Program Details

For **Program Details,** select View/Edit next to the name of your program. Data in these fields are populated from the Program Details section of the AMS. Some fields are read only. For the other fields, please update any information that has changed since it was last reported.

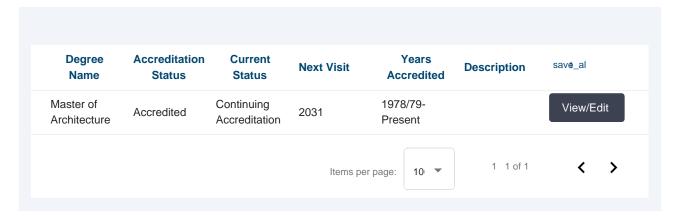The following definitions apply to the questions in this section:

CIP code: The Classification of Instructional Programs (CIP) was created by the U.S. Department of Education to track programs and fields of study. The format of the code is xx.xxxx. CIP codes for architecture are available here.

Name of academic unit: The name of the department, program, or school in which the program is housed.

Additional location: Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the   2020 Procedures . Programs initiating or altering additional sites, teaching sites, or online learning must provide this information in the program Annual Report when the changes are made or considered.

Program Administrator: The faculty administrator with direct oversight of the program (e.g. program director).

Academic Unit Administrator: The faculty administrator with oversight of the academic unit housing the program (e.g. department chair, school director).

Degree Name	Accreditation Status	Current Status	Next Visit	Years Accredited	Description	save_al
Master of Architecture	Accredited	Continuing Accreditation	2031	1978/79-Present		View/Edit

Items per page: 10   1   1 of 1   ‹ ›

1. Please verify which of the following degree programs your institution currently offers (check all that apply):

☐ Bachelor of Architecture (B.Arch.)

☑ Master of Architecture (M.Arch.)

☐ Doctor of Architecture (D.Arch.)

☑ Pre-professional architecture degree (B.A., B.S.)

2. Are you planning to develop another professional architecture degree in the near future?:

No ▼

3. Contact person completing the report if not the program administrator:

NAAB

Contact person full name and credentials (e.g. John Smith, FAIA):	
Contact person office phone:	
Contact person email:	

4. Comments regarding Section 2 (optional):

Insert text here ...

1. Academic calendar:

Select the type of academic term used by the institution (check only one).

Semesters ▼

2. Articulation agreements:

Definition: An agreement between or among institutions of higher education that specifies the acceptability of courses in transfer toward meeting specific degree or program requirements. List the number of articulation agreements the program has in place with any of the following institutions.

	2024
Community colleges:	
Colleges or universities granting B.A. or B.S. pre-professional degrees:	**2024**
Colleges or universities granting B.Arch. degrees:	**2024**
Other:	**2024**

3. Education level prior to entering program:

List the percentage of all new students enrolled in the program as of Sept. 1 who were admitted with each of the following academic backgrounds. ***Record the highest level achieved only****The total should equal 100%.*

	2024
High school diploma or equivalent:	91 %
Associate's degree:	%

	2024
Pre-professional bachelor's degree in architecture:	%
Bachelor's degree in a field other than architecture:	2024 9 %
Bachelor of Architecture (B.Arch.) -- for M.Arch. or D.Arch. programs:	2024 %
Master's degree in a field other than architecture -- for M.Arch. or D.Arch. programs:	2024 %
Other:	2024 %
Total (should equal 100%)	100.00

4. Comments regarding Section 3 (optional):

Insert text here ...

1. Number of full-time instructional faculty that teach in the professional degree program as of the most recent complete academic year:

Definition: Those members of the faculty who are employed full time and whose major regular assignment is instruction, including those with released time for research.

2024

23

2. Percent of instructional faculty shared between the B.Arch. and M.Arch. programs:

	2024
Full-time instructional faculty:	45 %
Part-time instructional faculty:	55 %

3. How many full-time instructional faculty have earned the credential listed below as their highest degree?

	2024
Doctor of Architecture (D.Arch.)	
Master of Architecture (M.Arch.)	10
Bachelor of Architecture (B.Arch.)	1
Ph.D./Doctorate in architecture	7

	2024
M.S. or M.A. in architecture	
B.S./B.A. in a pre-professional degree in architecture	2024
MFA/BFA	2024
Doctoral degree in another field	2024 3
Master's degree in another field	2024 2
Baccalaureate degree in another field	2024
Other degree type	2024

List of full-time faculty

Upload a list of full-time faculty. This list should include the following fields: Full name, job title, and email address.

[Choose Files]   No File Selected

Name	size	Action	UploadedDate
Full time professors 2024.pdf	**187612**	Delete	**2024-12-15T11:34:25.243**

4. Number of part-time/adjunct instructional faculty that teach in the professional degree program as of the most recent complete academic year:

Definition: Part-time instructional faculty are those members of the faculty who are employed on a part-time basis, whose primary regular assignment is instruction, and who are paid a salary rather than on a course-by-course basis. Adjunct faculty are non-tenure track faculty serving in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. (source: IPEDS)

2024

33

5. How many part-time/adjunct faculty have earned the credential listed below as their highest degree?:

	2024
Doctor of Architecture (D.Arch.)	
Master of Architecture (M.Arch.)	31
Bachelor of Architecture (B.Arch.)	1
Ph.D./Doctorate in architecture	
M.S./M.A. in architecture	
B.S./B.A. in a pre-professional degree in architecture	
MFA/BFA	

	2024
Doctoral degree in another field	1
Master's degree in another field	**2024**
Baccalaureate degree in another field	**2024**
Other degree	**2024**

6. Faculty to student ratio in professional studies courses:

Definition: Professional studies courses are those with architectural content required of all students in the NAAB-accredited program and are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3-Program and Student Criteria.

Faculty-to-student ratios are calculated as the total number of full-time-equivalent faculty teaching the total number of full-time-equivalent students enrolled in the program (for program faculty to student ratio) or in the classes (such as professional courses).

The ratio for professional studies courses should include all courses in the program, including studio courses. The ratio for studio courses is a sub-set of professional studies courses.

The ratio is 1 (faculty): X (number of students). Enter only the number of students. If the ratio is 1 faculty member to 21 students, enter 21.

2024 (Enter only the number of students to one faculty member, for example: 21)

33

7. Faculty to student ratio in the professional design studio courses:

2024 (Enter only the number of students to one faculty member, for example: 21)

19

8. Comments regarding Section 4 (optional):

Insert text here ...

Insert text here ...

A. Students

Instruction: Use the fall census data (fall enrollment) to report enrollment for the Annual Report year **.**
Individuals should only be counted once.

Gender

	Full-Time Students	Part-Time Students	Total Students
Male	**2024** 178	**2024** 28	**2024** 206.00
Female	**2024** 262	**2024** 32	**2024** 294.00
Non-binary	**2024** 1	**2024**	**2024** 0.00
Unknown	**2024**	**2024**	**2024** 0.00
Total Students	**2024** 0.00	**2024** 0.00	**2024** 0.00

Race/Ethnicity

	Full-Time Students	Part-Time Students	Total Students
American Indian or Alaska Native	**2024** 3	**2024**	**2024** 3.00
Asian	**2024**	**2024**	**2024** 0.00

	2024	2024	2024
Black or African American	21	1	22.00
Hispanic or Latino	368	57	425.00
Native Hawaiian or Other Pacific Islander			0.00
White	18	2	20.00
Two or More Races			0.00
Nonresident Alien			0.00
Race/Ethnicity Unknown	31		31.00
Total Students	441.00	60.00	0.00

B. Faculty

Instructions: Individuals should only be counted once. The total should add up to the number of faculty reported in section 4.

Gender

	Full-Time Faculty	Part-Time Faculty	Total Faculty
Male	**2024** 16	**2024** 15	**2024** 0.00
Female	**2024** 7	**2024** 12	**2024** 0.00
Non-binary	**2024**	**2024**	**2024** 0.00
Unknown	**2024**	**2024**	**2024** 0.00
Total Faculty	**2024** 0.00	**2024** 0.00	**2024** 0.00

Race/Ethnicity

	Full-Time Faculty	Part-Time Faculty	Total Faculty
American Indian or Alaska Native	**2024**	**2024**	**2024** 0.00
Asian	**2024**	**2024**	**2024** 0.00
Black or African American	**2024**	**2024** 1	**2024** 1.00

	2024	2024	2024
Hispanic or Latino	22	25	47.00
Native Hawaiian or Other Pacific Islander			0.00
White	1	1	2.00
Two or More Races			0.00
Nonresident Alien			0.00
Race/Ethnicity Unknown			0.00
Total Faculty	23.00	27.00	0.00

Comments regarding Section 5 (optional):

Insert text here ...

A: Program and Student Criteria

Instructions: Select the option that best describes if the program has significant and material changes to the curriculum, structure, or other experiences that impact the program s ability to achieve those criteria.

○ The program has significant and material changes to the curriculum, structure, or other experiences that impact its ability to achieve those criteria.

◉ The program has NO significant and material changes in this area.

B: Curriculum Development and Faculty Resources

Instructions: Select the option that best describes whether or not the program has significant or material changes to its process for assessing its curriculum and making adjustments based on the outcome of the assessment. This includes the relationship between course assessment and curricular development, including NAAB program and student criteria and t he roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

If no such changes occurred, please mark no changes.

○ The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.

◉ The program has NO significant or material changes in this area.

C: Architect Licensing Advisor

Instructions: NAAB-accredited programs are required to demonstrate that they have an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up to date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.If a program uses more than one architect licensing advisor, include each advisor.

Name(s):	Anna Georas
Date of last NCARB licensing advisor summit each advisor(s) attended:	2023
Description and date of other training opportunities to stay up to date on the requirements for licensure:	https://earq.uprrp.edu/escuela-2/vgtkgyk/

D: Student Support Services

Instructions: Select the option that best describes whether or not the program has significant or material changes to support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement. If no such changes

occurred, please mark no changes.

○ The program has significant or material changes to support services available to students in the program.

◉ The program has NO significant or material changes to support services available to students in the program.

E: Physical Resources

Instructions: Select the option that best describes whether or not the program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.   This includes space to support and encourage studio-based learning; didactic and interactive learning; the full range of faculty roles and responsibilities; and resources to support all learning formats and pedagogies in use by the program. If no such changes occurred, please mark no changes.

○ The program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

◉ The program has NO significant or material changes in this area.

F: Financial Resources

Instructions: Select the choice that best describes whether or not the program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

○ The program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

◉ The program has NO significant and material changes in this area.

G: Information Resources

Instructions: Select the choice that best describes whether or not the program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources, including a rchitecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture, and a   rchitecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

If no such changes occurred, please mark no changes.

○ The program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

◉ The program has NO significant and material changes in this area.

H: Public Information

NAAB-accredited programs are required to ensure that the following information is posted online and is easily

available to the public. Provide a link to the webpage where each item is posted.

Statement on NAAB-accredited degrees -- All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB conditions for accreditation, 2020 edition, appendix 2, in catalogs and promotional media, including the program s website.	**Link:** https://earq.uprrp.edu/escuela-2/naab/ open_in_n
NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.	**Conditions for Accreditation, 2020 edition:** https://earq.uprrp.edu/wp-content/uploads/20 open_in_n **Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit):** https://earq.uprrp.edu/wp-content/uploads/20 open_in_n **Procedures for Accreditation, 2020 edition:** https://earq.uprrp.edu/wp-content/uploads/20 open_in_n **Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit):** https://earq.uprrp.edu/wp-content/uploads/20 open_in_n
Access to career development information -- The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.	**Link:** https://earq.uprrp.edu/ixp-internado-de-exper open_in_n

Public access to accreditation reports and related documents -- To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program s website:

All interim progress reports and narratives of program Annual Reports submitted since the last team visit. If this does not apply, please enter NA.

https://earq.uprrp.edu/escuela-2/naab/   open_in_n

All NAAB responses to any Plan to Correct and any NAAB responses to the program Annual Reports since the last team visit. If this does not apply, please enter NA.

NA   open_in_n

The most recent decision letter from NAAB:

https://earq.uprrp.edu/wp-content/uploads/20   open_in_n

The Architecture Program Report (APR) submitted for the most recent visit:

https://earq.uprrp.edu/wp-content/uploads/20   open_in_n

The final edition of the most recent Visiting Team Report, including attachments and addenda:

https://earq.uprrp.edu/wp-content/uploads/20   open_in_n

The program s optional response to the Visiting Team Report. If this does not apply, please enter NA.

NA   open_in_n

Plan to Correct. If this does not apply, please enter NA.

NA   open_in_n

NCARB pass rates (if not yet available, enter NA):

https://earq.uprrp.edu/escuela-2/vgtkgyk/   open_in_n

Statements and/or policies on learning and teaching culture:

https://drive.google.com/file/d/1xCHYGgQZrl   open_in_n

Statements and/or policies on diversity, equity, and inclusion:

https://earq.uprrp.edu/dei/   open_in_n

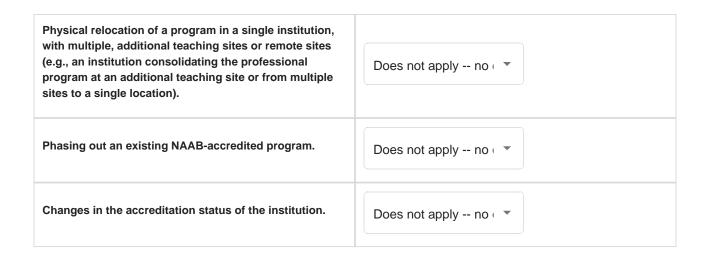|	
Admissions and advising -- The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:	**Application forms and instructions:** https://solicitud.upr.edu/ open_in_n **Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:** https://earq.uprrp.edu/gr-g/ open_in_n **Forms and a description of the process for evaluating the content of a non-accredited degrees:** https://earq.uprrp.edu/wp-content/uploads/20 open_in_n **Requirements and forms for applying for financial aid and scholarships:** https://earq.uprrp.edu/admisions/ayudasbeca open_in_n **Explanation of how student diversity goals affect admission procedures:** https://earq.uprrp.edu/admisions/ayudasbeca open_in_n
Student financial information	**The program must demonstrate that students have access to current resources and advice for making decisions about financial aid. Link:** https://graduados.uprrp.edu/ open_in_n **The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program. Link:** https://earq.uprrp.edu/admisions/costo-de-m open_in_n

1. Substantive Change

*Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution. Substantive changes requiring review and the process for applying for approval of those changes is described in the 2020 Procedures.*

Type	Status
Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply -- no ▼
Changes to the curriculum that effectively split an accredited single-institution program into a multi-degree sequence that concludes with an accredited graduate degree and that may require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply -- no ▼
A program change that requires a significant change in pedagogy or the approach to delivering the professional degree (e.g., moving from traditional, on-campus learning to fully online learning).	Does not apply -- no ▼
Programs seeking to convert an existing B. Arch. program to a single-institution M. Arch. program through modest adjustments.	Does not apply -- no ▼
Programs seeking to convert an existing five-year, single-institution M. Arch program to a B. Arch. program through modest adjustments in the curriculum.	Does not apply -- no ▼
Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another discipline) for admission to a D. Arch.	Does not apply -- no ▼
The addition of new tracks to existing accredited programs.	Does not apply -- no ▼
Consolidating or merging an institution offering an accredited degree with another institution.	Does not apply -- no ▼

Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an institution consolidating the professional program at an additional teaching site or from multiple sites to a single location).	Does not apply -- no ▼
Phasing out an existing NAAB-accredited program.	Does not apply -- no ▼
Changes in the accreditation status of the institution.	Does not apply -- no ▼

Comments regarding Section 8 (optional):

Insert text here ...