



**Universidad Peruana de Ciencias Aplicadas (UPC)
School of Architecture**

Initial Candidacy Visiting Team Report

Bachelor of Architecture [210 Credits]

The National Architectural Accrediting Board
November 9-12, 2019

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgements and Observations

The visiting team would like to thank Dean of the School of Architecture Mr. Miguel Cruchaga, Program Director Mr. Mario Segami, and Chief of Standards and Self-Evaluation Mrs. Danitza Huidobro and many others for their time spent with the team and the hospitality provided. The program leadership and faculty worked hard to create a well-organized team room, provide complete program and course information, and to facilitate an effective and informative visit. Their hard work leading up to and during the visit helped make our time productive and enjoyable.

Rector of UPC Mr. Edward Roekaert Embrechts and Vice-Rector for Academic Affairs and Research Mrs. Milagros Morgan also generously shared their time and insights regarding the B.Arch program within the broader context of the Universidad Peruana de Ciencias Aplicadas (UPC) and the importance of the School of Architecture to the city of Lima and the UPC.

In addition to the above names and all program staff, the team must give special recognition and thanks to the language translators during the on-site visit: Mrs. Maria Nelly Cuculiza Cagigao and Mr. Franco Bahamonde. As only the team chair was fully fluent in Spanish and bilingual, the other two team members relied greatly upon the translators to make two-way communication and understanding possible during many of the meetings and discussions.

It is clear that the program enjoys the full support from administration, faculty, staff, students, and the professional community toward the shared goal of obtaining the US-based NAAB accreditation for their B.Arch program in addition to their accreditations and standards within the country of Peru. As the program has already been in operation and graduating architecture students for 25 years, it is clear that UPC and the School of Architecture already have all of the financial, physical, human, and other resources in place necessary for the B.Arch program.

As the program continues on the path of candidacy towards Initial Accreditation, the program is aware of the work that remains in organizing their student work, evidence, and other reporting methods in a way that aligns with an accreditation model and standard still new to them, the NAAB *Conditions and Procedures for Accreditation*. The team has no doubt the program is well on its way towards its Plan for Achieving Initial Accreditation and will be able to meet these goals and requirements.

During the visit, the team found courses in which the work exhibited that students demonstrated the required ability or understanding of particular SPCs, but the evidence was inconsistent across all exhibits. In some cases, the inclusion of process diagrams or work might likely have made a difference in our review. As the visit progressed, the team was able to distinguish some of these cases and determined that it would be appropriate to use the term "Not Yet Met" in these cases. While the team understands the common use of this term is to indicate material that has not yet been delivered it chose to use this term to describe shortcomings that it felt were more the result of the program developing a clearer understanding of the *Conditions and Procedures* rather than likely shortcomings in instruction or student achievement. As this was an Initial Candidacy visit, the team took its time to review these elements with program leadership and is confident that during the next visit, that team will find most of these SPCs met.

b. Conditions Not Achieved (list number and title)

Not Met	Not Yet Met	In Progress	Not Applicable
I.2.4 Information Resources. B.3 Codes and Regulations. B.4 Technical Documentation. C.3 Integrative Design.	A.2 Design Thinking Skills. A.8 Cultural Diversity and Social Equity. B.2 Site Design. B.7 Building Envelope Systems and Assemblies. B.9 Building Service Systems. C.2 Evaluation and Decision Making D.2 Project Management	I.2.1 Human Resources and Human Resource Development.	II.4.1 Statement on NAAB-Accredited Degrees. II.4.2 Access to NAAB Conditions and Procedures. II.4.4 Public Access to APRs and VTRs. II.4.5 ARE Pass Rates. III.1 Annual Statistical Reports. III.2 Interim Progress Reports.

II. Progress on the Plan for Achieving Initial Accreditation

The School of Architecture continues to make progress along its timeline for achieving initial accreditation and remains on its established schedule. The school has been preparing architects for professional practice in Peru for 25 years in a manner consistent with architectural education models in the US and globally.

Achieving accreditation for them is a “next” step in realizing the accomplishment of their faculty and students, through responding to the NAAB *Conditions* rather than an exercise in building a new program.

The team is confident that, as they become more familiar with NAAB criteria and procedures, through the candidacy process, they will be successful in achieving accreditation within the timeline established by their plan

III. Progress Since the Previous Site Visit

This category is not applicable.

IV. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2019 Analysis/Review: The UPC was established by law in 1993 and launched its first admissions process in August of 1994. The university was founded based on a perceived need for professionals with a different vision and distinctive competencies. It is a private, research comprehensive educational institution. The university sees itself as innovative and provides scientific and technological research as well as cultural, intellectual and artistic knowledge. The School of Architecture was one of the "founding" schools, together with Engineering Sciences, Computer Sciences and IT, Communication Sciences, and Administrative and Accounting Sciences.

The mission of the UPC is "to educate upstanding and innovative leaders with a global vision who will transform Peru," and its vision: "to be at the forefront in higher education for academic excellence and innovative capability."

The School of Architecture was created based on an analysis which identified and compared the characteristics of Architecture Schools in Peru and the world, comparing criteria and relevant guidelines which would ultimately be incorporated into the new school at UPC. The school is focused on developing student aptitude to understand and conceive design and execute buildable projects within the context of the practice of architecture. The school's vision is "to be recognized for educating professionals in Architecture with the highest professional skills and leadership in the transformation of Peru."

The school benefits from the international presence of the UPC as part of the larger Laureate system which has allowed them to develop an extended framework of agreements with other institutions around the world. The financial strength and programmatic support that comes with it and the culture of quality, excellence and continued improvement all contribute to the success of the school.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2019 Analysis/Review: The university's teaching mission is based on the values of: Leadership, Teamwork, Service, Orientation, Excellence, and Innovation. These values are evident in the culture of the architecture program as well, both in the academic rigor and student work. Beyond these university mission led values, it is clear that both the students and faculty enjoy an environment of optimism, respect, sharing, and engagement. It was clear to the team through tours, time spent on campus, and meetings and discussions that students are supported by one another and their faculty. Through the workshop team projects, the construction workshops, and the shared campus workspaces, it is clear there is a strong sense of collaboration and sharing amongst the students.

A specific studio culture policy does not exist, rather the program cites the following UPC documents as constituting the Studio Culture Policy: Academic Quality Policy and Objectives, UPC Educational Model, Academic Freedom Policy. Documents are implemented, disseminated, and participatory in nature. Even in the absence of a specific studio culture policy document, it is clear that the tenets of studio culture are an inherent part of academic life for students - time management, health and wellbeing, work-school-life balance and professional conduct are all present.

Outside of the classroom and typical coursework, students have many diverse learning opportunities. This includes the multiple construction workshops that are part of the required curriculum in which students get in-depth hands-on building experience with multiple construction systems and types. The program also requires that each student participate in a professional internship. Outside of the campus, there are several foreign study programs in which the students can participate including trips to the US, China/Japan, Italy, France, and Spain.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2019 Analysis/Review: The program has a Diversity and Non-Discrimination Policy that details the institutional policy on diversity, inclusion, and non-discrimination. Aside from a standing commitment to diversity, the program does not describe a plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

With regard to gender diversity, 62.40% of the enrolled students are female and 37.60% are male. In contrast, 33.1% of the faculty are female and 65.70% male. The program does not collect statistics on racial diversity. The program states that in Peru public or private organizations of any sector do not require or publish information on the race or ethnicity of their members. Instead, the program collects statistics on economic diversity and has a six-tier tuition scale that is applied based on the student's economic status to ensure economic diversity among students

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each

program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2019 Analysis/Review:

- A. Collaboration and Leadership:** The collaboration and leadership training are integral to the curriculum. Design workshops and construction courses, among others, instill a culture of collaboration, leadership and teamwork through specific requirements and exercises.
- B. Design:** The program's design curriculum is divided into three tiers, beginning with elementary design and extending from intermediate to the advanced tiers. The increasing scope and complexity of design problems at each tier prepares students for the final thesis project intended to evidence understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities.
- C. Professional Opportunity:** Among the requirements for graduation, the school requires the completion of a 4-credit course, equal to 640 hours of employment in an internship role with a professional architectural firm. Facilitated by the Career Service Office, which connects students with potential internship opportunities, this is the primary approach that is used to inform students of the breadth of opportunities and career paths available to them. Internships follow a prescribed program to be followed by employers and students and are followed by self-assessments prepared by the student and employer, evaluating their experiences, respectively, and submitted for review by the school.

Through these pre-professional internships, students apply acquired knowledge through development of real-world situations within companies and institutions that are directly related to their program. Other courses, such as AR248 Real-Estate Management and AR223 Professional Synergy, allow students to obtain related knowledge through interactions with specialists involved in architectural projects.

- C. Stewardship of the Environment:** One of the central pedagogical principles of the UPC is “Learning towards sustainability.” The architecture program offers a number of courses as part of the required curriculum that prepare students with the knowledge of environmental and sustainable design related issues. In addition, the construction workshops prepare students with both the knowledge and ability to design and build with more sustainable natural building construction types including adobe, adobe brick, haybale, rammed earth, and reed and other renewable materials.
- E. Community and Social Responsibility:** The program offers a number of studio projects with a social responsibility focus, including an advanced design workshop (studio) that specifically addresses community issues. In early 2019 the program participated in a local Make a Wish charity, constructing a play area for a local child with illness.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2019 Analysis/Review: The UPC, as part of Laureate International University system, relies on a robust, centralized planning system that is managed at each university’s administrative levels. The UPC has a five-year strategic planning process, the most recent of which was drafted for the period between 2016 and 2020.

The school’s own strategic plan, drafted for the same period, aligns with the university’s overall plan with respect to following institutional guidelines. In developing their plan, the school also considers information and input provided by program stakeholders, results of ongoing program assessments and academic management indicators developed from the quality objectives defined within the UPC’s Academic Policy Objectives. Access to these policy objectives are available online and a link for same was contained within the APR.

Although the plan has a five-year span, the program director and dean review it on an annual basis and make adjustments as needed, based on the results obtained from the indicators of the strategic objectives noted above.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2019 Analysis/Review:

Program Self-Assessment Procedures: The program has a comprehensive self-assessment procedure in place that begins at the program level and extends to internal and external assessments. The program level assessment is conducted by the Program Review Committee, covering planning, self-study, peer assessment, and the implementation of an improvement plan. The committee report undergoes both an internal and an external auditing process, conducted bi-annually. In addition, the university has in place an Academic Quality Policy and Objectives, along with specified strategic objective indicators that are annually reviewed by the program director and the dean for compliance and implementation.

Curricular Assessment and Development: The program has an established curricular assessment and development procedure in place. In coordination with the Educational Quality Department, the program curriculum undergoes a regular 4-year assessment cycle. The program specifically assesses “Critical Thinking and Graphic Representation,” “Building Practices, Technical Skills, and Knowledge,” and “Integrated Architectural Solutions.” The assessment is carried out by the “Expert Committee-Rubric” comprised of full- and part-time faculty. This committee’s findings are in turn assessed by the “Evaluation Committee” comprised of full- and part-time faculty. The committee’s findings are shared with the faculty, students and graduate representatives who analyze and propose necessary changes and an action plan to improve the curriculum.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] In Progress

2019 Team Assessment: As stated in the APR, the program has 287 faculty members instructing 4051 students (14 to 1 ratio). The workloads of the full-time and part-time faculty are regulated to ensure a balanced distribution of the faculty responsibilities regarding teaching, research, and student advising.

While the program does not currently have an Architect Licensing Advisor, they are aware of the need. As stated in the APR, program professors are required to fulfill a minimum of 20 hours of internal and/or external training per year. The program offers partially supported educational opportunities to the faculty. There is no mention of sabbatical leave or workload reduction for program faculty in the APR. Faculty may apply for university-wide competitive research funding on an annual basis. The APR lists twelve awards granted this year and six the prior year (out of 287 faculty). The APR also provides a list of faculty research projects and publications for the past nine years.

The APR provides a comprehensive list of support services available to students in the program.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2019 Team Assessment: As noted in the APR, the program curriculum is offered on three separate campuses, each with similar physical resources. These include regular classrooms, shared studio classrooms (no dedicated desks), computer labs, workshops, and "mockup rooms" with tables for students to work on outside class time. These mockup rooms are limited in size (e.g., room for 54 students in one campus with an architecture student population of approximately 1300).

The university faculty are provided with a shared Digital Educational Resource Room, a faculty lounge, and meeting rooms where faculty can meet with students. The APR does not designate these spaces as exclusive to program faculty.

Although the program is currently delivering its curriculum in spite of significant spatial limitations, the program is likely to greatly benefit from any increase in allocated space, including additional storage space for student projects. The physical resource limitations can become critical should the program continue to grow.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2019 Team Assessment: The program has demonstrated that it has appropriate financial resources to support student learning. Complete financial statements are published on the university's website (in Spanish) at the link: <https://www.upc.edu.pe/transparencia-upc/informacion-financiera/>

Budgeted resources are distributed by the architecture program amongst its three campuses based on student enrollment projections for each campus. For the 2019 budget, the distribution is roughly 51% to the larger Monterrico campus, with 24% and 25% to the Villa and San Miguel campuses, respectively.

The program considers one of their most important expenses to be those related to their construction workshops which account for approximately 60% of each campus' budgets.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural librarians and visual-resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Not Demonstrated

2019 Team Assessment: The program APR details the information resources available to students, faculty, and staff. UPC was the first Peruvian university library to offer self-service book-loans and to participate in an open shelf system. Their Knowledge Management Department (KMD) manages the library, collections, and volume acquisitions. Physical libraries (or information centers) exist at all four campuses and offer both physical and digital collection access to all students, faculty, and staff. In addition to physical book titles, the libraries offer digital access to databases, journals, and e-books. In addition to information resources the libraries house printing/photocopy services, study spaces, and training in library use and information literacy.

The team toured the library/information center during the visit and consulted with library staff. The program notes the number of volumes and titles in the APR, which the team confirmed during the on-site visit. Given the large number of students and a much smaller number of titles/volumes, it is not clear to the team that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture. It is for this reason that the team cites this criterion as not demonstrated at this time.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2019 Team Assessment: The program has demonstrated and described their administrative structure and governance, largely through the narrative and organizational chart contained within the APR.

The university is governed by a majority independent governing board with all authority and legal powers to operate the university, with the exception of those rights which are reserved to shareholder votes. The board appoints the CEO and Rector of the University, the latter of which is the highest authority responsible for all academic, organization, governance, direction and quality assurance. The CEO has responsibility over the administrative structure and financial affairs.

There are two Vice-Rectors, one for Research and Academic Affairs and one for Planning and Academic Development. All sixteen deans, including the dean of the School of Architecture, Ar. Miguel Cruchaga, report directly to the Rector.

Within the school, the dean works closely with Program Director Ar. Mario Segami to develop the strategic plan, prepare an annual budget, monitor retention, attrition and graduation rates, review the curricula and evaluate progress made towards the targets and strategic goals set for the architecture program. The annual budget is developed and managed by the program director who also identifies staffing needs.

Full-time faculty are each assigned one of four additional roles to their teaching assignments which are reduced accordingly. These four roles are: Academic Advising, Academic Coordinator, Research, and Construction Workshop.

Faculty members are engaged in the governance structure, providing feedback through coordination meetings which occur at least twice each semester and through participation on different committees. Student participation, at all levels, is encouraged and facilitated through class representative meetings, held once each semester, through regular academic surveys (twice each semester) as well as program surveys. Student opinions and contributions are also included in school decisions through Net Promoter Score survey results.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR173 Architectural Drawings and AR84 Art and Architecture from Ancient Times to the Middle Ages.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Not Yet Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for AR252 TX-Thesis Workshop. Although the projects for this course provide evidence of effective graphic representation skills and comprehensive final design solutions, they do not provide tangible evidence of the process leading to the final design solution and the ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2019 Team Assessment: Primary evidence of student achievement at the prescribed level was found in student work prepared for AR246 Architectural Research. Secondary evidence for this criterion was also found in AR85 Architectural Analysis and Topography, and in AR247 Professional Project Guidelines.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR252 TX-Thesis Workshop.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR261 TIV-Architecture and Functionality.

A.6 Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR246 Architectural Research.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2019 Team Assessment: Primary evidence of student achievement at the prescribed level was found in student work prepared for AR84 Art and Architecture from Ancient Times to the Middle Ages, AR87 Art and Architecture from the Middle Ages to the Renaissance, and in AR110 Peruvian Architecture. Additional evidence was also found in AR39 Art and Architecture from Baroque to Art Nouveau, AR162 Modern and Contemporary Art and Architecture, AR161 Architectural Cultural Heritage Conservation, and in AR112 Theory of Architecture.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Not Yet Met

2019 Team Assessment: This SPC is not yet met. Evidence of student achievement at the prescribed level was not found in student work prepared for the courses cited by the program in their matrix: AR158 Urban Planning and AR251 Urban Management. Some work demonstrated achievement at the understanding level for some of the aspects of cultural diversity (diverse needs, social and spatial patterns), but the team could not find evidence of student work that explored social equity or the remaining aspects of cultural diversity

Realm A. General Team Commentary: The work presented in the team room makes evident that the students achieve strong graphic representation skills as a result of their education. It is also clear that the program places much importance on architectural history, as evidenced by the requirement of seven art and architectural history courses in the curriculum. This unique in-depth focus on history is to be commended and should be celebrated by the school. Any difficulty the team had in finding student evidence of SPC in this Realm was due to the lack of more student work that demonstrated process, critical thinking skills, and the iterative design process, as opposed to simply just the final student project work.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR247 Professional Project Guidelines.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Not Yet Met

2019 Team Assessment: Student work prepared for AR249 TVIII-Architecture and Cities and AR217 TV-Architecture and the Environment provide evidence of ability to respond to urban context and developmental patterning. The team did not find consistent evidence of ability to respond to topography, ecology, climate, and building orientation in the development of a project design.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Met

2019 Team Assessment: This SPC is not met. Evidence of student achievement at the prescribed level was not found in student work prepared for the course cited by the program in their matrix: AR247 Professional Project Guidelines. Some of the exams completed for the Structural Modeling I & Structural Modeling II courses reference structural codes, but it is not evident to the team that students are being exposed to building codes, regulations, life safety, and accessibility at the site and building scale

B.4 Technical Documentation: *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Not Met

2019 Team Assessment: The team was unable to find consistent demonstration of student achievement at the prescribed level, particularly but not limited to those marked as low pass. The early evidence of technical documentation presented in Terms 2 and 3, identified by the program as secondary sources, shows more consistency, but on much smaller drawing projects and that consistency does not translate to the later design studio work. The team also did not find evidence of ability to prepare outline specs. Understanding that this form of documentation may not be customary in Peru, it is nevertheless a specific requirement of the current *Conditions*.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR212 Structural Modelling II, which builds on the work of AR213 Structural Modelling.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR98 Special Equipment and Installations.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Not Yet Met

2019 Team Assessment: This SPC is not yet met. While there is stronger evidence of contact with this topic within the project notebooks, the team was unable to find consistent evidence of student achievement at the prescribed level, within the final project results demonstrated in the team room, particularly within low level but also on some high pass work.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR244 Preliminary Works, AR216 Simple and Reinforced Masonry, AR245 TVI – Architecture and Construction workshop (studio course), AR19 Lightweight Roofing, Formworks, and AR95 Finishes/Timber Technology. During the on-site visit, the team was able to visit the construction workshop area in which the students spend time building full-scale structures covering the topics of the above listed courses. From the site visit and the number of courses (five in total part of the requisite curriculum) in which students get actual building experience and study and discuss performance and other material qualities, it is clear that understanding of building materials and assemblies is a celebrated part of this program and central to the students' learning experience.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Not Yet Met

2019 Team Assessment: This SPC is not yet met. In AR98 Special Equipment and Installations, the team found evidence of understanding of mechanical systems in the projects provided, but could not find evidence for plumbing, electrical, communication, vertical transportation, security, and fire protection systems. In the SPC matrix the program cited AR215 Installations in Buildings as the primary source of evidence; however, the team found no evidence of student work in the provided digital files, course notebooks and other work in the team room. The course description makes note of the missing building service systems, but the team had no student work to review to see that this SPC was met by that course.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for various courses. The concept of estimating and building costs is first explored in AR244 Primary Works, taken in the Term 4 as a general concept, then later expanded within AR216 Simple and Reinforced Masonry and AR19 Lightweight Roofing and Formworks, taken in Terms 5 and 6, respectively. In both of these courses students develop detailed cost analyses focused on those building systems. Finally, in AR248 Real Estate Management, students develop full feasibility studies, detailed cost estimates, cash flow analyses and profit and loss analyses on a complete real estate development project.

Realm B. General Team Commentary: Projects and assignments reviewed by the team provided evidence of students' ability to prepare a comprehensive program for an architectural project, to demonstrate the basic principles of structural systems, to demonstrate the principles of environmental systems' design, as well as understanding of building materials and assemblies, and the fundamentals of building cost. The team did not find evidence of students' ability to fully respond to site characteristics, to design in accord to codes and regulations, provide comprehensive technical documentation, or understanding of the building envelope systems and assemblies, and the basic principles of building service systems.
The team believes better documentation and a precise alignment of student work with the specific requirements of each SPC can alleviate any future teams' concerns regarding the SPCs not met or not yet met in Realm B.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR247 Professional Project Guidelines.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Not Yet Met

2019 Team Assessment: This SPC is not yet met. Evidence of student achievement at the prescribed level was not found in student work prepared for the courses identified by the program in the matrix: AR250 TIX – Professional Practice Workshop (studio course) and AR252 TX – Thesis Workshop (studio course). The team was able to find some evidence of evaluation and decision making in some work, but it

was not consistent, not evident in low pass work, and not to the ability level. This was also due to the lack of student process work.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Met

2019 Team Assessment: The team was not able to find evidence of student achievement at the prescribed level within the student work prepared for the course indicated within the matrix. The team then looked at work of other terms, particularly Term 10, which is identified as the final / thesis project and were not able to find evidence which was consistent across all projects or between high/low pass examples.

Realm C. General Team Commentary: It was clear to the team through evidence provided in the team room that students have an understanding of research as it relates to the design process. Specifically in work for the final terms, evidence showed thorough research being completed. However, student work did not clearly and consistently show evidence of Evaluation and Decision Making and Integrative Design.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR223 Professional Synergy.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Yet Met

2019 Team Assessment: This SPC is not yet met. Evidence of student achievement at the prescribed level was not found in student work prepared for the courses cited by the program in their matrix: AR248 Real Estate Management and AR223 Professional Synergy. The team found evidence of understanding of the assembly of teams, but not work plans, project schedules, time requirements, and project delivery methods.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR223 Professional Synergy. While the program identified AR248 Real Estate Management as the primary evidence of this criterion, that course focuses on the development and management of a real estate project, not a professional practice, which is the focus of AR223. This variance is mentioned here only to highlight that the combination of these two required courses provides a truly robust business focused experience for students that the team finds admirable.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR223 Professional Synergy.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AR223 Professional Synergy. The team wishes to add that, in addition to the material presented in this course, we found that the conversation and consideration of professional ethics is a common thread across the program and not relegated to this singular course.

Realm D. General Team Commentary:

The program's focus on student achievement in this area is strong, yielding student competencies that extend beyond those required by NAAB criterion in some areas. This is particularly evident in the two primary courses identified as providing primary evidence for the criteria of this realm. Despite this, the team was not able to find evidence of Project Management in all required areas, possibly because the focus is more on construction phase than in the architect's office. Nevertheless, the completeness of the subject matter, and the rigor of the assignments are commendable. We leave with full confidence that the few missing elements of this realm will be fully resolved by the next visit.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2019 Team Assessment: The UPC is accredited by the Western Association of Schools and Colleges since 2016. The university is scheduled for a reaffirmation, offsite review, in the fall of 2021, with the next accreditation visit scheduled for the spring of 2022.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch), the Master of Architecture (M. Arch), and the Doctor of Architecture (D. Arch). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2019 Team Assessment: The program offers a B.Arch degree. The degree requirement consists of the completion of 210 (legally required minimum in Peru is 200 semester credit hours) semester credit hours. The curricular requirements for the B.Arch degree are specified on the program web site, as well as in the APR. The curricular requirements include professional studies (90 credits), general studies (45 credits), and optional studies (15 credits).

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2019 Team Assessment: The university has a comprehensive admission policy with clear guidelines and procedures. This information is readily accessible on the university web site, and clearly articulated and documented in the APR. In addition, the program has an entrance examination requirement for students wishing to major in architecture.

The university has two admission tracks: ordinary and extraordinary. In both instances, students are required to complete a comprehensive entrance examination to establish their level of competence in Language, Physics and Mathematics. Applicants to the architecture program have to complete an additional “Vocational Aptitude Test” to determine their preparatory skills for pursuing a course of study in architecture. Students who do not achieve the requisite score on either exam are required to successfully complete preparatory courses before advancing in their major.

The program does not rely on preparatory education to meet any SPC requirements. The evaluation of a baccalaureate degree is clearly articulated in the admissions process. The evaluation process and its implications for the length of a professional degree program are clear and transparent.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2019 Team Assessment: The university provides career development and placement through the Employment Opportunities office with locations at each campus. In addition to facilitating student access to pre-professional internships, this office also administers and manages the university's job bank, a virtual employment platform operated in collaboration with employment/corporate sources to provide access to pre-vetted employment opportunities for alumni entering the workforce.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

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

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy, or graduated students that would qualify to take the ARE, as of yet; however within the APR, they have expressed their commitment to comply with this requirement as soon as they are granted candidacy.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2019 Team Assessment: The team found this criterion is met. Links were provided in the APR to web pages where further information is available, all of which was confirmed during the on-site visit.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2019 Team Assessment: Evidence of this condition was found within the source links provided within the APR. Financial Information is published within the Student Handbook which is available online and updated regularly.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy, and is not required to submit annual and Interim Reports.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Not Applicable

2019 Team Assessment: The program has not entered candidacy, and is not required to submit such reports as of the time of this visit.

V. Appendices:

Appendix 1. Conditions Met with Distinction

(None at this time.)

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

ARTICULATION MATRIX -UPC



ARCHITECTURE PROGRAM CURRICULUM-NAAB'S SPC

Realm A								Realm B								Realm C				Realm D					
Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles In Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5

SPC Expected to have been met in preparatory education

SPC Met in NAAB-accredited program

MA618	Basic Mathematics																									Matemática Básica	MA618	
HU316	Ethics and Citizenship																										Ética y Ciudadanía	HU316
AR174	Artistic and Spatial Expression																										Expresión Artística y Espacial	AR174
AR255	TI - Introduction to Architectural Design																										TI - Introducción al Diseño Arquitectónico	AR255
MA456	Physics																										Física	MA620
AR01	Introduction to Architecture																										Introducción a la Arquitectura	AR01
MA102	Differential Calculus																										Cálculo Diferencial	MA102
AR173	Architectural Drawing	●									○																Dibujo Arquitectónico	AR173
AR210	TII - Architecture and Art																										TII - Arquitectura y Arte	AR210
AR85	Architectural Analysis and Topography		●																								Análisis Arquitectónico y Topografía	AR85
AR84	Art and Architecture from Ancient Times to the Middle Ages	●					●																				Arte y Arquitectura de la Antigüedad a la Edad Media	AR84
MA458	Integral Calculus																										Cálculo Integral	MA458
AR213	Structural Modeling I											●															Modelación Estructural I	AR213
AR211	TIII - Architecture and Surroundings																										TIII - Arquitectura y Entorno	AR211
AR243	Understanding CAD																										Conocimiento del CAD	AR243
AR212	Structural Modeling II											●															Modelación Estructural II	AR212
AR87	Art and Architecture from the Middle Ages to the Renaissance						●																				Arte y Arquitectura de la Edad Media al Renacimiento	AR87
AR244	Preliminary Works														●	●											Obras Preliminares	AR244
AR214	TIV - Architecture and Functionality																										TIV - Arquitectura y Funcionalidad	AR214
AR261	Sustainability and the Environment				●																						Sostenibilidad y Medio Ambiente	AR261
HU03	Language Production and Comprehension I																										Comprensión y Producción de Lenguaje I	HU03
AR215	Installations in Buildings																										Instalaciones en Edificaciones	AR215
AR216	Simple and Reinforced Masonry														●	●											Albañilería Simple y Armada	AR216
AR39	Art and Architecture from Baroque to Art Nouveau																										Arte y Arquitectura del Barroco al Art Nouveau	AR39
AR217	TV - Architecture and the Environment										○																TV - Arquitectura y Medio Ambiente	AR217
AR110	Peruvian Architecture						●																				Arquitectura Peruana	AR110
AR162	Modern and Contemporary Art and Architecture																										Arte y Arquitectura Moderna y Contemporánea	AR162
AR245	TVI - Architecture and Construction														●	●											TVI - Arquitectura y Construcción	AR245
AR19	Lightweight Roofing, Formworks														●	●	●										Techos Aligerados y Encofrados	AR19
AR266	Academic Research Seminar 1 Elective																										Seminario de Investigación Académica I Electivo	AR266
AR161	Architectural Cultural Heritage Conservation																										Conservación del Patrimonio Cultural Inmueble	AR161
AR95	Finishes/Timber Technology															●											Acabados/Tecnología de la Madera	AR95
AR219	TVII - Integrative Workshop																										TVII - Taller de Integración	AR219
AR158	Urban Planning																										Urbanismo	AR158
AR269	Academic Research Seminar 2 Elective																										Seminario de Investigación Académica II Electivo	AR269
AR251	Urban Management																										Gestión Urbana	AR251
AR246	Architectural Research			●		●																					Investigación Arquitectónica	AR246
AR98	Special Equipment and Installations													●		○											Equipos e Instalaciones Especiales	AR98
AR249	TVIII - Architecture and Cities Elective											○															TVIII - Arquitectura y Ciudad Electivo	AR249
AR248	Real Estate Management																										Gestión Inmobiliaria	AR248
AR247	Professional Project Guidelines			●				●		○																	Lineamientos para el Proyecto Profesional	AR247
AR221	Urban Planning Seminar																										Seminario de Urbanismo	AR221
AR250	TIX - Professional Practice Workshop Elective																										TIX - Taller de Ejercicio Profesional Electivo	AR250
AR223	Professional Synergy																										Sinergia Profesional	AR223
AR252	TX - Thesis Workshop			○		●																					TX - Taller de Tesis	AR252
AR112	Theory of Architecture Elective																										Teoría de la Arquitectura Electivo	AR112

Appendix 3. The Visiting Team

Team Chair, NAAB Representative

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VI. Report Signatures

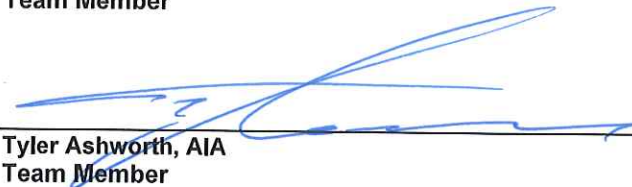
Respectfully Submitted,



Miguel (Mike) Rodriguez, FAIA
Team Chair



Amir Ameri, Ph.D.
Team Member



Tyler Ashworth, AIA
Team Member