



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

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December 4, 2023

Dr. Ignacio Sánchez Díaz
Rector
Pontificia Universidad Católica de Chile
Avenida Libertador Bernardo O'Higgins 340
Santiago, Chile

Sent via email

Dear Dr. Sánchez Díaz:

At its November 2-4, 2023, the NAAB Board of Directors reviewed the application for Continuing International Certification, including the Visiting Team Report (VTR), from the Licentiate in Architecture (400 credits) and Professional Degree in Architecture (550 credit hours) programs at Pontificia Universidad Católica de Chile.

Based on the review of this application, the NAAB Board of Directors voted to grant the Licentiate in Architecture (400 credits) and Professional Degree in Architecture (550 credit hours) programs a six-year term of International Certification and with the following Conditions noted as 'not met' (see VTR for details):

- B.3 Codes and Regulations
- B.9 Building Service Systems
- D.2 Project Management

Consistent with the *2019 Procedures for NAAB International Certification*, all programs with Visiting Team Reports that identify 'not-met' Student Performance Criteria are required to submit an Interim Progress Report (IPR). Your program's IPR is due to NAAB on or before **November 30, 2025**. NAAB will provide a template for the report under a separate cover on or before March 30, 2025.

Further, the program is required to make the following documents available, in their entirety, on the Pontificia Universidad Católica de Chile website:

- 2023 Visiting Team Report (attached)
- Program Self-Evaluation Report prepared for the 2023 visit
- [2019 Conditions for NAAB International Certification](#)
- [2019 Procedures for NAAB International Certification](#)

The program's International Certification term is effective January 1, 2022, and the program is scheduled for its next visit for Continuing International Certification in

2028. This visit will be conducted under the provisions of the NAAB Conditions and Procedures for International Certification in effect at the time of the visit.

Thank you for your continued support of quality assurance in architecture education.

Sincerely,

A handwritten signature in dark ink, reading "Stephen Schreiber". The signature is fluid and cursive, with the first name "Stephen" and last name "Schreiber" clearly legible.

Stephen Schreiber, FAIA, NCARB, DPACSA
President

cc: Mr. Luis Eduardo Bresciani, Director
Mr. Mario Ubilla, Dean
Mr. Osvaldo Moreno, Academic Affairs Deputy Director
Ms. Elvira Pérez, Research and Development Deputy Director
Ms. Montserrat Rojas, Accreditation Coordinator



Pontificia Universidad Católica de Chile
School of Architecture

2023 Visiting Team Report
Continuing NAAB International Certification
May 30-June 1, 2023

Licentiate in Architecture (400 credit hours)

Professional Degree in Architecture (550 credit hours)

The National Architectural Accrediting Board

Date of last visit: April 9-13, 2016

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 would like to thank Provost Guillermo Marshall, Deputy Director of Academic Affairs Professor Osvaldo Moreno, Dean Mario Urbilla, Financial Officer Professor Marcos Parraguez, and Director Luis Eduardo Bresciani for their open and frank discussions. We were delighted to be assured that the School of Architecture is an integral component of the institution's mission in fulfilling its commitment as one of Chile's leading university and architectural programs.

The program's curriculum content was well-described and carefully documented the program's efforts to comply with the NAAB 2019 Conditions for International Certification. The team appreciated the candid commentary and thoroughness of the responses given to the team during our virtual meetings. During the visit, the team found a program that continues to assess its curriculum thoroughly and is committed to realigning its academic content, setting in place a solid foundation for the future of its program.

The program is structurally sound and healthy, and yet willing to improve and enhance its teachings. The team was impressed by the comprehensive effort the faculty spends developing a rich educational environment for its students and found that the program is currently crafting the program's five-year developmental plan which is intended to continue developing its solid educational foundation to continuously improve its academic offerings. An opportunity to further enhance the students' learning experience and knowledge base.

The program has a strong vision, a clear focus, and a unique commitment to collaborative governance, thus guiding the program's leadership in their ability to stay innovative and relevant. The faculty is committed to scholarship, research, and community engagement promoting the advancement of design, urban planning, architecture, and the role architects bring into the community. The program is not self-satisfied; but instead, continuously seeks to improve itself and the design community it serves. The non-teaching staff is also equally committed, passionate, and supportive of the students in pursuing their education to become architects. Additionally, the program continuously enriches the student's education by balancing tenured, special-tenured, and non-tenured faculty to provide the skills the students will need in their future practice.

The team has found that the program has a solid foundation that, with a few adjustments to its pedagogy, will continue to excel in delivering a sound foundation for future architects. The student body is eager to learn, willing to improve, and search for opportunities to serve as leaders in their community. They are committed to searching for knowledge and enhancing the academic community and the campus. The team was impressed by the passion, clarity, and dedication we were able to experience in our dealing with the students and their student leadership.

The team was also impressed with the program's diversity of internship programs, from Practical Office Experience to the Practical Service Experience, to instill civic engagement in their students. Especially the school's commitment to participation and promoting opportunities for all students to engage within the Chilean community. The team was also delighted to find a dedicated group of alumni that champions the program's achievements and those of its graduates. Their support continues to advance the reputation and value of the program.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
		B.3 Codes and Regulations B.9 Building Service Systems D.2 Project Management

c. Items to Address

1. The team was concerned about the ability of the program to document students' compliance with the elements of the SPCs, since the team had difficulty finding consistent achievement from the selected student work. The integration of the criteria had to be verified through anecdotal information gathered through meetings with the faculty and students for the following SPCs: A1 Professional Communication Skills, A.5 Ordering Systems, A.6 Use of Precedents, B.1 Pre-Design, B.2 Site Design, B.10 Financial Considerations, C.3 Integrative Design, D.3 Business Practices, D.4 Legal Responsibilities.
2. The team observed that covering the subjects through lectures or demonstrative components of the studio projects is a helpful assessment standard, and it is vital in the assembly of their student performance exhibits and curriculum components.
3. The integration of educational requirements to comply with the Ministry of Education, their licensing obligations, and the NAAB and RIBA certifications should be assessed to complete their new 2023 Developmental Plan for the University and the School of Architecture, as they desire for students to be able to enter the profession in three very distinctive regulatory requirements.

d. Progress Since the Previous Visit

II.2.2 Professional Degrees and Curriculum: For substantial equivalency, 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. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.

2016 Visiting Team Assessment of II.2.2 Professional Degrees and Curriculum: **Not Met:** The program is implementing a new curriculum, which was designed with a sound rationale and will be completed in about a year as students from the prior curriculum graduate out and the first cohort of students of the new curriculum work their way through the program. Although the changes will primarily affect the final 2 years of the curriculum (where studies are all of a professional nature), they may have posed a challenge to the program to meet this condition. In fact, when counting Physics (10 PUCC credits) and language courses (Spanish and English, 5 PUCC credits each), General Studies account for 18% of the professional architecture degree. Evidence of this was found in the APR (on pp. 124-139, in particular, Annex A, p. 136, and in Appendix 4.18, p. 250) and in conversations that the team held with the school administration. The team recognizes that this is a minor deficiency that the program can easily address, precisely because of the strong Curriculum Review and Development process and structure already in place.

2023 Visiting Team Assessment:

☒ [condition/criterion] is **Met**

In accordance with the information provided in the PSER and verified through our meetings with the University Provost, Director of Academic Affairs, and the Program Director, the programs have

undergone two enhancement efforts since the last NAAB visit in 2016. Both the program and the university are currently developing their 2023-2028 Developmental Plan which will continue to enhance their curriculum and degree requirements. The program is committed to including the findings of this 2023 Visit as part of their new improvements. As stated in the PSER, the program "is currently in a reform study process to be able to implement the changes requested by the University within the years 2023-24. This curricular update will ensure that the credits for general education courses (non-architectural topics) reach the 20% required by the NAAB. After implementing this new General Formation, the architecture course will have a total of 120 credits dedicated to general training courses, which is equivalent to 21.8% of the total credits (550). As this is not possible, one of the four current minimum courses will have to be eliminated, leaving 110 credits, equivalent to 20% of the total. As this process is under development, the Program is committed to informing the NAAB board as soon as we have a clear route to follow, prior to the implementation of such changes as requested."

B.2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

2016 Visiting Team Assessment of B.2. Accessibility: **Not Met:** The school teaches the concepts of accessibility, and evidence of accessible site design was found. Some evidence of building accessibility was found in studio work; however, the team did not find that this evidence was consistent across studios or with respect to all elements of accessible design. As such, the team believes that this condition is Not Met at the time of this visit.

2023 Visiting Team Assessment:

☒ [condition/criterion] is **Met**

In accordance with the information provided in the PSER, review of the student work, and verified through meetings with students and faculty, the program has improved in their compliance with the previous B.2 Accessibility requirements. In addition, since 2021, their students have access to the document "Universal Accessibility Regulations - Synthesis Drawn and Commented" an interpretative work on the norm. Additionally in 2016, Decree 50 was enacted by the government, which introduced new universal accessibility standards in the General Ordinance of Urbanism and Construction (OGUC), cementing the update of this norm to Law 20.422 (2010). Students are required to resolve accessible design challenges in AQT0200 Formative Studio and Representation II, AQT0400 Formative Studio IV, and AQT0500 Formative Studio V. Additionally, the program has conducted lectures, workshops, and other opportunities for students to be engaged in accessibility issues and develop their knowledge and skills. The school has made substantial progress toward meeting the requirements of this SPC (which is no longer a standalone criteria), and the team found clear evidence of accessible site design and some evidence of accessible building design. However, the team did not find that this evidence was consistently illustrated.

B.11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

2016 Visiting Team Assessment of B.11. Building Service Systems Integration: **Not Met:** The school teaches the concepts of accessibility, and evidence of accessible site design was found. Some evidence of building accessibility was found in studio work; however, the team did not find that this evidence was consistent across studios or with respect to all elements of accessible design. As such, the team believes that this condition is Not Met at the time of this visit.

2023 Visiting Team Assessment:

☒ [condition/criterion] is **Met**

In accordance with the information provided in the PSER, review of the student's works, and verified through our meetings with students and faculty, the program now includes AQC0300 Building Systems and Architectural Project in its academic offering. This course is intended to develop the essential criteria and tools to incorporate installations and passive and active conditioning systems into the architectural project. The course integrates lectures, theory, and case studies intended to trigger critical ideas regarding the design of buildings. From the beginning, the course integrates the strategies (active and passive) and systems (installations, lighting, sanitation, air conditioning, and ventilation) necessary for human activities and considers comfort, safety, and sanitation in the interior space, making efficient use of available natural resources (efficiency) and considering the demands of the environment and the urban infrastructure on the building.

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] Described

2023 Analysis/Review of I.1.1: In accordance with the NAAB requirement and as described on the PSER pages 4-13, the Pontificia Católica Universidad de Chile (PUCCh) architecture program brings a rich and long-lived history beginning in the late 19th century. The history and mission of the program are described in detail, and it presents a thorough description that meets the requirements of the NAAB as prescribed for this criterion.

In summary, PUCCh was founded on June 21, 1888, with the goal of being an institution that would integrate academic excellence and a formation inspired by the Christian doctrine. In the beginning, the University had only two courses: Law and Mathematics. However, over the years, classes increased, and the schools multiplied. In 1894, the first course on architecture in Chile was held. The first graduates were civil engineers, architects, and licentiates in law. From 1920 onwards, the visionary attitude of Rector Monsignor Carlos Casanueva promoted the establishment of six new faculties: Architecture, Economy, Philosophy and Educational Sciences, Medicine, Technology, and Theology, as well as the University Sports Club, the Medical Hospital and the Student Federation. Another important goal of that time was the state subsidy, granted in merit to the importance and prestige that the University had acquired in Chilean society. Currently, the PUCCh is a private (publicly supported), urban, multi-campus university. Its 18 faculties are distributed in four campuses in Santiago - Casa Central, Campus San Joaquín, Campus Oriente, and Campus Lo Contador - and a regional campus located in Villarrica, in southern Chile. It has approximately 22,600 students enrolled in undergraduate programs and 3,000 in graduate programs, covering a wide range of disciplines and professional schools. It has an academic staff of more than 3,400 professors, several of whom have received prestigious national and international awards for their contribution to the country. In recent years, the university's leadership in research, undergraduate, and graduate programs have considerably influenced the country's cultural and scientific development.

Since its foundation, the PUCCh has continuously developed its existing facilities and institutions and contributed to the PUCCh community's intellectual, creative, and spiritual capacities. The university believes that the progress of Chile relies on the contribution of higher educational institutions, the generation of new knowledge, public policy proposals, and the promotion of technological transfer. The PUCCh's mission is "to achieve excellence in the creation and transfer of knowledge and in the formation of people, inspired by a Catholic conception and always at the service of the Church and society." With the following initiative to fulfill their mission, the PUCCh Wood Innovation Center, the Atacama Desert Studies Center, the Cultural Heritage Center, the PUCCh Policies Center, the ELEMENTAL Program, the PUCCh Sustainable Urban Development Center, the PUCCh City Observatory, the National Center of Research and Integrated Management of Natural Disasters, PUCCh Energy Center, PUCCh Concrete Innovation Center,

PUCC Innovation Center - Anacleto Angelini, and the ARQ PUCC at the Faculty of Architecture, Design, and Urban Studies.

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 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] Described

2023 Analysis/Review of I.1.2: Based on the information provided in the PSER on pages 12 -17, as well as in conversations with students and faculty, the program has demonstrated that it maintains a positive, respectful, and healthy learning environment that fosters optimism, inclusion, and innovation among all its members, including faculty, students, administration, and staff.

The program has implemented a well-defined Learning Culture Policy, which was developed collaboratively with faculty and students. The program demonstrates a commitment to adaptability with ongoing assessment and revision of learning culture policies to align with current pedagogical practices and with evolving perspectives of faculty, students, and staff.

Feedback from student representatives reveals their awareness of the Learning Culture Policy and Studio Culture Policy, indicating that the program effectively communicates these policies to the student body. Students have been given opportunities to provide their feedback on the policies to program administration, enabling their active participation in shaping the learning environment. Conversations with students further affirm their positive perception of the program, indicating they feel valued and supported as active participants.

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] Described

2023 Analysis/Review of I.1.3: The Declaration of Principles makes explicit reference to equality for all who are part of its educational project. Based on the documents provided, the architecture program responds to the university's principles and policies of equal opportunities with the academic community, regardless of ethnicity, creed, origin, gender, age, physical ability, or sexual orientation. Additionally, as an institution under the stewardship of the Catholic Church and for the fulfillment of its mission, the PUCC requires, in addition to its condition as a university, the witness of faith of its academics, as well as of its other members, without excluding from its bosom those who do not participate in the faith of the Church, obliging itself to the most delicate respect for their consciences. Likewise, all its members are required to respect and be open to the principles that inform the University and to the mission it has received from the Church. The regulatory mechanisms for Learning Culture and Social Equity principles are formalized not

only in the PUCC and the Faculty of Architecture Design and Urban Studies Statutes, but also by PUCC Regulations concerning students, Faculty, and staff.

Students, Faculty, and visitors have access to the institution's policies through their website at <https://inclusion.uc.cl>.

The university-wide diversity policy elaborates on compliance with various agencies that have oversight of the university and their conviction that diversity of ability, culture, race, gender, sexual orientation, age, ideology, or any other social or economic condition contributes to an environment of creativity and innovation. As part of their commitment to inclusion and equity, the university has extensive programs available for students and faculty to maintain their equity goals. Some financial programs include the PUCC Academic Excellence Scholarships and Awards, PUCC Scholarships based on the student's socioeconomic level, Ministry of Education Scholarships, and External Scholarships, in which each category has multiple scholarship programs. Refer to the PSER Appendix 19 - Student Financial Aid 2016 – 2022 for a detailed list of all scholarships awarded.

Included in the PSER and verified during our discussion with the leadership, faculty, and staff, the program has worked diligently in developing various instruments to ensure that the faculty and the staff are given the appropriate protection and oversight. In terms of academic policies, PUCC aspires to person-centered academic management, which is characterized by being participatory and practical, based on the practices and values of the Catholic identity of the institution. Policies are, therefore, developed in tandem with the academic structure's personal and community management policies.

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] Described

2023 Analysis/Review of I.1.4:

- A. Collaboration and Leadership.** The program provided the team with an extensive list of programs and avenues for their students to collaborate with their community and for the development of leadership skills. Pages 24 – 27 of the PSER contain such programs and expected outcomes. The institution is guided by a handful of goals or mission statements that are at the core of its engagement. Their academic community is committed to quality and excellence and putting human dignity, social justice, and sustainable development at the center of their work. They consider that the role of architecture is

the construction of the common good. To this end, PUCC engages in a public agenda that integrates the needs of Chilean society and the existing resources of the university. The students are engaged in over twenty programs that are geared towards community enhancements and taking a leadership role in advancing architecture. It is apparent by the response in the PSER that this program has a strong sense of self and its role in the community as a leader and collaborator.

- B. **Design.** At the core of their commitment stands this statement: “The School is oriented to train professionals with high sensitivity to the needs of clients, communities, and society in all its dimensions through the creation of skills for the understanding of urban, territorial, historical, social, environmental, and cultural contexts, the capacities of researching, of collaborative work and Design oriented towards quality, innovation and social responsibility, more than mere works of art.” The university expects to prepare its students for insertion into the complex world of work. Their studios are focused on dealing with contemporary community issues that impact the built environment, allowing each student to understand history, construction, structures, urban planning, and technology. The studios are blended into a specific foundation that is modified to conform to each student's unique skill sets and beliefs. Their approach is again driven by creating collaborative environments that are further enhanced by their hands-on approach to problem-solving. It is apparent by the response in the PSER that this program has a strong sense of the value that design brings to its curriculum. Page 28 of the PSER describes the core foundation of the program which is further enhanced by the student's work throughout the program.
- C. **Professional Opportunity.** As presented on the PSER, the program engages its students for insertion into the complex world of work. This preparation is based on a solid education in ethical values and academic excellence, which are characteristics of the PUCC Educational Project. In order to keep the program connected to the profession, each semester, renowned architects are invited to participate as design studio professors or as tutors for final projects; and external jurors (practitioners) participate in the final evaluation of the student performance and project. Members of the program's leadership are practicing professionals and faculty members. The program also invites practicing architects to be permanent committee members, as a way to self-evaluate and as a way to constantly update both the content and educational approaches relative to the profession's and their community's needs. The architecture program at PUCC serves as the licensing agency for the country when awarding their graduates their professional degree and licensure. Pages 28 – 32 of the PSER explain these programs and expected outcomes.
- D. **Stewardship of the Environment.** A. The architecture program at PUCC has a broad and clear definition of its role and commitment to its environment. Regarding the environment, the university's interest in sustainability dates back to 1988; and in the 1990s, progress was made in research and in the creation of the first academic courses and certificates on environmental issues. In 2009, the Ecological Council PUCC (CEUC) was created as part of the institution. In 2011, the Office of Sustainability was opened, which was renamed the Sustainability Department in 2016. Students are engaged in many courses and activities that allow them to become better stewards of the environment. The institution is also involved in efforts that have an apparent operational influence inside their campuses: Energy, Waste, Water, Green Office, Biodiversity, and Transportation. Their curriculum reflects a multitude of opportunities to gain credits, certifications, or degrees that have a substantial impact on environmental stewardship. Included under these multiple opportunities is the program collaboration with the Chilean Association of Architects (CAA). The program believes that the CAA plays a crucial ethical role with its members and advocates for the protection and prestige of the profession and its proper practices, including its environmental advocacy. Similarly, students are encouraged to participate in over a dozen organizations that promote political advocacy towards the environment. Pages 32-37 of the PSER describe such programs and expected outcomes.
- E. **Community and Social Responsibility.** The program begins this section of their response with the following statement – “The PUCC Statement of Principles declares that the University “seeks to play a leading role in the country's development, by educating people to be agents of change and producing high quality knowledge to promote progress and deliver solutions to Chilean's problems”. And from Pages 37 – 43 of the PSER are full of description of such programs and expected outcomes the programs strive for. regional, national, and at times international engagement from their students and

alumni. Within their program, there are National and International Outreach Activities effort that is monitored and assessed in order to remain relevant. For publications, projects, community engagements, and other services the program continually engages the students to better understand their community responsibilities. They maintain a strong presence in social media through their Facebook, Instagram, and Twitter pages. National and International Outreach Activities can be found in Supplemental Material that was included with their PSER- Appendix 16. They were involved and continue to be involved with Chile Drought and Climate Change issues, Covid-19 Pandemic, Chilean Social Unrest Issues, and developing design studios based on national and international demands.

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] Described

2023 Analysis/Review of I.1.5:

The International Certification degree programs at the Faculty of Architecture, Design and Urban Studies – School of Architecture at PUCC are embedded within the overall strategy for mid and long-term planning and development. These programs are clearly and duly presented in pages 45-46 of the PSER. These are summarized in the following two excerpts:

A. UC Development Plan 2022-2023

Long-range planning at the University is completed every five years based on the Development Plan. Based on the University's mission statement, the Development Plan defines some general goals to be reached (a vision for the future), a "strategic analysis," and an action plan. These plans are developed by the University's Governing Board, which analyzes ideas and proposals during "Planning Journeys." Each Faculty's leadership, academics, students, professionals, and administrators and the various commissions of the University's Honorable High Council participate in these meetings. The guidelines and objectives of the development plan proposed by the University are given to the various Faculties, which are then in charge of creating and executing their development plan, along with an economic evaluation and prioritization of sums needed for budget allocation.

To ensure continuity in long-term planning, projects, or actions, the University has established that the Development Plans do not coincide with the mandates of the different authorities of the University or the Faculty. The current PUCC Development Plan is for the period 2020-2025. The process of formulating a plan for each department of the University begins after the proposed plan is presented to the entire academic community. The FADEU prepares its own development plan, which is submitted to the University's Governing Council for approval, as is the case of the FADEU Strategic Plan 2019-2023.

B. FADEU 2019-2023 Strategic Plan 56

This is four- or five-year; the period is established once the Governing Board approves the plan. The current strategic plan proposes four main strategic directions:

1. **Innovation and Strengthening of Undergraduate Teaching** in terms of strengthening the quality of teaching, attracting and incorporating new academics to implement a new FADEU ecosystem based on strategic interdisciplinary lines, and promoting innovation and interdisciplinary in the undergraduate program linked to this new ecosystem and industry.
2. **High Impact FADEU Doctorate** in terms of consolidating a doctoral program of high national and international impact, incorporating new disciplinary areas and the development of research in transversal lines, to train leading PhDs in academia, capable of impacting public policies and the development of the industry, both nationally and in Latin America.

3. **FADEU Master's Degree for the Latin American Region** in terms of strengthening the current Master's Degree programs with the objective of developing new disciplinary niches, generating an attractive Master's Degree platform with an emphasis on professional specialty oriented to national and Latin American external students and also defining the necessary mechanisms to connect the different levels of training.
4. **Integral Centralization of FADEU** related to strengthening and supporting the different academic units, centers, programs, research clusters, and other relevant instances of the faculty in a coordinated manner, positioning the FADEU coherently within the University and in the external environment.

C. ARQ UC is aligned with the main strategic focuses of the FADEU Development Plan 57: Refer to Refs 55, 56, and 57 in the PSER for a comprehensive description of the Development Plan.

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] Described

2023 Analysis/Review of I.1.6:

The PSER provides documentation of effective assessment procedures on pages 48- 53. The program exhibits a consistent dedication to self-assessment, actively identifying areas for improvement and utilizing the findings to drive changes that enhance student success and improve learning opportunities. The program effectively integrates self-assessment outcomes into a comprehensive plan encompassing curriculum development, physical infrastructure enhancements, faculty and staff development, and increased research and innovation.

The program's commitment to self-assessment is evident through its systematic evaluation of progress toward the program's mission and stated objectives. By setting clear multi-year goals, the program demonstrates a forward-thinking approach and regularly measures its progress against these objectives. This practice ensures a proactive stance in identifying areas of strength and areas requiring improvement.

The program exhibits a well-reasoned process for curricular assessment and development. The roles and responsibilities of the various personnel and committees involved in this process are clearly defined. The program actively engages the curriculum committee, program coordinators, and department chairs or directors in shaping curricular agendas and initiatives. This collaborative approach allows for effective decision-making and ensures the curriculum remains relevant and aligned with the program's goals and objectives.

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] Demonstrated

2023 Analysis/Review of I.1.6:

The program describes its human resources and human resources development in the PSER on pages 54 to 67. The program effectively demonstrates its commitment to human resources and human resource development, ensuring optimal support for student learning and achievement. The program exhibits a well-balanced and diverse team of full- and part-time instructional faculty, administrative leaders, as well as technical, organizational, and other support staff, demonstrating the program's dedication to providing comprehensive support.

The program's emphasis on balancing faculty workloads fosters a conducive tutorial exchange between students and teachers, facilitating student achievement. This approach promotes meaningful engagement and individualized attention, contributing to the overall success of students within the program.

The program places great importance on the professional development of its faculty and staff, recognizing its significance in program improvement. By providing opportunities for professional growth, the program ensures that its team remains up to date with current practices and continues to enhance its individual expertise, directly benefiting the quality of instruction and support offered to students.

The program's commitment to providing vital support services reflects its dedication to fostering holistic student development and ensuring successful transitions into their desired career paths. The program demonstrates a comprehensive range of support services available to students. These services encompass academic and personal advising, career guidance, and internship or job placement assistance.

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] Demonstrated

2023 Team Assessment of I.2.2:

As described by the PSER and validated by the conversation with faculty and students, the team found this criterion to be demonstrated.

Few places in Santiago remain unchanged and have preserved their original features as much as Lo Contador, a wonderful and historic site in the district of Providencia, located between the San Cristóbal Hill and the Mapocho River. The building is described as follows the School of Architecture is situated on the Lo Contador campus, which shares with the Design School and Urban Studies Institute. The structures around the colonial patio were built over time: first the two-story pavilion, followed by the U-shaped structure that encloses the garden, with its corridor surrounding the patio. The cluster of buildings that compose this facility support and encourages all students to work and study in an open and collaborative environment. Their open-door policies allow the students to engage and observe studio presentations and share learning opportunities.

Facilities at PUCC are designed to enhance the teaching and learning experience and serve as a critical connection to their community. They are a stable program with a cap in their growth, and their physical resources are hand in hand with their needs. They have the latest technology available to students to improve their productivity and efficiency in their learning process. In all our meetings, appreciation from the central university administration for the program facilities and their development was evident.

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

[X] Demonstrated

2023 Team Assessment of I.2.3:

The PSER and meetings with the faculty, program leadership, and dean demonstrate compliance with this condition. Financial resources (as evidenced in the PSER on pages 78-80) are adequate to support achieving the program's mission. As stated in their report, the school manages a direct budget that is divided into four categories: professors' salaries, administrative salaries, teaching assistants' salaries, and general expenses. Two different sources finance these expenses:

- centralized funds originating mainly from undergraduate admission and tuition fees, and
- decentralized funds that the school generates through other activities (graduate programs, external services, extension programs, and donations).

The one aspect of their financial model that may cause concern to the institution is that 20% of their operating expenses are financed by decentralized funds, which the institution cannot guarantee will be collected yearly. After speaking with Marcos Parraguez, the university's Chief Financial Officer, the team was advised that historically this fund has generated a five percent variation from year to year but is otherwise stable. We were also informed that the decentralized funds collected in the current academic year are used for the following academic calendar year.

Scholarships and awards of financial aid (page 80 of PSER and Appendix 21) are provided in considerable numbers, and they seem equivalent—adjusted for the different costs of living—to those of comparable US programs. The program states that the number of students receiving additional financial aid varies yearly. Still, there has been a noticeable increase in the number of students receiving benefits in the past six years.

In conclusion, the university's recent financial history demonstrated financial stability and the capability to support the current program, faculty, and operational expenses. Their century-old history is characterized by steady enrollment and revenue and expense containment.

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] Demonstrated

2023 Team Assessment of I.2.4:

The PSER and meetings with the program leadership, staff, and faculty demonstrate the program's compliance with this condition. Since the Covid-19 Pandemic, the information resources team has begun to transfer books and magazines to a digital format, thus allowing students and faculty access to the material. They are members of National and International Library Exchange Networks, allowing the faculty and students access to material unavailable in their facility. They provide both on-site and virtual services.

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

2023 Team Assessment of I.2.5:

The program effectively outlines its administrative and governance structures in the PSER on pages 89-92. Through our interactions with faculty, staff, and students, we have observed a well-established administrative framework that ensures smooth program operations. The roles and responsibilities of key personnel are clearly defined, and their collaboration with other administrative entities within the school, college, and institution is evident.

The program demonstrates a strong commitment to inclusive governance by actively involving faculty, staff, and students in decision-making processes. Their contributions to program planning and policy development are valued and integrated into the program's overall direction. The program's governance structures are effectively connected to the broader governance systems of the academic unit and the institution, fostering a cohesive and collaborative environment.

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 client, 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] Met

2023 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQR1000 Digital Production I, AQR2000 Digital Production II, and AQT006X Research and Studio 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] Met

2023 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQT0000 Formative Studio and Representation I, AQT0200 Formative Studio and Representation II, AQH0200 Ancient History and the Classical, and AQT0300 Formative Studio and Representation III.

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

2023 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQH0300 Architecture and the Modern Tradition and AQT006X Research and Project Studio.

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

2023 Team Assessment of A.4: This Criteria Met with Distinction: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQT0200 Formative Studio and Representation II, AQT0300 Formative Studio and Representation III, AQT0400 Formative Studio IV, and AQT0500 Formative Studio V.

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

2023 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for AQT0000 Formative Studio and Representation I, FIS1032 General Physics, and MAT1307 Geometry, repetitively. Additional evidence was found on AQT0300 Formative Studio and Representation II and AQT0300 Formative Studio and Representation III.

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

2023 Team Assessment of A.6: Evidence of student achievement at the prescribed level was not found in student work prepared for courses, AQH0000 Introduction to Architecture, AQU0200 City and Landscape II, and AQH0400 Contemporary Architecture Debates, respectively. However, evidence was found in students' work for AQT0500 Formative Studio V, and ARQ 3000 Formulation of Research Project.

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

2023 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQH0000 Introduction to Architecture, AQH0200 Ancient Architecture and Classical Tradition, AQU0000 City and Landscape I, AQH0300 Architecture and the Modern Tradition, AQU0300 City and Landscape III, and AQH0400 Contemporary Architecture Debate.

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] Met

2023 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for courses FIL184A Ethics in Architecture in the City and in the Landscape, AQU0000 City and Landscape, and ARQ3001 Contemporary Architecture Problems.

Realm A. General Team Commentary: After reviewing the evidence submitted, the visiting team found student achievement in Realm A to be quite responsive and, as such, meet each required level of skills. The visiting team identified the program's commitment to pairing the current digital environment with traditional analog processes to ensure that students augment their skills and enhance their knowledge of architecture. In particular, student work from the design studios illustrated a consistent improvement in the student's understanding of design complexities (social, political, cultural, and technological) with the student's ability to master the tools and knowledge of the discipline. The program's commitment to research

and the development of expertise in the faculty continues to enhance the student's ability to engage professionally both in their country and in the international arena.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program 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] Met

2023 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for course AQT0500 Formative Studio V. However, there is further evidence of compliance found in student work prepared for the course AQT0400 Formative Studio IV.

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] Met

2023 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for course AQT0400 Formative Studio IV, and additional evidence was found in AQT 0500 Formative Studio V.

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] Not Met

2023 Team Assessment of B.3: Evidence of student achievement at the prescribed level was not found in student work prepared for courses AQC0210 Seismic Resistant Form and AQU0404 City and Landscape IV. Documentation of the evidence required for issues concerning sites, facilities, and systems that are intended to demonstrate the student's responsiveness to codes and regulations, including life safety and accessibility identified in AQT0500 Formative Studio V, TIA -Advance Research Studio (MARQ), AQT100A TPT Degree Project Studio (MARQ) were found to be limited in meeting this criteria.

- 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] Met

2023 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQR1000 Digital Production I, AQR2000 Digital Production II, and AQC0200 Building and Techniques.

- 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

2023 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared for courses FIS1032 General Physics, AQC0110 Structural Elements, AQC0100 Introduction to Building, AQC0210 Seismic Resistant Form, and AQC0300 Building Systems and Architectural.

- 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] Met

2023 Team Assessment of B.6: Evidence of student achievement at the prescribed level has been found in student work prepared for courses AQU0200 City and Landscape II, AQU0300 City and Landscape III, and AQC0300 Building Systems and Architectural Project. However, limited but clear evidence was found to demonstrate the inclusion of active-passive heating and cooling as well as of consistent evidence showing the solar geometry and systems.

- 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] Met

2023 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for AQC0200 Building and Techniques, AQC0202 Building Site Experiences II, ARQ3603 TIA - Advanced Research Studio, and AQT100A TPT Degree Project Studio.

- 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] Met

2023 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQC0110 Structural Elements, AQC0100 Introduction to Building, and AQC0101 Building Site Experiences.

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] Not Met

2023 Team Assessment of B.9: Sufficient evidence of student achievement at the prescribed level was not found as it relates to mechanical, plumbing, electrical, communication, vertical transportation, security or fire protection systems in the course material provided. No documentation was provided for content taught in lecture courses.

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

2023 Team Assessment of B.10: The program did not provide a course to meet this criterion in their SPC Matrix and Documents. Evidence of student achievement at the prescribed level was found in student work prepared for courses AQC0101 Building Site Experiences I, and additional evidence was also found on AQO0100 Practical Office Experience.

Realm B. General Team Commentary: After reviewing the student's work that was submitted, the visiting team determined that the work in Realm B appears to be quite responsive and, as such, meets most of the required skill level. Although the program did not identify any course to demonstrate compliance with B.10, the team found limited evidence of their student's exposure and understanding of financial considerations on a given project through their participation in an internship at a professional office. Regarding SPC B.3 and B.9, the team could not find evidence that the minimum requirements were met.

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] Met

2023 Team Assessment of C.1: This criterion was Met with Distinction: Evidence of student achievement at the prescribed level was found in student work prepared for AQT006X Research and Project Studio, ARQ3001 Contemporary Architecture Problems, ARQ3502 Contemporary Urban Project Theory and Critique, ARQ3000 Formulation of Research Projects, and ARQ3603_TIA Advance Research Studio (MARQ).

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] Met

2023 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQT007X Elective Studio I, AQT008X Elective Studio II, ARQ3070 TES - Specialty Studio, ARQ3071 TIP - Research and Project Studio (MARQ), ARQ3603 TIA - Advanced Research Studio (MARQ), and AQT100A TPT - Degree Project Studio (MARQ).

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.

[X] Met

2023 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for courses AQC007X Elective Studio I, AQC008X Elective Studio II, ARQ3070 TES Specialty Studio, ARQ3071 TIP Research and Project Studio (MARQ), and AQT100A Degree Project Studio (MARQ). Limited additional evidence of student's ability to integrate accessibility was observed in reviewing the body of evidence presented, but limited students' awareness concerning this criterion was found on AQO0100 Practical Office Experience.

Realm C. General Team Commentary: The team found student achievement in Realm C to be quite strong. In particular, the work presented consistent growth in terms of an understanding of the complexities of an architectural project. The emphasis on merging relevant and applied research with innovative modes of professional practice is a great asset to be leveraged for the future qualitative growth of the program. Students' exposure to the rigors of research and integration of issues and skills are at the core of this program, as was well illustrated with the student's work.

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] Met

2023 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for course AQU0404 City and landscape IV, AQS0100 Practical Service Experience, and ARQ3502 Contemporary Urban Project Theory and Critique.

- 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 Met

2023 Team Assessment of D.2: The program did not provide a course to meet this criterion in their SPC Matrix and Documents. Limited evidence was found related to project management on AQO0100 Practical Office Experience showing understanding of methods of selecting consultants and assembling teams, project schedules, or project delivery methods.

- 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] Met

2023 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for course AQO0100 Practical Office Experience. Additional evidence was found in AQS0100 Practical Service Experience.

- 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] Met

2023 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for course AQO0100 Practical Office Experience. Additional evidence was found in AQS0100 Practical Service Experience.

- 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] Met

2023 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for courses FIL184A Ethics in Architecture in the City and Landscape, AQS0100 Practical Service Experience, and ARQ3000 Formulation of Research Projects.

Realm D. General Team Commentary: The team found that while the criteria within this realm were met through work found in FIL184A Ethics in Architecture in the City and Landscape, AQS0100 Practical
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Service Experience, and ARQ3000 Formulation of Research Projects, AQU0404 City and Landscape IV, and ARQ3502 Contemporary Urban Project Theory and Critique; the program has an opportunity of integrating some of the critical elements of this realm into other courses (Realms) throughout their curriculum to add a richer awareness of the values that each of these criteria has in a comprehensive design approach.

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] Met

2023 Team Assessment of II.2.1:

The university provided on page 113 of the PSER a copy of the letter from Katherine Del Carmen Schiaffo Pazoca Subsecretary of Higher Education, Ministry of Education.

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] Met

2023 Team Assessment of II.2.2:

This condition is Met with Distinction and is clearly explained and evidenced in the PSER, pages 114-135.

The program and the institution developed a clear insight and thorough descriptive analysis of the curricular framework.

"The ARQ PUCC curriculum responds to the PUCC educational project (See Annex A at the end of this chapter) and to the profile of the PUCC Architect, both as an opportunity for the development of the discipline and the profession. It is focused and directed towards training professionals who are interested in and will contribute to the architectural development of the country within the discipline of architecture...." PSER, P.114.

Its primary task is to train professionals who can respond adequately to society's current and future needs through a permanent commitment to architecture and sustainable, urban, territorial, and heritage realities, with a special dedication to service and concern for the common good.

The PUCC formation of an Architect is based on two complementary strands in the Curriculum:

1. The Comprehensive Academic Training and the Professional Training.

This commitment aligns with NAAB International Certification Conditions which enables the program to pursue its International Certification designation.

The description of the three stages listed in the PSER p.116 is also worth mentioning.

"The Curriculum is organized in 3 stages: Bachelor, Licentiate, and Qualification: The Bachelor considers four semesters and 200 credits; The Licentiate (that includes Bachelor) considers eight semesters and a total of 400 credits, and the Professional Qualification or professional title + Master's degree consists of three semesters and 150 credits. The three stages are satisfied with a total of 550 credits.

Each of these stages aims to fulfill one or more targets of the UC Architect Profile. The Profile is determined, among other things, by the historical strengths of the EAUC, the challenges of our current times, the duties set by the existing legal frame, and above all, the higher ethical principles that emerge from the UC Mission.

The knowledge and skills that constitute the UC Architect Profile include the learning achievements for each phase (Bachelor, Licentiate, and Qualification). A series of characteristics necessary for proper professional exercise and the integration of particular knowledge and skills define this profile."

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] Demonstrated

2023 Team Assessment: As evidenced and described in the PSER pages 137 – 139, the PUCC in detail the university's methods for admission to its various programs. Their process appears to be thoughtful and comprehensive. Admission to Chilean universities is historically made annually and under the guidance of the Ministry of Education and the Department of Evaluation, Measurement, and Registration of Education (DEMRE). It is rooted in a standardized test given to the population. They have two means of acceptance, centralized admission and direct admission. Centralized admission is the primary and most popular

admission mechanism and is common to 45 universities nationwide, while direct admission (special admission) corresponds to unique processes specific to the universities.

Centralized admission requires not only a high school diploma or equivalent but also a satisfactory percentage on the entrance exams.

Special Admission can be subdivided into two categories: Equity Admissions and Special and Complementary Admissions. Equity admissions take into consideration the following students' demographic characteristics; Applicants with disabilities, Intercultural Admission, Talent and inclusion, PACE UC quota, and Supernumerary quotas (BEA).

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] Met

2023 Team Assessment of II.4.1: Public Information is provided on the school/program website. All links are operational and working, easily accessible and all required information provided.

Statement on International Certification Degrees- This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

Access to NAAB Conditions and Procedures- This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

- NAAB Procedures: <https://acortar.link/W3oNBS>
- NAAB Conditions: <https://acortar.link/tNJMHr>

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] Met

2023 Team Assessment of II.4.2: Evidence of easy and straightforward access to these documents was verified through the following links:

ARQ UC website: <https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

NAAB Procedures: <https://acortar.link/W3oNBS>

NAAB Conditions: <https://acortar.link/tNJMHr>

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] Met

2023 Team Assessment of II.4.3: Evidence of access to career development information was found on the school's website, which can be verified using the link below. Feedback from student and alumni representatives reveals their awareness of this information and indicates that they have access to it.

<https://vidauniversitaria.uc.cl/desarrollo-profesional/centro-desarrollo-profesional>

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-Evaluation¹ 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.

[X] Met

2023 Team Assessment of II.4.4: Public Access to PSER and VTR reports is provided over the school/program website. All links are operational and working, accessible and all required information provided. Evidence is confirmed, as this has also been listed and mentioned in the PSER on page 140.

Public Access to Program Self-Evaluation Reports and Visiting Team Reports

This information is available on the Accreditations section of the ARQ UC website:

<https://arquitectura.uc.cl/programas/pregrado/acreditaciones.html>

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

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] Met

2023 Team Assessment of II.4.5: Evidence of access to information regarding admission and advising are documented and described in the program's PSER. The team was able to confirm the information provided through our conversation with the faculty, advisors, and administrators.

Appendix 1: Conditions Met with Distinction

I.1.4 Defining Perspectives

After careful review, the visiting team found that the school has a strong commitment towards advancing the practice of architecture, both in Chile as well as abroad. The foundation of their pedagogy and curriculum is strongly built within the core of these perspectives. Their commitment towards instilling in their graduates the fine qualities of a citizen architect in the world arena.

I.2.5 Administrative Structure and Governance

After reviewing the PSER and in discussions with the administration, faculty, administrators, the team recognized the collaborative nature of the school administration and the university. Each level in the institution builds upon the knowledge and leadership of each member of the leadership structure. During our visit, the school provided evidence of their commitment to continual improvement through the inclusion of students in committees; dialogue around needed improvements in communication; and curriculum assessment between faculty, staff and students as each cohort moves through the program.

A.4 Architectural Design Skills

The PUCC School of Architecture brings a strong history of instructing their students to excel in areas of design. The team found evidence achieving the required level of understanding in course syllabi, objectives, and the assignments found in the student work on AQT0200 Formative Studio and Representation II, AQT0300 Formative Studio and Representation III, AQT0400 Formative Studio IV, and AQT0500 Formative Studio V. Additionally, the work of the students throughout the overall program demonstrated a strong skillset and capacity for understanding of this student criteria.

C.1 Research

The PUCC School of Architecture prepares students to engage in areas of research and innovation via the core design studios and academic offerings. The team found evidence achieving the required level of understanding in course syllabi, objectives, and the assignments of AQT006X Research and Project Studio, ARQ3001 Contemporary Architecture Problems, ARQ3502 Contemporary Urban Project Theory and Critique, ARQ3000 Formulation of Research Projects, and ARQ3603_TIA Advance Research Studio (MARQ). This sequence of required courses integrates applied research and research-based solutions to support innovative design in building technologies, environmental systems, and technological approaches.

II.2.2 Professional Degrees and Curriculum

The program and the institution developed a clear insight and thorough descriptive analysis of the curricular framework. "The ARQ PUCC curriculum responds to the PUCC educational project (See Annex A at the end of this chapter) and to the profile of the PUCC Architect, both as an opportunity for the development of the discipline and the profession. It is focused and directed towards training professionals who are interested in and will contribute to the architectural development of the country within the discipline of architecture...."

Appendix 2: Team SPC Matrix

SPC Matrix

Student Performance Criteria

School of Architecture

Pontificia Universidad Católica de Chile

December 2022

SPC Matrix

Student Performance Criteria

School of Architecture

Pontificia Universidad Católica de Chile

December 2022

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 met in NAAB ICert Program

Code	Curse	Realm A					Realm B										Realm C					Realm D					
1	AQT0000	Formative Studio and Representation I	P			P																					
2	AQH0000	Introduction to Architecture					P	P																			
3	FIL184A	Ethics in Architecture, in the City and in							P																	P	
4	FIS1032	General Physics							P						P												
5	AQT0200	Formative Studio and Representation II	P			P	S																				
6	AQH0200	Ancient Architecture and the Classical	P							P																	
7	AQC0110	Structural Elements												P			P		S								
8	MAT 1000 o	Mathematics																									
9	AQT0300	Formative Studio and Representation III	P			P	S																				
10	MAT1307	Geometry					P																				
11	AQC0100	Introduction to Building												P			P										
12	AQU0000	City and Landscape I							P	P																	
13	AQT0400	Formative Studio IV					P				S	P															
14	AQR1000	Digital Production I	P											P													
15	AQH0300	Architecture and the Modern Tradition				P				P																	
16	AQU0200	City and Landscape II							P							P											
17	AQC0101	Building Site Experiences I															P		S								
18	AQC0210	Seismic Resistant Form											P		P												
19	AQT0500	Formative Studio V					P		S			P	S	S													
20	AQR2000	Digital Production II	P											P													
21	AQU0300	City and Landscape III							P							P											
22	AQC0200	Building and Techniques												P			P										
23	AQT006X	Research and Project Studio	S			P														P							
24	AQH0400	Contemporary Architecture Debates							P	P																	
25	AQC0202	Building Site Experiences II															P										
26	AQT007X	Elective Studio I																			P	P					
27	AQT008X	Elective Studio II																			P	P					
28	AQU0404	City and Landscape IV										P												P			
29	AQC0300	Building Systems and Architectural														P			P								
30	AQS0100	Practical Service Experience																					P		S	S	P
31	AQO0100	Practical Office Experience																S		S				P	P		
32	ARQ3070	TES - Speciality Studio																			P	P					
33	ARQ3001	Contemporary Architecture Problems							P											P							
34	ARQ3071	TIP - Research and Project Studio (MARQ)																			P	P					
35	ARQ3502	Contemporary Urban Project: Theory and																		P			P				
36	ARQ3000	Formulation of Research Projects							S											P						P	
37	ARQ3603	TIA - Advanced Research Studio (MARQ)										S				P				P	P						
38	AQT100A	TPT - Degree Project Studio (MARQ)										S				P				P	P						

P Evidence as provided by Program

S Additional Evidence as found by the team

Appendix 3: Visiting Team Roster

Team chair

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Fodil Fadli, Ph.D
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Ryan Cusack, Assoc. AIA
team member



Soleil Sipes
team member