

***Architecture  
Program Report-  
Initial Candidacy***

**Universidad de Las Américas**  
Quito, Ecuador

Submitted: June 2024

**NAAB**

National  
Architectural  
Accrediting  
Board, Inc.



## Architecture Program Report-Candidacy (APR-C)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

<b>Institution</b>	<b>Universidad de Las Américas - UDLA</b>
<b>Name of Academic Unit</b>	College of Architecture and Design
<b>Degree(s)</b> ( <i>check all that apply</i> )  <b>Track(s)</b> ( <i>Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i>  <i>150 semester undergraduate credit hours</i>  <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i>  <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours</i> )	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u>  Track:  <input type="checkbox"/> <u>Master of Architecture</u>  Track:  Track:  <input type="checkbox"/> <u>Doctor of Architecture</u>  Track:  Track:
<b>Application for Accreditation</b>	<b>Initial Candidacy</b>
<b>Year of Previous Visit</b>	April 2024
<b>Current Term of Accreditation</b> ( <i>refer to most recent decision letter</i> )	Eligibility
<b>Program Administrator</b>	Raed Gindeya, Architecture Program Director
<b>Chief Administrator</b> for the academic unit in which the program is located ( <i>e.g., dean or department chair</i> )	Rafael Vélez, Dean of the College of Architecture and Design
<b>Chief Academic Officer of the Institution</b>	Dr. Marlana León, Academic Vice-Rector
<b>President of the Institution</b>	Dr. Gonzalo Mendieta, Rector (CEO of the Institution)
<b>Individual submitting the APR</b>	Verónica Delgado, Head of International Accreditation
<b>Name and email address of individual to whom questions should be directed</b>	Verónica Delgado, Head of International Accreditation veronica.delgado@udla.edu.ec

### Submission Requirements:

- The APR-C must be submitted as one PDF document, with supporting materials
- The APR-C must not exceed 20 MB and 150 pages
- The APR-C template document shall not be reformatted



## **INSTRUCTIONS FOR APR-C**

### **Initial Candidacy**

The APR-C for initial candidacy must include the following appendices:

- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

### **Continuation of Candidacy**

The APR-C for continuation of candidacy must include the following appendices:

- the previous VTR
- the Plan for Achieving Initial Accreditation (documenting the program's progress)
- the eligibility memorandum

Instructions for the preparation, format, and submittal of the APR-C are published in the "Guidelines to the Accreditation Process."



## INTRODUCTION

### **Progress since Eligibility Virtual Visit**

#### **Program Response:**

After submitting the Eligibility Report and completing the eligibility visit in April 2024, the directors of NAAB reviewed and accepted the eligibility candidacy of Universidad de Las Américas (UDLA) for its Bachelor of Architecture Program. An on-site visit for initial candidacy has been scheduled for fall 2024. Since the eligibility visit the program has initiated essential curricular and academic management changes to meet NAAB's standards and requirements. The initial stage involves specific revisions and updates to the [former Plan of Study](#), aimed at improving the program's core knowledge areas, based on the gaps identified in the Program and Student Criteria in the Eligibility Report. In addition, the [new Plan of Study](#) establishes a revised set of Program Learning Outcomes (PLOs) and a supplementary set of Course Learning Outcomes (CLOs) that ensure students gain the expertise mandated by NAAB.

It is important to mention that the [New Plan of Study](#) will be rolled out in phases across 10 semesters, beginning with this year's spring semester of 2024. Essentially, the program's first-semester courses are being launched in the ongoing term, and the rollout will proceed with the second-semester courses in the latter half of 2024. This phased implementation will persist until all courses across the 10 semesters will be operational by the autumn semester of 2028.

Moreover, the program recognizes the need to cater to both the local Ecuadorian context and the U.S. framework. To facilitate understanding of licensure pathways in the U.S. and to broaden career opportunities for its community, the program has introduced two key strategies: the incorporation of an AIA and NCARB-affiliated licensed architect advisor into the staff and the inclusion of new content, in selected courses, that adheres to U.S. regulatory standards in the [New Plan of Study](#).

With the incorporation of these changes starting in the current spring semester 2024, the program aims to begin the initial candidacy process. Please refer to the details of these changes throughout the report for further information.

### [APPENDIX 0. The Eligibility Memorandum](#)

#### **Progress since the Previous Visit (limit 5 pages)**

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

*The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.*

#### **Program Response:**

N/A

#### **Program Changes**

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

*This section is limited to 5 pages, total.*

#### **Program Response:**

N/A



## NARRATIVE TEMPLATE

### 1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

*Program must specify their delivery format (virtual/on-campus).*

#### **Program Response:**

##### **Institutional Context**

Universidad de Las Américas (UDLA) is a private, non-profit university located in Quito, Ecuador. It commenced classes at the Colon Campus in 1994 and received official recognition from the Ecuadorian government in 1995. Over two and a half decades later, UDLA is a university that embraces change with a spirit of innovation and a forward-looking institutional culture that responds to students' needs and a dynamic global society. The university serves 16,463 students in over 95 undergraduate and graduate programs. UDLA is the largest self-financed institution in Ecuador and the only one to hold institutional accreditation from a U.S. regional agency. UDLA has a healthy financial situation that permits it to continue investing in its future.

When averaging undergraduate and graduate enrollment, campus demographics show a split of 46.59% males and 53.41% females. It is important to state that 35.42% of our student body are first-generation students. UDLA continues to demonstrate that it embraces change with a spirit of innovation and a forward-looking institutional culture that responds to students' needs, Ecuador, and a dynamic global society.

##### **Mission of the University**

UDLA's institutional mission is "To form capable, enterprising individuals with an international perspective and a firm commitment to serve society, based on ethical principles and values". Through this academic mission, the university serves the larger purpose of transforming lives and driving positive societal change in various areas. The goals and objectives of each academic and administrative unit align directly with the institutional mission.

##### **Institutional Vision**

The university's vision is to create a reference model for Ecuadorian higher education by fostering a community that is proud and committed to the country, constantly seeking its members' personal and professional fulfillment while staying permanently integrated into the international academic community.

##### **Institutional Values**

Values serve as the guiding principles that govern the university's management and form the foundation of our organizational culture. They become ingrained habits that shape our daily lives, define the essence of UDLA's identity, and reflect our passion for contributing to a better world. At UDLA, we embrace the following values, carefully crafted by competent authorities.

- **ACADEMIC FREEDOM:** UDLA promotes the freedom to research and disseminate thought, art, and knowledge, and to decide what and how to teach in the relevant field.
- **PURSUIT OF EXCELLENCE:** UDLA promotes the continuous improvement of the entire university community. Give the best of yourself to be a good professional, a good person, a respectable citizen.
- **INNOVATION:** UDLA promotes constant evolution and change in the entire university community. Promoting new educational models, services, and improvements.
- **HUMANISM:** UDLA places the human being at the center of its reflections, actions, and efforts, and proclaims human dignity as a supreme value.
- **RESPECT:** UDLA promotes full respect for others, their ideas, sexual orientation, religious beliefs, and political ideologies, among others.
- **INTEGRITY:** UDLA acts under the values of righteousness, truth, honesty, and justice.
- **RESILIENCE:** UDLA promotes the ability to achieve goals through perseverance and overcoming adversity.

### **Institutional Purpose**

The institutional purpose of the university is the enduring reason for the existence of the institution, reflecting the ideal motivations of the people working within it. UDLA's purpose is:

*"We transform lives, we generate changes in society."*

### **College of Architecture and Design**

The Architecture program is housed within UDLA's College of Architecture and Design. The program was created in 2005. Currently, the College houses three undergraduate programs: Architecture (with 582 students), Interior Design (128 students), and Product Design (with 45 students), as well as two graduate programs: Advanced Architectural Design (currently with 34 students) and Urban Planning (with 17 students enrolled).

Throughout its history, the College has been led by prominent Ecuadorian architects. Currently, the College is under the direction of Architect Rafael Vélez.

The College of Architecture and Design continues its trajectory of success, focusing on providing excellent education and nurturing future innovative architects and designers. With a strategic vision and strong commitment, the College continuously adapts to the industry's needs and strives to make a significant impact in the realm of design and architecture.

### **Architecture Program**

The Architecture Program has had widespread acceptance in Ecuadorian society, which is evident in the exponential growth of student enrollment, making it one of the private architecture programs with the highest number of students in the city of Quito. The academic leadership of the Architecture program includes the Academic Director and the Academic Coordinator, positions currently held by Architects Raed Gindeya and Adriana Paredes, respectively.

The program's vision is to be a local and international reference in the education of Architects capable of developing architectural and urban projects of different scales and complexity, to appropriately meet the spatial needs of users of contemporary architectural-urban spaces.



The mission of the Architecture program is “To comprehensively train competent professionals who can solve design, planning, and construction problems of architectural and urban spaces, thus contributing to the improvement of the habitat and the quality of life of the population.”

The mission has been given a greater definition with the following set of values:

- **Critical Thinking:** We expect and encourage our faculty and students to analyze, interpret, question, and develop personal conclusions regarding the issues involved in their academic and professional development.
- **Innovation:** Through effective instruction methods and the application of contemporary knowledge and technology, we seek to empower our faculty and students to propose optimal solutions to urban and architectural problems.
- **Respect:** We are open to the multiplicity of opinions. Each of the people who make up the program has a space to propose and receive suggestions. We embrace the diversity of opinions, providing every member of the program with a platform to propose ideas and welcome suggestions.
- **Rigor:** We seek that our faculty and students work within the profession's ethical standards through a commitment to discipline and responsibility.

UDLA’s curricular design responds to an integrative, flexible, and multidisciplinary principle centered on the student and their learning; where faculty assumes the role of guide, facilitator, and manager of the teaching-learning process. Therefore, the work carried out in the architecture program in this area is to generate spaces for reflection and continuous improvement, providing the tools to transform and innovate educational practice and respond to current demands.

### **Program Delivery Modes**

Our architecture students are fully immersed in an on-campus educational experience. All courses are taught in person, from 7:00 a.m. to 6:00 p.m. Monday through Friday. The rigorous plan of study is filled with dynamic design workshops, lectures, and hands-on laboratory sessions tailored for both individual and collaborative projects.

It is noteworthy to mention that during the challenging period of COVID-19, we made strategic use of our cutting-edge distance learning technology, including cameras for online teaching, to ensure education continuity. This adaptation showcased our resilience and dedication to providing a comprehensive education that seamlessly integrates both physical and virtual learning environments. Currently, in exceptional cases, if students are sick, they can access classes through the Flex Model.

The program’s role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university’s academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

### **Program Response:**

#### **How the institution benefits from the program**

The Architecture program at UDLA significantly enhances the institution’s academic offerings and overall prestige. As top universities worldwide integrate architecture with community-centered and



sustainable approaches, UDLA emerges as a hub of innovation in the region. The program is not only a major financial asset for the university, ranking historically as one of the highest programs of the university in terms of student enrollment, but it also solidifies UDLA's position as a leading and innovative institution in the region.

#### **Research. -**

Currently, the program is undertaking the construction of three wooden prototypes, laying the foundation for a forthcoming state-of-the-art construction laboratory. This envisioned laboratory will serve the program, the students, the staff, and the broader university community, serving as a hub for future research endeavors. It is worth noting that this ambitious initiative has received financial support from the institution, underscoring UDLA's recognition of the significance of these projects, which will ultimately benefit students, faculty members, and the public in general.

#### **FAD WEEK. -**

Since Spring semester 2023, the College of Architecture and Design has introduced an exciting initiative known as "FAD WEEK". This space serves as a vibrant platform for hosting open activities, conferences, workshops, exhibitions, and performances, that are open to the whole university community and the public in general. The objective of this event is to showcase students' projects from different level courses to the broader university community, fostering an environment for open and multidisciplinary discussions. The Architecture program regularly uses the main patio of the Granados building for their end-semester exhibitions, where students present their projects in front of a panel of judges. These exhibitions draw not only architectural students but also students from other colleges and schools within the university, emphasizing the event's cross-disciplinary appeal.

#### **FabLab.-**

The Architecture program has integrated a cutting-edge FabLab into its curriculum, providing students with an invaluable opportunity to develop their design skills using cutting-edge technology. This facility offers students the capability to construct 1:1 prototype using a variety of materials, fostering hands-on learning experiences. It is important to mention that the FabLab is open to all the programs and students, improving the technological positioning of the university in the country.

#### **Publications. -**

The College of Architecture and Design has published four dossiers to date, and the plan is to continue the diffusion of this magazine annually. The dossiers serve a pivotal role in disseminating the academic work of faculty and student's projects to the general public. Our full-time and part-time faculty contributed by crafting short critical articles on specific topics, while students played a significant role in editing and showcasing all the projects developed during the semester. The publication is accessible in both digital and physical formats, making it available to all members of the university community, including students and staff, as well as the general public.

#### **Networking Events. –**

The Architecture program has organized networking events with alumni, providing a platform for past graduates to network and share their diverse experiences. This initiative has proven instrumental in fostering and strengthening professional connections between alumni, the university, and the faculty, thereby enhancing the overall sense of community and support within our academic environment.

## **How the architecture program benefits from the institution**

Aligned with the Sustainable Development Goals (SDGs), UDLA's innovative initiatives set benchmarks for sustainable community advancement with the development of significant projects such as the incorporation of solar panels in all buildings, energy-efficient strategies, improved accessibility in all buildings, and water treatment plant, among others. This dedication is evident not only in the holistic education provided to future architects but also in preparing them to thrive in an ever-evolving, and socially responsible world.

### **Infrastructure. -**

The Architecture program significantly benefits from the university's institutional setting. In particular, the program gains from UDLA's capability to construct infrastructure as required by the program, as well as from its access to conference rooms and exhibition areas. This environment ensures that the program's needs are consistently met and supported. In this way, all buildings have comfortable spaces for the use of students, professors, and staff. The College of Architecture and Design is located on the Granados building in the north of the city. This building has a physical and digital library with a wide range of books and database materials (Scopus, Springer, Ebsco, etc), a cafeteria, medical services, and internal and external recreational spaces. The Architecture program shares all communal spaces of this building with students from the Law, Musical Arts, Gastronomy, and International Relations programs. This fosters the institution's multidisciplinary vision.

### **Mentoring. -**

The Mentoring department functions as the primary resource where all the students can find answers to all questions related to payment logistics, physiological support, program changes, certificates, and academic support. Each student is assigned a Mentor, so the support received is quick and personalized.

### **Continuous Training. -**

Our faculty participates in continuous training programs offered throughout the year by UDLA's Center for Teaching and Learning (CEA, for its initials in Spanish), to enhance and consistently refine teaching and learning methodologies.

### **General Courses. -**

There are courses, developed by the institution, that encourage interdisciplinary opportunities and provide students with a wide range of general knowledge. These courses are Language and Digital Communication (FGLZ0192), Science, Environment, and the Human Being (FGHZ0922), Research and Academic Writing (FGLZ0180), and Economics, Ethos and Society (FGHZ0912). All these courses help architecture students to understand the external aspects of our profession, in terms of global communication, environment, philosophy, human well-being, and the impact of economics in our context.

### **Enriching Environment. -**

The university environment is enriched by cultural, artistic, sports, and social responsibility clubs, providing also advisory in inclusion, social skills, and vocational orientation.

The Architecture Program has full support from the university in terms of facilities, sponsorships, scholarships, mentoring for students, and continuous curricular development for faculty.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

### **Program Response:**

At UDLA, we are committed to fostering a dynamic learning environment that extends beyond traditional classroom boundaries. Our approach encourages students and faculty to engage in a wide range of individual and collective opportunities. We emphasize the significance of respecting diverse perspectives and actively promoting collaboration among students and faculty, enabling them to shape distinct intellectual and moral frameworks.

Our curriculum places a strong emphasis on collaborative practices within architectural education, while state-of-the-art classrooms and labs provide a creative atmosphere. Moreover, our students have access to valuable experiences, including pre-professional internships and community engagement projects guided by our faculty, and in partnership with local municipalities and social organizations to aid and design real-world community projects. They are also encouraged to participate in prestigious national and international architecture and urbanism competitions. Additionally, we incentivize students to explore global perspectives by engaging in international exchange programs with esteemed universities in Spain, Chile, Peru, Argentina, and the United States. These diverse opportunities collectively contribute to a holistic and enriching educational experience at UDLA.

### **Summary Statement of 1 – Context and Mission**

*This paragraph will be included in the VTR; limit to maximum 250 words.*

### **Program Response:**

The Bachelor of Architecture at Universidad de Las Américas (UDLA) resides in the College of Architecture and Design. The College offers bachelor's degrees in Architecture, Interior Design, and Product Design, along with graduate programs in Advanced Architectural Design and Urban Planning. Located in Quito, Ecuador, UDLA is a non-profit, self-financed, private university serving 16,463 students with over 95 programs and is the only Ecuadorian university holding U.S. regional accreditation (WSCUC). UDLA has a healthy financial situation that permits it to continue investing in its future.

UDLA's mission is "To form capable, enterprising individuals with an international perspective and a firm commitment to serve society, based on ethical principles and values". In this context, the Architecture program is dedicated to instilling in future generations the importance of upholding values that will guide them in fulfilling their responsibilities to society with local and global emphasis. The emphasis lies in recognizing the significance of creating a built environment that prioritizes environmental sustainability and the well-being and safety of its inhabitants and society.

The Architecture program considers as its fundamental premise that the design of the built environment within architectural and urban realms responds to specific considerations of society and culture, specific to the location and geographical space in which they are developed. Therefore, the design of the built environment is approached from a multidisciplinary and systemic perspective. The



architectural and urban projects of the program are deeply influenced by the geographical diversity of the country, depending on the learning outcomes of each course and semester.

## 2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

As part of implementing NAAB conditions following the Eligibility Visit, the Architecture program proposes strategic changes to the Plan of Study. This report will address the presence of two plans of study over two semesters: the fall semester of 2023 with the [Former Plan of Study](#) and the current spring semester of 2024 with the [New Plan of Study](#). (For a detailed explanation of the [New Plan of Study](#) and its implementation, see Section 3).

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

### **Program Response:**

The design of space at the scale of architecture and urban planning is a fundamental aspect of the Architecture program serving as the cornerstone of students' core knowledge. The Architecture program is structured around five knowledge cores, with the Architectural and Urban Design core as the foundation of the program. The learning outcomes of the remaining four knowledge cores provide students with the necessary tools to strengthen their abilities in generating architectural and urban design projects. This enriches the holistic learning experience and functions as a system that complements and interacts across the program.

These knowledge cores have diverse approaches and dimensions that support the process of reflective and in-depth learning through the comparison of contexts, situations, dynamics, and previous and contemporary experiences for the design of architectural and urban projects.

### **Former Plan of Study**

The five knowledge cores of the program are as follows:

1. **Architectural and Urban Design:** This core focuses on design in various scales, from architectural buildings to cities.
2. **Theory and History:** This core concentrates on learning all the theoretical tools and knowledge that facilitate discourse, debate, and theoretical discussion based on a diagnosis of historical contexts, for a better understanding of architectural and urban trends and languages.
3. **Spatial Representation:** This core focuses on all the tools of graphic and three-dimensional expression to communicate the main ideas in terms of architectural and urban space.
4. **Urban Studies:** This core concentrates on learning theoretical tools for understanding and analyzing the phenomenon of cities and their relationship with the phenomenon of architecture.
5. **Construction Systems:** Focuses on learning the tools for the technical and technological feasibility of architectural and urban projects. Contemporary technologies,

structures, and construction details necessary for the design of architectural and urban projects are emphasized in this core.

The Architecture program considers as its fundamental premise that the design of the built environment within architectural and urban realms responds to specific considerations of society and culture, specific to the location and geographical space in which they are developed. Therefore, the design of the built environment is approached from a multidisciplinary and systemic perspective.

The resulting built spaces are not static and consider evolution and constant change as one of the most important characteristics to conduct critical and creative thinking, as a foundation for innovative solutions that contribute to the improvement of the quality of human life in terms of health, safety, and welfare.

The value of design is evident in the organization of learning through 10 Design Workshops that are conducted from the first semester of the program and culminate in the End-of-Degree Project in the tenth semester. It is important to mention that the two design workshops (Basic Design I and Basic Design II) conducted in the first two semesters are focused on helping students identify the principles of two-dimensional composition and spatial structuring systems in two and three dimensions, with the goal of building a solid foundation for the Architectural Design Workshops in the following eight semesters. Basic Design I course is shared with students from the Interior Design and Product Design programs and Basic Design II course is exclusively taught to Architecture students.

During the subsequent eight semesters, the design workshops are organized into three general stages: research and diagnosis, conceptualization, and spatial proposal. The research and diagnosis phase involves studying the theoretical, referential, and strategic diagnostic framework of the site where the urban and architectural design will be carried out. The conceptualization phase encompasses the development of design strategies based on the parameters established in the previous phase. Finally, the spatial proposal phase contains the necessary elements for the generation of an urban or architectural project with a holistic approach.

It is worth mentioning that the geographical context of Ecuador is present in the design methodologies of the Design Studios. Ecuador is a diverse country due to the presence of the Andes Mountain range that divides the country into three continental regions, with radically different characteristics in topography and climate; moreover, the Galápagos Islands constitute a fourth region located approximately 1000 km off the continental coast. The architectural and urban projects of the program are deeply influenced by the geographical diversity of the country, depending on the learning outcomes of each course and semester.

In summary, the design workshops within the Architecture program prioritize critical thinking and the application of diverse methodologies for generating architectural and urban projects. The objective is to respond to the Educational Model of the institution, which prioritizes a competency-based approach with a focus on constructivism. Simultaneously, the Educational Model is reinforced through the learning outcomes of each design workshop.

The learning outcomes are student-centered and emphasize learning through diverse didactic resources (digital and analog), with the instructor as a facilitator who develops the learning process in a context of constructive collaboration of knowledge.

Finally, the program includes multidisciplinary courses in its initial semesters, which are part of the university's General Education field. These courses contribute to the knowledge cores of the Architecture program and concentrate on tools for oral and written expression (using analog and digital tools), ethical and logical reasoning, general cultural knowledge, and foundational principles of project management.

### **New Plan of Study**

The program has revised its knowledge cores to address gaps identified in the Eligibility report. The knowledge cores in the [New Plan of Study](#) are as follows:

**1. Architectural and Urban Design:** This core focuses on design in various scales, from architectural buildings to cities.

**2. Theory and History:** This core concentrates on learning all the theoretical tools and knowledge that facilitate discourse, debate, and theoretical discussion based on a diagnosis of historical contexts, for a better understanding of architectural and urban trends and languages.

**3. Urban Studies:** This core concentrates on learning theoretical tools for understanding and analyzing the phenomenon of cities and their relationship with the phenomenon of architecture.

**4. Construction Systems:** Focuses on learning the tools for the technical and technological feasibility of architectural and urban projects. Contemporary technologies, structures, and construction details necessary for the design of architectural and urban projects are emphasized in this core.

**5. Holistic Sustainability:** Focuses on providing students with a comprehensive understanding of sustainable design principles and the interconnectedness of environmental, social, economic and cultural dimensions in architecture and cities.

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

### **Program Response:**

At the institutional level, UDLA's Educational Model is based on eight pedagogical principles that underpin the Architecture program, including a principle aligned with Environmental Stewardship and Professional Responsibility: Students at UDLA "demonstrate a multicultural and global vision, with respect for diversity, in fulfilling their duties and responsibilities as citizens and professionals". In this context, the Architecture program is dedicated to instilling in future generations the importance of upholding values that will guide them in fulfilling their responsibilities to society with local and global emphasis. The emphasis lies in recognizing the significance of creating a built environment that prioritizes environmental sustainability and the well-being and safety of its inhabitants and society. In addition, the program has its own learning outcomes derived from the institutional pedagogical principles.

Central to our program is a learning outcome that directly embodies the NAAB value of environmental stewardship and professional responsibility. This learning outcome revolves around teaching students to develop architectural or urban planning projects holistically. This entails that "students skillfully design, manage, and evaluate architectural projects by leveraging technological and engineering resources for sustainability, maintaining climatic and comfort conditions, and ethically respecting legal regulations, construction standards, cost management, and contractual obligations." This learning outcome is primarily developed through our core courses in Architectural and Urban Design, enriched by the mix of theoretical and practical knowledge acquired in the Urban Studies knowledge core.

It is important to mention that the Urban Ecosystems (AQTU2208) course, focuses on studying cities as complex systems that generate environmental problems, therefore, the course focuses on the understanding of environmental and social issues of current urban planning, to develop a critical urban analysis considering concepts related to sustainable urban development.

Moreover, essential concepts regarding Environmental Stewardship and Professional Responsibility are taught in the Design Workshops throughout the program, as design inputs that enrich architectural and urban projects. Most projects are required to justify decisions concerning the selection of the site, architectural program, safety and accessibility regulations, and the evaluation of the cultural and environmental factors of the site.

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

**Program Response:**

At UDLA, we embrace the principles of Equity, Diversity, and Inclusion as a fundamental component of our institutional identity and educational mission. Our commitment extends to every facet of our university, from the courses we offer to the policies we adopt and the environment we cultivate. Institutionally, we have implemented several policies and practices that underscore our unwavering commitment to these values. Our Nondiscrimination and Affirmative Action Policy is an integral component of our institutional framework. This policy not only exemplifies our commitment to equal opportunities and the eradication of discrimination but also reflects our commitment to nurturing a diverse and inclusive academic community.

Our curriculum reflects our commitment as well. For example, the course "Science, Environment and the Human Being" (FGHZ0922), which is an interdisciplinary course, exemplifies our dedication to fostering a global perspective and an inclusive approach. By exploring real-world case studies through interdisciplinary lenses and promoting citizenship and global vision, this course aligns with DEI principles, providing students with an inclusive learning experience.

Throughout the 10 semesters of the program, the Design Studios tackle a variety of professional challenges. Each course is designed to explore the diverse contexts and living conditions of people, thereby highlighting the importance of adapting methodologies to suit different scenarios each semester. Before embarking on the design process, students engage in a thorough analysis

of these varied contexts and issues. This in-depth exploration helps them understand how architectural design can significantly contribute to equity and inclusivity in the projects they create.

Within both our program and institution, our primary aim is to cultivate an inclusive environment that champions opportunities and fairness while valuing the perspectives and voices of every individual. The gender distribution within the program of Architecture exhibits a nearly equal representation, with 49.30% females and 50.70% males.

UDLA maintains an unwavering dedication to elevating the academic landscape of our nation, ensuring that all students have equitable access to pursue their studies, irrespective of their financial situations. To alleviate the financial burden on our students, a substantial 40.9% of our student body benefits from need-based financial aid. Specifically, within our Architecture program, 38.3% of our students benefit from need-based scholarships. Moreover, it's worth highlighting that 34.1% of our Architecture students are first-generation college students.

UDLA stands as a cost-effective option for architectural education, providing an affordable pathway for students who might otherwise grapple with excessive financial debt while pursuing their architectural degree.

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

**Program Response:**

The acquisition of enduring and meaningful knowledge stands as one of the primary objectives of the program. This knowledge must be comprehensively grounded, incorporating a systemic perspective that considers the contextual factors of the environment and their influence on the social and cultural aspects of the inhabitants.

In this regard, the program's faculty develops diverse visions and specializations, aimed at the enrichment of the design perspective across the 10 semesters of the program. It is noteworthy that the institution fosters the professional development of its instructors, thereby ensuring that students benefit from varied professional backgrounds from the private and public sectors.

In this context, the core knowledge of Architectural and Urban Design continually offers diverse options for the creation of meaningful knowledge. Each design workshop is composed of two leading professors: a full-time professor who contributes pedagogical teaching tools and design methodologies grounded in academic and theoretical values, and a part-time professor who is involved in architectural and/or construction studies and offices. The latter aims to bridge the gap between theory and practice, providing students with a comprehensive understanding of the profession.

The diversity of instructors and their engagement with the professional field contribute significantly to the diversity of professional practice on both local and global scales. These professionals introduce innovative perspectives not only from a technological standpoint but also from methodological and ideological dimensions.

Concerning innovation, the program addresses technical and regulatory demands within the local context. The knowledge core of Construction Systems concentrates on establishing the necessary knowledge basis for students to engage with innovative construction technologies and systems in their later semesters. The development and understanding of contemporary technologies, structures, and construction details are emphasized in this knowledge core.

This knowledge core is reinforced by the presence of FabLab, which simultaneously contributes to three knowledge cores: Construction Systems, Architectural and Urban Design, and Spatial Representation. FabLab aims for the creation of physical prototypes from digital designs with the contribution of analog fabrication in the woodworking workshop.

This space nurtures the development of innovative knowledge through hands-on experimentation with tangible prototypes. The FabLab serves as a shared space between the Architecture, Interior Design, and Product Design bachelor programs, as well as for the Master's in Advanced Architectural Design. The FabLab methodology is grounded in two interlinked principles: Design Thinking and the "Maker Movement." Design Thinking is an innovative approach employing design tools and mindsets to tackle complex problems or uncover novel collaborative opportunities. The "Maker Movement" revolves around "Makers" who believe that if you can envision it, you can build it. These principles guide students and professors toward critical and informed thinking skills that align with the local context in our globalized world. Consequently, the FabLab aims to amplify the generation of innovative knowledge within the program, ultimately contributing to a comprehensive design methodology.

The FabLab at UDLA is centered around four research areas:

- *Computational Design*: This strand seeks to teach geometry and 3D modeling through the utilization of Rhinoceros3D and its companion Grasshopper3D for graphic programming.
- *Design for Production*: It trains students in the use of both analog and digital fabrication tools, directing education towards a profile of designers, manufacturers, and prototype creators.
- *Materials Research*: Focusing on biomaterials and recycling.
- *Robotic Construction*: Encouraging collaborative work between humans and machines.

These research areas are in their early stages and the program is undergoing concerted efforts for its integration into the student curriculum. Currently, this methodology is implemented in the courses of: Digital Architecture I, II, and III, as well as the Digital Fabrication course, which are mandatory for the students. Moreover, the Fabrication Laboratory has undergone collaborative activities with other colleges and schools in the institution, such as the Sound and Acoustics Engineering program from the College of Engineering and Applied Sciences, Gastronomy, and Dentistry, to take advantage of the benefits of the FabLab and evaluate the possibility of acquiring a "Cobot" (a robot created to physically interact with humans in a collaborative work environment).

In conclusion, students of the program benefit from a plethora of resources throughout their learning journey, fostering a comprehensive understanding of the principles and practices in architecture, design, and technological innovation.

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

**Program Response:**

The Architecture program encourages a collaborative environment for its faculty and students and strongly fosters the idea that architects do not operate isolated but are part of a system of decision-makers and society in general. Through the structure of the program's curriculum, collaborative and leadership experiences are integrated into the design studios, supporting courses, and external activities. Design Studios fundamentally supports a collaborative way of thinking, and peer-to-peer learning due to the focus of the program in urban studies, which by nature requires collaborative learning and community engagement. These characteristics foster group work in the first stages of each project, in the design studios that include complex urban analysis to generate the architectural project.

To complete the requirements for the program students are required to be part of Community Driven Projects, where students aim to actively address social issues by applying the knowledge they acquire in their classrooms to practical situations, motivating them to engage actively and experientially. This involvement allows them to truly grasp the local and national reality and seek strategies to collaborate in the enhancement of the quality of life for residents and acquaint them with the social realities of the country.

The last Community Driven Project developed in 2020 was focused on the on-site urban analysis of a neighborhood close to the Granados Campus. The Guápulo Community Driven Project was carried out in three phases. In the first phase, an Urban Design Project was developed and delivered to the community at a fair held by several Colleges of UDLA. During the second phase, a public space revitalization project was implemented in the La Tolita area of Guápulo. As a result, the soccer field bleachers were refurbished and adapted for improved usability. In phase three, a summer workshop on wood construction was held and an urban-spatial diagnosis was done, which resulted in the design and implementation of a lookout point in the San Francisco de Miravalle sector. Throughout each of these stages, students not only developed strong collaborative skills with peers but also honed their leadership abilities to accomplish the objectives of each phase.

In a country with complex social problems based on poverty, profound inequality in productive structures, and an uneven distribution of labor income, the university's social responsibilities are demonstrated through projects targeted toward its stakeholders and the most disadvantaged segments of the population. These projects fulfill the objective of promoting the transfer and exchange of learning between the community and the university and bringing students and instructors closer to real-world contexts through projects that generate a positive impact, especially for vulnerable groups within our society.

On the other hand, in the professional realm, students are exposed to architecture competitions at local and global levels to foster their leadership skills. The most important one is the "Bienal de Arquitectura de Quito" student competition, held biennially, that provides a platform for emerging architects to showcase their innovative ideas, projects, and designs. It serves as a forum for students to engage with real-world architectural challenges, allowing them to apply their

knowledge and skills in a practical context. For several years, students of the program have gained recognition in this competition, demonstrating not only the academic excellence of the curriculum but also the development of skills related to group collaboration and leadership in the Design Studios, which contribute to the enrichment of the architectural discourse.

To further their development, architecture students are encouraged to engage with student associations, providing them with opportunities to enhance their leadership and collaboration skills. One notable example is the Student Association of Universidad de Las Americas (ASEUDLA), which serves as the highest representative body for students within the institution. ASEUDLA actively fosters engagement in activities across various schools within the university and plays an instrumental role in promoting unity within the university community. Moreover, The National Organization of Architecture Students, ONEA (for its initials in Spanish), promotes the integration between different schools of architecture in Ecuador. Students of Architecture at ONEA-UDLA mainly organize academic projects, to create national and international agreements and projects. Currently, 9 students coursing different semesters collaborate in ONEA with students from other architecture programs in Ecuador.

Finally, it is worth mentioning that currently, the program does not incorporate activities that involve collaboration between different disciplines or professions with diverse perspectives, however, it is one of the fundamental improvements proposed to align the structure of the program to NAAB criteria.

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

**Program Response:**

In addition to the knowledge gained during the formative process in the first two semesters, the program equips students with design, representation, and critical thinking tools that enable them to grasp and question knowledge, as well as communicate complex ideas. In a secondary stage, students can contextualize and apply these tools to various case studies, considering social, cultural, political, and economic dynamics and their impact on the built environment.

Courses within the Theory and History, and Urban Studies knowledge cores, as well as the Integration and Application Unit in the ninth and tenth semesters, support this objective, which is exemplified in the End-Of-Degree Project, where students demonstrate their capacity to interrelate and apply the learnings acquired throughout their foundational and professional education to contemporary case studies.

In this sense, the Architecture program also benefits from two graduate programs: Advanced Architectural Design and Urban Planning which provide the students with the possibility of continuing learning and improving their skills after graduation.



The program in general emphasizes the idea that architects must continually enhance their professional skills and knowledge to remain current with professional practice advances, especially considering the nonstop transformation of Latin American cities.



### 3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

#### 3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

Following the submission of the Eligibility Report and the eligibility visit in April 2024, the program has commenced the necessary curricular and academic management changes to comply with NAAB's criteria and requirements. The initial phase includes specific adjustments and modifications to the [former Plan of Study](#), aimed at enhancing the program's knowledge cores and learning methodologies according to the gaps identified in Program and Student criteria in the Eligibility Report.

The [new Plan of Study](#) determines a set of Program Learning Outcomes (PLO's) that allow the necessary adjustments according to NAAB's criteria. The PLO's will be explained as follow:

1. Investigates the social and spatial components at various scales and complexities.
2. Argues proposals with a holistic vision, critical thinking, and ethical adherence to professional processes, context, and architectural-urban space, based on history and theory.
3. Develops architectural projects with a systemic vision, awareness of other stakeholders, and the influence of cultural phenomena, using innovative technological systems and knowledge of local and global regulations concerning the natural and built environment.
4. Integrates construction technologies, sustainability strategies, and structural systems to manage projects in compliance with current regulations focusing on efficiency, performance, and environmental responsibility.
5. Communicates proposals through the mastery of languages such as codes, and technologies of graphic representation and other forms of contemporary communication.

The implementation of the [New Plan of Study](#), will be done gradually over 10 semesters, starting in the current spring semester 2024. In other words, the new courses corresponding to the First Semester of the program are being introduced during this current period (Spring 2024), and the implementation will continue with the courses of the Second Semester of 2024 (Fall 2024). This process will continue until the courses for all 10 semesters have been implemented, and it is expected that the [New Plan of Study](#) will be fully established by Fall 2028.

Since this report explains one year of the program (2 semesters) the Student Criteria and Program Criteria will be explained below, according to the [former Plan of Study](#) used in the fall semester 2023 and the [new Plan of Study](#) for the spring semester 2024.

It is important to mention that, for students to acquire the knowledge established by NAAB, the knowledge and skills from Program Criteria and Student Criteria have been distributed across various



courses in the program. Each of these criteria will be taught at basic, intermediate, and advanced levels.

Finally, as part of the improvements in the [new Plan of Study](#), the architecture program has developed additional Course Learning Outcomes (CLO's) in accordance with the criteria required by NAAB, with the aim of integrating them into each of the courses where this type of learning will be demonstrated and assessed (See further information and details in section 5.3.1).

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

**Program Response:**

A thorough program analysis was conducted using the [Former Plan of Study](#) and a detailed review of the [2020-Conditions-PC-SC-Matrix](#). This analysis revealed various opportunities for improvement. We plan to address these through adjustments to our [New Plan of Study](#) and internal procedures, ensuring better alignment with NAAB criteria.

**Fall Semester 2023**

The [Former Plan of Study](#) offers two courses in the fifth year that aim to integrate the knowledge acquired by students for its application in the professional world in the Ecuadorian context:

- AQTP4555 Pre-Professional Internships, whose objective is to review, validate, and approve the pre-professional experiences carried out by our students prior to their qualification as an Architect in three areas: design, construction, and project management.
- AQTR3338 Project preparation, which consists of a detailed summary of the necessary and specific documentation for the development of an Architectural Project with international standards within the public and private area, as well as the organization and management techniques applicable to said documents.

The absence of a licensed architect advisor affiliated with NCARB, capable of providing valuable insights into the benefits of acquiring licensure in the United States, presents a significant hurdle for both faculty members and students in assessing its relevance. As this is one of the main concerns of the program to align with the NAAB criteria and requirements, the program has full support from the College of Architecture and Design and the institution. We believe that the two courses previously mentioned can be part of the future program's content focused on the American professional context.

**Spring Semester 2024**

The [New Plan of Study](#) of the Architecture program has acknowledged the necessity to align its contents with NAAB's criteria. As the program in UDLA is based in Ecuador, most of its curricula respond to the Ecuadorian context. Nonetheless, our program is aware of the importance that our students and faculty members understand the paths to become licensed in the United States, and the opportunities offered for our community. Therefore, we have established two main strategies to overcome this program criteria:

- 1) The inclusion of a licensed architect advisor affiliated with NCARB to our main staff. The role of this counselor will be to conduct advisory sessions for both faculty members and students, ensuring that every member of the Bachelor of Architecture program is well-informed about the career opportunities derived from the discipline's knowledge in the United States.
- 2) The [new plan of study](#) will integrate new contents that consider parameters established in the US regulations. To achieve this, the program has selected specific courses that support technical and regulatory knowledge and its application in an architectural project in a basic, intermediate and advanced knowledge level through:
  - Basic knowledge: AQTC1803 Construction Technology I (3<sup>rd</sup> semester): Focuses on training students to carry out efficient and comprehensive planning of architectural projects of various scales and complexities. This process is aligned with the concepts, features and distinctive qualities of the materials and their respective construction systems. The students acquire in-depth knowledge of how to apply these aspects in the conception and execution of architectural projects. The goal is for students to be able to make informed decisions in relation to the selection of materials and construction systems, considering the unique specifications and needs of a project, and to understand and differentiate the construction regulations and codes in both local and international contexts.
  - Intermediate knowledge: AQTT 2666 Project Workshop IV (6<sup>th</sup> semester): This design studio explores technology and technique as fundamental resources to research and design in the architectural field. Functionality is addressed from technical standards, and the structure from the perspective of statics and technology. Aesthetics is the result of applying both functionality and structure in the building. To understand and apply American regulations when developing architectural projects, to understanding land use and the building evaluation process, is essential in this course.
  - Advanced knowledge: ARQU0022 Construction Technology V (10<sup>th</sup> semester): In this course, students learn the requirements and processes that are necessary to obtain a professional license in the United States. Moreover, it teaches how licensing is essential to practice the architectural profession legally and ethically. This involves knowing the specific regulations, certification exams, required work experience, and other criteria.

Furthermore, these strategies could serve as an opportunity for the program to establish connections with American programs, enabling student exchanges and internships for advanced students to showcase their skills and knowledge within the American context.

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

### **Program Response:**

The program of Architecture at UDLA understands design as the main tool of the creative process of the urban-architectural physical space. For the program, design involves three fundamental components: research, conceptual abstraction, and the physical-spatial proposal, which is the design itself. These three phases are part of every design studio from the beginning of the first semester to the tenth semester. This allows students to understand and incorporate the many variables involved in the design process of an architectural project.

For the program of Architecture, the architectural object contributes to the research, design, and redesign of the physical dimension of the city's social space. Thus, the object of study where architectural design and urban design projects are developed will essentially focus on the development of spaces that ensure individual and collective activities that improve the conditions and the quality of life of their inhabitants. These processes consider different scales of intervention and are dependent on the social, cultural, economic, political, and technological settings studied for each project.

### **Fall Semester 2023**

The [Former Plan of Study](#) considers design studios as the main component of the program, which are organized into 3 learning and teaching units: Formative Unit: Basic Design Workshop I, and Basic Design Workshop II (FADT1170, FADT2668), where students acquire the basic knowledge of the discipline; Professionalizing Unit from the third to the eighth semesters: from Project Workshop I to Project Workshop VI (AQTT2663, AQTT2664, AQTT2665, AQTT2666, AQTT3678, AQTT3668), where students acquire skills to solve problematics of architecture and urban realms in real contexts; and Curricular Integration Unit, during the ninth and tenth semesters: Project Workshop VII, and Project Workshop VIII (AQTT4678, TITA6142-3), where students integrate and apply the knowledge obtained during the previous semesters into a Capstone Project.

Moreover, three out of the five knowledge cores of the program (i.e., Architecture and Urban Design, Urban Studies, and Construction Systems) include Design as a main component of the different courses. The student learning outcomes and the use of rubrics emphasize the importance of the design process and the objectives sought in each proposal to ensure students are learning at every level of the program.

### **Spring Semester 2024**

The [New Plan of Study](#) addresses this Program Criteria in sixteen courses, the highest number among all criteria. These courses are divided into 7 basic level courses (first and second year), 6 intermediate level courses (second, third and fourth year), and 3 advanced level courses (fourth and fifth year) within the Design knowledge core as follows:

- Basic knowledge: FADT1170 Basic Design Workshop I (1<sup>st</sup> semester), FADT2668 Basic Design Workshop II (2<sup>nd</sup> semester), AQTT2663 Project Workshop I (3<sup>rd</sup> semester) and AQTT2664 Project Workshop II (4<sup>th</sup> semester); ARQS0001 Representation (1<sup>st</sup> semester), ARQU0001 Representation II (2<sup>nd</sup> semester) and ARQU0004 Representation III (3<sup>rd</sup> semester).
- Intermediate knowledge: AQTT2665 Project Workshop III (5<sup>th</sup> semester), AQTT2666 Project Workshop IV (6<sup>th</sup> semester), and AQTT3678 Project Workshop V (7<sup>th</sup> semester); ARQU0006

Representation IV (4<sup>th</sup> semester); ARQU0012 Digital Design and Fabrication I (5<sup>th</sup> semester), and ARQU0015 Digital Design and Fabrication II (6<sup>th</sup> semester).

- Advance knowledge: AQTT3668 Project Workshop VI (8<sup>th</sup> semester), AQTT4678 Project Workshop VII (9<sup>th</sup> semester), and TITA6142-3 Project Workshop VIII (10<sup>th</sup> semester).

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

### **Program Response:**

#### **Fall Semester 2023**

The [Former Plan of Study](#) has a holistic understanding of the architectural object within its context and has partially included sustainable principles as part of its curricular framework. Its main components are as follows:

- Digital Manufacturing (AQTU1208) in the 5th semester: Builds and represents three-dimensional models and full-scale prototypes using digital manufacturing systems and equipment located in the College's FabLab. This process responds to design thinking theory and research methodologies that aim for new and advanced solutions in architecture design and construction technologies.
- Urban Ecosystems (AQTU2208) in the 8th semester: The course distinguishes the different components of the city as an environmental system and its different relationships, for the creation of environmentally sustainable urban development proposals. It analyzes and understands the different elements that constitute the Natural and Artificial Systems that interact with the city. Finally, it creates a conceptual proposal for the environmental sustainability of an urban piece and ends with the development of a project within the studied area.
- Design Workshops in the 9<sup>th</sup> (AQTT4678) and 10th semesters (TITA6142): Consider sustainable principles along with construction techniques as part of the evaluation of the projects developed.

#### **Spring Semester 2024**

The [New Plan of Study](#) has incorporated three new courses in the new curricular framework, that will focus on sustainable design, considering the architectural object and its context in both natural and built environments. These courses will cover the comprehension of professional responsibilities such as mitigation of climate change, advanced building performance, regulations involved, and resilience design strategies to apply in the projects developed by our students.

The Architecture program at UDLA assesses this Program Criteria in the following courses:

- Basic knowledge: ARQU0023 Construction Technology II (4<sup>th</sup> semester): This course identifies the dynamics between the built and the natural environments in construction processes, applying local and international regulations.
- Intermediate knowledge: ARQU0014 Environments (6<sup>th</sup> semester): This course analyzes how buildings and infrastructure interact with their natural environment and how this affects the climate and biodiversity. Besides, it explores how to design architectural projects that minimize their environmental impact and maximize their energy efficiency.
- ARQU0018 Integral Sustainability I (7<sup>th</sup> semester): This course seeks to enable the students to recognize and understand tools related to climate and the environment in architectural projects. These tools can include passive design strategies, such as solar orientation, natural ventilation, shading, and choosing sustainable materials.
- Advanced knowledge: ARQU0020 Integral Sustainability II (8<sup>th</sup> semester): In this course, the students understand the different certification and accreditation systems related to the environment. These systems can include sustainability certifications, such as LEED (Leadership in Energy and Environmental Design), BREEAM (Building Environmental Assessment Method), among others. Students will apply specific criteria related to the environment in their urban and architectural design projects.

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

### **Program Response:**

History and Theory is one of the knowledge cores of the Architecture program at UDLA. The objective of the courses that make up this knowledge core (Theory and History of Architecture, Urban Planning and Technologies I, Theory and History of Architecture, Urban Planning and Technologies II, Theory and History of Architecture, Urban Planning and Technologies III and Theory and History of Architecture, Urban Planning and Technologies IV, and Analysis and Criticism) is for students to understand urban and architectural spaces as dynamic and complex systems, that are the result of diverse historical and social processes in both local and international contexts. The political, technological, economic, cultural, and social scenarios of a certain period are processes that shape the space to solve problems and cover specific needs. Over time, space changes and adapts to different scenarios, problems, and needs, modifying the architectural shape, programmatic function, and cultural meaning that inhabitants relate to.

### **Fall Semester 2023**

Currently, the program includes elements of History and Theory in most of the Architecture Design Studios, all the Theory and History courses, and the Urbanism courses, with great significance in:

- AQTT2665 Project Workshop III (5<sup>th</sup> semester): The workshop understands that architecture faces two conditions: the real (use, site, technique) and the ideal (the knowledge that the discipline has developed over time, its theoretical, critical, and historical aspects)
- AQTT4678 Project Workshop VII (9th semester) and AQTP4555 Project Workshop VIII (10th semester): both courses consider theory as the core element to approach projects. The final Capstone Project is developed in these two Project Workshops.
- Theory and History of Architecture, Urban Planning, and Technologies from I to IV (AQTH1103, AQTH2104, AQTH3105, AQTH4106): These courses seek to establish relationships between theory, history, and architectural practice. These courses provide basic methodological and critical tools that will be applied to the analysis of some of the theoretical and architectural productions carried out in Europe, the United States, Latin America, and Japan in different historical periods.
- Analysis and Criticism (of Architectural and Urban Projects) AQTH4109: This course aims to develop a critical analysis of local architecture study cases.
- AQTU 2209 Urban Planning I (6th semester): It represents the first contact of students with the study of the city. The scope of the course is to address the morphological and dynamic parameters involved in urban analysis from a pragmatic perspective: handling of technical terminology, as well as the country's urban standards approved under the corresponding legal framework.
- AQTU3120 Urban Planning II (7th semester): This course addresses the understanding of the relationships that occur between architectural, urban, and social space. For this, a real case in the city of Quito is studied to strengthen the morphological urban analysis from different qualities of space at different scales.

### **Spring Semester 2024**

In the [New Plan of Study](#), according to the program learning outcomes, the objective of the courses that make up this knowledge core is for students to understand urban and architectural spaces as dynamic and complex systems and argue their spatial proposals with holistic vision.

In addition, contents related to History and Theory are constantly present in Design Studios, mostly in the initial phases of the courses, however, there is a Design Studio (Project Workshop III) in which these criteria are directly applied for the development of architectural project. The program will assess PC.4 History and Theory in the following courses:

- Basic knowledge: ARQ0003 Architecture and Design Principles (2nd. Semester): The course seeks to present the fundamental concepts used for architecture projects, with an emphasis on the theoretical knowledge that has shaped the most significant spatial responses of contemporary architectural production.

- AQTH1103 Theory and History of Architecture, Urban Planning, and Technologies I (3<sup>rd</sup>. semester): The course seeks to establish relationships between theory, history, and architectural practice. The course provides basic methodological and critical tools that will be applied to the analysis of some of the theoretical and architectural productions carried out in Europe, the United States, Latin America, and Japan in different historical periods.
- Intermediate knowledge: AQTT2665 Project Workshop III (5th semester): The workshop understands that architecture faces two conditions: the real (use, site, technique) and the ideal (the knowledge that the discipline has developed over time, its theoretical, critical, and historical aspects) .
- AQTH4106 Theory and History of Architecture, Urban Planning, and Technologies IV: The course seeks to establish relationships between theory, history, and architectural practice. The course provides basic methodological and critical tools that will be applied to the analysis of some of the theoretical and architectural productions carried out in Europe, the United States and Latin America in different historical periods.
- Advanced knowledge: AQTH4109 Analysis and Criticism (of Architectural and Urban Projects) 7<sup>th</sup>. semester: This course aims to identify the formal, conceptual, and cultural characteristics of an architectural project through a documentary-based approach and field visits to establish connections between the historical and theoretical constructions of architecture and specific historical moments and geographical contexts that address and challenge social, political, and cultural issues.

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

### **Program Response:**

#### **Fall Semester 2023**

In the [Former Plan of Study](#), research constitutes a fundamental role in the pursuit of innovation. The level of complexity of the units of curricular organization deepens the research as the degree progresses. According to the student learning outcomes of the program, the knowledge cores seek to innovate through academic research.

There are three academic research interests developed in the program: Architectural Design, Urban Design, and History and Theory. These are the courses included in the program whose learning outcomes seek to engage students in academic research:

- TITA6141 Research for Architecture Projects (9th semester): This course provides tools to propose a specific problem and, using instruments specific to the discipline together with experimentation in another discipline, it is put to the test. The aim is to generate arguments that consolidate an architectural project in different formats from a critical point of view. This

seminar is designed for students with different areas of interest, to obtain guidelines in their research, access to specialist information within various fields relevant to their projects, and to develop matrices that house a body of operational work information.

- AQTH4109 Analysis and Criticism (10th semester): The main objective of the course is to identify the formal, conceptual, and cultural characteristics of an architectural project through an analysis based on documentary sources and field visits to understand the values of local architectural culture and its context. To do this, students are introduced to basic criteria of research methodology and the management of documentary sources and theoretical bases of architectural criticism.

Moreover, for innovation, the Digital Architecture courses have developed a design methodology that incorporates the UDLA FabLab workshop for testing and implementation of design thinking methodologies in architecture and urban studies for academic and experimental purposes:

- Digital Architecture I (AQTR2004) - 4th semester
- Digital Architecture II (AQTR3005) and Digital Manufacturing (AQTU1208) - 5th semester
- Digital Architecture III (AQTR4008) - 6th semester

In addition, the Architecture program works along with the Office of Research and Community Engagement (DGI, for its initials in Spanish) encouraging faculty members and students to develop research projects of exploratory and innovative nature.

Moreover, to foster curiosity and research skills in students, this program criteria will be primarily addressed through the Boyer's model of scholarship, which expands the traditional research into 4 academic challenges that are deeply related to contemporary teaching methods. These 4 categories are as follows:

- Teaching and learning: Involve the faculty's systematic study of teaching and learning processes and methods. In this sense, it is important to foster the proper documentation and publication of these activities. Currently, the program develops an Annual Dossier, in which the best student work is exhibited, and includes articles written by faculty members and external collaborators. This dossier has been developed since 2018, however as a future action it is proposed to strengthen this outreach magazine with the inclusion of research projects and activities. In addition, each semester the program is part of FADWEEK, an event that involves all the other programs of the College of Architecture and Design. This event strengthens the links between professors and students between the three programs. It seeks to foster critical and inclusive debates about innovation and the role of the discipline in the contemporary world.
- Discovery: includes original and innovative research conducted by faculty members with the participation of students. The program recognizes the need for participation in research projects that would benefit student learning and the program in general. The university in the Office of Research and Community Engagement (DGI) organizes research activities based on seven Research Groups. The group that tackles architecture and urban planning is "Lugar, Medio y Sociedad" (Place, Context, and Society), led by a faculty member and is one of the strongest possibilities for faculty members and students to participate in research and innovation activities. Currently, there are two active projects in this Research Group: "Altering Practices. Privately Owned Public Spaces and the Making of Space through Micro-Activities" and "Post-Public Space. Tracing, Tracking and Prediction of Dissident Spatial Practices".

- **Integration:** Involves research and the development of innovative ideas with the insight and critiques of other disciplines. This category will be primarily addressed by the students in the Design Workshops of the Curricular Integration Unit, while faculty members should promote this category across their research and work development through attendance at academic events and participation in research and professional networking.
- **Application:** Involves the active engagement of faculty members and will focus on the responsible application of knowledge and disciplinary expertise outside the institution, with results that can be shared and evaluated by peers. The program will strengthen applied research projects connecting what students learn in class to contemporary employers' problems. In this sense, the program has organized several workshops after the end of each semester, where faculty members and students explore and develop small projects based on materials, construction systems, and even the insight of other disciplines. These projects are tested and exhibited in the Granados building, and depending on their nature, some of them have been implemented in real contexts as part of Community Engagement programs.

### **Spring Semester 2024**

The [New Plan of Study](#) keeps seeking innovation through academic research. Aside from the Project Workshops, which foster curiosity and innovation in the development of the architectural projects, this program criteria will be achieved in four courses as follows:

- **Basic knowledge:** ARQU0006 Representation IV (4<sup>th</sup> semester): This course strengthens the capabilities of computational design and digital representation by introducing advanced modeling and rendering programs. The scope of the course proposes to determine digital design thinking systems that will be implemented to create complex results through simple processes. Three-dimensional modeling will be accompanied by post-production and rendering tools to reinforce the communication potential of their projects.
- **ARQU0012 Digital Design and Fabrication I (5<sup>th</sup> semester):** Students are introduced to the logic of BIM (Building Information Modeling) design, allowing them to generate highly efficient and collaborative workflows between different software and authors in their projects. Students will learn how to operate a cross-platform flow to create models and reference them parametrically. This approach seeks to achieve efficient and highly detailed digital prototypes, optimizing technical efficiency and fostering effective collaboration in the design and construction process.
- **Intermediate knowledge:** ARQU0015 Design and Fabrication II (6<sup>th</sup> semester): Digital manufacturing technologies help us to materialize in a precise and error-free way, the complex geometries resulting from finding and optimizing the shape. From the development of prototypes to the final architectural components, these techniques translate virtual models into physical objects, completing a cyclical and continuous design process that has led to a new culture of design and manufacturing. In this course students generate successive prototypes and develop evaluation processes where the most optimal ones prevail. The prototypes also function as technical and material mediators for transdisciplinary collaboration.
- **Advanced knowledge:** TITA6141 Research for Architectural Projects (9<sup>th</sup> semester): This course provides students with the necessary tools to identify specific problems in the field of architecture. Through instruments and techniques specific to the discipline, along with

experimentation, the objective is to build solid arguments that support an architectural project from a critical and creative perspective. In summary, it seeks to strengthen the research base that supports architectural creation.

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

**Program Response:**

The Architecture program encourages students to understand the city as an integrated system where different stakeholders and diverse social, economic, political, and physical contexts coexist, all of which shape the development of human life.

**Fall Semester 2023**

The Architecture program addresses leadership and collaboration criteria in Design Studio V (AQTT3678), Design Studio VI (AQTT3688), in the course Urban Ecosystems (AQTU2208) and partially in the course Analysis and Criticism of Architectural and Urban Projects (AQTH4109). These two courses expose students to different activities with local stakeholders, experts, and relevant institutions within the local landscape such as the “Colegio de Arquitectos del Ecuador” (Ecuadorian School of Architects guild, CAE-P) and several departments of the Municipality of the city of Quito. Whereas Design Studios by their nature, support a collaborative way of thinking by an initial phase of teamwork required to understand and develop a specific urban context.

Moreover, students can participate in a leadership role within UDLA’s Students Association (ASEUDLA) and the National Organization of Architecture Students of Ecuador (ONEA, for its initials in Spanish), which seeks to assist and involve students in academic workshops, lectures, and courses for additional learning opportunities.

**Spring Semester 2024**

This program criterion will be achieved through the following four courses:

- Basic knowledge: VIDA0001 Strategic Learning and Leadership (1<sup>st</sup>. semester): This course fosters critical thinking, problem-solving, and leadership skills essential for future architects. Through interactive, student-centered learning, it emphasizes strategic planning, effective communication, and ethical decision-making. Students will engage in collaborative projects and real-world scenarios, preparing them to lead and innovate in the dynamic field of architecture.
- AQTU2209 Urban Planning I (5<sup>th</sup>. semester): this course aims to develop a deep, critical understanding of urban theories, thinkers, and models influencing contemporary architectural and urban spaces. Students will analyze various perspectives shaping modern cities and architectural objects, honing skills in data collection and key parameter selection. The course

emphasizes proposing conceptual urban models and contributes to the development of collaboration between students, since most of the work will be developed in groups.

- Intermediate knowledge: AQTT3678 Project Workshop V (7th. semester): the course will foster group work, particularly during the first weeks of the semester. In addition, the course will address multidisciplinary teams in diverse contexts.
- Advanced knowledge: AQTU2208 Urban Ecosystems (8th. semester): This course examines modern cities as complex systems that often fail to improve quality of life, instead generating environmental issues that affect urban and rural areas. It emphasizes understanding current urban environmental and social problems, viewing the city as a system with energy cycles. Students engage in critical urban analysis focusing on sustainability and human development, enhancing group collaboration and leadership skills through an inter-scalar vision and thematic analysis

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes, and specific rubrics on each course.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

**Program Response:**

The program's faculty members are committed to forming architects who assume leadership positions within their professions. Through the Design Workshops, students not only learn the importance of teamwork but also prioritize projects that cater to the specific needs of the communities they engage with. The teaching methodologies employed actively foster critical and inclusive dialogues, ensuring that a wide range of perspectives, including those of students, faculty, and administrative staff, are considered. Moreover, the program places a strong emphasis on generating and sharing innovative knowledge that is attuned to the socio-economic realities of the country.

In the [Former Plan of Study](#), the program did not address this content directly in the courses, however, in the [New Plan of Study](#), these skills will be emphasized in the courses explained below.

**Spring Semester 2024**

This program criteria will be achieved in four courses as follows:

- Basic knowledge: FADT2668 Basic Design Workshop II (2<sup>nd</sup>. semester)
- Intermediate knowledge: AQTH3105 Theory and History of Architecture, Urban Planning, and Technologies IIII (5<sup>th</sup>. semester)
- Advanced Knowledge: NODO0002 Certification Elective II (9<sup>th</sup>. semester)

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes, and specific rubrics on each course.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

**Program Response:**

The criteria of Social Equity and Inclusion are integral to the program's mission, which aims to educate students capable of addressing design, planning, and construction challenges in architectural and urban spaces to enhance the habitat and quality of life for the population.

Furthermore, the relevance of the Architecture program responds to the National Development Plan of the Government (Plan Nacional de Desarrollo del Gobierno de la República del Ecuador). In this context, the entire curriculum focuses on analyzing and producing knowledge aimed at addressing socio-economic needs on a national, regional, provincial, and urban scale, brought about by phenomena such as globalization, indiscriminate use of natural resources, rapid urbanization, and climate change.

The program learning outcomes emphasize a policy of sustainable development, integration of technologies, and vernacular knowledge. Moreover, it considers responsible engagement with the social, physical, environmental, and technological context, with a sense of responsibility towards the natural and built heritage, as one of the fundamental pillars of the program. In addition to the aforementioned general policies of the curriculum, the courses within the Theory and History, Construction Systems, and Urban Studies knowledge cores provide students with theoretical and practical knowledge as well as epistemological tools to foster critical perspectives in addressing contemporary socio-spatial challenges in Ecuador within the practice of their profession.

**Fall Semester 2023**

This criterion is analyzed in the Design Studios during the 10 semesters of the program since each design studio focuses on different problems of the profession. Thus, the projects developed by students are generated in different contexts and with different users and inhabitants. In the future, the selection of the location and themes of the Design Workshops will take into account this criterion to diversify the students' skills in the face of different backgrounds, resources, and realities.

In the [Former Plan of Study](#), the program did not address this content directly in the courses, however, in the [New Plan of Study](#), these skills will be emphasized in the courses explained below.

**Spring Semester 2024**

- Basic knowledge: AQTH1103 Theory and History of Architecture, Urban Planning and Technologies II (4th semester).
- Intermediate knowledge: AQTU3210 Urban Planning II (6<sup>th</sup>. semester)
- ARQU0019 Urban Planning III (7<sup>th</sup>. semester)
- Advanced knowledge: AQTT3688 Project Workshop IV (8th semester)

Evidence to be presented: new syllabus of the courses, Course Learning Outcomes, and specific rubrics on each course.

### 3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

#### Program Response:

##### **Fall Semester 2023**

The [former plan of study](#) addresses Health, Safety, and Welfare in the Built Environment, through three main fields of study: Design, Urban Planning, and Construction Systems.

The design knowledge core in the [former Plan of Study](#) is composed of 10 Design Studios, one for each semester of the program: Basic Design Workshop I (FADT1160), Basic Design Workshop II (FADT2668), Project Workshop I to Project Workshop VIII (AQTT2663, AQTT2664, AQTT2665, AQTT2666, AQTT3678, AQTT3688, AQTT4678 and TITA6142). The student outcomes of these courses respond to the problems, necessities, and opportunities of the context where the projects are located, through the analysis of the components, elements, and variables of the study object.

The Urban Studies knowledge core in the [former Plan of Study](#) consists of three main courses aligned with the Student Criteria: Urban Planning I (AQTU2209), Urban Planning II (AQTU3210), Urban Planning III and Urban Ecosystems (AQTU2208). The student outcomes of these courses enable students to understand the components of the city as elements within an environmental system, facilitating the development of sustainable urban projects.

On the other hand, the Construction Systems core in the [former Plan of Study](#) has eight courses: Construction Technologies I (AQTC 1803), Construction Technologies II (AQTC 2804), Construction Technologies III (AQTC 3805), Construction Technologies IV (AQTC 4806), Construction Technologies V (AQTC 1803), Integration I - Environmental Sustainability and Technologies (AQTI 3628), Integration II - Environmental Sustainability and Technologies (AQTI 3638), and Integration III - Environmental Sustainability and Technologies (AQTI 4628). The student outcomes of these courses are focused on developing technical processes for design, management, and construction of architectural projects, considering all the services and installations.

##### **Spring Semester 2024**

In the [new plan of study](#), the core of Design will assess and reinforce SC1 in the following courses:

- Basic knowledge: FADT2668 Basic Design Studio II (2<sup>nd</sup>. semester), due to the lack of real context components in the current abstract exercises. It will incorporate programmatic concepts on the design of spaces, understanding the human experiences.

- ARQU0005 Structure I (3<sup>rd</sup>. semester) This will be a new course that seeks the understanding of the impact of the different structural systems in the built environment.
- Intermediate knowledge: AQTT2664 Project Workshop II (4<sup>th</sup>. semester), the course will measure the understanding of this criteria in the application of equity, security and comfort in the public spaces conformed by the student projects. The approach of the projects will be held by the understanding of the physical and non-physical elements of the context.
- ARQU0019 Urban Planning III (7<sup>th</sup>. semester) This will be a new course in the curriculum and will assess the impact of the cultural, politic, and economic phenomena in the built environment. The course will teach how to compile data and generate indicators for urban space assessment, to improve analytic capacity of the students.
- ARQU0007 Structure II (4<sup>th</sup>. semester) This will be a new course that focuses in the understanding of the impact of the different structural systems in the built environment.
- Advanced knowledge: AQTU2208 Urban Ecosystems (8<sup>th</sup>. semester) This course will reinforce its content of holistic and systemic urban sustainability.

Evidence presented: new syllabus of the courses, Course Learning Outcomes, and specific rubrics on each course.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

### **Program Response:**

#### **Fall Semester 2023**

The [former plan of study](#) does not offer courses related to the regulatory requirements and business processes of architecture practice in the United States. This is the reason why, the knowledge core of Construction Systems will incorporate, in the [New Plan of Study](#), international knowledge related to commercial and regulatory processes, based on ethical professional practices.

However, the program addresses professional practice in the Ecuadorian context with two main courses: Pre-Professional Internships (AQTP 4555) and Project Preparation (AQTR 3338). These courses seek the investigation and analysis of architectural projects through their management, technological, environmental, business, and spatial comfort processes, taking as a framework the ethical, legal, and contractual procedure in the national architectural practice

#### **Spring Semester 2024**

In this manner, in the [New Plan of Study](#) this core will assess SC2 in the following courses:

- Basic knowledge: AQTC1803 Construction Technology I (3rd semester) and Construction Technology III (5th semester) These courses will assess SC2 by incorporating international material related to regulatory processes in the Built Environment.

- Intermediate knowledge: ARQU0016 Construction Technology IV (6th semester) This course will reinforce the international content of regulatory and commercial processes in the Built Environment.
- Advanced knowledge: ARQU0021 Real Estate Project Preparation (10th semester) This course will add new content, to fully understand international regulation and commercial processes in the built environment.

The Architecture program acknowledges the necessity of adding a counselor to the staff. This counselor, on one hand, will oversee the courses mentioned before: Construction Technology I, Construction Technology IV and Real Estate Project Preparation. On the other hand, the counselor will conduct advisory sessions for both faculty members and students, aiming to ensure that every member of the Bachelor of Architecture program is well-informed about regulatory requirements and the fundamental business process relevant to architecture practice in the United States.

Evidence presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

### **Program Response:**

#### **Fall Semester 2023**

In the [former plan of study](#), every Design Studio considers the national regulatory context. The difference between them is the level of complexity of the site where the projects are located. The main courses where the regulatory context meets a higher importance are Project Workshop V (AQT 3678), Project Workshop VI (3788), Project Workshop VII (AQT 4678), and Project Workshop VIII (TITA 6142). These courses seek clear communication and implantation of the urban-architectonic project in each context, presenting a complete coding language, and technical graphic representation.

#### **Spring Semester 2024**

The [new Plan of Study](#) will assess and reinforce SC3 in the following courses:

- Basic knowledge: ARQU0008 Elective I (5<sup>th</sup>. semester) This will be a new course that will add all the international regulatory and law content related to the Built Environment.
- Intermediate knowledge: AQT2666 Project Workshop IV (6<sup>th</sup>. semester) This course will reinforce the content related to regulatory laws, and it will incorporate international procedures into the projects design.
- Advanced knowledge: ARQU0022 Construction Technology V (6th semester) This course seeks to incorporate international regulatory and technical content to develop an architectural project.

The Architecture program acknowledges the necessity of adding a counselor to the staff. This counselor will conduct advisory sessions in these courses: Elective I, Project Workshop IV, and Construction Technology V. The advisory sessions will be for both faculty members and students, aiming to ensure that every member of the Bachelor of Architecture program is well-informed about regulatory requirements and the fundamental business process relevant to architecture practice in the United States.

Evidence presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

### **Program Response:**

#### **Fall Semester 2023**

The [former plan of study](#) addresses SC4 through three main cores of knowledge: Architectural and Urban Design, Construction Systems, and Theory and History. The Architectural and Urban Design core is composed of ten Design Studios, one for each semester of the program, where five of them are aligned with this Student Criteria: Project Workshop IV (AQTT2666), Project Workshop V (AQTT3678), Project Workshop VI (AQTT3688), Project Workshop VII (AQTT4678), and Project Workshop VIII (TITA6142). The student outcomes of these courses address the design of an architectonic project in the domain of construction regulations and techniques.

On the other hand, the Construction Systems core has eight courses, and all of them are aligned with these criteria: Construction Technologies I (AQTC 1803), Construction Technologies II (AQTC 2804), Construction Technologies III (AQTC 3805), Construction Technologies IV (AQTC 4806), Construction Technologies V (AQTC 1803), Integration I - Environmental Sustainability and Technologies (AQTI 3628), Integration II - Environmental Sustainability and Technologies (AQTI 3638), and Integration III - Environmental Sustainability and Technologies (AQTI 4628). The student outcomes of these courses are focused on developing technical processes for design, management, and construction of architectural projects, considering all the services and installations.

Moreover, the Theory and History of Architecture core is concerned with the interrelation between construction techniques and the different scales of buildings/cities in their specific period. While these courses do not have Technical Knowledge as a primary focus, it is worth mentioning that these criteria are also developed in the early stages.

#### **Spring Semester 2024**

The [new plan of study](#) will assess and reinforce SC4 in the following courses:

- Basic knowledge: ARQU0023 Construction Technology II (4th semester) This course will reinforce national and international technical knowledge.

- Intermediate knowledge: ARQU0015 Design and Digital fabrication II (6th semester) and ARQU0016 Construction Technology IV (6th semester). These courses seek to incorporate technical knowledge in the digital fabrication lab; and to reinforce the content related with the different construction systems.
- Advanced knowledge: TITA6143 Project Workshop VIII (10th semester) This course fits and applies all the technical content in a developed architectural project.

The technical knowledge and skills acquired on the courses mentioned will be assessed, under the new curricular improvements to the [new Plan of Study](#). Specifically, in Construction Technology II, Design and Digital fabrication II, Construction Technology IV and Project Workshop VIII.

Evidence presented: new syllabus of the courses, Course Learning Outcomes and specific rubrics on each course.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

### **Program Response:**

#### **Fall Semester 2023**

The [former plan of study](#) addresses Design Synthesis through two main cores of knowledge: Architectural and Urban Design and Urban Studies. The Design core is composed of 10 Design Studios one for each semester of the program, where all of them are aligned with Student Criteria 5: Basic Design Workshop I (FADT1160), Basic Design Workshop II (FADT1160), Project Workshop I (AQTT2663), Project Workshop II (AQTT2664), Project Workshop III (AQTT2665), Project Workshop IV (AQTT2666), Project Workshop V (AQTT3678), Project Workshop VI (AQTT3688), Project Workshop VII (AQTT4678), and Project Workshop VIII (TITA6142). The student outcomes of these courses seek the synthesis of the composition, space, context, human needs, technological, environmental, and historical elements for the design of an urban-architectonical project.

Additionally, the Urban Studies core is composed of three main courses, and one of them is aligned with SC.5: Urban Ecosystems (AQTU2208). The student outcomes of this course seek the creation of a conceptual sustainable project by the analysis of an urban context, considering the environmental complexity of the place.

The Design Synthesis criteria with NAAB considerations will be evaluated in the eighth-semester course Project Workshop VI (AQTT3688) and the ninth and tenth-semester Capstone Project courses: Project Workshop VII (AQTT4678) Project Workshop VIII, (TITA6142).

#### **Spring Semester 2024**

The [New Plan of Study](#) will assess and reinforce SC5 in the following courses:

- Basic knowledge: AQTT2665 Project Workshop III (5th semester) This course will reinforce SC5, with philosophy and theory content to develop design responses for specific human necessities in a specific context.
- Intermediate knowledge: AQTT3678 Project Workshop V (7th semester). This course seeks design synthesis from the analysis of urban form, generating an interconnection of projects and understanding the environmental, technical, and spatial impact of every decision.
- Advanced knowledge: TITA6143 Project Workshop VIII (10th semester) This course will assess SC5, through advanced design projects through a Capstone Project. This course will reflect all the content learned in the previous workshops, demonstrating well developed projects with a high awareness for the site, social equity, environmental impact, theory and history, human needs and technical processes. The first half of the course will concentrate on the investigation and documentation of all the information of analysis, to have objective data for the design synthesis developed in the other half of the course.

Evidence presented: Labeled exhibits of student work, courses syllabus with Student Learning Outcomes, course schedule and instructional materials used in the courses.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

### **Program Response:**

#### **Fall Semester 2023**

In the [former Plan of Study](#), a series of courses within the program instills in students an understanding of urban and architectural space as a complex, dynamic, and systemic product of a historically determined society. To achieve this objective, the courses Project Workshop V, VI, and VII, (AQTT3678, AQTT3688, and AQTT4678), as well as the courses Integration – Environmental Sustainability and Technologies I, II, and III, (AQTI 368, AQTI 3638, and AQTI 4628), provide methodologies for multidisciplinary empirical research that inclusively address the demands of the local and regional society in the processes of design and knowledge production. This series of courses emphasizes the recognition of historical and cultural diversity at both local and global levels, contributing to the sustainable conservation and rehabilitation of the historical, built, and environmental heritage of the constructed environment.

The capstone project developed in Project Workshop VIII (TITA6142) tackles the curricular integration of design by presenting an integrative architectural and/or urban project (research, conceptual proposal, and spatial proposal) of larger scale and complexity, identified as a structuring element in the Urban Design proposal developed in Quito or smaller cities in the country.

#### **Spring Semester 2024**

The [new Plan of Study](#) will assess and reinforce SC6 in the following courses:

- Basic knowledge: AQTT2666 Project Workshop IV (6th semester) This course will reinforce SC6, with the incorporation of international technical knowledge, to develop design ideas from different technical approaches. The projects in this course will be thought of as the set of the different systems that form a building.
- Intermediate knowledge: AQTT3688 Project Workshop VI (8th semester). This course continues in a complex manner the understanding of the building as a part of the urban form, and at the same time as the interaction of technical, spatial, environmental, envelope, and structural systems. This course also has theoretical content related to the different ways of understanding the void in architecture, information that guides the students in their technical decisions.
- Advanced knowledge: TITA6143 Project Workshop VIII (10th semester) This course will assess SC6, through advanced design projects. This course will reflect all the content learned in the previous workshops, demonstrating well-developed projects with a high awareness of the site, social equity, environmental impact, theory and history, human needs and technical processes. In the 9<sup>th</sup> semester, in Project Workshop VII the students will investigate and compile all the information of analysis, to have objective data for the design synthesis developed in the 10<sup>th</sup> semester. In this last semester, the project will be explained not only by spatial or urban considerations but also by the graphic development of all the engineering systems, in order to generate executive projects.

Evidence presented: Labeled exhibits of student work, courses syllabus with Student Learning Outcomes, course schedule and instructional materials used in the courses.

[APPENDIX I.3.2.1. 2020-Conditions-PC-SC-Matrix](#)

[APPENDIX I.3.2.2. New 2020-Conditions-PC-SC-Matrix](#)



## 4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

### 4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

#### Program Response:



July 11, 2022

Dr. Gonzalo Mendieta  
Rector  
Universidad de Las Américas  
Vía Nayon a 300 metros del Redondel del Ciclista  
Quito, PC 170137  
Ecuador

Dear Rector Mendieta:

This letter serves as formal notification and official record of action taken concerning Universidad de Las Américas (UDLA) by the WASC Senior College and University Commission (WSCUC) at its meeting June 24, 2022. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to UDLA February 16 – 18, 2022. The Commission also reviewed the institutional report and exhibits submitted by UDLA prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR, and the institution's May 16, 2022 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleagues Carlos Larreategui, Chancellor of the University and Board of Regents Chair; Marlena Leon, Academic Vice-Rector; Felipe Martinez, Chief Financial Officer and Administrative Vice-Rector; Rene Cordero, General Director of Operations; Danny Moya, Director of Quality Assurance; Maria Gabriela Hidalgo, Secretary General; and Sol Villasis, Head of International Accreditation and Accreditation Liaison Officer (ALO). Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

**Actions**

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of ten years
3. Schedule the next reaffirmation review with the Offsite Review in fall 2031 and the Accreditation Visit in spring 2032
4. Schedule a Special Visit in spring 2026 to address all the requirements in this letter.

The Commission commends UDLA in particular for the following:

1. Developing a culture of evidence-based decision making that is pervasive and sophisticated.
2. Demonstrating that culture of evidence through the faculty's engagement in program assessment and program review.
3. Implementing a mentoring system that serves as a consistent single point of contact for students to engage with academic and well-being issues as well as provide access to support services throughout their studies.
4. Managing the impact of the pandemic in a student-centered manner through the implementation of the FLEX model.
5. Mobilizing institutional leadership, faculty, staff, and alumni in support of key institutional initiatives.
6. Managing a robust financial operation and sustainable business practices.

The Commission requires the institution to respond to the following issues:

1. Refine institutional governance in ways to better demonstrate board independence, create appropriate structures, diversify expertise, and expand membership. (CFR 3.9)
2. Clearly define shared governance roles, rights, and responsibilities, and devise representational structures to ensure the faculty can exercise effective academic leadership. (CFR 3.10)
3. Ensure that UDLA's ongoing transition to the FLEX model meets student success objectives including retention, graduation, and academic performance, and provides adequate and appropriate support services, with special attention to emerging equity challenges for vulnerable populations such as students from families in the lower income quintiles and students from rural areas, among others. (CFR 3.7)
4. As the university transitions out of the pandemic, continue developing strategies to monitor and improve retention and graduation rates for all relevant student groups. (CFR 2.10)



In taking this action to reaffirm accreditation, the Commission confirmed that UDLA addressed the three Core Commitments and successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. In keeping with WSCUC values, UDLA should strive for ongoing improvement with adherence to all Standards of Accreditation and their associated CFRs to foster a learning environment that continuously strives for educational excellence and operational effectiveness.

In accordance with Commission policy, a copy of this letter is being sent to the chair of UDLA's governing board. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the UDLA's website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that Universidad de Las Américas undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jamiene S. Studley'.

Jamiene S. Studley  
President

JSS/mam

Cc: Phillip Doolittle, Commission Chair Sol Villacis, ALO  
Carlos Larreategui, Board Chair Members of the Accreditation Visit team  
Maureen A Maloney, Vice President

## 4.2 Professional Degrees and Curriculum

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

### **Former Plan of Study**

The Architecture Program had 150.66 semester credit hours, with a total of 7,232 hours, distributed equally over 10 semesters. Semesters at UDLA are scheduled as follows: Spring (March-July) and Fall (September-February). The courses of the program are grouped according to the following curricular units:

- Formative Unit
- Professionalizing Unit
- Curricular Integration Unit

The program’s plan of study is mandatory for all students; the program establishes the sequence of courses that students take each semester. At the moment, there are no optional courses offered; however, based on NAAB requirements, this is one of the improvements to the current plan of study.

The [Former Plan of Study](#) groups courses into five knowledge cores of the profession. The following information provides an overview of the training units and knowledge cores that make up the program’s plan of study:

Color Code	Knowledge Cores
	Architectural and Urban Design
	Theory and History
	Spatial Representation
	Urban Studies
	Construction Systems

**Formative Unit:** Students acquire basic knowledge in disciplines that support the program and provide a contextualization of its development. The Formative Unit constitutes the foundation for the development of Learning Outcomes. The following table details the credits and courses included in this unit.

**Professionalizing Unit:** This unit focuses on the knowledge of the program’s field of study. Students acquire skills to solve problems of architecture and urban design in real contexts.

**Curricular Integration Unit:** Includes courses that validate the program’s teaching-learning processes and enable students to integrate and apply the knowledge obtained. In this unit, the knowledge, skills, and abilities acquired by students throughout the program are applied in a practical manner through the development of a capstone project.

According to the classification suggested by NAAB for the program's courses, the following categories are listed below:



- Professional Studies: 134 credits
- General Studies: 16.66 credits
- Optional Studies: not offered in the [Former Plan of Study](#).

<b>PROFESSIONAL STUDIES</b>	<b>134 credits</b>	
BASIC DESIGN WORKSHOP I	3	FADT1160
TECHNICAL DRAWING	3	FADR1113
NATURAL DRAWING	3	FADR1116
MARQUETRY	2	FADM 2229
BASIC DESIGN WORKSHOP II	4	FADT 2668
DESCRIPTIVE GEOMETRY	3	FADR 2123
ARCHITECTURAL DRAWING	4	FADR 2116
PROJECT WORKSHOP I	6	AQTT2663
THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES	2	AQTH1103
CONSTRUCTION TECHNOLOGIES I	2	AQTC1803
PROJECT WORKSHOP II	6	AQTT2664
THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES II	2	AQTH2104
CONSTRUCTION TECHNOLOGIES II	2	AQTC2804
DIGITAL ARCHITECTURE I	2	AQTR2004
PROJECT WORKSHOP III	6	AQTT2665
THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES III	2	AQTH3105
CONSTRUCTION TECHNOLOGIES III	4	AQTC3805
DIGITAL ARCHITECTURE II	2	AQTR3005
DIGITAL MANUFACTURING	2	AQTU1208
PROJECT WORKSHOP IV	6	AQTT266
THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES IV	2	AQTH4106
CONSTRUCTION TECHNOLOGIES IV	4	AQTC4806
DIGITAL ARCHITECTURE III	2	AQTR4008
URBAN PLANNING I	2	AQTU2209
PROJECT WORKSHOP V	9	AQTT3678
INTEGRATION I (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)	2	AQTI3628
CONSTRUCTION TECHNOLOGIES V	2	AQTC4808
URBAN PLANNING II	2	AQTU3120
PROJECT WORKSHOP VI	9	AQTT3688
INTEGRATION II (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)	3	AQTI3638
URBAN ECOSYSTEMS	2	AQTU2208
PROJECT WORKSHOP VII	9	AQTT4678

INTEGRATION III (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)	3	AQT14628
RESEARCH FOR ARCHITECTURAL PROJECTS	2	TITA6141
PRE-PROFESSIONAL INTERNSHIPS	5	AQTP4555
PROJECT PREPARATION	3	AQTR3338
ANALYSIS AND CRITICISM (OF ARCHITECTURAL AND URBAN PROJECTS)	3	AQTH4109
PROJECT WORKSHOP VIII	4	TITA6142
<b>GENERAL STUDIES</b>		
		<b>16.66 credits</b>
MATHEMATICS FOR ARCHITECTURE AND DESIGN	3	MATZ0111
LANGUAGE AND DIGITAL COMMUNICATION	4.66	FGLZ0192
SCIENCE, ENVIRONMENT AND THE HUMAN BEING	3	FGHZ0922
RESEARCH AND ACADEMIC WRITING	3	FGLZ0180
ECONOMICS, ETHOS, AND SOCIETY	3	FGHZ 0912
<b>OPTIONAL STUDIES</b>		
		<b>Not offered</b>
<b>Total credits in the Program of Architecture</b>		<b>150.66 credits</b>

### **New Plan of Study**

The [New Plan of Study](#) consists of 154 semester credit hours, with a total of 7392 hours, distributed equally over 10 semesters.

The [New Plan of Study](#) groups courses into five knowledge cores of the profession. The following information provides an overview of the training units and knowledge cores that make up the program's plan of study:

<b>Color Code</b>	<b>Knowledge Cores</b>
	Architectural and Urban Design
	Theory and History
	Urban Studies
	Construction Systems
	Holistic Sustainability

(See further description of the new knowledge cores on Section 2)

In the new knowledge cores, the skills and contents of the Spatial Representation courses become part of the Architectural and Urban design core, and Holistic Sustainability is incorporated. Furthermore, elective courses are incorporated, both from the major and in collaboration with the School of Communication at the University.

It is important to mention that the program organizes the acquisition of knowledge in 3 units, that will be described as follows:

**Formative Unit:** During the 1<sup>st</sup>. and 2<sup>nd</sup>. semesters, students acquire basic knowledge in disciplines that support the program and provide a contextualization of its development. The Formative Unit constitutes the foundation for the development of Learning Outcomes. The following table details the credits and courses included in this unit.

**Professionalizing Unit:** From 3<sup>rd</sup>. to 8<sup>th</sup>. semesters, this unit focuses on the knowledge of the program’s field of study. Students acquire skills to solve problems of architecture and urban design in real contexts.

**Curricular Integration Unit:** On the final 9<sup>th</sup>. and 10<sup>th</sup>. semesters the unit includes courses that validate the program’s teaching-learning processes and enable students to integrate and apply the knowledge obtained. In this unit, the knowledge, skills, and abilities acquired by students throughout the program are applied in a practical manner through the development of a capstone project.

**4.2.1 Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

*Programs must include a link to the documentation that contains professional courses are required for all students.*

**Program Response:**

The required courses with professional skills and knowledge are described as follows:

Color Code	Course	Code	Credits	Semester
	Basic Design Workshop I	FADT1170	4	1
	Representation	ARQS0001	4	1
	Mathematics for Architecture and Design	MATZ0111	3	1
	Basic Design Workshop II	FADT2668	4	2
	Representation II	ARQU0001	4	2
	Statics and Materials	ARQU0002	2	2
	Architecture and Design Principles	ARQU0003	2	2
	Project Workshop I	AQTT2663	6	3
	Representation III	ARQU0004	2	3
	Structure I	ARQU0005	2	3
	Theory and History of Architecture and Urban Planning and Technologies I	AQTH1103	2	3
	Construction Technologies I	AQTC1803	2	3
	Project Workshop II	AQTT2664	6	4
	Representation IV	ARQU0006	2	4
	Structure II	ARQU0007	2	4

	Theory and History of Architecture and Urban Planning and Technologies II	AQTH2104	2	4
	Construction Technologies II	ARQU0023	2	4
	Project Workshop III	AQTT2665	6	5
	Design and Digital Fabrication I	ARQU0012	2	5
	Theory and History of Architecture and Urban Planning and Technologies III	AQTH3105	2	5
	Construction Technologies III	ARQU0013	2	5
	Urban Planning I	AQTU2209	2	5
	Project Workshop IV	AQTT2666	6	6
	Architecture in the Built Environment	ARQU0014	2	6
	Design and Digital Fabrication II	ARQU0015	2	6
	Theory and History of Architecture and Urban Planning and Technologies IV	AQTH4106	2	6
	Construction Technologies IV	ARQU0016	2	6
	Urban Planning II	AQTU3210	2	6
	Project Workshop V	AQTT3678	9	7
	Analysis and Criticism (of Architecture and Urban Projects)	ARQU0017	2	7
	Integral Sustainability I	ARQU0018	2	7
	Urban Planning III	ARQU0019	2	7
	Project Workshop VI	AQTT3688	9	8
	Urban Ecosystems	AQTU2208	2	8
	Integral Sustainability II	ARQU0020	2	8
	Project Workshop VII	AQTT4678	9	9
	Architectural Projects Research	TITA6141	2	9
	Pre-Professional Internships	AQTP4555	5	10
	Project Preparation	ARQU0021	2	10
	Construction Technologies V	ARQU0022	2	10
	Project Workshop VIII	TITA6143	5	10

**Note:** The colors in the first column of the table correspond to the knowledge core to which the course belongs.

**4.2.2 General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement.

Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

*Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.*

**Program Response:**

The general study courses are described as follows:

Course	Code	Credits	Semester
Effective Communication	VIDA0002	3	1
Strategic Learning and Leadership	VIDA0001	3	1
Applied Critical Thinking	VIDA0003	3	2
Effective Interaction in Social Systems	VIDA0004	3	2
<b>Total of credits:</b>		<b>12</b>	

**4.2.3 Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

*The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.*

**Program Response:**

The optional study courses are described as follows:

Course	Code	Credits	Semester
Elective I	ARQU0008	2	5
Certification Elective I	NODO0001	3	8
Certification Elective II	NODO0002	3	9
<b>Total credits</b>		<b>8</b>	

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

*Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.*

**Program Response:**

N/A

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution’s regional accreditor. Programs must provide accredited degree titles, including separate tracks.

**4.2.4 Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response:**

The number of credit hours of the program is outlined below.

	<b>Number of Courses</b>	<b>Credit hours</b>
Professional Studies	41	134
General Studies	4	12
Optional Studies	3	8
<b>Total credit hours</b>		<b>154</b>

**4.2.5 Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

**Program Response:**

N/A

**4.2.6 Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response:**

N/A

**4.3 Evaluation of Preparatory Education**

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and

equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

**4.3.1** A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

*See also Condition 6.5*

**Program Response:**

The process of course validation within the Architecture program unfolds across several distinct phases. Initially, students must submit their validation requests via admissions, which then forwards the student's academic record and syllabi authenticated by the competent authority of the institution or origin to the appropriate department. Here, an exhaustive analysis of content and learning outcomes takes place. Once these documents have been submitted, the Program Director will review them before drawing up a transfer credit report. The Admissions Office will present the report to the applicant. The applicant has the option to approve it or file an appeal. If the applicant is satisfied with the proposed credit transfer, the information is then uploaded to the university's BANNER System. Validation is exclusively granted if the student demonstrates at least an 80% similarity in course matter content and if the credit count is either equal to or exceeds the required amount.

For those students pursuing validation in accordance with NAAB criteria, the program will administer examinations for each course, adhering to SC and PC criteria, with the aim of validating acquired knowledge. Failure to pass these examinations will necessitate the student retaking the respective course and/or courses at the university.

It is noteworthy to mention that validation requests will be admitted only up to the fifth semester, constituting half of the total program duration. This measure is implemented to ensure that, upon completion of the ten semesters, students possess a comprehensive grasp of all fundamental knowledge to become part of the NAAB curricular program.

[APPENDIX I.4.3.1. Transfer of credit policy](#)

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

**Program Response:**

In Ecuador, educational institutions offer a unified baccalaureate regulated by the Ministry of Education. This ensures that students achieve their degree with equivalent competencies, regardless of the educational institution they attend.

In the context of the Bachelor of Architecture program, there is no specific entrance exam for student admission. Instead, a general evaluation is administered, applicable to all disciplines, encompassing various skills across all fields of knowledge. Nevertheless, the program has implemented a "Zero

Week," during which students receive resources aimed at facilitating their transition to university life and the academic program content.

It is essential to highlight that the first-semester courses are part of the Formative Unit, which serves as a foundation for the development of Learning Outcomes. Additionally, these courses are shared with the other three programs within the College of Architecture. This structure ensures that all students are provided with a standardized and comprehensive preparatory experience. Any gaps in student competencies are identified through ongoing assessments and addressed through tailored support during the "zero week" and throughout the Formative Unit.

**4.3.3** A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**Program Response:**

The University has implemented a comprehensive assessment system that rigorously evaluates the academic content of bachelor's degrees and the profiles of prospective candidates. This evaluation occurs during the admissions process and is socialized clearly and comprehensively to students.

Candidates receive a detailed explanation of the assessment process regarding their prior education, encompassing the criteria employed and how these criteria impact the duration and structure of the professional architecture degree program. This procedure ensures that students fully grasp the implications before accepting the admission offer.

In instances where deficiencies in knowledge or academic preparedness are identified among candidates, the program offers remedial modules or courses during the "Week Zero" and throughout the first semester, complemented by course-specific tutoring and supplementary classes. These measures are designed to guarantee that all students attain a consistent level of proficiency prior to advancing in the program.

Moreover, ongoing guidance and supplementary resources are provided to assist students in adapting to the academic demands of the architecture program effectively.

## 5—Resources

### 5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

**5.1.1 Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.

#### **Program Response:** **Institutional Governance**

UDLA’s Bylaws defines two governing bodies—the Board of Regents and the University Council—whose structure, composition, and responsibilities are clearly defined in the Higher Education Law, the University Bylaws, and the governing regulations of each governing body. Both Councils interact in a coordinated way within the boundaries of their attributes.

The leaders of the institution fulfill different roles of responsibility according to the organizational structure of the university. The Board of Regents and the University Council hold the responsibility of establishing strategic and regulatory guidelines that all other university levels must adhere to. At this level, the annual budget of the institution is prepared and approved, academic programs and study modalities are created, and academic authorities are appointed to lead operational actions aligned with the institutional strategic plan.

The main academic authorities of the institution are the Rector, the Administrative Vice-Rector, and the Academic Vice-Rector. They provide academic and administrative leadership to the entire university community. The institution’s leadership has made substantial efforts to generate confidence in the faculty by fostering a work environment that recognizes individual decision-making for the collective benefit of the academic community.

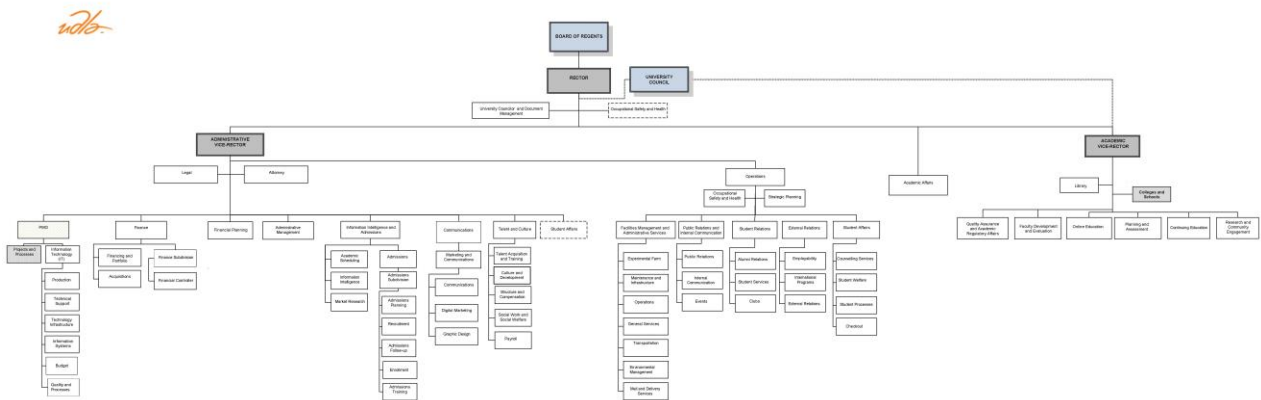


Figure 1. UDLA’s Organizational Chart

## **Architecture Program**

The Architecture Program has a governance structure aimed at creating a collaborative environment where decisions are made in coordination with the program's director and coordinator. The Dean of the College of Architecture and Design, Rafael Vélez, oversees the vision of the College, and the institutional and collaborative resources needed to accomplish the College's projects and planned activities. The Program Director oversees and plans the administrative (HR, schedule, and performance review) and academic processes of the College, and coordinates all the courses related to design studios, workshops, and theoretical classes. The curricular, performance review and capstone project committees report directly to the Director, Raed Gindeya, and Program Coordinator, Adriana Paredes. Therefore, all decision-making in the program is made in a structured manner aimed at creating a traceable and logical framework to accomplish institutional and College goals.

In addition to the established decision-making structure, the program has developed an organizational structure featuring dedicated professors who coordinate each of the five knowledge cores, as illustrated in the above organizational chart. These professors play a pivotal role in the ongoing evaluation and continuous improvement of the program, serving as direct links to the Academic Coordination, and consequently, to the Program Director and the Dean of the College of Architecture and Design.

**5.1.2 Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

### **Program Response:**

#### **University Council**

As described in UDLA's Bylaws, the University Council is composed of the Rector, the Academic Vice-Rector, the Administrative Vice-Rector, the Deans of the Colleges, five faculty representatives, two student representatives, and one representative of the university's non-academic staff. Faculty, student, and non-academic staff representatives are elected through universal, direct, and secret suffrage. These representatives have the authority to act as the university's governing body, carrying out the objectives outlined in UDLA's Bylaws. This includes approving and implementing all university policies, rules, and regulations, as well as evaluating and endorsing the academic plans proposed by academic units.

#### **Academic Council**

The Academic Council is chaired by the Academic Vice Rector and composed of the Deans, a representative of the Board of Regents, and other persons determined by its regulations, issued by the University Council.

#### **College Committees**

Standing college committees are established by the Dean and Directors of the College. Each committee is represented by faculty from each program and student representatives. Standing committees are the: Planning and Assessment Committee, Program Review Committee, Graduate Committee, and End-of-Degree Committee.

### **Student Organizations – ASEUDLA**

The UDLA Student Association (ASEUDLA) represents students within the University. ASEUDLA strives to ensure that the interests of all students are respected and valued and promotes student participation in all aspects of their personal, social, and academic development. ASEUDLA is comprised of a president and a vice-president of the Association, along with representatives from each college or school. Once a year, a week of election campaigns is held where existing movements present their propositions, and finally, all students participate in an electronic voting process to choose new representatives. Currently, the College of Architecture and Design representatives are Paulina Escobar, President, and Camila Bravo, Vice-president.

## **5.2 Planning and Assessment**

The program must demonstrate that it has a planning process for continuous improvement that identifies:

**5.2.1** The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

### **Program Response:**

#### **Institutional Strategic Planning**

Strategic planning at Universidad de Las Américas (UDLA) is a process of vital importance as it establishes the institution's mission and vision. It serves as a tactical blueprint, guiding both short-term and long-term development through strategic objectives and strategies. The execution of strategic planning becomes a fundamental aspect in steering the institution toward the envisioned future. This process involves the analysis of both external and internal factors that impact the university. UDLA develops an Institutional Strategic Plan that sets strategic guidelines for the next 5 years (2020-2025). This plan was developed through a collaborative, integrative, inclusive, and flexible approach with the university community. The plan outlines five overall strategic objectives:

1. Strengthen academic quality through research, community engagement, and accreditation.
2. Strengthen the sense of institutional belonging.
3. Increase and renew academic offerings.
4. Maintain a stable student population.
5. Achieve clear and simple operating standards that provide well-being to the university community.

#### **Architecture Program Strategic Planning**

Based on this plan, the [Architecture Program's Annual Operational Plan](#) (POA, for its initials in Spanish) is created for the program, including the planning of projects that align with the mission and vision of the College of Architecture and Design.

The Architecture program's institutional objectives are strategically and practically aligned with the curriculum, academic goals, and the nature of the program. The program focused on addressing three of the five institutional objectives that align with the nature of the program:

***Objective 1. Strengthen academic quality through research, engagement, and accreditations:*** Focuses primarily on enhancing academic quality through collaborative research, engagement, and program accreditation.

**Objective 2. Strengthen the institutional sense of belonging:** Foster connections within the alumni and faculty networks, with the goal of promoting mutual feedback on the program's quality and its adaptability to the ever-evolving job market dynamics.

**Objective 3. Expand and Renew Academic Offerings:** facilitates a continuous process of improvement and expansion of the Architecture Program's curricular offerings.

The progress of the architecture program toward its mission and stated multiannual objectives are carefully tracked, monitored, and evaluated.

#### [APPENDIX I.5.2.1. Annual Operating Plan \(POA\)-Architecture Program](#)

##### 5.2.2 Key performance indicators used by the unit and the institution

###### **Program Response:**

Every five years the university, through the Office of General Operations, in collaborative work with heads of office and strategic areas of the university, designs the five-year strategic operating plan. The university implements the performance review on a goal-oriented process. To accomplish this, five institutional objectives (IO) were set out and each one has a strategic axis or line, and a subset of specific strategies to accomplish the main objective. These are crafted as assessment tools and methods for administrative and academic units as well. The university implements the performance review on goal-oriented process. Subsequently, following the vision and mission of each college or school, the strategic objectives for the period (2020-2025) are planned. The strategic objectives must be aligned with and contribute to the achievement of the institutional objectives (IO), with each college or school prioritizing their actions according to the nature of their activities. The College of Architecture and Design has strategic actions to accomplish the main objectives of its Annual Operating Plan (POA, for its initials in Spanish). The objectives prioritized by the program of Architecture and the implementation of the planned actions carried out during the current period will be explained below:

- **IO1:** Strengthen academic quality through research, community engagement and accreditations.
  - a. **Community Engagement** — Subset of strategies: Strengthening links with public and private sectors, articulate engagement programs with the community by means of teaching and research, increase the impact of community engagement projects, positioning of international community engagement projects, Improve trust on the institution in the educational sector.  
**Indicators and/or actions:** Number of students of the program participating in FadWeeK, goal achieved 100%. Contest execution: completed contest with the participation of high school students aimed to confront them with the challenge to “Design Your Ideal City”.
  - b. **National and international relevant accreditations** — Subset of strategies: strengthen the processes of international institutional accreditation of study programs, maintain the processes of national assessment and accreditation guaranteeing superior qualifications.

**Indicators and/or actions:** Completed accreditation and certification processes: WSCUC completed and reaffirmed for 10 more years. NAAB accreditation process started by the Bachelor of Architecture program, currently in Initial Candidacy process, completion percentage 2%.

c. **Strengthening national and international recognition** — Subset of strategies: increase the participation of international scholars in scientific publications, improve the international rankings of the university.

**Indicators and/or actions:** Publish a yearly magazine of architecture and design. From 2020 four magazines published.

d. **Excellence in teaching** — Subset of strategies: creation of an UDLA academic identity, promote teacher's staff continuous learning, strengthen the teaching assessment in all study programs, levels, and modalities.

**Indicators and/or actions:** Improved results of teaching assessment, by means of operational and capacity building actions for teaching staff – Teacher improvement plan executed every semester. The results are measured by the following indicators: down to 2.2% on student satisfaction, the image of the school by –1.9%, academic management up by 2.6%, student loyalty down by 1.9%, sense of belonging down to 0.6%, academic quality down by 1.0%, quality of infrastructure no change steady at 74%, quality of virtual tools down by 5%, student services quality down by 1.7% and communication up by 3%.

- **IO2:** Strengthen the sense of institutional belonging.
  - a. **Promoting social responsibility** — Subset of strategies: define priority groups of interest for scholarship assignments, implement communication and marketing campaigns aligned with good practices management.

**Indicators and/or actions:** The establishment of a consultancy service on urban planning and design rooted in the operational structure of the school of architecture. Plan approved and will be implemented in 2025.
  - b. **Build an alumni community** — subset of strategies: build a network of graduated students to support the strengthening of the university community, manage the consultive graduated students' committees to improve the update process of study programs and curriculum in all schools and programs, promote the participation of graduate students to improve the sense of belonging, improve students' participation and permanence in the many study programs available.

**Indicators and/or actions:** Conduct 2 events per year with and/or including graduated students from the Bachelor of Architecture program. Successfully completed two years of talks and master classes with alumni from the program.
  - c. **Promote global interaction by means of internationalization and engagement with real sectors and actors.** — subset of strategies: create a Center for International Professional Development, permanent follow up of cooperation agreements both national and international, and assessment of results; constantly promote academic

and relevant projects and activities; strengthen the cooperation network and links with foreign universities, identify and create links with international cooperation organizations focused on education, science, arts and culture. Provide a holistic service for students with a job search platform that will ensure the good performance of the investments. Strengthen initiatives to consolidate and increase the registered students by means of commercial actions.

**Indicators and/or actions:** Project: La Remor, collaborative project with the university of Valencia, in Spain, and students and professors of the program. Completion percentage: 100%.

- **IO3:** Expand and renew the academic offer.
  - a. **Renew the school's and program's portfolio** — subset of strategies: renew the academic offer of current schools and study programs, internationalize the contents of study programs in innovative ways.
 

**Indicators and/or actions:** The College of Architecture and Design is committed towards lifelong learning, reason why it has launched the master's degree program in Advanced Architectural Design and the master's degree program in Urban Planning.
  
- **IO4:** Maintain a stable student population.
  - a. **Expand continuous education and online programs** — subset of strategies: strengthening existing international relations, generate new alternatives of international alliances, deepening the understanding of needs and interests of high school students, developing of an academic online program offer with a specific focus, develop a school of professionalization aimed to work with the corporate public, strengthen the sales, marketing, school of Spanish and the continuous education, team. Boost and increase the offer of continuous education programs.
 

**Indicators and/or actions:** Operative and functioning community and private sector engagement of the Fabrication Lab, percentage of completion: 25%.
  
  - b. **Ensure the well-being of the university's community** — Subset of strategies: develop a deeper bond between deans and the students' services and well-being department to ensure improved assistance on non-academic needs of students. Ensure the well-being of faculty and administrative staff. Ensure the optimal management of the safety standards in the university campuses. Promote sustainable mobility within the university' community. Manage nutritional standards. Offer human and high-quality medical care services. Propose and execute activities that will promote the building of a culture of equality, equity, and inclusion of vulnerable groups. Prevent and work to eradicate all sorts of sexual, psychological, physical, symbolic and other forms of violence within educational, virtual and on premises workspaces in the university.
 

**Indicators and/or actions:** Number of students in the first semester attending Week Zero (a program aimed to inform and train new students of the program). First semester student participation in the second edition of Week Zero was 31 out of 52 registered ones. This intensive first semester course aims to improve student retention

in the architecture program by providing essential knowledge and skills to better perform during their first four semesters.

- **IO5:** Achieve clear and simple operating standards that provide well-being to the university community.
  - a. **Keep high standards in services and infrastructure quality** — Subset of strategies: innovate the spaces for the community, keep high quality standards in campuses' infrastructure, strengthen the user experience at customer contact points, Guarantee the access to high quality digital services.  
**Indicators and/or actions:** a functional and well-designed space for the design studios and workplace for students built in the campus. Completion 50% by 2024.

The current KPI's and the realistic possibilities of the unit are here set and described. Based on the available data of the program, it is important to see it is on track to achieve the institutional goals aligned with our program's objectives.

### 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

#### **Program Response:**

We face significant challenges ahead, yet the interest in studying architecture has remained relatively stable. Although our registered student KPI has declined by 13%, our financial breakeven remains operational. The financial burden of studying architecture, including costs for materials, room and board, and other expenses, has made the program less attractive for some families. However, when analyzing our student intake numbers, completed projects, and the outlook for our renewed program and curriculum content, we see a positive prospect for curricular and academic performance.

With an average of 650 active students per semester we are committed to improving these figures. Our goal is to exceed our previous indicators in student intake, retention, and graduation rates. To achieve this, we have implemented various strategies, such as the Week Zero course, student study support UDLA mentor, and a permanent student well-being program that assists students with psychological, emotional, and physical issues.

Given our institutional strength and available resources, both in terms of human capital and infrastructure, we are confident that our current KPIs and the described projects will improve and expand to cover areas not yet addressed by our KPIs and strategies.

### 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

#### **Program Response:**

Our institutional core and strength lie in the informative and responsive tools designed to facilitate continuous improvement in our curriculum, faculty, and educational model quality. We recognize significant opportunities to enhance our course content and teaching methods every semester using established assessment models and systems, such as the Student Success Plan and the MAP (Multiannual Assessment Plan). These tools provide valuable data on student progress and

performance, as well as the effectiveness of learning outcomes. This information enables us to make necessary adjustments to rubrics, syllabi, and course content each semester, thereby enhancing student learning quality.

As a relatively new school, we identify the following strengths, challenges, and opportunities in the context of the application to become NAAB accredited architecture program.

### **Strengths:**

- **Quality Faculty:** The architecture program at UDLA Ecuador boasts a team of experienced and knowledgeable faculty members, all with master's degrees in different fields related to architecture design. Empowered by the institutional and academic structure they can develop and explore strengths in design studios and courses aligned with their interests and skills. This will contribute to the academic excellence of the program.
- **Hands-On Learning:** The program offers practical, hands-on learning experiences such as design studios, workshops, and site visits, allowing students to apply theoretical knowledge to real-world scenarios for their study development.
- **Interdisciplinary Approach:** The program incorporates interdisciplinary elements, encouraging collaboration between architecture and related fields like urban planning, and construction technologies. To this end we are creating summer workshops and other courses where students and teachers explore and learn from other disciplines.

### **Challenges:**

- **Resource Constraints:** Limited resources due to the national economic situation might pose challenges in allowing families to afford private education in the field of architecture.
- **Regulatory Compliance:** Keeping up with evolving regulatory standards and accreditation requirements in both national and international contexts can be demanding and may require continuous adaptation and investment.
- **Market Dynamics:** The architecture job market's competitiveness and fluctuations in demand for architectural services may pose challenges in ensuring graduates' employability and career advancement.
- **Technological Integration:** Rapid advancements in architectural software and digital tools necessitate continuous updates to the curriculum and faculty training to ensure students are equipped with relevant skills and the necessary equipment.
- **Sustainability and Climate Resilience:** Addressing sustainability and climate resilience in architectural education requires ongoing research, curriculum development, and partnerships with industry and government entities.

### **Opportunities:**

- **Research Collaboration:** Collaborating with industry partners, government agencies, and international institutions on research projects can provide opportunities for faculty and students to contribute to innovative solutions and gain valuable experience.
- **Community Engagement:** Engaging with local communities through service-learning projects, participatory design initiatives, and outreach programs can foster meaningful connections, address societal challenges, and enrich students' learning experiences.
- **Digital Innovation:** Embracing digital innovation in architectural education, such as virtual reality, parametric design, and building information modeling (BIM), can enhance learning outcomes, design exploration, and collaboration.

- **Global Partnerships:** Developing partnerships with renowned architectural schools, firms, and organizations worldwide can facilitate student and faculty exchanges, joint research initiatives, and exposure to diverse perspectives and practices.
- **Entrepreneurship and Innovation:** Encouraging entrepreneurship and innovation among students by providing incubation spaces, mentorship programs, and funding opportunities can cultivate a culture of innovation and empower graduates to pursue entrepreneurial ventures in architecture and related fields.

#### 5.2.5 Ongoing outside input from others, including practitioners.

##### **Program Response:**

The Institutional Program Review Policy at Universidad de Las Américas (UDLA) outlines a cyclical quality assurance process for evaluating undergraduate and graduate programs. The primary objective is to identify strengths and opportunities for improvement, ensuring continuous enhancement of academic instruction. This process applies clear criteria to assess each program and create an improvement plan, which aids in planning and monitoring at various institutional levels. The policy emphasizes external review of Program Review Reports to obtain feedback that bolsters institutional quality and continuous improvement. The external review involves hiring external peer reviewers and experts.

The Office of Quality Assurance and Academic Regulatory Affairs supports programs throughout the review process by providing data, guidance, and coordinating activities with the Program Review Committee. The committee establishes a work schedule, gathers statistical inputs, and analyzes stakeholder feedback to ensure continuous improvement. The review report is structured around seven standards: Institutional Effectiveness, Communication and Transparency, Curriculum, Student Affairs, Teaching, Teaching Tools and Resources, and Outcomes of the Teaching Process. After the self-evaluation report is finalized, it undergoes external review to incorporate feedback and ensure alignment with national and international standards, ultimately leading to a robust quality assurance plan. Bachelor programs conduct their program review and external review every 5 years.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

##### **Program Response:**

The program review process comprehensively evaluates various dimensions of the university's performance, aligning with common indicators. These indicators are derived from surveys conducted among both students and faculty, encompassing key areas such as institutional effectiveness, communication, curriculum, student affairs, and teaching effectiveness.

Institutional effectiveness covers aspects like organizational structure, strategic planning, and unit alignment. Communication and transparency are assessed to ensure clarity and openness within the unit. Curriculum evaluation involves gathering student feedback on community engagement, course alignment, sequencing, and practical-theoretical balance. Additionally, it examines the curriculum's relevance to market demands and students' awareness of learning outcomes.

Student affairs evaluation encompasses academic workload, mentorship program effectiveness, and accessibility of student services, including psychological support and career guidance. Teaching effectiveness assessment focuses on learning tools, resources, and outcomes.

Data from these assessments are meticulously collated and presented in digital PowerBI dashboards. These dashboards facilitate informed decision-making by highlighting structural adjustments needed in course content, assessment tools, and overall learning processes. Collaboration occurs through inter-semester meetings and work sessions, where the Planning and Assessment team update the knowledge core coordinators of the program on assessment outcomes and facilitates necessary adjustments for effective student learning.

About the results, as stated before, the assessment of institutional effectiveness at the university involves evaluating organizational structure, strategic planning, communication, curriculum, student affairs, and teaching effectiveness through surveys of both students and teachers.

Regarding organizational structure and strategic planning, there has been a decline in faculty ratings from 9.2 to 8.3 indicating a negative trend. However, maintaining scores above 8.0 suggests robust institutional trust and satisfaction.

Communication and transparency, assessed through integrity, transparency, and feedback integration, demonstrate solid performance, with scores ranging from 6.9/10 to 7.5/10. However, there is a need for improvement in communication channels and response times between students and departments.

Curriculum assessment reveals shortcomings in student awareness of study plan information, attributed to factors like student fatigue and low attendance at informational events. Despite this, the program performs adequately in other areas, with scores exceeding 7.2/10.

Student affairs indicators show low ratings in awareness of the Student Welfare department, reachability, assistance portfolio, and relevance of provided talks. Challenges include talk format, contact systems, and scheduling conflicts.

The overall goal is to enhance student perceptions and experiences, ultimately improving satisfaction and wellbeing within the academic environment.

Further evaluation is necessary to understand teaching effectiveness, learning tools, resources, and learning outcomes comprehensively, providing a holistic view of the program's performance in these areas.

### **Institutional Outcomes Assessment Process**

As part of the university's focus on academic quality assurance and continuous improvement, UDLA has implemented an institutional process to assess Student Outcomes for all programs offered. Each program at UDLA develops a multi-annual assessment plan (MAP) in conjunction with the Office of Planning and Assessment (DPEA, for its initials in Spanish), which guides the process and ensures each plan is aligned with institutional outcomes.

The figure below describes the cycle for Institutional Outcomes Assessment applied at UDLA.



*Figure 2. Cycle for Institutional Outcomes Assessment applied at UDLA  
(Adapted from Driscoll & Wood, UDLA’s Educational Model 2020)*

Every semester, starting in 2015, all UDLA’s programs assess Learning Outcomes following the guidelines established in the Learning Outcomes Assessment Plan and Process. With the objective of identifying areas for improvement, these results and their analysis yield the program’s annual improvement plan. As of 2022, and as part of UDLA’s commitment to continuous improvement, the assessment cycle has been expanded to cover two academic periods.

With the objective of identifying areas for improvement, these results and their analysis are presented in the program’s annual assessment report. The assessment of Learning Outcomes is conducted at an initial, intermediate, or final level of development, depending on how a course aligns with each Learning Outcome in the curriculum map.

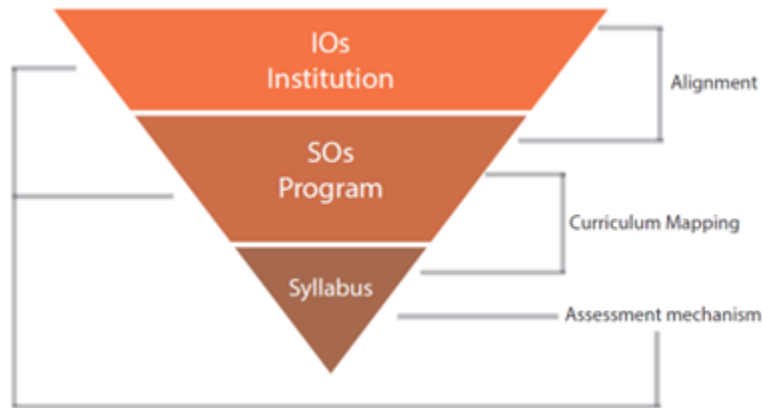
The assessment reports are intended to gauge the level of performance students have achieved in terms of the Institutional Outcomes and the Learning Outcomes, as well as outline the main findings and actions that will be taken to strengthen and improve the teaching-learning process and students’ learning experience.

### **Architecture Program Assessment**

The program’s Planning and Assessment Committee reviews the program’s assessment report, some of the actions undertaken by the Architecture Program in response to this assessment are:

- Revisions to the curriculum, pedagogy, and/or course sequences.
- Maintenance, improvement, addition, and/or elimination of curriculum components such as courses, contents, assessment mechanisms, and activities.
- Changes and adaptations to tutoring processes.
- Development of educational support services.
- Realignment of decision-making processes and resource allocation.

All academic programs follow UDLA's educational model based on a student-centered, outcomes-based approach. Student Outcomes (SOs) are aligned with Institutional Outcomes (IOs). In turn, each course within the program has specific results aligned with Student Outcomes and Institutional Outcomes (See Figure 3.).



*Figure 3. UDLA's Curriculum Planning Model*

The Architecture program is committed to continuous improvement and excellence through its program review and strategic planning processes. Every five years, the program undertakes an extensive assessment that evaluates three key dimensions: organizational structure, curriculum, and self-regulatory capacity. Insights from this report are used to develop an improvement plan that is meticulously revised each year to ensure compliance.

The program demonstrates its commitment to continuous improvement by utilizing the results of the program review process to drive positive changes and adjustments benefiting both students and faculty.

Through data-driven decision-making, the program identifies areas for improvement based on feedback from students and faculty. Continuous improvement initiatives are implemented at a micro-curricular level, fostering a proactive environment of positive evolution within the program. Open feedback loops are established, enabling ongoing communication, addressing concerns, and celebrating successes.

Faculty members receive tailored professional development, and student support services are customized based on assessment feedback. Transparent communication and accountability ensure that the program remains responsive and dedicated to enhancing student and faculty success through a culture of continuous improvement.

### 5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

*Programs must also identify the frequency for assessing all or part of its curriculum.*

#### **Program Response:**

The evaluation deemed most effective is the collective review conducted as a group by all faculty members. A final exhibition at the end of each semester is prepared by the professors representing each knowledge core of the program, which showcases the best works developed by the students during the semester. This exhibition developed collaboratively and involving all full-time and part-time faculty members, serves as a platform to assess courses' development and the transversality of the learning outcomes. This tour is led by the Dean of the College of Architecture and Design with the support of the Program Director and Academic Coordinator.

This exhibition, accessible to all faculty members, holds great significance within the program as it serves as a central platform for evaluating and discussing the curriculum's effectiveness through the lens of student work. It's important to recognize that the critics exposed in this tour reflect the collective dedication of the faculty to reevaluate and invest in curriculum goals in an open forum. This allows for a thorough examination of strengths and weaknesses in projects and teaching methods, ensuring that the curriculum remains flexible and dynamic. In this context, the curriculum is seen as a flexible project that is continuously being improved. According to this joint tour, the following semester is evaluated, improved, and planned by the program committees.

Additionally, the evaluation process has several information sources and responsible teams. The first instance is the rubric-based grading system which relies on faculty's work on their courses and grading process. To this point, students receive three scores during the whole semester, each score can have subcomponents that respond to the course's dynamics. The second system of evaluation is surveys. Such as i) a student-to-faculty survey, that assesses the quality of the learning process and related course matters, ii) faculty-to-faculty evaluation, also called peer-to-peer evaluation. This is based on class observation and a later assessment based on an institutional format rubric. iii) course coordinators provide complete reports on their faculty teams' performance. iv) finally, there is an institutional data-based review system for faculty that considers punctuality on administrative and academic duties, on-time upload of scores and reports to the university's platforms, and other metrics related to team and collaborative work.

All new program design and curriculum revision projects follow a deliberate process at UDLA. This process consists of project blueprint planning and approval, academic program development and approval, external regulatory approval, and program implementation. Program leadership and faculty members, with the support of the Office of Quality Assurance and Academic Regulatory Affairs (OQAARA) and the Office of Planning and Assessment (OPA), collaborate to develop the degree profile, program learning outcomes, curriculum map, and assessment plan. Once the team finalizes this process, degree profiles and curricula are approved by the General Curriculum Committee before the full project is developed and submitted for review and approval by the Academic Council, and then the University Council. The initial part of the process, the work done by Faculty and the OQAARA, is documented in a shared folder, "UDLA Planning and Learning Assessment"; detailed minutes are kept for every meeting and all other parts of the process, those concerning the General Curriculum Committee, Academic Council and University Council.

Proposed changes to the curriculum and courses primarily originate from the faculty, but in most cases, they stem from the assessment process, technological advancements, or the program's constituencies' needs. These proposals are deliberated upon during a faculty meeting with the Program Director and Academic Coordinator. All modifications must receive approval from the program's Planning and Assessment Committee (CPEA, for its initials in Spanish), to be implemented in the corresponding academic period.

To implement changes in courses, it is necessary to obtain approval from the CPEA. On the other hand, for modifications in the curriculum, including the addition or removal of courses, approval from the university's Curricular Committee is required. This committee is comprised of the Academic Vice-Rector and academic representatives from all colleges or schools of the university. Furthermore, depending on the magnitude of the changes, approval from the Higher Education Council of Ecuador (CES, for its initials in Spanish) is also necessary.

### 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

#### **Program Response:**

As explained in section 3., following the submission of the Eligibility Report and the eligibility visit in April 2024, the program has commenced the necessary curricular and academic management changes to comply with NAAB's criteria and requirements. The initial phase includes specific adjustments and modifications to the [former Plan of Study](#), aimed at enhancing the program's knowledge cores and learning methodologies according to the gaps identified in Program and Student criteria in the Eligibility Report.

The [new Plan of Study](#) determines a set of Program Learning Outcomes (PLO's) that allow the necessary adjustments according to NAAB's criteria. (See new PLO's on section 3). Moreover, as part of the improvements in the [new Plan of Study](#), the architecture program has developed additional Course Learning Outcomes (CLO's) in accordance with the criteria required by NAAB, with the aim of integrating them into each of the courses where this type of learning will be demonstrated and assessed.

#### **Course Learning Outcomes, aligned with NAAB Program Criteria**

- *PC1:* Identifies the requirements for obtaining an architect license internationally.
- *PC2:* Evidences design processes and communicates methods that integrate multiple factors in different environments and scales of development.
- *PC3:* Applies ecological and advanced principles of building performance, adaptation, and resilience to understand the dynamics between the natural and built environment.
- *PC4:* Analyzes the history and theory of architecture and urbanism, framed by various social, cultural, economic, and political forces at a national and global level.
- *PC5:* Recognizes the importance of research and innovation in architecture for its application in the profession.
- *PC6:* Identifies leadership approaches in multidisciplinary teams and dynamic physical and social contexts and applies effective collaboration skills to solve complex problems.
- *PC7:* Assimilates the benefits of a positive and respectful environment that fosters optimism, respect, exchange, commitment, and innovation for the profession.

- *PC8*: Analyzes diverse cultural and social contexts for the generation of spatial proposals that equitably include people from different backgrounds, resources, and abilities.

### **Course Learning Outcomes, aligned with NAAB Student Criteria**

- *SC1*: Analyzes the impact of the built environment on health, safety, and human well-being for the generation of projects at multiple architectural and urban scales.
- *SC2*: Identifies regulatory requirements, fundamental business processes, and their influences on the ethical practice of the profession, at a local and international level.
- *SC3*: Applies principles regarding safety, land use, and regulations of the architectural object to propose relevant transformations to the urban and/or rural context.
- *SC4*: Applies construction systems and technologies, both common and emerging, considering their influence on economic factors and the performance of architectural and/or urban projects.
- *SC5*: Argues the design decisions of architectural and/or urban projects based on the synthesis of factors related to users, contextual conditions, regulations, equity, professional theories, and environmental impact.
- *SC6*: Develops an architectural and/or urban project integrating building envelope systems, structural systems, technological assemblies, and environmental systems.

These learning outcomes will be developed in various courses throughout the academic program. Overall, following the university guidelines, these knowledge and skills will be assessed using a rubric. This rubric will include the new learning outcomes mentioned in the relevant subjects.

(See [New 2020-Conditions-PC-SC-Matrix](#)).

Additionally, this knowledge will be assessed at three levels of proficiency: Initial, Intermediate, and Advanced, which will allow for correction and leveling of content, if necessary, throughout the duration of the program. The assessment of student achievement for these CLO's will be governed by the guidelines established for the overall program assessment. That is, in each assessment cycle, these NAAB requirements will be added, and corrective actions will be implemented in the improvement plans proposed in each cycle.

**5.3.2** 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.

### **Program Response:**

At UDLA, faculty and program leaders are actively involved in a variety of academic quality assurance and continuous improvement processes. Program leaders and other relevant parties are expected to fulfill the following functions:

Dean

- Lead the college or school and establish program academic guidelines and faculty policies in accordance with university regulations.
- Lead strategic planning, oversee the implementation of operational plans, recruit administrative staff, and assess faculty performance.

- Actively participate in program assessment and accreditation processes, ensuring compliance with program reviews and continuous improvement efforts within the college's or school's programs.
- Direct and supervise the planning, organization, and assessment of all academic activities (teaching and learning, research, and community engagement) of the college or school.
- Actively participate in managing and supervising the program review process of the school or college.
- Coordinate the implementation of program requirements based on degree profiles and institutional strategic planning, including logistics, technical and technological resources, human talent, and teaching resources, with the aim of achieving the Student Outcomes outlined in the degree profile.
- Participate in Curricular and Assessment Committees to contribute to the ongoing program review process.
- Participate in faculty meetings to analyze recommendations that contribute to curriculum updates.

#### Program Director

- Plan, organize, manage, control, and evaluate academic activities to ensure the degree profile is met.
- Actively participate in Curricular and Assessment Committees to contribute to the ongoing program review process.
- Identify critical aspects during the implementation of program requirements and effectively address academic issues with students and faculty.
- Actively participate, manage, and supervise the program review process.

#### Program Coordinator

- Support the Program Director in academic and administrative activities.
- Review and submit syllabi to the digital Sumar Platform.
- Participate in program accreditation processes.
- Participate in curricular and assessment committees.
- Monitor the multi-annual assessment plan.

#### Program Advisory Committee

- Review the program's degree profile, Program Educational Objectives, Student Outcomes, and plan of study.
- Propose changes or improvement recommendations to the program's degree profile, Program Educational Objectives, Student Outcomes, and plan of study.

#### Planning and Assessment Committee

- Responsible for guiding and monitoring the planning and learning assessment process of the programs.

#### Program Review Committee

- Designs, coordinates, and supervises program review processes that allow innovating, readjusting, and strengthening academic activity, creatively and continuously.

## Capstone Committee

- Responsible for managing, updating, and ensuring compliance with the capstone projects. In addition, the committee is tasked with verifying that all curriculum requirements are met, evaluating final projects in architectural and/or urban design, reviewing necessary documentation for student graduation, and coordinating the presentation of capstone projects to faculty-appointed juries. Upon ensuring all requirements are fulfilled, the committee recommends conferring degrees to the University's Academic Department and maintaining accurate records of students who have completed the process. This committee plays a vital role in the program's development as it assesses adherence to the graduation profile and suggests changes and improvements for future student cohorts.

## 5.4 Human Resources and Human Resource Development

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

**5.4.1** Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

### **Program Response:**

The number of professors in the Architecture program is adequate to cover all required courses. The program has 27 full-time professors and 33 part-time professors. All faculty members have high academic credentials and professional experience. UDLA's faculty members have an average maximum load of 18 hours per semester for full-time faculty, nine hours per week per semester for part-time faculty, and six hours per week per semester for the Program Director. All full-time faculty are assigned tutoring hours in which they can serve students who require assistance.

All faculty members maintain an open-door policy for student office hours and tutoring. Nevertheless, the Program Director works with the Mentor Program to conduct the majority of student advising. In turn, full-time faculty act as facilitators inside and outside the classroom and interact closely with students in activities such as pre-professional internships, community engagement, architecture workshops, tutoring, and career advising.

**5.4.2** Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

### **Program Response:**

The profile search and selection process for a licensing advisor has been completed. The architecture program has reached a verbal agreement with an architect based in the USA, who will serve as an instructor for courses related to licensing and career advancement in the



American work environment. Additionally, he will act as a curricular advisor for the entire program, offering insights and feedback to ensure alignment with NAAB criteria.

Advisor's profile:

Eduardo Andres Gonzalez Cordoba.

Project architect City: Atlanta

Phone number: 470-418-4282 / +593 995111618

Address: 1659 MONROE DR NE, O-14 ATLANTA, GA 30324

E-mail: andresg@blurworkshop.com / gonzalezcordova.andres@gmail.com

He possesses the following accreditations:

NCARB record number: 843287 – certificated: 107975 – expires 5/31/25 — AIA Number and Information: 39195926 - expiration date: 12/31/2024 — RA Georgia License RA01747.

**5.4.3** Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

**Program Response:**

UDLA created the Center for Teaching and Learning (CEA, for its initials in Spanish) to keep faculty members of all colleges and schools at the forefront of higher education trends. The CEA has designed a training program for faculty that is updated yearly. Furthermore, the CEA provides spaces for faculty to work on their skills, competencies, and attitudes needed for managing academic activities, conducting research, or teaching.

The CEA also organizes regular self-improvement activities and seminars on topics such as 21st-century teaching and learning methods, the Diploma in Effective Teaching and Learning in Higher Education, and activities where faculty members share methodologies. For the program, faculty and staff professional development is of utmost importance. Training courses related to Architecture and academic topics are held permanently to deepen their technical knowledge, as well as strengthen teaching-learning skills and strategies. The program uses online learning platforms such as Coursera and Udemy. These platforms offer a wide variety of online courses that seek to develop skills in the fields of architecture, urban planning, and other areas. All faculty and staff in the program have access to these platforms.

Also, the program encourages faculty and staff members to participate in special workshops, seminars and conferences closely related to the curriculum courses. This is included in the program's annual professional development plan.

**5.4.4** Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

**Program Response:**

UDLA focuses on helping all students develop and achieve their academic potential by providing several support services such as meaningful and timely advising and supplementary tutoring and mentoring from admission through graduation and beyond. Some of the support services available to students in the program are the following:

- **Mentor:** UDLA Mentor is a personalized guidance program that accompanies students throughout their university journey. Each student is paired with a Mentor who provides support in navigating academic, financial, and administrative processes.

- **The Learning and Academic Support Center:** This center is a fundamental resource for all programs that support student retention and graduation by providing a personalized tutoring service to improve academic performance, develop and strengthen learning skills, and foster successful study and work habits.
- **College and School Tutorials:** Academic tutorials are offered by full-time faculty and are scheduled throughout the semester. They are designed to enhance student pass and completion rates through regular academic support. This process enables faculty to conduct individual and/or group meetings with students, addressing concerns and strengthening the learning process in specific discipline-related topics.
- **Student Welfare:** Student Welfare focuses on providing support to students in personal matters and in the development of learning skills. This department offers psychological support to students who require guidance in these areas. Activities such as study skills and stress management workshops are provided with the aim of promoting "persistence" and academic success. These activities contribute to the overall well-being of students by helping them develop positive long-term habits and attitudes.
- **Co-curricular activities:** The university provides a platform and the necessary physical space for co-curricular activities; all locations offer a wide range of clubs that enable students to develop skills and engage in activities they are interested in and/or passionate about.
- **International Academic Programs:** These programs encourage an international and intercultural approach within the university community, creating and managing international programs that facilitate the exchange of people and ideas, as well as advising and supporting students and faculty to undertake international activities aimed at forming global citizens.
- **Support for pre-professional internships and community engagement:** UDLA maintains agreements and strong relationships with various organizations, industries, and public and private companies to provide students with opportunities for pre-professional internships. Certain full-time faculty members are responsible for strengthening these relationships. Specific professors lead community collaboration projects and are responsible for planning and coordinating all direct service activities in which students participate.
- **Carlos Larreátegui Mendieta Library System:** Offers students valuable information and guidance regarding the availability of physical titles and volumes, access to scientific and technical journals, and online databases and resources.

## 5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

**5.5.1** Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

### Program Response:

Maintaining and increasing diversity within the Architecture program is essential for fostering an inclusive, innovative, and dynamic learning environment. Diversity enriches the educational experience by bringing a wide range of perspectives, ideas, and experiences to the table, ultimately enhancing the field of architecture.



This brief plan outlines strategic initiatives for recruiting, retaining, and supporting a diverse population of faculty, teaching staff, administrative staff, and students. By focusing on targeted outreach, inclusive practices, and supportive measures, the school aims to cultivate a community that values and champions diversity at every level.

### **Faculty and Teaching Staff**

**Recruitment:** To enhance diversity among faculty, the school will engage in targeted outreach by partnering with diverse professional organizations, conferences, and academic networks to attract underrepresented candidates. Job descriptions and postings will emphasize the institution's commitment to diversity and inclusion. Additionally, hiring committees will be established with diverse members to mitigate unconscious bias throughout the recruitment process.

**Retention and Support:** To support faculty retention, the school will improve its mentorship program by pairing new hires with experienced faculty members to aid in their professional development. For instance, new teachers may be paired with a NAAB advisor. The school will also expand its professional development offerings to include workshops and training on inclusive teaching practices and cultural competency, aligned with the CEA Center for Learning Assessment's agenda.

### **Administrative Staff**

**Recruitment:** The school will utilize diverse job boards and networks to attract a broad pool of candidates through the current link generation system available within the SAP system. This approach ensures a wide reach in sourcing potential employees from diverse backgrounds.

**Retention and Support:** Comprehensive onboarding programs will be implemented to highlight the school's commitment to diversity from the start. Clear pathways for career advancement and professional development opportunities will be provided to administrative staff. Additionally, policies promoting work-life balance, such as flexible working hours and remote work options, will be established to support staff retention and satisfaction.

### **Students**

**Recruitment:** The program aims to increase diversity among its student body by enhancing scholarships and financial aid. Outreach programs will be conducted with high schools, particularly those in underrepresented communities, to encourage interest in architecture. The admissions office will oversee these efforts, including offering summer programs and workshops for high school students to introduce them to architecture and the school's offerings. Currently, the gender distribution within the program of Architecture exhibits a nearly equal representation, with 49.30% females and 50.70% males.

**Retention and Support:** Mentorship programs will be established, pairing students with upperclassmen or alumni for guidance and support. The curriculum will be integrated with diversity and global perspectives to reflect a wide range of cultural and architectural traditions. Student-led organizations focused on diversity and inclusion in architecture will be supported, and counseling and support services will be made accessible to address the needs of a diverse student body.



UDLA maintains an unwavering dedication to elevating the academic landscape of our nation, ensuring that all students have equitable access to pursue their studies, irrespective of their financial situations. To alleviate the financial burden on our students, a substantial 40.9% of our student body benefits from need-based financial aid. Specifically, within our Architecture program, 38.3% of our students benefit from need-based scholarships. Moreover, it's worth highlighting that 34.1% of our Architecture students are first-generation college students.

UDLA stands as a cost-effective option for architectural education, providing an affordable pathway for students who might otherwise grapple with excessive financial debt while pursuing their architectural degree.

**5.5.2** Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

**Program Response:**

N/A

**5.5.3** Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

**Program Response:**

N/A

**5.5.4** Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

**Program Response:**

The UDLA Code of Conduct and Ethics states, "UDLA is committed to acting honestly and ethically. This means that each member accepts responsibility to promote integrity and ethical conduct in all activities." This commitment is evidenced at UDLA and all its Colleges and Schools not only through the Code of Conduct and Ethics but also in policies and procedures to ensure that people who pass through the university are treated fairly.

In terms of operations and sound business practices, there are numerous ways UDLA demonstrates its integrity. The Code of Conduct also affirms that "UDLA is committed to compliance with all laws applicable to its operations," and this refers to the Higher Education Law of Ecuador and all requests from regulatory bodies established in that law.

UDLA believes that integrity and transparency must extend to everyday aspects of university life and works to ensure an environment conducive to teaching and learning. Every employee at UDLA must complete a course on the Code of Conduct and Ethics. The General Student Regulations, included in the [Student Handbook](#), serve to orient students to participate in the university community in ways that reflect the values of the institution. The Nondiscrimination and Affirmative Action Policy and the Sexual Harassment Policy likewise establish the expectations UDLA has of all members of its community to contribute to "building and maintaining an environment of freedom, participation, and conscience, free from all forms of



harassment, intimidation, exploitation, and discrimination. It is noteworthy to mention that these policies are also included in the Faculty Handbook.

**5.5.5** Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

**Program Response:**

Student Welfare is a service provided by the University to support students in four specific areas: psychological support, educational inclusion, career guidance, and social work. The goal of this service is to ensure that students feel heard and always supported, whether it's related to personal or academic matters.

The educational inclusion service aims to respond positively to the diversity that exists within the university environment through various means. It also focuses on working with students with special educational needs, whether they have a disability or not. This service is important because it emphasizes equal opportunities and strives to make the university experience the best it can be.

Within the academic process, a student with special educational needs must provide the necessary documentation to the welfare department, which then meets with the student and faculty to determine the actions to be taken during the semester.

The program offers specialized tutoring to students at a time convenient for both the students and the faculty, curriculum adaptations, flexibility in assignment deadlines, reduced course loads for the semester, and the option to withdraw from courses or the entire semester. Each case referred to Student Welfare is handled on a personalized and confidential basis.

UDLA has implemented a robust and ongoing equality plan that addresses multiple aspects of diversity and inclusion. This plan is a cornerstone of UDLA's commitment to creating a workplace environment where every member is treated with equality and respect, regardless of their background or circumstances. The plan is designed for the entire university community, and it complies with the requirements of the Constitution of the Republic, the Organic Law of Higher Education (LOES, for its initials in Spanish), the Council of Higher Education (CES, for its initials in Spanish), and UDLA's internal regulations. The plan focuses on five key areas: gender equality, support for vulnerable groups, accommodations for special needs, health and well-being, and environmental responsibility, thus guaranteeing the rights and well-being of all members of the university community. Through continuous monitoring of the community's needs by the Human Talent and Student Welfare departments, specific actions and indicators are implemented to ensure equal opportunities and conditions for all members of the university community. At the end of each year, the results are measured, and a new diagnosis is made, based on which the actions for the following year are established.

**5.6 Physical Resources**

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

**5.6.1** Space to support and encourage studio-based learning.

**Program Response:**



The offices of the College of Architecture and Design are located at the Granados building. In 2021 the College of Architecture and Design moved to the Granados building from its previous location, which has benefited faculty members and students with larger studio spaces, closer and better-equipped computer labs, and exhibition areas.

Every office on the campus, for administrative staff and the faculty, is equipped with a desk, an ergonomic chair, an area for visitors, a telephone, and a computer. The Dean's office has an area of 13 m<sup>2</sup> and the workstations for directors, coordinators, and curricular faculty are spread over an area of 225 m<sup>2</sup>. Full-time faculty members have fixed workstations assigned to them, while part-time faculty members have access to collaborative spaces in different areas of the building that they can use whenever they need them. These resources support the academic and administrative endeavors of the staff.

All classrooms in the program have been equipped with state-of-the-art software and equipment. The equipment includes Microphones, Polycom HDX (a telepresence program), Poly Studio (equipment that provides a 120-degree field of view, tracking the interlocutor), Poly Eagle Eye (equipment that provides a 12x optical zoom), Poly Acoustic Clarity (equipment that provides full-duplex conversations and acoustic echo cancellation), which provide a unique educational experience. Faculty have been trained to properly use these new technologies and user guides have been published in Brightspace and SAP Success Factors LMS. Electronic boards are also available in several classrooms. The classrooms are perfectly suited for the program's requirements, considering that the courses require advanced graphics and other means of communication.

The Architecture program is inherently practical, a characteristic reflected in its workspaces. The program primarily utilizes two types of classrooms: Studio Workspaces and Theoretical Classrooms. Studio Workspaces are larger as the methodology emphasizes interaction between students and the professor through scale models and individual reviews on computers. Theoretical classrooms are used less frequently and cater to non-practical courses. Additionally, digital laboratories, coordinated by other university areas, supplement the space requirements for the program's courses. Currently, the establishment of a dedicated digital laboratory for the exclusive use of the College of Architecture and Design is underway.

The Granados building has 24 workshop-style classrooms on the third floor, 2 common-use rooms for the students, 3 computer labs, 1 classroom exclusively designated for both master's programs, and the FabLab with its complementary spaces in the Carpentry Workshop.

The areas in the FabLab and the carpentry workshop are used by the students of the three undergraduate, and two graduate programs of the College of Architecture and Design and consist of the following equipment:

- 3D printing area with two 3D printers
- laser cutting laboratory with one laser cutting machine
- milling laboratory with two CNC router
- model-making area
- specialized software laboratory
- carpentry and locksmith workshop equipped with specialized machines and tools.

It is important to mention that the FabLab is continuously being updated and improved, so that by 2024 several additional tools will be available for the students, such as a collaborative robot (cobot) and three 3D printers.

**5.6.2** Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

**Program Response:**

The College of Architecture and Design is the exclusive user of UDLA's FabLab space which includes a 3D printing area, laser cutting laboratory, milling laboratory, model-making area, specialized software laboratory, carpentry and locksmith workshop equipped with machines and tools. The program shares computer laboratories with other schools such as Interior Design, Industrial Design, and Music. These laboratories are located on the second and third floors of the Granados building. We also share three lecture halls and the central atrium located on the ground floor with the rest of the schools on the campus.

Currently, UDLA is developing an experimental material laboratory in the Nono Campus, which is projected in the near future.

In addition, the program provides a studio workspace, for 25 students approximately, dedicated to autonomous work, that allows the construction of group architectural 3D models. This area is freely accessible to all students and is constantly used during the semester, due to the collaborative nature of this work. This space has a temporary storage area for large models and has proven to be one of the most used spaces in the building.

**5.6.3** Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

**Program Response:**

The offices of the College of Architecture and Design are located at the Granados building. In 2021 the College of Architecture and Design moved to the Granados building from its previous location, which has benefited faculty members and students with larger studio spaces, closer and better-equipped computer labs, and exhibition areas.

Every office on the campus, for administrative staff and the faculty, is equipped with a desk, an ergonomic chair, an area for visitors, a telephone, and a computer. The Dean's office has an area of 13 m<sup>2</sup> and the workstations for directors, coordinators, and curricular faculty are spread over an area of 225 m<sup>2</sup>. Full-time faculty members have fixed workstations assigned to them, while part-time faculty members have access to collaborative spaces in different areas of the building that they can use whenever they need them. These resources support the academic and administrative endeavors of the staff.

All classrooms in the program have been equipped with state-of-the-art software and equipment. The equipment includes Microphones, Polycom HDX (a telepresence program), Poly Studio (equipment that provides a 120-degree field of view, tracking the interlocutor), Poly Eagle Eye (equipment that provides a 12x optical zoom), Poly Acoustic Clarity (equipment that provides full-duplex conversations and acoustic echo cancellation), which provide a unique educational experience. Faculty have been trained to properly use these new technologies and user guides have been published in Brightspace and SAP Success Factors LMS. Electronic boards are also available in several classrooms. The classrooms are perfectly suited for the



program's requirements, considering that the courses require advanced graphics and other means of communication.

Full-time faculty members work 40 hours per week, allocated to a maximum of 18 teaching hours. Each class hour requires approximately 1.8 hours of preparation. In addition to their teaching responsibilities, professors undertake specific academic duties such as course coordination, supervision of professional practices, participation in curriculum committees, self-assessment exercises, accreditation management, student advising, and participation in departmental meetings, among other roles.

Part-time faculty can teach up to 9 hours per week, along with necessary preparation time. Unlike their full-time counterparts, part-time faculty members do not take on additional academic responsibilities or provide tutoring. Therefore, architectural design workshops always involve both a full-time and a part-time instructor.

Furthermore, the department employs a half-time faculty member responsible for 6 weekly teaching hours, overseeing the logistics of the digital design and fabrication workshop. This faculty member also provides tutoring and actively participates in departmental meetings.

#### **5.6.4 Resources to support all learning formats and pedagogies in use by the program.**

##### **Program Response:**

The infrastructure of the Granados building, housing the architecture program, incorporates specialized workshops aimed at enhancing student development. These workshops feature essential equipment such as drafting tables, adjustable chairs, whiteboards, projectors, instructor computers, and cameras for online connectivity as required.

Given the practical emphasis of the architecture curriculum, it is imperative that the physical space provides adequate square footage for the display of both individual and group drawings and models.

The instructional approach within these workshops entails instructors facilitating learning through practical corrections on three-dimensional models and fostering discussions during sessions.

Additionally, the program includes theoretical classes equipped with whiteboards, computers, desks, and cameras for online instruction. Notably, the digital fabrication laboratory complements these facilities, offering students hands-on learning experiences and opportunities for knowledge application.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

##### **Program Response:**

N/A

#### **5.7 Financial Resources**

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

##### **Program Response:**



UDLA's institutional financial planning processes incorporate a Long-Range Plan (LRP), which is a five-year operational and capital expenditure plan closely aligned with the institution's strategic objectives.

The university has allocated a budget for the development of community engagement projects in which both faculty and students actively participate. Students can contribute by identifying and proposing solutions to social problems. These projects provide students with valuable teamwork experiences, help them develop communication skills, practice data analysis, and engage in sampling and experimentation.

The Office of Facilities Management and Administrative Services is responsible for facility maintenance and upgrades, as well as the allocation of necessary budget funds. Additionally, the university provides resources for the procurement of supplies, materials, and laboratory practices.

UDLA uses a top-tier accounting firm, A.R.M.S. Auditores y Asesores Cía. Ltda., a member of IBShub International Business Support Hub, which has received an unqualified opinion every year. UDLA's healthy and stable financial situation has permitted the university to dedicate resources to continuous improvement, as demonstrated by the increased research output over the past three years, something that was made possible by going above the local regulatory requirements regarding the percentage of investment in research.

Historically, the budget allocated to the program has allowed both faculty and students to dedicate themselves to the teaching-learning, research, and community engagement processes and has enabled students to develop good levels of performance in Student Outcomes.

### **Process used to establish the program's budget**

The university follows a zero-based budgeting model aligned with the institution's strategic plan. This model addresses all income categories, operating expenses and investments, payroll expenses, and complementary expenses. For example, income categories encompass sources such as tuition fees, enrollment, scholarships, discounts, and other sources of revenue. Operating expenses and investments are specifically related to purchase requests, covering items like academic supplies, consultancies, maintenance, basic services, insurance, and the acquisition of fixed assets, etc. Payroll expenses refer to the payment of salaries and benefits, overseen by the Office of Talent and Culture. Complementary expenses include accounting processes that do not require a purchase order, such as depreciation, provisions, financial interests, etc.

The purpose of the strategic budget model is to ensure that the budget is aligned with the university's strategic plan (therefore, the budget model addresses specific initiatives of the strategic plan that impact the budget during the forecast period.) Additionally, the strategic budget model requires the university to balance its budget projections to maintain a balanced budget.

During the first semester of each fiscal period, the Department of Financial Planning and the Administrative Vice-Rector evaluate the previous year's budget and results. At the beginning of the second semester, the Department of Financial Planning meets with representatives of each academic and administrative area to review the budget format and guidelines which will be used to request the annual budget for the initiatives defined in the Annual Operating Plan. The Department of Financial Planning verifies that all academic and administrative areas of the university have



submitted their data and then reviews figures, focusing especially on consistency with data from previous years.

In July of each year, the Dean, alongside the Program Director and the College's Management Coordinator, reviews the previous year's budget execution and the investment requirements for the next year and prepares the annual budget. Once finalized, the College's Management Coordinator forwards the budget to the Department of Financial Planning.

The Department of Financial Planning consolidates the budgets from all areas and develops the first budget draft. Income is aligned with enrollment goals at a program level and all additional sources of revenue, such as clinics, continuing education, and parking are also included. Profit and Loss Statements are diligently prepared for each college, school, and administrative area. Subsequently, different scenarios that may affect the budget are generated and budget adjustments are defined for each area.

Subsequently, the Institutional Budget Projection is generated, providing an opportunity for a preliminary diagnosis and the establishment, confirmation, or adjustment of goals. This process enables the prioritization of budget execution, allowing for necessary adjustments to be made before final approval is granted.

The budget is then presented and discussed with the Administrative Vice-Rector, who passes final approval in conjunction with the Board of Regents. This consultative and inclusive budget planning process allows multiple perspectives to be heard and alternative options to be discussed and analyzed, which is particularly important as the higher education landscape changes in a global and dynamic context.

Before the end of the year, the program and university budgets for the following year are approved. UDLA, its colleges, schools, and academic programs operate on a fiscal year that spans from January 1st to December 31st. The program's budget is made up of three main components: income (tuition and student enrollment), expenses (operating costs, faculty payments, events, and university extension projects), and investments (updating laboratories and computer facilities). The following table details the budgetary evolution of the Architecture program over the past four years and a projection for the next six years.

#### [APPENDIX I.5.7. Architecture Program Budgetary Information](#)

### **5.8 Information Resources**

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

#### **Program Response:**

All UDLA locations have libraries equipped with a physical collection consisting of academic works and the general collection -designed to promote reading, research, and self-education- and connected to the university's virtual library. The library locations are open from 7h00 am to 10h00 pm, Monday through Friday.

The technical processing and organization of the library collection employs international standards such as MARC21, Z39.50, and the Dewey Decimal Classification System. The library is managed through a Management System that includes modules for cataloging, circulation, inventory, and



statistics which allows compliance with internal regulations and protocols for all services. It also has a training area for the use of its resources and processes; it prioritizes multi-user access to academic bibliography in digital format and offers a reading promotion agenda that includes meetings with writers, and critical reading workshops, among others.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

**Program Response:**

To effectively manage the adequacy of the library's technical collection relative to the needs of the program and its faculty, the library has a recurrent process to identify resource acquisition needs. On an as-needed basis, faculty can access an online document in which they can include suggestions for new resources for the general collection and replacement of old editions or discontinued books in high demand among users. This information is used by the library team to establish the physical and digital resources to be acquired by the university according to the allocated budget.

Regarding the Architecture program, the library has a specialized collection of books (printed and digital), academic journals, scientific articles, and other services available. This collection is currently composed of 2,287 documents related to the Architecture and Urban fields, including specialized titles and the main bibliography referenced in the syllabi of the courses of the program.

Additionally, faculty and students have access to 11 databases in its virtual library, which allows access to 12 open-access repositories. Some of the databases and platforms available for this program are the following: El Croquis, e-Libro, EBSCOhost, ProQuest, ProQuest Ebook Central, JSTOR, Scopus, Springer Books, Taylor & Francis, Taylor & Francis eBooks, and Web of Science. The library also has access to open resources and a repository of end-of-degree projects of all UDLA's academic programs. Thus, the library services are adequate to meet the needs of the Architecture program.



## 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

### 6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

#### Program Response:

Upon candidacy, all program catalogs and promotional materials, including the program's website, will include the full and exact Statement on NAAB-candidacy, exactly as worded in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2.

### 6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

#### Program Response:

Upon candidacy, the program will make the Conditions for Accreditation, 2020 Edition, and the Procedures for Accreditation, 2020 Edition, available to the public through the program's website.

### 6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

#### Program Response:

UDLA has a career guidance department that works with the university's job bank platform to provide students with current and relevant career opportunities and pre-professional internship placements. It is noteworthy to mention that the institution has created an Employment Workshop that offers students practical strategies to increase employability. This workshop focuses on providing students with tools to better understand the labor market, conceptualize their brand, build a strategic resume, create a stellar LinkedIn profile, prepare for job interviews, and understand the importance of developing soft skills to succeed professionally. Each semester program alumni are invited to talk to students about future professional development, including topics of possible specializations and graduate studies. Furthermore, the career guidance department holds a job fair every May to provide students an opportunity to explore career opportunities, meet prospective employers, and practice professional behavior.



## 6.4 Public Access to Accreditation Reports and Related Documents

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

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

### Program Response:

Upon candidacy, the program will make all interim progress reports and related documents, as well as the Conditions for Accreditation, 2020 Edition, and the Procedures for Accreditation, 2020 Edition, available to the public through the program's website.

## 6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

### Program Response:

#### 6.5.1 Admissions

The Office of Admissions plays a vital role in student success; it tends to all prospective and recently enrolled students and ensures that they receive appropriate and timely information.

At the beginning of the admissions process, each applicant is contacted by a member of the office, an admissions consultant, and advised to help define their academic interests as clearly as possible through a series of questions regarding their preferences and concerns. Each academic area prepares training materials -a catalog and talking points- for the Office of Admissions to provide to their admissions consultants, thus ensuring that students receive appropriate guidance. Information regarding academic offerings, such as the catalog, is permanently available on the institutional



website so that applicants may review each program's degree profile, its courses, and curriculum map at any time.

To be admitted to the Architecture program at UDLA, applicants must meet the following admission requirements with no exception, as established in the General Student Regulations:

1. A high school diploma issued by a national or foreign high school acknowledged by the Ecuadorian Ministry of Education.
2. Approval of the admissions test, which includes an aptitude test as well as other tests requested by the program.

UDLA's admissions requirements can also be found online and are outlined in the Admissions Policy. The enrollment process takes place twice a year, in March and August.

The admission test is performed on a platform called Central Test. The admission test, called Reasoning Test-R, assesses cognitive skills required to perform in a professional environment such as logical thinking, numerical analysis, and verbal communication. In addition, the admission test also identifies important factors such as personality, interest, and emotional intelligence that provide a more comprehensive evaluation of an individual's potential.

High school graduates in Ecuador obtain a General Baccalaureate degree and, in some cases, an International Baccalaureate, which qualifies them for admission to any higher education institution. Currently, the program does not have a pre-entry leveling course. Therefore, the first semester is focused on providing students with the necessary tools to develop their skills. To reduce attrition rates in the early semesters, starting from the Fall 2023 academic period, the program implemented a free Technical Drawing course for all first-semester students. This course lasts for 13 hours and is taught by a specialist in the field, with the support of the faculty who are part of the first semester of the program.

Additionally, diagnostic exercises are conducted during the first to fourth-semester classes, so that faculty can gain a better understanding of the skills and abilities that students possess at each level they pass. These diagnostic exercises can be observed on the virtual learning platform and in the syllabi of each course.

#### [APPENDIX I.6.5.1. Student Handbook](#)

### **6.5.2 Advising**

As of 2019, the university has a specialized mentoring department available to all students. UDLA Mentor is a personalized program that provides students with advising throughout their university journey. Each student is assigned a Mentor who makes it easier for them to manage academic and administrative processes and provides them with a space for listening and professional intervention. The Mentor Department is staffed by psychology professionals, trained to provide comprehensive support to students and guide them in personal and academic situations. This service is available whenever students require it.

## **6.6 Student Financial Information**

**6.6.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.



**Program Response:**

As described in section 5, indicator 5.4.4., UDLA Mentor provides support in navigating academic, financial, and administrative processes, including payment methods and financial aid.

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

**Program Response:**

UDLA presents its academic offerings, services, and costs truthfully and thoroughly through a variety of mechanisms, such as the institutional website, program catalogs, and materials distributed to students, potential students, and the public. Specifically, on the following website <https://academico.udla.edu.ec/page/tarifario/ug/UDLA1P614/> it is possible to find the tuition and fees for the academic semester in Architecture.

Additionally, the program provides students with an estimate of external expenses, which can range from 50 – 100 dollars in books, 100 – 150 dollars in specialized materials, and 80 – 100 dollars in prints per semester. The costs will depend on the academic period and the type of materials or books used for each class.



## **PART TWO – Plan for Achieving Initial Accreditation**

### [APPENDIX II.1. Plan for Achieving Initial Accreditation](#)



## PART THREE – Supplemental Information

### Course Descriptions

The following list of courses and their descriptions make up UDLA's current Bachelor in Architecture program plan of study.

#### **FADT1160-BASIC DESIGN WORKSHOP I**

The Basic Design Workshop I offered by the College of Architecture and Design provides professionals with a robust foundation for honing skills and competencies in the design field. During this workshop, attendees will delve into and implement the core principles of design, acquiring an in-depth comprehension of the fundamental elements of composition. They will examine the processes that shape form and investigate the interplay and traits of compositional elements. Furthermore, they will explore concepts such as proportion and scale, and immerse themselves in various design principles and organizational tactics. This acquired knowledge will be practically employed in crafting both two-dimensional and three-dimensional compositions, fostering an all-encompassing understanding of the factors that affect visual perception.

#### **FADR1113-TECHNICAL DRAWING**

This course, with its theoretical-practical approach, equips students with the fundamental skills needed to achieve high-quality graphic expression in the fields of architecture and design. It delves into the exploration and application of orthogonal projections as a potent expression tool for effectively representing and communicating volumetric ideas. This involves mastering the technique and symbolism inherent in these projections, as well as experimenting with precision tools and various supporting materials. Students will learn to develop forms and compositions through architectural and design projection, thereby fostering their ability to translate abstract concepts into precise and aesthetically impactful graphic representations. This knowledge is crucial for their professional development in the realms of design and architecture.

#### **FADR1116-NATURAL DRAWING**

The Natural Drawing course focuses on enhancing students' psychomotor skills and fundamental visual perception. These skills are essential for communicating graphically in spatial and formal projects through persuasive sketches and drawings. Students will not only learn to convincingly represent the natural and built environment but also express their creativity and imagination. Various analog graphic techniques will be explored and applied, allowing experimentation with a wide range of traditional tools and materials for representation. Continued practice of natural drawing not only improves artistic dexterity but also stimulates spatial thinking, enabling an understanding of the three-dimensional world through freehand strokes and sketches. These knowledge and skills are crucial in the education of future architects and designers.

#### **MATZ0111-MATHEMATICS FOR ARCHITECTURE AND DESIGN**

This course focuses on the following mathematics content: proportionality and scaling, angles, regular triangles and polygons, plane and spatial geometry, analytical geometry, and descriptive statistics. Proportionality and scaling introduce students to managing scales and reading architectural plans. Geometry provides mathematical concepts to the student to describe specific parts of geometric space that contribute to the understanding of certain formal facets of architectural space. In modern Architecture, geometry is also a fundamental piece for buildings since they all have a geometry in the spaces. Descriptive Statistics helps students identify types of variables, construct frequency tables and their graphic representation, and determine the basic statistics of a data set for interpretation.



### **FADM2229-MARQUETRY**

This course delves into the fascinating world of model design and construction, providing essential tools and knowledge for accurately and intricately representing spatial forms and architectural design concepts. Students will learn to discern and select the most appropriate materials, as well as the right tools and techniques for each model project, ensuring that the representation meets specific established objectives. Creativity is encouraged, along with the skill to transform abstract ideas into tangible representations. This empowers future architects to express and communicate their visions and designs effectively and with visual impact.

### **FADT2668-BASIC DESIGN WORKSHOP II**

The Basic Design Workshop II is an integral component of architectural education, encompassing a broad spectrum of both theoretical knowledge and practical application. In this workshop, students delve into the world of structural systems, gaining insights into the elements that comprise simple abstract compositions. They learn to apply key concepts such as balance, equilibrium, and weight, which are instrumental in grasping the nuances of scales, proportions, and the art of spatial organization. These foundational principles are skillfully translated from theoretical abstract forms to tangible, smaller-scale projects. As the workshop progresses, students are introduced to crucial programmatic concepts, including access, circulation, and usage, empowering them to navigate the intricacies of architectural design, especially for less complex functions. This workshop not only imparts vital knowledge but also serves as a cornerstone for cultivating a rich array of skills and competencies essential for success in the realm of architectural design.

### **FADR2123-DESCRIPTIVE GEOMETRY**

The course focuses on mastering fundamental geometric techniques and procedures essential for visualizing and analyzing elements and spatial compositions in three dimensions. Key aspects such as simple geometric bodies and orthogonal projections are addressed, enabling students to develop a deep understanding of how to represent and work with three-dimensional shapes. Additionally, three-dimensional models and flattening techniques, crucial for the accurate representation of 3D objects in two-dimensional spaces, are explored. The study of three-dimensional planes is also vital for conceptualizing and adequately expressing the spatial arrangement of architectural elements. These foundational skills provide essential underpinnings for future applications in design and architecture, allowing students to approach projects with a robust focus on the representation and understanding of three-dimensional forms.

### **FADR2116-ARCHITECTURAL DRAWING**

This course, with a theoretical-practical approach, delves into the study and practice of various manual graphic expression techniques that are essential for architectural projects. It not only covers the understanding of the graphic components required for a set of plans but also explores the various techniques and styles of three-dimensional graphic representation of architectural spaces and their constituent elements. Students will immerse themselves in a detailed understanding of how to effectively communicate architectural ideas and concepts, mastering both the two-dimensional representation that requires graphic and technical expression of architectural plans as well as the three-dimensional representation that brings spaces and objects to life. This knowledge is essential for their training and future professional practice in the field of architecture.

### **FGLZ0192-LANGUAGE AND DIGITAL COMMUNICATION**

Language and Digital Communication is designed based on the key competencies ("Big Five") and develops oral and written communication. It is aligned with the institutional learning outcomes of Communication in Spanish, digital literacy, and critical thinking. The course is conceived within the student's communicative process and is subject to the functional aspects of the language. This process includes the effective and critical use of information and technological tools. It favors the construction of strategies for a rigorous and critical approach to various texts through the management of technological tools that facilitate the selection, generation, and use of information with a pertinent use of language and respect for academic honesty and the correct use of APA citation standards.

**AQTT2663-PROJECT WORKSHOP I**

In Project Workshop I, students are introduced to architectural design through the understanding of space, its various conformations, relationships, and uses. The workshop is structured in three key stages: the first stage addresses exercises aimed at applying design principles in space and understanding the human scale. The second stage involves an approach to the design and conformation of spaces, considering the exploration of form, function, and user. Finally, in the third stage, a more complex architectural project is developed, where students create an architectural program to satisfy the needs of a user in a hypothetical small-scale environment, integrating pre-existing elements that act as references, and including a tilted base plan on a moderate complexity topography to resolve their proposal on platforms. Emphasis is placed on the strategic application of knowledge acquired in earlier stages, ensuring the development of a thoroughly comprehensive and meticulously grounded architectural project.

**AQTH1103-THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES I**

During this course, we will explore significant episodes that traditional historiography deems crucial for comprehending the evolution of cities, architecture, and construction technologies between 500 BC and 1800 AD. Additionally, we will establish connections with pertinent artistic and political expressions from each era under study. By doing so, we aim to grasp a deeper understanding of the social context in which these developments were created.

**AQTC1803-CONSTRUCTION TECHNOLOGIES I**

This course serves as the introductory level for the study of Construction Technologies and aims to equip students with the skills necessary for the efficient and comprehensive planning of architectural works across various scales and complexities. This process is intricately aligned with the concepts, characteristics, and unique properties of building materials, as well as their corresponding construction methodologies. Throughout the course, students gain a deep understanding of how to apply these aspects in both the conception and execution of architectural projects. The objective is to empower students to make well-informed decisions regarding the selection of materials and construction systems, taking into account the unique specifications and needs of each project. This holistic approach significantly contributes to the development of highly competent architectural professionals who are attuned to efficiency and quality in their designs and constructions.

**FGHZ0922-SCIENCE, ENVIRONMENT AND THE HUMAN BEING**

The "Science, Environment, and the Human Being" course takes an interdisciplinary approach to examine the relationship between humans and their environment through diverse scientific lenses. This course is set to offer an unparalleled and distinctive learning experience. It incorporates innovative learning methods, including gamification, case studies of real-life scenarios, and exploration of scientific topics and contemporary issues. Teamwork is a cornerstone of this course, essential for achieving the institutional learning objectives: critical thinking, collaborative skills, civic responsibility, global perspective, and effective communication in Spanish. This approach aligns with UDLA's educational DNA while striving to achieve the UDLA Experience. A significant component of the course involves 48 hours of community engagement. During this time, students will work on a project to create a communicational product. This product will be crafted using modern communication strategies and grounded in scientific information, ensuring it resonates with a broad audience.

**FGLZ0180-RESEARCH AND ACADEMIC TEXTS**

Research and Academic Writing is the second course in the curricular sequence, building upon the competencies of Language and Digital Communication. It's structured around the key competencies ("Big Five") and aligned with institutional learning outcomes in Spanish communication, digital literacy, and critical thinking. This course offers an introduction to the epistemological and methodological foundations of quantitative and qualitative research. Moreover,



it incorporates the use of technological tools for an approach to basic research. Conceived as an integrative course in critical reading and writing, it enhances the ability to read, analyze, and evaluate a variety of texts. Students develop skills in selecting and analyzing appropriate academic sources and refine their academic writing within a framework of academic integrity through the application of APA citation standards.

#### **AQTT2664-PROJECT WORKSHOP II**

Project Workshop II focuses on the deep interpretation of the environment as a central element for the development of an architectural project. The morphological, functional, and natural/climatic aspects of the site are carefully analyzed, establishing spatial strategies that address the problems and requirements of the proposed programs. During the design process, a matrix is used that encompasses compositional and functional aspects. This tool guides the student in forming solid criteria for operating on real terrain and adopting an architectural stance in the context. The goal is to cultivate the ability to read and interpret the site accurately, allowing for a coherent architectural design in harmony with its environment.

#### **AQTH2104-THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES II**

This course strives to forge meaningful connections among architectural theory, history, and practice. It equips students with indispensable tools for methodological and critical analysis, focusing on the examination of pivotal works and theories from the 19th century through the early decades of the 20th century. These are deemed by critics and historiographers as emblematic of architectural modernity. A particular emphasis will be placed on the critical examination of the exchange of ideas and models among Europe, the United States, and Latin America. Furthermore, the course will delve into the interdisciplinary relationships between architecture and urban planning, as well as other artistic and cultural forms like painting, sculpture, and cinema, exploring their mutual influences and intersections.

#### **AQTC2804-CONSTRUCTION TECHNOLOGIES II**

To understand the behavior of a structure, this course provides students with a solid understanding of the fundamental principles of statics. This includes the analysis of simple structural elements, as well as the identification and quantification of the different types of loads that affect a structure and how they are transmitted through said structural elements. This comprehensive approach provides a solid foundation for the study and understanding of more complex structures.

#### **AQTR2004-DIGITAL ARCHITECTURE I**

Architectural communication goes beyond graphic representation and the techniques used. Architecture now transcends physical construction, becoming a means to make sense of processes that go beyond the drawing board. In a digital context, tools and programs enhance our architectural work, providing significant dissemination. This course introduces students to the digital realm, complementing the architectural drawing codes learned in technical and architectural drawing. Three key programs are explored: AutoCAD, Illustrator and Photoshop, providing students with essential skills for contemporary architectural communication.

#### **FGHZ0912-ECONOMICS, ETHOS AND SOCIETY**

The course "Economics, Ethos, and Society" delves into the fundamental concepts of economics and their interactions with society. The main aim is to equip students with the necessary tools to understand the economic situation of their country and the world, enabling them to form informed opinions. To achieve this, we will explore topics including how a country's wealth is measured (GDP), how prices are defined (supply, demand, and inflation), how the labor market functions, the role of the state in an economy, how poverty and inequality are measured, and how international trade relationships work (globalization and commerce). This course includes 48 hours of community engagement, which is a prerequisite for passing. If a student fails to complete the required hours, their grade for the third progress report will be 1.0. Additionally, the course features an



entrepreneurship module that students must complete in their self-directed learning space, accounting for 10% of the course grade and evaluated in the third progress assessment.

### **AQTT2665-PROJECT WORKSHOP III**

Projects Workshop III acknowledges that architecture exists between two realms: the real (use, site, and technique) and the ideal (the accumulated knowledge of the discipline in theoretical, critical, and historical aspects). In this workshop, real issues will be addressed through a consolidated site in the city, tackling technical issues coherently and handling programs of medium complexity, such as double circulations and exclusive relationships between uses. In the realm of the ideal, philosophical schools will be explored to understand the essence of architecture and its autonomy from other disciplines. Furthermore, the concept of the Promenade Architectural, as one of the unfinished projects of the modern movement, will be revisited. Thus, architecture is understood as a pleasure, particularly the experience of walking through a building and feeling emotion through space.

### **AQTH3105-THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES III**

This course focuses on analyzing episodes that traditional historiography considers essential for the understanding of post-modern and contemporary architecture, spanning from 1950 AD to the present. We will explore the theoretical and architectural productions developed in countries in Europe, the United States, Latin America, and Japan from the second half of the 20th century to the present day. The aim is to examine the trends, approaches, and significant changes that have shaped the architectural landscape over this extensive period, as well as their cultural influences and impact on the built environment.

### **AQTC3805-CONSTRUCTION TECHNOLOGIES III**

This course provides students with the vital tools to analyze the behavior of buildings under seismic forces concerning their structural configurations. This entails a comprehensive understanding of structural responses to seismic forces, enabling the creation of buildings that are not only safe but also resilient to these natural phenomena. Furthermore, the course emphasizes equipping students with the skills necessary to define technical procedures for the construction of facilities and for the provision of both basic and supplementary services in architectural works across various scales. This includes a range of systems from electrical to water and sanitation, ensuring that future professionals are adept at seamlessly incorporating these fundamental elements into their architectural designs, thereby enhancing the functionality and livability of the spaces they create.

### **AQTR3005-DIGITAL ARCHITECTURE II**

Digital Architecture II strengthens the capabilities of computational design and digital representation by introducing advanced modeling and rendering programs. Through the Rhinoceros software, students will understand the basics of creating three-dimensional geometry and managing complex geometry from 2D geometric bases. The course will also reinforce precision digital drawing and the migration of geometries between different software. The scope of the course proposes to determine digital design thinking systems that will be implemented to create complex results through simple processes. Three-dimensional modeling will be accompanied by post-production and rendering tools. Using Vray software, students will explore possibilities for generating photo-realistic and artistic images to reinforce the communication potential of their projects.

### **AQTU1208-DIGITAL MANUFACTURING**

Digital manufacturing technologies allow us to accurately and error-free materialize the complex geometries resulting from the process of discovery and optimization of form. From the elaboration of prototypes to final architectural components, these techniques translate virtual models into physical objects, completing a cyclical and continuous design process that has led to the emergence of a new culture of design and manufacturing. It is an evolutionary design process where similar to nature, we learn through trial and error. We generate successive prototypes, in a



kind of genetic variation, and expose them to selection and evaluation processes where the most optimal ones prevail. Our prototypes also function as technical and material mediators, allowing us to convert incident information into a project in form and, through them, establish a transdisciplinary collaboration interface.

#### **AQTT2666-PROJECT WORKSHOP IV**

The workshop explores technology and technique as fundamental resources for creation and research in the architectural realm. It approaches functionality through technical standards, structure from the viewpoint of statistics and technology, and aesthetics as a product of these considerations. This work environment is characterized by its intensity and focus on technological and architectural aspects. The basic premise is to ensure minimum habitability and spatial, thermal, and functional comfort, which are the cornerstones of architectural organization. Representation and visualization play a crucial role in the process, serving as the primary means of abstract and technical communication in the workshop. Three projects are developed: lightweight roofing, appropriations, and interventions in technical and technological habitats, and high-rise building design, where structure becomes a fundamental language and aesthetic.

#### **AQTH4106-THEORY AND HISTORY OF ARCHITECTURE, URBAN PLANNING AND TECHNOLOGIES IV**

This course aims to establish meaningful connections between architectural theory, history, and practice. To achieve this, it provides basic, methodological, and critical tools that facilitate the analysis of architecture and its cultural contexts of production. Students are particularly encouraged to apply these tools in analyzing key episodes crucial for understanding the architectural evolution in Latin America and Ecuador. The course emphasizes the period from the 19th century to contemporary times. It also focuses on integrating Ecuadorian architecture within the global context, especially within Latin America, through critical analysis of the transfer of ideas and models between Europe and the United States.

#### **AQTC4806-CONSTRUCTION TECHNOLOGIES IV**

This course, characterized by its theoretical-practical nature, stands as a fundamental pillar that focuses on tasks of great importance in the study and practice of essential methodologies. It aims to facilitate an understanding of the interactions between the environment and the proper use of natural resources in creating architectural solutions. These solutions are designed not only to fulfill their intended function but also to contribute to the ecological, social, and economic development of the communities they serve. The course's syllabus covers a wide range of vital aspects of construction, from the finishing touches of a building to the design, installation, assembly, and maintenance of structures. It also delves into crucial facets such as acoustics and air renewal, essential elements for ensuring the optimal habitability and functionality of constructed spaces. This multidisciplinary approach equips students to confront contemporary challenges in architecture and construction, integrating environmental and technical considerations to create sustainable and livable environments.

#### **AQTR4008-DIGITAL ARCHITECTURE III**

In Digital Architecture III, students are introduced to the logic of BIM (Building Information Modeling) design, allowing them to generate highly efficient and collaborative workflows between different software and authors in their projects. Students will learn how to operate a cross-platform flow to create geometry and reference it parametrically. This approach seeks to achieve efficient and highly detailed digital prototypes, optimizing technical efficiency and fostering effective collaboration in the design and construction process.

#### **AQTU2209-URBAN PLANNING I**

Urban Planning I is a course that teaches students to perform basic urban analyses autonomously. It is the first urbanism course in the Architecture program and is followed by Urban Planning II. The course focuses on morphological and dynamic parameters, with emphasis on technical terms and urban standards of the country, respecting the corresponding legal framework. The evaluation



parameters for the quality of urban space include layout, public space, mobility, land use, and buildings (legibility, permeability, diversity, porosity, and vitality). The course is taught in person in the 6th semester of the Architecture program and aims to introduce students to the study of the city. The course fosters intrinsic and extrinsic motivation in a stimulating learning environment.

#### **AQTT3678-PROJECT WORKSHOP V**

This course provides students with a comprehensive view of the urban-architectural phenomenon, leveraging the theoretical and practical knowledge acquired in earlier stages of their academic journey. It serves as the initial project workshop that seamlessly blends urban design proposals with interconnected architectural projects. Additionally, the course introduces various design approaches and methodologies throughout the outlined phases, addressing a variety of study territories. The workshop aims to find coherence and unity in its overall objectives through this diversity, promoting a deep understanding of the interrelationship between urban and architectural design in shaping livable and functional environments for society.

#### **AQTI3628-INTEGRATION I (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)**

This course empowers students to discern the forces acting on a structure, guiding them in designing secure structural systems and selecting the right materials for support. By emphasizing serviceability, the syllabus champions a blend of project-centric and problem-solving methodologies, fostering independent learning. Students are taught to seamlessly integrate urban, technological, structural, and environmental criteria into their designs, all to elevate the quality of life and address specific user needs within a defined setting.

#### **AQTC4808-CONSTRUCTION TECHNOLOGIES V**

This course, of a theoretical-practical nature, is of fundamental importance as it focuses its academic efforts on the precise definition of technical procedures. Its approach is aimed at guiding, evaluating, and controlling the different phases of construction, both in terms of materials and construction systems, applied in urban planning and architecture works. This process is intrinsically linked to rigorous compliance with the laws and regulations in force in the country. Furthermore, the course is carefully designed to instill in students respect for the environment and historical heritage, and the active promotion of sustainable and sustainable human development. It focuses on fostering an ethical and professional attitude that advocates responsible construction practices, considering the preservation of the environment, culture, and well-being of current and future generations. This comprehensive approach prepares future professionals to face the challenges of construction in a context that is increasingly aware of its impact on society and the planet.

#### **AQTU3210-URBAN PLANNING II**

Urban Planning II focuses on understanding the complex interactions between architectural, urban, and social spaces in contemporary times. Using a project workshop-based methodology, a real case in a neighborhood of the city of Quito city is addressed. During the process, participants will enhance their urban morphological analysis skills, considering various qualities of space at different scales. This approach allows for the development of innovative proposals for the Architecture of the City in the specific site, integrating elements of sustainability, inclusive design, and adaptation to the environment. Ultimately, the course encourages a critical and proactive vision in the training of future urban architects.

#### **AQTT3688-PROJECT WORKSHOP VI**

Project Workshop VI offers an exhaustive preparation for students embarking on the creation of comprehensive architectural projects, bridging the gap from urban planning to technical and constructive details, and integrating seamlessly with its co-requisite course, "Integration for Architectural Projects". The course is meticulously divided into four pivotal phases that provide a roadmap for the student's creative and developmental journey: 1. *Urban Analysis and Proposal*: This initial phase places a strong emphasis on a profound understanding of the urban landscape, encouraging students to craft proposals that seamlessly blend into and enhance this environment. 2. *Design Strategies and Concepts*: In this stage, students delve into innovative design strategies



and foundational concepts that will underpin their architectural proposals. 3. *Architectural Development*: Here, the proposed designs gain structure and coherence, with a keen focus on essential architectural elements and their symbiotic relationship with the surrounding environment. 4. *Technical, Constructive, and Technological Design*: Culminating the course, this final phase is dedicated to technical and constructive detailing, aiming to transform the proposals into viable and structurally sound designs. Throughout this workshop, students not only develop tangible products but also learn to present their creations using modern techniques, aligning with contemporary aesthetic trends and industry standards.

### **AQTI3638-INTEGRATION II (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)**

This course covers a broad theoretical and conceptual spectrum in landscape, sustainability, and construction, serving as a complementary foundation for urban-architectural projects. The teaching provides students with essential tools to tackle future Urban-Architectural Design Projects at various scales. What is learned in class translates into significant enrichment, allowing students to approach these projects with a renewed and more informed focus, integrating key elements of sustainability and landscape considerations. Thus, it promotes a more holistic and responsible vision in the conception and execution of projects in the urban and architectural environment.

### **AQTU2208-URBAN ECOSYSTEMS**

We will study modern cities as highly complex systems that, far from fulfilling the promise of improving the quality of life, are spaces that generate environmental problems. These problems, in turn, diminish the quality of life not only in urban areas but also in the adjacent rural and wilderness zones. To address this, it's important to: 1. Understand the environmental and social issues of contemporary urbanism. 2. Perceive the city as a system, where metabolic cycles of energy inputs and outputs occur. 3. View each component of the urban environment as an integrated system on which other cycles and human life depend. We will develop a practice of critical urban analysis, taking into account concepts related to sustainability and sustainable human development. For this purpose, inter-scalar vision and thematic analysis are used as basic tools, through group work and discussion.

### **AQTT4678-PROJECT WORKSHOP VII**

In this workshop, students engage deeply in the sphere of urban and architectural design projects, with a particular emphasis on structuring diverse urban components, including central urban areas and neighborhoods. This exploration spans geographies from the Metropolitan District of Quito (MDQ) to intermediate cities nationwide. Each student embarks on the journey of creating an architectural project, grounded in comprehensive research and an in-depth analysis of the specific location. This exploration not only encompasses the unique characteristics of the site but also integrates relevant theoretical and compositional principles. This immersive process is designed to seamlessly blend creativity with technical proficiency, equipping students with an expansive and holistic understanding of urban and architectural design. The ultimate aim is to foster the development of impactful solutions that significantly enhance a variety of urban settings.

### **AQTI4628-INTEGRATION III (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)**

The main objective of this course is to prepare students to develop critical thinking that integrates information as a crucial dimension in architecture. It is based on the principle that the shape of a building is the result of all the data collected during the design process. Students will learn to demonstrate how the information has influenced their architectural proposal. From surveys and participatory workshops to geographic information systems, topographic surveys, point clouds, environmental simulations, structural analysis, computational design, and digital manufacturing; all these processes make up a flow of data that contribute to the technical resolution of the urban and architectural project. This approach considers contextual, environmental, structural, and constructive aspects, guaranteeing adequate planning and coherence of the proposed solutions concerning the specific environment and theme of the project.



### **TITA6141-RESEARCH FOR ARCHITECTURAL PROJECTS**

The "Research for Architectural Projects" seminar is meticulously designed to equip students with essential tools to identify and analyze specific challenges within the realm of architecture. By employing techniques and instruments unique to the discipline, coupled with a robust emphasis on experimentation, the course aims to thoroughly evaluate and refine various architectural ideas and concepts. The primary goal is to foster the development of compelling and substantiated arguments that lend critical and creative support to architectural projects. Tailored to accommodate students with varied areas of interest, the seminar offers structured guidance for their research endeavors while providing access to a wealth of specialized information spanning numerous fields that are integral to their architectural pursuits. Moreover, the seminar emphasizes the development of frameworks that compile a dynamic and operational body of information vital for their academic work. Ultimately, the seminar aspires to reinforce and enrich the investigative bedrock that forms the cornerstone of creative architectural design.

### **AQTP4555-PRE-PROFESSIONAL INTERNSHIPS**

The pre-professional internship course aims to review, validate, and approve the pre-professional experiences carried out by students before they are qualified as an architect. This process is essential to ensure students have acquired a solid set of skills, knowledge, and competencies in practical situations in the architectural field before obtaining their degree. In this course, the work experiences and projects in which students have participated are analyzed in detail, evaluating their relevance and the effective application of theoretical concepts acquired during their academic training. This ensures that pre-professional internships are consistent with the professional expectations and standards required in the field of architecture. In addition, critical reflection on lived experiences is encouraged and a space is provided to discuss the challenges and learning obtained during the internship. This in-depth and constructive analysis is essential for students to integrate their experiences into their future professional development and continually improve their skills and approach to the practice of architecture.

### **AQTR3338-PROJECT PREPARATION**

This course focuses on exploring the studies, documentation, processes, and management required to carry out small and medium-scale real estate projects. A fundamental part of the course is the detailed analysis of technical-economic pre-feasibility, a key element in the viability and planning of architectural projects. The essential and specific documentation required for the development of an architectural project is exhaustively addressed, following international standards in both the public and private sectors. Additionally, organizational and management techniques applicable to these documents are taught, providing students with fundamental skills to effectively structure and manage architectural projects, thus ensuring their viability and coherence. This integrated approach prepares students to successfully tackle real estate projects from a holistic perspective, considering technical, economic, and organizational aspects of their development.

### **AQTH4109-ANALYSIS AND CRITICISM (OF ARCHITECTURAL AND URBAN PROJECTS)**

This course builds upon previously acquired knowledge to embark on a critical analysis of local architecture case studies, going beyond aesthetic judgment and mere chronicle. The primary goal of this subject is to identify, through a focus on documentary sources and field visits, the formal, conceptual, and cultural characteristics of an architectural project. The aim is to understand the values of local architectural culture and its context. To achieve this, students are taught basic criteria for research methodology, as well as proper management of documentary sources and an understanding of the theoretical foundations of architectural criticism.

### **TITA6142-PROJECT WORKSHOP VIII**

Projects Workshop VIII represents the culmination of the educational process by integrating prior knowledge from the program. It focuses on the comprehensive design of buildings at the neighborhood and sector levels, encompassing urban, architectural, and construction design. Students are expected to demonstrate the ability to ground and execute projects based on solid



theoretical and symbolic foundations. Additionally, they are encouraged to develop complex functional systems, as well as advanced technical and constructive solutions. A sustainable approach is fundamental, ensuring that the buildings are both efficient and respectful of the environment, thereby marking a milestone in the students' academic and professional training.

#### **FGHZ0001-UDLA EMPLOYMENT WORKSHOP**

The UDLA Employment Workshop is designed to prepare students for their successful development in the current work environment, in addition to allowing them to acquire key tools to build their personal brand, identify their added value, and thus differentiate themselves from their competitors. Within the four modules of the workshop, students will go through an experimental learning model that combines theory with practice in spaces for reflection and work in multidisciplinary teams simulating business reality. The workshop lasts 21 hours: 7 classes of 3 hours each. The successful completion of this training workshop will require at least 80% attendance and participation. It is important to emphasize that merely being present is not the same as actively participating, so active involvement will be considered as an assessment component. Students must complete the activities assigned in the pre-session, in-class work, and in the post-session.

[APPENDIX III.1. Architecture Program Plan of Study](#)

[APPENDIX III.2. New Architecture Program Plan of Study](#)



## Faculty Resumes

**Name:** Rafael Velez Mantilla

**Courses Taught** (Four semesters prior to September 2023):

AQTT 2666 – 04 (4789) Design Studio 4

TITA 6142 – 01 (4586) Design Studio 8

AQTT 4678 – 01 (4368) Design Studio 6

TITA 6142 – 06 (5676) Design Studio 6

**Educational Credentials:**

M.S., 2000, Architecture and Urban Design, Columbia University, New York, USA

B.S., 1997, Architecture, Universidad de Los Andes, Bogotá – Colombia

**Teaching Experience:**

Teacher assistant, GSAPP, Columbia University, New York – NY, 2000

Professor, School of Architecture, Pontificia Universidad Católica del Ecuador – PUCE, Quito, Ecuador, 2003

Professor, College of Architecture and Design, Universidad de Las Américas – UDLA, Quito, Ecuador 2018 – Present

**Professional Experience:**

Dean of College of Architecture and Design, Universidad de Las Américas – UDLA, Quito, Ecuador 2018 – Present

Senior Partner, RVC Architecture, Quito, Ecuador, 2003 – Present

Architectural Designer, Skidmore Owings & Merrill LLP, New York, USA, 2000 – 2003

Architectural Designer, Calderon Zuleta Architects, Bogota, Colombia 1997

**Licenses/Registration:**

Registered Professional Architect, National Architecture Board – CAE, Quito, Ecuador. P-5560  
Senescyt 1027R-10-6593

**Selected Publications and Recent Research:**

Arquitectos y Arquitectura ECUADOR SXX1, Ediciones Trama, Quito, Ecuador, 2000

New Urbanisms / New Workplace: Yonkers Nepperhan Valley MSAUD, Columbia University, New York, USA 2000

Prague, New Urbanisms, MSAUD / Studio, Columbia University, New York / Prague, 2000

Superficies Profundas – GRAIMAN, Cuenca, Ecuador 2009

**Professional Memberships:** N/A



**Name:** Raed Gindeya Muñoz.

**Courses Taught**

AQTP 4555-02 (4488) Professional practice  
AQTP 4555-01 (4487) Professional practice  
AQTT 2666-04 (4515) Design Studio 4.

**Educational Credentials:**

Ph.D. 2018 History, Art History and Geography – University of the Balearic Islands.  
M.S. 2012. Environmental Systems Analysis – Wageningen University  
B.S. 2010 Engineering in Geographical Sciences – Pontificia Universidad Católica del Ecuador  
B.S. 2004 Architecture degree – Pontificia Universidad Católica del Ecuador

**Teaching Experience:**

Assistant Professor, UDLA Ecuador, 2014 – present  
Auxiliar Professor, Universidad Internacional, UIDE, Quito – Ecuador, 2009-2010  
Auxiliar Professor, UDLA Ecuador, Quito – Ecuador, 2007 – 2010.

**Professional Experience:**

Senior Architect, Zeidler China. Beijing China. 2013-2014.  
Senior Architect and Environmental designer, GC Design center, Beijing China. 2012-2013  
Planner, Rotterdam Municipality. Rotterdam, The Netherlands. 2011 – 2012.  
Architect designer, Kiasmanet Design and Environment Studio. Quito, Ecuador. 2006 – 2011  
Architect, Nuñez Arquitectos. Quito, Ecuador. 2004 – 2005.  
Junior Architect. GMA Arquitectos Asociados. Quito, Ecuador. 2005-2006.

**Selected Publications and Recent Research:**

Gindeya Muñoz, R. (2019). Análisis de la morfología histórica en relación con el proceso de crecimiento urbano. El caso de Quito y la expansión urbana.  
Gustavo, F. O., & Gonzalo, H. B. R. Gindeya. (2019). STUDY OF THE CORRIDOR URBAN FORM OF 10 DE AGOSTO AVENUE IN QUITO CITY–ECUADOR.  
UNESCO. Urban and Rural Rumiñahui county development project.



**Name:** Adriana Cristina Paredes Vasquez

**Courses Taught** (Four semesters prior to September 2023):

FADT1160 Basic Design 1  
FADT 2668 Basic Design 2  
AQTT2663 Architectural Design 1

**Educational Credentials:**

Msc. 2016. University teaching, Universidad de las Fuerzas Armadas ESPE  
Msc. 2012. Master in Design and Habitat, Universidad Pompeu Fabra- ELISAVA  
Bs. 2010. Architect- mention in paisajism, Universidad Internacional del Ecuador

**Teaching Experience:**

Professor, College of Architecture and Design, Universidad de Las Américas, Quito.  
2012- Present.  
Professor, College of Architecture and Design, Universidad Central del Ecuador, Quito.  
2014- 2016.  
Professor, Department of Architecture, Universidad Internacional SEK, Quito.  
2012-2014.

**Professional Experience:**

Architect design, Casa Tungurahua, Otavalo 2022  
Architect design, Casa Romero, Quito 2019  
Architect design, Hospiplan, Quito 2010-2011

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Cyntia López Rueda

**Courses Taught** (Four semesters prior to September 2023):

FADT 2668 Basic Design Workshop II  
AQTT 2664 Project Workshop II  
AQTT 3678 Project Workshop V  
AQTT 3628 Integration I (Environmental Sustainability and Technologies)  
AQTT 4678 Project Workshop VII

**Educational Credentials:**

MSc., 2014, Sustainable Urbanism, University College London, The Bartlett  
B.S., 2008, Bachelor of Architecture, Pontificia Universidad Católica del Ecuador

**Teaching Experience:**

Associate Professor, College of Architecture and Design, Universidad de las Américas, Quito. 2022 - present  
Associate Professor, College of Architecture and Civil Engineering, Universidad Internacional SEK. 2016 - 2022  
Assistant Professor, College of Architecture, Design and Arts, Pontificia Univ. Católica del Ecuador. 2019 – 2021  
Assistant Professor, College of Architecture and Design, Universidad de las Américas, Quito. 2015 - 2016

**Professional Experience:**

Senior Architect, Ministry of Education, Quito. 2014 - 2015  
Senior Architect, Founding Partner, Ciudad Animal Creative Studio. Quito. 2010 – 2013  
Assistant Researcher, Inés del Pino Architect. Quito. 2012 – 2013  
Junior Architect, Iberoamericana Construcciones. Quito. 2010  
Architectural Supervisor, Constructora Naranjo & Ordoñez. Quito and Esmeraldas. 2008 – 2010

**Licenses/Registration:**

7019 R-15-21654 Senescyt Registration – MSc. Sustainable Urbanism  
1027-08-866012 Senescyt Registration – Architect

**Selected Publications and Recent Research:**

Vaca, V.; López, C.; Llorca, N.; Ferreras, E. (2023). Patrones sociales y espaciales: estudio comparativo entre dos espacios públicos en la ciudad de Quito. *Revista Urbano*, V. 26, N.47.  
López, C. (2023). La Arquitectura como Artefacto: Una Visión desde la Teoría del Actor Red. In V. Rangel; N. Llorca (Ed.), *Discurso Contemporáneo del Proyecto: Visiones desde la Arquitectura, Ingeniería Civil y Gestión 4.0*. (Vol. 1, pp. 28-40). Trama Ediciones.  
López, C.; Vaca, V. (2021). Patrones sociales y espaciales: Propuesta metodológica para análisis de espacios públicos. Caso de estudio: Plaza La Merced. In Del Pino, I; Carrión, F. (Ed.), *Arquitectura Latinoamericana Contemporánea: Identidad, solidaridad y austeridad*. (Vol. 1, pp. 261-282). Editorial FLACSO Ecuador.  
López, C.; Llorca, N.; Garzón, K. (2021). La internacionalización como insumo para el aprendizaje integral: El caso de la maestría de Arquitectura con mención en Proyectos Integrales de la Universidad Internacional SEK. In *Enfoques, Reflexiones y Acciones en Torno a la Calidad de los Posgrados: Memorias del Seminario Internacional sobre la Calidad de los Posgrados*. (Vol. 1, pp. 183-195). Editorial USFQ Press.  
López, C.; Cara, L. (2019). Urban Safety and Crime Prevention: Architectural Perspectives from Quito and Guayaquil. In A. Wennmann, O. Jütersonke (Ed.), *Urban Safety and Peacebuilding - New Perspectives on Sustaining Peace in the City*. (Vol. 1, pp. 28-55). Routledge Taylor & Francis Group.

**Professional Memberships:** N/A



**Name:** Francisco José Almeida Matovelle

**Courses Taught** (Four semesters prior to September 2023):

AQTT 3688 Architecture Studio VI  
AQTT 2666 Architecture Studio IV  
TITA 6141 Research for Architectural Projects

**Educational Credentials:**

M.S., 2014, Master in Integrated Architectural Projects, Universidad Europea de Madrid - Spain  
B.S 2011, Architecture, Universidad San Francisco de Quito – Ecuador

**Teaching Experience:**

Professor, College of Architecture and Design, Universidad de Las Americas , 2017. Present  
Academic Director Architecture Program, Universidad de Las Americas , 2019-2023  
Part time Professor, College of Architecture and Design, Universidad de Las Americas , 2015-2017  
Part time Professor, Department of Architecture, Universidad Tecnológica Indoamerica, 2017

**Professional Experience:**

Associate Director, AR+C (EC)\_ Apr 2012-Present  
Head of Architecture Department, Bolaños Arquitectos (EC)\_Apr 2015-Nov 2015  
Architect, Ecodivercity Apr 2014-Apr 2015.  
Architect, Architecture Design & Research Institute of Tongji University (Group) Co., Ltd. (CHINA) , Apr 2014-Jun 2014  
Junior Architect, Colectivo Arquitectura, Apr 2013-Nov 2013.  
Junior Architect, Igor Muñoz Cia Ltda, Sep 2011-Apr 2012.

**Licenses/Registration:**

Colegio de Arquitectos del Ecuador, N. 2016-PRESENT  
LEED GREEN ASSOCIATE\_USGBC 2014-2016

**Selected Publications and Recent Research:**

“15 años” Dossier Plus. Revista Trama, 2022.  
“Términos” Dossier Plus. Revista Trama 164, 2021.  
“Praxis” Dossier Plus. Revista Trama 154, 2019.  
“AR-C” Congreso Nacional de Arquitectura del Ecuador\_ Universidad Tecnológica Indoamerica de Ambato, 2018.  
“MUBE”, “Alianza Francesa” “Biblioteca Vasconcelos” Project Analysis coordinator Udla, Catálogo Bienal de Arquitectura de Quito, 2018.  
[https://issuu.com/caepichincha/docs/baq\\_catalogo\\_2018](https://issuu.com/caepichincha/docs/baq_catalogo_2018)  
“Remodelación MR” Revista Trama 142 | Casas en contextos rurales, 2017.  
“Casa Mirador” Revista Trama 126 | Casas en Ecuador, 2014.  
“Arquitectos del Ecuador” Revista Casa Viva, 2014.

**Professional Memberships:** N/A



**Name:** Wladimir Castro Castillo

**Courses Taught** (Four semesters prior to September 2023):

Wood construction workshop  
AQTC 4808, Construction Project Management  
AQTC 4806, Basic construction principles  
AQTR 3338, Preparation of Real State Projects

**Educational Credentials:**

Magister, 2015, Construction Management, Universidad Central del Ecuador.  
BS, 1999, Architect, Universidad Central del Ecuador.

**Teaching Experience:**

Professor, School of Architecture, Universidad de las Américas, Quito – Ecuador, 2009 to present.

**Professional Experience:**

Partner and Manager of Castro–Jairala Architects, Architecture and Construction studio, Quito – Ecuador, 1999 to present.

Partner and Manager of Alianza y Desarrollo SCC, Real State development company, Quito – Ecuador, 2018 to present

**Licenses/Registration:**

Professional register 1005-04-531985 Senecyt – Ecuador  
Magister register 1005-15-86071751 Senecyt - Ecuador

**Selected Publications and Recent Research:**

Castro W, 2023, Formative research project for the teaching of construction technologies

**Professional Memberships:**

Partner, Chamber of the construction industry - Quito



**Name:** Gissela F. Dávila

**Courses Taught**

AQTT 2666-4515- Design Studio IV

**Educational Credentials:**

Maap., 2016, MsC Advanced Architectural Projects, Universidad Politécnica de Madrid. ETSAM Arch., 2013, Architecture Degree – Pontificia Universidad Católica del Ecuador.

**Teaching Experience:**

Professor, Part-Time. UDLA Ecuador, 2022 – Present.

Course: AQTT 2666-4515- Design Studio IV.

Professor, Part-Time. Universidad San Francisco de Quito. USFQ, Quito – Ecuador, 2022 – Present.

Courses: Advanced Design Studio. Final Degree Project/ Design Studio VI.

Professor, Full-Time. Indoamérica University. Ambato – Ecuador, 2021 – 2022.

Courses: Design Studio I / 3D Assisted Design /Final Degree Project.

Professor, Full-Time. Universidad Tecnológica del Ecuador. Quito – Ecuador, 2019-2020.

Courses: Design Studio I / Structural Design I / Conditioning II & III.

**Professional Experience:**

Co-Founder. Estudio DT. Design - Arch & Const. 2018 – Present.

Project Manager, Army Corps of Engineers of Ecuador. 2018 -2019

Architect. China Camc Engineering. Co., Ltd 2017 – 2018.

Architect. Constructora Loja Yachay. 2016 – 2017.

Junior Architect. Maldonado Fiallo Hnos. Quito, Ecuador. 2013 -2014

**Licenses/Registration:**

Registered Professional Architect, City of Quito . #1027-13-1219294. 2013 – Present

Registered Professional MsC Advanced Architectural Projects, City of Madrid. # 724193242.

2017 – Present.

**Selected Publications and Recent Research:**

G. F. Dávila Taco, "Recuperando la vocación residencial en el centro histórico de Quito. Vivienda colectiva de uso mixto," QUITO/PUCE/2012, 2012.

G. Dávila Taco, "Relación doble: la forma de entender la reconversión en la obra de Anne Lacaton & Jean Philippe Vassal. Caso: FRAC Nord-Pas-de-Calais," Arquitectura, 2016.



**Name:** Renato Fabricio Donoso Márquez

**Courses Taught** (Four semesters prior to September 2023):

AQTT3688 TALLER DE PROYECTOS VI  
AQT13638 INTEGRACIÓN II  
TITA6141 INVESTIGACIÓN DE PROYECTOS ARQUITECTÓNICOS  
TITA6142 TALLER DE PROYECTOS VIII  
AQTT4678 TALLER DE PROYECTOS VII

**Educational Credentials:**

M.S., 2015, Urban Design, The University of Melbourne, Australia  
B.S., 2011, Architecture, Pontificia Universidad Católica del Ecuador, Ecuador

**Teaching Experience:**

Associate Professor, Faculty of Architecture and Design, Universidad de las Américas, Quito.  
2016 - present  
Assistant Professor, Faculty of Architecture and Design, Universidad de las Américas, Quito.  
2015 - 2016

**Professional Experience:**

Co-Founder, Colectivo Ciudadano Rumillacta, 2018-Present  
Co-Founder, DOS Arquitectura & Urbanismo, 2016-Present  
Junior Architect, Fabrec EP, 2012-2013  
Co-Founder, Arqbox Arquitectura & Diseño S.A., 2011-2013

**Licenses/Registration:**

SENECYT Register Number: 7057 R-15-28099 – Master of Urban Design  
SENECYT Register Number: 1027-11-1050437 – Bachelor of Architecture

**Selected Publications and Recent Research:**

2023, Post-Public Space. Tracing, tracking, and prediction of dissident spatial practices. Researcher, Universidad de las Américas, Ecuador.  
2021-2022, Post-Public Space. Spatial practices based on informality. Researcher, Universidad de las Américas, Ecuador.  
2021-2022, Minimum habitability. Design strategies for expanded domesticity in informal settlements. Researcher, Universidad de las Américas, Ecuador.  
2018-2020, Post-Public Space. Latin-American Spatial Microprocesses-Learning from Hyper Tokyo/Hyper Hong Kong. Researcher, Universidad de las Américas, Ecuador.  
2019, Donoso, R. & Cevallos, B. Evaluation of a Participatory Linking Urban Design Methodology applied to two case studies in the Guápulo neighborhood. Realities in transformation-City and urbanism. Pontificia Universidad Católica del Ecuador Sede Ibarra, Vol. 1, pp. 158-175. ISBN:978-9978-375-43-3.  
2018, Cevallos, B. & Donoso, R. Guidelines for the application of a participatory methodology of Linking Urban Design. XIV Congress of the Latin American Association of Schools of Urbanism and Planning. Pontificia Universidad Católica de Chile, Vol. 1, pp. 163-178. ISSN: 2452-4573.

**Professional Memberships:** N/A



**Name:** Pablo Renato Granja Mendoza

**Courses Taught** (Four semesters prior to current visit):

AQTT2664- Project Workshop II

AQTT2663- Project Workshop I

FADT2668- Basic Design Workshop II

**Educational Credentials:**

2019 Master in Advanced Architectural Projects by Universidad Politécnica de Madrid – ETSAM

2015 B. Architect by Universidad Internacional SEK (UISEK). Quito-Ecuador

**Teaching Experience:**

Assistant professor, ETSAM at Polytechnic of Madrid, 2018.

Part time professor, College of Architecture and Design, Universidad de las Americas, 2019-present layout courses to project workshops.

**Professional Experience:**

Granja Mendoza Arquitectos, co-founder. Project planning, design, and construction 2015-present.

Londoño Arquitectos, Senior design architect. Residential project experience.

**Licenses/Registration:**

SENECYT, 7241184431, Master in advanced architectural Projects, Polytechnic University of Madrid

SENECYT, 1036-15-1364174, Bachelor's degree, UISEK

SENECYT, MDT-5235-CCL-394356, Risk Management.

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Ana Medina

**Courses Taught** (Four semesters prior to September 2023):

TTMZ 0261 MS. Seminar Diagram and Thinking  
TTMZ 0262 MS. Seminar Final Thesis Projects  
FADT2618 Foundational Design Studio II  
AQTT 2666 Design Studio IV  
METZ 0611 Research in Architectural Design

**Educational Credentials:**

Ph.D. 2017, Architecture, Universidad Politécnica de Madrid  
International Ph.D. Researcher, 2016-2017, Keio University, Tokyo  
International Ph.D. Researcher, 2015-2016, Architectural Association, London  
International Ph.D. Researcher, 2014-2016, Goldsmiths University of London  
MS. 2012, Master in Collective Housing, Universidad Politécnica de Madrid  
B.S. 2011, Architect, Universidad Católica del Ecuador

**Teaching Experience:**

Visiting Associate Professor, Urban Design, Keio University. 2022–Present  
Full-time Professor and Researcher, College of Architecture and Design, Universidad de Las Americas. 2018–Present  
Adjunct Professor, College of Architecture and Urbanism, Universidad Central del Ecuador. 2019–2022  
Assistant Professor, Composition Department, Universidad Politécnica de Madrid. 2016-2017  
Adjunct Instructor, Department of Architectural Projects, Universidad Politécnica de Madrid. 2012-2015  
Adjunct Professor, Department of Visual Cultures, Goldsmiths University of London. 2014-2015

**Professional Experience:**

Founder and Scientific Director, Master in Advanced Architectural Design, Universidad de Las Americas. 2019–Present  
Independent Architecture Practice AnStudio Architects, Quito. 2015–Present  
Architectural Designer, Madrid, London. 2014–2016

**Licenses/Registration:**

City Space Architecture, Bologna, Italy, 2018–Present  
Architects Association of Ecuador, 2011–Present

**Selected Publications and Recent Research:**

Cano-Ciborro, V., Medina A. (2023). "Invisible Networks: Counter-cartographies of dissident spatial practices in La Jota Street, Quito," *Cities*.  
Medina, A.; Cano-Ciborro, V. (2023). Three moments of migration as an urban generator: Solanda –Quito case. *Bitácora Urbano Territorial*, 33(II)  
Medina Gavilanes, A., & Cano-Ciborro, V. (2022). Cartographies of everyday conflicts in public spaces. Informal micro-activities on formal infrastructure. Carapungo Entry Park, Quito., *Quito. Revista INVI*, 37(106).  
Medina, A. (2021). "Politics of Space. Dissident occupations in Tokyo's Public Space," *A+U Architecture and Urbanism*, Special Issue: *Infraordinary Tokyo: The Right to the City*, pp. 108–111  
Zambrano, M. R.; Gonzalez, M.; Medina, A.; Acosta-Vargas, P. (2021). "Modern architecture in the professional discourse: analysis of the Architectural Biennial of Quito's 1976–92 archive using bipartite networks," *Digital Scholarship in the Humanities*, vol. 37, n. 3, pp. 894–909.  
Radovic, D., Boontharm, D., Bruzesse, A., Cairns, S., Fifkak, A., Klomp, P., Kuma, K., Maturana, B., Medina, A., Oguma, E., Sim, D., Sintusingha, S., Verhaegen, S. (2020) "Urban Questions in



the Time of Coronavirus. Responding to the crisis of public space,” *Journal of Public Space*, vol. 5, n. 3.

Senior Researcher. *Co-creating safer cities with youth*. S2 Cities, Switzerland. 2023–2024

Director Research Project. *Altering Practices. Privately owned public spaces and the making of space through micro-activities*. Universidad de Las Americas, Polytechnic University of Madrid, and Keio University in Tokyo. 2023–2025

Director Research Project. *Post-Public Space. Tracing, tracking, and prediction of dissident spatial practices*. Universidad de Las Americas and The New School. 2023–2025

**Professional Memberships:**

Fellow and Coordinator, REMCI – Ecuadorian Network of Scientific Women

Senior Member, City Space Architecture, UN-Habitat, United Nations Human Settlements Program

Fellow, Hispano-American Network of Women Architects



**Name:** Jorge Roberto Morales Guijarro

**Courses Taught** (Four semesters prior to current visit):

AQTT2664 – Project Workshop II

**Educational Credentials:**

M. Arch, 2016, Master in advanced architectural projects, Polytechnic University of Madrid.

M. Arch, 2012, Master in collective housing, Polytechnic University of Madrid.

B.Arch. 2010, Architect, SEK International University.

**Teaching Experience:**

Part-time professor, College of Architecture and Design, UDLA, Universidad de las Americas, 2015-present.

Part-time professor, College of Architecture and Design, USFQ, Universidad San Francisco, 2016-2021.

Part-time professor, College of Architecture and Design, UISEK, Universidad Internacional SEK, 2020-2021.

Part-time professor, College of Architecture and Design, ETSAM, Universidad Politécnica de Madrid, 2020-2021.

**Professional Experience:**

TEC Taller EC, Principal & co-founder. 2015-present. Quito-Ecuador.

Carlos Zapata studio, design team, 2010. New York-EEUU.

Eco Arquitectos, design team, 2012-2014. Quito-Ecuador.

**Licenses/Registration:**

SENESCYT, 1036-10-972496, Architect.

SENESCYT, 7526R-13-10030, Master in collective housing.

SENESCYT, 7241103333, Master in advanced architectural projects.

**Selected Publications and Recent Research:**

“Transmitting Knowledge”, VIOOA Vivir 100 Años, Longevity and Future City, Published Article.

“Identidad Necesaria”, Miradas plurales y diversas: La arquitectura moderna del Ecuador

“Suma, superpone, ensambla”, Plus +.

Libro ALDEA AUTOSUSTENTABLE “En el borde urbano de Quito” - ISBN-10: 3846568694 /

ISBN-13: 978-3846568699 / EAE editorial Académica española

**Professional Memberships:** N/A



**Name:** Mateo Tomar Proaño Albuja

**Courses Taught**

Digital Architecture 2 "Computational Design"  
Spring 2023, Universidad de Las Américas  
Fall 2022, Universidad de Las Américas

**Educational Credentials:**

Master in Advanced Architecture, Institute for Advanced Architecture of Catalonia, Barcelona, Spain 2016  
Bachelor in Architecture, Universidad San Francisco de Quito, Quito, Ecuador 2014

**Teaching Experience:**

Computational Design Instructor, Universidad de Las Américas, Quito, Ecuador 2022 - Present

**Professional Experience:**

Head of Design, Development, and Innovation, ACIMCO, Quito, Ecuador (2018 - Present)  
Head of Architecture and Urbanism, MRK Arquitectos, Quito, Ecuador (2014 - 2016)

**Licenses/Registration:**

Senescyt: 724188013. Master en arquitectura avanzada i  
Senescyt: 1027-03-427736. Arquitecto y Diseño



**Name:** Katelyn Troutman

**Courses Taught** (Four semesters prior to September 2023):

AQTR4008 Digital Architecture III

AQTR2004 Digital Architecture I

**Educational Credentials:**

M.A., 2017, Architecture and Historic Urban Environments, The Bartlett School of Architecture, University College London

B.Arch, 2016, Architecture, Pennsylvania State University

**Teaching Experience:**

Part-time Professor, College of Architecture and Design, Universidad de Las Americas, Quito, Ecuador.

2018-Present

Part-time Professor, College of Architecture, Universidad San Francisco de Quito, Quito, Ecuador. 2018, 2022.

**Professional Experience:**

Architect, Dekko Architecture, Quito, Ecuador. 2018-Present

Job Captain, Sumac, Inc., Chicago, Illinois. 2021-Present

Architectural Designer, Estudio A0, Quito, Ecuador. 2018-2021.

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Cristina Villacis Mayorga

**Courses Taught** (One semester prior to September 2023):  
AQTI-4628-4486-INTEGRATION III (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)

**Educational Credentials:**

Msc, 2016. Master of Science in Geographical Information Science and Systems. Universitat Salzburg. Austria.

Geographer. 2010. Geographic Information Systems Engineer- Mention in territorial management, Pontificia Universidad Católica de Quito.

**Teaching Experience:**

Geographic Information System Professor, Architecture Department, Universidad de las Américas, Quito. March 2023- **Present**.

**Professional Experience:**

Territorial Planning and Geographic Information Systems Assistant, - Galápagos National Institute – Galápagos- Ecuador -, 2007.

Geographic Information Systems Assistant – Location World Consultant- Quito –Ecuador – 2008.

Technician in Geographic Information Systems - Location World Consultant- Quito –Ecuador – 2009-2010.

Technician in Geographic Information Systems- Environmental and Social Repair Program Environment Ministry – Quito- Ecuador. 2011-2012.

Project Analyst - Public investment National Secretary of Planning and Development (SENPALDES) – Quito -Ecuador. 2012-2013

Geographic Analyst- Coordinating Ministry of Security. Quito –Ecuador- 2014

Territorial Planning and Micro Planning Analyst - Public Investment National Secretary of Planning and Development (SENPALDES) – Quito -Ecuador. 2014-2015.

Technical specialist Geographer - Technical Secretary of the National System of Professional Qualifications- Quito – Ecuador. 2018-2019

**Licenses/Registration:**

1027-10-1018719 - INGENIERA EN CIENCIAS GEOGRAFICAS Y DESARROLLO SUSTENTABLE CON MENCIÓN EN ORDENAMIENTO TERRITORIAL

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Renato Avila Claro

**Courses Taught** (Four semesters prior to September 2023) :

AQT14628 - INTEGRATION III (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)  
AQTU 1208 - DIGITAL MANUFACTURING  
TTMZ 0262 WORK MASTER'S DEGREE MADAA

**Educational Credentials:**

OPEN THESIS FABRICATION (OTF)  
Institute for Advanced Architecture of Catalonia. IAAC, 2012  
MASTER IN ARCHITECTURAL PROJECTS  
Universidad Politécnica de Catalonia, UPC-ETSAB, 2011  
ARCHITECT  
Pontificia Universidad Católica del Ecuador. PUCE QUITO, 2005

**Teaching Experience:**

Part-time professor UNIVERSIDAD DE LAS AMERICAS (UDLA) 2018 – Present  
Part-time tprofessor PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR (PUCE) 2013

**Professional Experience:**

Cofounder/ Project Director /Designer /Manufacturer PDG-COLECTIVO PATA DE GALLO.  
2015-Current.  
UDLA Fab Lab Director UNIVERSIDAD DE LAS AMERICAS (UDLA)  
2019 -current  
Project director / Designer/ Facade consultant at RVC ARCHITECTOS CONSULTORES CL 2006-  
2009. 2013-2016

**Licenses / Registration:**

Senescyt: 7502R-14-15390 FOURTH LEVEL (Master's Degree)  
Senescyt: 1027-05-647053 THIRD LEVEL (Bachelor Degree)

**Selected Publications and Recent Research:**

Architecture XXI: Outstanding Ecuadorian works 2000-2021  
Moya, Romulo. Quito-Ecuador, TRAMA Ediciones, 2021  
Pan American Architecture Biennial BAQ 2018  
College of Architects of Ecuador, Quito -Ecuador: 2019  
Master Projects XXI. From geometry to built spaces  
Ferrater, Carlos; et al. Barcelona-Spain: White Chair, 2011  
Quito, 30 years of modern architecture, 1950-1980  
Orbea, Hernán; et al. Quito-Ecuador: PUCE, TRAMA Ediciones, 2004

**Professional Memberships:** N/A



**Name:** Sandra Margarita Bohórquez Andrade

**Courses Taught** (Four semesters prior to September 2023):

AQTT2265 - Project Workshop III

AQTT2664 - Project Workshop II

AQTH1103 - Theory and History of Architecture, Urban Planning and technologies I

AQTH2104 - Theory and History of Architecture, Urban Planning and technologies II

AQTH3105 - Theory and History of Architecture, Urban Planning and technologies III

**Educational Credentials:**

M. Arch ., 2013, Master in Theory and Practice of Architectural Projects, Universidad Politécnica de Catalonia

B. Arch ., 2011, Architect, Pontificia Universidad Católica del Ecuador

**Teaching Experience:**

Part-time professor, College of Architecture and Design, Universidad de las Americas, 2021-present

Part-time professor, College of Architecture and Urban Planning, Universidad Central del Ecuador, 2018-2019

Full-time professor, College of Architecture and Engineering, Universidad Internacional SEK, 2015-2016

Full-time professor, College of Architecture and Applied Arts, Universidad Tecnológica Indoamérica, 2014-2015

**Professional Experience :**

MB Arquitectos, co-founder, Design and project planning, 2012 – present

INMOECSA, Architectural and structural design, 2017-2018

Farmayard SA Architectural design of projects, 2016-2018

CVD Architecture, Architectural design of projects. 2012-2014

**Licenses / Registration:**

SENESCYT, 7502R-13-11546, Master in Theory and Practice of Architectural Projects

SENESCYT, 1027-12-1108220, Bachelor Degree

**Selected Publications and Recent Research:**

"Patio Houses by Mies van der Rohe: Analysis and implementation in a context far from its conception" 2014 <http://cienciamerica.uti.edu.ec/openjournal/index.php/uti/issue/view/5>.

Cienciamérica Magazine (Research Symposium Report). Vo I 3 Number 1. ISSN 1390-9

"Dwelling in time"

2022 [https://issuu.com/bienalquito/docs/cat\\_logo\\_acad\\_mico\\_baq2022](https://issuu.com/bienalquito/docs/cat_logo_acad_mico_baq2022). ACADEMIC CATALOG

OF THE XXIII PAN AMERICAN BIENNIAL OF ARCHITECTURE OF QUITO 2022. ISBN: 978-

9942-8790-9-7

**Professional Memberships:** N/A



**Name:** María Gracia Borja De la Torre

**Courses Taught** (Four semesters prior to September 2023) :

AQTH1103 - Theory and History of Architecture, Urban Planning and Technologies I  
AQTT2665 - Project Workshop III

**Educational Credentials:**

MS, 2019, Master's Degree in Advanced Studies in Architecture, Concentration in Urban Planning, Universidad Politécnica de Cataluña, Spain.  
BS, 2015, Architect, Universidad San Francisco de Quito

**Teaching Experience:**

Part-time professor, College of Architecture and Design. Universidad de las Américas (UDLA), Quito. 2022- present  
Part-time professor, College of Architecture and Interior Design. Universidad San Francisco de Quito (USFQ), Quito. 2021- present

**Professional Experience:**

Coordinator of Universities, XXIV Pan-American Architecture Biennial of Quito BAQ2024, Quito. 2023-present  
Founding partner, Borja-Durán Estudio, Quito. 2016-present  
Project Executor I, Department of Studies and Inspection, Metropolitan Company of Mobility and Public Works, Quito. 2020-2021  
Construction supervisor, Constructora Carrasco Suarez, Manta. 2016-2017  
Collaborating architect, Arquitectura X, Quito. 2015-2016

**Licenses/Registration:**

Registered Master's Degree, Secretariat of Higher Education, Science, Technology and Innovation (SENESCYT) # 7241162561. 2020-present  
Registered Bachelor Degree, Secretariat of Higher Education, Science, Technology and Innovation (SENESCYT) # 1038-15-1371761. 2015-present

**Selected Publications and Recent Research:**

Borja, M., Cueva, F., Durán, J. Rodríguez, M. 2022. "Essays of a contemporary palace", Academic Catalog XXIII Pan-American Architecture Biennial of Quito BAQ2022, First Edition, pp. 614-623 (November)  
Borja, María Gracia. 2019. "The Influence of the main roads on the modern development of the urban agglomeration of Quito: Avenida 10 de Agosto and the Ruta de los Conquistadores", UPCommons (November)

**Professional Memberships:**

Member, College of Architects of Ecuador, Province of Pichincha (CAE-P)



**Name:** Julio Alberto Burbano Acosta

**Courses Taught** (Four semesters prior to September 2023) :

TITA6142 Project Workshop VIII  
AQTT4678 Project Workshop VII  
AQTT3678 Project Workshop VI  
AQTT2665 Project Workshop III  
FADT2668 Basic Design Workshop II

**Educational Credentials:**

MS Sustainable Development in the Built Environment. University of New South Wales UNSW, Sydney – Australia. 2014  
BS Architecture. Universidad San Francisco de Quito USFQ, Quito – Ecuador. 2011

**Teaching Experience:**

Full-time Professor, College of Architecture and Design, Universidad de las Americas UDLA, Quito – Ecuador. March 2015 to Present.  
Part-time Professor, College of Architecture and Design, Universidad de las Americas UDLA, Quito – Ecuador. September 2014 to February 2015.

**Professional Experience:**

Architect, AMN + Architect Studio, Quito – Ecuador. 2012 – 2013  
Architect, A4 Architecture studio, Quito – Ecuador. 2011 – 2012  
Trainee in construction, TSE Polska, Gdansk – Poland. 2011

**Licenses/Registration:**

Master of the Built Environment (Sustainable Development). University of New South Wales UNSW. 9397R-14-36514  
Architect. Universidad San Francisco de Quito. USFQ. 1038-11-1065071

**Selected Publications and Recent Research:**

Trama Magazine, 2022. 15 years UDLA Architecture. Dossier  
Trama Magazine, 2021. Terms. Dossier  
Trama Magazine, 2019. Práxis. Dossier  
Trama Magazine, 2018. UDLA Architecture. Dossier  
El Comercio, 2018. Architecture and City. Article.

**Professional Memberships:** N/A



**Name:** Erick Santiago Camacho Aguirre

**Courses Taught** (Four semesters prior to September 2023) :  
AQTT 3678 Project Workshop V

**Educational Credentials:**

Ph.D., 2020, Doctor in City Territory and Sustainability, Universidad de Guadalajara – México.  
MS, 2012, Master in Architectural Design, Universidad Central del Ecuador.  
Esp., 2011, Specialization in Architectural Design, Universidad Central del Ecuador.  
BS, 1999, Architecture. Universidad Central del Ecuador.

**Teaching Experience:**

Part-time professor, College of Architecture and Design, Universidad de las Americas (UDLA), September 2016 – present.  
Full-time professor, College of Architecture, Universidad Central del Ecuador (UCE), March 2014-present  
Part-time professor, Construction Technology and Home Automation Program, Universidad de las Americas (UDLA), September 2012 – September 2013.  
Part-time professor, Photographic Design program, Instituto Superior Tecnológico Metropolitano La Metro, March 2012-March 2018  
Full-time professor, College of Architecture, Universidad Internacional SEK, October 2009 – September 2012

**Professional Experience:**

CAMACHO ARCHITECTS. General manager. April 2001 – Present  
FRY AND WELCH ARCHITECTS. Architect I. May 2000 – April 2001

**Licenses/Registration:**

Senescyt: 4841216138. Ph.D. in City, Territory, and Sustainability, 2020  
Senescyt: 1005-12-751635 . Master in Architectural Design, 2012  
Senescyt: 1005-11-730790 . Architectural Design Specialist, 2011  
Senescyt: 1005-09-938929 . Bachelor Degree, 1999

**Selected Publications and Recent Research:**

Camacho, S., Medina, M., Expressions of Modernity and Postmodernity in the Architecture of Quito. Case studies in the second half of the 20th Century, Investigations. Doctorate in City Territory and Sustainability, Universidad de Guadalajara, 2022  
Camacho, S., Ciespal Building The memory of Matter: A story told in concrete. College of Architects of Ecuador, UNACEM, 2021  
Camacho, S., Medina, M., Bases of modernity in the Architecture of the 20th Century of Quito Revista Contexto, Volume VX No. 22, College of Architecture Universidad Autónoma de Nuevo León, 2021  
Camacho, S., Medina, M., Bases of modernity in the 20th Century Architecture of Quito: An explanatory analysis of its origin in the city Housing and Sustainable Communities Magazine, CUAAD Universidad de Guadalajara, 2018

**Professional Memberships:** N/A



**Name:** Juan Sebastián Carrera Palacios

**Courses Taught** (Four semesters prior to September 2023) :

AQTT2663 - Project Workshop I  
AQTT2664 - Project Workshop II  
FADT1160 - Basic Design Workshop I  
FADR1116 - Natural Drawing

**Educational Credentials:**

Master in Advanced Architecture. Universidad Politécnica de Valencia. Valencia, Spain  
Bachelor's Degree in Architecture. Universidad de Belgrano. Buenos Aires, Argentina.  
Diploma in Higher Education Instruction. Universidad de las Americas. Quito, Ecuador  
Diploma in Public Speaking and Project Presentation. New Acropolis. Quito, Ecuador.  
Diploma in Public Speaking and Emotional Intelligence. Public Speaking Club. Valencia, Spain

**Teaching Experience :**

Universidad de las Americas. Design Workshops Instructor. 2017-2023

**Professional Experience :**

Architect in the area of planning and management of architectural, urban, and landscape projects.  
Saint Patrick's Master Plan  
Architectural design. C3 Arquitectos, Jaime Carrera Noritz , arch.  
Architecture construction, interior design, and remodeling. C3 Arquitectos.  
Coordinator of architectural projects, urban planning, and passage. Saint Patrick's Master Plan  
Collaborator in the design of hospital projects. Interplan Cia . Ltd.

**Licenses / Registration :**

EPMOOP DMQ – City of Quito Public Infrastructure Company

**Selected Publications and Recent Research:**

El Comercio (newspaper). “Centralities and their importance”. Year 2019.

**Professional Memberships :**

CAE-P Pichincha College of Architects in Ecuador



**Name:** Omar Alejandro Chamorro Cruz

**Courses Taught** (Four semesters prior to September 2023):

AQTT2665 PROJECT WORKSHOP III  
AQTT4678 PROJECT WORKSHOP VII  
TITA 6142 PROJECT WORKSHOP VIII  
AQTI 4628 INTEGRATION III (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)  
AQTT3678 PROJECT WORKSHOP V

**Educational Credentials:**

Master's in Advanced Architectural Design - Columbia University GSAPP 2015  
Bachelor's Degree in Architecture - Universidad San Francisco de Quito 2011

**Teaching Experience:**

UNIVERSIDAD DE LAS AMERICAS - Undergraduate. 2016 to date  
UNIVERSIDAD SAN FRANCISCO DE QUITO - Undergraduate. From 2011 to 2016  
UNIVERSIDAD CENTRAL DEL ECUADOR – Master's in Architectural Design. 2018

**Professional Experience:**

Design and Construction – “M2” Housing Project (2019 to date)  
Design and Construction –“QUATRO” Housing Project (From 2012 to 2015)  
Member of the Academic Committee BAQ. 2018.  
Member of the Board of Directors of the College of Architects of Ecuador, Pichincha Province Chapter. From 2016 to 2018.

**Licenses/Registration:**

College of Architects of Ecuador, Pichincha Province Chapter. (From 2011 to date)–

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

College of Architects of Ecuador, Pichincha Province Chapter. (From 2011 to date)



**Name:** María José Cifuentes Negrete

**Courses Taught** (Four semesters prior to September 2023):

FADR1113 TECHNICAL DRAWING

FADR2116 ARCHITECTURAL DRAWING

**Educational Credentials:**

MS 2009 , Business Management Construction and Real Estate , Universidad San Francisco de Quito – USFQ. Quito, Ecuador.

BS 2006, Architecture, SEK International University – UISEK. Quito, Ecuador.

**Teaching Experience:**

Academic support professor. Architecture program. Universidad de las Américas. Quito, Ecuador.

2013 – to present date.

Program coordinator and full-time professor, College of Architecture and Urban Planning, SEK International University – UISEK. Quito, Ecuador. From 2008 to 2010

**Professional Experience:**

Infrastructure Specialist, ADC&HAS Management Ecuador SA Quito – Ecuador. 2012 – 2013.

Architect, Meneses Constructores SA, Quito – Ecuador. 2009 – 2011.

Architect. Cifuentes Arquitectura SA, Quito – Ecuador. 2006 – 2009.

**Licenses/Registration:**

None

**Selected Publications and Recent Research:**

None

**Professional Memberships:**

None



**Name:** Dario Humberto Cobos Torres

**Courses Taught** (Four semesters prior to September 2023):

TITA 6142 - PROJECT WORKSHOP VIII  
AQT 4678 - PROJECT WORKSHOP VII  
AQT 2666 - PROJECT WORKSHOP IV  
AQT 2664 - PROJECT WORKSHOP II

**Educational Credentials:**

Architect Title (2003), Catholic University of Cuenca.  
Master in City Government with a Mention in Urban Centrality and Historical Areas (2012), Latin American Faculty of Social Sciences.

**Teaching Experience:**

Professor, Universidad de Las Américas. College of Architecture and Design, Quito 2014 to date.  
Professor. Universidad Central del Ecuador, College of Architecture and Urbanism, Quito 2013-2015.  
Professor, SEK International University, College of Architecture and Civil Engineering, Quito 2011-2012.  
Professor, Pontificia Universidad Católica del Ecuador, College of Architecture, Design and Arts, Quito 2011-2011.  
Professor, Universidad Católica de Cuenca, Academic Unit of Engineering, Industry and Construction, Cuenca-Ecuador 2009-2010

**Professional Experience:**

Consultant for the Management and Conservation Plan of the Historic Center of Ibarra, Ibarra 2022-2023.  
President of the Technical Subcommittee on Historical Areas and Heritage, Quito 2012-2014.  
Head of Historical Areas of the Municipality of the Metropolitan District of Quito, Quito 2012-2014.  
Scholarship of the Latin American Faculty of Social Sciences, Quito 2007-2009.  
Planning Director, Municipal Government of the Morona Canton, Macas 2006-2007.

**Licenses/Registration:**

**Selected Publications and Recent Research:**

Cobos J. Cobos D. others (2020), Adaptive Architecture, a comprehensive vision of sustainable architectural work. Coordination: Meriño Córdoba V., Martínez Meza E., others. Multidisciplinary Knowledge Management Volume 23 – Global Union Collection. Editorial Fund of the National Experimental University “Jesús María Semprum” .  
Hoyos G., Cobos D (2016). Quito and Kyoto: Preservation of Built Heritage. Editor Olimpia N. Historical Cities between East and West. Ermes Publishing House , Rome.

**Professional Memberships:**

Architect: 1029-03-438358  
Master in City Government with a Major in Urban Centrality and Historical Areas: 1026-12-747541



**Name:** Mario Cueva Orna

**Courses Taught** (Four semesters prior to September 2023) :

FADT2668 - Basic Design Workshop II  
AQTT2665 - Project Workshop III  
AQTT2666 - Project Workshop IV  
AQTT3688 - Project Workshop VI  
AQTP455 - Pre-professional Internships

**Educational Credentials:**

Master , 2019, Construction in Madera, Universidad del Bío Bío , Concepción-Chile  
Architect , 2009, Universidad San Francisco de Quito, Quito-Ecuador.

**Teaching Experience:**

Project Full-time Professor, College of Architecture and Design, Universidad de Las Americas, Quito-Ecuador (2021-present).  
Professor Project Officer, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador. Quito-Ecuador (2021-2023)  
Project Part-time professor, College of Architecture and Design, Universidad de Las Americas, Quito-Ecuador (2015-2019)

**Professional Experience:**

Project Director , Calderón Cueva Iturralde Arquitectos , Quito-Ecuador (2019-present)  
Academic Director, XXIV Biennial Panamericana of Architecture of Quito BAQ 2024.  
Academic Director, XXIII Biennial Panamericana of Architecture of Quito BAQ 2022.  
Member of the Board of Directors, College of Architects of Ecuador, Province of Pichincha Chapter 2021-2025.  
Project Director, Mario Cueva Architects, Quito-Ecuador (2015-2019)  
Architect Associate, Collective Architecture, Quito-Ecuador (2009-2015)

**Licenses/Registration:**

College of Architects of Ecuador, Province of Pichincha Chapter (2009-present).

**Selected Publications and Recent Research:**

Cueva, M. 2020, "The tree, the guitar , the house", Catalog Academic XXII Biennial Panamericana of Architecture of Quito BAQ 2020.  
M. 2022, "See, see again and try see ", Catalog Academic XXIII Biennial Panamericana of Architecture of Quito BAQ 2022.

**Professional Memberships:**

College of Architects of Ecuador, Province of Pichincha Chapter (2009-present).



**Name:** Verónica Echeverría Avellán

**Courses Taught**

FADR 1113 - TECHNICAL DRAWING

**Educational Credentials:**

Master in Urban Studies – Facultad Latinoamericana de Ciencias Sociales – 1026-15-86064981-2015

Specialist in Technology and Environmental Management – Escuela Politécnica Nacional – 1001-03-466320 -2003

Bachelor's in Architecture – Universidad Central del Ecuador – 1005-05-559111 - 2000

**Teaching Experience:**

Universidad de Las Américas 2019-Present

Universidad Central del Ecuador 2018

Universidad SEK 2014 -2018

**Professional Experience:**

MINISTRY OF EDUCATION. Landscape Project for the Rehabilitation of the Mejía National Institute – Quito 2019

EPN-TECH-EP. Design Architectural of the projects “Comprehensive Labor Care Unit for the La Libertad EP Petroecuador Refinery” and “Technical Intendance Building for the La Libertad refinery ” 2017-2018

ARCH. MARIO ELMIR. Refinery Master Plan Consulting Esmeraldas State - Urban and environmental field - 2014.

ARCH. MARIO ELMIR. Consultancy management sheet and plan environmental of the parks parish centers \_ Sardines , Linares and Gonzalo Diaz de Pineda Cantón the Chaco - 2014.

MUNICIPALITY OF QUITO AND NATURA FOUNDATION. Development of the urban field in the Consulting “ Study” Basic of the San Pedro River Basin in the Environmental, Geological and Urban Planning Fields ” – 2010.

ING. LUIS TORRES ESSEN SA Risk study in Horinaza and San Antonio ravines , People's Committee and La Bota neighborhoods -2011

ARCH. MARIO ELMIR. Survey and classification of plants for \_ Study Landscaping of the areas greens of the Esmeraldas Refinery - 2012.

**Licenses/Registration:**

COLLEGE OF ARCHITECTS ECUADOR P-5209

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

College of Architects of Ecuador



**Name:** Kenny Joel Espinoza Carvajal

**Courses Taught** (Four semesters prior to September 2023) :  
TITA6142\_PROJECT WORKSHOP VIII (PROJECT WORKSHOP VIII)  
AQTT4678\_PROJECT WORKSHOP VII (PROJECT WORKSHOP VII)

**Educational Credentials:**

Mg. 2012, Master in Architectural Projects, Universidad de Cuenca\_Ecuador

**Teaching Experience:**

Full-time professor, Architecture program, Universidad de Las Americas (UDLA), September 2019-Present

Academic Director of the Master's Degree in Advanced Architectural Design, Architecture Program, Universidad de Las Americas (UDLA), March 2022-Present

Part-time professor, College of Architecture, Pontificia Universidad Católica del Ecuador (PUCE), September 2012-July 2021

**Professional Experience:**

Design manager, Espinoza Carvajal architects, 2008- Present

Architecture Manager at MAODA, 2023- Present

**Licenses/Registration:**

Senescyt: 1007-13-750301 , Master of Architectural Projects

Senescyt: 1031-03-327118 , Architect

**Selected Publications and Recent Research:**

Kenny Espinoza, Santiago Espinoza, Nuria Vidal, Xavier Navarrete, 2022, "INSIDE OR OUT WALKING DOWN THE STREET", INFLECTIONS, BAQ\_ARQ 2022 Edition 01, pg 661-667.

Espinoza Carvajal architects, 2021, "UEPM Classrooms", PLOT Magazine, No 57, Feb/Mar, Spanish Edition, pg 144-165

Espinoza Carvajal architects, 2021, "Three linked volumes of classrooms extend a school in Ecuador UEPM Quito Classrooms / Espinoza Carvajal Arquitectos ", C3 412 Learning Within Location and Place, Book Language English, Korean.

2022 UDLA Dossier, published with Trama 173 Magazine, Article, "Look deeper"

**Professional Memberships:** N/A



**Name:** Luis Fernando Freire Amores

**Courses Taught** (Four semesters prior to September 2023) :  
AQT13638 - INTEGRATION II (ENVIRONMENTAL SUSTAINABILITY AND TECHNOLOGIES)  
AQTC 4806 - CONSTRUCTION TECHNOLOGIES IV

**Educational Credentials :**

MASTER IN ARCHITECTURE AND URBANISM. SUSTAINABILITY AND RENEWABLE ENERGY – Universidad Internacional de Andalucía - Spain. UNIA, 2011  
MASTER IN BUSINESS ADMINISTRATION – Universidad de las Fuerzas Armadas del Ecuador. ESPE, 2004  
ARCHITECT – Pontificia Universidad Católica del Ecuador. PUCE QUITO, 2002

**Teaching Experience :**

UNIVERSIDAD DE LAS AMERICAS (UDLA) 2022 to date  
UNIVERSIDAD POLITECNICA SALESIANA (UPS) 2023 to date  
UNIVERSIDAD TECNOLOGICA EQUINOCCIAL (UTE) 2008 - 2020  
UNIVERSIDAD INTERNACIONAL SEK (UISEK) 2012 - 2014

**Professional Experience :**

DESIGN AND CONSTRUCTION (CONSTRUCTORA BANDERAS VELA – NKN ARCHITECTS – INDEPENDENT CIVIL WORKS)

**Licenses / Registration :**

COLLEGE OF ARCHITECTS ECUADOR P-6125

**Selected Publications and Recent Research:**

Publication Book Chapter: *“RESEARCH EXPERIENCES FOR A SUSTAINABLE FUTURE”*, Ed. Octaedro, Barcelona – Spain, (June, 2021).  
Publication of the Article: *“RESEARCH IN DEVELOPMENT OF THE THERMAL INSULATION POTENTIAL OF AN ENCLOSURE THAT INTEGRATES TRADITIONAL AND ECOLOGICAL MATERIALS ACCOMPANIED BY BASIC INTELLIGENT SYSTEMS FOR BUILDINGS IN THE CITY OF QUITO”*, *ÁGORA2019 Event held in Badajoz (September, 2019)* .  
Best Robotic and Automationsystems Paper Award IEEE ETCM 2018: *“DESIGN AND DEVELOPMENT OF A NOVEL ROBOTIC GRIPPER FOR AUTOMATED SCAFFOLDING ASSEMBLY”*, IEEE ETCM 2018 Congress / SCOPUS, ( December , 2018).  
Publication of the Book: *“MAKING A CITY: CALDERÓN 2040”* (October, 2016).  
Publication of the Article: *“INSTALLATION FOR MEASURING THERMAL CONDUCTIVITY IN COMPOSITES BASED ON BIOMASS WASTE”*, ENFOQUEUTE Magazine (April 2016).  
Publication of the Article: *“POTENTIAL FOR USE OF PLANT BIOMASS AS INSULATION IN EXTREME CLIMATES OF ECUADOR”*, ENFOQUEUTE Magazine (December 2015).  
Urban studies carried out for the city of Quito as part of the UTE University team commissioned by the Metropolitan Institute of Urban Planning of Quito. IMPU (April – October 2016).  
Part of the exhibiting team of the Equinoccial Technological University (UTE) with an urban proposal for an area of the city at the invitation of the Municipality of Quito within the framework of the HABITAT III World Conference held in Quito (October 2016).

**Professional Memberships:**

COLLEGE OF ARCHITECTS OF ECUADOR



**Name:** Manuel Alejandro Galárraga Carrillo

**Courses Taught** (Four semesters prior to September 2023 :

AQTT 2664 - Project Workshop II

FADT 2668 - Basic Design Workshop II

FADT 1160 - Basic Design Workshop I

**Educational Credentials:**

MS, 2015 Architecture and Urban Design, University of Columbia at New York City

B.Arch ., 2011 Architecture, Pontificia Universidad Católica del Ecuador at Quito-Ecuador.

**Teaching Experience:**

Part -time, Adjunct Professor College of Architecture and Design, Universidad de Las Americas, Quito. 2017 – Present

Part-time Adjunct Professor, College of Architecture and Interior Design, Universidad San Francisco de Quito, Quito. 2017 – 2018

Part-time, Adjunct Professor, College of Architecture and Design, Universidad Católica Santiago de Guayaquil, Guayaquil-Ecuador. 2017

**Professional Experience:**

CEO, Manuel Galárraga Arquitectos, Quito. 2019 – Present

Founding Partner, EnTe Arquitectos , Quito. 2017 - 2019

**Licenses/Registration:**

Registered Professional Architect, Quito #8277. 2012 - Present

**Selected Publications and Recent Research:**

Urban Design Lab, TE, Millennium Cities Initiative, TE, Graduate School of Architecture, P. a., Plunz , R., Cohen, D., El Zoghby , N., Galárraga M., Maloney M., Merheb T., Park J., Powidayko M., Souza A., Shah P., Sharma P., Viteri F., Zhu H., El Zoghby N. 2015 Manyatta: A guide to do-it- yourself infrastructure. (PR, BS, & VF, Eds.) New York City, New York, United States: The Urban Design Lab at the Earth Institute Columbia University in the City of New York.

**Professional Memberships:** N/A



**Name :** Pablo Mateo Granja Mendoza

**Courses Taught** (Four semesters prior to September 2023) :

TITA 6142 Project Workshop VIII  
AQTT 4678 Project Workshop VII  
AQTT 2664 Project Workshop II  
AQTT 2666 Project Workshop IV

**Educational Credentials:**

MS Master in Architectural Design, UNAV 2015  
BS Architect, SEK International University 2012

**Teaching Experience:**

Full-time professor. College of Architecture and Design, Universidad de Las Americas. 2019 to date.

Part-time professor. College of Architecture and Design, Universidad de Las Americas. 2016 to 2019.

Part-time professor at the College of Architecture, Universidad Internacional SEK. 2016 to 2017.

**Professional Experience :**

Granja Mendoza Arquitectura, general manager 2012 to date.  
PESA, general manager from 2015 until 2019.

**Licenses / Registration:**

Architect Universidad Internacional SEK 1036-12-1157636  
Master in Architectural Design 724181066

**Selected Publications and Recent Research:**

2022 UDLA Dossier, published with Trama 173 Magazine, Article, "Sensitivity"  
2021 UDLA Dossier, published with Trama 166 Magazine, Article, "Technique"  
2021 UDLA Dossier, published with Trama 163 Magazine, Article, " From the abstract to the constructive, on the "Axonometry"

**Professional Memberships:** N/A



**Name :** Inti Camilo Herrera Pérez

**Courses Taught** (Four semesters prior to September 2023) :

AQTC 1803 Construction Technologies I

AQTC 3805 Construction Technologies III

AQTC 4806 Construction Technologies IV

AQTI 4628 Integration III (Environmental Sustainability and Technologies) Integration III  
(Environmental Sustainability and Technologies)

**Educational Credentials:**

MS, 2016, Master's Degree in Architectural Construction and Technology, Universidad Politécnica de Madrid.

BS, 2012, Architect, Pontificia Universidad Católica del Ecuador.

**Teaching Experience:**

Full-time professor, College of Architecture and Design, Universidad de Las Americas (UDLA), September 2019 – present.

Part-time teacher, College of Architecture and Design, Universidad de Las Americas (UDLA), September 2016 – 2018.

**Professional Experience :**

Secretary of Territory Habitat and Housing. Architect. 2012.

Iturralde. Architect. 2013-2014.

Garcia. Architect. 2015.

MO.Studio. General manager. 2016 – present.

**Licenses/Registration:**

Senescyt : 1027-12-1154582. Architect, 2012.

Senescyt : 724178146. Master's Degree in Architectural Construction and Technology, 2016.

**Selected Publications and Recent Research:**

2022 UDLA Dossier, published with Trama 173 Magazine, Article, "In defense of touch in architecture"

**Professional Memberships:** N/A



**Name:** Ana Carmen Hidalgo Martinod

**Courses Taught** (Four semesters prior to September 2023) :

FADT1160 Basic Design Workshop I  
AQTT2663 Project Workshop I

**Educational Credentials:**

MS 2012, Master in Business Administration, Universitata Politectina de Catalunya  
MS 2012, Master in Design and Habitat, Pompeu Fabra University  
BS 2010, Architect with a mention in landscaping, Universidad Internacional del Ecuador

**Teaching Experience:**

Full-time professor, Architecture Program, Universidad de Las Americas (UDLA), September 2021-Present  
Part-time professor, Architecture Program, Universidad de Las Americas (UDLA), 2018-July 2021

**Professional Experience:**

Manager, Hidalgo Naranjo Ingenieros y Arquitectos SA (HINSA), January 2011- Present  
Manager, Road Consortium, Dec 2019- Present  
Common Attorney, H&T Consortium, June 2015- Present  
Common Attorney, TAHINSA Consortium, June 2015-May 2016

**Licenses/Registration:**

Senescyt : 6774R-14-26935, Master in Business Administration, 2014- Present  
Senescyt: 6661R-14-26525, Master in Design and Habitat, 2014- Present  
Senescyt: 1041-10-1013250, Architect with specialization in landscaping, 2010- Present

**Selected Publications and Recent Research:**

Ana Hidalgo, 2022, "Green credits for the construction sector", Mundo Constructor, Edition 64, pg 18-19  
Ana Hidalgo, 2023, "The World decides for us", Arquitectura UDLA Editorial Omar Chamorro, Mario Cueva, Julio Burbano, Edition 64, pg 22

**Professional Memberships:** N/A



**Name:** Oscar Dario Jara Vinueza

**Courses Taught** (Four semesters prior to September 2023) :  
FADT 2668 - BASIC DESIGN WORKSHOP II (BASIC DESIGN WORKSHOP II)  
AQTT 2666 - PROJECT WORKSHOP IV (PROJECT WORKSHOP IV)

**Educational Credentials:**

Master, 2018, Advanced Architectural Design, Universidad Técnica de Ambato, Ecuador.  
Bachelor's Degree in Architecture, 2007, Universidad Central del Ecuador, Quito, Ecuador.

**Teaching Experience:**

Part-time professor, Architectural Projects Workshop. College of Architecture and Design, Universidad de Las Americas, Quito-Ecuador (2021-present).  
Part-time professor, Architectural Projects Workshop. College of Architecture, Universidad Politécnica Salesiana, Quito- Ecuador (2023 - present).  
Part-time teaching assistant, Architectural Projects Workshop. College of Architecture and Urban Planning, Universidad Central del Ecuador (2009 - 2020).  
Researcher at: RICSAT, UPM and EPN, CEBA (R+D+i), REITRACOM (R+D+i) and Innovator, Senescyt, Plataforma Banco de Ideas (2018-present)

**Professional Experience:**

Municipality of Quito, central zone, City Management and Control Area DMQ (2004, 2005).  
Consultant for the (Fonsal) IMPQ, (2008 to 2012).  
Francisco Naranjo Lalama, Architect, NL Consulting,( 2004, 2005, 2009 to 2010).  
Consulting studio ConsultorTec\_Tó593/Tec\_totora, (2018 to present).

**Licenses/Registration:**

Senescyt: 1010-2018-2012865, Master of Architectural Design Advanced modality  
Senescyt: 1005-08-828084 , Architect

**Selected Publications and Recent Research:**

Vistazo Magazine, March 2022 edition: Projects with an innovative vision are born in university classrooms

<https://www.vistazo.com/enfoque/proyectos-con-vision-innovadora-NH1494069>

UDLA digital magazine, January 2022: Architecture is committed to reeds as a construction material.

<https://www.udla.edu.ec/2022/10/la-innovacion-arquitectonica-encuentra-en-la-totora-un-nuevo-material-disruptivo/>

UDLA digital magazine, October 2022: Architectural innovation finds a new disruptive material in reeds.

<https://www.udla.edu.ec/2022/01/la-facultad-de-arquitectura-apuesta-por-la-totora-como-material-de-construccion/>

Construction Magazine, issue N°271 CAMICON 2021: Chamber of the Construction Industry. Investigation article. Application of natural reed fiber in materials design and sustainable construction.

[https://issuu.com/oscarjaravinueza/docs/articulo\\_rev\\_camicon\\_febr\\_marz\\_2021?fbclid=IwAR1R\\_lrfEvTMHM2MAiowOQTeyU6lyGKacYFtPOo--8FHlqWAoMCSuW6y8E](https://issuu.com/oscarjaravinueza/docs/articulo_rev_camicon_febr_marz_2021?fbclid=IwAR1R_lrfEvTMHM2MAiowOQTeyU6lyGKacYFtPOo--8FHlqWAoMCSuW6y8E)

Innovations in Science, Technology and Education, 2020: Scientific magazine of the Faculty of Higher Studies Cuautitlán,

National Autonomous University of Mexico, No. 4, Year 4.

[https://es.calameo.com/books/0065258776576a0261f2a?fbclid=IwAR22EN9JOnPu6NykHHnU6lS9qQSDH3VpVOX5DqxB3fOHE-K\\_74oWHp8Zs](https://es.calameo.com/books/0065258776576a0261f2a?fbclid=IwAR22EN9JOnPu6NykHHnU6lS9qQSDH3VpVOX5DqxB3fOHE-K_74oWHp8Zs)



Biorefinería Magazine, edition N°.4, Year: 2020 ISSN: 2602-8530, Review of hemp, sustainable construction systems Hempcell and Hempcrete <https://www.cebaecuador.org/canamo/>  
<https://www.cebaecuador.org/publicaciones/revista-biorrefineria/>

Royal College of Art School of Architecture, 2020 London: The Quest for a Primitive Modernity Collections. A Sense of Humanity

Bryan A Espinoza Ortiz's Master's Project In Collaboration with: Oscar Jara Vinueza - Totorá Innovation In Ecuador

Kensington Gore, South Kensington, London RCA 2020, <https://2020.rca.ac.uk/students/bryan-espinoza-ortiz/#pdyk>

CUBE DE TOTORA: International Prize "Pan American Architecture Biennial of Quito"

Category Social Habitat and Development BAQ2016

Collective of Architects, ArchQuid, <http://arquitecturapanamericana.com/?p=37375>

<http://www.archdaily.com/802481/the-totora-cube-investigates-the-techniques-of-incan-era-craftsmanship>

**Professional Memberships:** P-6395



**Name:** Daniela Sofía Loaiza

**Courses Taught** (Four semesters prior to September 2023) :  
TITA6142 PROJECT WORKSHOP VIII. (PROJECT WORKSHOP VIII)  
AQTT4678 PROJECT WORKSHOP VII. (PROJECT WORKSHOP VII)  
AQTT3688 PROJECT WORKSHOP VI. (PROJECT WORKSHOP VI)  
AQTU3210 URBANISM II. (URBAN PLANNING II)

**Educational Credentials:**

2019 - PhD. in Architecture and Urbanism. Universidad del Bío Bío (Doctoral Thesis Direction), Concepción – Chile. Polytechnic University of Catalonia – Department of Urban Planning and Territorial Planning (Co-direction of Doctoral Thesis), Barcelona – Spain. Research line: Urban Management. Research area: Design and Planning of Public and Collective Spaces. SENESCYT Registration 1523172327  
2012 - Master in Urban Planning, History and Architecture of the City. Federal University of Santa Catarina, Florianópolis – Brazil. Research Line: City Architecture. Research Area: Morphology and Urban Design - Spatial Planning. SENESCYT Registration 7584R-13-7891  
2009 – Architect. Pontifical Catholic University of Ecuador, Quito – Ecuador. SENESCYT Registration 1027-09-943833  
2023 - Diploma in Architectural Semiotics – 120 hours. Latin American Institute of Studies in Architecture and Urbanism, Peru.  
2023 - Diploma in Psychology and Architecture – 120 hours. Latin American Institute of Studies in Architecture and Urbanism, Peru.

**Teaching Experience:**

Universidad de Las Américas: 2012 to date  
Universidad San Francisco de Quito: 2016 - 2017  
Pontificia Universidad Católica del Ecuador: 2012 – 2014  
Universidad Federal de Santa Catarina - 2009 – 2010

**Professional Experience:**

Architect – Urban Planner – ORDÓÑEZ ARQUITECTOS – 2009 – 2013  
SECRETARY OF LAND, HABITAT AND HOUSING - Metropolitan Directorate of Planning and Land Policies – MDMQ – ECUADOR. Technical Assistance – Urban Design and Planning – 2013.  
DEPARTAMENT D'URBANISME I ORDENACIÓ DEL TERRITORI – Catalunya – UPC – 2015 - Research in urban studies – urban centralities, shopping centers - 2015.  
CIDADE – Architecture and City – Design MEL multifamily housing building in Cumbayá – 2017.  
OBRA STUDIO – External consulting for urban commerce and transportation project studies in Riobamba Ecuador.  
President of the City Forum of the College of Architects of Ecuador – 2018 – 2020.

**Licenses/Registration:**

COLLEGE OF ARCHITECTS ECUADOR

**Selected Publications and Recent Research:**

LOAIZA JIMÉNEZ, Daniela Sofía; MARTINEZ, Samanta; SANCHEZ, Juan Cristóbal.  
INFLECTIONS AND CONTRADICTIONS. Speeches and spatial proposals for the construction and appropriation of cities - Camillo Sitte and Dogma Studio. – Book of the Quito Architecture Biennial – Mention from ARQ Magazine - Chile – Quito, 2022.  
LOAIZA JIMÉNEZ, Daniela Sofía. THE Public Space is a Trap – Trama Magazine Dossier – Udla, 2020.  
LOAIZA JIMÉNEZ, Daniela Sofía. Transformations of the city and the shopping center – analysis on the scale of the Iñaquito sector and the Quicentro Shopping Center in the city of Quito - ACE MAGAZINE – **Scopus** . Access at: <https://upcommons.upc.edu/handle/2117/165299>



LOAIZA JIMÉNEZ, Daniela Sofía; The perceived and conceived Space of the Quicentro Shopping center in two scales of the city of Quito. Approved article IX International Urban Planning Research Seminar (iXSIIU). Barcelona, 2017. ISSN 2339-6598. Access at: [http://arqdis.uniandes.edu.co/Seminario\\_SIIU/memorias/BGT/MT3/135BGT\\_LoaizaJimenezDanielaSofia.pdf](http://arqdis.uniandes.edu.co/Seminario_SIIU/memorias/BGT/MT3/135BGT_LoaizaJimenezDanielaSofia.pdf)

LOAIZA JIMÉNEZ, Daniela Sofía; Anchors, Edges and Overflows of the Shopping Center – The Shape of the city and the Quicentro Shopping Center. Approved article VIII International Urban Planning Research Seminar (VIII SIIU). Barcelona, 2017. ISSN 2339-6598. Access at: [https://upcommons.upc.edu/bitstream/handle/2117/101390/173CAM\\_LoaizaJimenezDanielaSofia.pdf](https://upcommons.upc.edu/bitstream/handle/2117/101390/173CAM_LoaizaJimenezDanielaSofia.pdf)



**Name:** Esteban Lopez

**Courses Taught** (Four semesters prior to September 2023) :

TITA6142 - Project Workshop VIII  
AQTT2663 - Project Workshop I  
AQTT2664 - Project Workshop II  
AQTT2665 - Project Workshop III  
FADT 2668 – Basic Design Workshop II  
TITA6142 – Project Workshop VIII

**Educational Credentials**

MS 2011 Architectural Design – University of Navarra  
MS 2007 Management of Construction and Real Estate Companies – Universidad San Francisco de Quito/Polytechnic University of Madrid  
BS 2005 Architect – San Francisco University of Quito

**Teaching Experience**

UDLA Ecuador, 2013 - present

**Professional Experience :**

Project Director, Esteban López Arquitectura. 2013 - present  
Senior Architect, Londoño Arquitectos. 2005 - 2010  
Junior Architect, López-León Arquitectos. 2003 - 2005

**Licenses/Registration:**

Senescyt 1038-05-609025, Architect - USFQ  
Senescyt 1038-08-681224, MDI – USFQ, UPM

**Selected Publications and Recent Research:**

Houses XXI, 2020.  
Trama Magazine, Collective Housing: Complexes and Buildings, 2018  
Casas Magazine, En Same , Freshness of the sea, 2018  
Space and Comfort, Cube Houses, 2019  
Casas Magazine, Casa LT, 2014

**Professional Memberships:**

Camicon , 2015 - present



**Name:** Emilio Francisco López Herrera

**Courses Taught** (Four semesters prior to September 2023) :  
AQTT3678 - Project Workshop V

**Educational Credentials:**

MS, 2012, History and Theory of architecture, Polytechnic University of Catalonia  
BS, 2008, Architect, Faculty of Architecture and Design Pontifical Catholic University of Ecuador

**Teaching Experience :**

Professor of Architectural and Urban Design III at the Pontifical Catholic University of Ecuador.  
2019  
Professor of Architectural and Urban Design VI at the University of Las Américas, Quito-  
Ecuador.  
2020-Present.

**Professional Experience :**

Design and construction of numerous new construction architectural projects and intervention in  
built heritage since 2008.

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships :**

Affiliated with the College of Architects of Ecuador since 2022.



**Name:** Claudia Daniela Maldonado

**Courses Taught** (Four semesters prior to September 2023):

AQTT-2664. Project workshop II. (Project Workshop II)

FADT-2668. Basic Design II (Basic Design Workshop II)

AQTU-2208. Urban Ecosystems

AQTI- 4628. Integration III (Environmental Sustainability and Technologies)

**Educational Credentials:**

Master of Sustainability – Universidad Politécnica de Catalonia, (UPC) Barcelona –Spain, (2010).

Postgraduate - Escola Superior de Disseny, ELISAVA “ Ecohabitar Eco-efficient Housing Design ”, (2010).

Bachelor's degree in Architecture - Universidad San Francisco de Quito. Thesis: “Experimental Center for Bioclimatic Architecture” in Bioclimatic Architecture. Honorable Mention in the Quito Architecture Biennial 2006. Gold Medal Competition: Urban and Landscape Design (2006).

**Teaching Experience**

Professor. Universidad de Las Américas. Quito, Ecuador. 2012- present.

Community Outreach Coordinator of the College of Architecture and Design. Universidad de Las Americas. Quito, Ecuador. 2012- 2022.

**Professional Experience**

Landscape Design and Sustainability “Universidad Central de Esmeraldas”. A1 Architecture, (2023).

Participation in the AAPA team. Generation of the Iñaquito Urban Laboratory. UDLA team management. College of Architects of Ecuador, (2020).

Bioclimatic Consulting for the Buen Vivir Child Development Centers (CIBV) proposal. Location manual for the Buen Vivir Child Development Centers (CIBV). Client: Miranda Arquitectos, (2014).

Ministry of Tourism - Protected Tourist Areas Program (ATP). Coordination of the ATP team. Spatial planning, analysis, Territorial and urban team. Ministry of Tourism - Protected Tourist Areas Program (ATP). Spatial planning, analysis, territorial and urban team.( 2013).

Project: Development of the Dock on the right bank of the Napo River, in the Parish of Ahuano. Canton Tena, Province of Napo. Collaboration in design and sustainable techniques with Architect Carolina Proaño for MIDUVI. (2012).

Participation in the coordination, landscape design, and presentation of the “Lake Park Draft” Architect. Ernesto Bilbao, TARQ (Quito Architecture Workshop), ( 2009).

Junta de Andalucía of Spain: Participation in developing the publication and design of the “Sustainable Mobility Plan for the Historic Center of Quito”, (2008).

Andalusian Government of Spain: Publication of the “Spatial Plan of the Historic Center of Quito”, (2006).

**Academic production**

“Car Space Recycling Algorithm: A Powerful Urban Planning and Decision-making Tool.”

Springer, Cham. Egypt. ISBN 9783030108564, (2019).

“The hidden potential behind the city planned for cars”, ICSDEC 2016, Procedia Engineering 145 (2016) 924 – 931. (2016).

“Solar might not always be a green source of energy”, ICSDEC 2016, Procedia Engineering 145 (2016) 611 – 621. (2016).



**Name:** Hernán Patricio Malo Cevallos

**Courses Taught** (Four semesters prior to September 2023) :  
AQTT2664 PROJECT WORKSHOP II (PROJECT WORKSHOP II)  
FADT2668 BASIC DESIGN WORKSHOP II (BASIC DESIGN WORKSHOP II)  
TITA6142 PROJECT WORKSHOP VIII (PROJECT WORKSHOP VIII)  
AQTT4678 PROJECT WORKSHOP VII (PROJECT WORKSHOP VII)

**Educational Credentials:**

Master in Territorial Planning and Environmental Management - Universidad de Barcelona.  
2019  
Bachelor in Architecture - Universidad San Francisco de Quito. 2000

**Teaching Experience:**

UNIVERSIDAD DE LAS AMERICAS, 2011 to date  
UNIVERSIDAD SAN FRANCISCO, Quito- Ecuador, 2007 to 2011

**Professional Experience:**

Cabrera Housing Design, 2023  
Design of various houses, 2019 – 2021, Associate at AMN+ARCHITECTS (2010-2015)  
Design and construction of the Romoleroux family house (2009)  
Design and construction of the Herdoiza family house (2007-2008)  
Soho Design (January 2006 to January 2007)  
Espacia Trust (October 2005 to October 2006) -Construction inspector.  
Christian Wiese Arch. (from September 2002 to October 2005) Architectural direction in the construction of the Flacso Building (Latin American Faculty of Social Sciences).

**Licenses/Registration:**

College of Architects Ecuador p-5078

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

College of Architects of Ecuador



**Name:** Francisco Xavier Mejía Waiter

**Courses Taught** (Four semesters prior to September 2023) :  
AQT 4678 - PROJECT WORKSHOP VII (PROJECT WORKSHOP VII)

**Educational Credentials:**

Master in Real Estate Management, Universidad San Francisco de Quito in agreement with the Universidad Politécnica de Madrid, (2012).

Bachelor of Arts in Architecture. Universidad San Francisco de Quito, (2003).

**Teaching Experience:**

Part-Time Professor, Project Workshop VII, Universidad de Las Américas. 2013 - Present

**Professional Experience :**

Director of Design and Projects, Mejía Narvárez Arquitectos, Quito – Ecuador. 2010 – Present .

Project Manager / Design interiors, Icrave Design Studio, New York – USA. 2008 – 2010.

Architectural Designer, PKSB Architects, New York – USA. 2007- 2008

Architectural Designer, Rich Markus Architects, Washington DC – USA. 2006 – 2007.

Construction Assistant, Arcosanti, Mayer USA. 2003-2004

**Licenses / Registration :**

Senescyt Architect Registration #1038-05-567796

Senescyt Registration Master in Real Estate Management # 1038-13-86033048

registration College of Architects of Ecuador P-5837

**Selected Publications and Recent Research: N/A**

**Professional Memberships:**

Member of the Board of Directors of the College of Architects of Pichincha CAE-P, period 2023 – 2025

Member of the Board of Directors of the Architectural Archive Museum of Ecuador MAE, period 2023 - 2025



**Name:** Esteban Naranjo Palacios

**Courses Taught** (Four semesters prior to September 2023):

AQTU 1208- DIGITAL MANUFACTURING  
DIPZ3760-4681 DESIGN WORKSHOP V  
TTMZ 0262 WORK MASTER'S DEGREE MADAA  
MDAA0004-504-DIGITAL FUNDAMENTALS

**Educational Credentials :**

Master in Architecture and Urbanism – Architectural Association School of Architecture Design  
Research Lab. United Kingdom, (2015)  
Bachelor's degree in Architecture – Universidad San Francisco de Quito (2010)

**Teaching Experience:**

Universidad de Las Américas (UDLA) - 2019 to date  
Universidad San Francisco de Quito – 2017 to 2019  
Universidad Indoamerica – 2017

**Professional Experience:**

Creative Director – Studio Mana, 2019 to date.  
Partner and Project Director – EFE Estudio Felipe Escudero, 2016 to 2019  
Architectural Designer – Zaha Hadid Architects, 2015 to 2016  
Architect Designer – Jaime Miranda y Asociados, 2010 to 2014

**Licenses / Registration :**

College of Architects Ecuador

**Selected Publications and Recent Research:**

Architecture XXI: Outstanding Ecuadorian works 2000-2021  
3

**Professional Memberships:**

College of Architects Ecuador



**Name:** Carlos Mauricio Ogonaga Serrano

**Courses Taught**

AQTT2666 - PROJECT WORKSHOP IV (PROJECT WORKSHOP IV)

FADR2116 - ARCHITECTURAL DRAWING

FADR1113 - TECHNICAL DRAWING

AQTT2663 - PROJECT WORKSHOP I (PROJECT WORKSHOP I)

FADT2668 - BASIC DESIGN WORKSHOP II (BASIC DESIGN WORKSHOP II)

**Educational Credentials:**

MCH., Master Laboratory of Sustainable Housing of the 21st Century, Universidad Politécnica de Catalonia. 2014

Bachelor in Architecture. Pontificia Universidad Católica del Ecuador.2012

**Teaching Experience:**

Part-time Professor, College of Architecture and Design, Universidad de Las Americas.

Teaching Assistant, Higher Technical School of Architecture of Barcelona, Universidad Politécnica de Catalonia, Spain

Assistant Professor, College of Architecture and Urban Planning, Pontificia Universidad Católica del Ecuador.

**Professional Experience :**

General Director, Design and Architecture, CYAN STUDIO, 2014-Current.

Construction Superintendent, Construction and Management, PADKO SA, 2012-2014

Project Director, Social Work, UN TECHO PARA ECUADOR FOUNDATION. 2007-2012

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Hugo Ordóñez Suárez

**Courses Taught** (Four semesters prior to September 2023) :

AQTH 3105 - Theory And History Of Architecture, Urban Planning And Technologies III  
AQTH 4109 - Analysis and Criticism (Of Architectural and Urban Projects)

**Educational Credentials :**

Master, 2017, Research Master in Art History, specialization in History of Architecture, Paris 1 Panthéon-Sorbonne University  
BA, 2016, BA in Art History, Paris 1 Panthéon-Sorbonne University  
Architect, 2011, Diploma of Architect, Pontifical Catholic University of Ecuador

**Teaching Experience:**

Part-time Professor, College of Architecture and Design, Universidad de Las Americas, Quito, 2019-present  
Part-time Professor, College of Architecture and Civil Engineering, Universidad Internacional SEK, Quito, 2017-2021

**Professional Experience :**

Founding Partner, Crafta Design Studio, Quito, 2018-Present  
Construction Director, Estudio EFE, 2017-2018  
Construction Management, Ordóñez-Suárez Constructora, 2013-2015

**Licenses/Registration:**

SENESCYT registration number: 2501120722  
SENESCYT registration number: 1027-11-1060495

**Selected Publications and Recent Research:**

ROSETO, Verónica, ORDÓÑEZ, Hugo, "Architecture between symbol and power", Academic Catalog of the XXI Pan-American Architecture Biennial of Quito (Quito, 2018). College of Architects of Ecuador, Quito

ORDÓÑEZ, Hugo, FERRERAS, Enrique, LLORCA, Néstor, "STUDENT RESIDENCE, DISTRICT XVIII, PARIS, LAN. PROFESSIONAL EXERCISE WITH A FOOT IN RESEARCH", Academic Catalog of the XXII Pan-American Architecture Biennial of Quito (Quito, 2020). College of Architects of Ecuador, Quito

ORDÓÑEZ, Hugo, "TEACHING OF ARCHITECTURE AND ARCHITECTURAL PRODUCTION IN QUITO 1939-1962", MODERNITY AND AVANT-GARDE IN LATIN AMERICA 1930-1970, (Cuenca, 2019), Alexandra Kennedy. BAQ NATIONAL AWARD 2020.

ORDÓÑEZ, Hugo, "REDEFINITION OF THE ROLE OF ARCHITECTURE IN THE FACULTY OF ARCHITECTURE AND URBANISM OF THE CENTRAL UNIVERSITY OF ECUADOR: THE DECADES OF 1960-1970", MODERN MOVEMENT AND HERITAGE IN CONTEMPORARY HABITAT (Quito 2021). Veronica Rosero

**Professional Memberships:**

DOCOMOMO Ecuador



**Name:** Adrián Andrés Ortiz Muela

**Courses Taught** (Four semesters prior to September 2023) :

AQTT 2663 Project Workshop I

AQTT 2665 Project Workshop III

AQTT 3678 Project Workshop V

AQTT 3628 Integration I (Environmental Sustainability and Technologies) Integration I  
(Environmental Sustainability and Technologies)

**Educational Credentials:**

MS, 2015, Master in Territorial Planning and Environmental Management, Universidad de Barcelona.

BS, 2003, Architect, Pontificia Universidad Católica del Ecuador.

**Teaching Experience:**

Full-time professor, College of Architecture and Design, Universidad de Las Americas (UDLA), September 2012 – present.

Part-time Professor, College of Architecture, Design and Arts. Pontificia Universidad Católica del Ecuador (PUCE), September 2007-July 2011

**Professional Experience:**

S&O DISEÑO DE AUTOR SA General Manager, May 2008 – present.

**Licenses/Registration:**

Senescyt: 724188013. Master in Territorial Planning and Environmental Management, 2016

Senescyt: 1027-03-427736. Architect, 2003

**Selected Publications and Recent Research:**

2022 UDLA Dossier, published with Trama 173 Magazine, Article, “Fragments”

2021 UDLA Dossier, published with Trama 166 Magazine, Article, “Modern Heritage of Quito”

2021 UDLA Dossier, published with Trama 163 Magazine, Article, “Technique, craft, and transfer”

**Professional Memberships:** N/A



**Name :** María Amanda Padilla Rosero

**Courses Taught** (Four semesters prior to September 2023) :  
AQTT2665 - Project Workshop III

**Educational Credentials:**

Master in Architectural Sciences, Polytechnic of Milan, 2016.

Bachelor's degree in Architecture, Pontificia Universidad Católica del Ecuador, 2006.

**Teaching Experience:**

Universidad de Las Américas, 2020 to present.

Pontificia Universidad Católica del Ecuador, 2020-2021.

**Professional Experience :**

Technique in urban planning in public spaces: Secretariat of Territory, Habitat and Housing, 2022 -2023.

Architect: Architectural design of single-family homes for several private clients, 2019-2023.

Coordination and collaboration in sustainable mobility projects: Urban Cycle Planning of Denmark, 2019-2022.

Director of control of housing construction processes: Sub-Secretariat of Housing- MIDUVI, 2019-2020.

Architect with development of sustainable educational projects: Ministry of Education of Ecuador, 2018.

Technician in urban planning and urban design: Ministry of Territory, Habitat and Housing, 2016 - 2018.

External consultant in architectural design: Ministry of Tourism, 2010.

Architect: MCM + Taller de Arquitectura, 2005-2013.

**Licenses / Registration:** N/A

**Selected Publications and Recent Research :**

“ Shifting Virtual gears: The cycling Games project in Ecuador”, BYCS Organization; “ Cycling Games promote Danish learning by playing philosophy for cycling in schools ”, The Child in the City organization \_ “A Seed in the mobility of the city of Quito”, Cycling Embassy of Denmark; collaboration in the research “Intervention of Obsolete Neighborhoods. Manual of good practices”, University of Seville.

**Professional Memberships:** N/A



**Name:** Iliana Sabina Paredes Lascano

**Courses Taught** (Four semesters prior to September 2023) :

FADR1116-4544-NATURAL DRAWING 202320  
FADR1116-4546-NATURAL DRAWING202320  
FADR1116-4399-NATURAL DRAWING 202310  
FADR1116-4300-NATURAL DRAWING 202310  
FADR1116-4401-NATURAL DRAWING 202310  
FADR1116-4401-NATURAL DRAWING 202220  
FADR1116-4341-NATURAL DRAWING 202220  
FADR1116-4342-NATURAL DRAWING 202220

**Educational Credentials:**

PhD candidate in Research and Production in Art. Universidad Politécnica de Valencia, Spain.  
Master in Art Studies, Universidad Central del Ecuador. Ecuador, 2013  
Art Studies Specialization, Universidad Central del Ecuador. Ecuador, 2008  
Art Studies Diploma, Universidad Central del Ecuador. Ecuador, 2006  
Bachelor of Plastic Arts Universidad Central del Ecuador. Ecuador, 2004

**Teaching Experience:**

Universidad de las Américas  
Universidad Politécnica Salesiana  
Universidad Central del Ecuador  
Universidad Tecnológica Equinoccial,  
Universidad Internacional del Ecuador  
Universidad del Mar de Chile

**Professional Experience:**

Visual artist, museographer, professor  
Management of research projects (cultural assets), San Agustín Convent and Miguel de Santiago Museum, 2014  
Guarichas exhibition present and past, Camilo Egas Museum, Ministry of Heritage and Culture, 2017  
Exhibition of guarichas present and past traveling, GAD Barracks Museum in Ibarra, Ecuador. 2018  
Exhibition: guarichas Women Traveling Defense chapter, Ministry of Defense Museum. Sucre House, 2018  
Art and gender exhibition: guarichas Traveling labor rights chapter, Ministry of Culture and Heritage Juan Villafuerte room. 2018  
Art and gender exhibition: guarichas traveling labor rights chapter, General Consulate of Ecuador in Miami, 2021

**Licenses/Registration:**

MASTER'S DEGREE - ART STUDIES - 1005-13-86038147  
SPECIALIST - ART STUDIES - 1005-98-685140  
DIPLOMA - ART STUDIES - 1005-06-644660  
DEGREE IN PLASTIC ARTS - 1005-04-534938

**Selected Publications and Recent Research:**

THE NEW TRENDS OF CONTEMPORARY ART IN ECUADOR, Series  
Equinox Vol.6 ISSN-E: 1390-5007, 2009  
NATION IDENTITY AND CULTURAL HERITAGE, Patrimonium Magazine Vol.2, 2012,  
<http://www.patrimonium.ec/index.php/2013-05-15-14-05-21/2013-05-15-14-23-22>



Social Science RETHINKING CONSTRUCTION CORPORATE SOCIAL RESPONSIBILITY PRACTICES: CONSTRUCTION NEIGHBORHOOD, IIOABJ Vol.9 (3):9-13, 2018.

<http://www.iioab.org/currentissue.htm>

Social Science DEVELOPMENT OF LOOP DESTRUCTIVE NETWORK ANALYSIS, IIOABJ Vol.9 (3):14-17, 2018. <http://www.iioab.org/currentissue.htm>

GUARICHAS BOOK PAST AND PRESENT, ISBN 9789942893314, 2021,

<http://www.dspace.uce.edu.ec/handle/25000/24280>

**Professional Memberships:**

College of Artists of the Province of Pichincha



**Name:** Julian Javier Pazmiño Yépez

**Courses Taught** (Four semesters prior to September 2023) :  
AQTT2666 - PROJECT WORKSHOP IV (PROJECT WORKSHOP IV)

**Educational Credentials:**

University of Nottingham. United Kingdom. Master in Architecture and Design ( MArch ). Mention in Sustainable Tall Buildings. Graduated with Distinction. 2017.  
Universidad San Francisco de Quito. Ecuador. Bachelor in Architecture. 2014.

**Teaching Experience:**

Universidad de Las Américas. Ecuador. Professor of Design Workshop. March 2020 – Present .  
Universidad San Francisco de Quito. Ecuador. Professor of Design Workshop. August 2018 – Present.

**Professional Experience:**

Julian Pazmiño Architect. Ecuador. Position: Project Director.  
Constructora Villacreces Andrade SA Quito, Ecuador. Position: Technical Construction Architect.  
June 2013 - November 2015

**Licenses/Registration:**

Universidad San Francisco de Quito. Architect . Registry number \_ Senescyt 1038-14-1263718.  
University of Nottingham, United Kingdom. Master of Architecture in Design. Registry number \_ Senescyt 8261116754.

**Selected Publications and Recent Research:** N/A

**Professional Memberships:**

College of Architects of Ecuador Province of Pichincha (CAE-P)



**Name:** Maria Gabriela Pérez Monge

**Courses Taught** (Four semesters prior to September 2023) :

AQTT2664 - PROJECT WORKSHOP II

AQTR3338 - PROJECT PREPARATION

**Educational Credentials:**

Diploma in Higher Education. Universidad de Las Americas. 2020

Master's degree in Real Estate and Construction Business Management, Universidad San Francisco de Quito. 2019

Bachelor's degree in Architecture. Universidad San Francisco de Quito. 2006

**Teaching Experience:**

Professor at the College of Architecture and Design at Universidad de Las Américas. 2020 to date.

**Professional Experience:**

2006 – 2008 Junior Architect, Constructora Villacreses Andrade

2008 – Present Date, Architectural and Civil Works Management, Pérez Asociados.

2010 – Present Date, Senior Architect, 2G Architecture

**Licenses/Registration:**

Architect, Quito – Ecuador, Registration Number 1038-07-785325 from 2007-09-21 to the present date

Master in Management of Construction and Real Estate Companies, Quito – Ecuador, Registration Number 1038-2020-2158431

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Vanessa Ramos Galarza

**Courses Taught** (Four semesters prior to September 2023) :

FADT 2668 - Basic Design Workshop II  
AQT 2663 - Project Workshop I  
FADT 1160 - Basic Design Workshop I

**Educational Credentials:**

Master., 2015, Advanced Architecture and City Project, University of Alcalá  
Bachelor's degree in Architecture., 2012, Architecture and Urbanism, Universidad Internacional SEK

**Teaching Experience:**

Part-time Professor, College of Architecture and Design, Universidad de Las Américas, Quito. 2021-present  
Part-time Professor, College of Architecture, Pontificia Universidad Católica de Quito, Quito. 2020  
Part-time Professor, College of Architecture, Universidad Internacional del Ecuador, Quito. 2019-2020  
Part-time Professor, College of Architecture, Universidad de Las Américas , Quito. 2016-2019

**Professional Experience:**

Co-Founder Architect, Design and Construction Area, Punto Espacio Architecture, Quito. 2018-Present  
Junior Architect, Architecture Area, Huawei Technologies Co. Ltd, Quito. 2013- 2014  
CAD Architect, Architecture Area, Smart Pro, Oil Services, Quito. 2012

**Licenses/Registration:**

Professional Architecture License, Municipality of the Metropolitan District of Quito #9606. 2016-Present  
Master's Degree in Advanced Project in Architecture and City, specialty Architecture and Environment, Senescyt # 7726 R-15-28240. 2015- Present  
Architect, Senescyt #1036-13-1187402. 2013- Present

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Patricio M. Recalde

**Courses Taught** (Four semesters prior to September 2023) :

AQTH 4106 - Theory and History of Architecture, Urban Planning and Technologies IV.

AQTT 3678 - Project Workshop V

AQTI 3628 Integration I (Environmental Sustainability and Technologies).

**Educational Credentials:**

MS, 2017, Master in Urban and Architectural Rehabilitation, Higher Postgraduate Institute, Universidad Central del Ecuador.

Specialization in Urban and Architectural Rehabilitation, 2000, Higher Postgraduate Institute, Universidad Central del Ecuador, Free University of Brussels.

Bachelor's degree in Architecture, 1992, College of Architecture and Urban Planning, Universidad Central del Ecuador.

**Teaching Experience:**

Full-time professor, College of Architecture and Design Universidad de Las Americas, 2012-present.

Part-time professor, College of Architecture and Design, Universidad de Las Americas, 2010-2012.

Professor of the Master's Program in Urban Planning with a mention in City Management, Universidad de Las Americas. 2022-present.

**Professional Experience:**

ARQ-TEK, 1990-1995, Junior Architect.

MDMQ – JUNTA DE ANDALUCIA, 1998-2001, Architect in the Housing Unit of the Quito Municipality Agreement, Junta de Andalucía of Spain for Housing Rehabilitation in the Historic Center of Quito.

Roberto Moscoso, Architects Associates, 2003-2008. Architecture Project Designer. \_

López & López Arquitectos, 2010-2012, Architect designer of various Projects in the Historic Center of Quito.

**Licenses/Registration:**

Registration No. 3992, in the College of Architects of Ecuador, Nucleo Pichincha since 1993.

**Selected Publications and Recent Research:**

Recalde, P. (2016). Other Neo-Gothic manifestations in Ecuador, a parenthesis to the work of Father Brüning. In *The Neo-Gothic in American Architecture: History, Restoration, Reinterpretations, and Reflections*. Ermes Edizioni Scientifiche.

**Professional Memberships:** N/A



**Name:** Jorge Reyes Alvear

**Courses Taught** (Four semesters prior to September 2023) :

TINT 3120 Structural Consulting  
AQTI 4628 Integration III (Environmental Sustainability and Technologies)  
AQTI 3638 Integration II (Environmental Sustainability and Technologies)  
AQTI 3628 Integration I (Environmental Sustainability and Technologies)  
AQTC 3805 Construction Technologies III  
AQTC 2804 Construction Technologies II  
AQTC 3826 Construction Technologies I

**Educational Credentials:**

Diploma, 2021, BIM Methodology, Universidad Autónoma de Chile  
Diploma, 2020, Teaching – Learning in Higher Education, UDLA, Quito- Ecuador  
MS, 2015, Direction of Operations and Occupational Health and Safety, UDLA, Quito- Ecuador  
Diploma, 2010, Occupational Safety and Health, Universidad San Francisco de Quito. Ecuador  
Bachelor in Engineering, 1992, Civil Engineering with a Specialization in Structures, Escuela Politecnica Nacional de Quito - Ecuador

**Teaching Experience:**

Professor, College of Architecture and Design, UDLA. Quito- Ecuador, 2012 - Present  
Professor, College of Engineering and Applied Sciences, UDLA. Quito-Ecuador, 2010 - 2012

**Professional Experience:**

Manager – Owner, Kenntnis Cía. Ltda., 2003 – Present  
Manager – Owner, Ceretoing Cía. Ltd., 1994 – 2003  
Construction Resident, PGG Consultores, 1993 - 1994

**Licenses / Registration :**

College of Civil Engineers of Pichicha #5053, 1994 - Present

**Selected Publications and Recent Research:** N/A

**Professional Memberships:** N/A



**Name:** Leonardo Daniel Rivera Granja

**Courses Taught** (Four semesters prior to September 2023) :

FADT 1160 - Basic Design Workshop I  
AQT 2663 - Project Workshop I  
FADR 2116 - Architectural Drawing

**Educational Credentials:**

Master in Architecture, mention in theory, history, and criticism, Pontificia Universidad Católica de Chile. 2017

Bachelor in Architecture, Universidad San Francisco de Quito, Quito-Ecuador. 2010

**Teaching Experience:**

Part-time Project Professor, College of Architecture and Design, Universidad de Las Americas, Quito-Ecuador. (2022-present)

Occasional Professor of Projects and History, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador. Quito-Ecuador. 2021-2022.

Part-time Project Professor, College of Architecture and Design, Universidad San Francisco de Quito, Quito-Ecuador. (2021-2022)

**Professional Experience:**

Partner Rivera Rivera Arquitectos (2010-present)

Member Academic Commission, XXIV Pan-American Architecture Biennial of Quito BAQ 2024.

Member Academic Commission, XXIII Pan-American Architecture Biennial of Quito BAQ 2022.

Member Academic Commission, XXII Pan-American Architecture Biennial of Quito BAQ 2020.

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**

Rivera, L. 2020, "An opportunity for criticism", Academic Catalog XXII Pan-American Architecture Biennial of Quito BAQ 2020.

Rivera, L. 2022, "What is said about public space", Academic Catalog XXIII Pan-American Architecture Biennial of Quito BAQ 2022.

**Professional Memberships:** N/A



**Name:** Andrés Román Guerrero

**Courses Taught** (Four semesters prior to September 2023) :

AQTR2004 - Digital Architecture I

AQTI4628 - Integration III (Environmental Sustainability And Technologies)

FADR1113 - Technical Drawing

**Educational Credentials:**

Ph.D., 2020 – In progress, Doctor in Architectural Communication, Polytechnic University of Madrid, Madrid - Spain.

MS, 2019, Master's Degree in Architectural Communication, Polytechnic University of Madrid together with the Complutense University of Madrid, Madrid – Spain.

BS, 2015, Architect, Pontificia Universidad Católica del Ecuador, Quito – Ecuador.

**Teaching Experience:**

Part-time teacher, Architecture Degree, University of the Americas, Quito - Ecuador, 2020-present.

Part-time teacher, Product Design Career, Pontificia Universidad Católica del Ecuador, Quito - Ecuador, 2022-2023.

Part-time teacher, Architecture Degree, Pontificia Universidad Católica del Ecuador, Quito - Ecuador, 2022-2023.

Support teacher, Athens Program, Polytechnic University of Madrid, Madrid - Spain, 2016.

**Professional Experience:**

Associate Director, Anachronica Estudio, Quito - Ecuador, 2018-Present

**Licenses/Registration:**

Master's Degree in Architectural Communication, Senescyt # 7241149811. 2019-present.

Architect, Senescyt #1027-15-1407669. 2015-present.

**Selected Publications and Recent Research:**

Román, A., Sánchez, M. 2022. "Narratives of the simultaneous in Latin America: substrates of transatlantic architectural geography, images and words." EDUMEET (International Meeting of Exchanges in Learning), (September)

Torres, B., Firpi, K., Jiménez, D., Román, A., Vela, M., Lopez, R., Barahona, G., Casado, M., Serbanoiu, I., Valiadi, D., Guano, G., San Simón, J., Sanchez, A., Linares, C. 2018. "COCA'17 Mediaciones". Spanish Pavilion at the Venice Biennale 2018, (November)

**Professional Memberships:** N/A



**Name:** Juan Andres Romero Montalvo

**Courses Taught** ( Four semesters prior to September 2023) :

FADT1160 - BASIC DESIGN WORKSHOP I (BASIC DESIGN WORKSHOP I)  
AQTT2664 – PROJECT WORKSHOP II (PROJECT WORKSHOP II)  
AQTT2663 - PROJECT WORKSHOP I (PROJECT WORKSHOP I)  
FADM2229 - MARQUETRY  
FADR1116 - NATURAL DRAWING

**Educational Credentials:**

2000 - ARCHITECT - PUCE – Pontificia Universidad Católica del Ecuador, Quito, Ecuador  
2003 - MDA - MASTER ON ARCHITECTURAL DESIGN - UNAV – Universidad de Navarra, Pamplona, Spain

**Teaching Experience:**

2003 - 2008 - Part-Time Professor - PUCE - Pontifical Catholic University of Ecuador  
2008 - 2012 - Part-time Professor - UDLA - Universidad de Las Américas  
2012 - CURRENT PRESENT - Full Time Professor - UDLA - Universidad de Las Américas

**Professional Experience:**

Manager G., ROMERO-ARQ-ART-DESIGN, 2003 - PRESENT  
Design, Planning and Construction.

**Licenses / Registration:**

Senescyt - 7639R - 13 - 10964 - ARCHITECT - PUCE - Pontifical Catholic University of Ecuador  
Senescyt - 1027 - 02 - 309707 - MDA - UNAV - University of Navarra

**Selected Publications and Recent Research:**

CURRICULUM, Learning and Experience in Spain of the New American Architecture, 2021  
CASAS MAGAZINE, Publication Viv. BLUM MURILLO, March 2021

**Professional Memberships:** N/A



**Name:** Bernardo Rosero

**Courses Taught** (Four semesters prior to September 2023) :

AQTU3210 - URBANISM II (URBAN PLANNING II)  
AQTU2209 - URBANISM I (URBAN PLANNING I)

**Educational Credentials:**

Mag ., 2013, Master in Architecture, Pontifical Catholic University of Chile  
BS, 2004, Architect, Pontifical Catholic University of Ecuador

**Teaching Experience:**

Part-time professor, College of Architecture and Urban Planning, Universidad Central del Ecuador (UCE), 2017.

Part-time professor, College of Architecture, International University of Ecuador, 2019.

Part-time professor, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador (PUCE), 2020 - present.

Master's professor, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador (PUCE), 2022 - present.

Part-time professor, College of Architecture and Design, University of the Americas (UDLA), 2017 – 2019, 2023 – until present.

**Professional Experience:**

Specialist in urban complexities, Ministry of Tourism, Architect - ATP Montañita, Quito. 2013.

Manager of the revitalization project of the Historic Center of Quito, Ministry of Urban Development and Housing (MIDUVI), Quito. 2014 - 2017.

Director of Inclusive Procurement, National Public Procurement Service. Quito, 2018 – 2020.

Specialist in territorial planning, Ministry of Territory, Habitat and Housing. Quito, 2020 – 2022.

**Licenses/Registration:**

Senescyt : 7402R-13-7575. Master in Architecture. 2013 - present

Senescyt : 1027-05-575739. Architect. 2004 – present

**Selected Publications and Recent Research:**

Rosero, B., Arias, F. (2019). "The neighborhood as a territorial - academic laboratory, Recovery of the Bellavista Alto park, through the morphological analysis of references within the architectural design workshop of the Central University of Ecuador." Urban Senses. ISBN: 978-9942-778-73-4.

Marx, J., Espinoza, H., Cevallos, A., Godoy, I., Rosero, B. (2021). Self-management and the production of habitat: a case study of the Alliance Solidaria Housing Cooperative in Quito. The Self-Build Experience: institutionalization, place - making, and city-building. ISBN: 9781447348443

Rosero, B. (2021). The "proto-generic city" and the reflection of the impossible. Architecture and Society, 19. ISBN: 9789942778727

Rosero, B. (2022). New Urban Agenda: Heritage Land Management in the Historic Areas of the Metropolitan District of Quito. TRIALOG, 144. ISSN: 07246234

**Professional Memberships:** N/A



**Name:** Ana Gabriela Salvador Irigoyen

**Courses Taught** ( Four semesters prior to September 2023) :  
AQTT3678-PROJECT WORKSHOP V (PROJECT WORKSHOP V)  
AQTT3688-PROJECT WORKSHOP VI (PROJECT WORKSHOP VI)

**Educational Credentials:**

M. Urb., 2023, Master in Urban Planning with a Major in Governance and Urban Planning with a Focus on Climate Change - In progress, Pontificia Universidad Católica del Ecuador  
M.Arch., 2003, Architectural Design, Universidad de Navarra, Pamplona-Spain.  
Arq., 2000, Architecture, Pontificia Universidad Católica del Ecuador. Quito-Ecuador

**Teaching Experience:**

Part-time professor, College of Architecture and Design, Universidad de Las Américas  
2017 – 2023.  
Part-time professor, School of Architecture, Universidad San Francisco de Quito  
2004 – 2016.

**Professional experience:**

Architect Designer, STUDIO Q3 Architects Constructors, Quito, Ecuador. 2022 – 2023  
Advisor and Director of Special Projects, Metropolitan Public Company of Habitat and Housing, Municipality of Quito, Ecuador. 2020 – 2021  
Architect Designer, STUDIO Q3 Architects Constructors, Quito, Ecuador. 2020 – 2020  
Ministerial Advisor, Ministry of Urban Development and Housing, Quito, Ecuador. 2019 – 2020  
Technical Advisor in Architecture and Urban Planning, Metropolitan Institute of Urban Planning (IMPU), Municipality of Quito, Ecuador. 2016 – 2019

**Licenses/Registration:**

Professional Registry in Architecture, College of Architects of Ecuador (CAE-P), P- 5001. 2000.

**Selected Publications and Recent Research:**

Plot. (2022). Project: Hotel Makana, Tonsupa Ecuador. *Architecture Dossier 15 years UDLA Architecture Career 2007-2022*, 52-53.  
UNAV, U. d. (2021). *Curriculum: 30 Architects Graduated from the Master in Architectural Design of the School of Architecture of the University of Navarra*. Pamplona: Eunsa.  
Salvador, AG (2020). Towards Collective Construction Processes. *Plot 158*.  
Salvador, AG (2018). A five-star hotel in Baños - Second Prize. *Plot 147*.  
Salvador, Ana Gabriela. (2013). Legislative Complex of the National Assembly - First Prize. *Plot 118*.

**Professional Membership:**

Member, College of Architects of Ecuador – Pichincha CAE-P



**Name:** Manuel Leonardo Uribe Fierro

**Courses Taught** (Four semesters prior to September 2023):

AQTT 2663 Project Workshop I

AQTT 3688 Project Workshop VI

AQTT 3638 Integration II (Environmental Sustainability and Technologies) Integration II (Environmental Sustainability and Technologies)

**Educational Credentials:**

MS, 2018, Master in Design Urban and Territory. Pontificia Universidad Católica del Ecuador  
BS, 1986, Architect Specialization in Urban Design, Pontificia Universidad Católica de Colombia.

**Teaching Experience:**

Full-time professor, College of Architecture, Universidad de Las Américas, September 2019 – present.

Part-time professor, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador 2003 to present

Part-time professor. College of Architecture and Design, Universidad de Las Américas (UDLA).2018

Full-time professor, College of Architecture, Design and Arts, Pontificia Universidad Católica del Ecuador (PUCE), September 2000 – 2003

**Professional Experience:**

MANUEL URIBE ARCHITECT S General manager . . 2010 - present

COLLEGE OF ARCHITECTS OF ECUADOR PROVINCIAL PICHINCHA. City Forum.

Coordinator of the Structural Reinforcement project in Quito. Pilot plan. 2018-2019

MINISTRY OF HOUSING Leader of Unit 5 for the Reconstruction of Manabí. 2016

MINISTRY OF SPORTS Manager of emblematic projects. 2011

MINISTRY OF SPORTS Director of sports infrastructure .. 2010-2011

CORPORATION FOR QUITO Director of Planning of the Largo Machángara Project. 2002 – 2009

**Licenses/Registration :**

Senescyt : 1027-2018-1932567 MAGISTER IN URBAN AND TERRITORIAL DESIGN. 2018

Senescyt : 1027-14-38547 ARCHITECT 2014

**Selected Publications and Recent Research:**

Camacho S., Uribe, M., The structuring void: Urban-architectural analysis and design method m+o UDLA Magazine (Annex magazine plot No166), Faculty of Architecture and Design University of the Americas, 2021

Del Pino I, Hidalgo , C , Segovia, G, Uribe, M, Manabí: territory and cities in the 2016 earthquake. Publications Center of the Pontificia Universidad Católica del Ecuador. 2021

CONGOPE / CONSULTINMED - GEOVIAL Preparation of a catalog of models for the interconnection between provincial road networks with urban centers/nodes and the state network. 2019

**Professional Memberships :**

College of Architects of Ecuador P-6084



**Name:** Rodrigo Oldemar Vásquez Guevara

**Courses Taught** (Four semesters prior to September 2023) :

AQTC4806 Construction Technologies IV  
AQTT2663 Project Workshop I  
AQTT2664 Project Workshop II  
HOSZ3161 Plan Design and Architecture  
AQTR3338 Project Preparation  
AQTI3638 Integration II (Environmental Sustainability and Technologies)

**Educational Credentials:**

Master's in Real Estate Management and Project Development. Universidad Politécnica de Madrid & Universidad San Francisco de Quito, 2012.

Bachelor degree in Architecture. Universidad Central del Ecuador, 1992.

**Teaching Experience:**

Professor, College of Architecture and Design, Universidad de Las Américas, Quito-Ecuador, 2017-present

Professor, School of Hospitality and Hotel Management, Universidad de Las Américas, Quito-Ecuador, 2021-present

**Professional Experience:**

Rodrigo Vasquez Architects. Design, Construction, Project management, and supervision. 1992 – present.

From 1998 to date, 25 years. Construction, Management and promoting real estate projects as part of Vayez Cia Ltda Construction Current position: President

**Licenses/Registration:**

Registered Professional Architect #1005-08-872664, 1992-present

Registered Professional in Real Estate Management and Project Development, # 1038-12-750432, 2012 – present

**Selected Publications and Recent Research:**

Rolando Moya / Evelia Peralta 2004 HOUSING COMPLEXES – Trama ISBN -9978-300-05-8

**Professional Memberships:**

Architect College of Pichincha p -40 73

Ecuador's Association of Consulting Companies 5756 -CI



**Name:** Marco Antonio Villegas Sánchez

**Courses Taught** (Four semesters prior to current visit):  
PROJECT WORKSHOP III

**Educational Credentials:**

M.A. in Architectural Design. Institute for Advanced Studies; College of Architecture and Urban Planning; Universidad Central del Ecuador. 2011.

Bachelor's degree in Architecture. College of Architecture and Urbanism. Universidad Central del Ecuador. 1999

**Teaching Experience:**

International University, Quito; College of Architecture; Master of Architecture in Integral Projects; Full-time professor; April 2018-August 2018.

Universidad Internacional SEK; Quito; College of Architecture; Full-time professor; Academic Director of the College of Architecture; March 2016-September 2017.

Universidad de Las Américas; Quito; College of Architecture; Full-time professor; February 2014-March 2016.

Pontificia Universidad Católica del Ecuador; College of Architecture and Design; Associate professor; August 2013-May 2014.

Universidad San Francisco de Quito; School of Architecture; Associate professor; August 2000-June 2013.

**Professional Experience:**

DP architects; Diego Ponce Bueno Arq; April 1993 - May 2003

tdarq-ec; Director; June 2004

**Licenses/Registration:**

Reg. Senescyt 1005-09-881898

**Selected Publications and Recent Research:**

XXI PANAMERICAN BIENNIAL OF QUITO; BAQ ACADEMIC CATALOG 2018, Pages 311-320.

CARQ USFQ 2000-2007; "BETWEEN TEACHING AND PRACTICE"; San Francisco University of Quito 2008; Pages 62-65.

**Professional Memberships:**

Reg. Prof. College of Architects of Pichincha No. P-4987

Municipal Reg. 6690



**Name:** Andrea Estefania Yépez Tito

**Courses Taught** (Four semesters prior to September 2023) :  
AQT14628 Integration III (Environmental Sustainability and Technologies)  
AQTT2663 Project Workshop I  
FADT1160 Basic Design Workshop I  
AQTC4806 Construction Technologies IV

**Educational Credentials:**

MS Arch, 2015 Advanced Architecture, Urbanism, Landscape, and Interior Design. Universidad Politécnica de Valencia. Valencia-Spain  
BS in Architecture, 2011, Universidad de Las Américas. Quito-Ecuador

**Teaching Experience:**

Part-time professor, College of Architecture and Design, Universidad de Las Américas. 2021 – present  
Full-time assistant professor, College of Architecture, Universidad UTE, 2018 - 2022.

**Professional Experience:**

Technical Manager. Complaconi Cia. Ltda. 2013 – present.  
Architect, Urbana Consultants . 2016-2017.  
Junior Architect, Ernesto Bilbao design studio. 2010-2011.

**Selected Publications and Recent Research:**

“ Tower Collage: Project methodology for high-rise living in the 21st century.” Architecture Magazine, Universidad de Chile, December 2022. ISSN: 0719-5427  
“Recovery of underground voids as an alternative for the development of public space in cities.” Eidos Magazine, June 2019. ISSN-E: 1390-5007, ISSN-L: 1390-499X



**Name:** María Rosa Zambrano Torres

**Courses Taught** (Four semesters prior to September 2023):

AQTH1103 - Theory and History of Architecture, Urban Planning and Construction Technologies I.  
AQTH2104 - Theory and History of Architecture, Urban Planning and Construction Technologies II.  
AQTH3105 - Theory and History of Architecture, Urban Planning and Construction Technologies III.

**Educational Credentials:**

Doctoral candidate in Architectural Heritage, 2018-2023, Universidad Politécnica de Madrid  
Master in Analysis, Theory and History of Architecture, 2015, Universidad Politécnica de Madrid  
Specialization in Art History, 2013, Universidad Andina Simón Bolívar.  
Bachelor's degree in Architecture, 2011, Pontificia Universidad Católica del Ecuador

**Teaching Experience:**

Full-time professor, College of Architecture and Design, Universidad de Las Americas. 2016-present

**Professional Experience:**

Independent Design . 2012-2015.  
Project Manager, H&B Construcciones, 2012.  
Project Coordinator, Ministry of Cultural Heritage of Ecuador. 2011.

**Licenses/Registration:**

SENESCYT. 1022-13-86033698  
SENESCYT. 7526-R-24868  
SENESCYT. 1027-10-1014701

**Selected Publications and Recent Research:**

Zambrano, MR; Gonzalez, M.; Medina, A.; Acosta-Vargas, P. (2022). "Modern architecture in the professional discourse: analysis of the Architectural Biennial of Quito's 1976–92 archive using bipartite networks," *Digital Scholarship in the Humanities* , vol. 37, no. 3, pp. 894–909.  
Acosta-Vargas, P., Gonzalez, M., Zambrano, MR, Medina, A., Zweig, N., & Salvador-Ullauri, L. (2020). The portable document format: an analysis of PDF accessibility. *In Advances in Human Factors and Systems Interaction: Proceedings of the AHFE 2020 Virtual Conference on Human Factors and Systems Interaction*, July 16-20, 2020, USA (pp. 206-214). Springer International Publishing.  
Zambrano, M.R. (2019). The architecture biennials and the formation of a 'Latin American' architectural culture in the 1970s. In *Modernity and avant-garde in Latin America 1930-1970.: II International Conference on the History of Art and Architecture (HiSTAA)* (pp. 469-498 ). University of Cuenca.  
Zambrano Torres, MR (2017). City and Environment facing the 21st century. Construction of the imaginary of environmental sustainability in Quito in the 1980s. In *XVI Interschool Conferences/Departments of History* . Department of History. Humanities Faculty. National University of Mar del Plata.

**Professional Memberships:** N/A



## **APPENDIX**

[APPENDIX 0. The Eligibility Memorandum](#)  
[APPENDIX I.3.2.1. 2020-Conditions-PC-SC-Matrix](#)  
[APPENDIX I.3.2.2. New 2020-Conditions-PC-SC-Matrix](#)  
[APPENDIX I.4.3.1. Transfer of credit policy](#)  
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[APPENDIX III.1. Architecture Program Plan of Study](#)  
[APPENDIX III.2. New Architecture Program Plan of Study](#)