Universidad San Pablo CEU
Department of Architecture
Spain, Madrid

2022 Visiting Team Report
Continuing NAAB International Certification
January 17-19, 2022

Degree in Architecture (300 ECTS) + Final Degree Project (30 ECTS) Syllabus 2010 (modified 2019)

The National Architectural Accrediting Board

Date of last visit: April 20-23, 2015

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. Acknowledgments and Observations

The Visiting Team conducted a virtual site visit for San Pablo CEU six (6) years after the program was awarded its initial term of Substantial Equivalency in 2015. The team thanks the program, the school, and the university for their hospitality and congratulates the program for its excellent work and the thoroughness of the program's preparation of the PSER and the digital archive of student work. The custom archive interface developed by San Pablo CEU was easy to navigate and functioned smoothly throughout the Team's review. The Visiting Team was able to initiate its review of these materials six weeks prior to the virtual visit, allowing the Team to begin the Site Visit stage of the process well-prepared with insights and questions.

During the site visit stage, conducted January 17-19, 2022, the Visiting Team met with a number of San Pablo CEU senior administrators, including Dr. Rosa Maria Visiedo, Rector, Dr. Santiago de Molina, Dean, Ms. Maribel Castilla, Director of the Degree in Architecture, and Dr. Federico de Isidro, former Director of the Degree in Architecture. The Team also conducted Zoom sessions with faculty, student representatives, subject-area coordinators, student advising staff and staff involved in other key learning resource areas, and a panel of alumni and local /international practitioners. These sessions provided valuable perspective and insight to the team regarding the program's context, its culture, and its approach to compliance with the NAAB International Certification Conditions. The Team found that the program has responded to the causes of concern noted by the previous team.

In the years just prior to the previous site visit, San Pablo CEU saw a precipitous decline in student enrollment due to the impact of the global financial crisis of 2008-2011. Program enrollment leveled off in 2015. Enrollment has been steadily increasing over the past six years, boosted by the program's initiatives to recruit international students and by recovering conditions in the Spanish design and construction economy. While the program has had to weather another cycle of disruption associated with the COVID 19 pandemic, the Team encountered a resilient team of faculty, students, and staff who are committed to holding on to the gains of the last six years and anticipating positive growth in the years ahead.

Students are awarded a license to practice architecture upon graduation in Spain, and the scope of expertise falling within the architect's practice includes many aspects of engineering more commonly managed by other disciplines in other countries. Consequently, the curriculum at San Pablo CEU includes an extraordinary level of depth and breadth relative to both architecture and engineering coursework.

The faculty of San Pablo CEU is richly qualified to address the demands of such a curriculum. The majority of the faculty are involved in active private architecture practice in some capacity, and sustain active programs of creative work, research, and scholarship. The percentage of faculty holding doctoral degrees has steadily increased over the past six years. The program has a rigorous and productive approach to assessment and long-range planning, and the faculty are vigilant about maintaining high standards within the curriculum.

In discussion with representatives of the student body, the Team was impressed with the overall positivity of the students and passion they have for their program. The students expressed confidence in the preparation for a career in architecture they were receiving at San Pablo CEU (a sentiment echoed in the Team's discussions with program alumni). The student representatives included native Spaniards and

international students, and both groups noted how the growing diversity in cultures and backgrounds within the student body has enriched their experience.

The evidence provided by San Pablo CEU with regard to the Student Performance Criteria displayed a thorough and rigorous approach to course design and consistently high levels of achievement by the students. As noted above, the scope and depth of the courses associated with tectonic subjects is especially noteworthy. Principles of sustainability in building design, construction, site selection, etc. are interwoven throughout the curriculum.

Based on the thoroughness of the program's preparation for this review and the quality of the learning design and student work, it is clear that the program is dedicated to furthering the profession and creating professionals who are committed to innovation, sustainability, and quality design from a technical and theoretical standpoint. The program leadership and others we have interacted with have shown passion for the program and excitement for its future. The Visiting Team was very impressed with the quality of the architecture program at CEU. The spirit of the program is vibrant, and the faculty, staff, administration, and students all appear committed to the mission of the program and to preparing graduates to be highly competent professionals and impactful agents of service to society.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
None	None	B.9 Building Service Systems

c. Items to Address

The PSER noted that a supermajority of students require at least eight years to complete the professional degree at San Pablo CEU. This condition was acknowledged by faculty and students in discussions during the site visit. While the Team appreciates the unique context of the Spanish licensure-upon-graduation approach and the breadth and depth of study required to achieve this outcome, the collateral consequences of this extended time to complete the degree appear to the Visiting Team to be significant.

These collateral costs include the increased financial burden carried by the students, the opportunity cost of the delayed start to gainful employment, and the teaching resources burden carried by the faculty. The Visiting Team notes that some of these costs may place the study of architecture beyond the reach of many otherwise qualified students, and that the human resource consequences may hinder the program's ability to sustain the positive growth trajectory it has worked hard to achieve over the last six years.

d. Progress Since the Previous Visit

The previous VTR (2015) noted three "Causes for Concern." The 2022 Visiting Team noted progress relative to these issues as follows:

I. **A.9.Historical Traditions and Global Culture: Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

2015 Visiting Team Assessment of A.9: In the History of Architecture sequence, scant evidence was found regarding an understanding of canons and traditions in the Eastern hemisphere, except for some discussion of select contemporary work. Minimal attention was given to the Southern hemisphere. For a program that has made internationalization one of its goals, more attention to this criterion is expected as more students from Asia and South America are recruited, and as students from the San Pablo CEU program study abroad.

2022 Visiting Team Assessment: The courses that address history and global culture have been modified to address the concerns cited by the previous team, including content related to Africa, the Middle East, and Asia. However, the Team was unable to find evidence that the architectural history and culture of Latin America is addressed.

The team notes that this SPC has been revised in the interval since the previous visit and is now less prescriptive regarding specific regions. Given that the History sequence at San Pablo CEU, taken as a whole, is commended for its structure, breadth, and efficacy, the Team feels the program is in compliance with the Conditions in this subject area.

II. **Preparation for International Practice**

2015 Visiting Team Assessment of Preparation for international practice: The holistic understanding of the architect's role taught at San Pablo CEU may not expose the students to the practice management and project management responsibilities that will come when working internationally. These include the need to understand consultant roles, the definition of scope of services, contractual requirements, etc.

2022 Visiting Team Assessment: The Team found evidence that the topics cited above are now addressed in A414 Professional Practice.

III. **Need to strengthen diversity initiatives**

2015 Visiting Team Assessment of Need to strengthen diversity initiatives: The program has established clear policies for ensuring a balance of men and women within the student body, faculty, governance areas, and staff, and it is making outreach efforts to bring a more diverse student body onto the campus (exchanges with China and the Erasmus program); however, the overall composition of the student body and the faculty is homogeneous in the areas of color, ethnicity, and cultural background.

2022 Visiting Team Assessment: The Visiting Team discussed this issue in detail with the San Pablo CEU leadership. As noted in the previous VTR, evidence of gender diversity policies and progress in this realm is clear. Relative to ethnic diversity among the students and faculty, the program reported that Spanish law and EU policies prohibit the collection of data regarding demographic data: "…in practice, the concept of ethnicity is not used in European culture, at least in Spain. The public authorities do not use this concept for their demographic statistical tasks, so it is impossible for us to identify the percentage of racial diversity in the public records of the Spanish National Institute of Statistics. Notwithstanding, we can indicate that the percentage of foreign population residing in Spain is approximately 10.5%."

Recruitment initiatives focused on international students have resulted in a significant increase of enrollment by students from outside Spain (20% in the current academic year.) The program reported that the faculty "don't represent noticeable diversity from the ethnic point of view."

The 2019 Conditions reframed Condition I.1.3 to require a description of social equity initiatives as "defined within the context of the institution or the country in which it is located," and calling on the Program to demonstrate a "culturally rich educational environment" and to prepare graduates to "be sensitive to differences in gender, culture, and customs." The program has added a new course, A114 - Architecture & Society, which addresses cultural diversity and social equity directly. The Visiting Team believes that the Program adequately demonstrates these conditions.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: 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.

[x] [condition/criterion] **Described**

***2022 Analysis/Review of I.1.1*:**

The narrative in the PSER describes the university's history and mission as well as the program's history and mission. The narrative describes how the program benefits the university and how the university benefits the program by providing extensive examples of multi-disciplinary projects, including joint studios, conferences, research projects with the engineering program, and study abroad, among other initiatives. The Final Thesis Project involves local professional associations in the evaluation. Further, entrepreneurship competitions are supported by the local business community.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, 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 describe how faculty, staff, and students have been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- 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.

[x] [condition/criterion] **Described**

2022 Analysis/Review of I.1.2:
The narrative in the PSER describes the university's governing bodies. Faculty members are included on the Board of Trustees, the University Governing Board, the School Assessment Board and Department Councils and two elected student representatives are part of the School Assessment Board. All students complete faculty surveys every six months, the results of which affect decision-making.

Regarding ways in which students and faculty learn outside the classroom, the PSER describes student learning trips and other opportunities for student learning outside the classroom. Our conversations with faculty and students revealed a rich study abroad program, in which many students participate. Faculty professional development is mentioned in I.2.1, part C, but only lists how the faculty is categorized. During the faculty meeting, the professors discussed numerous learning opportunities available to them as well as financial support for these initiatives from the University. In response to the Covid-19 pandemic, the program developed multiple initiatives to accommodate distance learning, including best practices for teaching and learning. It is notable that the University subsequently adopted similar teaching assistance initiatives for the entire faculty. Program faculty described research projects that are supported by the University that include faculty members from various disciplines, as well as program and University support for integrating practice with academia.

During several of the group meetings with both faculty and students, international students were described as one of the strengths of the program, in bringing diverse viewpoints and new energy to the school. There is a dedicated effort by the faculty to support international students both before they arrive and after their enrollment.
The learning culture was understandably altered during the Covid pandemic. The University provided additional technology for faculty to teach remotely and in person simultaneously. Several students and faculty cited these changes as positive and that they will be a benefit to the program going forward.

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
  · The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

[x] [condition/criterion] **Described**

2022 Analysis/Review of I.1.3: As noted in *Progress Since the Previous Visit*, the program has cultivated a rich, multicultural educational environment, primarily as a result of the success of its international student recruitment initiatives.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[x] [condition/criterion] **Described**

2022 Analysis/Review of I.1.4:

A. Collaboration and Leadership:
The program has described in the PSER how it incorporates collaboration and leadership into its curriculum and activities. The PSER also lists the courses where collaboration is a focus as well as other

opportunities like competitions, exhibitions, and collaborations with the international community. During conversations with the students and staff, it was apparent that students are encouraged to take on leadership and collaboration roles within the College as representatives and voices for change and feedback that the administration and faculty actively work to include. Students also assist their classmates as ambassadors for software training and learning experiences. During the meeting with the students, the team heard that although collaboration and group work within classes was beneficial, collaboration within the design studios was not prevalent and that students felt that further growth could be made there to strengthen their education.

B. Design
The program described how design is approached and how studio-based learning is incorporated as its main avenue of design training in combination with other courses, activities, and international opportunities. Upon graduation from this program, students are licensed to practice architecture in Spain. Therefore, the program's focus is on quality and technical expertise in addition to producing a well-rounded, socially, and sustainably minded professional.

C. Professional Opportunity
The PSER describes the program's contribution to students' professional opportunity. Apart from the program's mission to prepare students as practicing professionals upon graduation, the program also provides opportunities for professional engagement through its Career Center. The Career Center offers students internship and job placement opportunities and regularly evaluates student feedback to shape the support that is given to best meet their needs. The program has connections with professional and academic institutions domestically and internationally that allow them to connect students to external professional expertise and employment opportunities. The Career Center also educates and provides students with opportunities in related fields like real estate, consulting, etc. The program has also recently added a course that allows students to take an internship as elective credits.

D. Stewardship of the Environment
The program describes in detail the integration of sustainability into its courses and degree program, covering a wide range of technical and theoretical topics related to sustainability. The program emphasizes the importance of the environment in the architecture profession and the impact of sustainability in the profession in terms of economics, design, etc.

E. Community and Social Responsibility:
The program describes the newly adopted course A114 Architecture and Society that centers on ethics and the architect's role in society. They also added A505 Architectural Innovation Workshop, which includes subject matter on architectural firms. They cite case studies and projects to develop social responsibility, but it is unclear how many students take advantage of these opportunities.
Internship I and Internship II are electives begun in the 2019-20 school year. The PSER notes that during the last three years, more than 100 students were involved in internships. Regarding ethical, social, and professional responsibility, the program lists two University courses, Ethics and Deontology. Meetings with students, faculty and alumni revealed a dedication to graduating students who will not only be well-prepared architects, but responsible, dedicated citizens who recognize their role in enhancing the culture around them.

I.1.5 Long-Range Planning: An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[x] [condition/criterion] **Described**

2022 Analysis/Review of I.1.5: The program has a robust process for Long-Range Planning (described on pages 18-21 of the PSER.) This emphasis has served the program well as it has worked to recover ground lost in the economic crisis of 2011-2015.

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 multiyear objectives.
- 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.

[x] [condition/criterion] **Described**

2022 Analysis/Review of I.1.6:

The program describes both a formal self-assessment defined by the Internal Quality Control System Manual and an informal self-assessment of interactions between students and faculty. Various meeting minutes and reports describe the results of the self-assessment measures. The program openly discussed the challenges faced between 2015 and 2021, which included an economic crisis, a crisis in the field of architecture in Spain, and the Covid-19 pandemic. Goals of the number of students and faculty changed dramatically, and the program is committed to maintaining its high level of quality.

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 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] [condition/criterion] **Demonstrated**

2022 Team Assessment of I.2.1:

The program has properly demonstrated its Human Resources and Human Resources Development both in the PSER and in meetings with the faculty and students. Both groups spoke of a high level of support from the program, contributing to each having a high passion and confidence in the program.

Faculty have opportunities for development through teaching, research (including a variety of research groups that faculty are allowed to participate in and the recent addition of the PhD program), and support and encouragement to simultaneously practice architecture or their related field. Faculty are also encouraged to suggest curriculum development and research through an annual Conference in the College where faculty can gather to develop ideas.

Students are given support and individual attention by faculty, including the assignment of a faculty member to each student for mentorship and advising and regular access to office hours and tutoring outside of class time. Students also have access to a campus psychologist that is specific to their degree program and helps them navigate both personal and academic life. In both the PSER and meetings with the program, it was noted that students do typically take longer than the planned 6 years for the program, with many completing in about 8 years. While the majority of students and faculty accept this as normal practice, it could pose challenges both financially for students extending their education as well as on the faculty as the human resources required to meet the needs of additional students is expended. It was observed during the visit that this has taken place primarily due to first- and second-year students needing additional time to acclimate to the workload of university and students extending the term of their Final Thesis Projects.

The program offers guidance and resources to students for internship and employment opportunities through the Career Center where staff prepare students for employment whether in Spain or internationally and communicate with them regularly about current openings. The majority of students we had the opportunity to speak with plan to practice architecture after graduation and feel confident that they will be prepared to do so because of 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 on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] [condition/criterion] **Demonstrated**

2022 Team Assessment of I.2.2:
Based on the information provided in the PSER and what was observed in meetings during the visit, the program's physical resources appear to be robust and easily accessible to students and faculty. The virtual tour put together by the program was very helpful and appreciated by the team in understanding the University's space related to the program. Students and faculty both felt that they had adequate space to work and collaborate, including spaces for pin up, presentation, tutoring, and faculty research. In addition, students have direct access to the Fab Lab, which offers equipment and machinery for model making and hands-on activity, the library, and computer lab within the building.

The program has made a concerted effort to accommodate hybrid and virtual learning to allow students to come together regardless of location and still be able to have a high-quality learning experience and instruction. The program leadership also noted that it is making preparations to continue to grow the current facilities to accommodate the student population growth as needed in the coming years as attendance is expected to increase.

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

[X] [condition/criterion] **Demonstrated**

2022 Team Assessment of I.2.3:

Despite dramatic declines in student enrollment between 2011 and 2015, the university has provided sustained financial support for the program as it stabilized and reversed its enrollment declines. In discussions with the Dean and Rector, the Team was advised that the university is prepared to continue and expand its financial commitment to the program.

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 architecture 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] [condition/criterion] **Demonstrated**

2022 Team Assessment of I.2.4:
The program has its own library, which is part of a network of three university libraries managed by the San Pablo CEU University Foundation. Interlibrary Loan provides access to physical collections in Spain and abroad. All library resources are available online as well as access to electronic databases. The library is funded by the university and updated annually with resources requested by the program. The library provides user training and research support by librarians.
Meeting with the information resources representative revealed strong support from the program and the University during early in the Covid-19 pandemic, specifically providing free on-line textbooks, databases and other digital resources for students studying off campus. Many of these resources remain available to students and faculty.

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] [condition/criterion] **Demonstrated**

2022 Team Assessment of I.2.5: Maria Isabel Castilla Heredia was appointed as Director of the Degree in Architecture in November of 2021, succeeding Federico de Isidro Gordejuela. Via material in the PSER and in discussions with faculty, the team noted a strong culture of faculty governance, including inclusion of adjunct (part-time) faculty in long-range planning and curriculum assessment activities.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **Student Performance**. This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **Curricular Framework**. This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **Evaluation of Preparatory Education**. The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **Public Information**. The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence, artifacts, and observations by the Visiting Team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.

Part II, Section 1: Student Performance—Education 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 clients, community, and society.

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

[X] [condition/criterion] **Met**

2022 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work for A114 - Architecture and Society and A601 - Thesis Project.

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] [condition/criterion] **Met**

2022 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work for A301 and A307 Architectural Design III and IV in analysis and synthesis projects, including design iteration and the testing of multiple outcomes. A601, the Final Thesis compiles all the knowledge acquired during the Architectural Design early courses.

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] [condition/criterion] **Met with Distinction**

2022 Team Assessment of A.3: This criterion is **Met with Distinction**. Evidence of student achievement beyond the prescribed level was found in student work prepared for different courses starting in the first years with A109 & A202 Architectural Drawing I & II. Skills are enhanced in a broad set of courses during the following years. Work in the Final Thesis Project shows that excellence is evident in a wide range of investigations and research done. A505 Architectural Innovation Workshop, which considers emerging uses, systems, and materials, is also a good example of how this criterion is met.

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] [condition/criterion] **Met**

2022 Team Assessment of A.4: Evidence is found in A207 Architectural Design II, including conceptual mapping, organization, and concepts shown in plan, section and through three-dimensional design. Environmental principles were evident.

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] [condition/criterion] **Met**

2022 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work for A208 Drawing and Geometry, understanding, analysis and description of Architecture through Geometry, data collection and architectural restitution. The criterion culminates in A505 Architectural Innovation Workshop.

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] [condition/criterion] **Met**

2022 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for A307 Architectural Design IV, A407 Architectural Design VI, and A506 Architectural Design VIII.

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] [condition/criterion] **Met with Distinction**

2022 Team Assessment of A.7: This Criterion is Met with Distinction. Evidence of student achievement beyond the prescribed level was found in student work prepared for A103 Introduction to

Architecture, A206 History of Architecture I, and A211 Urban Theory II. This was especially well noted in A103.

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] [condition/criterion] **Met**

2022 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for A114 Architecture & Society. This course was added to the curriculum since the previous visit to address concerns voiced by the previous visiting team.

Realm A. General Team Commentary: The program's foundational skill development is well displayed within the student work, showcasing strong design and graphic communication skills and particularly excellent Investigative Skills with that SPC classified as Met with Distinction. The representation skills display the students' strong technical background and illustrate clarity in the design process. The exploration of different cultures and histories was also well demonstrated, particularly in courses A103 Introduction to Architecture, A206 History of Architecture I, and A211 Urban Theory II, leading the SPC of History and Culture to be Met with Distinction.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, 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] [condition/criterion] **Met**

2022 Team Assessment of B.1 Evidence of student achievement at the prescribed level was found in student work prepared for different courses starting in the second year with A301 Architectural Design III & A307 Architectural Design IV. Skills are enhanced in a broad set of courses during the following years. The student's education work in the Final Thesis Project shows that the criterion is met.

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] [condition/criterion] **Met**

2022 Team Assessment of B.2: Evidence of student achievement beyond the prescribed level was found in student work prepared for A401 Architectural Design V, A410 Urban Planning, A510 City Territorial Planning, and A601 Thesis Project.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] [condition/criterion] **Met**

2022 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for A509 Design of Environmental Mechanical Systems, A513 Building Construction Design. Prototypes, and A601 Final Thesis Project.

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] [condition/criterion] **Met with Distinction**

2022 Team Assessment of B.4: Evidence of student achievement beyond the prescribed level was found in student work prepared for A509 Design of Environmental Mechanical Systems, A513 Building Construction Design. Prototypes, and A601 Final Thesis Project. Both environmental (MEP) and Structures presented well and established a high level of proficiency.

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] [condition/criterion] **Met with Distinction**

2022 Team Assessment of B.5: This Condition is Met with Distinction. The work shown in A417 Dimensioning of Structures II and A508 Design of Building Structures displays high levels of structural analysis and application. Student work goes well beyond the ability to demonstrate basic principles; practical applications display a deep understanding of various structural systems and their applications.

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

[X] [condition/criterion] **Met**

2022 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for A509 Design of Environmental Mechanical Systems and A601 Final Thesis Project. The environmental projects are especially well thought out and presented.

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] [condition/criterion] **Met**

2022 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for A308 Building Construction II and A304 Environmental Systems. Skills are enhanced in the Final Thesis Project

B.8 Building Materials and Assemblies: Understanding of the basic principles used 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] [condition/criterion] **Met**

2022 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for A204-Building Construction Materials, A308 - Building Construction II, and A415 Building Construction Design. Assembly. A509 Design of Environmental Mechanical Systems includes work displaying understanding of environmental impact of building materials as well as reuse.

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

[X] [condition/criterion] **Not Met**

2022 Team Assessment of B.9: Evidence of understanding of lighting and electrical systems was found in A310 Electrical Lighting Systems and evidence of understanding of mechanical, plumbing, vertical transportation, fire protection, and communication systems was found in A403 Mechanical Systems and A509 Design of Environmental Mechanical Systems. Although the program has shown excellent understanding and skill in the previously mentioned areas, evidence of understanding of security systems was not found in student work. All criteria listed must be found in order for this SPC to be met. Thus, this condition as a whole is Not Met.

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] [condition/criterion] **Met**

2022 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in Innovation Workshop, student work prepared for A414 Professional Practice, and A505 Innovation Workshop. The Innovation Workshop work demonstrates the skills of the students in concept and presentation.

Realm B. General Team Commentary: The realm is significantly strong, and the program is known for these subjects. Students' knowledge of structural systems and mechanical systems are extensive and broad, displayed in both analysis and design. Students' extensive technical knowledge and ability is evident through coursework, design, and drawings.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

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

· Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

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

[X] [condition/criterion] **Met**

2022 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for A114 Architecture and Society, A411 Architectural Composition, and A601 Thesis Project. Note that A411 was highlighted in the matrix as fulfilling this criterion, but further information from the courses listed above was required to address the requirements.

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

[X] [condition/criterion] **Met**

2022 Team Assessment of C.2 Evidence of student achievement at the prescribed level was found in student work prepared for A601 Thesis Project (PFC). The student effort within the PFC shows a high level of achievement regarding the student's ability to integrate the performance criteria in a singular, comprehensive manner.

C.3 Integrative Design: *Ability* to make design decisions within a complex architecture 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. Fifth year, Arch VII and VIII.

[X] [condition/criterion] **Met**

2022 Team Assessment of C.3 Evidence of student achievement at the prescribed level was found in student work prepared for A501 and A506 Architectural Design VII and VIII. Work in these courses shows an in-depth understanding of all required aspects of the criterion. Skills are enhanced in the Final Thesis Project (PFC).

Realm C. General Team Commentary: The program has a robust curriculum associated with the integration of tectonics and architectural design. The Final Thesis Project is an especially thorough test of student abilities in this realm.

Realm D: Professional Practice.
Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act 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.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] [condition/criterion] **Met**

2022 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for A414 Professional Practice in Architecture which covers aspects related to the management of the architect, in a Spanish framework together with an international framework. It studied the edification process, the identification of its phases and agents, and the professional competences.

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] [condition/criterion] **Met**

2022 Team Assessment of D.2: Evidence of student achievement beyond the prescribed level was found in student work prepared for A414 Professional Practice.

D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] [condition/criterion] **Met**

2022 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for A414 Professional Practice in Architecture, including financial management, business planning and organization. Understanding of marketing and entrepreneurship are evident in A505 Architectural Innovation Workshop in an assignment requiring the creation of a business.
Note that A505 was highlighted in the matrix as fulfilling this criterion, but further information from A414 was required to address the requirements.

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

[X] [condition/criterion] **Met**

2022 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for A414 Professional Practice in Architecture, A512 Legal Architecture.

D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

[X] [condition/criterion] **Met**

2022 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for A515 Deontology. Work in this course shows ethical principles that govern the professional practice in architecture.

Realm D. General Team Commentary: Realm D curriculum is strongly related to architectural professional practice, various management, business development, and administrative disciplines, legal advocacy, and ethical relationships. Stakeholder responsibilities and relationships are noted in a Spanish framework with some international study and understanding specific to the EU and including the USA.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: The institution offering the internationally certified degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to, and which includes periodic evaluation.

[X] [condition/criterion] **Met**

2022 Team Assessment of II.2.1: Evidence regarding the authorization of the institution was found via online link in the "Boletin Oficial del Estado" (the State Official Newsletter) issued August 25, 1993, in which the "San Pablo-CEU" University of Madrid is recognized as a private university. Authorization to offer the degree in architecture was also found via an online link in the "Official Registry of Universities, Centers, and Titles" (RUCT). Due to the particularities of the Spanish superior education system, no unauthorized institution can offer an official degree. Recurring, periodic authorization centers on authorization to offer specific degrees. Thus, if a degree offered by SPCEU appears in the "RUCT" (Official Registry of Universities, Centers, and Titles), it implies that the institution has the proper authorization.

II.2.2 Professional Degrees and Curriculum:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies**. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

Nota Bene: If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **Professional Studies**. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.

- **Electives**. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

[X] [condition/criterion] **Met**

2022 Team Assessment of II.2.2: Information demonstrating compliance with this Condition is found in the PSER on pages 98-104.

Part II, Section 3: Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

[X] [condition/criterion] **Demonstrated**

2022 Team Assessment: Information demonstrating compliance with this Condition is found in the PSER on pages 105-109.

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 public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification of Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

[X] [condition/criterion] **Met**

2022 Team Assessment of II.4.1: The required material was found on the Program's website.

II.4.2 Access to Conditions and Procedures for NAAB International Certification: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available online and accessible by all students, parents, and faculty:

- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

[X] [condition/criterion] **Met**

2022 Team Assessment of II.4.2: Links to the required material were found on the Program's website.

II.4.3 Access to Career Development Information: In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] [condition/criterion] **Met**

2022 Team Assessment of II.4.3: The required material, including links to a description of competencies associated with the professional degree, internships in the field and professional mobility were found on the Program's website.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation [1] Report (formerly titled the Architecture Program Report)
- The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are required to make these documents available electronically from their websites.

[1] This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

[X] [condition/criterion] **Met**

2022 Team Assessment of II.4.4: The information is provided on the school's website, which includes: the decision letter from the NAAB (2015), the PSER (ATR 2015), the VTR (2015) and a Direct access to NAAB International Certification.

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

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

[X] [condition/criterion] **Met**

2022 Team Assessment of II.4.5: The required material, including links to pages detailing the admissions process and procedures related to access to financial aid were found on the Program's website.

Appendix 1: **Conditions Met with Distinction**

A.3 Investigative Skills: The team was particularly impressed with the Architectural Innovation Workshop course, which considers emerging uses, systems, and materials, and fosters a spirit of entrepreneurialism and innovation for students.

A.7 History and Culture: Several courses in the program's history sequence, particularly those in the first and second year were especially distinctive.

B.4 Technical Documentation: The team found the work developed in the Final Thesis Project and several other courses in this subject area to be exemplary.

B.5 Structural Systems: The student work exhibits associated with courses in this subject area go well beyond the threshold of this condition and shows a deep understanding of structural systems and their applications.

Appendix 2: Team SPC Matrix

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.

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.

Student Performance Criteria Matrix

NAAB Student Performance Criteria

Required Courses	REALM A: Critical Thinking and Representation								REALM B: Integrated Building Practices, Technical Skills, and Knowledge										REALM C: Integrated A			REALM D: Professional Practice				
	Professional Communication Skill	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	Historical and Global Culture	Culture Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluation and Decision-Making	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
A101 Architectural Form Analysis I																										
A102 Descriptive Geometry I																										
A103 Introduction to Architecture																										
A104 Fundamentals of Mathematics in Architecture I																										
A105 Fundamentals of Physics in Architecture I																										
A107 Architectural Form Analysis II																										
A108 Descriptive Geometry II																										
A109 Architectural Drawing I																										
A110 Fundamentals of Mathematics in Architecture II																										
A111 Fundamentals of Physics in Architecture II																										
A113 Keys of History and Literature																										
A114 Architecture and Society																										
A201 Architectural Design I																										
A202 Architectural Drawing II																										
A203 Solid Mechanics																										
A204 Building Construction Materials																										
A205 Urban Theory I																										
A206 History of Architecture I																										
A207 Architectural Design II																										
A208 Drawing and Geometry																										
A209 Fundamentals of Mathematics in Architecture III																										
A210 Structural Systems																										
A211 Urban Theory II																										
A212 History of Architecture II																										
A301 Architectural Design III																										
A302 Building Construction I																										
A303 Structural Analysis I																										
A304 Environmental Systems																										
A305 Urban Design I																										
A307 Architectural Design IV																										
A308 Building Construction II																										
A309 Structural Analysis II																										
A310 Electrical and Lighting Systems																										
A311 Urban Design II																										
A312 History of Architecture III																										
A313 Social Doctrine of the Catholic Church																										
A401 Architectural Design V																										
A403 Mechanical Systems																										
A404 Urban Planning I																										
A405 History of Architecture IV																										
A407 Architectural Design VI																										
A408 Building Construction Analysis																										
A410 Urban Planning II																										
A411 Architectural Composition																										
A413 Ethics																										
A414 Professional Practice in Architecture																										
A415 Building Construction Design. Assembly																										
A416 Dimensioning of Structures I																										
A417 Dimensioning of Structures II																										
A501 Architectural Design VII																										
A503 City and Territorial Planning I																										
A505 Architectural Innovation Workshop																										
A506 Architectural Design VIII																										
A508 Design of Building Structures																										
A509 Design of Environmental Mechanical Systems																										
A510 City and Territorial Planning II																										
A512 Legal Architecture																										
A513 Building Construction Design Prototypes																										
A514 Foundations																										
A515 Deontology																										
A601 Thesis Project																										

Appendix 3: Visiting Team Roster

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Report Signatures

Submitted by

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Tamara L. R

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