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School of Architecture
Pontifical Catholic University of Puerto Rico

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Official School Catalog

10/12

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PUCPR

Pontifical Catholic University of Puerto Rico

The Pontifical Catholic University of Puerto Rico is an institution of higher education. It is a co-educational, non-profit organization having close bonds with the Catholic Church of Puerto Rico. Its main purpose is to serve Puerto Rico as a university guarded by the principles of the Catholic Faith. Among its faculty there are religious men and women and lay people graduates of leading universities of the world, thus making its universal dimension possible. Located at the crossroads of North and South America, the University aims to establish a dialogue between the two cultures.

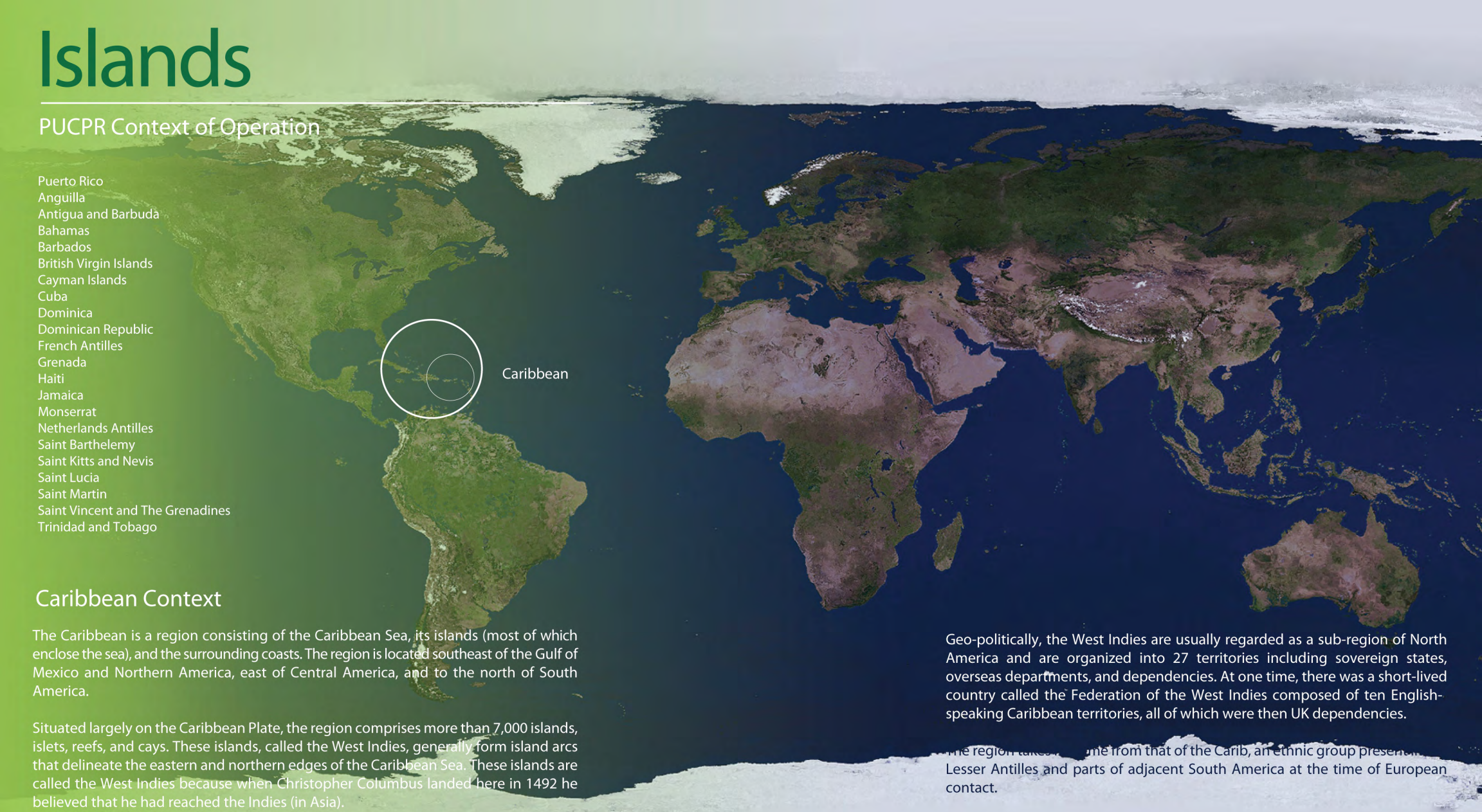
This catalog portrays a comprehensive description of the PUCPR School of Architecture. The first part presents general information about the character, location and context of the Pontifical Catholic University of Puerto Rico. The second part details the vision, strategic objetives, organization and resources.

Located at the crossroads of North and South America,
the University aims to establish a dialogue between the two cultures.

Islands

PUCPR Context of Operation

Puerto Rico
Anguilla
Antigua and Barbuda
Bahamas
Barbados
British Virgin Islands
Cayman Islands
Cuba
Dominica
Dominican Republic
French Antilles
Grenada
Haiti
Jamaica
Monserrat
Netherlands Antilles
Saint Barthelemy
Saint Kitts and Nevis
Saint Lucia
Saint Martin
Saint Vincent and The Grenadines
Trinidad and Tobago



Caribbean Context

The Caribbean is a region consisting of the Caribbean Sea, its islands (most of which enclose the sea), and the surrounding coasts. The region is located southeast of the Gulf of Mexico and Northern America, east of Central America, and to the north of South America.

Situated largely on the Caribbean Plate, the region comprises more than 7,000 islands, islets, reefs, and cays. These islands, called the West Indies, generally form island arcs that delineate the eastern and northern edges of the Caribbean Sea. These islands are called the West Indies because when Christopher Columbus landed here in 1492 he believed that he had reached the Indies (in Asia).

The region consists of the Antilles, divided into the larger Greater Antilles which bound the sea on the north and the Lesser Antilles on the south and east (including the Leeward Antilles), and the Bahamas and the Turks and Caicos Islands, which are in fact in the Atlantic Ocean north of Cuba, not in the Caribbean Sea.

Geo-politically, the West Indies are usually regarded as a sub-region of North America and are organized into 27 territories including sovereign states, overseas departments, and dependencies. At one time, there was a short-lived country called the Federation of the West Indies composed of ten English-speaking Caribbean territories, all of which were then UK dependencies.

The region takes its name from that of the Carib, an ethnic group present in the Lesser Antilles and parts of adjacent South America at the time of European contact.

Puerto Rico

PUCPR Context of Operation

Puerto Rico consists of the main island of Puerto Rico and various smaller islands, including Vieques, Culebra, Mona, Desecheo, and Caja de Muertos. Of these last five, only Culebra and Vieques are inhabited year-round. There are also many other even smaller islands including Monito and "La Isleta de San Juan", which includes Old San Juan and Puerta de Tierra.

Culture
Puerto Rican culture is somewhat complex, - others will call it colorful. Culture is a series of visual manifestations and interactions with the environment that make a region and/or a group of people different from the rest of the world.

People
Population: 3,944,259 (July 2007 est.)

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

Language
Spanish and English

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

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

Ponce Campus Location

PUCPR Context of Operation

The main campus of the Pontifical Catholic University is located in the city of Ponce, the second most important city on the Island of Puerto Rico.

The University Main Campus sits behind an arch on the south side of Avenue Las Américas, across from the Ponce Art Museum. It serves about 10,000 students with programs in all major undergraduate disciplines.

History

Pontifical Catholic University of Puerto Rico

The history of the Pontifical Catholic University is also the history of a community, for both its academic development and its general progress are the results of the efforts and dedicated spirit of the members of that Community.

The University was founded in 1948, under the guidance of the Bishops of Puerto Rico- His Excellency James E. McManus, The Bishop of the Ponce Diocese, and His Excellency James P. Davis, Bishop of San Juan, who in the spring of 1948 announced the establishment of the University. It was originally called Santa María. The first 193 students attended classes in rooms loaned by the Capuchín Fathers and the Sisters of St. Joseph in San Conrado School in Ponce. In 1949, the first University Community was able to inaugurate the campus, which covered a 120-acres of land purchased from the government of Puerto Rico.

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

The Pontifical Catholic University aims to satisfy the ever-increasing need for higher education in Puerto Rico, especially in the southern area. Initially, it offered programs inthe arts and sciences and prepared teachers for the island schools. Beginning in 1954, degrees in Business Administration and in Secretarial Sciences were granted. In the field of science, a complete Nursing program was developed in 1956, and one in Medical Technology was established in 1967, and accredited in 1968 by the American Medical Association (AMA) to provide specialized personnel to fill the needs of our society in these fields.

The University has increased its offerings through the years, to develop in our students the cognitive and practical skills required to function as competent professionals upon graduation. To this end, it has expanded to develop three branch campuses and extensions; and evening, Saturday, and summer sessions.

In 1961 the College of Education and the School of Law were established. The College of Arts and Sciences was divided in 1966 into the College of Arts and Humanities, the College of Science, and the College of Business Administration.

Master's degree programs have been established in Education (1967), Business
Administration (1969), Nursing (1976), and Hispanic Studies (1976). All these programs have been accredited by the respective accrediting agencies.

The School of Medicine was established in 1976-77. Reorganized as a Foundation under the name of the Ponce School of Medicine in 1979, it maintains strong academic and research bonds with the University.

The Pontifical Catholic University of Puerto Rico, constantly challenged by our changing society, is open to new responsibilities. It is moving forward decisively, faithful to the mission and objectives which constitute the reason for its existence.

Year after year, men and women leave our University to become a part of Puerto Rican society, devoted to the test of creating a world worthy of men. This is a challenge which the University can meet only through constant renewal.

Renewal as the backbone of the Institution newest program and urban laboratory the recently established School of Architecture. School that seeks to become actively involved and significantly contribute to our regions development and quality of life.

School of Architecture

With its relentless commitment to leadership and academic excellence the Pontifical Catholic University of Puerto Rico officially opened the doors to its new School of Architecture located at the historic Forteza Building in Ponce.

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

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

Our Mission

To educate a new architect, a progressive urbanist embedded on a transdisciplinar environment. In which this new breed of architects can understand the territorial and urban complexities produce by the continous global and regional exchanges. An architect capable of operating with advanced technological skills through which sustainable investments and interventions can be undertaken.

Our Vision

To transform the architectural and urbanistic education through the promotion of an academic ecosystem that values innovation, promotes multisectoriality, and operates from a Technological Frontward Platform. Prompting the program through this cross-disciplinary exchanges to become the catalyst for enabling a sustainable socio-economical growth of the Southern Region of Puerto Rico. Transforming the city-region concept into an international urban model.

September 18, 2009

Inaguration Ceremony

From Left to Right:

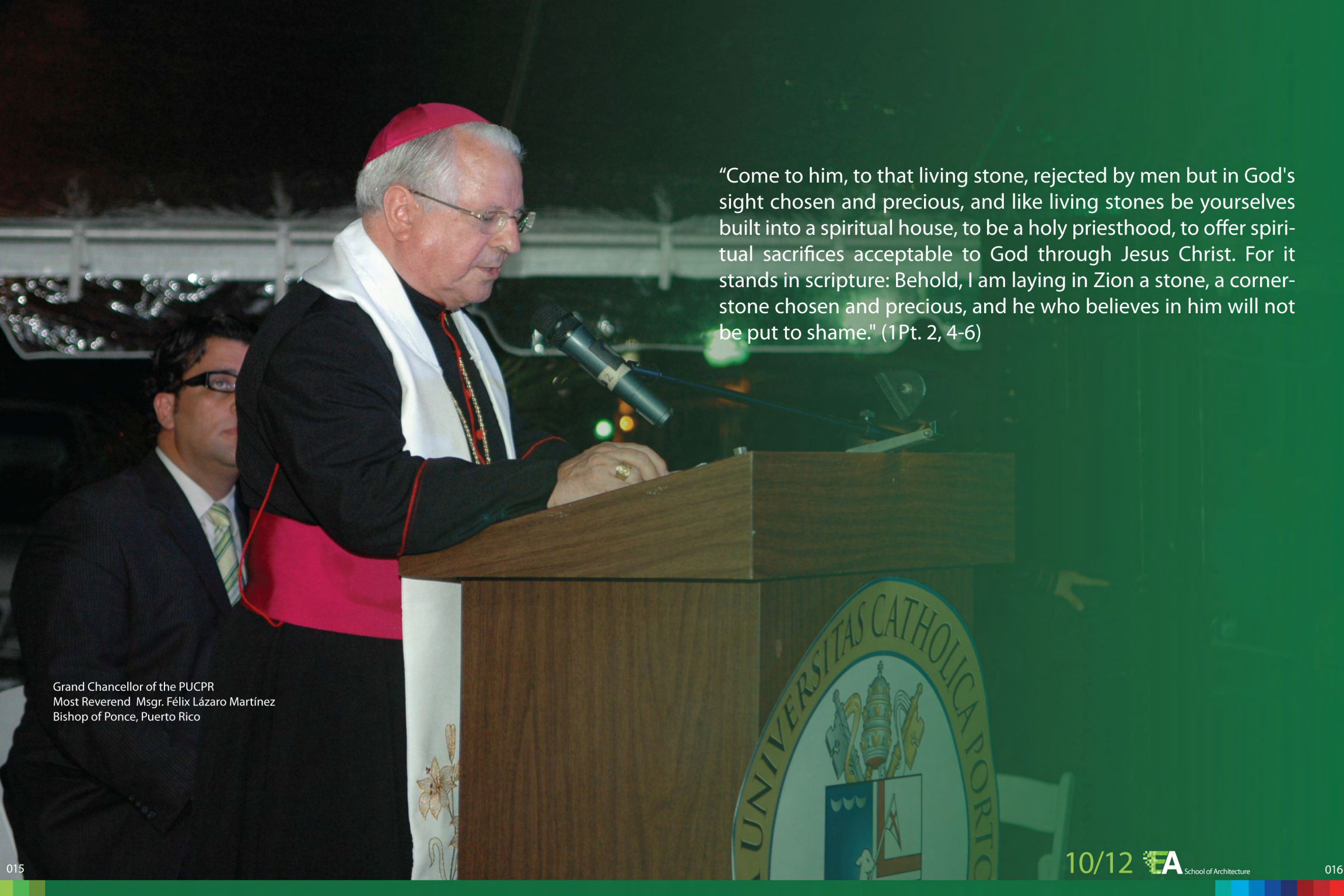
Most Reverend Msgr. Félix Lázaro Martínez
Grand Chancellor of the PUCPR
Bishop of Ponce, Puerto Rico

Marcelina Velez de Santiago
President of the PUCPR

Maria Melendez Altieri
Mayor of Ponce

Rafael Hernandez Colon
Ex Governor of Puerto Rico
President of the Ad Hoc Committee
for the Establishment of the School of Architecture
Member of PUCPR Board of Trustees

Abel E. Misla Villalba
First Dean School of Architecture PUCPR



"Come to him, to that living stone, rejected by men but in God's sight chosen and precious, and like living stones be yourselves built into a spiritual house, to be a holy priesthood, to offer spiritual sacrifices acceptable to God through Jesus Christ. For it stands in scripture: Behold, I am laying in Zion a stone, a corner-stone chosen and precious, and he who believes in him will not be put to shame." (1Pt. 2, 4-6)

Grand Chancellor of the PUCPR
Most Reverend Msgr. Félix Lázaro Martínez
Bishop of Ponce, Puerto Rico

7:30pm

Forteza Interior View
Inaguration Ceremony

New Beginnings...

Respect, Commitment and Values

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

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

Jorge Ivan Velez Arocho
President
Pontifical Catholic University of Puerto Rico

In the realm of Uncertainty

Challenging Stability and Conformity

The birth of a new center for the education of Architecture is not only a matter of betting towards the capacity of knowledge. Knowledge, though essential in every aspect of human existence, is only a tool for the formulation of the problem, and the first resource at the investigation of the myriad of possibilities within a solution. Knowledge, however, has worked within mutually exclusive areas of expertise, and is at times ill prepared when faced with design problems of diverse realms. It is within this postulate that new academic structures must be formulated. Joan Charles Melich proposed that knowledge of the uncertain is an unavoidable aspect of our ethical education, thus refuting all dogmatic affiliations, rigidity and certainties, opening the thought process to contingencies and the search for new knowledge. Nostalgia towards the established and conventional, while providing a reference for exploration, only provides the capacity to explore within a constrained canvas.

A new model for the education of Architecture must account for the inclusion of knowledge that goes further than traditional paradigms; it must be able to synthesize a synergy among a diversity of factors that dynamically converge to yield a purposeful result, none of which is solely independent within its own merits, but each essential for the fulfillment of a holistic academic structure capable of adapting to the changing needs of a new global society. These factors, as part of a bigger whole, emerge, coexist, interact and conform to the challenges we face today, delineated by variable economies, accelerated lifestyles, and multidirectional exchanges in views, cultures, beliefs and strategies. Today's challenges blur notions of stability and favor dynamic methodologies capable of adapting to constant uncertainty and operating within risk, making the unknown a common variable in every equation, and providing the toolset necessary for operating within paradigms of uncertainty. The dynamic iterations by which these paradigms operate have forced academia to reinvent its processes and seek alternate methodologies of investigation and the gestation of structures able to reformulate at a moments notice.

It is under this premise that the School of Architecture at the Pontifical Catholic University of Puerto Rico seeks to re-tool the education and practice of Architecture. Rather than a reactive approach to uncertainty, its academic model proactively seeks reformulation with the expectation that through a process of forced instability a new breed of entrepreneur will surface. The school proposes that the acceptance of uncertainty, the departure from the "comfort zone", and the will to transgress conventionality shall yield products capable of adapting and transforming to variables not entirely typical to the practice of architecture, yet essential to grasp the full spectrum of solutions inherent in today's postulation of the design problem. Knowledge, then, shall become the capacity to distinguish those obsolete practices that relate the formative to the conformist, the latter of which navigates within pre-established models and comfort zones, yielding variations of fundamentally similar products yet hindering the ability to seek new venues of exploration outside traditional parameters.

As a means of promoting discovery, the genetics of our academic paradigm requires that both students and faculty are constantly confronted with the risk implied within regenerative evolution and the always latent possibility of enigmatic, indefinite and uncertain explorations. It is through this mechanism that our program incites critical thinking and intuition. The development of knowledge in our academic paradigm cannot be fully programmed for it would hinder transformation. It cannot be fully structured for it would hinder evolution. It cannot be fully planned for it would be circumscribed, and it cannot be fully regulated because it would restrict delving into the realm of possibilities.

The one true structure within our program is the synergy of concepts that may become the seeds by which our student's explorations shall flourish, and the tools by which those explorations shall extend into experimentations and subsequent iterations that extend further than traditional architectural design. This transformation is not an exercise in control, but rather the product of synergies and dynamic permutations that, through the exchange of knowledge, provoke the gestation of a new architectural genetic. A genetic confronted within our studios by progressive faculty, a distinct theoretical perspective, with the richness innate to interdisciplinary juxtapositions, by the depth of multi-sectorial influx, and a strategic entrepreneurial spirit that shall know no boundaries. This is ethic and purpose of our academic ecology. With it, we shall aid in the formation of professionals that may one day challenge with intellect and poise the uncertainty of our times…leaders that may see the future with potential for undiscovered possibilities and a purposeful leap into uncertainty.

Abel E. Misla Villalba
Dean
School of Architecture

Transgressing Conventionality

Growing a New Technological, Economic and Territorial Architectural Genetic

The opening of Ponce's Catholic University School of Architecture initiates the transformation of the discipline and practice of architecture in Puerto Rico. With an international agenda, a digital platform without precedents and a profound social compromise with the Southern Region, the Catholic University opens its doors in the historical urban center to set foot towards the formation of a new architect, the Strategic Architect. The Strategic Architect is a new professional shaped by the substantive crossing between disciplines, with a total dominion of technologies and an understanding of the complexity of the territories and the cities. More than the harmful effect of the conventionality in the product, we should be conscious that this is an attitude towards the creative, imaginative and representational process.

This attitude is argued to achieve a theoretical understanding of the Representation, Proposal and Operation concepts with the purpose of provoking innovative processes. Representational processes that transcend architecture's actual state as Technology and its epistemological distance in the conceptual formation of the proposal.

Through an interdisciplinary curricular structure, a unique digital platform in the Academia, and a compromise of impacting society constructively through a multisectorial institutional interaction, Catholic University's School of Architecture exposes its community, students, professors and visitors to creative processes that transcend the conventionalist attitude and the obsolete state of the establishment.

Regional Empathy

The South our North

Ending the first decade of the XXI Century, the Southern Region of Puerto Rico confronts a cultural and economic historical juncture. On one hand it faces the challenge of making viable a sustainable development through public investment in port infrastructure for the Port of the Americas, and on the other hand, the challenge of linking its cultural assets and social capital with this new socio-economic growth opportunity. A 250 million dollars capital investment in a transshipment port infrastructure will make feasible an exchange operation in the merchant value chain at a global level. This infrastructural investment opens a portal of connection with the world, a determining tool for the diversification of Puerto Rico's development in a globalized economy.

The XX Century brought with it two industrial experiences economic prosperity for the Southern Region; the Sugar Industry with distinguished establishments like Aguirre in Salinas in the first part of the Century, on the other the Petro-chemical Industry with industries like the CORCO amongst others located between Guayanilla and Peñuelas in the seventies. The Sugar Industry and the Petro-chemical Industry collapsed in different decades of the XX Century, generating a suction of employment, capital, technology and knowledge of the Southern Region shifting its rhythm of growth and social, economical and cultural evolution. Both experiences of intense economic production were not conceived in a regional sustainable economic development model in which it would have as an objective translating the technological advancements, the transference of knowledge in the production of permanent wealth and future opportunities for the region.

The regional presence of pharmaceutical activity, agriculture and biotechnology are examples of opportunities of economic re-dimensioning. In other words, there has to be a strategy that transcends the immediate output as an only benefit of the presence of these industries and their technologies in the region. This strategy has to emerge from the collective consciousness product of the understanding of the XX Century, the centralization and the fragmented agendas are the institutional challenges that we encounter to make feasible the changes in the region, the society and the Southern cities.

Today the Southern Region is reborn, effervescent and optimist of its new opportunities. It is a matured Region in cultural, natural, infrastructural, academic and civic assets. It is a Region that has known to overcome historical challenges with solidarity even more so than the traditional divergence that polarize our society. A Region that is a business, tourism and research destination, encounters a new challenge as a community, develop a sustainable and equilibrated model between its culture and the commercial economic growth it will face. In Robert Jay Lifton's words in the Southern Region "we assert our community through the capacity for empathy, to think and feel as if we were in the minds of others". This is the context in which Ponce's Catholic University School of Architecture is born, a historical moment that demands a new academic paradigm that promotes interdisciplinarity and multisectoriality to seize integral agendas.

Catholic University's School of Architecture adopts this concept of Regional Empathy as the ethical backbone of its academic, social, cultural economic proposal for the South. Asserting that Regional Empathy, will be the vertebrae of economic growth for global markets and networks that will be developed through the Port of The Americas. Encouraging Regional Empathy will assure the healthy evolution of our culture in a global exchange context. Culture conceive as the civic and epistemic organizer of the society, like the quarry of wealth, heap of experiences and knowledge.

In accordance with economy expert Jeremy Rifkin, "the cultural production always precedes the cultural sphere, never the commercial. In that sense, the economy it is also a derived institution. This will be the determinant to introduce this new academic program; the Catholic University's School" of Architecture is contributing to the sustainable development of the Region in a historical moment where economic growth and expansion stand in the way of the vitality of cultural assets. In this way, the Southern Region will establish its north, with an ethic towards its culture but settled to become a vital economic model zone of the Caribbean and the World.

Port of the Americas

Rafael Cordero Santiago

From the Port to the Network

Regional Technological Strategy in the Access Era

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

Global connections through new means of communication, social interface, and high speed technologies have transformed the interchange of much of the global population. The elevated technology tolerance makes connections and exchange feasible, which exceed the traditional physical limitations but imposing access restrictions. Access restrictions are only overcome if national strategies of absortion and retention technologies are instituted to assure an equilibrated social growth. In a national level, these strategies have to arise from the present strengths and potentials of the regions. On the other hand, the strategy should be attained from the regions with strategic alliances with the academic centers, turning into innovation incubators, of new knowledge, re-training and repositioning of social capital. Only then, it is assured that the economic growth that the region undergoes will be broadly captured and it will allow us to constantly re-dimension the economic growth opportunities.

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

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

Traditionally, the organizations, public or private, measure its behavior on tangible indicators such as deposits, investment and employment. This leads governments and private corporations to work towards increasing areas that allow the projection of successful indicators of their enterprise and initiatives. Non the less, to measure with success the effort and output in the Network of global economy we should measure two fundamental aspects within the Intellectual Asset, in first place the Human Capital and secondly the Structural Capital.

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

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

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

Toward a Constructivist Education

Knowledge Fields, Capacities and Competences

Javier de Jesús Martínez
Associate Dean
School of Architecture

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

To revolutionize the academia, requires transforming the Experience, The Pedagogical Experience where the student engages actively and dynamically on his intellectual, cultural, social and professional formation. To transform the Architectural Pedagogical Experience entails the search of knowledge, the development of capacities and competence necessary to develop in the contemporary professional and economic realm. Historically, the schooling of Architecture has had inconsistencies, product of the bipolar relationship discipline/profession. This duality has derived unbalanced academic responses that privilege in occasions the dominion of practical correspondence to practical discipline. These correspondences have been historically altered depending on the economic and technological conditions.

Nonetheless, these correspondences are far from improving the didactic model, have distorted the educational purpose at the expense of production lines of professionals of academic searches disjointed with reality. Both distortions are pathological and restrictive for a healthy education, for a whole citizen.

To initiate a didactic transformation of architecture, there has to be an abandoning of those dualistic models between discipline-profesion/academic-profesional/built nonbuilt/training-practitioner. No evolution of these dualities has yielded benefit to the quality of the contribution to our society and collective wellbeing.

It is imperative a new paradigm in order to substitute these dual constrains that limit our society from a total improvement on its individual and collective environment experience. Architectural education requires a new cognitive paradigm that breaks the passive model of conductive education of knowledge source and information receptor. Conscious and critical of this reality, the Catholic University School of Architecture establishes SEEDS, a new pedagogical paradigm. SEEDS, the Spanish acronym for Experimental and Educational Sequence Disciplines and Solutions, are a new pedagogical technology that guides the operational, academic, research, cultural and social trends of the School of Architecture to promote multisectorial and transdisciplinar education.

A new leader, a new architect, a strategic architect has to emerge from an unrestricted knowledge environment. Our School promotes an educational environment in which the knowledge fields and the practical needs pragmatically converge in order to close the gap between concepts and solutions. Our School promotes an education environment in which human respect and ethical exchanges are the foundations of a trustful peer relation. Our School promotes and educational environment in which the curriculum is a map that guides our academic community to the transdisciplinar exchange catalyzing cross-pollination and fertilizing innovation.

EA Administration

Support, Commitment and Integrity

Our administrative management team is an integral unit formed by strategic experts in their respective fields. As a unit, we focus primarily on promoting a first-rate educational environment that encourages a constructive and inspiring education. We believe that our primary duty lies upon providing each student the unbiased support necessary to facilitate their journey successfully through a challenging program and become well-rounded professionals and outstanding, capable members within our community.

Juan Emmanuelli Benvenuti
Operations Director:
Regent of Academic Affairs

Competitiveness, Ethics and Values

The School of Architecture fosters a competitive attitude, sustained and distinct, in pursuit of the advancement of the profession through continous research and implementation of new ideas. It is built on the foundations and principles of faith, building a broader future by emphasizing on the values and ethics that differentiate our institution from others, and paying careful attention to the needs of our students, faculty and coworkers with respect and dignity.

Milimar Hernández Muñiz
Regent of of Student Affairs

EA Administration Team

Aurea Santiago Bigas
Regent of Finacial Affairs

Milimar Hernnadez Muniz
Regent of Student Affairs

Carlos Bobonis Colorado
Fabrication Director

Eugenio Guadalupe Cruz
Multimedia & Technology Director

Juanita Peña Nicolau
CARIBET: Library Director

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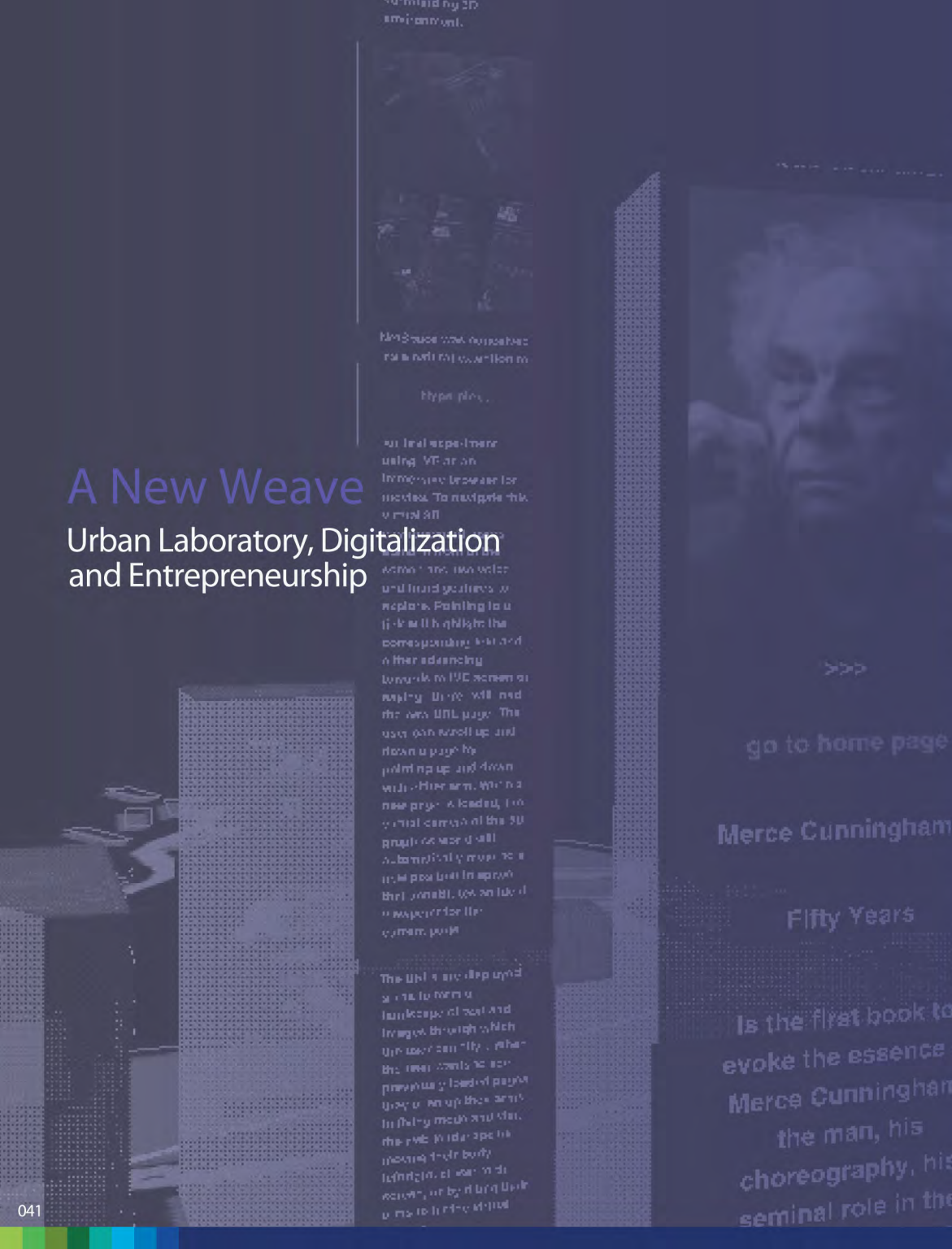
A New Weave

Urban Laboratory, Digitalization and Entrepreneurship



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

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

To establish in Puerto Rico an urban planning methodology centered in regional economic development requires a rupture of the traditional model of planning, regulating, developing and edifying the cities and territories. Centralized planning guided by the State and local planning led by municipalities are two models of how to intervene in our surroundings that require being redefined. Both models lack of a scale that allows the understanding of the necessary complexity to identify opportunities and solve city and territorial problems. Even more so, they are exhausted models to enable calibrating opportunities and to resolve city and territorial problems.

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

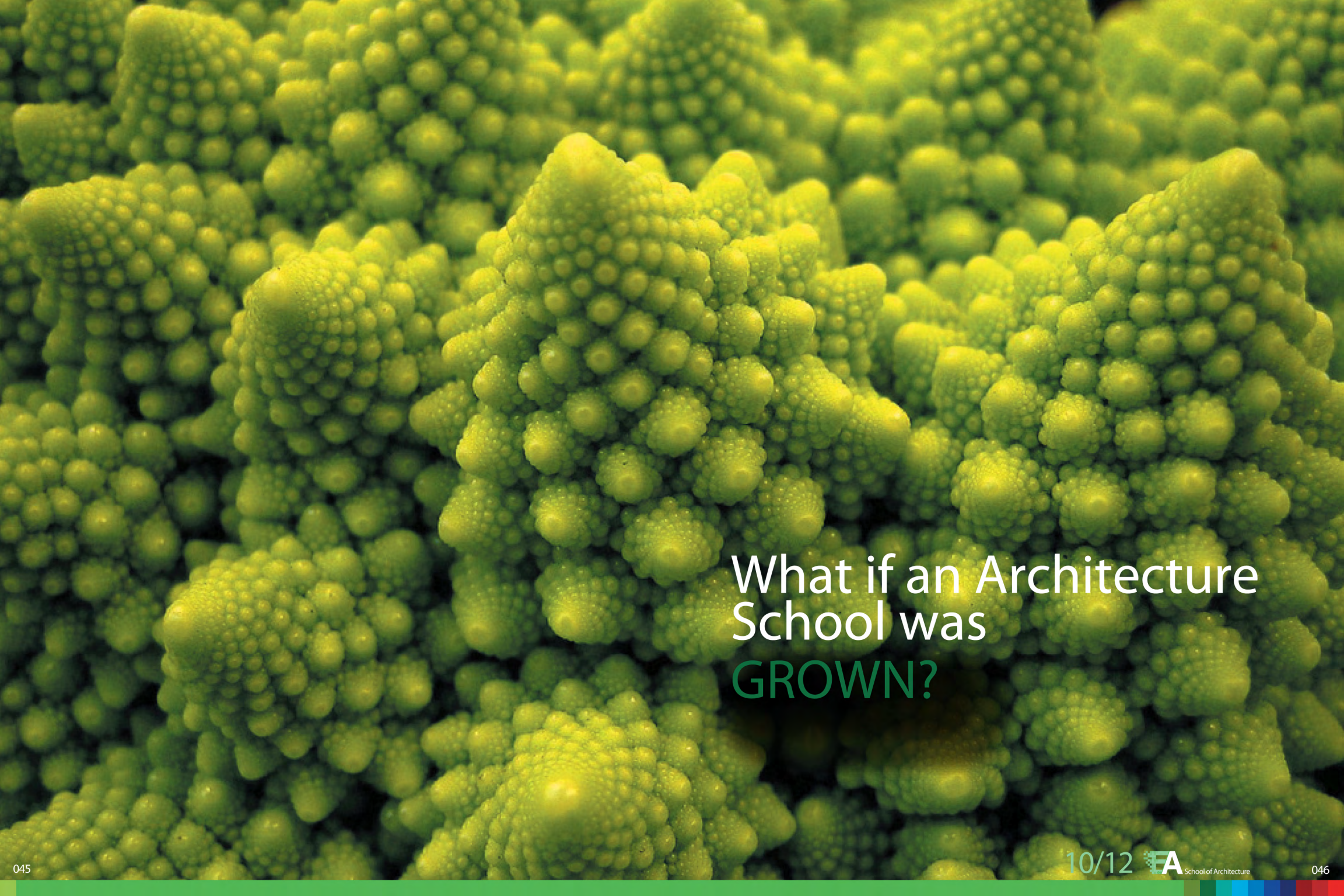
The disciplinary-professional modern paradigm fragments all the intellectual and cognitive operations occurring in the urban realm through a variety of separated fields that intervene in the territories and cities. This paradigm is mainly responsible for innumerable methodological faults in properly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

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

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

On the other hand, Catholic University's School of Architecture is a center for digital innovation. With an unprecedented investment in technology, the infrastructure available to faculty and students has no parallels in Puerto Rico and the United States. In this academic scenery, technology is not an accessory or a computer hub in support to academia but an investigative and exploratory consideration in itself. This posture towards technology comes to close a gap that the academia in Puerto Rico has promoted in detriment of the logical, esthetic and ethic quality of architecture. Technologies, especially digitalization aspects, lead the script of this new academic environment, from the curriculum to even the design studios; the technological presence is avantgarde.

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


What if an Architecture
School was
GROWN?

Curricular Ecosystem

An Innovative Transdisciplinar and Multisectorial Academia

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

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

Innovation, Transdisciplinarity and Multisectoriality. Innovation is the production of ideas, methodologies, researches and technologies for the study of urbanism, territories and generation of pragmatic proposals that consider the industry, the market, thesurroundings, the region and the society in which they situate.

Multisectoriality is the integration of all productive sectors, government, industry, professional groups, civic entities in the situation analysis and in the proposal of solutions and strategies to advance the interests of the region. Transdisciplinarity as a new approximation to the production of knowledge from the intersections and overlaps of traditional professions and disciplines like architecture, law, business administration, ecology, amongst others.

Catholic University's School of Architecture reinvents the Academy, transgressing western models of separation and fragmentation of knowledge, if it wants to be relevant and contribute to the resolution of problems and bring knowledge for the society to progress. The Academy will need to have a purpose further than training and professionalizing, it has to have an ethical purpose with the society in which it situates that transcends the capacitating on working skills, the Academy will lead the efforts of development and progress of its territory.

The Pontifical Catholic University School of Architecture curricular concept consists of a innovative undergraduate degree that examines and integrates each of the field of studies that comprehends the profession through a technological critical engagement of digital design.

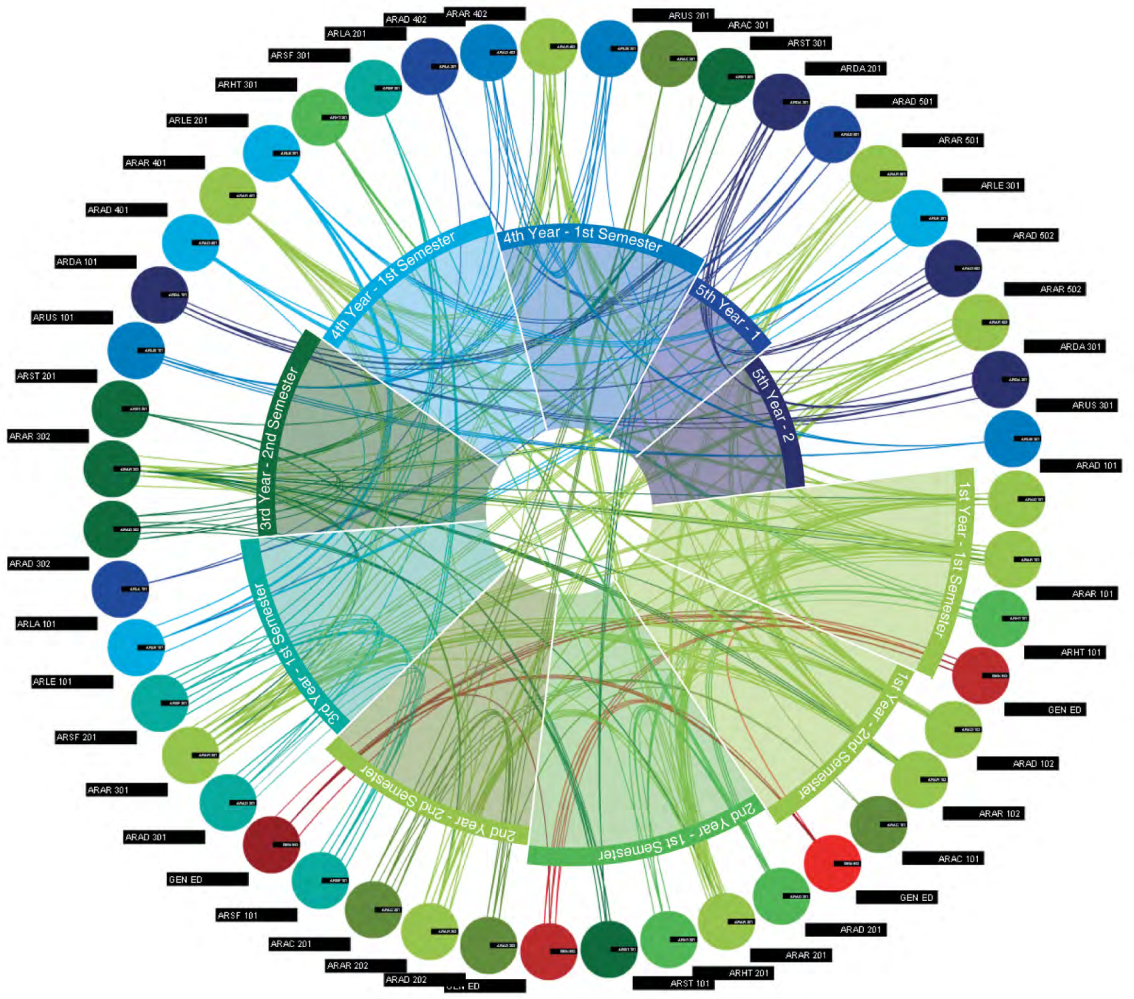
Technology and digital representational processes are central to the theoretical and pragmatic discussion and research of the School. Each idea, concept or proposal is submitted to a serious technological exploration.

There is an academic aspect that defines our school offer from the rest. That differential aspect is the capacity of our student to engage in a cross field of study during the architecture bachelor studies. Because of the curriculum composition and the trandisciplinar orientation, our students are expose to ten fields of studies that constitutes a specialization area. Adaptive Preservation and Conservation, History and Culture, Landscape, Environment and Ecology, Structure Framework and Assemblages, Digital Representation, Sustainable Technologies, Urban Scapes and Communities, Legal and Administrative Awareness and Developmental Assessment are all areas of studies in which our students are expose during their academic experience. As our students are expose to these areas studies, they can select an specific area in order to pursue a minor degree.

The Professional Degree Program consists of a five year, 192 credits Bachelor in Architecture. Seven semesters of 18 credits, three semesters of 19 credits, a 6 credits summer and a 3 credits summer. The 192 credits are divided:

50 Design and Digital Representation Studio Courses
10 Digital Representation and Fabrication Courses
69 Professional Courses
9 Elective Courses in one of the SEEDS Experimental Units
54 General Education Courses

The Bachelor in Architecture Program requests that each student obtain a Minor Degree of Specialization with the completion of 24 credits in one of the SEEDS Experimental Units which are co-related with areas of studies at the University's Colleges and departments.



SEED/01

Digital Representation

unit 01

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

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

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

Coordinator: Alberto Dueño Jordán

Born In Ponce, Puerto Rico, Graduated from LSU- receive his March degree in architecture (2003 -2006)where he was awarded with the Faculty design award 2005 and in 2006 receive the Deans medal award ,continues his studies in Master degree in visual simulation and 3d design in architecture, at the Polytechnic University of Catalunya (UPC) Barcelona (2006-2007), Sci-Arc, Making + meaning summer 2002. Work with Portal y Baibel arquitectos, Barcelona 2007, Bonnin Orozco Arquitectos , Ponce summer 2006, Jim Ritter architects- old town Alexandria VA. In 2008 co founder of TAGd2

Coordinator: Jose Dueño Jordán

Born In Ponce, Puerto Rico, Graduated from SCI-ARC (southern California Institute of Architecture) where he receive his B.arch degree in architecture in 2003. During his studies at sciarc have the opportunity to study abroad at the Interna- tional Institute of Architecutre, Vico Morcote Suiza, and the The California Institute of Earth Art and Architecture Cal-Earth Hesperia, CA. directed by Nadar Khalili. He continues his studies in Barcelona at the Polytechnic University of Catalunya (UPC) where he received his Master degree in Visual Simulation and 3d Design in Architecture in (2006-2007).

SEED/01

Digital Representation

ARAD 101 Fundamental Design Studio I - Design Studio

This design studio serves as the base for the School of Architecture's Fundamental Studio Series. Its main objective is to formally introduce Architecture students to the fundamental elements and principles inherent in architectural design and the conceptual and practical base by which all subsequent studio work will develop. The course is structured in two weekly 4-hour studio sessions and one 4-hour Laboratory complimentary to the themes covered within the main Studio. The Studio will consist of a 1-hour theoretical lecture at the beginning of each studio session followed by 3 hours of practical exploration an d implementation of the concepts via exercises and design projects. The fundamental themes to e covered within the lecture and studio will include, but will not be limited to, the theoretical and practical implementation of basic geometries, diagramming, programming, form, space, scale, order, sequence, circulation, composition and the study of materials and their potential for transformation to suggest ideas and intentions. Through the use of state-of-the-art technologies and an unparalleled support infrastructure, students will be able to digitally create experiment and present their understanding of the fundamentals in a cohesive and innovative manner. The studio aims to also provide the students with critical and graphic skills as related to fundamental design and ordering systems.
8 hours, 1 semester, 5 credits

ARAR 101 (Laboratory) Diagramming and Representation Techniques- Digital Laboratory

The Diagramming and Representation Laboratory is the digital base for the Fundamental Design Studio I. The objective of the Lab is to introduce students to digital representation techniques at a level consonant to the themes and concepts being developed within the main Studio. Technology is integrated with the process of design and exploration of ideas. The laboratory is taught as a tactile and inventive subject where the workshop, studio, and lecture space are interwoven places for its developed and understanding. The students will learn to use and experiment with specialized 2-D and 3-D software to document their work for critique in the studio sessions. The students will also learn and use Fabrication techniques and equipment to further enhance their representational abilities and supplement their understanding of the fundamental concepts within a physically tangible environment.
Within the Design Studio - 4 hours, 1 semester, 1 credit

ARAD 102 Fundamental Design Studio II- Design Studio

The Fundamental Design Studio II is the second in the fundamentals of architecture series. It aims to further enhance the concepts and fundamentals studied in the previous studio with the introduction of complex geometries, curves, surfacing, meshing, and more advanced spatial programming both through traditional and digital techniques. These concepts shall be further enhanced with the introduction and implementation of the concepts of ambient, typology, capacity, time and an introduction to constructive systems. The students shall be able to visualize architectural design as a potentially complex exercise in form and function while still adhering to the fundamental elements. Context and more complex spatial conditions shall be examined within the broader palette of tools and strategies. The course is structured in two weekly 4-hour studio sessions and one 4-hour Laboratory complimentary to the themes covered within the main Studio. The Studio will consist of a 1-hour theoretical lecture at the beginning of each studio session followed by 3 hours of practical exploration and implementation of the concepts via exercises and design projects.
8 hours, 1 semester, 5 credits

ARAR 102 (Laboratory) Nonlinear Diagramming and Complex Geometry - Digital Laboratory

The Nonlinear Diagramming and Complex Geometry Laboratory aims to parallel and compliment the more complex concepts offered within the second Fundamental Design Studio further enhancing the representational capabilities of the students with more complex tools and techniques. Develop skills for detailed observation and to scale translation of visual and spatial ideas. Advanced tools and digital methods like organic modeling, spatial animation, illumination and materials will giv e students more powerful representation potential and realistic scenarios to better communicate the concepts and elements studied within the main studio.
Within the Design Studio - 4 hours, 1 semester, 1 credit

ARAR 201 (Laboratory) Historical Documentation and Representation Techniques - Digital Laboratory

The Historical Documentation and Representation laboratory aims to provide students with the digital tools and methodology for documenting, manipulating and abstracting form, function, character, materiality, contruct and style within historically an d architecturally significant precedents complimentary to the main studio offering. The use of 3-Dimensional modeling, animation and fabrication shall yield a greater understanding of the craft and essence of historical architecture as catalysts for contemporary design through abstraction and conceptualization. The laboratory also aims to formally commence a digital database of historically significant buildings, details an urban scenarios to be archived for future reference.
Within the Design Studio - 4 hours, 1 semester, 1 credit

ARAR 202 (Laboratory) Dynamic Imaging and Documentation - Digital Laboratory

Students will document, explore, analyze and intervene upon historical architecture both as individual elements and pieces within districts, zones, regions and contemporary community. The laboratory will expand on the notion of 3D modeling with advanced representation, use of materials, construction systems, detailing and contextual animation. The Lab will promote the utilization of high-end software to virtually assess existing conditions and interventions as permissible under the criteri a established within the main studio. Fabrication techniques will allow and compliment the design studio with the ability to test possible adaptations of traditional elements into modern prototypes and assemblies.
Within the Design Studio - 2 hours, 1 semester, 1 credit

ARAR 301 (Laboratory) Parametric Modeling - Digital Laboratory

This course aims to introduce students to the use of the parametric capabilities of various 3D modeling software to develop structural models that can be updated in real time. These models will be tested using finite element analysis software, and then readjusted using data gathered from the analysis. At the end of the course, students will be able to model a structures that simulates real conditions
Within the Design Studio - 2 hours, 1 semester, 1 credit

ARAR 302 (Laboratory) Parametric Detailing - Digital Laboratory

Students will use 3D software and Building Information Modeling (BIM) to develop parametric detailing for the design problems within the main studio. Performance Simulation software will also provide insight into the effectiveness and performance of the systems being developed during and after the completion of the theoretical designs.
Within the Design Studio - 2 hours, 1 semester, 1 credit

ARAR 401 (Laboratory) Scripting and Procedural Morphology - Digital Laboratory

Students will learn the advent of scripting and three-dimensional modeling of organic contexts in the representation of tangibl e design solutions. The computer-aided technologies will also allow them to investigate contextual relationships and overall design cohesiveness through the use of Fabrication technology.
Within the Design Studio - 2 hours, 1 semester, 1 credit

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

The laboratory aims to introduce students to the utilization and analysis of data through the use of GIS (Geographical Information Systems). Custom interfaces will be developed to adjust zoning models based on economics, density, FAR, transportation, demographics and other qualitative aspects of urban conditions to compliment the designs being developed within the main studio.
Within the Design Studio - 2 hours, 1 semester, 1 credit

ARAR 501 (Laboratory) Independent Research - Digital Laboratory

Students will explore the dynamic character of legal boundaries and building codes as way to experiment with restrictions and constraints. The laboratory will center around the reinterpretation of law as concept of regulation to inform the making of an architecture, and will subject the students to different research and information gathering processes integral to the decision making process.
Within the Design Studio - 2 hours, 1 semester, 1 credit

ARAR 502 (Laboratory) Independent Research - Digital Laboratory

Students will explore the tasks of site selection, legal boundaries, and contextual assertions through the use of research and digital tools as used by developers and design professionals. Students will also learn the process of market and construction feasibility through the integration of economics, research, construction cost estimates, life-cycle cost and leasing projection s to better understand the core structure of the decision making process in the real estate development realm.
Within the Design Studio - 4 hours, 1 semester, 1 credit

SEED/02

History and Culture

unit 02

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

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

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

Courses

ARAD 201: Analytical Design Studio I: Architectural History and Culture
ARTH 101: Architectural History I: Ancient to Gothic
ARTH 201: Architectural History II: Neoclassicism to Contemporary Western Civilization
ARTH 301: Architectural History III: Latin America and Puerto Rico
ARTH 401: Contemporary Architectural Theory and Discourse
ARTH 501: Emergent Practices and New Architectural Paradigms

Coordinator: Pablo Planet Arrocha

Mr. Pablo Planet Arrocha obtains a PhD in History in the Sevilla University, Spain (2000) with a Dissertation in "The Urban Rehabilitation of the Old San Juan of Puerto Rico", a Master in History of Puerto Rico in the Advance Center of Studies of Puerto Rico and the Caribbean (1993), with a research project in The architecture of the Civil Hospital of San Juan, (General Archive of Puerto Rico), a master degree in Architecture (1977) and B.S in Engineering (1972) of the University of Barcelona, Spain. His private sector experience covers areas as architect and engineer in Spain, Venezuela and Puerto Rico. Researcher on the Latin American City in History, the Historic City and the Demography of Caguas in the 19th Century. Also has experience in the university academic area as professor of Bachelor, Master and Doctorate programs.

SEED/02

History and Culture

ARAD 201 Analytical Design Studio I: Architectural History and Culture - Design Studio

The first of the Analytical Design Studio series, the Architecture History and Culture studio is presented as the link between the fundamentals of architecture and the historical basis of design. The studio aims to introduce students to the historical background of architectural design based on the cultural, social, economic, political and chronological threads that have defined architecture as a physical manifestation of the impending thoughts of a people at a specific point in time. It is throu gh this exploration that students shall understand that architecture, while materializing through the built form, finds its valida tion within the prevalent sociological tendencies of an era, thus defining architectural form as a physical interpretation of a more complex structure. Students will be subjected to the methodology of documentation, analysis and representation of historical architecture based on the basic parameters of style, proportions, patterns, function, typology, construction methodology and historical contexts. The studio shall be structured through the implementation of lectures, research assignments, documentation exercises and design projects leading to the understanding and reinterpretation of precedents and historical data into contemporary realms and contexts. The course is structured in two weekly 4-hour studio sessions and one 4-hour Laboratory complimentary to the themes covered within the main Studio. The studio session will consist of a 1-hour theoretical lecture at the beginning of each studio session followed by 3 hours of practical exploration and implementation of the concepts.
8 hours, 1 semester, 5 credits

ARHT 101 Architectural History I: Ancient to Gothic – Theory

This course, as the official introduction to the required Architectural History and Culture series, provides the historical bas is for architectural history, theory and design. It aims to provide a panoramic and chronological perspective of architectural design and culture through the means of in-depth analysis and critique of the prevalent philosophies, theories, and precedents of architecture from Prehistoric Times to 15th century Europe and Asia. In addition, the course provides a descriptive narrative of the origin and development of the urban realm within the periods being discussed. Discussions will also be provided within the context of artistic expression as relevant and, in most cases, parallel to the understanding of the architectural manifesta - tions of each period. Through a series of seminars and lectures, students shall gain a structured understanding of the cultural , social, economic, philosophical, technological and political forces inherent within each era, and their implications as catalys ts of architectural expression. The course will also give students a sense of the criteria by which historical architecture is critiqued, thus giving them a practical approach at the use of precedents as applicable within the studio.
3 hours, 1 semester, 3 credits

ARHT 201 Architectural History II: Neoclassicism to Contemporary Western Civilization – Theory

Architectural History II is the second required course in the Architectural History and Culture lecture series. The course aims to provide a holistic view of architectural design and culture through the means of in-depth analysis and critique of the prevalent philosophies, theories, and precedents of architecture from Renaissance to contemporary western architecture and culture. In addition, the course provides a descriptive narrative of the origin and development of the urban realm within the periods being discussed. Discussions will also be provided within the context of artistic expression as relevant and, in most cases, parallel to the understanding of the architectural manifestations of each period. Through a series of seminars and lectures, students shall gain a structured understanding of the cultural, social, economic, philosophical, technological and political forces inherent within each era, and their implications as catalysts of architectural expression. The course will als o give students a sense of the criteria by which historical architecture is critiqued, thus giving them a practical approach at t he use of precedents as applicable within the studio.
3 hours, 1 semester, 3 credits

ARTH 301 Architectural History III: Latin America and Puerto Rico – Theory

This third required course in the Architectural History and Culture lecture series breaks away from the chronological approach of the latter courses in preference of a geographical approach as a means of integrating a more relevant and tangible cultural context for the students. The course offers significant insight into the cultural, social, economic, philosophical, technologic al and political forces driving architectural and urban design in the Latin American and Caribbean Region, with special emphasis to the origins and implementation of architectural design in Puerto Rico and the inherent forces of culture, economic policy and political issues behind its architectural legacy, culture, heritage and urban character. The course will consist of lecture s, seminars and discussion groups.
3 hours, 1 semester, 3 credits

ARTH 401 Contemporary Architectural Theory and Discourse – Elective

The course aims to provide students with the philosophical and theoretical base by which contemporary architecture is rationalized and manifested, from reinterpretations of historical models to the experimentation of novel paradigms. Works of the principal theorists from the 20th century will be studied and examined as a backdrop to current local and international projects and their impact on a regional and global scale. Through careful and insightful analysis of contemporary design processes, students shall form their own interpretations and form a more descriptive basis for their own development and re-dimensioning as applicable to their own professional goals and philosophies. The course will consist of a series of seminars, lectures, and group discussions.
3 hours, 1 semester, 3 credits

ARTH 501 Emergent Practices and New Architectural Paradigms – Elective

This course is provided as a supplement to ARHT 201. It following the works of influential architects and practices of the past 15 years throughout the world. The key contributors of recent decades will be studied and critiqued based on their impending philosophical approach and their manifestation at different scales and contextual fields. As a means to integrate the topic within the genetics of the School of Architecture's curricular structure, case studies will be selected in response and in tune to the nine Experimental Units that compose the schools curriculum, thus linking the themes to existing practical implementa- tions. The course will consist of lectures and group discussions, providing four to five lectures per topic and practical implementations of each theme.
3 hours, 1 semester, 3 credits

ARTH 601 Philosophy of Science and Technology – Elective

The objective of this series of lectures is to provide a chronological narrative as a means to examine the origins and directio n of technological innovation in the fields of design, and to provide a theoretical and practical foundation of the use of digita l technology as a precursor and medium for Design as related to architecture, urbanism, media, and building systems. The use of digital technology will be studied from its most practical and tangible iterations, to the most artistic and rationally chal lenging expressions of the medium, thus providing students with a range of potential applications and tools to develop and expand their own palette within the field of design.
3 hours, 1 semester, 3 credits

SEED/03

Adaptive Conservation and Preservation

unit 03

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

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

The Adaptive Conservation and Preservation Unit will produce highly efficient and well rounded design professionals with a comprehensive understanding and hands-on ability in the historic restoration field.

Courses

ARAD 202: Analytical Design Studio II – Adaptive Conservation and Preservation
ARAC 101: Fundamentals of Historic Preservation and Conservation
ARAC 201: Preservation Techniques, Methods and Strategies for Building Systems
ARAC 301: Conservation Planning Strategies and Policies
ARAC 401: The Economics of Historic Preservation
ARAC 501: Cultural Heritage Tourism
ARAC 601: Advanced Preservation Research Strategies

Coordinator: Magda Bardina Garcia

Magda Bardina Garcia achieved her masters in architecture in 1988 with a significant supplementary education from the Preservation Institute of the Caribbean University of Florida Interamerican University, the University of Haiti and Menéndez Pelayo University in Seville. In 1988, Bardina Garcia became a consultant for the Puerto Rico Culture Institute for the Southern Region Historic District that she would later become Director of. In 1992 the Architect became the Director of the Historic Center of Ponce throughout "Ponce en Marcha." During which she complemented her education with studies in management of historic districts in Colombia and Cities at Risk, Heritage and Tourism in Mexico as well as giving lectures in ICOMOS Morelia, Mexico on the Revitalization of the Historic Center of Ponce. In 2001 Bardina Garcia established the firm Atelier 66 csp and created a dedicated and creative work group and have been a part of the of the last stages of the preservationist/renewal process of "Ley 212". The firm's impact has had an immediate and beneficial effect in the town's recent private and governmental development.

SEED/03

ARAD 202 Analytical Design Studio II – Adaptive Conservation and Preservation - Design Studio

The studio aims to provide an introduction to the methodology of preservation of historically significant buildings and urban environments, as well as the more interventional adaptive conservation, rehabilitation, and reuse. Students will be asked to think broadly and consider planning, zoning, and other techniques as a way to supplement traditional conservation and/or preservation methods, with particular attention to the concepts of identity of place and public policy as both a limitation and opportunity. The students will confront design problems that juxtapose traditional building methods and new construction. The studio shall be structured through the implementation of lectures, research assignments, documentation exercises and design projects leading to the understanding and reinterpretation of precedents and historical data into contemporary realms and contexts. The Studio will consist of a 1-hour theoretical lecture at the beginning of each studio session followed by 3 hou rs of practical exploration and implementation of the concepts via exercises and design projects.
8 hours, 1 semester, 5 credits

ARAC 101 Fundamentals of Historic Preservation and Conservation - Theory

The course is conceived as the formal introduction to the fundamental concepts, principles, methods and strategies involved in the preservation and conservation of historic structures, urban contexts, public spaces, and landscapes, as well as the economic, political, cultural and philosophical layers that have transformed, regulated and validated the practice within a chronological framework. The course will center on the particular language of historic preservation by introducing students to concepts such as: Restoration, Reconstruction, Rehabilitation and Reuse, and the particular setting and conditions where their implementation is validated. The course will consist of lectures, research assignments, as- built documentation, examinations and written projects. The students will learn to manage the basic tools and obtain the knowledge to exhaustively document an existing structure or place.
3 hours, 1 semester, 3 credits

ARAC 201 Preservation Techniques, Methods and Strategies for Building Systems - Substance

The purpose of the course is to present students with the strategies and methodology of preservation. It is provided as a practical guide to the methods for maintaining, restoring and rehabilitating historic buildings, as well as the constructive an d administrative methodology. Special emphasis will be given to documentation, survey, materiality, construction systems and assemblies, as well as the administrative framework, management, permitting and regulatory structures that influence the practice. Environmental hazards as pertaining to the deterioration and potential destruction of historic buildings will also be discussed. The course will consist of lectures, research assignments, case studies, Extensive illustrations will be presented and case studies will complement the material. Students will also be exposed to material analysis and historical methods in preservation labs by means of exchanges with entities like the National Parks Service.
3 hours, 1 semester, 3 credits

ARAC 301 Conservation Planning Strategies and Policies - Implementation

The purpose of the course is to expand on the topic of planning policies and regulations that define the practical and theoreti - cal practice of conservation. The course provides an opportunity to look in depth at governmental historic preservation programs at the federal, state, and local (city and county) levels as a comparative means of policy establishment. The policies and strategies of International preservationist groups will also be studied and debated. The origin and implementation of design regulations, standards, and guidelines will also be studied as a matter of public policy, political agenda and design opportunity. The course will consist of lectures, group discussions, group projects and presentations.
3 hours, 1 semester, 3 credits

ARAC 401 The Economics of Historic Preservation - Elective

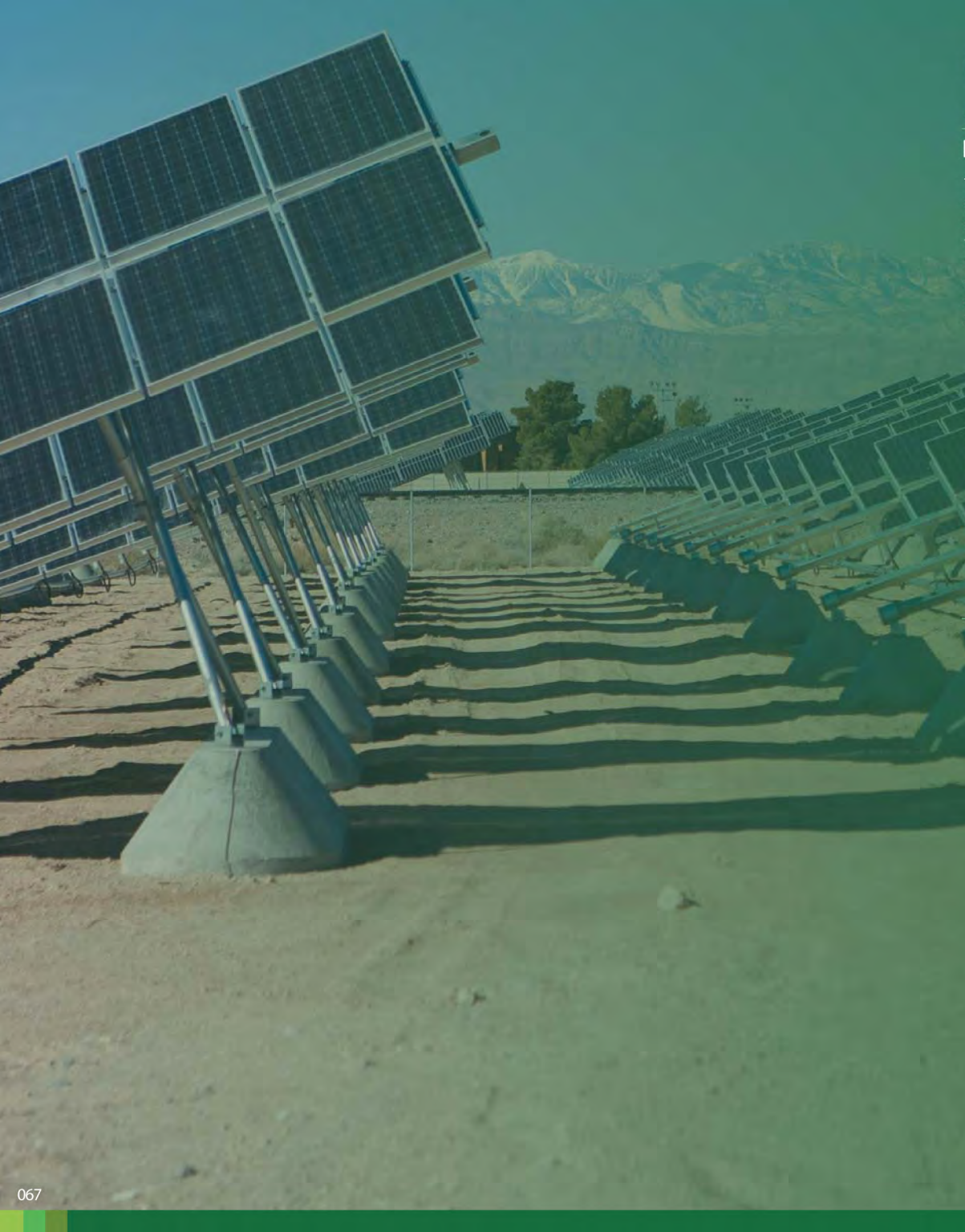
The purpose of the course is to expose students to the economics of historic preservation and the financial techniques used to encourage the preservation of historic property. Unlike most aspects of real estate and economic development, historic preservation is anchored to the location of the non-renewable historic resources. The course will combine an investigation of the economic activities and impacts of historic preservation and then look at how financial programs are used to try to change or increase those impacts. The course is intended to provide the student with an appreciation of the fundamental role of economics in describing historic preservation decisions and to prepare the student to understand the affect of market forces on historic preservation decisions. The class will use the Historic District of Ponce as an economic laboratory and will examin e past governmental policies based on private investment opportunities and incentives as a means for massive financial injection into historic zones. Assignments will relate to, but not be limited to, current activities in Ponce. In addition, vis iting speakers will provide a background and information on a variety of preservation topics, including rural preservation, valuing archaeological materials, contingent valuation methods, and economic impact models.
3 hours, 1 semester, 3 credits

ARAC 501 Cultural Heritage Tourism - Elective

The Cultural and Heritage Tourism course will investigate the underlying potential for historic preservation to become the catalyst for new heritage tourism development. The course will center around five guiding principles for successful and sustainable cultural heritage tourism development. These principles and steps have been adopted broadly across the United States and are also being used in Canada and several other international destinations. The core concept is to preserve heritage and culture, share them with visitors, and reap the economic benefits of tourism. The unchecked impact of high volume tourism can also be detrimental to cultural sites so unsuccessful touristic interventions must also be examined and debated.
3 hours, 1 semester, 3 credits

ARAC 601 Advanced Preservation Research Strategies - Elective

This course addresses research strategies and documentation techniques used by professional historic preservationists to identify and record historic structures and sites. Unlike other traditional documentation courses, this course will introduce t he importance of ethnographic field strategies to the practice of historic preservation. The course emphasizes the inter/multidisciplinary nature of contemporary historic preservation practice in Puerto Rico (and abroad) by using archival, physical, and ethnographic evidence as a basis for establishing significance. A central feature of the course is to help studen ts develop the necessary skills and techniques in historic sites research, using both written and oral methods. The course is centered on a weekly class meeting consisting of lectures and seminar discussions of assigned readings. Local fieldtrips are an important part of the course. Research techniques include the development of building descriptions, historical narratives, reviewing existing scholarly and/or professional literature, collecting primary and secondary data, and skills in architectural photography and measured drawings. The students will create a scientific methodology for documenting, categorizing and valuing historic buildings and sites and establish unique intervention strategies.
3 hours, 1 semester, 3 credits



SEED/04

Building Technology and Sustainability

unit 04

The expression of technological achievement has been a key concern in the development of contemporary architecture. A critical aspect of the interaction between architecture and technology is the way in which they have continually redefined each other. Crucial to this approach is the communication of many previously semi-independent disciplines, such as structural engineering, materials, computer programming and ecological sciences.

The result of meshing of sustainable technologies within the architectural design process has transcended the supplementary era and become a complimentary, if not required, expression of a though process. Contemporary sustainable architecture is not as static as the finite lines and objects prevailing on historical buildings, but an indeterminate architecture containing both permanence and transformation. Performance systems are no longer machines that claim spaces on buildings, but an integral part of its intricacy and the culture of the life within them.

Along the history of humanity, all Architectural Periods are the result of human beings responding to their current socioeconomical circumstances, by employing the available technology. The Building is no more than an adequate response to a design problem, a technological device, capable of addressing "multi-faceted" challenges. An architect, should be professional skillful in the application of the latest technologies, in the pursuit of attaining a harmonious solution.

Courses

ARAD 302: Experimental Design Studio I: Building Technology and Sustainability

ARST 101: Tectonics on Material Applications and Methods

ARST 201: Introduction to Mechanical and Electrical Systems

ARST 301: Building Acoustics, Illumination, and Special Systems

ARST 401: Sustainable Building Design Philosophy and Practices

ARST 501: Aesthetics of Sustainable Building Design

ARST 601: Sustainable Design Rating Systems and Efficiency Standards

Coordinator: Luis V. Badillo

Mr. Badillo began his professional career in 1981 as designer for some architectural Firms. In 1985, he joined the office of Méndez, Brunner A&E becoming an associate in 1989 and full partner in 1991 when the firm changed it's name to Méndez, Brunner, Badillo & Associates. He has been responsible for the design and production of a wide range of projects in both the private and public sector, amounting to more than $90 millions in construction cost. As member of the AIA Puerto Rico Chapter, Mr. Badillo has held several positions from Treasurer to President. In 1996 he was named by the AIA, Florida Region as Co-Chairman of the Caribbean Basin Initiative, a conscious effort to exchange ideas and experiences with our fellow architects in the Caribbean. This endeavor gave Mr. Badillo the opportunity to participate as a speaker in several forums in Florida, Costa Rica, Guatemala and Panama. More recently, during the last decade, Mr. Badillo, has been actively involved in the expansion of his Firm's International practice, concentrating his efforts in Panama City, Panama and lately In Tortola, BVI.

SEED/04

Building Technology and Sustainability

ARAD 302 Experimental Design Studio II: Building Technology and Sustainability - Design Studio

The Design Studio aims to provide a fundamental understanding of mechanical, electrical, lighting, and fire protection systems within the built environment. Their successful implementation within a design requires a good understanding of the principles behind the systems, their use, limitations, capacity, performance, and overall integration within the process of architectural design and among themselves. The understanding of these concepts and criteria shall also give way to the integration of passive and sustainable techniques to further enhance building efficiency and operational costs. Students will be required to apply the concepts and systems presented within the studio in different contextual and programmatic situations with the expectation that their methodology succeeds in both functional and architecturally sound design solutions.
8 hours, 1 semester, 5 credits

ARST 101 Tectonics on Material Applications and Methods - Theory

This course aims to introduce students to building materials and methods as integral to building tectonics. By examining their innate qualities, specified uses and applications of materials and systems, students shall gain a better understanding of material and system selection and implementation. Materials and application methodology will be studied within the parameters of program, environment, and performance requirements, as well as intrinsically relevant on the perception and physical manifestation of the built form. Through a series of lectures, seminars and exercises, students will gain awareness and understanding of the correlation between material specification and tectonic composition in buildings as complimentary elements within the architectural composition.
3 hours, 1 semester, 3 credits

ARST 201 Introduction to Mechanical and Electrical Systems - Substance

This course aims to provide students with an understanding of the concepts and implementations of environmental systems in buildings. Through a series of lectures and exercises, students will be exposed to the basic concepts and principles involved in the design, integration and installation of HVAC, power, lighting, and fire protection systems under specific crite ria and performance requirements. Emphasis will be given to the functional, operational, programmatic and architectural parameters as pertinent to general occupant comfort, health and general aesthetics of the built environment, as well as environmental and code requirements that impact the selection, design and integration of these systems within an efficient building.
3 hours, 1 semester, 3 credits

ARST 301 Building Acoustics, Illumination, and Special Systems - Implementation

This course focuses on the principles, design, application and performance of buildings as related to acoustics, lighting (artificial and natural), and other specialized systems. The objective of the course is to create awareness of the principles driving these phenomena and their successful integration within buildings. The course will also address the basic mathematical approach to acoustic and illumination design, and the different materials and systems available to meet design criteria under different conditions and projected uses. A series of lectures, seminars, exercises and case studies will be provided to portray both the successful implementation of these systems as well as the short and long-term repercussions of bad design practices.
3 hours, 1 semester, 3 credits

ARST 401 - Sustainable Building Design Philosophy and Practices - Elective

This course will explore the philosophy, principles and application of sustainable technologies as feasible alternatives to traditional building technologies. The course will focus on sustainability from the standpoint of performance, availability, feasibility, operational cost, maintenance, integration, and programmatic criteria within the context of architectural design development and construction. Through seminars, lectures, and exploration of case studies, students will gain an understanding of benefits and potential of sustainable technologies and current design practices, both as products of individual environmental consciousness and efficiency mandates within codes and regulations.
3 hours, 1 semester, 3 credits

ARST 501 - Aesthetics of Sustainable Building Design - Elective

This course aims to expose the symbiotic relationship between sustainable building systems and architectural design within the context of aesthetics and design integrity. The objective is to provide students with the understanding that sustainable building systems and building aesthetics can be complimentary to each other without substantial sacrifice to efficiency and/or aesthetic value. Students will also be exposed to the theories and methodology of passive systems as feasible alternatives to sustainable buildings and as a mayor influence concept drivers during pre-design. The course consists of a series of lectures, seminars, and case studies focused on the theory, development and successful integration of both sustainable systems and aesthetics.
3 hours, 1 semester, 3 credits

ARST 601 - Sustainable Design Rating Systems and Efficiency Standards - Elective

This course aims to provide an awareness of the different sustainable design rating systems used throughout the world, and an understanding of their methodology and criteria prior, during and after the design process. Sustainable Design Rating Systems, while providing specific criteria and performance requirements, have also become drivers of the direction, intent and methodology of design process, and efficient tools in the funding and marketing of project s. Special emphasis will be given the major certification organizations (LEED® and Green Globe®.) and their impact in current design strategies.
3 hours, 1 semester, 3 credits

SEED/05

Structural Frameworks and Assemblages

unit 05

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

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

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

Courses

ARAD 301: Experimental Design Studio II: Structural Framework and Assemblages
ARAR 301: (Laboratory) Parametric Modeling
ARSF 101: Architectural Structures I: Statics and Forces
ARSF 201: Composite Construction on Wood and Steel
ARSF 301: Monolithic Construction on Masonry and Concrete
ARSF 401: New Structural Systems and Building Envelope
ARSF 501: Tensile, Dome and Shell Structures
ARSF 601: Complexities and Symbolism in High Technology Buildings

Coordinator: Jose R. Pagán Parés

Jose R. Pagán Parés graduated with a Bachelor in Environmental Design from the School of Architecture of the University of Puerto Rico in June 2000. During his years as a student at the University of Puerto Rico, he worked as a Teacher Assistant for the Architecture Summer Workshop for prospective student interested in studying architecture, from June 1998 to June 2000. As part of the team, lead out by Arq. Javier De Jesús Martínez, his work consisted in coordinating and preparing design exercises and lectures and revising student work. Continuing his formation as an Architect, he moved to Chicago and enrolled at the College of Architecture of the Illinois Institute of Technology, from where he graduated with a Master in Architecture in June 2003. After working at SPACES, Space Planners and Coordination Enterprises, in San Juan Puerto Rico from 2003 to 2004, he decided to continue his education in Barcelona, at "Fundación Politécnica de Cataluña", where he received a Master in Design and Restoration of Architectonic Structures in July 2006.

SEED/05

Structural Frameworks and Assemblages

ARAD 301 Experimental Design Studio I: Structural Framework and Assemblages - Design Studio

The studio aims to introduce students to the practical and theoretical application of structural concepts and assemblies as functional, programmatic, and aesthetic criteria. Students will be exposed to the three main concepts of structural design (stability, strength, and economy), as well as a practical platform in which to experiment with tectonics, use, types of assemblies, structural typologies, program, context, and aesthetic value. Within the parameters of those concepts the students shall be able to produce a well-balanced, functional, and fully developed building design.

Through this advanced Architectural Design Studio, students will be able to understand how these concepts (stability, strength, and economy) shall relate, interact, and be part of every building structure. Stability is needed for the spatial fra ming to maintain the desired formal qualities. Strength deals with the selection of the most adequate materials to resist the stres ses generated by the acting loads. Economy refers to a part of the design process in which students are going to understand the importance in selecting a structural typology that best suits a specific program and how it relates to the context inherent raw materials, fabrication methods, erection, and maintenance. Design, construction labor, and energy consumption costs must be considered as part of the greater systematic assembly. The elaborated project must demonstrate skillfulness in the application of those key concepts and at the same time be perceived as a cohesive response to the architectural program and building use.
8 hours, 1 semester, 5 credits

ARSF 101 Architectural Structures I: Statics and Forces - Theory

This course intends to convey the general concepts of applied forces to a building structure and provide an introduction to the analysis and design of building structural systems and the evolution and impact of these systems on architectural form. The course seeks to develop a student's analytic and critical skills through both mathematical and visual investigation of structur es. Lectures and homework assignments cover structural classifications, fundamental principles of mechanics, computational methods, and the behavior and case studies of trusses, cables, arches, and simple framework systems.
3 hours, 1 semester, 3 credits

ARSF 201 Composite Construction on Wood and Steel - Implementation

This course intends to give the students the basic theoretical concepts for the design and calculation of steel and wood structures. The course presents the properties of both materials and the related structural elements manufactured for building construction. It introduces the concepts for the design and dimensioning of structural members fabricated with these materials. Students will be presented with a broad range of modular systems for new construction, structural reinforcement, and restoration of existing buildings. Structural, aesthetical, and assemblage differences will be discussed in order to gain f ull command in the decision making process during design.
3 hours, 1 semester, 3 credits

ARSF 301 Monolithic Construction on Masonry and Concrete - Implementation

This course intends to give the students the basic theoretical concepts for the design and calculation of reinforced concrete and masonry structures. Through a series of lectures and exercises, students will be presented with: the properties of reinforced concrete and masonry structures; its most common uses in the construction industry; the structural typologies associated to the material; technologies for the correct structural reinforcement and restoration of existing buildings using these materials. This course will give students complete understanding on the most utilized building material in our region.
3 hours, 1 semester, 3 credits

ARSF 401 New Structural Systems and Building Envelope - Elective

Since the technical and commercial development of large-scale glass envelopes buildings, the notion of transparency has exerted a seductive hold on the architectural imagination. The dematerialization achieved through material lightness and spatial interpretation will be the central theme studied in the course. The course will emphasize its approach on designing and calculating skylights and roof systems capable of infiltrating the light into the space.
3 hours, 1 semester, 3 credits

ARSF 501 Tensile, Dome and Shell Structures - Elective

Study on the construction of elements carrying only tension and no compression or bending. This course intends to provide students the knowledge of a completely viable structural system most often used as roof as it can economically and attractively span large distances. It introduces the student to the concept of Biomimicry (getting ideas from nature for the wa y we make or do things) and how it can be related to tensile structures. This course is intended as a interdisciplinary approach, having Biologists and Specialist in Sustainability as part of the design and conception process.
3 hours, 1 semester, 3 credits

ARSF 601 Complexities and Symbolism in High Technology Buildings - Elective

Study on Eco High Technology for Large Scale Buildings.
A series of seminars narrating the new and innovative architecture movement of the past fifteen years through the structural lenses. The course provides students with the knowledge for designing viable structural system for Large Scale Buildings, including Principles of High Technology architecture towards more ecological concerns. This course will focus on the design of High Technology Buildings, which express their structure on the outside as well as their inside, are sensitive with their environments, benevolent to their occupants and economically viable to build and maintain. Special attention will be made to the work involving highly advanced software such as Computer Aided Three Dimensional Interactive Application (CATIA).
3 hours, 1 semester, 3 credits

SEED/06

Landscape Ecology and Enviroment

unit 06

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

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

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

Courses

ARAD 401: Contextual Design Studio I: Landscape Ecology and Environment
ARLE 101: Built Environment and Culture in the History of Landscape Architecture
ARLE 201: Environment Construction Processes, Materials and Techniques
ARLE 301: Ecological Principles in the Built Environment
ARLE 401: Urban Ecology
ARLE 501: Planting Materials in Landscape Design
ARLE 601: Advanced Landscape Architectural Design

Coordinator: Tamara Orozco Rebozo

Tamara Orozco Rebozo, graduated in 2001 from one of the top Landscape Architecture Schools in the US and has been practicing in the planning and design of outdoor and public spaces in Puerto Rico ever since. Her experience in the private sector of the profession includes master planning, site planning, urban planning and design, parks and recreation planning and design and green infrastructure planning at residential, commercial, institutional and industrial scales. Orozco Rebozo's core experience has been as a consultant to the University of Puerto Rico as a capital investment program project manager and planner, where she lead the Physical and Development Framework Plans for many of the University's system campus and the Botanical Gardens. Most recently she was the Planning and Development Advisor for the Chancellor of the University of Puerto Rico, Bayamón Campus. Tamara works as a Senior Capital Investment Strategist at Adaptable Paths.

SEED/06

Landscape Ecology and Enviroment

ARAD 401 Contextual Design Studio I: Landscape Ecology and Environment- Design Studio

The studio aims to provide students an understanding of the ideological, architectonical, socio-economical, physical and technological aspects inherent to the organization and morphology of human communities through the implementation of a fully developed Landscape Architecture project. The projects will include site analysis, place evaluations, territorial planning and green master planning at diverse scales and under diverse conditions. Through a diversity of design problems, students will be able to apply this understanding while adhering to the parameters of program, context and topology. The concepts of presence and scale, flow and circulation, ecosystems and the sense of awareness and sensibility towards the natural environment will also be assessed within the final design solution.
8 hours, 1 semester, 5 credits

ARLE 101 Built Environment and Culture in the History of Landscape Architecture - Theory

This course investigates the relationship between socio-cultural practices and the development and organization of contemporary built environments. This interdisciplinary course is based on the premise that space is an active structuring element of human experience. Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology, and cultural anthropology this course will investigate how social structures are spatially embedded in contemporary built environments. Professionals in the subject will be invited to do lectures so students can develop critical analysis skills that will promote ongoing discussions on environmental issues.
3 hours, 1 semester, 3 credits

ARLE 201 Environment Construction Processes, Materials and Techniques - Substance

As an introductory design implementation course, this course provides the foundation for site design in landscape architecture, to integrate the principles of construction with design. At the core of the course are five general bodies of knowledge: Biology/Ecology, Geometry, Landform Manipulation, Site Systems, and Computer Applications for Site Analysis and Design. Analysis will be based on biological, ecological and topographical elements inherent I site manipulation. Building on this components, the course provides the first site specific and organic understanding of basic site systems critical to every landscape architect's design. Students will primarily focus on the major site features as related to site drainage and topography, lighting, site layout, and surface geology, amongst others; but will also be expected to recognize regional context in their designs. The course will consist of lectures, case studies, written and graphical assignments, and presentations.
3 hours, 1 semester, 3 credits

ARLE 301 Ecological Principles in the Built Environment - Implementation

The course focuses on basic ecological principles and concepts at two general scales - the small-scale site and the larger, regional-scale landscape. Focus will be given on the design of the built environment as an ongoing activity integrating ecological, social, and cultural values. Key concepts to be explored within the course include: population, community, ecosystem, land use patterns and policies, development and resource management, community design issues, and strategies for improving environmental integrity and quality of life. Students will learn the concept and functioning of ecosystems and how this understanding can be applied in environmental design, and will also review of adverse impacts that can result from failure to apply sound ecological principles. The principles learned in this class provide the foundation for later explorations that include responses to overlying patterns of human land use and development.
3 hours, 1 semester, 3 credits

ARLE 401 Urban Ecology - Elective

This course aims to provide students an understanding of the theories, applications, and implementation of landscape ecology towards the planning and design of sustainable and ecological urban environments where a real world, interdisciplinary problem drives the acquisition of knowledge. The course will be tailored around a combination of readings, discussions, case studies, and presentations to help each student develop a framework and conceptual vocabulary that can be applied to the planning and design of urban landscapes and a city's "green infrastructure". This course will also examine the concept and implementation of urban sustainability, promoting questions relating to both theory and application.
3 hours, 1 semester, 3 credits

ARLE 501 Planting Materials in Landscape Design - Elective

This course will study the morphology and behavior of native and ornamental plant material of the region. The design suitability of plants will be studied through fieldwork, case studies, traditional and computer rendering, as well as through documentation by means of digital and photographic tools. Students will study plant taxonomy and the use of identification keys, and will be expected to develop a personal handbook of planting design resources, including an illustrated collection of plant species characteristics, based on their field work experiences for use in later courses and professional practice. They will record their observations on the cultural values and meaning of plants, as well as their application in design. This course is part of the preparation for later courses in planting design in the landscape architecture professional curriculum.
3 hours, 1 semester, 3 credits

ARLE 601 Advanced Landscape Architectural Design - Elective

This course will provide students with additional review of landscape architectural theories and issues. Topics are related to issues that have been introduced in previous studios and courses, and it is intended to provide a framework for follow-up investigation and exploration. This allows students to select a topic of interest to explore with great intensity and detail. Emphasis will be given to larger scale projects where students can show their ability to investigate urban form, community identity and open-space systems in sensitive contextual environments.
3 hours, 1 semester, 3 credits

SEED/07

Urban Scapes and Communities

unit 07

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

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

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

Courses

ARAD 402: Contextual Design Studio II: Urban Scapes and Communities
ARUS 101: Theory and Principles of Urban Design
ARUS 201: Territorial and Urban Public Policy in a Global Society
ARUS 301: Territorial Planning Strategies on Infrastructures and Communities
ARUS 401: Studies on Emergent Urban Practices
ARUS 501: Urban Economic and Financial Milieu
ARUS 601: Urban Sociology and the Cultures of Cities

Coordinator: Roberto Alsina Miranda

Mr. Alsina with more than twenty years of experience in the profession has been recognized by the development and construction industry of Puerto Rico as one of the most knowledgeable professionals in the development of municipal, state government and private projects. He is presently working on hotel and mixed use developments on different sites in Puerto Rico as founding partner of Polis Group LLC. Architect Alsina occupied different Executive positions the Municipality of San Juan such as Advisor to the Mayor on Urban Planning and Development, Director of the Department of Permits and the Department of Urbanism. He has also collaborated with recognized firms in Puerto Rico, Japan and in the United States.

SEED/07

Urban Scapes and Communities

ARAD 402 Contextual Design Studio II: Urban Scapes and Communities - Design Studio

The second of the Contextual Design Studio series departs from the free-standing, artistic expression of traditional architecture in favor of the contextual basis of the urban realm. The studio aims to introduce students to the political aspects of urb an design (i.e. land use and environmental policy), as well as the key concepts for the analysis, development and design of urban realms. The studio will focus on the application of strategies that impact the urban realm within the notion of contextual equi lib-rium, pedestrian settings, cultural rituals, perception, density and organizational elements in order to produce a well-balance d, functional and livable design within the parameters of geography, public policy, ecology, infrastructure, cultural definition, character and social activity.
8 hours, 1 semester, 5 credits

ARUS 101 Theory and Principles of Urban Design - Theory

This course investigates the relationship between socio-cultural practices and the development and organization of contemporary built environments. Using theoretical orientations from landscape architecture, architecture, urban planning, geography, sociology, and cultural anthropology, the course will investigate how social structures are spatially embedded within historical and contemporary urban realms. It will explore both western and non-western environments within the context of place, culture, social behavior, infrastructure, density, zoning and projected development, among others. The course will include lectures, seminars, assignments, discussion forums and written projects.
3 hours, 1 semester, 3 credits

ARUS 201 Territorial and Urban Public Policy in a Global Society - Substance

Within the context of a globalized economy and an increasingly homogeneous social structure, the course intends to provide students with a theoretical frame of reference to study and discuss the implications and physical manifestation of territorial and public policy for current urban design practices. The course will provide a comparative analysis of the changing nature of cities, economic adjustment and political structures, placing special emphasis on issues of policy and planning at different scales, and on current reforms in systems of urban governance. Through this exploration, students shall acquire an awareness of urban design as a product of systems rather than a free-standing, self-sustaining architectural phenomenon. The course will consist of theoretical lectures, case studies, discussion forums and written assignments and projects.
3 hours, 1 semester, 3 credits

ARUS 301 Territorial Planning Strategies on Infrastructures and Communities - Implementation

This course aims to expand on the ARUS 201 Territorial and Urban Public Policy course with the implementation aspect of territorial planning based on the concepts previously presented into the more tangible condition of Communities. Students will review case studies from the Ponce region and around the world in an exploration of various models for promoting economic health, distributing capital, understanding poverty and revitalizing low and moderate income neighborhoods in economically distressed communities. Case studies will also contribute to the formulation of an urban model capable of transcending theoretical realms into the strategic implementation within a design approach. The course will consist of lectures, seminars, assignments, group discussions and group projects.
3 hours, 1 semester, 3 credits

ARUS 401 Studies on Emergent Urban Practices - Elective

This course exposes the student to the latest theories in the practice of urbanism, from the establishment of landmarks to new and innovative city fabrics. The themes within the course are brought forth as advanced strategies on urban design. Case studies shall cover world-wide examples of innovative urban practices on both the conceptual (proposals) and implementation (constructed) levels. Through comprehensive analysis, case studies will be dissected to better understand the relationship and/or dislocations inherent within the theoretical, technological, socio-economical, cultural and operational frameworks of emergent urban practices. The course will consist of lectures, case studies, group discussions, assignments and group projects.
3 hours, 1 semester, 3 credits

ARUS 501 Urban Economic and Financial Milieu - Elective

This course aims to provide a platform for discourse on historical and current economic models as related to urban environments and communities, and more specifically, the impact of those models on urban sprawl, housing, transportation, zoning and land use. Students shall gain a better understanding of the impact of economy on the urban realm, and the importance of the promotion of economic health, capital distribution, and the revitalization of moderate income neighborhoods and economically distressed communities as a means to the successful growth and development of urban centers. The course consists of lectures, case studies, group discussions and assignments.
3 hours, 1 semester, 3 credits

ARUS 601 Urban Sociology and the Cultures of Cities - Elective

This course aims to provide the basis for an interdisciplinary research approach to the political, social and economic factors affecting the growth and development of cities in Africa, Asia, Latin America, and Europe. Special emphasis will be given to the prevalence and dynamics of homelessness, the affordable housing crisis, urban labor market trends, welfare reform, health and mental health policies, and urban/suburban development disparities. The benefits and shortcomings of urban existence of industrial and post-industrial cities will be examined in terms of the major sociological theories of urbanism (fr om the classical formulations of Wirth and Simmel to contemporaries like Fischer), urban political & economical models, world-system theory, and the socio-economical impact of Globalization.
3 hours, 1 semester, 3 credits

SEED/08

Legal and Administrative Consciousness

unit 08

Much has already been written of the grim threat that has faced the architectural profession, the threat of extinction by legal liability and poor risk management strategies. There have been major improvements in the cases of architects that reported a claim against them, but the current statistic is still uncomfortably high. Many of the cases that are reported involve architects and their clients and often result not from a design failure or a failure on the codes compliance accomplishment, but from a breakdown in the contractual relationship due to misunderstandings, miscommunications, or a general lack of comprehension of the relative responsibilities of both parties.

The essence of a good working relationship lies in a successful meeting of the minds, where each side shares exactly the same understanding not only of their own rights, responsibilities, and duties, but those of the other contracting party as well.

Through the legal consciousness program students will understand the dynamic relationship between architecture and the legal framework that shapes our cities and way of living. We intend to provoke discussion an analysis of how cities and urban planning can be changed by modifying the laws, regulations and ordinances that direct and influence them.

Courses

ARAD 501: Developmental Design Studio I
ARLA 101: Introduction to Law, Contracts, and Professional Liability
ARLA 201: General Real Estate, and Administrative Law Principles
ARAC 301: Conservation Planning Strategies and Policies
ARLA 401: Public Private Partnerships and the Port of the Americas
ARLA 501: Urban Conservation and Development Clinic
ARLA 601: Value and Appraisal of Land

Coordinator:Luis Daniel Muñiz

Mr. Muñiz Martínez is an attorney with public and private sector experience. His private sector experience covers areas of law such as corporate, contracts, real estate, commercial and corporate lending, tax credits and incentives, environmental and land use, and public private partnerships. His public sector experience includes a tenure as a Deputy Executive Director of the Puerto Rico Tourism Company, where he was in charge of tourism development and financial incentives, VP of the Hotel Development Company, a subsidiary of the Puerto Rico Tourism Company, and then Advisor to the Governor of Puerto Rico in Infrastructure, Urbanism and Environment. Currently, he's a Special Counsel at Maymi, Rivera & Rotger, P.S.C.

SEED/08

Legal and Administrative Consciousness

AARAD 501 Project Substantiation on Hypothesis and Phenomena Establishment - Design Studio

The design studio aims to create a theoretical backdrop to the Codes, Standards, Regulations, Ordinances and Politics inherent in the design and construction of buildings and urban environments and their practical applications in the design process. The analysis of these and other defining parameters will give students the real legal and political framework that limits the boundaries of design. It is through this understanding that the students shall engage design problems with the intent to push the design envelope while staying within the legal boundaries set forth at different levels of the legal and political strata.
8 hours, 1 semester, 5 credits

ARLA 101 Introduction to Law, Contracts and Professional Liability - Theory

This course is intended to introduce the student to the basic legal concepts, sources and issues that comprise the legal profession and its direct interaction with the design and development process. The students will engage in an intellectual dialogue between the legal framework and its environment and their interaction and effect on design intentions and codes implementation. It will also introduce students to contracts law and the architect's professional liability. Every lecture will be oriented towards an understanding of the legal practice, its origins, history and relationship with every day life. Through the course the student will understand how the architect-client relationship presents an opportunity to educate society about the process of doing architecture, the development of realistic expectations, and to remove any ambiguities about the nature of the project, its design, and construction administration. The final goal of the course is for the students to acquire a complete vision of the challenges the profession has to offer.
3 hours, 1 semester, 3 credits

ARLA 201 General Real Estate, and Administrative Law Principles - Substance

Real estate development is the continual reconfiguration of the built environment to meet society's need. The process of development is not only a means to produce wealth, but is the cornerstone of urbanism and the transformation of cities and their surrounding environment. This course is comprised of two parts. First, it is intended to introduce the student to the basic concepts of real estate law and the jurisdiction of administrative agencies in the development process. The course emphasizes the historical and constitutional origins of government power over real estate, as well as contemporary practical legal aspects of real estate development, transactions, and finance, and the concept of the Registry of the Property, with special focus in real state law in Puerto Rico. Second, it will provide an in depth look into the real estate process and its legal implications from the developers stand point. By a series of lectures students will analyze the social and cultural implications of the convergences between multiple planning strategies being established at the same time and on the same territory. The concept of archaeological stratum will once again come into play to inform and organize all the architectural intentions. The second part of the course will cover permitting, land use and zoning parameters, environmental issues, municipal ordinance, public policy issues and the importance of due diligence. Every lecture will be oriented towards an understanding of the real estate law and its direct interaction with contracts and the development process. The final goal of the course is for the students to acquire a complete understanding of real estate law in Puerto Rico, how it is affect by transactional ordinance and how to secure and structure simple transactions, the process in a "cradle to grave" approach.
3 hours, 1 semester, 3 credits

ARLA 401 Public Private Partnerships and the Port of the Americas - Elective

Public-Private Partnerships have become an important component of modern governance. The increase in construction costs worldwide and the effect of such costs in government budgets have made the use of the PPP model a stellar player in globalization. This course will provide basic information on public private partnerships, its origins and history, the different types on PPP's, a comparison between European PPP's and their counterparts in America, the Puerto Rico Public-Private Partnerships Act and the applicability of this model to the development of the Port of the Americas Rafael Cordero Santiago its value added zones and further development.
3 hours, 1 semester, 3 credits

ARLA 501 Urban Conservation and Development Clinic – Elective

A well rounded professional shall possesses, not only theorical knowledge, but also as much practical experience as he's capable of gain. The UCDC will be a clinic for advance students to practice in a real world environment and apply the knowledge acquired during their first four and a half years studying architecture. Its purpose is to serve as a facilitator and development advice body to low income communities and persons in the redevelopment and conservation of their communities. Through the UCDC the students will be exposed to real life situations, which will put in function and operation the knowledge and experience gain in the classroom.
15 hours, 2 semesters, 3 credits (Please ck this with certification requirements, since it is advisable to spend at least 15 hours per week, nonetheless, the student shall agree to dedicate two semesters to UCDC).

ARLA 601 Value and Appraisal of Land - Elective

One of the most important issues in real estate valuation is land appraisal. Land valuation and appraisals are usually the first step in the determination of developing a project. The purpose of this course is to expose the students with the basic principles of land valuation and appraisal, its effects in development sand design.
3 hours, 1 semester, 3 credits

SEED/09

Development Assessment

unit 09

The practice of architecture, under its traditional role, has required practitioners and design professionals to function as consultants to the more encompassing and lucrative phenomena of real estate development. Be it by custom or limited knowledge on the subject, architecture professionals have limited their involvement and secluded themselves to the physical aspect of the business. It is the intention of this experimental unit to go deeper into the business aspect of real estate development (project viability, financing, marketing, and investment return)

to create a local consciousness on the possibility of entrepenaurship by architects and designers and alternative business opportunities complimentary to the practice. Although many of the concepts behind the business of development lead to the concept of lucrative and sound business practices, the pitfalls and risk of the industry must also be studied in detail. Critical thinking and inquiry may well begin with a rediscovery of what really means to be a professional architect, both as a design professional and and as entrepreneur

The development and feasibility seeks to create new architects with the skills and abilities to handle each of the stages that compose the real estate development process so they can perform more functional, dynamic and efficient manner. On the other hand, far from developing trained architects prepared to perform their traditional activities of their industry, we want to build a corporate culture, leadership, and vision that enable them to implement mechanisms and structures for a more efficient real estate development process.

Courses

ARAD 502: Developmental Design Studio II
ARDA 101: Entrepreneurship on Developmental Politics
ARDA 201: Economic Feasibility and Finances on Real Estate
ARDA 301: Marketing and Branding through Commercial Communication Skill
ARDA 401: Real Estate Development Process
ARDA 501: Public Private Partnerships s and the Port of the Americas
ARDA 601: Value and Appraisal of Land

Coordinator: Ricardo Hatton Rentas

Mr. Hatton Rentas is an attorney with public and private sector experience. His private sector experience covers areas of law such as corporate, contracts, real estate, commercial and corporate lending, tax credits and incentives, environmental and land use, and public private partnerships. He holds a Bachelor in Finance and a Juris Doctor from the Pontifical Catholic University of Puerto Rico. He is a partner of Hatton-Cuoto, a renowned law firm establish in Ponce.

SEED/09

Development Assessment

ARAD 502 Developmental Design Studio II: Developmental Assessment and Feasibility- Design Studio

In a successful development scenario, owners and developers award projects to the design team that demonstrates a comprehensive grasp of the investment process and that can offer valuable insight at recognizing trends and changes in the field. For the architect, the ability to research and understand the priorities of the owner can result in more effective and efficient design. The understanding of the fundamental process of developing and the creative insight of the design team may ultimately prove essential to the success or failure of a development opportunity.

The design studio aims to provide a theoretical and practical backdrop to the process of assessing potential developments from a land use perspective and studying the feasibility of such developments as relevant to economical, political, cultural, social and market capacity standpoints. Students will also be subjected to the fundamental sequence of development, from acquisition, financing, design and construction to leasing and disposition of land and buildings, with particular focus on the design aspect of the trade. Through graphical analysis and theoretical interpretation, the student is expected to develop a feasible development project from site design, programming, and building design to product marketing.
8 hours, 1 semester, 5 credits

ARDA 101 Entrepreneurship on Developmental Politics - Theory

This course aims to provide students with the knowledge, skills, vision, and strategies to become entrepreneurs and leaders within the development field. The course also aims to provide insight into the tasks of coordinating and leading development efforts within the framework of multidisciplinary design approach, where private developers, engineers, land planners, contractors, environmental and transportation consultants, attorneys, accountants, real estate brokers, financial consultants, and other sectors join in large scale development projects. The course will consist of lectures, assignments, group discussions, group projects and seminars.
3 hours, 1 semester, 3 credits

ARDA 201 Economic Feasibility and Finances on Real Estate - Substance

This course aims to introduce students to the fundamental concepts and practice of cost effective real state planning by providing insight and understanding on topics like financial statements, cash flow projections, accounting systems, project budgeting, market research and analysis, feasibility, and management. The course consists of lectures, assignments, group discussions & projects, and seminars..
3 hours, 1 semester, 3 credits

ARDA 301 Marketing and Branding through Commercial Communication Skills - Implementation

The course aims to introduce students to the marketing process prior, during and after the development process, as well as the significance of branding and identity as critical tools in the economic success of real estate and urban development initiatives. Students will be subjected to topics within media strategies, promotions, market forecasting, target marketing and saturation. Research and planning will be brought forth as essential catalysts in successful marketing and branding. The course will consist of lectures, case studies and group projects.
3 hours, 1 semester, 3 credits

ARDA 401 Real Estate Development Process - Elective

Real estate development is the continual reconfiguration of the built environment to meet society's need. The process of development not only is a mean to produce wealth, but is the cornerstone of urbanism and the transformation of cities and their surrounding environment. This course is intended to provide an in depth look into the real estate process through a legal perspective from the developers stand point. By a series of lectures students will analyze the social and cultural implications of the convergences between multiple planning strategies being establish at the same time and on the same territory. The concept of archaeological stratum will once again come into play to inform and organize all the architectural intentions. The course will cover permitting, land use and zoning parameters, environmental issues, municipal ordinance, public policy issues and the importance of due diligence. The final goal of the course is for the students to acquire a complete understanding of the real estate process, a "cradle to grave" approach and the interaction of federal and Puerto Rico law in the process.
3 hours, 1 semester, 3 credits

ARDA 501 Public Private Partnerships and the Port of the Americas - Elective

Public-Private Partnerships have become an important component of modern governance. The increase in construction costs worldwide and the effect of such costs in government budgets have made the use of the PPP model a stellar player in globalization. This course will provide basic information on public private partnerships, its origins and history, the differen t types on PPP's, a comparison between European PPP's and their counterparts in America, the Puerto Rico Public-Private Partnerships Act and the applicability of this model to the development of the Port of the Americas Rafael Cordero Santiago its value added zones and further development.
3 hours, 1 semester, 3 credits

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One of the most important issues in real estate valuation is land appraisal. Land valuation and appraisals are usually the firs t step in the determination of developing a project. The purpose of this course is to expose the students with the basic principl es of land valuation and appraisal, its effects in development sand design.
3 hours, 1 semester, 3 credits

Year 1 First Semester

ARAD 101
Architectural Theory and Representation
Architectural Design Fundamentals I — 5 credits

ARAR 101 (Laboratory)
Digital Representation Systems
Diagramming and Representation Techniques — 1 credits

ARHT 101
Architectural History and Culture
Architectural History I: Ancient to Baroque — 3 credits

SPAN 131
Oral and Written Communication I — 3 credits

ENGL 114
Basic Principles of Reading and Writing — 3 credits

MATH 143
Algebra and Integral Trigonometry — 3 credits

ORIE 003
Orientation — 0 credits

Year 1 Second Semester

ARAD 102
Architectural Theory and Representation
Architectural Design Fundamentals II — 5 credits

ARAR 102 (Laboratory)
Digital Representation Systems
Non-linear Diagramming and Complex Geometry — 1 credits

ARAC 101
Adaptive Conservation and Preservation
Fundamentals of Historic Preservation and Conservation — 3 credits

SPAN 132
Oral and Written Communication II — 3 credits

ENGL 115
Oral Communication and ListeningComprehension — 3 credits

MATH 271
Calculus I — 3 credits

ORIE 004
Orientation — 0 credits

Year 1 Summer

ART 101
Art Appreciation — 3 credits

MUSI 102
Musical Appreciation — 3 credits

Year 2 First Semester

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

ARAR 201 (Laboratory)
Digital Representation Systems
Historical Documentation and Representation Techniques — 1 credits

ARHT 201
Architectural History and Culture
Architectural History II: Neoclassicism to Contemporary — 3 credits

ARST 101
Building Technology and Sustainability
Tectonics on Material Applicationsand Methods — 3 credits

PHYS 217
Physics for Architects — 3 credits

SOCI 110
Introduction to the Social Sciences:
Social and Cultural Aspects — 3 credits

PHED 107
Health and Physical Fitness — 1 credits

Year 2 Second Semester

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

ARAR 202 (Laboratory)
Digital Representation Systems
Dynamic Imaging and Documentation — 1 credits

ARAC 201
Adaptive Conservation and PreservationPreservation
Techniques, Methods and Strategies for Building Systems — 3 credits

ARSF 101
Structural Framework and Assemblages
Architectural Structures I: Statics and Strength — 3 credits

PHIL 207
Elementary Logic — 3 credits

HIST 104
Western Civilization II — 3 credits

PHED ___
(Elective) — 1 credits

Year 3 First Semester

ARAD 301
Building Technology and Sustainability
Experimental Design Studio II: Building Technology and Sustainability — 5 credits

ARAR 302 (Laboratory)
Digital Representation Systems
Parametric Detailing — 1 credit

ARSF 201
Structural Framework and Assemblages
Composite Construction on Wood and Steel — 3 credits

ARLE 101
Landscape Ecology and Environment
Built Environment and Culture in the Historyof Landscape Architecture — 3 credits

ARLA 101
Administrative and Legal Awareness
Professional Practice and Contractual Procedures in Architecture — 3 credits

THEO 130
The Divine Revelation — 3 credits

Year 3 Second Semester

ARAD 302
Structural Framework and Assemblages
Experimental Design Studio I: Structural Framework and Assemblages — 5 credits

ARAR 301 (Laboratory)
Digital Representation Systems
Parametric Modeling — 1 credit

ARST 201
Building Technology and Sustainability
Introduction to Mechanical and Electrical Systems — 3 credits

ARUS 101
Urban Scapes and Communities
Theory and Principles of Urban Design — 3 credits

ARDA 101
Development Assessment and Feasibility
Entrepreneurship on DevelopmentalAssessment — 3 credits

THEO 131
The Church of Christ — 3 credits

Year 4 First Semester

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

ARAR 401 (Laboratory)
Digital Representation Systems
Scripting and Procedural Morphology — 1 credits

ARLE 201
Landscape Ecology and Environment
Environment Construction Processes,Materials and Techniques — 3 credits

ARHT 301
Architectural History and Culture
Architectural History III: Latin America and Puerto Rico — 3 credits

ARSF 301
Structural Framework and Assemblages
Monolithic Construction on Masonryand Concrete — 3 credits

ARLA 201
Administrative and Legal Awareness
Codes and Regulations in Architectural Design — 0 credits

Year 4 Second Semester

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

ARAR 402 (Laboratory)
Digital Representation Systems
Territorial, Urban & Infrastructural Data Analysis — 1 credits

ARUS 201
Urban Scapes and Communities
Territorial and Urban Public Policy in a Global Society — 3 credits

ARAC 301
Adaptive Conservation and Preservation
Conservation Planning Strategiesand Policies — 3 credits

ARST 301
Building Technology and Sustainability
Building Acoustics, Illumination and Special Systems — 3 credits

ARDA 201
Development Assessment and Feasibility
Economic Feasibility and Finances in Real Estate — 0 credits

Year 1 Summer

Elective — 3 credits

Year 5 First Semester

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

ARAR 501 (Laboratory)
Digital Representation Systems
Independent Research — 1 credits

ARLE 301
Landscape Ecology and Environment
Ecological Principles in the Built Environment — 3 credits

THEO 132
The Christian Family — 3 credits

PHIL 312
Philosophy of Man — 3 credits

Elective — 3 credits

Year 5 Second Semester

ARAD 502
Development Assessment and Feasibility
Developmental Design Studio II — 5 credits

ARAR 502 (Laboratory)
Digital Representation Systems
Independent Research — 1 credits

ARDA 301
Development Assessment and Feasibility
Marketing, Branding and Communication Skills — 3 credits

ARUS 301
Urban Scapes and Communities
Territorial Planning Strategies on Infrastructures and Communities — 3 credits

PHIL 340
Ethics - Philosophy of Human Behavior — 3 credits

Elective — 3 credits

Resources

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

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

Fabrication Laboratory

Introduce students into a diverse world where fabrication technology empowers them with the ability to translate complex ideas into tangible, meaningful objects, thereby aspiring to create concepts that are innovative and pertinent to our era, successfully competing at an international level.

FAB LAB

Equipment

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

CNC Mill (Computer Numerical Controlled): is a computer controlled routing table that is able to translate computer generated surfaces and shapes into cutting paths. The CNC cuts through solid sheets of wood, plastics and metals with incredible speed and precision.

Laser Cutter: this machine uses a powerful laser that cuts through a wide array of materials using extreme precision and speed.

3D printer or Rapid prototyper: this machine automatically constructs physical objects by translating complex 3D geometries and producing solid plastic objects.

These tools will facilitate and enable the students in the production of three dimensional models that will allow them to have a particular approach to form and the spatial qualities of objects during the formulation of new concepts. The laboratory will allow the production of prototypes that facilitate the continuous exploration and validation of results, generated during class or during the process of a design exercise.

Explore

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

Networking

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

Produce

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

Produce

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

Materials Library

Innovative materials continue to be a great source of inspiration. We encourage our students to discover the material sciences by promoting an atmosphere of exploration, experimentation and implementation of their new found material knowledge into their creative processes.

The fabrication laboratory materials library is a rapidly expanding collection of diverse materials commonly used in the world of design and architecture, unique in its kind in Puerto Rico. The library is supported by a materials database easily accessible by all computers terminals inside the school, providing students direct access to information about thousands of material options. Students can come and physically interact with a wide array of materials, helping them discover new innovative possibilities to their ideas, developing a mature sensibility for materiality and their practical application in architecture.

As digital techniques become more and more versatile they are less distinguishable from the design process. The wide range of applications that are available are now highly embedded in every facet of architecture from conceptual design to zoning, to implementation and construction. The digital lab will also be embedded in the design training of the students. Rather than have separate classes the digital lab will augment all of the design studios. It will not only provide a technical foundation for the studios, but will also provide a conceptual basis for problem solving and objective thinking. Each digital lab will coincide with the topics covered in the studio. The digital lab will allow the students to learn digital techniques in a progressive manner. By having the digital labs in the design studios, the student will be able to use the techniques they are taught to solve immediate design problems they encounter in the studio. The digital component will begin with basic representational techniques and progress to generative techniques then to developing computational design tools. As the students develop these techniques they will always be interfacing with the digital fabrication tools available at the school to build models, mock-ups and prototypes.

The digital sequence will not just extend the ability for these tools to simulate ideas, but will focus on the ability for these tools to inform the creative process and ultimately formulate ideas. There are three main trajectories that the school will concentrate on. These trajectories are not autonomous but compliment each other and will be encouraged to intermingle and hybridize to form all together new trajectories:

1. MEDIA as a collective arising behavior
Understanding computational knowledge

In the current school of thought that posits the fusion or union of the virtual (digital information) and the real (basic life forms), there is a suggestion that all life forms are networks. Thus, the concept of Digital Ecology has become a key element in understanding the informational flows being processed through various media. Information has become widely digitized and turned into a resource to be exploited, produced, and transformed in a similar way as material resources. Information technologies as the key means of production of value are playing a major role in shaping the ways of communication as well as all aspects of individual and social life. During the last decades those phenomena have become the most important factors for cultural, social and economic development. Digital Ecology aims at understanding the production, distribution, storage, accessibility, ownership, selection and use of information in technologically determined environments. This includes the question of cultural diversity and the quality of life in an environment increasingly based on digitized data.

As the architect reclaims an intimate relationship with not only the design but also the means of production of his/her work, the goal in this course is to understand the computer as a simultaneous site of design, of production and of distribution; and this collapse of functions at one place and in real-time allows the creation of computational forms, models and organizations that are constantly rearranging, re-configuring and recalculating.

2. SIMULATION as a narrative sequencing procedure
Understanding potential situations through experimental testing

In the field of experimental testing, the range of design solutions and possibilities are virtually endless. Contemporary digital design tools utilizing surface and solid geometries allow architects the unique freedom of nearly unlimited precision and complexity. With advanced animated procedures the full architectural idea can be experienced from its genesis, to its development and finally, to its digital completion. Through animation, the formal implications of each design decision can be envisioned, appreciated and studied at real-time resolution, as it outlines a narrative that is inherent to the understanding of architecture.

Representational constructs generate a new perceptive reality; a represented environment that is bent by anamorphic architectural events. The visual narrative is a generative formation of a simulation, an environment without atmosphere or perceptive origin. This course will undertake simulation as the origin of a reality, not as a representation of a formal construct, by generating behavioral models and abstract events without a tactile origin. The simulation gives origin to sequential representation of an unknown event that progressively yields to the generation of a

3. PROGRAMMING as an algorithmically-based design process
Understanding the potential within mathematically coded and genetically altered design

In a departure from rigid instrumentalities on the one side and fictional representational effects on the other, this design studio will engage dynamically relational assemblages by programming variable behaviors instead of modeling. Taking a programming approach to generating design, this course will move to a more generally explicit and conceptual computational systems and their potency for design practice. As design enters the new era of digital representation, recent theories of form in architecture have focused on computational methods of formal exploration and expression. From topological geometry and hyper-surfaces to blobs and folds, there is a clear tendency to seek and explore formal properties as sources of ordering systems. For the last two decades, designers have been concerned with the use of computational mechanisms for the exploration of formal systems. These practices have attempted to readdress formal issues using new techniques and methods. Computational tools are central protagonists in this exploration.

This thematic area focuses on these and other design computational techniques in architecture, landscape architecture and urban design and planning. The area covers digital modeling and visualization, and includes advanced topics such as developing algorithms and computational methods that encapsulate the processes that lead to the generation of meaningful architectural form, and the exploration of motion in architecture through virtual and physical methods.

Digital Sequence

Semester 1: Epicenters, Vectors & Fields
Focus: Digital Representation

Diagramming and Representation
The digital component for 1st semester studio will focus on basic composition and planar representational methods. Students will be introduced to translating ideas and a conceptual framework into visual material. The students will also be exposed to linear narrative development as a tool to explain the evolution of a project from research to conception to implementation.

Semester 3:Proportion, Patterns & Rhythm
Focus: Historical/Theoretical Context

Primitive Element Development and Aggregation Techniques
Students will develop primitive units that exhibit a range of formal and behavioral characteristics. The studio will focus on creating fields of primitives with a non-linear distribution of input conditions. These conditions will inform the specific range of characteristics defined by the primitive shapes. Students will use dynamic computer models to adjust these new aggregations in real time.

Semester 5: Pressures, Deflections & Equilibrium
Focus: Structural Framework

Students will use the parametric capabilities of various 3d modeling software to develop structural models that can be updated in real time. These models will be tested using finite element analysis software. The models will then be readjusted using data gathered from the analysis.

Semester 7: Geology, Topology & Meshing
Focus: Landscape Ecology

Emergent Behavior and Agent-Based Systems
This will be the third and final component focusing on computational design. Students will focus on developing custom agent based design tools to produce multiple outcomes for programmatic and formal development. These systems will receive data across multiple software platforms.

Semester 2: Time, Curves & Bands
Focus: Digital Representation

Nonlinear Diagramming and Complex Geometry
Students will be exposed to complex 2d geometry and time based diagramming. Focus will be on using time-based software to conceptualize the potential of a project through multiple outcomes driven by various inputs and rendered simulations. Students will be introduced to timeline based software and basic interactivity. This component will include a basic introduction to general computation and algorithmic development.

Semester 4: Intersections, Dislocations & Convergences
Focus: Adaptive Preservation

Procedural Morphology
Students will explore methods of drawing dynamic, self-organizing, agent-based systems. These systems represent formal ordering methods obtainable only through the effective use of computational models. This digital component will be highly focused on computational methods and generative techniques to create sets of formal and qualitative conditions.

Semester 6: Skin, Hinges & Membranes
Focus: Sustainable Technology

Parametric Detailing:
Students will us 3d software and Building Information Modeling (BIM) to develop parametric detailing for elements of performative facades and curtain walls. These facades and skins will be tested using solar, wind, and thermodynamic simulation software.

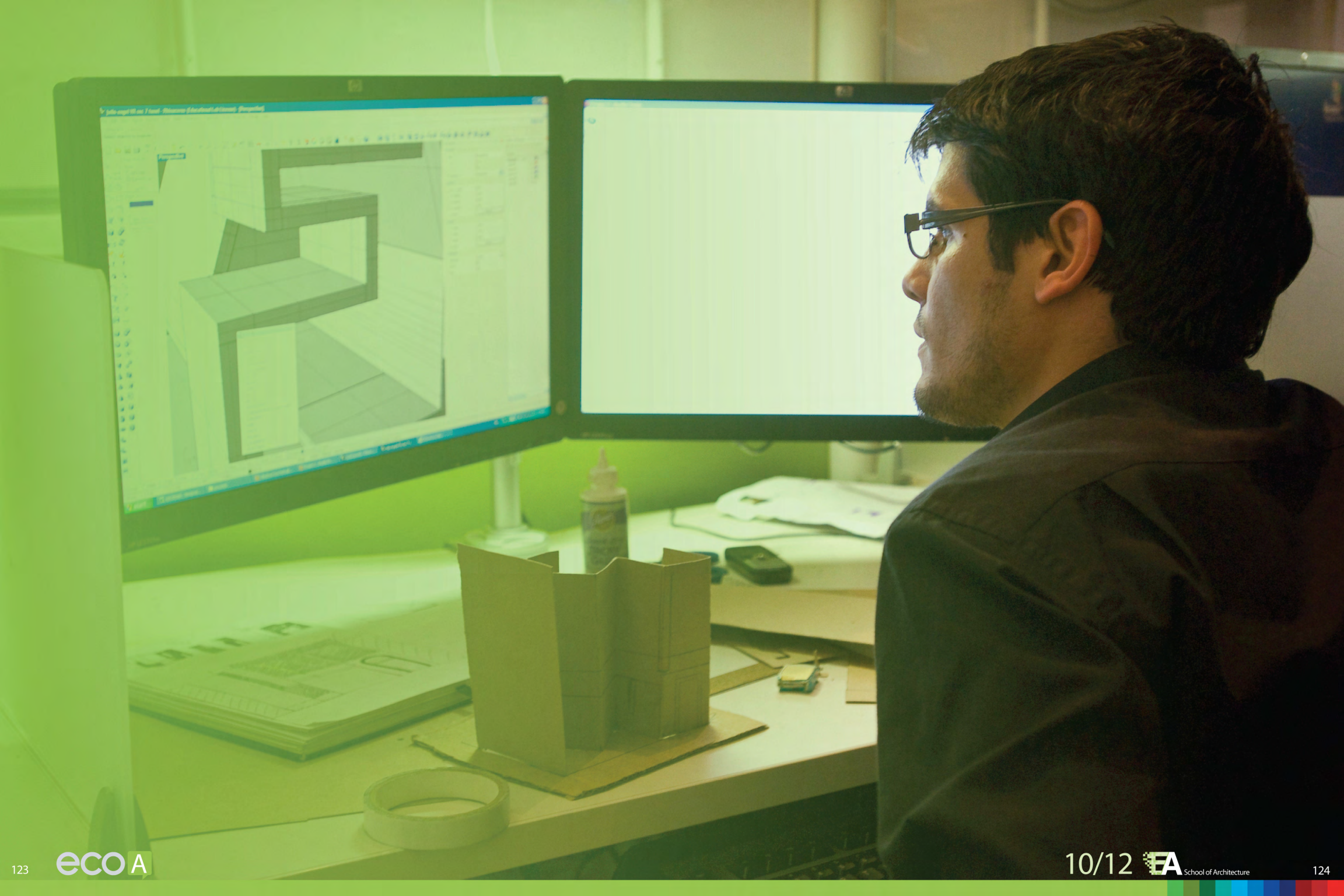
Semester 8: Fusions, Mutations & Opacities
Focus: Urban Environment

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

Semester 9: Thesis – Phenomena, Hypothesis & Substantiation
Focus: Legal Consciousness

Semester 10: Thesis – Implementation, Execution & Validation
Focus: Business Administration

Independent Research:
The digital component of the last two semesters will augment the specific area of research chosen by the student for their respective studio. Although the last two digital components are open, the students will focus on digital production and manufacturing prototypes for the second semester of thesis.



HP Invent Digital Studio

HP Studio

The HP Invent Digital Studio of the School of Architecture of the Pontifical Catholic University of Puerto Rico in Ponce will be characterized by being much more than a computer room. It is a system functionally integrated to the operational ecology of the program and of rapid access to the database and ideas. Digital programming has become the mechanism of work of the architectural study schools, and it has directly influenced the course of exploration in which the discipline appoints. Otherwise, digitalization has foreseen a new and innovative model of efficiency that becomes necessary to implement in Puerto Rico and specially in our Southern Region.

This informative structure will be in charge of establishing the model of managment that will lead the technological operation which will be the focus of the School applicable to all curricular aspects. The mere functionality of the digital specialization of the Architecture Program will be managed from the HP Invent Digital Studio, and the required security controls will be kept for the protection of the equipment and the database. The culture of design and exploration of ideas that will be generated will be a unique, avant-garde experience impossible to duplicate and at a level of worldwide competitiveness. With a program that challenges the canons of two-dimensional teachings and submerges the student in a study of threedimensional animations which will enlarge the capacity of representation and therefore of the architectonic comprehension. The postures that will dictate our future architecture will emerge from this new technological Laboratory in the Southern Region.

The vision of the HP Invent Digital Studio is to present the student with a technical platform of avantgarde that provides incentives and stimulates the process of producing ideas. It is the ecology where experimentation and the capacity of the technology go hand in hand in the search for more innovative solutions to the architectural problems in the referential frame of the present-day digital logistic.

Architectural Library

CARIBET

The proposal for the Library of the School of Architecture of the Pontifical Catholic University of Puerto Rico in Ponce was established in the creation of a specialized center of informative resources that will allow the program to have the resources necessary to establish, support, and critically empower a scheme of advancement. The focus or optic of the resources of this new knowledge center is based in the implementation of the technologies as the continuous base on which topics relevant to the profession and its environment are discussed. In essence, a broad and profound view of the effects of the technological convention of all topics that have an impact on the education of a new architect.

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

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

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

Monday - Thursday	7:30AM - 10:00PM
Friday	7:30AM - 4:00PM
Saturday	8:00AM - 8:00PM
Holidays	8:00AM - 8:00PM

Architectural Library

CARIBET

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

THE CURRENCY OF IDEAS: Is the theme of this year Lecture Series. Our first public discussion of ideas and thoughts on the city, for which we have invited a distinguished group of architects and educators to share knowledge with our comunity, faculty and students.

Multimedia Lab

Data Center / Plotter Station

DIGITAL CAPACITY AND NEURAL EPICENTER:

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

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

Multimedia Lab

Capacity / Neural Epicenter

For 2D representation, each individual workstation provides access to Autodesk AutoCad 2010 and Revit Architecture 2010 software. For graphic illustration, the workstations have been retrofitted with the complete Adobe CS4 Master Collection, including within its offering Photoshop, Illustrator, Acrobat, Flash, Fireworks, After Effects, In Design, Premiere, and Dreamweaver among others. For 3D visualization and design, all workstations are provided with the latest Rhinoceros and Autodesk Maya 2009 software.

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

Dialog

Collaborations & Contributions

The School of Architecture at the PCUPR is a product of the encounter and exchange of ideas, positions, experience, challenges and opportunities across time and space during the gestation of this important project. The synergy created by these strategic meetings is detached due to the contribution of countless professionals within and outside the field of architecture. Which committed to the agenda set by the institution shared their pensares, cooperated with their suggestions, assisted with constructive criticism, then headed a project based on advanced dialogue and consensus. Each donated their time selflessly for advancing the cause of the profession dare a polite gesture. They are friends, doctors, consultants and friends of our academy.

Left:
Abel E. Misla Villalba
Dean School of Architecture PUCPR

Center:
Rafael Hernandez Colon
Ex Governor of Puerto Rico
President of the Ad Hoc Committee
for the Establishment of the School of Architecture
Member of PUCPR Board of Trustees

Right:
Marcelina Velez de Santiago
President of the PUCPR
(August / 2007 - October / 2009)

Faculty/ Staff / Collaborators

Tuesday, March 17, 2009 7:30pm
Teatro La Perla
Ponce Historical District

Faculty/ Staff / Collaborators

Lecture Series

Lectures 09-10

Karl Chu, Institute for Genetic Architecture

Bill MacDonald, Pratt Insititute, NY

Carlos Arnaiz, Stan Allen Architects, NY

Jenny Sabins, University of Pennsilvania

Evan Douglis, Rensselaer Polytechnic Institute, NY

Tom Wiscombe, Emergent Architecture, LA

Michael Szivos, SoftLab, NY

Ali Rahim, University of Pennsilvania

Juan Herrenos, Herreros Arquitectos, Spain /Columbia University, NY

James Corner, Field of Operations

David Boira, Commonwealth Studio NY

Enrique Walker, Columbia University

Jesse Reiser, Reiser + Umemoto

Lecture Series/ Theme

The Currency of Ideas

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

THE CURRENCY OF IDEAS: Is the theme of this year Lecture Series. Our first public discussion of ideas and thoughts on the city, for which we received a distinguished group of architects and educators to share knowledge with our comunity, faculty and students.

Aula Magna

New Generations

We dedicated the School of Architecture Auditorium to the New Generations of Architects, Planners and Landscape Architects.

New Generations with Social and Community Commitment,
with Environmental Responsibility,
with Passion for the Imagination,
with Economic Prudence,
with Tolerance for Differences,
with Leadership Stance,
with Critical Capabilities,
with Technological Creativity,
with Local and Global Awareness,
New Generation of Entrepreneurs and Entrepreneurship,

New Generations without prejudice or preconceptions . . . free thinkers . . . world citizens.

To all those architects, city planners and landscape architects that drive their creative spirit day by day to contribute selflessly for a better Puerto Rico, for a better world, we dedicate our auditorium, space for dialogue, exchange and dissemination of new knowledge!

Forecasting New Climates for the Exchange of Cultural Capital

Summit

Speakers:
From Left to Right:

Tom Wiscombe
Emergent Architecture

Jenny Sabin
Sabin + Jones Lab Studio

Evan Douglis
Dean School of Architecture
Rensselaer Polytechnic Institute

Carlos Arnaiz
Partner at Stan Allen Architect

Michael Szivos
Softlab NYC

Abel E. Misla Villalba
Dean
PUCPR School of Architecture

Javier de Jesus Martines
Associate Dean
PUCPR School of Architecture

Bill Macdonald
Graduate Chairperson at Pratt Institute

Karl Chu
Metaxy Architecture Studio

Innovation and Culture Cosmopolitan Epicenter

Ponce Historical District

Transcending the traditional university campus offer, Catholic University's School of Architecture is establishing its facilities in Ponce's Urban Center. Contributing to urban revitalization efforts, this decision responds to an academic vision and it makes up part of the strategies to develop a new architect. This way, Ponce's Urban Center happens to be the School of Architecture campus laboratory offering an urban setting, an architectural collection of excellence, public spaces and a city with a vibrant and cosmopolitan offer.

The School of Architecture's arrival to the Urban Center, with an enrollment of over 600 students, is a contribution without precedents to the revitalizing process. Firstly, these 600 students will be part of the socio-economic activity of the urban center since this will be their environment for at least five years, and secondly, these students develop a sense of belonging with the city promoting contributions of great cultural and innovation value through their research, proposals and design

The interaction with museums, cultural centers, government dependencies, businesses, civic centers and the urban activity of the urban center will be a curricular counterpart of great value and without a doubt it will make a difference in the academic offer. It is a fact that in Catholic University's School of Architecture not only do we teach urbanism and architecture, we live it!

Plaza Las Delicias

Main Square

Plaza Las Delicias is the main town square in the city of Ponce, Puerto Rico. The square is notable for its fountains and for the various monuments it contains. The historic Parque de Bombas and Ponce Cathedral buildings are located within Plaza Las Delicias.

The Plaza Las Delicias square is actually made up of two plazas. The north section of the square is named Plaza Luis Muñoz Rivera (Luis Muñoz Rivera square), while the south section is called Plaza Federico Degetau (Federico Degetau square).

Plaza Luis Muñoz Rivera
This section of the square has a statue of the poet and journalist of the same name, plus a small fountain.

The Muñoz Rivera statue is made in bronze and was unveiled in 1923. Luis Yordán Dávila, mayor of Ponce at the time, was one of the main proponents of the monument.

Plaza Federico Degetau
This section of the square is perhaps the best known and the one most seen in pictures. Right in its center lies the famous fountain dubbed as the Lions Fountain ("Fuente de los Leones" in Spanish). It features four lions statues in each corner and the water flows under colored lighting effects. The fountain, including a mechanical basement, was remodeled and restored by Architect Jose J. Cotarelo and Oficinas Tecnicas Buigas of Barcelona in 1993.

There's also a statue of native composer, Juan Morel Campos. In one corner, there's an obelisk in honor of the firefighters that fought in the "Polvorín" fire

Architecture

During the 19th century, the city was witness to a flourishing architectural development. Architects like Francisco Valls, Manuel Víctor Domenech, Eduardo Salich, Blas Saliva Boucher, Agustín Camilo González, Alfredo Wiechers, Francisco Porrata Doria and Francisco Gardón Vega used a mixture of Art Nouveau and neoclassic styles to give the city a unique look. This can be seen in the various structures located in the center of the city like the Teatro La Perla. To showcase its rich architectural heritage, the city has opened the Museum of Puerto Rican Architecture at the Wiechers-Villaronga residence

Culture

The city values its cultural traditions as evidenced by the Revitalization Project and Ponce En Marcha. It is deeply rooted in its old cultural, artistic, musical heritage. The love for art and architecture, for example, can be appreciated at its museums of art, music, and architecture. "Over the last century or so, the north [i.e., San Juan] willingly accepted the influence of western culture with its tendency toward large sprawling metropolises, and the displacement of old values and attitudes. Ponce, on the other hand, has been content to retain its old traditions and culture. Ponce is not concerned about losing its long standing position as the second largest city in population after San Juan. On the contrary, she prefers to maintain her current size, and stick to its old traditions and culture."

Some argue that the Ponceño culture is different from the rest of the Island: "Ponceños have always been a breed apart from other Puerto Ricans. Their insularity and haughtiness are legendary, and some Puerto Ricans claim that even the dialect in Ponce is slightly different from that spoken in the rest of the Island. They are also racially different: you'll see more people of African descent in Ponce than anywhere else in the Island except Loiza." Others claim that Ponceños exhibit considerable more civic pride than do residents of other locales.

Forteza:

Redimensioning an Urban Cultural Asset

Designed in 1926 by Architect Francisco Porrata Doria, Forteza Building is an architectural jewel from Ponce's Urban Center collection. Located in front of the Plaza de las Delicias in Ponce, just outside the Parque de Bombas landmark, this building was originally designed as a department store. Today Forteza is transformed into Catholic University's new headquarters for the School of Architecture.

The new design carried out by Architect Segundo Cardona of SCF, transforms this former commercial space into a learning environment of great spatial quality, design excellence and technological vanguard. Freshman and sophomore "Studio-Labs" are located on the first floor, with the Library and its' Reading Garden, the Media-Lab and the Fab-Lab; all these spaces with great visibility of the urban life. On the second floor, you can find third and fourth year workshops, and the Aula Magna; and located on the third floor are senior workshops, administration and other areas of support. Segundo Cardona's design integrates an innovative proposal in harmony with the spatial, formal and tectonic contribution of Porrata Doria. Visiting Catholic University's School of Architecture facilities will be an integrated architectural and design experience.

Forteza

Ponce Historical District

Studio Culture

Canvas

A creative canvas for innovation

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

1. Respect – The highly valuation of biodiversity defined as territory and culture. Respect towards the Public (property and environment), Urban, Architectural and Landscape Patrimony. Each member of our community operates in respect towards the person, property and resources of our School and Environment.

2. Dignity towards Work – The high valuation of the person, the work and the professional, academic and research resources for the accumulation of knowledge to better the quality of our spaces and environments. Dignity towards the Work that all members of our community for the acquisition of personal discipline and collective execution of excellence in the formation of a body of new knowledge that contributes to our city and region as a healthy ecosystem for the human and citizen exchange engaged and responsible with Puerto Rico's society.

3. Prudence – The highly valuation of a measured analysis of the actions, investments, interventions, time and resource management is essential in order for the energy invested by each member of our community to be of its most output. Guided by a vision of sustainability and responsible for the fair management of economic and physical resources, each member of our community is wise in their action s not limiting the capacities and responsibilities of other individuals, of the community and themselves.

4. Solidarity – The valuation and consideration of the needs and aspirations of each individual of our community to improve through education its quality of life. Solidarity that is materialized in new cooperative ways of teaching, learning, research and development of knowledge.

5. Leadership and Social Commitment – The highly valuation of Leadership and Social Commitment with the Cultural construction and contribution of Architecture, the strengthening of the spirit and the cultivation of imagination to promote innovation and luckily making feasible influencing our architectural and urban culture on a global level.

Openness

Conditioning the right environment for a creative atmosphere

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

7. Tolerance towards Differences and Participatory Governing – The highly valuation and respect towards the fellow, culture and the exchange processes that enrich the social and intellectual capital of our community. The value towards locality should not be quarreled with the capacity of aperture and exchange of experiences, tendencies and efforts from other academias and professionals in Puerto Rico and the World. The highly valuation of the participation in the democratic exercise of growing a School through the strengthening of student leadership, faculty development and administrative capacitating.

8. Promotion and Dissemination – The highly valuation of disseminating, promoting and spreading the findings and research contributions of our School. From the individual work, the collective and multisectorial work through the traditional and non-traditional communication mediums to educate about the city and the social and cultural attributes of architecture and urbanism.

9. Stimulate the Creative Process and the Cultivation of Imagination – The highly valuation of the education and creative process as one open, interdisciplinary and multisectorial, respecting intellectual and creative property of fellows in the search of knowledge, the cultivation of imagination and the application of its ideas in benefit of the city.

10. Cooperation and Collaboration – The highly valuation of the disciplinary contribution as a social exercise of cooperation and collaboration in which the objectives are reached through the synchronizing of the strengths and improvement of the individual capacities in the execution of projects and Research.

A new leader, a new architect, a strategic architect has to emerge from an unrestricted knowledge environment. Our School promotes an educational environment in which the knowledge fields and the practical needs pragmatically converge in order to close the gap between concepts and solutions.

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

Facts

Admission Requirements

Academy on higher level of competitiveness - The introduction of students to a disciplinary excellence exercise

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

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

1. New students

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

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

2.Transferred students

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

-Submit an official application provided by the Admissions Office of the Pontifical Catholic University of Puerto Rico.
-Submit an official academic progress report from the previously enrolled institution. Students suspended for academic deficiencies do not qualify for transference until the probation trial period is completed, nor students suspended for disciplinary reasons.

-Submit an official transcript from each institution in which the student was previously enrolled at university level. The transcript(s) must reflect a minimum cumulative Grade Point Average of 2.50 on a 4.00 scale.
-Submit two letters of recommendation remitted to the School of Architecture by two professors and/or administrators of the student's previously enrolled institution.
-Submit an essay explaining the reasons that inspired the desire to undertake architectural studies.
-Submit a recommendation from the Dean of Students...

Admission Requirements

Academy on higher level of competitiveness - The introduction of students to a disciplinary excellence exercise

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1. International Students

Graduation Requirements

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

Students of a great academic performance

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

-Have approved all the concentration courses with a grade of A (excellent), B+ or B (good), or C(satisfactory). Grades of D (deficient) or F (failure) will not be accepted as rectifiable to give credit for a course in the transcription.

-Within the rules, the students will have to complete the totality of their minimum required credits with a grade point average of not less than 2.0.

-Having met some of the minor concentrations by means of the Experimental Units of the program obtaining a Minor Degree in Principles of Architectonic Representation, the Critique of History and Theory, the Adaptive Conservation and Preservation, the Structural Staging and Assemblages, the Technological Systems of Sustainability, the Landscape Ecology and Environment, the Urban Synergies and Communities, the Administrative and Legal Conscience, and the Development Viability and Evaluation.

-The delivery of an architectonic portfolio with the projects developed throughout their education, including the ones of written character, as documented evidence of their accomplishment of the School's curriculum.

In other regards, the graduate shall have met all the fees and not have any pertinent financial dept with the institution.

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Credit convalidation

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

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

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

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

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

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

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

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Graduates' Profile:
A visionary leader with business fondness

Providing a new professional of diverse capacity and execution

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

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

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

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

Financial Aid

The priority for the Financial Aid Department of the Pontifical Catholic University of Puerto Rico (PCUPR) is to provide economical assistance to the students who qualify, for them to achieve their academic goals.

Economical assistance is offered to undergraduate, graduate and doctoral degree students, associate degrees and non college technical courses. Associate degree, non technical courses and undergraduate students may be eligible to receive federal and/or state financial aid, student loans, on campus jobs and/or institutional scholarships. Graduate and doctoral degree students may be eligible for student loans, on campus jobs, and/or some state scholarships.

Those students who are interested in applying to such Financial Aid programs at PCUPR, are require to fill out the Free Application for Federal Student Assistance Program (FAFSA), for all academic levels. If other documents are required, the student will be properly informed, but he or she must verify the basic requirements of each grant @.

If further information is needed, please be welcome to contact our Financial Aid Department at 787-841-2000, ext. 1066

Analyze your economic situation and do not let any kind of circumstances affect the opportunity PCUPR is offering to you to accomplish a unique and marvelous educational experience, in order to become a top of the line professional.

SERVICE TO PERSONS WITH DISABILITIES

This office was created for the purpose of uniti ng all services offered by the Institution to persons with disabilities, in cluding students, teaching pe rsonnel and other employees.

When this office was established, certain proc edures were implemented to guarantee that the needs of all persons with disabilities w ould be met, in accordance with the A.D.A. and other laws for the protection of such persons, providing reasonable and necessary accommodations as recommended by health prof essionals and others according to the various conditions of those affected. Th e services offered by this office are the following:

- Identification of the needs of students a nd personnel with disabilities at the Institution
- Guaranteeing that students with disabil ities are able to compete academically with all others by means of technolog ical aids and reasonable accommodation
- Maintaining the university community informed, through workshops, seminars and conferences concerning ne w laws and procedures for persons with disabilities
- Offering support to students and personnel through the Technological Assistance Program (PRATP-PUCPR), wh ich offers training and orientation on equipment used for Technological Assistance.
- Facilitating coordination with the offices of Vocational Rehabilitation in order to offer orientation and services of this program to students
- Attending and processing complaints fr om any member of the university community of the PCUPR who understa nds that their rights under section 504/ADA have been violated.

In order to receive these serv ices, the interested person shoul d request them personally at the Office and fill out all documentation required by law for the provision of service.
Our facilities are lo cated on the first floor of the Student Center, Office 113.

BASIC MEDICAL SERVICES

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

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

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

Aplication Form

Instructions

The Application for Admission to Catholic University of Puerto Rico shall be filed by persons interested in study at university level and who have obtained or are coming to get her high school diploma.

Applications are also accepted from candidates who studied at a university which is accredited by agencies or official bodies concerned.

I. College Students

File your application for admission accompanied by her:

- Official transcripts from high school or equivalent to high school exam (GED)
- Results of the Aptitude Test and Offered by the CEEB Achievement or SAT
- Certification of Graduation
- Fee $ 15.00 (non refundable)
- Copy of Social Security Card
- Academic transcript of post-secondary courses (if applicable)

II. College Honor Students (3.00-4.00)

File your application for admission accompanied by her:

- Official transcripts from high school
- Letter of recommendation from school higher and the counselor
- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

III. Transfer Students

Any student requesting transfer from another center university must file the application with su:

- Academic school official superior (if less than 24 credits approved)
- Results of the Aptitude Test and Offered by the CEEB Achievement or SAT (if have fewer than 24 credits approved)
- Two official copies of your transcript university
- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

IV. Learners Permit

File your application for admission accompanied by:

- File your application for admission accompanied by: source
- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

V. Special Students

File your application for admission accompanied by:

- Official copy of your transcript
- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

VI. Students "Listeners"

File your application for admission accompanied by:

- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

VII. Transient Students

File your application for admission accompanied by:

- Fee $ 15.00 (non refundable)
- Copy of Social Security Card

Deadlines for filing the application

March 15:
For income in the first half of autumn (August). Late applications will be accepted until August 4.

15 October:
For entry into the second half of spring (January). Late applications will be accepted until December 1.

April 15:
For admission to the Summer Session I (June). The Late applications will be accepted until 1st may.

May 15:
For admission to the Summer Session II (July). The Late applications will be accepted until June 1st.

Tabla de Códigos / Codes Table			
Medio por el cual conoció la PUCPR/How *did you learn about PUCPR?*			
ExAlumno/***Alumni***	01	Reunión Profesional/***Professional Meeting***	10
Exhibidor/***Exhibit***	02	Anuncio de Cine/***Movie Announcement***	11
Vista a PUCPR/***Visit to Campus***	03	Anuncio de periódico/***Newspaper Advertisement***	12
Empleado PUCPR/***PCUPR Employee***	04	Anuncio de Radio/***Radio Announcement***	13
Fería/***Fair***	05	Anuncio de Televisión/***TV Advertisement***	14
Amigo/***Friend***	06	Pariente/***Relative***	15
Consejero Profesional/***Counselor***	07	Estudiante PUCPR/***PCUPR Student***	16
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Página de Internet/***Web Page***	09	Otro/***Other***	18

Catholic University of Puerto Rico / Pontifical Catholic University of Puerto Rico

Application for undergraduate admission / Undergraduate Admission Application

(Favor utilizar tinta negra o azul / **Please use black or blue ink**)

Apellidos (Paterno y Materno) / ***Last Name***

Primer Nombre / ***First Name*** Inicial / ***Initial***

Dirección Postal / ***Mailing Address*** / Urb. o Edificio / ***Development or Building***

Número, Calle / ***Number, Street***

Pueblo / ***City*** Estado / ***State*** Zona Postal / ***Zip Code***

Dirección Residencial / ***Permanent Address*** / Urb. o Edificio / ***Development Building***

Número, Calle/ ***Number, Street***

Pueblo / ***City*** Estado / ***State*** ZonaPostal / ***Zip Code***

Teléfono Residencial / ***Home Telephone*** Celular / ***Cellular Telephone***

Teléfono Trabajo / ***Work Telephone*** Correo electrónico / ***E-mail-address:*** _____

Género/***Gender***
Masculino/***Male*** ☐
Femenino/***Female*** ☐

Fecha de Nacimiento/***Birth Date***
DD/MM/AAAA/***DD/MM/YYYY***

Seguro Social/***Social Security Number***

Estado Civil (opcional) / ***Marital Status (optional)***

Casado / ***Married*** (M) ☐ Soltero / ***Single*** (S) ☐
Divorciado / ***Divorced*** (D) ☐ Viudo / **Widowed** (W) ☐
Separado / ***Separated*** (P) ☐

Religión (opcional) / ***Religion (optional)***

_____

Cuidadanía Americana/***American Citizen*** Sí / ***Yes***____ No / ***No***____

Si no es ciudadano, provea la siguiente información, según le aplique.
If you are not a citizen, provide the following information as applicable:

Indique ciudadanía / ***Specify citizenship:***_____

Número de Visa / ***Visa number***_____

Tipo de Visa / ***Visa Type***

Estudiante / ***Student*** (F1) ☐
Dependiente de Estudiante /***Dependent of Student*** (F2) ☐
Religioso / ***Male Religious*** (R1) ☐
Religiosa / ***Female Religious*** (R2) ☐

Indique parentesco de familiares que estudiaron en la PUCPR: / ***Indicate relationship of any relative that studied at PUCPR:***

Para cumplir con Título VI del Acta de Derechos Civiles del 1964, el Departamento de Salud, Educación, y Bienestar requiere que instituciones de educación superior que reciben asistencia financiera federal provean estadísticas sobre grupos étnicos. Favor de marcar el encasillado que le corresponde. / ***In compliance with Title VI of the Civil Rights Act of 1964, the U.S. Department of Health, Education and Welfare requires that institutions of higher education receiving Federal financial assistance provide certain enrollment data regarding predominant ethnic background. Please check the proper space.***

Grupo Étnico / Ethnic Group:
Negro No Hispano / ***Black Non-Hispanic*** (1) ☐
Indio Americano / ***American Indian or Alaskan Native*** (2) ☐
Asiático / ***Asian Pacific Islander*** (3) ☐
Hispano / ***Hispanic*** (4) ☐
Blanco No Hispano / ***White Non-Hispanic*** (5) ☐

Persona a notificar en caso de emergencia/***Contact Person in case of an emergency***
Apellidos (Paterno y Materno)/***Last Name*** Primer Nombre/ ***First Name***

Relación/***Relationship*** ***Teléfono Residencial/Home Telephone*** ***Celular/Cellular Telephone***

¿Es Veterano? / ***Are you a Veteran?:*** No / ***No***____ Sí / ***Yes***____ Fecha de separación / ***Active Duty Separation Date***
Número de expediente de Veterano / ***Veteran File Number***
_____
DD/MM/AAAA/***DD/MM/YYYY***
Categoría / ***Category*** _____

Periodo en que iniciará estudios / ***Term for which you wish to begin studies:*** Año / ***Year*** : 20_____
Semestre / ***Semester***
Otoño – Agosto / ***Fall - August*** (20) ☐ Verano I – Junio / ***Summer I - June*** (60) ☐
Primavera – Enero / ***Spring - January*** (40) ☐ Verano II – Julio / ***Summer II – July*** (70) ☐

Objetivo Educacional (Nivel) / ***Educational Objective (Level)***
Grado Asociado / ***Associate Degree*** ☐ Certificado / ***Certificate*** ☐
Bachillerato / ***Bachelor's Degree*** ☐ Desarrollo Profesional / ***Professional Development*** ☐

Tipo de Estudiante / ***Student Type***
Nuevo Ingreso / ***Freshmen – New First time*** (N) ☐
Honor Escuela Superior / ***High School Honor*** (H) ☐
Transferido / ***Transfer*** (T) ☐
Oyente / ***Audit*** (A) ☐
Transitorio / ***Transient*** (X) ☐
Especial / ***Special*** (S) ☐
• Prerequisito Escuela Graduada / ***Prerequisites Graduate Program*** ☐
• Desarrollo Profesional / ***Professional Development*** ☐
Permiso otra Institución / **Permission from other Institution** (I) ☐

Nivel de estudio completado /***Educational Level Completed***
Escuela Superior / ***High School Diploma*** (HS) ☐
Grado Asociado / ***Associate Degree*** (ASO) ☐
Bachillerato / ***Bachelor's Degree*** (BAC) ☐

Plan de Estudio/***Enrollment Plan:***
Tiempo Completo / **Full-time** ☐
Tiempo Parcial / ***Part-time*** ☐

Grado, Programa o Curso que interesa / **Degree, Program or Course you wish to complete**. Incluya el colegio, programa o curso en el encasillado correspondiente (vea lista de programas incluida en la solicitud) / ***Include the College and Program on the corresponding degree or course. (see list of programs included in the application).***

Grado / ***Degree***	Colegio / ***College #1***	Programa / ***Program #2***	Cursos / ***Courses*** (Indique / ***Indicate***)
Grado Asociado / ***Associate Degree***			
Bachillerato / ***Bachelor's Degree***			

Campus: (P) **Ponce** ☐ (A)**Arecibo** ☐ (M) **Mayagüez** ☐ (C) ***Ext. Coamo** ☐ (S) **Ext. Santa María** ☐ *Seminaristas solamente*

Sesión/Session Diurna / ***Day*** (D) ☐ Nocturna / ***Evening*** (E) ☐ Sabatina / ***Saturday*** (S) ☐ Fin de semana/***Weekend*** (W)* ☐

* Aplica al programa de Administración de Empresas del Campus de Ponce / ***Only available for Business Administration at the Ponce Campus***

Institución(es) Educativa(s) de procedencia / ***Educational institution(s) you have attended***

Tipo de Institución / ***Type of Institution***	Nombre / ***Name***	Pueblo, Estado o País ***City, State or Country***	Fecha (desde-hasta) ***Dates of attendance (from – to)***		Diploma / Grado Obtenido y Fecha de Graduación / ***Diploma or Degree Earned & Graduation Date***	
			Mes /***Month***	Año / ***Year***	Mes/***Month***	Año / ***Year***
Escuela Superior ***High School*** (H)						
Universidad ***University*** (C)						
Universidad ***University*** (C)						
Otros/***Others*** (S)						

Atributos / Facultad PUCPR / ***Faculty PUCPR*** (FAC) ☐ Seminarista / ***Seminarian*** (SEM) ☐

Medio por el cual conoció la PUCPR (vea tabla de códigos incluida en la solicitud) / **H*ow did you learn about PUCPR?***
(see list of codes included in the application)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Exámenes de Ingreso tomados / ***College Entrance Tests Taken*:**

Nombre Prueba / ***Test Name***	Fecha (s) en que tomó prueba /***Date (s) test taken***			
	Mes ***Month***	Año ***Year***	Mes ***Month***	Año ***Year***
COLLEGE BOARD CEEB (PEAU)				
SAT				

Información de Padre y Madre / ***Information about your Parents*** Padre / ***Father***

Apellidos (Paterno y Materno) / ***Father's Last Name*** Primer Nombre / ***First Name***

Grado Educativo alcanzado / ***Highest Degree Earned***

Menos de Escuela Superior / ***Less than High School*** ☐ Bachillerato / ***Bachelor's Degree*** ☐

Escuela Superior / ***High School*** ☐ Maestría / ***Master's Degree*** ☐

Grado Asociado / ***Associate Degree*** ☐ Doctorado / ***Doctorate*** ☐

Madre / ***Mother***

Apellidos (Paterno y Materno) / **Mother's Last Name** Primer Nombre / ***First Name***

Grado Educativo alcanzado / ***Highest Degree Earned:***

Menos de Escuela Superior / ***Less than High School*** ☐ Bachillerato / ***Bachelor's Degree*** ☐

Escuela Superior /***High School*** ☐ Maestría / ***Master's Degree*** ☐

Grado Asociado / ***Associate Degree*** ☐ Doctorado / ***Doctorate*** ☐

Certifico que la información suministrada por mi en esta solicitud es verídica y completa. Falsificación u omisión de la información requerida en esta solicitud puede considerarse causa para la denegación de admisión o suspensión de la PUCPR.
Entiendo que esta solicitud y todos los documentos requeridos por la misma se convierten en propiedad de la PUCPR.

I hereby certify that the information provided in this application is complete and accurate. I understand that falsification or omission of the information required in this application can result in denial of admission or suspension from the University.
I understand that this application and the all required documents become property of the PUCPR.

Firma del Solicitante / ***Applicant's Signature*** _____ Fecha /***Date*** _____

Firma del Encargado / ***Parent or Guardian's Signature*** _____ Fecha / ***Date*** _____

¿Solicitó anteriormente a la PUCPR? **Did you applied for PUCPR** before? Sí/**Yes** ☐ No/**No** ☐

¿Fue admitido? **Admitted?** Sí/**Yes** ☐ No/**No** ☐

¿Se matriculó? **Registered?** Sí/**Yes** ☐ No/**No** ☐

Esta información será compartida con otras universidades, para cumplir con los requisitos del ***Student Right to Know Act.*** Si no desea ser incluido, favor de notificarlo por escrito a la Oficina de Admisiones del Recinto al cual está solicitando./***This information will be shared with other universities as required by the Student Right to Know Act. If you do not wish to be included, please notify the Admissions Office of the Branch Campus you are applying to in writing. The addresses are provided in the front page.***

La Pontificia Universidad Católica de Puerto Rico no discrimina por motivos de raza, color, edad, género, origen nacional, origen económico o social, ideas políticas, religiosas o por impedimentos. Las personas que entiendan que necesitan acomodo razonable, deben visitar nuestra Oficina de Servicios a Personas Impedidas (OSPI) localizada en el primer piso del Centro de Estudiantes (oficina 113), teléfono 787-841-2000, extensión 1453. / **The Pontifical Catholic University of Puerto Rico provides equal opportunity in its admissions procedures regardless of religion, gender, race, color, age, national origin or handicap. Individuals requiring reasonable accommodation should visit our Office of Services for Disabled Persons (OSPI), located at the Student Center, Office 113. Our telephone number is (787) 841-2000 ext.1453.**

Uso de la Oficina de Admisiones / *For Use of Admissions Office*			
Núm. de Estudiante		Información final	
Derechos de solicitud		Estatus de admisión	
Cantidad	$	Colegio y Programa	
Por		Firma	

Solicitud de Admisión versión 2008