manipulación del espacio de concierto en la sección.
- INTEGRAR al diagrama mecánico la conexión para protección contra incendio y revisar retornos del aire acondicionado.
- COMPLETAR el diagrama de accesibilidad con las rampas requeridas desde el encintado.
- INTEGRAR fotografías de la maqueta e imágenes del modelo "3D" al documento final.

¡Enhorabuena y en espera de su pronta acción!

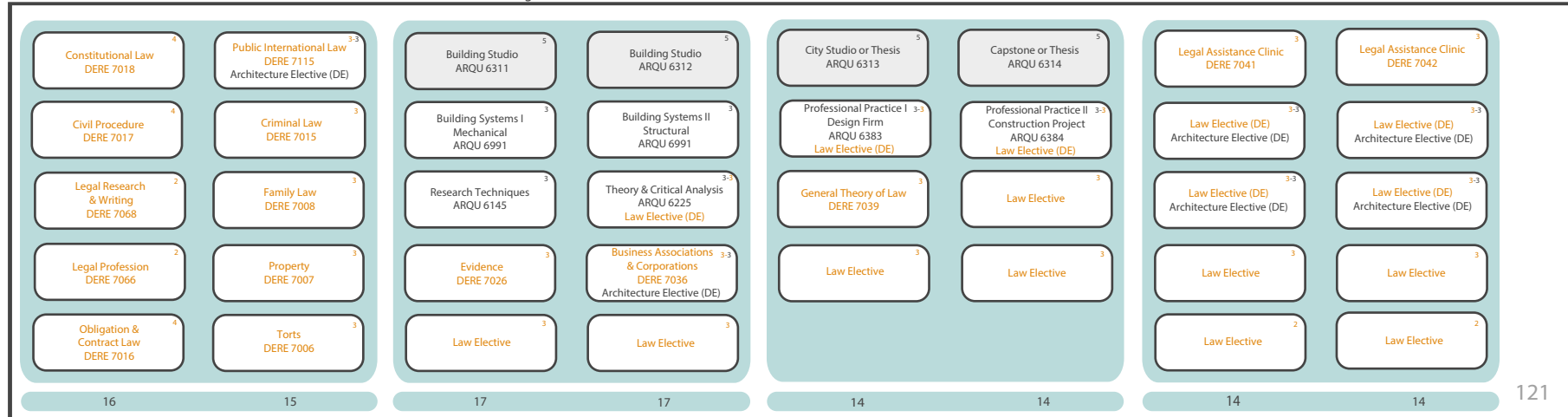


Appendix 4.2.21: M.ArchJD Joint Degree. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

MArch JD

Masters of Architecture *Juris Doctor* Joint Degree

● MArch Curricular Sequence
● JD Curricular Sequence



BED/PSP 1.5

MArchJD Joint Degree

		Semesters				Total	
		1	2	3	4		
ARQU	C	0	22	16	0	38	56
	DE	3	3	0	12	18	
	E	0	0	0	0	0	
JD	C	31	6	3	6	46	92
	DE	0	3	6	12	21	
	E	0	6	15	4	25	

ARQU Architecture
JD Juris Doctor
C Core
DE Directed Electives
E Elective
BED Bachelor in Environmental Design
PSP 1.5 Preparatory Studies Program 1.5
Joint Degree Two degrees from the different graduate schools

Masters in Architecture **Masters in Planning** Joint Degree

- **MP Curricular Sequence**



MArchMP Joint Degree

* 1 City Studio must be taken as part of the Design Studio Sequence

CREDITS

ARQU	Architecture
PLAN	Planning
C	Core
DE	Directed Elective
E	Elective
BED	Bachelor in Environmental Design
PSP 1.5	Preparatory Studies Program 1.5
Joint Degree	Two degrees from separate graduate schools
3	Directed Elective only for dual degree candidates

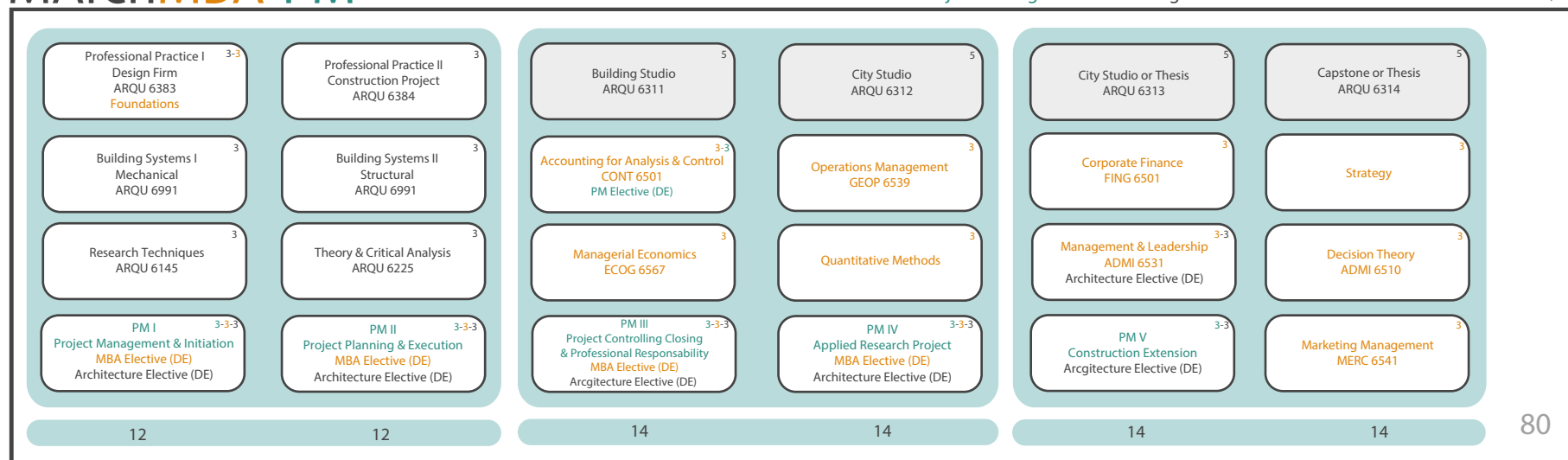


Appendix 4.2.23: M.ArchMBA-PM Joint Degree. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

MArchMBA-PM

Masters in Architecture Masters in Business Administration - Project Management Joint Degree

- MArch Curricular Sequence
- MBA Curricular Sequence
- PM Curricular Sequence



BED/PSP 1.5

MArchMBA-PM Joint Degree

		1			2			3			sub-total	total
ARQU		C	DE		C	DE		C	DE			
	C	18		10		10		38			56	
	DE	6		6		6		18				
BA	C	3		12		15		30			42	
	DE	6		6		0		12				
PM	C	6		6		3		18			18	
	DE			3								
sub-total												

CREDITS

ARQU Architecture
BA Business Administration
PM Project Management
C Core
DE Directed Electives
BED Bachelor in Environmental Design
PSP 1.5 Preparatory Studies Program 1.5
Joint Degree Two degrees from separate graduate schools

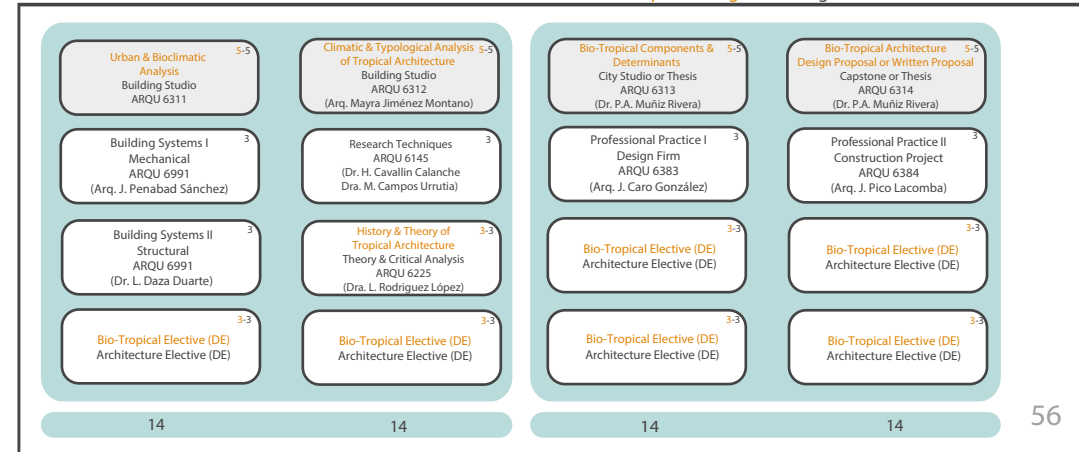


Appendix 4.2.24: M.ArchMBT Dual Degree. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

MArchMBT

Masters in Architecture Masters in Bio-Tropical Design Dual Degree

● MArch Curricular Sequence
● MBT Curricular Sequence



BED/PSP 1.5 MArchMBT Dual Degree

BArch MArchMBT Dual Degree

		1		2			
		C	DE	C	DE		
ARQU	C	22		16		38	38
	DE	6		12		18	18
	E	0		0		0	0
BT	C	13		10		23	23
	DE	6		12		18	18
	E	0		0		0	0
						38	56
						23	41
						18	

ARQU Architecture
BT Bio-Tropical
C Core
E Elective
BED Bachelor in Environmental Design
PSP 1.5 Preparatory Studies Program 1.5
BArch Bachelor in Architecture
Dual Degree Two degrees from the same graduate school

Bio-Tropical Directed Electives Pool:

1st Semester:

ARQU ____ Permaculture - Ing. Max Pérez Padró
ARQU ____ Tropical Landscape Analysis - Dr. José A. Molinelly Freytes
GEOG 4110 Physical Geography of Puerto Rico - Dr. Maritza Barreto Orta
GEOG 4115 Urban Geography - Dr. Carlos Guilbe López

2do Semester:

GEOG 4165 Applied Climatology - Dr. Rafael Méndez Tejada
CIAM 8445 Meteorology -

3rd Semester:

EDFU 4016 Basic Statistics - Dr. Julio Rodríguez Torres
MAT 210 (Sagrado) Applied Statistics - Prof. Elliot Albelo
ARQU 5995 Architectural Acoustics - Dr. Jorge Rocafort Rivera
ARQU ____ Modeling Techniques for Architectural Research - Arq. Enid Soto Méndez

4th Semester:

ARQU ____ Drafting & Publications Techniques - Dra. Laurie Ortiz Rivera
ARQU ____ Ethics & Copyright - Dra. Laurie Ortiz Rivera
DERE ____ Regulations of Environmental Law - Arq. Hector D. Barrera

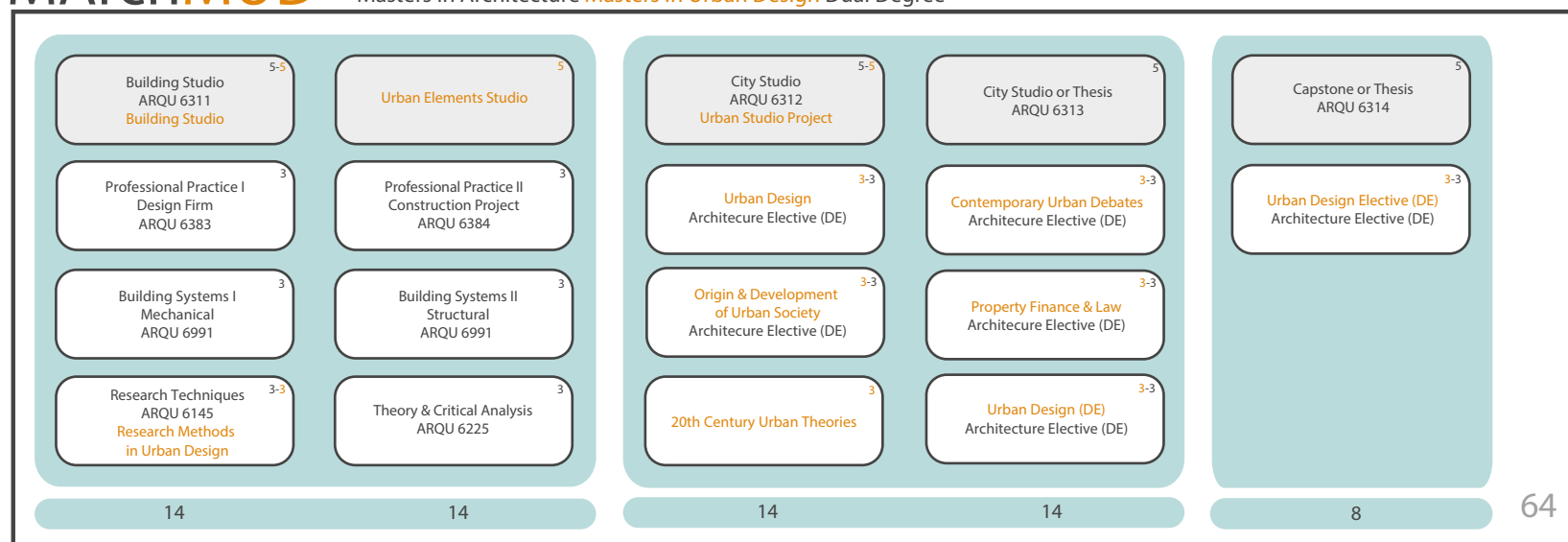


Appendix 4.2.25: M.ArchMUD Dual Degree. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

MArchMUD

Masters in Architecture Masters in Urban Design Dual Degree

● MArch Curricular Sequence
● MUD Curricular Sequence



BED/PSP 1.5

MArchMUD Dual Degree

ARQU	C	23	1	10	2	5	.5	38	56
	DE	0		15		3		18	
UD	C	13		20		0		33	39
	DE	0		3		3		6	
								sub-total	total

CREDITS

ARQU	Architecture
UD	Urban Design
C	Core
DE	Directed Electives
BED	Bachelor in Environmental Design
PSP 1.5	Preparatory Studies Program 1.5
Dual Degree	Two degrees within the same school



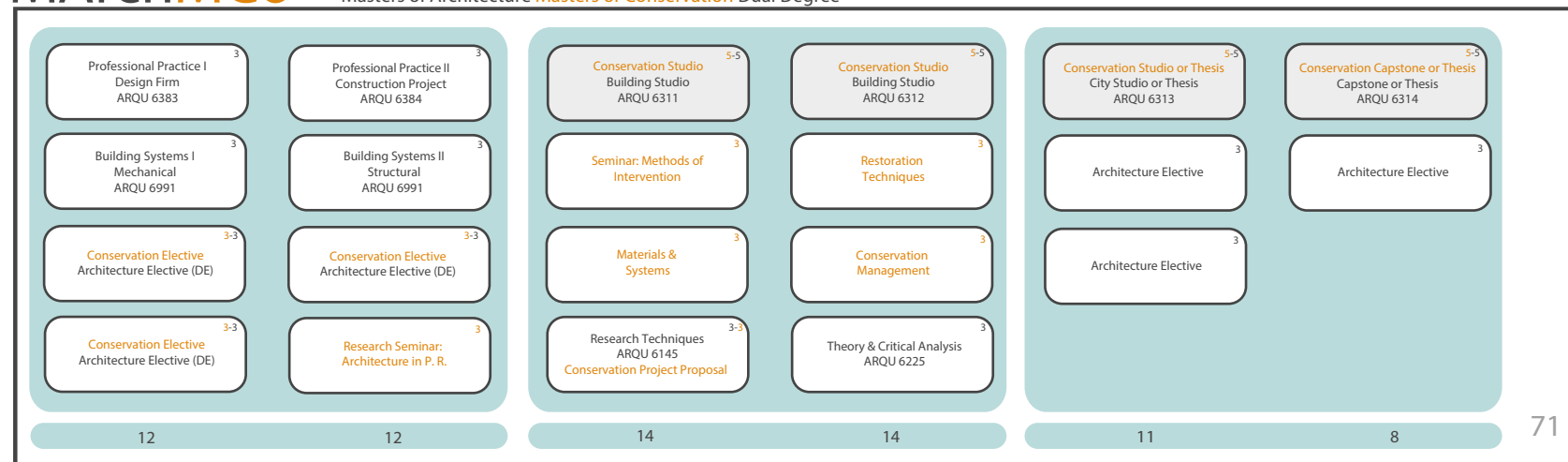
Appendix 4.2.26: M.ArchMCo Dual Degree. M.Arch
Architectural Program Report 2014. Continuing Accreditation
Master of Architecture. School of Architecture. University of Puerto Rico

Pre-requisites:
Introduction to Conservation
Documentation & Building Survey
History of Architecture in P. R.

MArchMCo

Masters of Architecture Masters of Conservation Dual Degree

● MArch Curricular Sequence
● MCo Curricular Sequence



BED/PSP 1.5

MArchMCo Dual Degree

		Pre-requisites		1	2	3		
ARQU	C	0	12	16	10	38	38	56
	DE	0	9	0	0	0	18	
	E	0	0	0	9	18	18	
Co	C	0	3	25	10	38	38	56
	DE	9	0	0	0	9	18	
	E	0	9	0	0	9	18	

ARQU Architecture
Co Conservation
C Core
E Elective
BED Bachelor in Environmental Design
PSP 1.5 Preparatory Studies Program 1.5
Dual Degree Two degrees from the same graduate school



UNIVERSIDAD DE PUERTO RICO / ESCUELA DE ARQUITECTURA / PROGRAMA DE MAESTRIA

EVALUACIÓN DE ADMISIÓN

Número del estudiante:

Nombre:

Índice General

(PROMEDIO x 6) / 4

/ 6

Índice de cursos de Diseño

(PROMEDIO x 6) / 4

/ 6

Habilidades y logros pasados

(Resume y cartas de recomendación)

1	1.5	2	2.5	3	□	/ 3
Perspectiva reducida de experiencia, logros académicos diferentes a los índices general y de diseño son menores o mediocres, experiencia limitada			Cartas de recomendación unánimemente fuertes y significativas, experiencia en el resume amplia, logros relevantes a la disciplina y comprobables.			

Intereses y metas

(Declaración de propósito)

1	1.5	2	2.5	3	□	/ 3
Declaración de propósitos confusa, con falta de motivación, irrelevante, intereses incompatibles con los ofrecimientos y con la visión de la Escuela de Arquitectura.			Declaración de propósito clara, pertinente a la profesión, motivaciones y objetivos académicos relevantes y compatibles con la Escuela de Arquitectura			

Habilidades creativas

(Portafolio)

4	6	8	10	12	□	/ 12
Evidencia limitada de creatividad, poco o ningún sentido de dirección, propuestas irrelevantes, proyectos limitados intelectualmente.			Habilidades creativas y de diseño sobresalientes, con sentido de compromiso, dirección clara, demuestran una formación intelectual sólida y diversa.			

TOTAL

/ 30

APROBADO

CONDICIONADO

DENEGADO

Comentarios

Nombre del evaluador: Maria M. Campo Urrutia Fecha: _____



Number & Title of Course: ARQU 6145: Research Techniques (3 credits)

Course Description: The course provides an introduction to the theory and practice of research processes in the field of architectural design. The course covers the principles, methods and techniques used in architectural research and is meant to provide fundamental skills needed for the student to prepare a Thesis/Capstone Theme Proposal that is delivered at the end of the semester.

Course Goals & Objectives:

The students will:

- **Understand** fundamental research concepts and their application to the field of architecture.
- **Learn** to identify the available bibliographical resources and archives, as well as, other institutional and media depositories that provide for rigorous research documentation.
- **Be Aware** of the ethical and legal principles related to information management processes.
- **Develop** necessary investigative skills to effectively select among different research modes and paradigms.
- **Cultivate** essential critical thinking skills needed to perform research.
- **Improve** and apply necessary writing skills prepare clear and concise research proposals.
- **Apply** the capacity to formulate a research inquiry that will serve as a draft of their personal *Thesis/Capstone Theme Proposal* required for graduation from the professional Master of Architecture degree.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A05: Investigative Skills	Ability
A07: Use of Precedents	Ability
A09: Historical Traditions & Global Culture	Understanding
A10: Cultural Diversity	Understanding
A11: Applied Research	Understanding
C02: Human Behavior	Understanding
C08: Ethics & Professional Responsibilities	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline

TOPIC	WEEKS
▪ Research Paradigms	01
▪ Architectural Research Processes	02
▪ Quantitative Methods	01
▪ Visual Methods & Information Representation	01
▪ Research Theme Delimitation	01
▪ Research Theme Justification & Objectives	02
▪ Information Sources Management	02
▪ Research-Related Ethical & Legal Issues	02
▪ Thesis/Capstone Theme Proposal	02

Prerequisites: Admission to the Master of Architecture.



Textbooks/ Learning Resources:

- Albert; Robato Matilde (1984) *Redacción y Estilo* (sexta Edic.) San Juan: Editorial Marle.
- Creswell, John W. (2002) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Ed.) Thousand Oaks: Sage Publications.
- Gray; Carole and Julian Malins (2004) *Visualizing Research, a Guide to the Research Process in Art and Design*. Burlington: Ashgate.
- Groat, Linda; Wang, David (2002) *Architectural Research Methods*. New York: John Wiley & Sons.
- George, A.; Bennett, A. (2005) *Case Studies and Theory Development in the Social Sciences*. Cambridge, MA: MIT Press.
- Ramírez; Juan Antonio (2009) *Cómo escribir sobre arte y arquitectura*. Barcelona: Serbal.
- Wayne C Booth, Gregory G. Colomb, Joseph M. Williams (2003) *The Craft of Research*. Chicago: University of Chicago Press.
- Yin R. K. (2003) *Case Research: Design and Methods Study* (3rd Ed.). Thousand Oaks: Sage Publications.
- Zeisel, J. (2006) *Inquiry by Design: Environment/Behavior/Neuroscience in Architecture, Interiors, Landscape and Planning*. New York: WW Norton and Company.

Offered: Fall only / Annually

Faculty Assigned: Magdalena Campos / Humberto Cavallin / Jorge Lizardi / Florian Urban (visiting professor)



Number & Title of Course: ARQU 6991: Structural Systems: Reinforced Concrete Structures & an Introduction to Steel Structures (3 credits)

Course Descriptions: The course covers the study of reinforced concrete systems, including its mechanical properties, considerations regarding the advantages and disadvantages of its employment, and specificities about its design methods and their application in the construction industry. Emphasis is also made on technical standards, nomenclature and its use in the field, construction codes compliance requirements, and product specifications in construction documentation. The course includes an introduction to the general aspects and mechanical properties of steel structures.

Course Goals & Objectives:

The students will:

- **Understand** the variables to be considered in order to assess the advantages and/or disadvantages of reinforced concrete systems employed in the design of an architectural project.
- **Evidence** the minimum knowledge necessary to comply with relevant construction code requirements regarding the design of structural systems.
- **Learn** to evaluate the structural capacity of a components of a structural system.
- **Demonstrate** the knowledge of design procedures and applicable code compliance.
- **Achieve** the ability to communicate abstract, as well as, technical ideas in relation to the design and performance of a reinforced concrete system.
- **Develop** the ability to interpret technical documentation, such as: details, shop drawings, and specifications related to components of a structural system.

Student Performance Criterion/a addressed:

A04: Technical Documentation	Ability
B09: Structural Systems	Understanding
B12: Building Materials & assemblies	Understanding

Topical Outline:

TOPIC	WEEKS
▪ Reinforced Concrete Systems	
○ Historical Context, Description, Components	01
○ Mechanical Properties	01
○ Mixture analysis / UBC-1997 / ACI-318	01
○ Design methods / working Stress Method / Ultimate Strength Method Research Theme Delimitation	01
○ Deflection analysis / one-way and two-way slabs	02
○ Column Design	01
○ Foundation Design	01
▪ Steel Systems	
○ General concepts	02
○ Performance analysis	01

Prerequisites: Admission to the Master of Architecture



Textbooks/ Learning Resources:

American Concrete Institute, *Building Code Requirements for Reinforced Concrete ACI-318*, Latest edition, Detroit, MI.

Gaylord, Edwin., Gaylord, Charles & Stallmeyer, James. *Design of Steel Structures*. Third edition, McGraw-Hill, Inc. 1992.

Nawy, Edward G., *Reinforced Concrete*, Ed McGraw Hill, 2002.

Nilson, H. Arthur, *Diseño de estructuras de concreto*, McGraw Hill, ed. 12, junio 2001.

Rokach, Abraham, *Theory and Problems of Structural Steel Design (LRFD method)*. Schaum's Outline Series, McGraw-Hill, Inc. 1991.

Scaeffner, R. E., *"Reinforced Concrete, Preliminary Design for Architects and Builders"*, Ed. McGraw Hill, 1992.

International Building Code IBC 2009. International Code Council Inc., IL 60478.

American Institute of Steel Construction (AISC) 14th edition. Steel Construction Manual, AISC 2011.

Offered: Fall & Spring; Annually

Faculty Assigned: Luis Daza



Number & Title of Course: ARQU 6225: Theory & Critical Analysis (3 credits)

Course Description: The course deals with the intersections of various fields of theory with the realm of architecture and urbanism. The student develops an understanding of hermeneutic logics present in philosophy, literature, history, anthropology, psychology, ethnography, and semiology, among others. The accrued knowledge is meant to serve as a tool that enhances the student's capacity to identify, comprehend, and solve architectural issues. The course content is meant to help establish the theoretical framework needed in order to undertake a critical design or writing exercise.

Course Goals & Objectives:

The students will:

- **Expand** his/her analytical capacity through interdisciplinary perspectives.
- **Be familiarized** with the exercise of reflection and the theoretical formulation through a varied repertory of interdisciplinary critical and theoretical texts.
- **Challenge** traditional research presumptions in the field of architecture.
- **Learn** of research methods of other disciplines.
- **Problematicize** and reflect on the research process and content to better understand the research activity itself.
- **Explore** possible applications of interdisciplinary research in the field of design
- **Strengthen** their research abilities through systematic search and the use of pertinent information.
- **Bolster** their debate and written research abilities.

Student Performance Criterion/a addressed:

A.01	Communication Skills	Ability
A.05	Investigative Skills	Ability
A.09	Historical Traditions & Global Culture	Understanding
A.10	Cultural Diversity	Understanding
C:02	Human Behavior	Understanding
C.09	Ethics & Professional Responsibilities	Understanding

Topical Outline

TOPIC	WEEK
▪ Grade Zero: Utopia	01
▪ Signs & Significations	02
▪ Phenomenology	02
▪ Economy, Society & Suburbia	02
▪ Gender & Sexuality	02
▪ Power, Memory & Architecture	02
▪ Patrimonial Imagination	02
▪ Wrap Up: Towards a Critique of Methods	02

Prerequisites: Admission to the Master of Architecture



Textbooks by Topic/Learning Resources:

Grade Zero: Utopia

- Kate Nesbit. "Introduction". En K. Nesbit, ed., *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*. New York: Princeton Architectural Press (1996), pp. 17-70.
- Elizabeth Grosz, "Embodied Utopias", en *Architecture from the Outside: Essays on Virtual and Real Space*, Cambridge: The MIT Press (2002), pp. 102-118.
- Deborah Fausch. "The Knowledge of the Body and the Presence of History — Towards a Feminist Architecture." En Debra Coleman, Elizabeth Danze, and Carol Henderson, eds. *Architecture and Feminism*. New York: Princeton Architectural Press (1996), pp. 131-150.

Signs & Signification

- Michel de Certeau, "Practices of Space", en Marshall Blonsky, ed., *On Signs*. Baltimore: The Johns Hopkins U Press (1985), pp. 122-145.
- Giulio Carlo Argan. "On the Typology of Architecture." En K. Nesbit, ed., *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*. New York: Princeton Architectural Press (1996), pp. 240-247.
- Anthony Vidler, "The Third Typology", en K. Michael Hays, ed., *Architecture Theory since 1968*, Cambridge: The MIT Press (2000), pp. 289-294
- Ignasi de Solà-Morales Rubio, "From Contrast to Analogy: Developments in the Concept of Architectural Intervention", en *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*. Princeton: Princeton Architectural Press (1996), pp. 228-237.
- Georg Simmel, "Puente y puerta", en *El individuo y la libertad. Ensayos de crítica e la cultura*, Barcelona: Península (1998), pp. 29-34.

Phenomenology

- Celeste Olalquiaga, "Dust", en Brian Dillon, ed. *Ruins*. Cambridge: The MIT Press (2011).
- Susan Stewart, "Separation and Restoration", en Brian Dillon, ed. *Ruins*. Cambridge: The MIT Press (2011).
- Kenneth Frampton, "Corporeal experience in the Architecture of Tadao Ando", en George Dods y Robert Tavernor "Body and Building: Essays on the Changing Relation of Body and Architecture. Cambridge: MIT Press (2008), 304-319.
- Anthony Vidler, "Theorizing the Unhomely", en Kate Nesbit, ed., *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory*. Princeton: Princeton Architectural Press (1996), pp. 572-576.

Economy, Society & Suburbia

- Georg Simmel, "Las grandes urbes y la vida del espíritu", en *El individuo y la libertad. Ensayos de crítica e la cultura*, Barcelona: Península (1998), pp. 247-262.
- Henri Lefebvre, "Philosophy of the City and Planning Ideology", "The Specificity of the City", "Continuities and Discontinuities", in *Writings on Cities*. Oxford: Blackwell Publishing (2004), pp. 97-99, 100-103, 104-110, 111-118.
- Lilliana Ramos Collado, "City Branded in Shades of Noir", en *(in)forma. Arquitectura upr #6* (2012), pp. 22-29.
- Dolores Hayden. "What Would a Non-Sexist City be Like? Speculations on Housing, Urban Planning and Human Work." En Jane Rendell, Barbara Penner and Iain Borden. *Gender Space Architecture. An Interdisciplinary Introduction*. London: Routledge (2000), pp. 266-281.
- Saskia Sassen, "A New Geography of Center and Margins". En Richard T. LeGates and Frederic Stout (eds), *The City Reader*. London: Routledge (1996), pp. 208-212.
- Setha M. Low, "The Edge and the Center: Gated Communities and the Discourse of Urban Fear". En Low and Lawrence-Zúñiga. *The Anthropology of...*, pp.387-407.



Gender & Sexuality

Pierre Bourdieu, "The Berber House". En Low and Lawrence-Zúñiga. *The Anthropology of...*, pp. 131-141.
Beatriz Colomina, "The Split House: Domestic Voyeurism". En Beatriz Colomina, *Sexuality and Space*. Princeton: Princeton U Press (1992), pp. 73-128.
Henry Urbach, "Closets, Clothes, disClosure", en Jane Rendell, Barbara Penner & Iain Borden, *Gender Space Architecture*, London: Routledge (2007), pp. 342-352.
Bruce Bégout, "El arte del motel", en *Lugar común: El motel americano*, Barcelona: Anagrama (2008), pp. 103-114.

Power, Memory & Architecture

Neil Leach, "The Architect As Fascist". *The Anaesthetics of Architecture*. Cambridge: The MIT Press (1999), pp. 17-32.
Ascensión Hernández Martínez, "Las reconstrucciones postbélicas: de Ypres a Dresde", en *La clonación arquitectónica*, Madrid: Siruela (2007), pp. 65-96.
Renato de Fusco, "La arquitectura como mass medium", en *Arquitectura como mass medium: Notas para una semiología arquitectónica*, Barcelona: Anagrama (1970), pp. 68-96.
Simón Marchán Fiz, "La casa de cristal sólo quiere ser bella", en *La metáfora del cristal en las artes y en la arquitectura*, Madrid: Siruela (2008), pp. 55-73.

Patrimonial Imagination

Lilliana Ramos Collado, "Sueños patrimoniales: Chile reinventa su historia ante la UNESCO", *Romanitas*, Año 3 Núm. 1 (dic. 2008), en <http://humanidades.uprrp.edu/romanitas/espanol/volumen3/ramos.html>.
Jean-Michel Leniaud, "El patrimonio recuperado. El ejemplo de Saint-Denis". En Rioux y Sirinelli, *Para una historia cultural*, pp. 373-388.
Roland Barthes. "La Torre Eiffel". *La Torre Eiffel: Textos sobre la imagen*. Barcelona: Paidós (2001), pp. 55-79.

Offered: Spring only/ Annually

Faculty Assigned: Magdalena Campos / Humberto Cavallin / Jorge Lizardi / Florian Urban (visiting professor)



Number & Title of Course: ARQU 6310: City Studio (5 credits)

Course Description: The city studio acknowledges architecture as an act of place making in the city. It also recognizes the complexity involved in the collective planning of settlements in the context of contemporary needs. The semester begins with an introduction to basic concepts of urbanism and a general presentation of historical variations of particular city forms. Students will first participate in groups in the preparation of a schematic development plan. Specific agreements with local municipalities and institutions will provide site and context conditions. For the conclusion of the semester, students will then individually address schematic architectural design proposals related to the recommendations stated in the development plan.

Course Goals & Objectives:

The student will:

- **Understand** the reciprocal relationship that exists between the networks that comprise urban systems and individual architectural interventions.
- **Develop** the ability to complete the preliminary design development of an urban project.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
A05: Investigative Skills	Ability
A06: Fundamental Design Skills	Ability
A07: Use of Precedents	Ability
A08: Ordering Systems Skills	Understanding
A09: Historic Traditions & Global Culture	Understanding
A10: Cultural Diversity	Understanding
A11: Applied Research	Understanding
B01: Pre-Design	Ability
B02: Accessibility	Ability
B03: Sustainability	Ability
B04: Site Design	Ability
B06: Comprehensive Design	Ability
B09: Structural Systems	Understanding
C01: Collaboration	Ability
C02: Human Behavior	Understanding
C03: Client Role in Architecture	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline

TOPIC	WEEKS
▪ Introduction to urbanism	02
▪ Collective urban development plan	06
o context analysis and research	
o integration of urban systems	
▪ Individual architectural proposal	06
o schematic design	
o integration of building systems	
▪ Final presentation	02



Prerequisites: Admission to the Master of Architecture

Textbooks/ Learning Resources:

Alexander, Christopher. *A Pattern Language: Towns, Building, Construction*, Nueva York: Oxford University Press, 1977.
Boyne, D.A.C., (ed). *Architects Working Details*, Londres: The Architectural Press, 1962.
Bonet Correa, Antonio. *Las Claves del Urbanismo*, Barcelona: Editorial Ariel, 1989.
Chueca Goitia, Fernando. *Breve Historia del Urbanismo*, Madrid: Alianza Editorial, 1987.
Ching, Francis D. K. *Building Construction Illustrated*, Nueva York: Van Nostrand Reinhold, 1991.
Eisenman, Peter. *Written Into the Void*. Connecticut, Yale University Press, 2007.
Koolhaas, Rem and Bruce Mau, *Small, Medium, Large, Extra-Large*. New York: The Monacelli Press, 1995.
Kostof, Spiro. *The City Assembled: The Elements of Urban History Form Through History*, Boston: Bulfinch Press, 1992.
Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings Through History*, Boston: Bulfinch Press, 1991.
Michalko, Michael. *Cracking Creativity: The Secrets of Creative Genius*, Berkeley, CA: Ten Speed Press, 2001.
Moneo, Rafael. *Theoretical Anxiety and Design Strategies*. The MIT Press, Cambridge Massachusetts, Barcelona: Actar 2004.
Nesbitt, Kate (ed). *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*, New York: Princeton Architectural Press, 1996.
Rowe, Collin y F. Koetter. *Collage City*, Cambridge: The MIT Press, 1985.
Sepúlveda Rivera, Aníbal. San Juan: Historia ilustrada de su desarrollo urbano, 1508-1898, San Juan: Centro de Investigaciones CARIMAR, 1989
Tafuri, Manfredo. *The Sphere and the Labyrinth*. Cambridge, Massachusetts: The MIT Press, 1990.
Vidler, Antony. *The Writing of the Walls*. New Jersey: Princeton Architectural Press, 1987.

Offered: Fall & Spring; Annually

Faculty Assigned: Manuel Bermudez



Number & Title of Course: ARQU 6311, 6312 & 6315: Building Studio (5 credits)

Course Descriptions: The course integrates issues of sustainability, technology and structures with a design process that leads to a medium-scale building proposal. Students will first engage an initial research phase that entails assessment, critical inquiry and strategic analysis of: historical data; general, regional, area and special zoning regulations; applicable codes of agencies that have a say in the area of intervention; and international, national and local building codes. During the second phase, the students will develop an individual design project that integrates the results of the previous investigation to their process. Final presentations consist of detailed design development documentation that illustrates the inner workings of responsible contemporary building design.

Course Goals & Objectives:

The Student will:

- **Complete** a group research phase that will guide the design process throughout the semester that includes the development of: research skills, awareness of cultural diversity, definition of pre-design criteria, identification of site-design issues, an understanding of the client's needs and the ability to work in collaboration with others.
- **Develop** an individual building project that reveals efficient use of precedents, informed design thinking and applied research, and addresses essential concerns related to: accessibility, life safety, sustainability, as well as, building environmental, service, and structural systems.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
A05: Investigative Skills	Ability
A06: Fundamental Design Skills	Ability
A07: Use of Precedents	Ability
A08: Ordering Systems Skills	Understanding
A09: Historic Traditions & Global Culture	Understanding
A11: Applied Research	Understanding
B01: Pre-Design	Ability
B02: Accessibility	Ability
B03: Sustainability	Ability
B04: Site Design	Ability
B05: Life Safety	Ability
B06: Comprehensive Design	Ability
B07: Financial Considerations	Understanding
B08: Environmental Systems	Understanding
B09: Structural Systems	Understanding
B10: Building Envelope Systems	Understanding
B11: Building Service Systems	Understanding
B12: Building Materials & Assemblies	Understanding
C01: Collaboration	Ability
C02: Human Behavior	Understanding
C03: Client Role in Architecture	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding



Topical Outline

TOPIC	WEEKS
▪ Initial Research	03
▪ Building Design	11
○ Schematic design	
○ Incorporation of research material	
○ Preliminary design	
○ Integration of building systems	
▪ Final Presentation	02

Prerequisites: Admission to the Master of Architecture

Textbooks/ Learning Resources:

Alexander, Christopher. *A Pattern Language: Towns, Building, Construction*, Nueva York: Oxford University Press, 1977.

Boyne, D.A.C., (ed). *Architects Working Details*, Londres: The Architectural Press, 1962.

Ching, Francis D. K. *Building Construction Illustrated*, Nueva York: Van Nostrand Reinhold, 1991.

Eisenman, Peter. *Written Into the Void*. Connecticut, Yale University Press, 2007.

Koolhaas, Rem and Bruce Mau, *Small, Medium, Large, Extra-Large*. New York: The Monacelli Press, 1995.

Michalko, Michael. *Cracking Creativity: The Secrets of Creative Genius*, Berkeley, CA: Ten Speed Press, 2001.

Moneo, Rafael. *Theoretical Anxiety and Design Strategies*. The MIT Press, Cambridge Massachusetts, Barcelona: Actar 2004.

Offered: Fall & Spring; Annually

Faculty Assigned: José R. Davis & Victor Nieto / Thomas & Lucilla Marvel / Esteban Sennyey & Oscar Marty / Enrique Vivoni & Jorge Ramírez



Number & Title of Course: ARQU 6313: Independent Design Thesis - Research (5 credits)

Course Descriptions: Each course participant will perform supervised individual work that will demonstrate the student's capacity to identify an architectural issue/design problem that leads to relevant research. The work will demonstrate the capability to formulate a building program that addresses the concerns raised.

Course Goals & Objectives:

The Student will:

- **Apply** fundamental research concepts and their application to the field of architecture.
- **Develop** a comprehensive understanding of architectural design as a field of research and practice.
- **Understand** the criteria involved in the development of architectural design judgment.
- **Select** among different research modes and paradigms.
- **Identify** the available bibliographical resources and archives, as well as, other institutional and media depositories that provide for rigorous research documentation.
- **Be Aware** of the ethical and legal principles related to information management processes.
- **Cultivate** essential critical thinking skills needed to perform research.
- **Improve** and apply necessary writing skills prepare clear and concise research proposals.
- **Complete** the development of relevant proposal of applying the research to a design proposal.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A05: Investigative Skills	Ability
A07: Use of Precedents	Ability
A09: Historical Traditions & Global Culture	Understanding
A10: Cultural Diversity	Understanding
A11: Applied Research	Understanding
C02: Human Behavior	Understanding
C06: Leadership	Understanding
C08: Ethics & Professional Responsibilities	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline:

TOPIC	WEEKS
▪ Research (minimum of two meetings with Thesis Committee)	12
▪ Application to Design Proposal	02
▪ Degree Exam	01

Prerequisites: ARQU 6145 / ARQU 6225 / ARQU 6312 / ARQU 6321 / ARQU 6361

Textbooks/ Learning Resources:

The bibliography will be project-related. Some generally recommended texts are:

Alexander, Christopher. *A Pattern Language: Towns, Building, Construction*, Oxford University Press, Nueva York, 1977.

Boyne, D.A.C., (ed). *Architects Working Details*, Londres: The Architectural Press, 1962.



Bonet Correa, Antonio. *Las Claves del Urbanismo*, Barcelona: Editorial Ariel, 1989.
Chueca Goitia, Fernando. *Breve Historia del Urbanismo*, Madrid: Alianza Editorial, 1987.
Ching, Francis D. K. *Building Construction Illustrated*, Nueva York: Van Nostrand Reinhold, 1991.
Kostof, Spiro. *The City Assembled: The Elements of Urban History Form Through History*, Boston: Bulfinch Press, 1992.
Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings through History*, Boston: Bulfinch Press, 1991.
Nesbitt, Kate (ed). *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*, Nueva York: Princeton Architectural Press, 1996.
Michalko, Michael. *Cracking Creativity: The Secrets of Creative Genius*, Berkeley, CA: Ten Speed Press, 2001.
Rowe, Collin & F. Koetter. *Collage City*, The MIT Press.
Sepúlveda Rivera, Aníbal. *San Juan: Historia ilustrada de su desarrollo urbano, 1508-1898*, San Juan: Centro de Investigaciones CARIMAR, 1989

LINKS:

<http://www.apastyle.org/elecref.html>

The following is excerpted from the 5th edition of the Publication Manual (© 2001). The material provided covers commonly asked questions regarding how to cite electronic media.

<http://www.mla.org/>

Founded in 1883 by teachers and scholars, the Modern Language Association promotes the study and teaching of language and literature.

<http://books.google.com/books?hl=en&lr=&id=72pHgJvNS5gC&oi=fnd&pg=PP7&sig=nLsOX60CgPGSvGJ3txeqFZN70gl&dq=research+methods&prev=http://scholar.google.com/scholar%3Fq%3Dresearch%2Bmethods%26hl%3Den%26lr%3D>

Survey Research Methods by Floyd J Fowler.

<http://www.socialresearchmethods.net/kb/>

The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods.

Offered: Fall & Spring; Annually

Faculty Assigned: María Campo / Humberto Cavallín / Lilliana Ramos / Mayra Jiménez / Darwin Marrero / Andrés Mignucci / Emilio Martínez / Ernesto Rodríguez / Jorge Lizardi / Esteban Sennyey / Enrique Vivoni / etc.



Number & Title of Course: ARQU 6314: Independent Design Thesis - Project (5 credits)

Course Descriptions: This is a continuation course in which each participant will perform supervised individual work that will demonstrate the student's capacity to identify an architectural issue/design problem that leads to relevant form making and construction. The work will demonstrate as well the capability to formulate a building design that addresses the concerns raised in the previous research phase (ARQU-6313).

Course Goals & Objectives:

The Student will:

- **Understand** the need to broaden the existing fields of architectural knowledge production.
- **Demonstrate** adequate social awareness in order to responsibly serve the needs of local communities.
- **Study** the complexity involved in the formulation of an architectural intervention within the natural, cultural and social environment.
- **Be Motivated** to embark on an experimental, research-based approach to the architectural design problem.
- **Incorporate** life safety standards, codes and regulations in the design of an architectural project.
- **Research** a topic related to architectural design.
- **Cultivate** critical thinking and creative capacities.
- **Participate** in wider scenarios for the discussion and exchange of ideas.
- **Seek** to question the practice of architecture in order to improve the understanding of the activity itself.
- **Complete** a comprehensive analysis of architectural systems in terms of their symbolic, spatial, structural, technical and urban aspects.
- **Design** a comprehensive design proposal of architectural systems in terms of their symbolic, spatial, structural, technical, urban, material, constructive, and urban aspects.
- **Present** the proposal with efficient verbal, textual, and visual communication of the ideas that comprise the proposed building design.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
A05: Investigative Skills	Ability
A06: Fundamental Design Skills	Ability
A07: Use of Precedents	Ability
A08: Ordering Systems Skills	Understanding
A09: Historic Traditions & Global Culture	Understanding
A10: Cultural Diversity	Understanding
A11: Applied Research	Understanding
B01: Pre-Design	Ability
B02: Accessibility	Ability
B03: Sustainability	Ability
B04: Site Design	Ability
B05: Life Safety	Ability
B06: Comprehensive Design	Ability
B07: Financial Considerations	Understanding
B08: Environmental Systems	Understanding
B09: Structural Systems	Understanding
B10: Building Envelope Systems	Understanding
B11: Building Service Systems	Understanding



B12: Building Materials & Assemblies	Understanding
C01: Collaboration	Ability
C02: Human Behavior	Understanding
C03: Client Role in Architecture	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline:

TOPIC	WEEKS
▪ Research and site analysis	02
▪ Schematic Design	03
▪ Design Development	05
▪ Preliminary Presentation	02
▪ Final Presentation	03

Prerequisites: ARQU 6313

Textbooks/ Learning Resources:

The bibliography will be project-related. Some generally recommended texts are:

- Alexander, Christopher. *A Pattern Language: Towns, Building, Construction*, Oxford University Press, Nueva York, 1977.
- Boyne, D.A.C., (ed). *Architects Working Details*, Londres: The Architectural Press, 1962.
- Bonet Correa, Antonio. *Las Claves del Urbanismo*, Barcelona: Editorial Ariel, 1989.
- Chueca Goitia, Fernando. *Breve Historia del Urbanismo*, Madrid: Alianza Editorial, 1987.
- Ching, Francis D. K. *Building Construction Illustrated*, Nueva York: Van Nostrand Reinhold, 1991.
- Kostof, Spiro. *The City Assembled: The Elements of Urban History Form Through History*, Boston: Bulfinch Press, 1992.
- Kostof, Spiro. *The City Shaped: Urban Patterns and Meanings through History*, Boston: Bulfinch Press, 1991.
- Nesbitt, Kate (ed). *Theorizing a New Agenda for Architecture: An Anthology of Architectural Theory 1965-1995*, Nueva York: Princeton Architectural Press, 1996.
- Michalko, Michael. *Cracking Creativity: The Secrets of Creative Genius*, Berkeley, CA: Ten Speed Press, 2001.
- Rowe, Collin & F. Koetter. *Collage City*, The MIT Press.
- Sepúlveda Rivera, Aníbal. *San Juan: Historia ilustrada de su desarrollo urbano, 1508-1898*, San Juan: Centro de Investigaciones CARIMAR, 1989

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Survey Research Methods by Floyd J Fowler.



<http://www.socialresearchmethods.net/kb/>

The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods.

Offered: Fall & Spring; annually

Faculty Assigned: María Campo / Humberto Cavallín / Mayra Jiménez / Darwin Marrero / Andrés Mignucci / Emilio Martínez / Ernesto Rodríguez / Esteban Sennyey / Enrique Vivoni / etc.



Number & Title of Course: ARQU 6316: Capstone Project (5 credits)

Course Descriptions: this independent study course requires each participant to select a research topic related to one of the design themes of the semester's concurrent Building Studio courses. Students can also select a research topic related to the field of study of any of the school's research centers. Participants will then develop a proposal that outlines the scope and extent of the work to be performed during the semester according to the expected level of complexity of an end-of-degree Capstone Project. Preliminary and Final Presentation requirements for the course are stipulated by the Graduate Program coordination and follow the thesis guidelines for master degree projects of the UPR Rio Piedras Campus as approved by the Dean of Graduate Studies & Research (D.E.G.I. in Spanish).

Course Goals & Objectives:

The student will:

- **Understand** the need to broaden the existing fields of architectural knowledge production.
- **Demonstrate** adequate social awareness in order to responsibly serve the needs of local communities.
- **Study** the complexity involved in the formulation of an architectural intervention within the natural, cultural and social environment.
- **Be Motivated** to embark on an experimental, research-based approach to the architectural design problem.
- **Incorporate** life safety standards, codes and regulations in the design of an architectural project.
- **Research** a topic related to architectural design.
- **Cultivate** critical thinking and creative capacities.
- **Participate** in wider scenarios for the discussion and exchange of ideas.
- **Seek** to question the practice of architecture in order to improve the understanding of the activity itself.
- **Complete** a comprehensive analysis of architectural systems in terms of their symbolic, spatial, structural, technical and urban aspects.
- **Design** a comprehensive design proposal of architectural systems in terms of their symbolic, spatial, structural, technical, urban, material, constructive, and urban aspects.
- **Present** the proposal with efficient verbal, textual, and visual communication of the ideas that comprise the proposed building design.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
A05: Investigative Skills	Ability
A06: Fundamental Design Skills	Ability
A07: Use of Precedents	Ability
A08: Ordering Systems Skills	Understanding
A09: Historic Traditions & Global Culture	Understanding
A10: Cultural Diversity	Understanding
A11: Applied Research	Understanding
B01: Pre-Design	Ability
B02: Accessibility	Ability
B03: Sustainability	Ability
B04: Site Design	Ability
B05: Life Safety	Ability
B06: Comprehensive Design	Ability
B07: Financial Considerations	Understanding
B08: Environmental Systems	Understanding
B09: Structural Systems	Understanding
B10: Building Envelope Systems	Understanding
B11: Building Service Systems	Understanding
B12: Building Materials & Assemblies	Understanding
C01: Collaboration	Ability
C02: Human Behavior	Understanding



C03: Client Role in Architecture	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline:

TOPIC	WEEKS
▪ Research and site analysis	02
▪ Schematic Design	03
▪ Design Development	05
▪ Preliminary Presentation	02
▪ Final Presentation	03

Prerequisites: ARQU 6311 / ARQU 6312 / ARQU 6315

Textbooks/ Learning Resources:

Borden Iain and Katerina Rüedi. *The Dissertation - an architecture student's handbook*. Great Britain: Architectural Press, 2000.

Groat, Linda and David Wang. *Architectural Research Methods*. New York: John Wiley & Sons, 2002.

Jencks, Charles and Karl Kropf. *Theories and Manifestoes of Contemporary Architecture*. First Edition, Great Britain: Academy Editions, 2001.

Jencks, Charles and Karl Kropf. *Theories and Manifestoes of Contemporary Architecture*. Second Edition, Great Britain: Wiley - Academy, 2006.

Leach, Neil. *Rethinking Architecture - a reader in cultural theory*. New York: Routledge, 2004.

Michael Hays, K. *Architecture Theory since 1968*. Columbia Books of Architecture, New York: The MIT Press, 2000.

Nesbitt, Kate. *Theorizing a New Agenda for Architecture - an anthology of architectural theory, 1965-1995*. New York: Princeton Architectural Press, 1996.

Ockman, Joan. *Architecture Culture 1943-1968*. Columbia Books of Architecture, New York: Rizzoli, 1993.

Snyder, James C. *Architectural Research*. New York: Van Nostrand Reinhold, 1984.

Walker, Melissa. *Como Escribir Trabajos de Investigacion*. Barcelona: Editorial Gedisa, 2007.

Wehrli, Robert. *Environmental design research : how to do it and how to apply it*. New York : John Wiley & Sons, 1986.

Zeisel, John. *Inquiry by Design*. Revised Edition, New York, W.W. Norton & Co., Inc. 2006.

Offered: Fall & Spring; Annually

Faculty Assigned: José Davis & Victor Nieto / Enrique Vivoni & Jorge Ramírez / Manuel Bermúdez



Number & Title of Course: ARQU 6361: Buildings Systems (3 credits)

Course Descriptions: The topics covered in this specialized technology course include mechanical systems, environmental controls, life safety codes, and means of egress and circulation. The topics are presented in a comprehensive and integrated manner in relation to the spatial and structural design of a building system. Each topic will also be illustrated with traditional and contemporary examples and addressed in terms of local and regional context.

Course Goals & Objectives:

The students will:

- **Explore** the methods, strategies, and mechanical environmental control systems and how to incorporate them in the schematic design phase.
- **Select** the strategies of the diverse alternatives of applied systems with emphasis on the economic and energetic impact.
- **Accrue** the necessary knowledge to discuss with consultants, of each professional practice discipline, to select the appropriate options for each pertinent building issue.
- **Understand** the basic considerations to design basic fire protection systems.
- **Develop** the capacity to apply relevant issues to the process of designing drinking, sewer, and rainwater management systems.
- **Explore** the principles and methods of circulation, vertical and horizontal transport as per the spatial requirements of the presented design program.
- **Be Familiarized** with codes and standard information resources guide the practice of architecture and these technologies.
- **Establish** a rational methodology for decision making as to the different technological components and systems that impact architectural design.

Student Performance Criterion/a addressed:

A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
B01: Pre-Design	Ability
B02: Accessibility	Understanding
B03: Sustainability	Understanding
B05: Life Safety	Ability
B06: Comprehensive Design	Ability
B08: Environmental Systems	Understanding
B11: Building Service Systems	Understanding
C01: Collaboration	Ability
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Responsibilities	Understanding

Topical Outline

TOPIC	WEEKS
▪ Plumbing systems	04
▪ Fire control and suppression systems	04
▪ Mechanical ventilation and air conditioning systems	04
▪ Conveying systems	04



Prerequisites: Admission to the Master of Architecture

Textbooks/ Learning Resources:

- Stein, B., Reynolds, J.S., Gondzik, W.T. and Kwok, A.G. 2010. *Mechanical and Electrical Equipment for Buildings*. 11th Edition, John Wiley & Sons, New York, NY.
- Ching, Francis D. K. and Winkel, Steven R, 2009 "Building Codes Illustrated – A guide to Understanding the 2009 International Building Code" 3rd Edition, John Wiley & Sons. New York, NY.
- Allen, E. and Iano, J., 2007. *The Architect's Studio Companion*. 4th Edition, John Wiley & Sons. New York, NY.
- ASHRAE. *Handbook-HVAC Systems and Equipment*. American Society of Heating, Refrigerating and Air conditioning Engineers, Inc., Atlanta, GA.
- AIA. Ramsey/Sleeper. 2000. *Architectural Graphic Standards*. 10th Edition, John Wiley & Sons. New York, NY.

Offered: Fall only; Annually

Faculty Assigned: Juan Penabad



Number & Title of Course: ARQU 6383: Professional Practice: Design Firm (3 credits)

Course Descriptions: The course analyzes the social, economic, ethical, and legal contexts within which the professional practice of architecture must insert itself. Basic organizational and financial management concepts are discussed in relation to the needs, range of services, and responsibilities of an architecture design firm. The course also covers issues pertaining to the different stages in the development of an architectural project, including the establishment of a designer-client relationship, the production of technical documentation, and the implications of building construction supervision.

Course Goals & Objectives:

The Student will:

- **Understand** the definition of the professional practice of architecture in the local social, economic and legal context.
- **Learn** the basic economic concepts that affect and determine the extent of services during the professional practice of architecture.
- **Be familiarized** with the basic business organizational concepts in relation to the establishment of a professional design firm, including planning, marketing and administration aspects.
- **Review** the economic and legal implications of basic functional and organizational concepts in relation to the establishment of a professional design firm, including the selection of personnel, equipment and physical space.
- **Comprehend** the basic professional concepts in relation to the services offered by an architecture design firm, including the scope of services and responsibilities for each stage of the design and construction process.
- **Develop** the skills needed to prepare basic professional service proposals for architectural design.
- **Practice** the skills needed to evaluate legal documentation related to professional service proposals for architectural design.
- **Know** the economic, financial, legal, and ethical framework of the criteria needed for the professional practice of architecture.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A10: Cultural Diversity	Understanding
B07: Financial Considerations	Understanding
C02: Human Behavior	Understanding
C03: Client Role in Architecture	Understanding
C04: Project Management	Understanding
C05: Practice Management	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline

TOPIC	WEEKS
▪ The economic context of professional practice <ul style="list-style-type: none">○ Definition and range of actions○ Interaction with basic economic principles○ Relationships with the construction industry	05
▪ The professional architectural design firm	05



- o Legal organization
 - o Functional organization
- The building construction process 05
 - o Marketing and public relationships
 - o Service proposals
 - o Legal implications and responsibilities during design and construction phases
 - o Compliance with local regulatory institutional stakeholders

Prerequisites: Admission to the Master of Architecture.

Textbooks/ Learning Resources:

Ley Núm. 96 [1978], Ley Núm. 173 [1988], Ley Núm. 185 [1997] Ley Núm. 138 [2000], Ley Núm. 333 [2003];
Gobierno de Puerto Rico
Resoluciones Interpretativas de la Junta de Examinadora de Arquitectos de Puerto Rico
Architects Registration Examination [ARE], Internship Development Program [IDP]; National Council of Architectural Registration Boards
Manual de la Práctica Profesional para Servicios de Arquitectura, Colegio de Arquitectos de Puerto Rico
Código de Ética Profesional; Colegio de Arquitectos de Puerto Rico, Junta de Examinadora de Arquitectos
Manual de Práctica Profesional y Guías de Compensación para Servicios Profesionales, Colegio de Ingenieros y Agrimensores de Puerto Rico.
Ley Núm. 135 [1967], Ley de Certificaciones de Proyectos, Gobierno de Puerto Rico

LINKS:

- Leyes de Puerto Rico: <http://www.estado.gobierno.pr>
- Colegio de Arquitectos de Puerto Rico: www.caappr.org
- Junta Examinadora de Arquitectos: http://www.estado.gobierno.pr/arquitectos_y_arquitectos_paisajistas.htm
- *National Council of Architectural Registration Boards*: www.ncarb.org
- Junta de Planificación: <http://www.jp.gobierno.pr>

Offered: Fall only; Annually

Faculty assigned: José Caro / Luis Pico



Number & Title of Course: ARQU 6384: Professional Practice: Design Project (3 credits)

Course Descriptions: This continuation course further analyzes the social, economic, ethical and legal contexts within which the professional practice of architecture must insert itself. Emphasis is placed on administrative, procedural and regulatory processes related to the documentation that the architectural design firm must produce and certify as part of its professional services.

Course Goals & Objectives:

The professor acts as a Special Society's representative dedicated to develop properties.

The Student will:

- **Establish** a professional office – Society – made up of 2 to 3 students each.
- **Prepare** an architecture-related professional services proposal.
- **Write** and sign an architecture-related professional services contract.
- **Complete** the documents specified in the contract of corresponding phases of a design project: schematic, preliminary and construction documents.

In addition, the student will:

- **Understand** the administrative processes and applicable regulations of professional services rendered by an architecture firm.
- **Learn** the basic legal considerations in relation to the professional services rendered by an architecture firm.
- **Develop:** basic knowledge about local administrative procedures related to the professional services rendered by an architecture firm.
- **Know** the scope of the certification process of construction documents including consultants, approvals and permits.
- **Accrue** general knowledge of the basic characteristics of a professional services contract.

Student Performance Criterion/a addressed:

A01: Communication Skills	Ability
A02: Design Thinking Skills	Ability
A03: Visual Communication Skills	Ability
A04: Technical Documentation	Ability
A05: Investigative Skills	Ability
A06: Fundamental Design Skills	Ability
A07: Use of Precedents	Ability
A08: Ordering Systems Skills	Understanding
A11: Applied Research	Understanding
B01: Pre-Design	Ability
B02: Accessibility	Ability
B03: Sustainability	Ability
B04: Site Design	Ability
B05: Life Safety	Ability
B06: Comprehensive Design	Ability
B07: Financial Considerations	Understanding
B08: Environmental Systems	Understanding
B09: Structural Systems	Understanding
B10: Building Envelope Systems	Understanding
B11: Building Service Systems	Understanding



B12: Building Materials & Assemblies	Understanding
C01: Collaboration	Ability
C02: Human Behavior	Understanding
C03: Client Role in Architecture	Understanding
C04: Project Management	Understanding
C06: Leadership	Understanding
C07: Legal Responsibilities	Understanding
C08: Ethics & Professional Judgment	Understanding
C09: Community & Social Responsibility	Understanding

Topical Outline:

TOPIC	WEEKS
<ul style="list-style-type: none"> ▪ Simulated establishment of professional architectural firms <ul style="list-style-type: none"> ○ Request for proposals ○ Contract for professional services ○ Preparation of documentation for schematic, preliminary and construction phases 	12
<ul style="list-style-type: none"> ▪ Simulated process of certification of construction documents <ul style="list-style-type: none"> ○ Preliminary consultations ○ Construction permits 	03

Prerequisites: ARQU 6383 Professional Practice: Design Firm

Textbooks/ Learning Resources:

Manual de la Práctica Profesional para Servicios de Arquitectura, Colegio de Arquitectos de Puerto Rico
 Código de Ética Profesional; Colegio de Arquitectos de Puerto Rico, Junta de Examinadora de Arquitectos
 Manual de Práctica Profesional y Guías de Compensación para Servicios Profesionales, Colegio de Ingenieros y Agrimensores de Puerto Rico.
 Ley Núm. 135 [1967], Ley de Certificaciones de Proyectos, Gobierno de Puerto Rico
 Reglamento para la Certificación de Obras y Permisos (Reglamento de Planificación Núm. 12), Administración de Reglamentos y Permisos [ARPE]
 Reglamento de Zonificación, (Reglamento de Planificación Núm. 4) Junta de Planificación
 "Uniform Building Code", Volúmenes I, II y III
 "Americans with Disabilities Act" [ADA], U.S. Department of Justice
 "Life Safety Code", National Fire Protection Association

LINKS:

Leyes de Puerto Rico: <http://www.estado.gobierno.pr>
 Colegio de Arquitectos de Puerto Rico: www.caappr.org
 Junta de Planificación: <http://www.jp.gobierno.pr>
 Oficina de Gerencia y Permisos: <http://www.sip.pr.gov>

Offered: Fall only; Annually

Faculty assigned: José Caro / Luis Pico