Architecture Program Report – Initial Candidacy
September 2012

Bachelor of Architecture

Lebanese American University

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PART ONE: SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 HISTORY AND MISSION

History, Mission, Founding Principals of LAU

"On the 20th we planted our feet upon these sacred shores, and soon forgot all the troubles of the way, which had mingled with the mercies of eighteen weeks, the interval that had elapsed since we left our native land."

So wrote the founder of the first school for girls in Ottoman times, Sarah Huntington Smith to her parents upon her arrival in "Beyroot" on January 20, 1834. This early foundational root of LAU also finds a reminder in an engraved column in Beirut's city center dating back to 1835: "Site of the first edifice built as a school for girls in the Turkish Empire." The American school for girls established in 1924, which is considered the birth date of LAU, grew out of this early Presbyterian mission. In 1927 the American Junior College for Women (AJCW) became a separate institution and was transferred to Ras-Beirut. Despite this long chain of transformation, the Lebanese American University continues to derive its inspiration from, and pledges fidelity to its Presbyterian founders. The institution's changes of name reflecting the adoption of revised missions and program offerings, came partly as a normal development in line with the changing world of higher education, but were also often prompted by a changing local political and social conditions as they evolved from Ottoman times to the present day independent Lebanon.

By 1950, AJCW transformed into a four-year institution of higher learning and became Beirut College for Women (BCW). In 1955, the Board of Regents of the State University of New York chartered the college, and in 1970 the Bachelor's degree was recognized by the Lebanese government as equivalent to the License, (three-year university degree in today's European Bologna accords parlance). In 1974, and in order to grow enrollment enabling the offering of more programs and majors, the college became co-educational and was renamed Beirut University College (BUC). The institution faced major challenges during the 1975-1990 Lebanese war, its enrolment plunging by over 80% in fall 1976. However the institution came together and stubbornly faced the challenges with the help of benefactors and alumni. While the country was being dismembered and destroyed, BUC continued to provide young men and women with an education they could not get elsewhere as travel abroad became next to impossible. In 1995, Lebanese American University (LAU) emerged as a multi-campus university with its historic home in Beirut, a new campus in Byblos. Up to the late eighties, program offerings were limited to majors in the Schools of Arts and Sciences and Business; the Schools of Engineering and Architecture, and Pharmacy were added in the early nineties.

LAU's historic roots positioned it as the University of Choice for women's education in Lebanon and the region. Faculty, staff and administration's caring attitude to students carried over to the present day, imparting a reputation of an institution that is student

centered. This is further reaffirmed and reflected in LAU's mission, vision and values. A major change in the student population occurred in the eighties with the substantial increase of Lebanese students. Whereas local nationals were under 45% in the mid-seventies, they now stand at about 80%. Regional enrollment now counts for about 10%, and the remaining 10% come from other parts of the world, though a substantial number of these students are bi-national Lebanese whose families expatriated during the war. Lebanese students belong to the mosaic of 17 different religious denominations that comprise the country. Most students come from middle class families and from private secondary schools that provide the quality education needed to join LAU. An important financial aid program is in place to provide opportunities to deserving students that cannot afford the tuition. Substantial resources are continuously being added to this program that benefits one in every three to four students. About two thirds of students receive their education mainly in French and Arabic before joining LAU. While they all have some knowledge of English, most have to join special pre-college remedial English language courses before they can fully enroll in the major of their choice. This specificity of LAU, not normally found in an American Institution operating in the US, has a high impact on enrollment and faculty profiles and statistics that are covered in the body of this report.

History, Mission and Founding Principals of the School of Architecture and Design and the Architecture Program

The School of Architecture & Design was officially established in 2009, following the consolidation of existing programs in Fine Arts, Foundation, Architecture, Interior Design, and Graphic Design, under one school. The established programs had a long history at LAU, with the program in Fine Arts dating back to 1957, Interior Design to 1982, Architecture to 1991 and Graphic Design to 1994

The School of Architecture & Design includes three major departments: Fine Arts & Foundation Studies, Architecture & Interior Design, and Graphic Design. These departments currently offer bachelor degrees in Fine Arts, Interior Design, Interior Architecture, Architecture, and Graphic Design. The architecture program is currently offered at LAU's Byblos campus and only the first two years are offered at LAU's Beirut campus.

In addition to their major in architecture, students may develop 'minor' interests in areas such as Islamic Art, Architecture and Design, or Digital Media, by taking courses that focus on these areas of interest.

Part of educational strategy of LAU's architecture program is also the establishment of international exchange programs with others universities. These programs foster an environment of open academic exchange and expand our students' exposure to international ideas and design issues, as well as provide them with the possibilities of continuing their graduate studies at these partnership schools. The department of architecture has established partnerships at different levels with:

- Rotterdam Academy of Architecture [International Design Workshops]
- The University of Venice, [PhD Villard d'honnecourt].
- Ecole Speciale d'Architecture, Paris, [Students Exchange Program]

- Domus Academy, Milan, [Graduate Studies]

The Mission of the School of Architecture and Design "*is to educate competent designers and fine artists in the various design fields, who will have the breadth of knowledge and the skills necessary to creatively engage different artistic and design problems, in addition to a broad culture founded on liberal education, that will allow graduates to operate as responsible citizens and ethical professionals in a global world."*
The vision of the School of Architecture and Design is driven by its Mission and Values, specifically to:

- *"Create a School that brings together the various design and fine arts disciplines;*
- *Develop an atmosphere of collegiality, exchange of ideas, experimentation and research;*
- *Provide a forum for emerging talents in the various design and fine arts fields;*
- *Meet the goals of the University in achieving excellence and measuring up to international standards of education and practice in the design and fine arts field."*

Liberal Arts and Practicum based Learning

The University's mission, vision, and values attest to the unequivocal commitment of LAU to the liberal arts. The Liberal Arts Curriculum (LAC) covers areas of relevant knowledge and provides students with a considerable amount of flexibility and choice in fulfilling this requirement. The curriculum is composed of courses covering critical thinking, natural sciences, communications, cultural studies, history, philosophy, and religion. The LAC is 34 credits and is a required part of every program offered at the university. [See also II.2.2]

On the other hand, from the first semester in the program, students work on design projects and related problem solutions. In multiple cases, their studio course requirements will not be fulfilled unless they spend a considerable amount of time in the workshop handling different wood and metal forming machinery to execute their designs. Furthermore, many design studios involve lecture type workshops delivered by invited international designers as well as traveling to sites and cities for hands on discovery and analysis.

Below is a full description of the Liberal Arts Curriculum.

Mission Statement

The mission of the Liberal Arts Curriculum is to foster the education of the cultured and civically engaged person, and the formation of students as future leaders.

Educational Objectives

1. Gain cultural breadth.
2. Value ethical responsibility.
3. Develop analytical/critical thinking and quantitative competence.
4. Communicate effectively.

Learning Outcomes

1. Recognize and value social and cultural diversity.
2. Exhibit an appreciation for the arts.
3. Demonstrate an appreciation of wellness and health.
4. Discern and make ethically based choices.
5. Demonstrate critical thinking.
6. Apply analytical reasoning.
7. Demonstrate aptitude in written communication.
8. Demonstrate aptitude in oral communication.
9. Demonstrate information literacy.

The Liberal Arts Curriculum consists of 13 credits of required courses and 21 credits of elective courses for a total of 34 credits.

The 13 credits of required courses

Six credits of English	
ENG202 Sophomore Rhetoric	3
ENG203 Fundamentals of Oral Communication	3
Three credits of Arabic Language or Literature:	
ARA201 Appreciation of Arabic Literature	3
ARA301 Advanced Arabic Grammar	3
ARA302 Arabic Rhetoric	3
ARA321 Creative Writing	3
ARA322 Principles of Translation	3
ARA332 Ancient Arabic Literature	3
ARA333 New Trends in Modern Arabic Literature	3
ARA341 Modern Arabic Novel and Short Story	3
ARA342 Arabic Drama	3
One credit of Computer Applications:	
CSC201 Computer Applications	1
One credit of Basic Health:	
ETH201 Moral Reasoning	1
One credit of Ethics:	
HLT201 Basic Health	1
One credit of Physical Education:	
PED211 Beginning Swimming	1
PED218 Table Tennis	1

PED220 Beginning Tennis	1
PED231 Modern Dance	1
PED232 Folk Dance	1
PED251 BasketBall	1
PED261 VolleyBall	1
PED271 Tae-Kwan-Do	1
PED291 Physical Fitness	1

CULTURAL STUDIES, HISTORY, PHILOSOPHY, RELIGION
A minimum of three and a maximum of nine credits of Cultural Studies, History, Philosophy, or Religion:

Cultural studies

CST201 Cultural Studies I	3
CST202 Cultural Studies II	3
CST203 Cultural Studies III	3

History

HST221 The Ancient World, Greece and Rome	3
HST231 History of Lebanon, from the Imarah to the 1975-1990 War	3
HST240 History of Arab Peoples	3
HST242 Europe and the Middle East (1798-1956)	3
HST302 Medieval Europe (1066-1453)	3
HST303 Early Modern Europe (1450-1750)	3

Philosophy

PHL204 Modern Philosophy	3
PHL301 Ethics	3
PHL302 Theory of Knowledge	3
PHL303 Metaphysics	3
PHL311 Philosophy of Religion	3
PHL324 Philosophy of Science	3

Religion

REL312 Interpretation of Religious Literature	3
REL411 Myth and Ritual	3
REL412 History of Religious Thought in theMiddle East	3
REL413 Representatives of ChristianThought in the Modern Period	3
REL414 Representatives of Islamic Thought in the Modern Period	3

Literature
A minimum of three and a maximum of six credits of Literature, taught in the English language

ENG211 Literature I
ENG212 Literature II
ENG323 Renaissance Drama
ENG324 Medieval Literature
ENG325 Renaissance Poetry
ENG326 Restoration and Neoclassical Literature
ENG328 Early Novel

ENG336 Romantic and Victorian Poetry
ENG339 19th-Century British Novel
ENG342 Modernism and Beyond
ENG345 The 20th-Century British Novel
ENG346 Contemporary Culture
ENG348 Postcolonial Anglophone Literatures
ENG351 Early American Literature
ENG352 20th-Century American Novel
ENG354 Theories of Literature and Culture
ENG372 Comparative and World Literatures
ENG479 Topics in Literature and Culture

Sciences
A minimum of three and a maximum of nine credits of Sciences

BIO201 General Biology I
BIO202 General Biology II
CHM201 Chemical Principles
CHM202 Analytical Chemistry
CSC241 Introduction to Computing
ENV200 Introduction to Environmental Science
MTH201 Calculus III
MTH206 Calculus IV
MTH207 Discrete Structures I
NUT201 Fundamentals of Human Nutrition

Arts
A minimum of three and a maximum of six credits of Arts

ARC/DES371 History of Architecture I
ARC/DES372 History of Architecture II
ARC/DES375 Introduction to Islamic Art
ARC/DES376 Introduction to Islamic Architecture
ART331 History of Art I
ART332 History of Art II
ART335 Islamic Art of the Middle East
ART431 Modern Art
COM210 Communication Media and Society
COM225 The Art of Film
COM242 Introduction to the Art of Theater
COM249 Theater in Lebanon and the Arab World
COM345 Modern Drama
MUS311 Survey of Western Music
MUS312 Survey of Middle Eastern Music

Social Sciences
A minimum of three and a maximum of nine credits of Social Sciences

ECO201 Microeconomics
ECO202 Macroeconomics
PJE201 Cross-cultural Communication for Peace
POL201 Introduction to Political Science
POL231 Introduction to Human Rights
PSY201 Introduction to Psychology
PSY202 Child Psychology
PSY335 Consumer's Psychology
SOC201 Introduction to Sociology
SOC215 Introduction to Gender Studies
SOC311 Social Problems
SOC321 Sociology of the Arab World
WOS311 Issues and Debates in Feminist Theory
WOS313 Women in the Arab World:Sociological Perspectives
WOS412 Representations of Women in the Arts and the Media

I.1.2 Learning Culture and Social Equity

Learning Culture Policies

LAU has in place policies and procedures that relate to academic freedom, freedom of choice, code of ethics, equity, sexual harassment, etc… In particular, the Academic Affairs Policy finds its inspiration in the Mission, Values, and Vision of the University, and in its commitment to academic excellence. The University is dedicated to upholding and preserving the principles of academic freedom. These principles reflect the University's fundamental mission, which is to acquire and disseminate knowledge; foster independent thinking and expression while respecting the freedom of others; protect freedom of inquiry, research, teaching, and publication; and promote critical thinking and independent problem solving. The academic mission is also fulfilled by other policies that govern the quality of life and conduct in the University. For further information see **http://www.lau.edu.lb/governance-policies/policies/**
The School of Architecture and Design developed its own policy for the Foundation Year studios that guaranties academic equity among the large number of studio sections with respect to scope of projects, jury grading procedure and other related academic matters.

Policy Access

See above

Harassment and Discrimination

See
http://www.lau.edu.lb/governancepolicies/policies/sexual_harrasment_policy.pdf
http://www.lau.edu.lb/governance-policies/policies/code_of_ethics.pdf

Academic Integrity

NEASC standards on The Academic Program and Integrity stress that "The institution works to prevent cheating and plagiarism as well to deal forthrightly with any instances in which they occur (3.38). Under standard 11, NEASC adds "the pursuit of institutional integrity is strengthened through the application of findings from periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional committee (11.11)"

LAU's Code of Conduct – that applies to all faculty, students and staff – includes the following statement on academic integrity: "Academic Integrity: The University fosters an atmosphere of high integrity by maintaining an ongoing dedication to honesty and responsibility. Any act of lying, cheating, plagiarism, deliberate misrepresentation, theft, scientific fraud, dishonesty or ill use of other human beings is a blatant violation of this Code and will not be tolerated."

http://www.lau.edu.lb/governance-policies/policies/code_of_ethics.pdf

As the University grew in size, added graduate programs and professional schools; and generally became more institutionalized, especially in the 21st century, documents on fostering academic honesty proliferated. The Academic Rules and Procedures for both Graduate and Undergraduate Programs were incorporated into

the annually published Academic catalog as of 2002-2003; and both sets of rules make reference to cheating/plagiarism. Issues of academic honesty also appear in the following university documents:

1. Code of Ethics;
2. Student and University Policy;
3. Student Code of Conduct;
4. Student Code of Ethics; and
5. Copyright and Patent Policy.

LAU provides all faculty members access to turnitin. Thesis advisors must present the Dean's Office of the concerned school with a turnitin Originality Report prior to announcing the Thesis defense. When in doubt about originality of submitted work, faculty members check Graduate and Undergraduate papers using turnitin, although they are not required to do so.

Assessment of effectiveness of current policies and practices

Faculty members emphasize to students the importance of academic honesty and apply the above rules in cases of cheating/plagiarism. Faculty members who teach remedial English and English proficiency courses (ENG 009, ENG 101, ENG 102, ENG 202 and ENG 203) explain to students the difference between plagiarized and original work; and more importantly work closely with students (in small classes of 25) to develop their writing skills so that they are capable of producing original work.

In all other courses, faculty highlight the importance of abiding by University regulations on academic honesty when presenting their course syllabi. This same message is reiterated before exams and when announcing course assignments. In Architecture, Arts & Design Courses, faculty monitor the progress students are making on their projects throughout the semester to ensure that students do not simply commission somebody to do their work. Most of the work is done in studios on University premises under the supervision of faculty. This minimizes the possibility of "unpleasant surprises" towards the end of the semester. Nonetheless, some faculty members still complain that the rules on cheating/plagiarism are not sufficiently clear or sufficiently strict. In response, schools have tightened their rules on cheating/plagiarism.

More importantly, and despite the efforts of faculty and the administration (such as through the establishment of a Writing Center) the approach to cheating/plagiarism is still skewed towards "policing" rather than working closely with students to instill in them a culture of academic honesty.

Projections

While little progress was made on the establishment of a uniform approach to academic honesty and issues of academic integrity throughout the institution, the University is cognizant of the critical importance of academic honesty to the educational process, and will address it through a specific initiative of the SP 2011-16. Indeed, one goal under the Education Pillar of the SP is to "Establish a uniform approach to academic honesty and issues of integrity in the institution." The following action and timeline are included under this goal:

- Establish a University Standing Committee/Council on Academic Integrity. (Due date: March 1, 2012)
- Review and amend present University Code of Ethics, Policies, Procedures, and school specific rules and regulations dealing with academic dishonesty with a view to align them with current best practices in higher education.(Due date: January 31, 2012)
- Review and amend current University and school specific procedures that deal with reported cases of suspected violations (Due date: June 30, 2012)
- Create the function of University office on academic integrity with a mandate to provide admin follow-up / training / support / collection and documentation on unethical instances / assessment and other functions related to academic integrity (Due date: October 31, 2012)
- Require all schools to include clear and uniform rules and regulations on cheating and plagiarism in student handbook and catalog. (Due date: September 30, 2012)
- Schedule regular awareness campaigns to students and faculty that may include orientation, workshops, etc. (Due date: December 31 2012)

In line with the above, the Council of Deans appointed a Task Force to recommend to the university on how best to deal with academic integrity. The Task Force recommended the following:

General Recommendations:

(1) Proceed with the establishment of a University Standing Committee on Academic Integrity (USCAI), with representation from Academic Affairs, the Faculty Senate, Student Development and Enrollment Management (SDEM), and the Student Body. The head(s) of the office (or function) on academic integrity (when appointed) should be ex-officio on USCAI. The Task Force recommends that the mandate of the USCAI should be to: **a)** recommend University-wide policies and procedures on academic integrity; **b)** work with schools to develop (when needed) school-specific policies and procedures to deal with cases of academic dishonesty in specific disciplines (e.g. studio & design fields); c) review school-specific policies and procedures (when these exist) to ensure a common understanding of

what constitutes academic dishonesty, similar procedures of reporting cases of academic dishonesty and similar penalties and appeal mechanisms; and d**)** recommend to SDEM and the CD the organization and structure of the office on academic integrity, delineating its relationship to Deans of Students. The Task Force further recommends that the University-wide policies and procedures be compiled in a single brief document that should be adopted by the University through the appropriate channels and then widely disseminated and placed on the University website. **USCAI should be established by October 2012.**

(2) Proceed with the establishment of an office (or function) within SDEM to which cases of academic dishonesty are reported; and which provides follow-up with all concerned entities. The office should keep records of all reported cases of academic dishonesty and generate an annual report to be shared with the USCAI, CD and SDEM. CD and SDEM will decide on whether this will be a central University wide office; or by campus (based on a recommendation from USCAI). As noted above, there should be close relationship between the Office and the Deans of students and the USCAI.

(3) Schools need to develop policies and procedures, in line with the University wide policies and procedures, in order to cover situations particular to their disciplines, when not addressed by the University-wide policies and procedures.

Specific Recommendations:

1) Educate Students on Academic Honesty and Integrity
    - Beef up the part on academic honesty and integrity in the University and School orientations for all new students.
    - Revisit the course contents and learning outcomes of ETH201 Moral Reasoning (1 credit) in order to ensure that the course heightens student awareness academic honesty and integrity in course work, and [Existing Catalog Description: This course explores ways to approach moral decisions individuals encounter in their daily life, with the focus on critical thinking and the importance of integrity. The course promotes productive dialogue, tolerance for diverse viewpoints on ethical issues, and skills of responsible citizenship].
    - Design an online tutorial on academic integrity; and require all new students to complete and pass this tutorial during their first semester at LAU. **To be implemented as of October 2013.**
    - Develop and maintain a section under the LAU website on academic integrity that provides resources and information to students. This section should be under information for current students.

2) Strengthen faculty awareness of policies and procedures on academic honesty and integrity (such as by including more information on academic honesty and integrity in the **Faculty Handbook**; and highlighting the policy on academic dishonesty during the orientation meetings for new faculty).

3) Develop & Implement the policies and procedures on academic integrity:
    - Establish a clear policy on academic integrity that provides a general working definition of academic honesty and integrity; and identifies what constitutes cases of academic dishonesty. [See Attachment III].
    - Develop University wide rules and procedures to ensure that the University operates under common standards regarding academic honesty.
    - Establish a uniform University-wide procedure for reporting cases of academic integrity, to be implemented in lieu of existing school-specific procedures. . While developing the procedure need to be done by the USCAI, the Task Force recommends that the process starts with the concerned faculty member who should report the case in writing to the Department Chair who will then report it to the School Dean's Office with any pertinent supporting information. The Dean's Office will report the case to the concerned school council[i], as well as to the Dean of Students who will share it with the (to be established) office on academic integrity. When a decision is reached by the concerned school council and approved by the School Dean, it should be conveyed to the Dean of Students for implementation in collaboration with the office on academic integrity.
    - Establish clear penalties for proven cases of academic dishonesty. Said penalties should be uniform across all schools. Furthermore, in case of plagiarism in capstone projects, senior studies, MA//MS theses and projects, schools may recommend stiffer penalties.

4) Close the loop. In light of the data and information (including annual reports) generated by the office on academic integrity, the USCAI, in coordination with pertinent University bodies (e.g. office of Institutional research & Assessment), need to conduct "periodic and episodic assessments of the policies and conditions that support" academic integrity. The results of these assessments should be shared with the CD, SDEM, Office of Institutional Research & Assessment and other pertinent University bodies (e.g. the University Assessment Committee). This is in line with NEASC standards that note: "the pursuit of institutional integrity is strengthened through the application of "periodic and episodic assessments of the policies and conditions that support the achievement of these aims among members of the institutional community (11.11)".

In line with the Strategic Plan action steps, the University will:

- Ensure that in the mandatory University and School orientation meetings for all new faculty members the issue of academic honesty is highlighted and new faculty are briefed on pertinent university procedures and the aforementioned "University Standing Committee/Council on Academic Integrity" and the "University Office on Academic Integrity";
- Ensure that all departments inform their part-time faculty about the critical importance of academic honesty, availability of turnitin to full-time and part-time faculty, and the need to report any incident to the Department Chair and to the pertinent University Office (when established);
- Ensure that in the mandatory orientation sessions for new students, the issue of academic honesty is highlighted. (While the students orientation meetings do already cover academic rules and regulations, the issue of academic honesty can be further highlighted);
- Strengthen the English writing centers on both campuses and heighten student awareness of the help they can provide students with in writing and editing their papers; as well as implement other SP 2001-16 Action Steps that aim at fostering English proficiency. The rationale here is as follows. Cursory evidence from LAU and regional institutions shows a positive correlation between deficiencies in English and other academic areas (due to the students' prior schooling) and incidents of cheating and plagiarism. Stated otherwise, students who cheat or plagiarize do so not out of mal-intentions, but because they have not developed the requisite skills to write proficiently in English and produce original work. While the bottom line is fostering academic honesty (including through disciplinary action) the University envisions its role as one of graduating students who are proficient writers and possess the skills and confidence to produce original work;
- Proceed with the establishment of the pre-Freshman English unit, as called for in the SP 2011-16. This unit will provide better management and closer supervision of the pre-freshman English course, which offer indispensable reading and writing skills for students who have English deficiencies. As noted above, addressing these deficiencies at the outset of the student university experience will contribute to lowering the number of students who are not sufficiently proficient in English to write in their own language on exams and produce original work. Promoting awareness of academic honesty among students, and developing students' requisite skills, will be goals of the pre-Freshman English unit;
- Promote experiential learning and faculty supervised students research as called for in the SP 2011-16. By their very nature, such methods of learning and assessment reduce temptations to cheat.

In conclusion, the plan to foster academic honesty has to be educational and integrative, bringing together students, faculty and pertinent offices in order to achieve measurable and incremental progress; which will be tracked by the "University office on Academic Integrity." The plan feeds into and intersects with other University plans

for the ethical, academic and professional development of its students. That is why it forms an integral part of the SP 2011-16.

Diversity
See section I.1.1 and I.2.1

Social Equity
See section I.1.1

I.1.3 Response to the Five Perspectives:

A. ***Architectural Education and the Academic Community***
The School of Architecture and Design has a strong reputation within the local and regional community and spares no effort in raising the level and understanding of the architecture profession.

Our favorable geographic location on the east coast of the Mediterranean Sea is considered an intersection between East and West. Situated in Beirut and Byblos, our two campuses reflect a synthesis of Western and Middle Eastern cultures. This is embodied in our multicultural educational approach, and reflected the diversity of our student body.

The LAU administration has afforded full support to the architecture program as evidenced by the resources allocated to it (see I.2.4) and through relations with national and international communities and partnerships with other universities. The architecture program is also accredited and recognized by the French ministry of culture's "Commission National de Reconnaissance des Qualifications Professionnelles" of the. This recognition enables our graduates to practice architecture in European Union member states.

Faculty. The School of Architecture and Design [SArD] currently comprises of twenty-nine full-time faculty and two adjunct faculty. Sixteen full-time faculty are directly assigned to the architecture program and/or the foundation year. Of the full-time faculty, 60% are on tenure track. In addition two annually renewed visiting faculty positions are continuously filled [See IV.3 – Faculty Resume].
The architecture program has retained highly qualified faculty. Most faculty members have terminal degrees, mostly from North American institutions. Seven architecture faculty are licensed practicing architects bringing their professional and practical knowledge into the classroom. In addition, most of the faculty are active members of NGOs and/or academic organizations.

All SArD faculty serve on school councils as outlined in the school bylaws. Architecture faculty are also asked to serve on standing school or university committees and councils. These councils include the University Admission Council, University Research Council, University Graduate Council, Faculty Grievance Council and the University Council for Financial Aid. Faculty are also involved in developing the university strategic plan, and currently two are engaged in the development of the university master plan. Visiting, adjunct and part-time faculty bring a rich contribution to the teaching and learning process through studios, lectures, seminars and exhibitions.

Evaluation of faculty teaching, research, scholarly work, practice and services to the university and/or the professional community is conducted on an annual basis by the chair and dean. In addition, classroom evaluation is undertaken on a semester basis via student feedback. At the same time, faculty are supported by grants for research and professional development. As of fall 2012, the school Faculty Affairs Council will be in charge of recommending to the Dean decisions concerning faculty applications for funding research grants and professional development applications.

A key strength of the program is the diversity of faculty experience in terms of cultural background and education as well as professional and scholarly interests. The faculty body comprises historians, architects, urbanists, conservationists, theoreticians, and experts in computer design.

Community Engagement. The architecture program offers a series of professional elective courses directly oriented towards public engagement and community outreach. Courses such as 'Regional Architecture' and 'Landscape Design Workshop' deal with actual issues which require cooperation with local and governmental agencies, integrating the agendas of different sectors such as government, industry, and civic society into the analysis when proposing strategies and solutions for the region.

The purpose of the school's Urban Planning Institute is "*to address problems of urban growth and environmental change in Lebanon and the Middle East*". Consequently, the architecture program's engagement with the community is continuous. It is constantly building relationships with diverse organizations and municipalities, and inviting practitioners to participate in studios, juries, lectures and seminars [See page 32 – Community Outreach Projects].

Liberal Arts-based education. LAU's mission statement addressing the *"education of the whole person"* and its vision *"embracing liberal arts in all curricula",* are clear testimonies to the university's commitment to delivering a liberal arts education.

The Liberal Arts Curriculum (LAC),a required part of every program provides students with a pre-set of courses [13cr] and a flexible choice of electives [21cr] covering arts, literature, natural sciences, communications, social sciences, cultural studies, history, philosophy, and religion. (See also II.2.2)

Students enrolling in the architecture program at LAU also benefit from access to courses offered by other schools and departments. In addition, students in the architecture program share a common 'foundation year' with students majoring in interior and graphic design. This common foundation year aims at developing a general platform for a multiplicity of design concerns and methods, and provides students with a broad outlook into design as a creative activity in a way that is neither limited to nor separated by disciplinary boundaries.

This comprehensive educational approach provides architecture students with a broad education, a readiness for engagement in self-development and preparedness for responding to civic responsibilities.

Space and Equipment. The physical locations of the architecture program in the two LAU campuses are evidence of our broad-based community outreach. In both locations, the architecture program share premises with other SArD disciplines, namely interior design, graphic design and fine arts. This physical cohabitation encourages and facilitates student access to other programs on both campuses. (See I.2.3 - Physical Resources)

B. ***Architectural Education and Students****.*
The architecture curriculum aims to balance theoretical with practical courses. As stated in the program's objective III "*Develop a broad base of theoretical knowledge and the necessary practical skills"*,and objective V *"Expose students to the current issues in theory and practice and to the latest technology in the field"*, the architecture program is extensive and covers all aspects of the field, from an understanding of history to building technologies, and a range of architecture methodologies. The program structure leads to an interrelation between the architecture design studio courses and all other courses, be they theoretical or practical, in a direct learning process where all learning outcomes are applied in the design studio projects (See II.2.2 – B. Major Core Requirements).

The architecture program starts with a foundation year that aims at creating an open multidisciplinary platform that serves all SArD design disciplines and enriches the student's design culture through a number of design modules. The program ends with the fifth-year final project which represents the culmination of the entire curriculum and serves as a platform providing students with ample opportunities to choose topics from the architecture profession.

Program Learning Outcomes. Graduates of the Bachelor of Architecture program will acquire the following skills:

i The ability to practice architecture in various contexts and cultures.
ii A capacity for critical thinking and problem solving skills.
iii The ability to identify design issues, conduct research, and to provide solutions.
iv An understanding of the urban dimension of architecture and the consequences of building activities on the environment.
v The capacity to deal innovatively with projects of different types and scales.
vi The capacity to elaborate projects with innovative structural systems, detailing and material.
vii The capacity to operate in a multi-disciplinary environment.
viii The capacity to serve the community in organizations of both public and private sectors.

Liberal Art Curriculum. (See II.2.2 – A. Liberal Arts Curriculum)

Professional Electives. The inclusion of professional electives widens student choices and interest in the profession. All students are required to take 14cr. of professional electives that add to their education knowledge in specialized fields such as landscape, regional architecture, digital media, Islamic art & architecture, and urban planning. Those courses may also lead to the granting of a minor if they fulfil the credit requirements.The Minor in Islamic Art, Architecture and Design exposes students to the artistic and architectural heritage of the Islamic world and broadens their knowledge in this aspect of the culture of the Middle East and related regions, whilst the Minor in Digital Media supplements students' skills in computer-aided design with exposure to digital modeling and animations (See II.2.2 – C. Professional Electives and Minors).

Among the most important professional electives are the International Studios [ARC591, ARC592 and ARC595] which expose student to architecture abroad and give the program a momentum in seeking exposure to a multicultural educational approach. The International Studio started in 1998 with a visit to Berlin co-funded by Deutscher Akademischer Austausch Dienst [DAAD] and has been offered every summer since. Most recently, the 2012 program offers different destinations - Vienna, the Alps, Rome, Paris-London and Berlin.
Over the years, destinations have included Copenhagen, Prague, Moscow, Istanbul, Barcelona, Marrakesh [Morocco] and Bangalore [India] (See page 36 - International Studio).

Study or work abroad. Students are presented with opportunities to study abroad for periods ranging from one week to a complete term, providing the opportunity for diverse experiences in international contexts. Courses such as the International Studio and the International Workshop require students to be on location to cover specific topics of the classical, modern and contemporary architecture.
The internship course, a practical experience required for all students, is usually performed in a reputable architectural firm in Lebanon and may open career opportunities locally or abroad. Students are required to perform their internship in the summer prior to commencing their fifth year of study.

Availability of access to establish international exchange programs with others universities fosters an environment of open academic exchange and provides the school and department with visibility in the international academic arena. The partnership between LAU & other universities also offers opportunities to students to pursue their higher education elsewhere. The department is in process of establishing new exchange programs with Université de Montreal – Canada, University of Technology – Sydney, Australia, and the University of Applied Arts – Vienna, Austria.

Currently, the School has two partnerships with:
a) Ecole Special d'Architecture (ESA), Paris, "Students Exchange Program" – This agreement provides for the exchange of students, scholars, academic information and materials and other opportunities, Several students have benefited from this exchange.
b) Domus Academy, Milan "Cooperative Activities" – where collaboration between the two institutions is based on different activities such as seminars, lectures, workshops, and students exhibitions. This collaboration also includes a special scholarship offered by Domus Academy to our students to pursue a masters degree.

Advising. Students are assigned advisors to help them progress through the curriculum. Advisors continuously meet with students individually to follow-up on their progress and plan of study. Academic advising aims to help students overcome academic difficulties including probationary status, and to address concerns regarding academic issues. Through individual meetings, the academic advisors help students to identify the factors that contribute to their personal academic challenges and to give them the right academic guidance. (See also I.2.1 Student Support Services)

Diversity of Students. Amongst the architecture student body, 60% are Lebanese and 30% have dual nationality, of which the majority were born and have lived abroad. Foreigners make up the remaining 10%, coming mainly from nearby Arab countries.

Student Exhibitions. In line with our program requirement, student work is exhibited at the end of each term. This public exhibition exposes students' work to external professional reviewers and for internal re-evaluation. For projects in collaboration with municipalities or NGOs, exhibitions and symposiums take place within the community.

Workshops and Lectures. The program is committed to running a yearly series of lectures and workshops in which practicing architects and/or visiting professors are invited to make presentations, exposing students to a broad range of subjects.

C. *Architectural Education and the Regulatory Environment*

The architecture program at LAU requires five years of study and integrates design studios and lecture-based courses. This combination of creative, theoretical and technical courses are put together to prepare graduates to become licensed professionals.

Graduating architecture students of LAU benefit from unconditional acceptance into the Lebanese Order of Engineers and Architects (LOEA) provided that they are Lebanese and holders of the Lebanese high school baccalaureate diploma or its equivalent. Once members of the LOEA, graduates can start practicing.

Codes and Laws. Starting in the third year, American Disability Association [ADA] requirements and other regulations are theoretically introduced in the context of design project work, while Lebanese construction codes and laws are independently taught in a separate course in the fifth year prior to graduation.
Students are also exposed to regulatory issues during lectures, juries and contact with the school's advisory council.

Internship. The summer internship course ARC583 is an introduction to professional practice. The course involves a documented practical experience (200 work hours) in a professional firm approved by the Department. The work performed introduces the practical experience required for applying codes and laws.
(See Appendix 4 - Office Practice Forms & Assessments of Student Professional Experience)

International Accreditations. Our architecture program is recognized by the French ministry of culture's "Commission national de reconnaissance des qualifications professionnelles placée auprès du ministère chargé de la culture", which authorizes our students to present all regulatory requirements, internships and exams in order to practice in France and other European Union member states.

Faculty Licensure. Licensed faculty are considered by the program as a strength. All of the design studio faculty, full-time and part-time, are licensed architects and active members of the professional community. Their knowledge of professional practice and regulatory settings allows the transfer of that knowledge to students in the educational process.

D. *Architecture Education and the Profession*

The architecture program trains students to practice their profession in both local and international contexts. This imperative is contributed to by the invitation of a variety of practicing professionals, as visiting or part-time faculty, who bring their extensive experience into the classroom. The department also encourages private practice by its full-time faculty to maintain an active relationship with the ever-changing developments in the professional environment.

School Advisory Council. Through its diverse composition, the School Advisory Council adds another professional dimension to our school. The School Advisory Council was recently formed and will operate according to approved bylaws. Its main duties are pedagogic but also extend to issues of community outreach. The School Advisory Coucil serves as a platform for introducing students to the profession by means of training and identification of social needs.

Symposiums and Lectures. On-campus departmentally organized lectures, workshops, and symposiums dealing with the conceptual, cultural, environmental, political, economic and technical/professional impacts of design give students ample opportunities for exposure to national and international practicing architects. Through these symposium and lectures, undergraduates develop the ability to critically analyze design-related issues and to implement technically the conceived projects in order to provide solutions that contribute to the well-being of society (See page 26 - Symposiums, Lecture Series and Exhibitions)

Core Requirements. The core of the curriculum is the design studio, where knowledge acquired in non-studio courses is integrated. The curriculum provides courses such as 'Building Technologies', Environmental Systems' and 'Working Drawings' to develop skills and knowledge in areas such as environmental technologies, sustainability, integrated systems and comprehensive site design. The summer internship performed in professional firms is also an important component aimed at introducing students into the profession (See II.2.2 – B. Major Core Requirements).

Professional Electives. Most of the professional elective courses adopted by the curriculum provide a deep understanding of the profession, especially with field trips and visits to offices, suppliers and sites. Courses such as 'Professional Practice', 'Regional Architecture', and 'Urban Planning' deal with actual processes and issues directed towards current existing situations. Student projects are introduced to the community through various groups, organizations, and municipalities, exposing undergraduates to professionals, clients and legislators and giving them collaborative roles and responsibilities. (See II.2.2 – C. Professional Electives and Minors)

Competitions. Faculty and students are encouraged to register for and undertake competitions. Competitions held on local, regional or international levels expose students to different cultures and aspects of the profession. As a result, and by the very nature of all these exposures to real-world collaborative experiences, students develop the capacity to deal with projects of different scales and contexts, and to work in multi-disciplinary environments, developing leadership and critical thinking skills.

Relationship with the Order of Engineer and Architects [Lebanon]. The program maintains excellent relations with the Lebanese Order of Engineers and Architects and

especially the Architecture Branch and Architects Association within the Order. The DAID participates in events and student competitions organized by the Order.

E. *Architectural Education and the Public Good*

The architecture program seeks to develop a broad base of theoretical knowledge and necessary practical skills, and to assert the role of the architect as a synthesizer of the different factors which affect the built environment. Engaging its students, the department outreaches to the community dealing with real architectural challenges which require cooperation with local and governmental agencies

Liberal Art Curriculum. LAU's Liberal Art Curriculum [LAC] is the basic element of our curriculum that caters to the public good (see II.2.2). Furthermore, the architecture core courses also build on the LAC through history courses related to design and arts fields.

Core Requirements. Core requirements incorporate the knowledge necessary to address environmental and social challenges. This effort culminates in Design Studios VII & VIII – urban design studios - where contemporary problems related to the neighboring community is tied into the set design project problematic. This requires interaction between the students and contributing community members and offers a unique learning experience. In parallel to the design studio, a number of courses provide students with field-trips and opportunities for interaction with the public of the type needed to address social, economic and environmental challenges. (See page 32 - Final Year Community Outreach Projects)

Professional Electives. Professional electives form another essential part of the curriculum. Courses such as Landscape Design workshop and Regional Urbanism, stemming from action research modalities, involve students in real-life projects, research and applications of knowledge in community projects (See page 32 - Community Outreach Projects). (See also II.2.2 – C. Professional Electives and Minors)

The International Workshop 2012 has recently involved its students in architecture activism project in Barcelona, Spain and Bangalurue, India

Role of Design Activism: Homelessness in Barcelona
International Workshop **Fall 2011-12**
With the collaboration of (MID) *Mediterranean Interactive Dialogue* NGO based in Spain, students got involved in addressing various societal, environmental and economic issues via design, art and planning. A one week trip to Barcelona in January 2012 allowed them to test their artistic interventions and raise awareness to their cause on the streets.

Designing a Village for Autistic in Bengaluru, India
International Workshop **Spring 2012**
With the collaboration of (AFHV) *Autism for Help Village* in Bangalore, students learned about Autism and planned several village prototypes that not only address the physical needs and functions but rather planned to challenge Autistic people to connect and relate to their environment. The students donated their designs to AFHV during a 10 day visit to Bangalore in June 2012.

Urban Planning Institute. The purpose of the Urban Planning Institute is "*to address problems of urban growth and environmental change in Lebanon and the Middle East*". Consequently, the architecture program's engagement with the community is continuous and relationships are constantly being built with diverse organizations and municipalities.

Lecture Series. The department is committed to organizing lectures, workshops, and symposiums dealing with the conceptual, cultural, environmental, political, economic and technical/professional aspects of architecture and design, inviting renowned architects to expose to the community the art of architecture, place and culture (See page 26 - Symposiums, Lecture Series and Exhibitions).

2005-2012 DAID achievements & activities

1. SYMPOSIUM & LECTURES

Paolo Golinelli, *architect visiting professor at Politecnico of Milano*
Project as Change
Wednesday, May 23, 2012 @ 6:00 p.m. Science 402, LAU Byblos Campus

Tiiu Poldma, *professor (School of Industrial Design), Vice Dean, Graduate Studies, Faculty of Environmental Design, University of Montreal*
Light and Color in the Dynamic Interior Environment: Perspectives and Processes
Thursday, May 10, 2012 @ 5:30 p.m. Business Building, room 904, Beirut Campus

Elia Zenghelis, *architect and professor of architecture in various universities. Original founders of the Office for Metropolitan Architecture, in partnership with Rem Koolhaas*
City Limits and Landscape
Wednesday, May 9, 2012 @ 6:00 p.m. Science Auditorium 402, LAU Byblos Campus

Juan Manuel Palerm Salazar, *professor of Architecture at the School of Architecture of Las Palmas de Gran Canaria.*
Architecture & built landscape. Palerm & Tabares de Nava Architects
Wednesday, April 25, 2012 @ 6:00 p.m. Science Auditorium, LAU Byblos Campus

Francesca Chessa, *professor of Colour and morphology theory and technique at the IED-Istituto Europeo di Design in Turin, Italy.*
The Art of Color
Wednesday, April 18, 2012 @ 6: p.m. Arch 402, LAU, Byblos Campus

Taisto Makela, *Chair of the Department of Architecture at the University of Colorado in Denver.*
One hundred years of Finnish architecture
March 21, 2012 @ 12:00 p.m. ENG 406, LAU, Byblos Campus

Luca Barello, *professor of architectural design Politecnico di Torino and NABA, Milano.*
La Vision du Marcheur
March 14, 2012 @ 6:00 Science Auditorium 402, LAU, Byblos Campus

Roger Connah, *a writer, independent scholar and researcher based in Ruthin North Wales, and has taught for over three decades in Finland*, *India, Pakistan, Sweden, Canada and the USA.*

"**Pulp Architecture Revisited" reading from the anti-library**
January 23, 2012 @ 6:00 .ARC 402, Byblos Campus

Benedict Anderson, practitioner working in scenography, dance, dramaturgy, architecture and film. Associate Professor Faculty of Design, Architecture and Building, University of Technology Sydney.

"Fictions Futures Movements Screens"
January 18, 2012 @ 6:00 .Science Auditorium 402, Byblos Campus

Matthias Schuler, *mechanical engineer, worked with famous architects; Rem Koolhaas, Franck Ghery …*
"Local Identities – Climate Engineering"
January 17, 2012 @ 11:30. Business Building 904, Beirut Campus

Hannes Stiefel, *architect, educator and writer, and he is co-founder of Stiefel Kramer Archietcture Vienna, Zuric*
"The Advantage of Inconsistencies"
November 16, 2011 @ 5:00, Arc 402, Byblos campus

Symposium, Architecture and the Political, *coordinator Elie Haddad*
November 10, 2011 @ 10:00 BB 903, Beirut campus
November 11, 2011 @ 12:00, Beirut Art Center

Laura Padget,
"Thoughts on Photography architecture and image making"
October 26 & 27 2011 @ 5:00, LRC 21- ARC 302, Beirut & Byblos campuses

International Studio- Berlin Summer 2010
May 16, 2011 starting @ 5:00, Science Auditorium, Byblos campus

Beatriz Colomina, *professor of Architecture, Director of the Ph.D. program in architecture and Founding Director of the Program in Media and Modernity at Princeton University.*
"Blurred Visions: Architectures of Surveillance from Mies to SANAA"
May 4, 2011 @ 4:00, BB903, Beirut campus

Sophia Vyzoviti, *assistant Professor University of Thessaly, Greece.*
"The Depth of Surface"
April 19, 2011 @ 5:00, Arch. 402, Byblos campus

Teresa Stoppani, *visiting Professor of Architecture History and Theory at the University of Technology Sydney*

"**Islands and Paradigms: on unorthodox ways to read the city".**
April 18, 2011 @ 3:30, Science Auditorium, Byblos campus

Douaihy Pour Le Bois & Egger
"Living and working with wood"
March 8, 2011 @ 4:00, LRC 21 Beirut Campus

Francesco Dal Co, professor of history University of Venice. Director of Casabella
"Carlo Scarpa: a master behind the time"
March 3, 2011 @ 5:30, Gulbenkian Theater, Beirut Campus

Gabi Schillig, *teaching at the Berlin University of the Arts / Institute for Transmedia Design*
"Elasticity of Space"
February 23, 2011 @ 6:00, Science 607, Byblos campus

Cindy Menassa, *LAU faculty*
"Continuities and Discontinuities"
December 15, 2010 @ 6:00, ARC 402, Byblos Campus

Fuksas & Jodidio,
Massimiliano Fuksas in conversation with Philip Jodidio
November 9, 2010 @ 6:30, Irwin Hall Auditorium, Beirut Campus

Mazen Haidar, *LAU faculty*
"The Perception of Division and Border in Post-war Beirut"
November 3, 2010 @ 6:00 ARC 402, Byblos campus

Sandra Frem, *LAU faculty*
"Nahr Beirut: Projections on an Infrastructural Landscape"
October 27, 2010 @ 6:00, ARC 401, Byblos Campus

Symposium, "Aldo Rossi, A scientific autobiography" *coordinators Elie Haddad and Maroun Daccache*
October 21 2010, Irwin Auditorium, Beirut Campus

Jean Marc Abcarius, *visiting faculty at the Lebanese American University*
"Works by Abcarius+ Burns architecture design, Berlin",
May 26, 2010 @ 5:00, Irwin Theatre, Beirut campus.

Matthias Ballestrem, *visiting faculty at the Lebanese American University*
"Spatial prototypes"
May 10, 2010 @ 5:00, Science Auditorium, Byblos campus

Nader Lahiji, *visiting faculty at the LAUand University of Pennsylvania, Drexel University, Pratt Institute and Penn State.*
"Between Inside and Outside a Critique of (Super)-finicality in Contemporary Architecture",
March 11, 2010 @ 1:00, Science Auditorium, Byblos campus

Stephanie Daddour, *visiting faculty at the Lebanese American University*
"Of (f) the future: planning, conception & fabrication in the 20th century western architecture",
March 4, 2010 @ 6:30, LRC Auditorium, Beirut campus.
Zaher Ayyach, *architect*
"Foters plus Partners"
December 9, 2009 @ 4:30, Science Auditorium, Byblos Campus

Georges Abou Jaoudeh, *professor of architecture at Lausane University*
"From Borromini to Botta: history, heritage and new technologies",
October 20, 2009, @ 5:00pm, Irwin theatre, Beirut Campus

Claudine Abdel Masih, *architect*
"Sustainable Construction"
March17, 2009 @ 4:30, LRC21, Beirut campus

Nader Lahiji, *visiting faculty at the LAUand University of Pennsylvania, Drexel University, Pratt Institute and Penn State.*
"The Urban Palimpsest, Politics of Memory and the City as the Scene of Writing",
Marc 11, 2009, @ 1:00, Science Auditorium, Byblos campus

Djordje Stojanovic, *architect*
"VERSATILITIES"
October, 29 2008 @ 1:00, Science Auditorium, Byblos campus

Cesar Haddad,
"Home Automation Systems"
December 28, 2008 @ 2:30, LRC21, Beirut campus.

Symposium with Italian &Goethe Institute. "Contemporary architecture in Berlin" *coordinators Maroun Daccache and Raymond Fein*
May7, 2008, Beirut Campus.

Symposium with the Goethe Institute "Conscious Simple, Consciously Simple",
coordinators Maroun Daccache and Abdallah Kahil
November 1, 2007, Beirut Campus.

2. **EXHIBITIONS:**

End of year exhibition, Spring 2012
June 27 till July 10 Rima Hourani Exhibition Hall, Byblos Campus

End of year exhibition, Spring 2012
June 28 till July 10 Cheikh Zayed Hall, Beirut Campus

Byblos through the eyes of LAU graduate architects 2012 in collaboration with Byblos Municipality
July 7-12, Garden of Cultural Center, Old souk Byblos *(coordinator Tony Lahoud)*

Jounieh Exhibition with the collaboration of Jounieh Municipality
July 7-12, Jounieh Municipality Building *(coordinator Elie Haddad)*

Ecology. Design. Synergy. Behnisch Architekten +Transsolar Climate Engineering Exhibition
January 17, 2012 @ 1:00 p.m. LRC Building 2nd floor, LAU, Beirut Campus
(coordinator Maroun Daccache)

Travelling Studios to Copenhagen, Amsterdam and Barcelona, summer 2011
November 16, 2011 starting @ 6:30, Rima Hourani Exhibition Hall, Byblos campus
(coordinators Elie Harfouche and Tarek Zeidan)

End of semester exhibition, Fall 2010-2011
February 21 till March 24 2011 Rima Hourani Exhibition Hall, Byblos Campus

End of semester exhibition, Fall 2010-2011
31 March till 2 April 2011 Sheikh Zayed Hall, Beirut Campus

Carlo Scarpa The inhabitant Space, selected drawing 1930-1960 exhibition
March 3, 2011 @ 6:30, Sheikh Zayed Hall, Beirut Campus
(coordinator Maroun Daccache in collaboration with Italian Culture Institute (Beirut), Italian Embassy (Beirut), Italian Ministry of Foreign Affairs, MAXXI Museum (Rome))

Aldo Rossi , A Scientific Autobiography
October 21 till November 5 2010, Sheikh Zayed Hall, Beirut Campus *(coordinators Elie Haddad and Maroun Daccache with the Italian Institute, Beirut)*

Final year projects Exhibition (Design X) (spring 2010)
June 28 till July 5**,** Rima Hourani Exhibition Hall, Byblos Campus

End of semester exhibition, spring 2010
July 7-14, 2010, Rima Hourani Exhibition Hall, Byblos Campus

End of semester exhibition, spring 2010
July 8-15, 2010, Sheikh Zayed Hall, Beirut Campus

End of semester exhibition, Fall 2009-10,

July 7-17, 2010, Sheikh Zayed Hall, Beirut Campus

End of semester exhibition, Fall 2009-10,
July 7-17, 2010, Rima Hourani Exhibition Hall, Byblos

T**he Urban Environment: Mirror and Mediator of the Radicalization**
April 2, 2010, Sheikh Zayed Hall, Beirut Campus *(coordinator Rachid Chamoun)*

Traveling Studio to London, Summer 09;
December 9-16, 2009, Rima Hourani Exhibition Hall, Byblos Campus*. (coordinator Elie Harhouche)*

Design III students Exhibition,
December 18-30, 2009, Sheikh Zayed Hall, Beirut Campus *(coordinator Jean Marc Abcarius)*

"From Borromini to Botta: history, heritage and new technologies",
November 20 till December 3 2009, Sheikh Zayed Hall, Beirut Campus *(coordinator: Maroun Daccache with the Swiss Embassy, Beirut)*

"BERLIN: Nomad Architects",
May 7 – 20, 2009, Sheikh Zayed Hall, Beirut Campus (*coordinators Maroun Daccache and Raymond Fein with the Goethe Institute, Beirut)*

End of semester exhibition, Spring 2009,
July 7-17, 2009, Sheikh Zayed Hall, Beirut Campus

End of semester exhibition, Spring 2009,
July 6-17, 2009, Rima Hourani Exhibition Hall, Byblos Campus

End of semester exhibition, Fall 08-09,
February 26 till March 6 2009, Sheikh Zayed Hall, Beirut Campus

End of semester exhibition, Fall 08-09,
March 11-25 2009, Rima Hourani Exhibition Hall, Byblos Campus

End of year exhibition June 2008,
July 15 -22 2008, Sheikh Zayed Hall, Beirut Campus

"Jean-Pierre Coussin, Architectural Photography Exhibition",
April 15-20 2008, Beirut Campus, *(coordinator Maroun Daccache)*

Traveling studio to Paris - Amsterdam, Summer 2007
Feb 27 till March 102008, Rima Hourani Exhibition Hall, Byblos Campus, *(coordinator Tony Lahoud)*

Traveling studio-Germany summer 2007, "Highlights of German Architecture",
Dec. 7-21, 2007 Rima Hourani Exhibition Hall, Byblos Campus, *(coordinator Elie Haddad)*

"Conscious Simple, Consciously Simple",
November 1-20 2007, Beirut Campus, (coordinator Maroun Daccache and Abdallah Kahil with the Goethe-Institute)

"End or Year Exhibition 2006 -2007",
June 27 till July 7 2007, Beirut Campus

"Landscape workshop Design Exhibition", with El- Fourzoul Municipality,
June 20-30, 2007 Byblos Campus, (*coordinator Rachid Chamoun)*

"El- Mina regenerating the City", with the El-Mina Municipality,
April 1 - 7 2006, Dar El funun – El-Mina Tripoli, *(coordinators Maroun Daccache, Elie Haddad and Antoine Romanous)*

Batroun festival, Students' projects exhibition,
July 2005, Dar el-Mona, Batroun, *(coordinator Maroun El-Daccache)*

End of year exhibition, 2005-2006
July 2006, Rima Hourani Exhibition Hall Byblos campus

3. COMMUNITY OUTREACH PROJECTS:

Mediterranean Cities Program - Genoa International Workshop: Recycling Genoa– Chantal Hayek, LAU faculty
[Genoa, June 2012]
The workshop is the third in a series organized by the Mies Foundation and the Architecture schools at the University of Genoa (UNIGE) and the Universitat Politècnica de Catalunya (UPC). Seven Mediterranean schools were invited from Patras, Beirut, Genoa, Marseilles, Casablanca, and Barcelona. The workshop focused

on the theme of ‘Industrial Heritage of Genoa and its Reuse’. The students proposed schemes for recycling five different sites along the coast of Genoa.

Imagination 3 - Suitable Cultural Institutions: Imagine the synergy between cultural institutions and encouraging civil society – Chantal Hayek, LAU faculty
[Beirut, Feb. 2012]
The workshop was held in Beirut and organized by Henning Larsen Architects bringing together 8 speakers, 14 tutors and 31 students from the Art Academy, School of Architecture in Copenhagen, Damascus University in Syria and LAU, AUB and ALBA in Lebanon. The aim of the workshop and conference was to explore the possibility of design and the built environment in engaging cultural activities and raising awareness within the civil society regarding related issues.

Mediterranean Cities Program - Barcelona International Workshop – Chantal Hayek, LAU faculty
[Barcelona, June 2011]
Organized by the Mies Foundation and the Architecture School of Barcelona – ETSAB, the workshop invited a number of professors and students from five different Mediterranean cities (Beirut, Genoa, Istanbul, Marseilles, and Barcelona) to Barcelona to propose mixed-use projects that aim to enhance the condition of the port with its industrial facilities and establish connections between it and the city. The workshop involved a series of lectures presented to the students by academics and professionals in the field. The work conducted by the students involved site excursions and surveys of Barcelona’s coastal area.

Regional Architecture I - ARC482 – Antoine Lahoud

Amchit – spring 2011
Maad – spring 2010
Byblos – spring 2009

Regional Architecture I course starts by teaching the students the values of our built heritage from the middle age to the recent colonial traditional architecture. It introduces the students to gallery houses, court houses, and central hall houses.
In spring 2011, students worked on-site on the town of Amchit. They transformed the town into a live workshop where they surveyed the square of the town and explained to its citizens the values of heritage and its importance in the urban fabric.
After surveying and on-site working, students proposed several design solutions of restoration and renovation to the municipality of the town.
The same exercise mentioned above was performed and accomplished in the village of Maad and in the city of Byblos.

Design Studio IX & X - ARC631 – Antoine Lahoud
[Academic year 2011-12]
Students were offered the opportunity to deal with the heritage site of Byblos city, in collaboration with Byblos municipality.
The historical part of the city was the main workspace of the students. Their main purpose was to integrate a new layer to serve the city and its citizens while respecting all requirements of the historical area and heritage.
Students worked on many subjects illustrating the integration of the new layer into the historical part as:

- Dialogue of civilization
- Extension of the old Ottoman souk of the city
- Articulation between history and tourism
- Etc……

During the International Festival of Byblos, the old souk held an exhibition to display and present the work and projects of the students. The exhibition was open to public and it was sponsored by Byblos municipality.

Design Studio IX & X - ARC631 – Elie Haddad
[Academic year 2011-12]
Study of Coastal Town of Maameltein / Jounieh and individual student proposals for final project in the area. Students did a comprehensive urban analysis of the area as a prelude to proposing a project of urban significance as their final 'thesis' project for the Bachelor degree. This study was complemented by a public exhibition of student works and the urban analysis at the Municipality of Jounieh in July 2012, which was attended by the Municipality officials and the public.

Design Studio IX & X - ARC631 – Elie Haddad
[Academic year 2010-11]
Study of Town of Jbeil and individual student proposals for final project in the area. Students did a comprehensive urban analysis of the area as a prelude to proposing a project of urban significance as their final 'thesis' project for the Bachelor degree

Design Studio IX & X - ARC631 – Elie Haddad
[Academic year 2009-10]
Study of Town of Jounieh and individual student proposals for final project in the area. Students did a comprehensive urban analysis of the area as a prelude to proposing a project of urban significance as their final 'thesis' project for the Bachelor degree.

Design Studio IX & X - ARC631 – Maroun El-Daccache
[Academic year 2011-12]
Beirut, Rethinking the Industrial Zone
In the face of the new trend of cultural globalization and internationalism, which is occurring in all Lebanese cities as well as elsewhere on the Mediterranean coast, and in front of the urbanization of the cities and the break between the different urban

components and functions, rethinking the industrial zone as a public space for the new generation was the purpose for those students' urban projects.

Design Studio IX & X - ARC631 – Maroun El-Daccache
[Academic years 2009-10 and 2010-11]
Re-editing Beirut River
Research and Urban design students' projects on revisiting Beirut River. The projects were the result of a period of urban research, and design focused on the idea of the role of architectural design in regenerating the river into public spaces. The projects are of economy focused function as well as cultural and social. They include social housing, museum for arts and crafts, industrial hotel … . They are new public structures that supply the existing function o Burj Hamoud, Sin El-Fil and the Karantina Area. This study was complemented by a public exhibition of student works at the Municipality of Burj Hamoud in July 2010.

Design Studio IX & X - ARC631 – Maroun El-Daccache
[Academic years 2007-08 and 2008-09]
Maritime Façade of Byblos City
The projects were the result of an urban research, and design focused on the idea of the role of Byblos harbor and the coastal line in relations to the old Medieval City. Project included: the re-definition of the harbor as public space for the city, the archeological museum for Byblos City …

Design Studio IX & X - ARC631 – Maroun El-Daccache, Elie Haddad & Antoine Romanos
[Academic year 2006-07]
El-Mina Regenerating the City
The projects were the result of a period of urban research, and design focused on the idea of the role of architectural design in regenerating a city. The projects are of economy focused function as well as cultural and social. They include a harbor station, a fish market, fishermen city, units of public housing, a youth hostel, a technical school, a museums and cemeteries. They are new public structures that supply the existing function of the historical area of el-Mina. This study was complemented by a public exhibition of student works at the Municipality of El-Mina, Tripoli in June 2007.

4. PUBLICATIONS:

End of year Exhibition Catalogue, DAID, LAU (publication in process)

Department Catalogue 2008, DAID, LAU, 2008

El-mina regenerating the City LAU, 2006

5. INTERNATIONAL STUDIOS:

Vienna+ Graz - Summer 2012 (Coordinator: Elie Harfouche)
Across the Alps – summer 2012(Coordinators: Cindy Menassa & David Kuelby)
Berlin- Summer 2012 (Coordinators: Anette Erlenwein & Richard Douzjian)
Lessons from Rome – Summer 2012 (Coordinator: Mazen Haidar)
Barcelona- Summer 2011(Coordinator: Tarek Zeidan)
Copenhagen- Summer 2011(Coordinator: Elie Harfouche)
Amsterdam - Summer 2011(Coordinator: Asterios Agkathidis)
Germany Summer 2010 (Coordinator: Elie Harfouche)
London Summer 2009 (Coordinator: Elie Harfouche)
Spain, Summer 2008 (coordinator: Abdallah Kahil)
Paris & Amsterdam, Summer 2007, (coordinator: Tony Lahoud)
Germany, Summer 2006, (coordinator: Elie Haddad)
Morocco- & Spain, Summer 2005, (coordinator: Tony Lahoud)

6. STUDENTS AWARDS & SCOLARHIPS:

Rawan Kashkoush
Interior Architecture student from LAU, Beirut Campus (2009) got accepted in Domus Academy, Italy, with 40% scholarship to continue her Master studies in Interior and living design.

Ghazal Kanaan
Interior Architecture student from LAU, Beirut Campus (2009) got accepted in Domus Academy, Italy, with 20% scholarship to continue her Master studies in Interior and living design

Jemma Elizabeth Chidiac
Architecture Graduate from LAU Byblos Campus (2008) received the highest grade of graduating class and received the 2008 Architecture Award.

Tamara Saab
Interior Architecture Graduate from LAU Beirut Campus (2008), received the highest grade of graduating class and received the 2008 Architecture Award

Maria Makhlouf
Architecture student from LAU Byblos Campus (2008) got accepted in Domus academy, Italy with 40% scholarship to continue her Master studies in urban management & Design.

Wassim Melki
Architecture Graduate from LAU Byblos Campus (2007) received the highest grade of graduating class and received the 2007 Architecture Award.He got accepted in Domus Academy, Italy, with 40% scholarship to continue his Master studies in urban management & Design

Reem Zaza
Interior Architecture Graduate From LAU Beirut Campus (2007), received the highest grade of graduating class and received the 2007 Architecture Award.

Rita Nader
Interior Architecture Graduate from LAU Beirut campus (2007), with cumulative GPA 3.35. In 2008, Rita's project was selected among the 10 finalists for international TRAFFIC design competition where 16 cities participated. And her project won the prize award for her project Flash beam, and the mentioned project will be manufactured and distributed in the Middle East. In 2008 Rita got accepted in Domus Academy, Italy with 40% scholarship to continue her Master studies in product Design.

Narine Tchilinguirian
Interior Architecture Graduate from LAU Beirut campus (2006), with cumulative GPA 3.74. In 2008 Narine got accepted to continue her master studies from Alta Scuola Politecnica, with full scholarship and accommodation. Further, also in 2008 Narine's project was selected among the 10 finalists for international TRAFFIC design competition where 16 cities participated

Chantal Hayek
Architecture graduate (2005) with cumulative GPA 4/4, received the best project prize and the president award of the School of engineering and architecture, as well as the Valedictorian award for the year 2005. In 2007, Chantal received acceptance with full scholarship to continue her Masters studies from Princeton University.

Najwan Yassine
Architecture graduate (2004) won the 1rst prize in ACSA completion in 2003.

Carla Aramouny
Architecture graduate (2004) won the 3rst prize in ACSA completion in 2003.

Aicha Abbas
Architecture graduate (2004) won the honorable mention prize in ACSA completion in 2003

7. VISITING FACULTY

a. Visiting Faculty (semester/year)

- Lucca Barello (Spring 2012) teaches Design courses and design workshop courses
- Christopher Burns (Fall 2011-2012) teaches Design courses and design workshop courses
- Hannes Steifel (Fall 2011-2012) teaches design courses
- Annette Erlenwein (Fall 2011-2012) teaches design courses
- Aghathidis Asterios (Fall 2010-2011) teaches design courses Byblos campus
- Liz Azzi (Fall 2010-2011) teaches Design courses and technical graphics courses
- Sandra Frem (Fall 2009-2010 and spring 2010) taught Design courses and technical graphics courses
- Jean Marc Abcarius (fall 2009-2010 and spring 2010) taught Design courses design workshop courses
- David Kuelby (Spring 2010) taught design courses
- Colm Dunphy (Spring 2009) taught design courses
- Alessandro Artizzu (Spring 2009) taught Interior Design Studio IV and Interior Design Studio VIII.

b. Visiting faculty for intensive workshops:

Dr. Taisto Makela (Spring 2012) Intensive workshop for Design Studio X

Dr. Juam Manuel Palerm (Spring 2012) Intensive workshop for Design Studio X

Mrs. Henrica Weststrate (Spring 2012) Intensive workshop for Design Studio X

Dr. Elia Zengelis (Spring 2012) Intensive workshop for Design Studio X

Dr. Roger Connah (Fall 2011-2012) Intensive workshop for Design Studio VII

Dr. Ben Abderson (Fall 2011-2012) Intensive workshop for Design Studio VII

Dr. Nader Lahiji (Fall 2011-2012) Byblos Campus, Intensive workshop for Design studio IX

Mrs. Gaby Shilling (Spring 2011) Intensive workshop for Design studio VIII

Dr. Matheas Ballestrem (Spring 2010) Intensive workshop for Design studio VIII

Dr. Nader Lahiji (Spring 2009) Intensive workshop for Design studio X

Dr. Raymond Fein (Spring 2009) Intensive workshop for Design studio X

Dr. Antonio Ramirez (Fall 2008-2009) Intensive workshop for Design Studio IX

Dr. Djordje Stojanovic (Fall 2008-2009) Intensive workshop for Design Studio IX

I.1.4 Long-Range Planning

Continuous improvement:
With the establishment of the new School of Architecture and Design, and the regrouping of the architecture program with other design programs, SArD has restructured itself through its bylaws, promotion criteria and a strategic plan. The Department of Architecture and Interior Design [DAID] is mandated to monitor on the school's reforms and proceed with the accreditation of its BArch degree.

In that respect, the architecture program mission, program objectives and learning outcomes must be revised to meet the NAAB performance criteria. This revision will no doubt have an impact on the architecture curriculum and will lead to building a comprehensive assessment system.

Long Range Planning:
In 2012, SArD developed its first Strategic Plan 2012-2017 in which the department of Architecture and Interior Design aimed at addressing the weaknesses in the program's curriculum, facilities, and student affairs issues (see appendix attached).

For the ongoing revisions of the identified topics below, the department will establish an Assessment Steering Committee [ASC]. The ASC will be responsible for reviewing and recommending all necessary changes to meet NAAB criteria.

Departmental Strategic Goals:

A	**Student Performance Criteria**	Developing the program and courses
B	**Studio Culture**	Establishing Studio Policies
C	**Scholarship & Research**	Improving research funding and faculty development
D	**Facilities**	Improve on facilities and space
E	**Alumni**	Consolidate contacts with the architecture alumni
F	**Student Chapters**	Create student chapters
G	**Program Exposure**	Invigorate exposure of the program
H	**Continuing Education**	Developing a series of courses aimed for the community
I	**Internship & Outreach Office**	Associate students with the professional community
J	**Advising**	Effective advising
K	**Self-Assessment**	Establish a system of self-assessment

***A**. Students Performance Criteria*

Developing the program and courses

Goal: During its revision of the Students' Performance Criteria and the review of the Response to the Five Perspectives, the DAID found many shortages in its curriculum concerning: Leadership and practice, financial considerations, Life safety and accessibility codes and sustainability.

Action: The ASC will assess and strengthen the curriculum to meet the NAAB criteria. The areas to be developed: Design studio (comprehensive design studio), introducing new technology courses in sustainability, professional practice courses, and review of the internship course.

In addressing these issues the sub-committee will:

- Consult with the School's Advisory Board
- Survey employers' recommendation
- Evaluate alumni opinions

Projected time: 2 – 3 years

***B.**Studio Culture*

Establishing Studio Policies

Goal: Our established studio policies with respect to jury guidelines and grading systems must be amended into a studio culture policy in line with NAAB recommendations. This will allow students to be engaged in the development of design studios, policies and procedures and provide them with a platform for exercising their rights and duties.

Action: The ASC will establish a sub-committee composed of faculty and students to develop studio policies, time management, and studio performance criteria for both theory and practice, and most of all collaborative multidisciplinary design projects. The outcome of this committee will produce:

- Studio Culture Policies
- Student Handbook

Projected time: 1 – 2 years

***C.**Scholarship & Research*

Improving research funding and faculty development

Goal: Existing scholarship and research funds at the university level will be distributed to each school as per LAU's strategic plan 2011-2016. This step was intended by the LAU administration to give schools more autonomy over essential issues.

Action: In line with this plan SArD has already created its own Faculty Affairs Committee and developed its research funding and faculty development policy to be applicable as of Fall 2012. Currently the budget assigned is $5000 per year per faculty.

http://acad-admin.lau.edu.lb/councils/urc/
See also SArD bylaws to be placed under the school's web page.

D.*Facilities*

Improve on facilities and space

Goal: As outlined in NEASC self-study, LAU has developed a master plan for both campuses, Beirut and Byblos. The plan dedicates to SArD the total use of Sage Hall [Beirut Campus] and the Architecture Hall [Byblos Campus]. Nevertheless, DAID's current facilities including studios, workshops, computer labs, class rooms and exhibition rooms can sustain the program.

Action: However to provide an even better environment and improved support to its students, the DAID will be working on grouping and developing a facilities master plan to reorganize and relocate its current spaces to include some missing requirements such as:

- Dedicated student space
- Update studios to become smart rooms
- Material Library
- Model and design project archiving space
- Additional lecture rooms
- Upgrade workshop environment to accommodate CNC, a 3D printer, a 3D scanner, and Adhesive vinyl cutting plotter
- Develop an digital library of students' work

Projected time: 3 – 4 years

[For the complete Physical Resources report see I.2.3]

E. *Alumni*

Consolidate contacts with the architecture alumni

Goal: Alumni are considered the backbone of the department and a source of ongoing support.

Action: The department needs to build and expand on contacts to its alumni by assigning an alumnus faculty advisors.

Part of the faculty advisors tasks will be to:

- Work in close coordination with LAU's Alumni Office
- Build the Architecture Alumni Chapters as they are currently under the old format of the School of Engineering and Architecture

- Develop an annual banquet and award for alumni exemplary firms and organizations
- Survey alumni opinion on program evaluations
- Establish a contact structure between alumni and current students.

Projected time: 2 – 3 years

F.*Student Chapters*

Create student chapters

Goal: For more professional exposure, the Student Chapters will engage students around topics of interest, to interact with architecture forums and to participate in national and international architecture events.

Action: Creating student chapters to adhere to national [OEA] and international [AIAS, UIA] chapters.

Projected time: 1 – 2 years

G. *Program Exposure*

Invigorate exposure of the program

Goal: LAU admission office's mission is to promote schools and programs. The DAID has been involved continuously with community projects through its design studio courses. This involvement yielded collaborations with different local entities through urban, social and public projects for cities, towns and villages. This approach has increased our program visibility and provided our students with a solid knowledge base on community services and citizenship. However, to increase this visibility, DAID will develop a strategy to promote its program nationally and internationally.

Action: The ASC will develop a road map for:

- Enhancing the department's image
- Departmental publications
- Promotion of the program
- Summer orientation camps [for high school students]
- Extend the international students exchange opportunities

Projected time: 3 – 4 years

H.*Continuing Education*

Developing a series of courses aimed at the community

Goal: DAID strives to create an energetic learning environment to serve community learners by offering professional advancement courses and by encouraging professional achievement.

Action: The department is in the process of developing a series of courses aimed at the community. This endeavor will be in collaboration with LAU's Continuing Education Program [CEP] division and the school's institutes.

Projected time: 1 – 2 years

I.*Internship and Outreach Office*

Engage students in the professional community

Goal: The architecture program's engagement with the community is continuous and is constantly building relationships with diverse organizations and municipalities. However public relations with the professional community need to be strengthened.

Action: The DAID will assign an internship coordinator to:

- Create a database of architectural offices for facilitating student internship placements
- Form a professional practice collaboration and engagement with the Order of Engineers and Architects
- Build a professional and industry support networks and resources
- Develop leadership opportunities for students

Projected time: Ongoing, to be strengthened

J. *Advising*

Effective advising

Goal: LAU Strategic Plan 2011-2016 recommends a new and more effective advising system to answer the needs of students while considering a complete dissociation between advising and registration.

See **http://www.lau.edu.lb/strategicplanning/lau_sp_20112016.pdf**

Action: SArD will hire a Full-time Professional Advisors at the School level.

Projected time: 2 – 3 years

K. *Self-Assessment*

Establish a system of self-assessment

Goal: The DAID will be developing a self-assessment system and process as part of the NEASC regional accreditation requirements and to meet NAAB criteria. The process will be developed with the help of the Assessment Steering Committee and will involve the entire faculty body in defining and applying the process

Action: See 1.1.5 Self-Assessment Procedures.

Data and Information Sources:
Once constituted, the Assessment Steering Committee will be required to develop a list of data and data sources needed to address the topics identified above. Data could also relate to alumni, facilities, course evaluations, studio development and technological innovations among others. Possible data sources are the school, professional and governmental organizations, conferences and publications venues. This data will be used in the continuous annual assessment of student learning outcomes which could result in influencing major changes to the curriculum.

LAU Strategic Plan 2011-2016
In 2010, the university completed the implementation of its Strategic Plan 2005-2010, which focused on fostering excellence in all facets of university life. This plan laid the groundwork for the Strategic Plan 2011-2016, which is academically focused. LAU has in Fall 2011 started the implementation of this plan.
See **http://www.lau.edu.lb/strategicplanning/lau_sp_20112016.pdf**

Role of five perspectives
As clearly mentioned earlier, the five perspectives reflected strongly on the planned curriculum review. The program's long range plan would need to ensure that these perspectives play a vital and continuous role in informing the future curriculum.

I.1.5 Self-Assessment Procedures:

As stated previously [I.1.4], the DAID needs to develop a self-assessment procedure along with NEASC standards and NAAB criteria. The dynamic system, as depicted in Figures I & II, will form the basis upon which the faculty will develop the assessment process. Assessment in architecture education is mainly documented in the design studios. Design studios are the core of the program where all skills, abilities and knowledge are developed. Monitoring student performance and progress is best achieved in a studio where student mentoring and faculty feedback is provided on a one-to-one basis. This should not undermine the need to assess skills and knowledge individually in other courses.

Assessment Process
The DAID assessment plan will be based on a continuous reviewing and improving process, a triennial self-review for continuous improvement and a six-year program objectives and NAAB review. Those program objectives, courses learning outcomes and the NAAB realms should form the starting point driving the program assessment.

Program Learning Outcomes
The program outcomes listed below will be revised to conform to NAAB realms, in addition to properly casting them in appropriate learning assessment terms.
i. The ability to practice architecture in various contexts and cultures.
ii. A capacity for critical thinking and problem solving skills.
iii.The ability to identify design issues, conduct research and to provide solutions.
iv.An understanding of the urban dimension of architecture and the consequences of building activities on the environment.
v. The capacity to deal innovatively with projects of different types and scales.
vi. The capacity to elaborate projects with innovative structural systems, detailing and material.
vii. The capacity to operate in a multi-disciplinary environment.
viii. The capacity to serve the community in organizations of both public and private sectors.

Assessment Responsibilities
In addition to the ASC and the faculty body, the following entities will be involved in assessing the program at different cycles.

*School Advisory Board; w*hich consists of professionals in architecture and design, will meet regularly to evaluate and re-align the program according to the profession's expectations.

Professional Jurors; consisting of professionals in the field of architecture who are compensated to assist juries and evaluate student projects. Such practice will be conducted on upper level studios to evaluate the knowledge gained by students.

Final year Faculty Committee; consisting of the program chair and the 5th year design studio faculty advisors. The faculty will be advising the students throughout their final year project.

Assessment Tools

The direct assessment tools are identified as:

- Course projects, papers and exams
- Embedded design problems and exam questions
- Design studio juries and portfolios
- Design professional juries
- External reviewers
- Students' course evaluations
- Faculty course files
- Exit evaluation

The indirect assessment tools are identified as:

- Alumni surveys
- Employers surveys

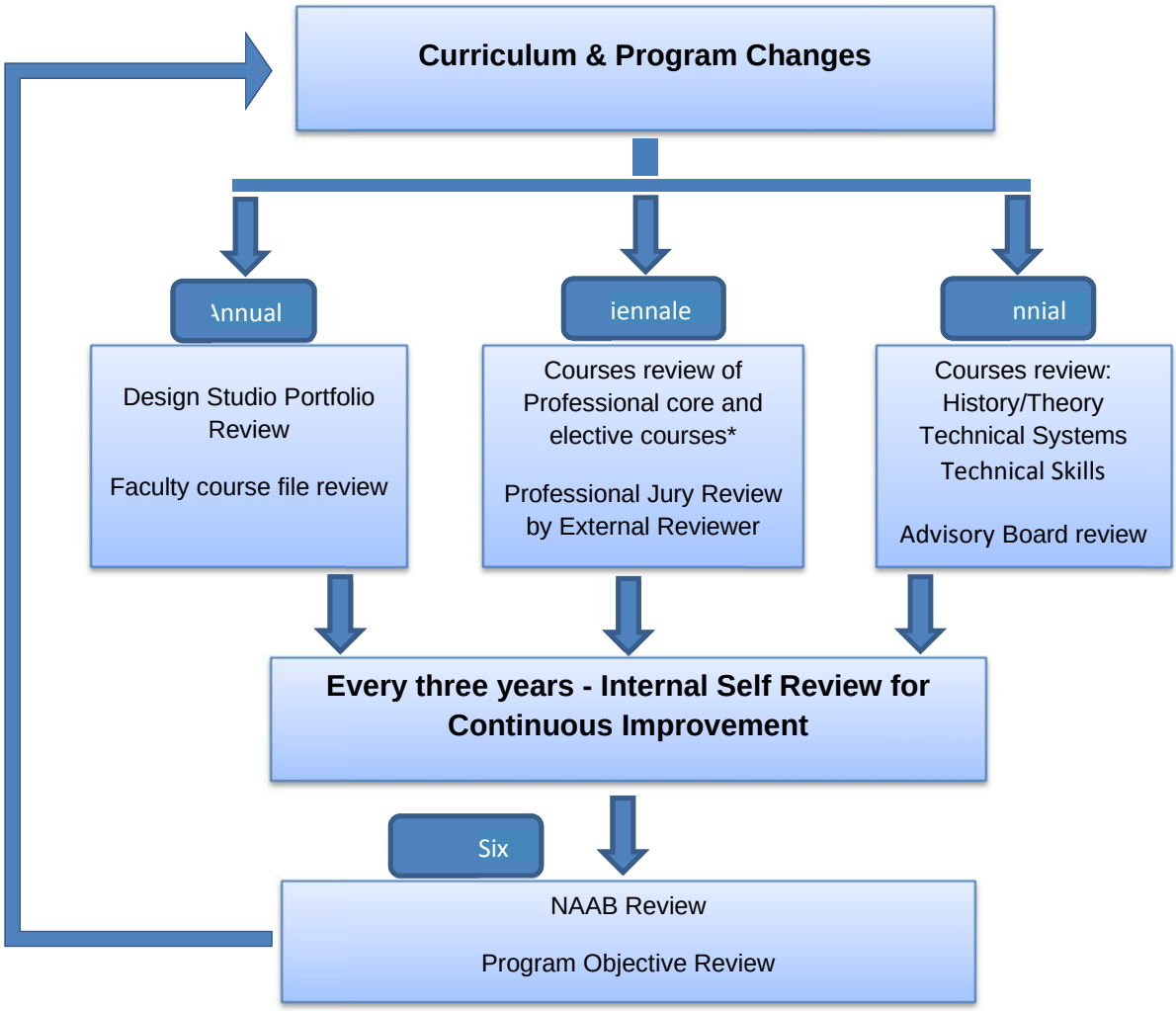
Student surveys

Figure I: Assessment Plan and Schedule

Learning Outcomes	NAAB SPC Realms①	Assessment tools②	Timeline	Associated Courses
The ability to practice architecture in various contexts and cultures	A	Design Studio Juries & Portfolios Course Project	Annually by faculty Every two years by faculty	4th & 5th years Design Studios Professional Core & Elective courses
A capacity for critical thinking and problem solving skills	A	Design Studio Juries & Portfolios Course papers and exams	Annually by faculty Every three years by faculty	Foundation and 2nd year Design Studios All History & Theory courses
The ability to identify design issues, conduct research, and to provide solutions	A & B	Design Studio Portfolios Design Studio Juries	Annually by faculty External reviewer	All Design Studios All Design Studios
An understanding of the urban dimension of architecture and the consequences of building activities on the environment	B	Design Studio Juries & Portfolios Embedded design problems and exam questions	Annually by faculty Every two years by faculty	4th year Design Studios Professional Core & Elective courses
The capacity to deal innovatively with projects of different types and scales	B	Course projects, papers and exams	Every three years by faculty	All Technical Skills courses
The capacity to elaborate projects with innovative structural systems, detailing and material	B	Design Studio Juries & Portfolios Embedded design problems and exam questions	Annually by faculty Every three years by faculty	3rd year Design Studios All Technical Systems courses
The capacity to operate in a multi-disciplinary environment	A & B	Embedded design problems and exam questions	Every three years by faculty	All upper level Technical Systems courses
The capacity to serve the community in organizations of both public and private sectors	C	Design Studio Professional Juries	Every two years by faculty & external reviewer	5th year Design Studio

① A:Critical Thinking and Representation – B: Integrated Building Practices, Technical Skills and Knowledge – C: Leadership and Practice
② Students' course evaluations & Faculty course files are assessment tools to be used in all conditions

Figure II: Assessment System Flowchart



* Professional core and elective courses: Construction Documents, Urban planning, Regional Urbanism, International Studio / workshop, Building Codes & Laws, Regional Architecture, Internship, Topics in Architecture …

PART ONE: SECTION 2 – RESOURCES
I.2.1 Human Resources and Human Resource Development

Introduction

LAU has been successful in recruiting qualified faculty over the past recent history. All seven schools recruit on a yearly basis more than 40 faculty members. Since its inception, the School of Architecture and Design added 16 fulltime faculty to its ranks (4 tenure track and 13 to 15 Visiting faculty- visiting faculty members are sometimes appointed for one semester). Today the School has 29 fulltime faculty and employs more than 80 part-time faculty. Full time faculty hiring is done through an international search and according to a hiring procedure approved by the Council of Deans.

Faculty-Course MATRIX

See Appendix 2 – Faculty-Course Matrix

Faculty Resumes

Full time faculty teaching in the Architecture program is included in IV.3 – Faculty Resume.

EEO/AA for Faculty, Staff and Students

LAU is an American institution operating in Lebanon with two campuses one in Beirut and another in Byblos. LAU is committed to equal employment opportunity and affirmative action as outlined in the following policies.

See **http://www.lau.edu.lb/governance-policies/policies/**

Additional Diversity Initiatives

LAU diversity commitment is evidenced in its student body, faculty and staff. LAU student body comes from 17 different nationalities and is split almost 50-50 between genders. In addition, faculty nationalities are very diverse. When a faculty that is not a Lebanese national is hired, the university takes care of all legal documents and work permits. This is especially the case for the School of Architecture and Design since visiting faculty from different nationalities are hired on a yearly basis.

Human Resource Development

LAU has in place policies and procedures that cater to faculty research and professional development. The University Research Council (URC) mandate is to develop and propose policies and criteria through which a research atmosphere is created and encouraged in the University. More specifically, the council recommends policies and procedures that encourage, strengthen and evaluate research in the University and foster a research spirit, recommends the mechanism to assess excellence and contributions to research and training and collaborative research, supports faculty research through recommendations for travel grants, summer grants, and recommends workshops and training on subjects such as research proposal development and funding sources.

Starting fall 2012, the School of Architecture and Design will form its own Faculty Affairs Council. This Council will have the mandate of the URC explained above in addition to supporting faculty development through a budget that is solely dedicated for that purpose.

In Fall 2008, LAU established a Center for Program and Learning Assessment (CPLA). The Center managed the Teaching Learning and Outcome Assessment (TLOA) Project co-funded by the Ford Foundation and LAU which had a special focus on liberal and general education programs. The Ford Foundation grant has ended but the Center continues its operation and is now funded by LAU as it always seeks other sources of funding. CPLA's long term strategy is to build grass-root bottom up approach focusing on quality improvement through addressing the teaching learning and outcomes assessment practices. The Center offered yearly workshops and seminars to participants from LAU, Lebanon and the region (free of charge to all participants). The CPLA Website hosted at LAU was also established in summer 2010.

Faculty Appointment, Promotion and Tenure

LAU has in place a set of bylaws and policies that fully describe academic ranks and rules and regulations for promotion and tenure.
See **http://www.lau.edu.lb/governance-policies/policies/**
Furthermore, each school at LAU has its own rules and regulations for promotion. The School of Architecture and Design has in place promotion guidelines for professorial and non-professorial ranks. A committee of peers is formed at the school level to look into faculty files applying for promotion. Recommendations from this committee are handled by the dean who in his/her turn also recommends to a university promotion committee composed of elected faculty from the university and the deans. During academic year 2011-2012, the School of Architecture and Design has successfully applied the promotion system described above.

Students: Evaluation and Admissions

The School of Architecture and Design has in place rules and regulations for studying student admission files. These files are acted upon by the Admissions and Student Affairs Committee. The admissions rules and regulations cater for different types of student applicants categories which are:

- New students
- Freshman students
- Change of major for students within the school
- Change of major from schools with LAU
- Transfer students from other universities
- Returning students

See Part Two (II) Section 3: Evaluation of Preparatory / Pre-educational Education for details on admitted high school students.

Admissions requirements for the architecture program include:

- SAT I (minimum score of 1050 required for Math and Critical reasoning in addition to a placement score for English writing)
- Passing the Lebanese Official Baccalaureate
- Passing IB Diploma, GCE or Freshman for non-Lebanese students

Recruitment of Underrepresented Students

LAU continues to encourage diversity of geography and confessional representation along with strong female inclusion and selects both male and female applicants and guarantees a transparent recruitment process throughout. Admissions recruitment staff visit public secondary schools in all regions of Lebanon and abroad. LAU also ensures that students from rural areas are selected and that all of Lebanon's confessional communities are represented without discrimination. Moreover, during the recruitment presentation and in the application form, applicants are encouraged to demonstrate leadership potential, communication skills and community service.

LAU introduced and launched the University Scholarship Assistance Program (USAP) that aims to provide undergraduate scholarships for 53 promising public high school students from all 6 governorates of Lebanon. This program is made possible with the support of the American people through the United States Agency for International Development (USAID). A USAP selection committee determines which applicants to interview and makes final recommendations based on academic excellence and financial need.

Student Support Services

Students in the Architecture program benefit from both School specific and university student support services available on both LAU campuses in Beirut and Byblos. For elaborate details on student services see
http://publications.lau.edu.lb/documents/academic-catalog2012-2013.pdf

Advising

Upon acceptance and entry to the architecture program every student is assigned a faculty advisor. The faculty advisor is available all year long to offer advice on curricular issues, course selection and registration and petitions.

Professional Advising

Professional advising aims at helping students overcome academic difficulties, probationary status, and concerns regarding academic issues. Through individual meetings, the academic advisors help students to identify the factors that contribute to their academic difficulties and try to give them the right advice.

Career Guidance
Career guidance is provided to Graduate and Undergraduate students. The Career Counsellors encourage students to explore career options, develop effective planning skills, create job plans, identify career goals, and learn the necessary skills to succeed in chosen professions. Course of action is recommended, based on the objectives expressed by students.

Counselling Services
Counselling is designed to help students address academic, personal, and emotional concerns. Counsellors meet with students on a regular basis to:

- Discuss different problems students are facing which might have negative effects on their academic progress.
- Provide help to students with non-academic problems, thus developing needs assessment and evaluation forms.
- Evaluate different cases and decide on referrals to professional as needed.
- Keep detailed, accurate and updated records of all cases attended to.
- Follow up on existing and previous cases to minimize future problems.

Academic Support

Writing Center
The Center aims at promoting a general culture of writing at the university, at enhancing writing across the curriculum, and at helping students develop as more thoughtful, independent, and rhetorically effective writers. Undergraduate and graduate students from any discipline are welcome to share any text, at any stage of the writing process, with writing tutors who will guide them in a nondirective style. Tutors are trained to respect each writer's level of achievement, encourage analytical thinking, and discuss strategies for writing. Texts may include academic essays, research papers, reading responses, résumés and curriculum vitae, among others.

Learning Center
The main function of the Learning Center is to tutor and encourage students who are academically deficient in their university course work to effectively improve their performance. Tutoring is carried out by academically excelling students from various majors. The Learning Centers are administered by students under the direction of an advisor from the Humanities faculty. The Guidance Office and LAU faculty may refer needy students to the Learning Center, where supervisors refer them to TAs that set up a teaching/learning schedule for the student(s) concerned.

Student Activities
The division of Student Affairs offers a wide range of student activities such as student clubs, student engagement and leadership programs and athletics. One of the most successful programs is the Model United Nations (MUN) program. The MUN aims to teach diplomacy by emphasizing on effective communication, negotiation skills, world affairs, UN principles and governmental representation. Over the course of seven

training sessions - four hours each - high-school students are trained to be tomorrow's leaders by taking on the role of diplomats in the final conference, where a simulation of real UN sessions takes place. The simulation exercises teach students the ways of the United Nations and the values of role playing and objectivity in addition to broadening their knowledge about world affairs. The MUN focuses mainly on the leadership skills needed for diplomats. Leadership in this context is on a political level and implies bringing about change when it comes to world issues and concerns under governmental patronage. It teaches students diplomacy skills by making them step into the shoes of ambassadors discussing and debating world affairs.
For more details see on student activities see **http://students.lau.edu.lb/activities/**

I.2.2 Administrative Structure and Governance

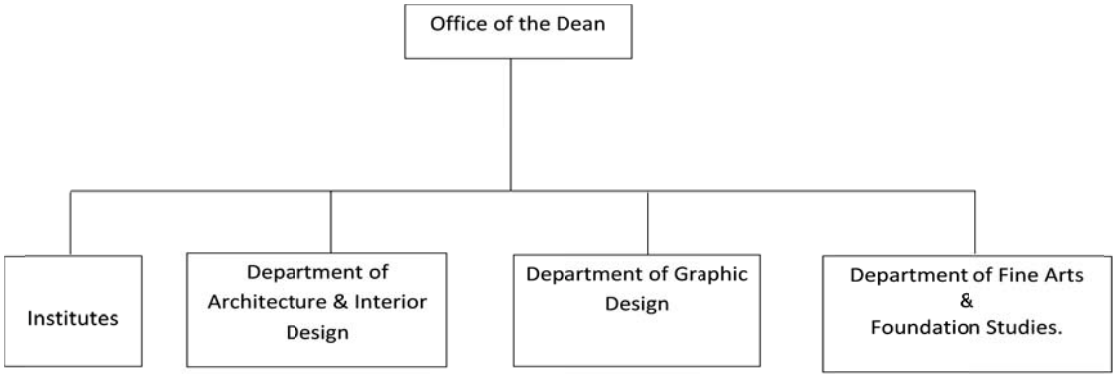
Administrative Structure of School and Program

The major academic unit at LAU is the school. The School of Architecture and Design is among six other schools at LAU (School of Arts and Sciences, School of Business, School of Engineering, School of Nursing, School of Medicine and School of Pharmacy). The School of Architecture and Design is home to three departments, namely, Department of Architecture and Interior Design, Department of Graphic Design and Department of Fine Arts and Foundation Studies. Each department is headed by a chair and helped by an associate chair. The Architecture program belongs to the Department of Architecture and Interior Design. The Department also offers a Bachelor of Science in Interior Design and a Bachelor of Arts in Interior Architecture (essentially one extra academic year over and above the requirements for a BS in Interior Design). The School is also home to two institutes, each run by a director; Institute of Urban Planning and Institute of Islamic Art, Architecture and Design. The School of Architecture and Design is governed by a set of school specific bylaws.

Academic Affairs Administrative Structure

All LAU schools are led by a dean, to whom department chairs, institute directors and staff report. All deans report to the Provost who is the Vice President for Academic Affairs. The Provost reports directly to the President of LAU. See below the school organizational chart.

Figure III: School Organizational Chart



Student Governance Opportunities

All students at LAU have the opportunity to share in the governance of the university. See **http://students.lau.edu.lb/activities/student-governance/** for details.

Degree Programs Offered by the School

Bachelor of Architecture; Bachelor of Arts Interior Architecture; Bachelor of Science Interior Design; Bachelor of Science Graphic Design, Bachelor of Arts Fine Arts. The School also offers a minor in Digital Media and a minor in Islamic Art, Architecture and Design.

I.2.3 Physical Resources

General Description

The Lebanese American University campuses occupy 24,830 square meters (267,269 square feet) of land in Beirut, 156,140 square meters (1,680,691 square feet) of land in Byblos, and 3000 square meters (30,000 square feet) of office space in New York City. Recently LAU acquired a three stories facility downtown Manhattan with a total of 2787square meters (30,000 square feet) in order to fit needed academic and administrative functions in the US. The University campuses consist of 22 buildings, many prefab offices, and storage facilities with a total space of 36,064 square meters [388,189 square feet] in Byblos and 83,364 square meters [897,322 square feet] in Beirut. Even though the university operates as one integrated entity, each campus has its own supporting offices and facilities such as library, student services offices, registrar, admissions, financial aid, etc… and gymnasium.

Based on LAU's master plan, the Medical School building and an indoor parking space were executed. The Gibran Library and the Engineering Lab buildings are to be completed by 2016 in the Byblos campus. In order to expand its facilities, the university has purchased in 2011-2012 prime lots next to both its campuses in Beirut and Byblos.

School of Architecture and Design Dedicated Space

Even though buildings, lecture rooms and computational labs are often shared by the different school at LAU, the School of Architecture and Design has a dedicated building in Byblos due to its unique nature and studio requirements. Auditoriums, Labs and Libraries are shared with other academic entities in different buildings. The School also shares space with the school of Arts and Sciences the Safadi building and Nicol Hall in Beirut and occupies two floors of the Orme Gray building. As mentioned earlier, architecture students have the option to enroll for the first two years in Beirut. According to LAU's master plan, the School of Architecture and Design facilities will be extended by the addition of the existing Sage Hall building.

Architecture Program Space Details per Category

The table below lists the number of rooms per category or function. It is worthwhile noting that lecture rooms are sufficient at LAU and lecture type courses (General university requirements, English language, etc…) are assigned by the Registrar Office according to the needs of each school.

	Byblos campus	M^2	Beirut campus	M^2
Studios	7	945	10	705
Foundation Studios[1]	1	99	2	190
Lecture rooms[2]	1	60	-	-
Faculty offices	9	180	7	65
Computer Lab	2	180	1	100
Exhibition Room	1	55	1	170
Library[3]	5409 volumes	-	3610 volumes	-
Wood & Metal Shops	1	200	1	150
Photography Lab	2	95	2	39
Ceramic Workshop	1	105	1	102
Auditoriums[4]	4	-	4	-
	Total areas	1919		1521

1 Foundations studios are used by students enrolled either in Architecture, Interior Design/ Architecture, Graphic Design and Fine Arts.
2 Lecture rooms are shared by all university schools as assigned by the registrar.
3 Sections for architecture volumes are dedicated in both Beirut and Byblos Libraries.
4 Auditoriums are shared with all university schools.

- **Studios:**

The Architecture & Interior Design Department maintains seven studios in Byblos and ten in Beirut with a total area of 945 square meters (10171 square feet) and 705 square meters (7588 square feet) respectively.

In their multidisciplinary atmosphere, each studio space generates interaction amongst students and instructors, enabling data collection, conceptualization, implementation and communication. As per the DAID program strategy studios are limited to accommodate eighteen to twenty students. The studios are designed to allow juries, pin ups and presentations… but do not ensure a dedicated workspace for each student. Each of the studios includes drafting tables, storage cabinets, lockers, LCD projectors, pin-up panels and wireless internet access. Studios are accessible to students 24 hours 7/7 all year long.

- ***Lecture Rooms (Smart Classroom)***

All LAU lecture rooms are smart rooms. Each lecture room is equipped with an LCD projector, sound system, a projection screen, and a smart cabinet with its computerized facility, internet access and video conferencing, allow lecturers to deliver their material easily.

- ***Computer Labs***

The DAID provides two computer labs allocated in Byblos and one in Beirut.
Architecture students are encouraged to have their personal laptops, however all computer labs have a variety of workstations, plotters, printers, scanners … Servers are currently providing our students with; printing services to organize and control the printing facilities, filing services to provide students with digital material prominent to

their courses, antivirus services to maintain safe and reliable environment against viruses. Each student has a personal account and the cost of printing is covered by the tuition fees.

Computer labs are open 24 hours 7/7 all year long.and are equipped with the following:

- Software: Rhino, Google SketchUp 7.0, Microsoft Office 10, Autocad 2013, 3DMAX 2013, Revit 2011, Adobe Suite CS5, Adobe Professional 9, Adobe Reader 10.
- Byblos Hardware:

Location	Description	Number
Arc 201	Workstation	26
Arc 201	Colored Laser Printer	1
Arc 201	Black & white Printer	1
Arc 201	Plotter	2
Arc 201	Scanner	1
Arc Attic	Workstation	6
Arc Attic	Plotter	1
Arc Attic	Scanner	1

- Beirut Hardware:

Location	Description	Number
OG 207	Workstation	21
OG 207	A3 Scanner	1
OG 206	Workstation	15
OG 206	A3 Scanner	1
OG 206	Colored Laser Printer	1
OG 206	Black & White Laser Printer	1
OG 206	Plotter	1

- ***Wood and Metal Shops***

The DAID provides students with a Wood and Metal Shop on each campus. Workshops are used to aid students with their modeling projects and are staffed by a supervisor and assistants. Those workshops are equipped with metal and wood machinery used for the production of three-dimensional, hand-made design models. All safety measures are to be carefully applied. Workshop materials would include among others: Sabre saw, electric bench drill press, jig saw, Mitre Saw, circular saw, router, band saw, table saw, electrical compressor, sanders, planers, shear press break, sheet metal shears, welding machine, bench grinder, grinder circular saw, level benders and a laser cutter.

The DAID expects to upgrade the wood and metal shops environments to accommodate a CNC, a 3D printer, a 3D scanner, and Adhesive vinyl cutting plotter.

- ***Photography Studios***

On both campuses photography studios are open to students to meet all of their photo development and production needs. Students are able to develop film and prints in the dark room and take pictures using artificial lights exposing them to the professional process. Studios are equipped with a professional digital SLR camera and small, medium and large analogue cameras. They also contain a range of equipment for photo editing and production, including computers, printers and high-resolution scanners.

- ***Ceramic Workshops***

Both campuses offer ceramic workshops to enhance the artistic and practical approach of students, providing the tools and equipment for producing quality ceramic artworks. Workshops are equipped with a kiln, slab roller, coil extruder and wheels used for throwing pots in addition to all needed material and hand tools.

- ***Libraries***

The Byblos Library has about 135,000 volumes and 21 workstations. 5409 volumes are dedicated to architecture material.
The Riyad Nassar Library in Beirut contains a total of 350,000 volumes of books and 142 workstations. 3182 volumes are dedicated for architecture material.

- ***Faculty Offices:***

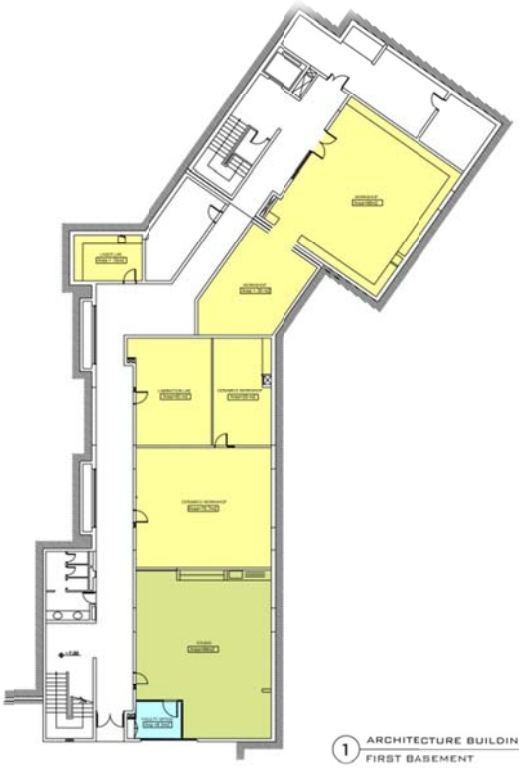
All faculty offices of an average of 10 to 12 square meters (161 square feet) per office are equipped with a PC, a printer, and internet access. By their proximity to design studios the Byblos faculty offices enhances the relationship between student and tutor via accessibility, visual contacts and supervision. All faculty offices are upgraded every four years.

- ***Exhibition spaces***

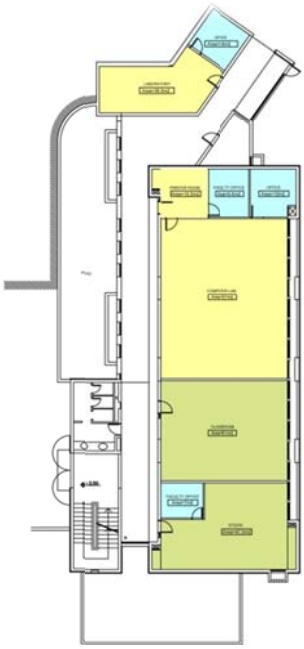
The SarD has two exhibition rooms, Rima Hourani exhibition room in Byblos and the Sheikh Zayed Hall in Beirut; the two dedicated spaces are primarily used for juries, studio presentations, and end of year student exhibitions and to host national and international architecture exhibitions.

- ***Auditoriums***

The Department of Architecture and Interior Design benefits from the use of all university auditoriums in each campus where local and international conferences are held. The capacity of auditoriums varies from 100 to 500 persons.

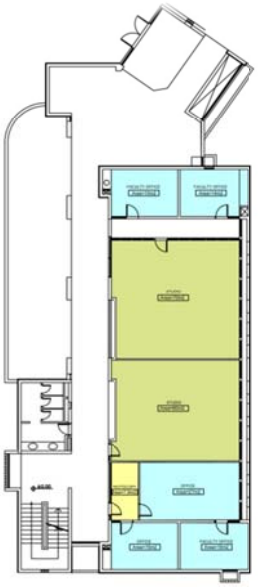


1 ARCHITECTURE BUILDING
FIRST BASEMENT

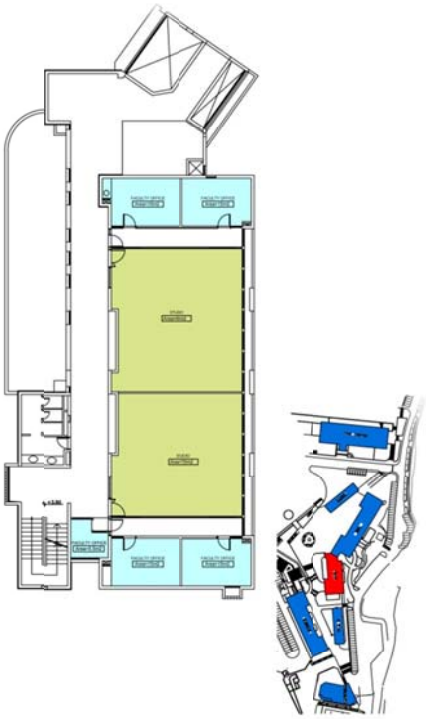


2 ARCHITECTURE BUILDING
GROUND FLOOR

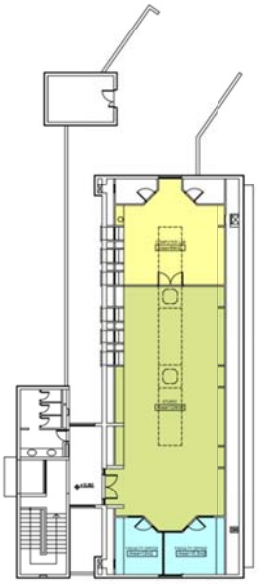
Byblos Campus – Architecture Building Plans

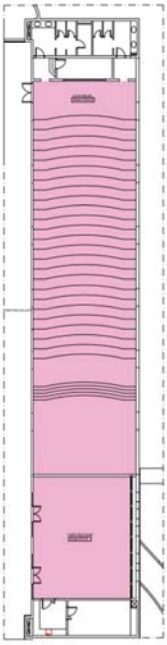


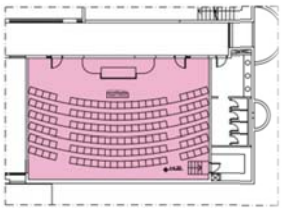
3 ARCHITECTURE BUILDING
FIRST FLOOR

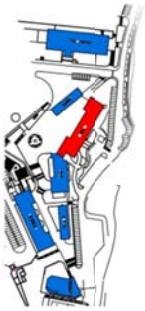


4 ARCHITECTURE BUILDING
SECOND FLOOR





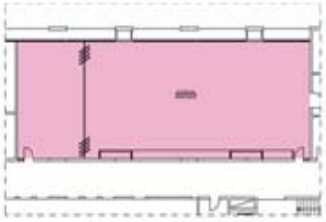


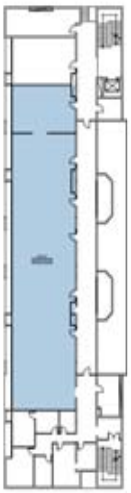


5 ARCHITECTURE BUILDING
ATTIC FLOOR

6 ENGINEERING BUILDING
EXHIBITION & AUDITORIUM

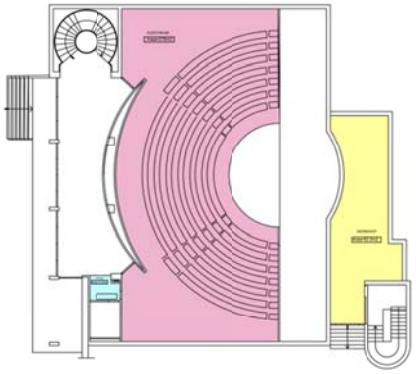
Byblos Campus – Architecture Building Plans



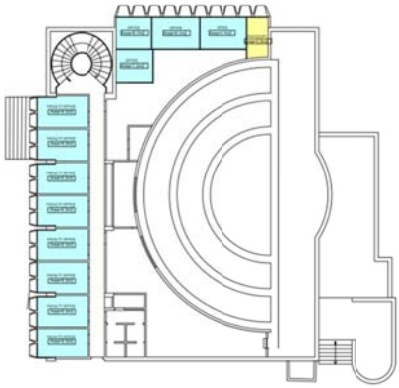


AUDITORIUMS & LECTURE ROOMS
STUDIOS & CLASSROOMS
WORKSHOPS & LABS
LIBRARY
OFFICES

7 ENGINEERING BUILDING
EXHIBITION & AUDITORIUM



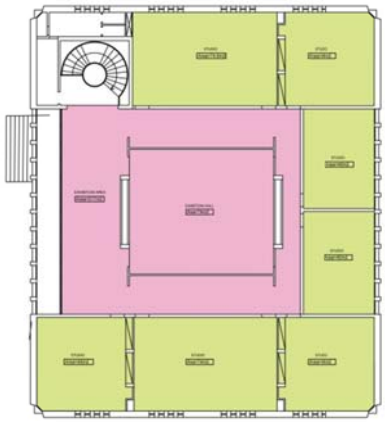
9 FINE ARTS BUILDING
GROUND FLOOR



10 FINE ARTS BUILDING
FIRST FLOOR

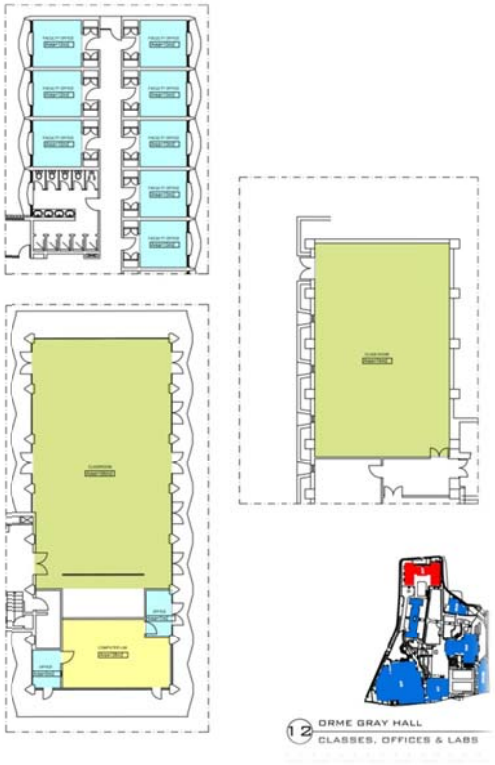
Birut Campus – Fine Arts Building Plans

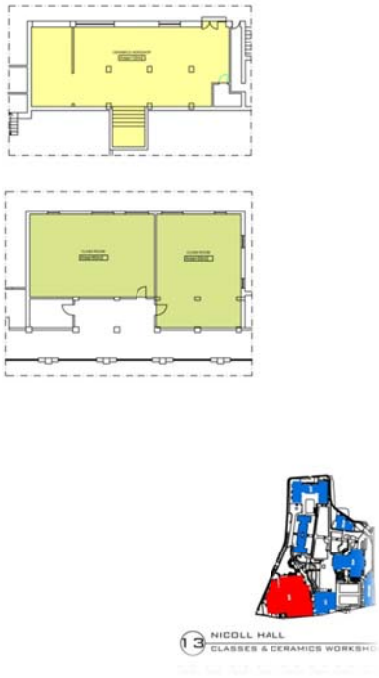
8 FINE ARTS BUILDING
SECOND BASEMENT



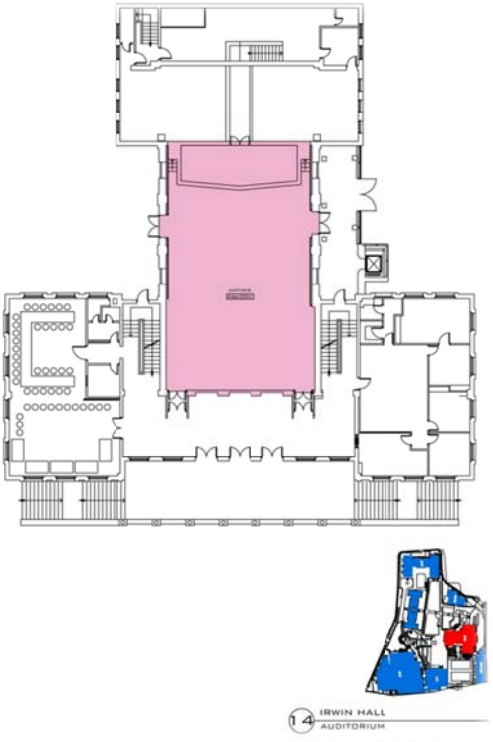
11 FINE ARTS BUILDING
SECOND FLOOR

AUDITORIUMS & LECTURE ROOMS
STUDIOS & CLASSROOMS
WORKSHOPS & LABS
LIBRARY
OFFICES





Birut Campus – Orme Gray, Nicol and Irwin Hall Building Plans



BYBLOS CAMPUS, AERIAL VIEW

BEIRUT CAMPUS, AERIAL VIEW

- **Technological Resources**

The IT environment at LAU is comprised of approximately 1450 telephone extensions, 838 computers, 143 laptops (all backed up), 133 servers, 504 printers and 90 scanners throughout the two campuses in labs, libraries and offices. All these are connected to high-speed wired networks (with fiber optic cabling connecting all buildings) that include the dormitories. The two campuses at LAU are connected by eight E1 links with bandwidth of two Mbps each. A secure, reliable and high-speed Wireless Multimedia Network is ubiquitous across both campuses. For elaborate details about LAU facilities see NEASC self-study chapter IV-8. Physical and Technological Resources on the following link **http://intranet.lau.edu.lb/about/charter_acc/neasc/lau-int-rep-self-study-short.pdf**

I.2.4 Financial Resources

School Budget overview

The School of Architecture and Design budget is composed of individual departmental budgets and the dean's office budget. Each departmental budget is also composed of two separate budgets, namely, operating and capital. The Dean has the ultimate authority over spending and dispensing funds for operational issues and for procurement of needed equipment. This process is also controlled by a central budget office of the university which monitors expenditure and informs the dean on real time status of school and departmental financial status. The dean also has the authority to reallocate budget among the different departments if need be. Procurement requests come from the faculty/staff concerned through a purchase requisition to the concerned chair and dean for approval. The Table below shows the School budget for the current year as well as the budget for the past four years. It is worthwhile indicating that when the school was created in 2009, its budget more than doubled.

Budget	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Approved 2012-2013	Expected 2013-2014	Expected 2014-2015
Operating	1,682,620	1,824,638	3,630,827	5,327,490	4,660,435	6,329,400	6,433,679	6,540,985
Capital	137,125	126,050	163,550	222,000	186,300	286,800	364,000	344,000
Total	1,819,745	1,950,688	3,794,377	5,549,490	4,846,735	6,616,200	6,797,679	6,884,985

From a financial perspective, the following represents the financial performance of the School since its inception.

Amounts in US$	2009/2010	2010/2011	2011/2012
Revenues	10,956,658	17,517,597	18,104,000
Expenses – Direct	(3,859,846)	(5,044,656)	(5,228,000)
Expenses – Indirect	(4,811,525)	(5,556,737)	(5,612,200)
Results	2,285,287	6,916,204	7,264,000

Architecture and Interior Design Department

Previous academic year reports showing revenues and expenses from all sources

LAU is fully committed to allocate all the needed resources for the School of Architecture and Design in its pursuit to increase academic standards and quality of education for its graduates. The School has witnessed remarkable growth since its establishment in 2009, where the student body grew from 836 in fall 2009 to 1133 in fall 2011. The school enrolment is expected to be 1148 in fall 2012. In addition, the number of full time faculty grew from 22 in fall 2009 to 29 in fall 2011.

The Architecture and Interior Design department (DAID) budget constitutes almost 50% of the total school budget. The DAID budget for academic year 2012-2013 is $3,214,650 ($3,091,150 operating budget; $123,500 capital budget). The budget portion allocated for the DAID out of the school total (50%) is expected to continue at the same rate over the coming few years with a growth proportional to the growth shown above for the whole school budget.

Tuition revenues are recognized according to the student major. Expenses are split between Direct and Indirect. Direct expenses are recorded instantly to the School. Indirect costs representing general administrative and academic overhead are allocated to the School on annual basis according to a set criteria adopted by the University's Comptroller's Office.

Forecasted expenditure for the next two years

As mentioned earlier, the University has committed to allocate the needed resources. The following "Direct" expense projections exhibit such commitment.

Approved Budget	**Projections**	
2011/2012	2012/2013	2013/2014
USD 4,846,735	USD 6,616,200	USD 6,797,679

Comparative reports

NA

Institutional Financial Issues

Anticipated enrollment changes: LAU has been growing its enrolment by at least 2% over the past decade. This trend is likely to continue in Byblos campus for the availability of space and adequate resources.

Anticipated changes in funding models: None

Other anticipated financial issues: None

I.2.5 Information Resources

The Lebanese American University has two libraries, one on each campus. The modern Riyad Nassar Library (RNL) located on the Beirut campus replaced in 2006 the older library that was founded in 1934. The library on the Byblos campus was founded in 1978. Though physically separate, the libraries coordinate and cooperate in a profound manner with total commitment to the University's mission of being "*student centered"* and in "*educating the whole person*".

The LAU libraries use the OLIB as their integrated library system and their website acts as a gateway to general internet access. The libraries have a collection growth rate of approximately 7% annually. The book collection is around 400,000 with 51,500 electronic books and 80 electronic databases that deliver 40,000 full-text online journals. The print serial collection is static (1600) with plans to replace about 30% of them with electronic formats. The libraries have special collections, such as the Women's Collection (mostly on Arab Women and by Arab Women), the Islamic Art and Architecture Collection and the Children's Collection dating back to 1967. The libraries homepage offers the University community the opportunity to order books for acquisition, or for borrowing through a free service of Inter-Library Loan and Document Delivery.

PART ONE: SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

1.3.1 Statistical Reports

NA

1.3.2 Annual Reports

NA

1.3.3 Faculty Credentials

See section IV.3 – Faculty Resume

PART TWO
EDUCATIONAL OUTCOMES AND CURRICULUMS

PART TWO: SECTION 1 – STUDNETS PERFORMANCE – EDUCATIONAL REALMS & STUDENTS PERFORMANCE CRITERIA.

II.1.1 Students Performance Criteria

The program of Architecture at the Lebanese American University benefits from a particular setting of educational opportunities that is made possible by the offering of architecture, interior design, graphic design and fine arts studies within one school. This overlaps with the program's educational intentions valuing interdisciplinary collaboration as a preview of post-graduation professional activity. This is further strengthened by the diverse and rich educational backgrounds of the full time, adjunct, part-time and visiting faculty.

Community outreach projects whether initiated or answered by DAID allow the faculty and students to challenge their ideas and put them to the test in real context-based studios that expand the students understanding of the decisions processes and their impact on the built environment and therefore on human life. This is similarly experienced in international studios and workshops where foreign context are examined as sociological, technological and artistic historical continuums affecting cities fabrics and reflecting their builders and inhabitants' culture.

Whether inside or outside of the school's walls, the studio acts as the forum for the condensation of the courses learning outcomes where issues of design are discussed, implemented and tested in close collaboration between students and faculty. Through this forum of exchange, students are encouraged to formulate their understanding of the issues and manipulation of the tools necessary for intervening in the built environment. In parallel to the design core, the curriculum is based on series of sequential technical, theoretical, historical and skill development courses. The foundation year introduces students to the fundamentals of design in interdisciplinary teaching; second year focuses the architecture students' ability to design simple and gradually more complex spaces and increasing contextual awareness in its multitude of layers. The third year approaches the technical aspects of building and uses the courses objectives to enhance building systems integration. In the fourth year, larger and more complex projects are generated in and of a wide urban scale based on creative design approaches. Finally, in the first part of the fifth year, students are encouraged to work in research groups on specific urban settings or design issues prior to pursuing individual projects providing more personal design solutions.

The learning outcomes of studio-based learning and associated course sequences are broadened on one hand and specialized on the other by the elective courses offering the students to complete a certain set of requirements while allowing them to pursue specific focus through their individual plan of study. The assessment of the students learning outcomes has been outlined in section I.1.5 Self-Assessment Procedures of this document.

Although several deficiencies in the course offering were revealed during the preparation of the Student Performance Criteria (SPC) matrix by not fully covering NAAB's requirements per the three realms as outlined below, we believe that the curriculum is on a balanced platform that is ready to receive specific injections addressing the lacks (See Appendix 1 – Curriculum Maps)

PART TWO: SECTION 2- CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation

The Lebanese American University is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education since November 11, 2009. The accreditation is renewed after the fifth year of initial accreditation and every 10 years thereafter, based on compliance with the accreditation standards.

Appendix 3

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
OFFICERS

President
REGINALD R. MAYO
Superintendent
New Haven Public Schools
New Haven, CT 06519

President-Elect
JAY S. STROUD
Headmaster
Tabor Academy
Marion, MA 02738

Secretary-Treasurer)
KENNETH K. QUIGLEY, JR.
President
Curry College
Milton, MA 02186

Immediate Past President
DANIEL FOGEL
President
University of Vermont
Burlington, VT 05405

Executive Director and Chief Executive Officer
JACOB LUDES III
jludes@neasc.org

May 13, 2010

Dr. Joseph G. Jabbra
President
Lebanese American University
475 Riverside Drive - Room 1846
New York, NY 10115-0065

Dear President Jabbra:

It is my pleasure to inform you that at its meeting on May 13, 2010, the Board of Trustees of the New England Association of Schools and Colleges voted to grant Lebanese American University initial accreditation with the Commission on Institutions of Higher Education effective November 11, 2009.

The membership of the Association joins me in congratulating you and your colleagues in the achievement of this important distinction.

Sincerely,

Reginald R. Mayo

RRM/bec

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II.2.2 Professional Degree & Curriculum

The Architecture curriculum leads to the Professional Degree of Bachelor of Architecture [B. Arch.], which allows the students to practice the Architecture profession in its wide range of applications, or to pursue Graduate studies in Architecture, Urban Design, Urban Planning, Landscape Design, Construction Management or other related fields.

Starting with a common Foundation Year (sophomore), when students are introduced to design as a general field, they subsequently proceed in their specialization either as Graphic Designers, Interior Designers or Architects. The Architecture Program offers a wide exposure to the current issues and problems of theoretical and practical nature, complemented by a number of activities such as international studios, workshops, visiting critics, and exchanges with architecture and design institutes worldwide. This comprehensive education approach opens the possibility for many electives that are offered across different fields of interests.

The total number of credits required for graduation with a Bachelor of Architecture Degree starting from the Sophomore year is 176 credits, which can be completed in a minimum of five academic years, including summer modules.

Students that are eligible to apply to the Architecture Program have either completed their freshmen science year [32cr.], or have acquired any of the four types of the Lebanese baccalaureate which are equivalent to the freshmen year.
Upon successful completion of the last high school year Lebanese students sit for one of the four Lebanese Baccalaureate types. Each of the General Sciences [GS] and Life Sciences [LS] baccalaureates are considered as freshmen sciences, while both of the Literature & Humanities [LH] and Economics & Sociology [ES] baccalaureates are considered as freshmen arts. All students are accepted in their first year of architecture, while only LH and ES student applicants would be required to take three remedial courses in math and physics through their first year at LAU.

The Freshmen Science curriculum

FIXED REQUIREMENTS (29 cr.)

ARA101 Arabic Essay Reading and Writing I	3cr
ART101 Introduction to Music and Art	3cr
CHM101 General Chemistry	4cr
ENG101 English I	3cr
ENG102 English II	3cr
MTH101 Calculus I	3cr
MTH102 Calculus II	3cr
PHL101 Introduction to Philosophy	3cr
PHY111 Mechanics	4cr

ELECTIVE REQUIREMENTS (3 cr.)

Any one of the following Social Science courses:

ECO201 Microeconomics	3cr
ECO202 Macroeconomics	3cr

POL201 Introduction to Political Science	3cr
PSY201 Introduction to Psychology	3cr
SOC201 Introduction to Sociology	3cr

The Architecture curriculum is composed of three main components:

A. Liberal Art Curriculum (LAC) – 34 credits
   [only 27cr of 34cr are required for architecture students]
B. Major core requirements – 135 credits
C. c.1 Professional Electives – 14 credits
   c.2 Minors

A. Liberal Art Curriculum (LAC)

Students will acquire the tools, and ethos, of independent learning and thought, through a program which embodies the institution's definition of an educated person. To achieve this, the Liberal Arts curriculum consists of a substantial number of courses providing breadth and depth, flexibility and choice, and coherence and a balance between the major domains of knowledge.
After completing the Liberal Arts Curriculum, the student should demonstrate the following: Competence in written and oral communication in English; The ability for scientific and quantitative reasoning; Critical analysis and logical thinking; Capability for continuing education; Skills for information literacy; Knowledge and understanding of scientific, historical and social phenomena; Knowledge and appreciation of the aesthetic and ethical dimensions of humankind.

The Liberal Arts Curriculum consists of 13 credits of fixed requirements and 21 credits of electives:

FIXED REQUIREMENTS (13 cr.)
Six credits of English
Three credits of Arabic Language or Literature.
One credit of Computer Applications [covered by ARC351 Computer Graphics I]
One credit of Ethics
One credit of Basic Health
One credit of Physical Education

ELECTIVE REQUIREMENTS (21 cr.)
A minimum of three and a maximum of nine credits of Philosophy, Religion, or History
A minimum of three and a maximum of six credits of Arts, in any theoretical subject.
A minimum of three and a maximum of six credits of Literature, taught in the English language
A minimum of three and a maximum of six credits of Sciences, in any theoretical subject [covered by ARC311 Building systems I]
A minimum of three and a maximum of nine credits of Social Sciences [covered by ARC5581 Urban Planning I]

B. Major Core Requirements

In addition to the freshman science requirements and the LAC requirements, students in the architecture program are required to complete 141cr. of core architecture courses distributed on a yearly basis as per Figure III. For the complete description of each course see IV.2 – Courses Description

Figure III: Yearly Course Distribution

	Fall Term		Spring Term		Summer Term	
Foundation Year	ARC 231 Design Studio I-A	3	ARC 233 Design Studio II-A	3	PHO 211 Photography I	3
	ARC 232 Design Studio I-B	3	ARC 234 Design Studio II-B	3	LAC requirement	3
	ARC 241 Technical Graphics	2	ARC 240 Sketching	2	LAC requirement	3
	ARC 271 History of Design	2	ARC 251 Intro. To Comp. Gra.	3		
	ART 221 Drawing I	3	ARC 261 Design Culture	2		
	Freshmen requirement if necessary		*Freshmen requirement if necessary*			
	Credits	13		13		9
Second Year	ARC 331 Design Studio III	6	ARC 331 Design Studio IV	6	ARC 311Building Systems I	3
	ARC 341 Technical Graphics II	3	ARC 341 Technical Graphics III	3	LAC requirement	3
	ARC 351 Computer Graphics I	2	ARC 351 Computer Graphics II	2	LAC requirement	3
	ARC 261 Theory I	2	ARC 261 Theory II	2	LAC requirement	3
	ARC 271 Hist. of Architecture I	3	ARC 271 Hist. of Architecture II	2		
	Credits	16		15		12
Third Year	ARC 312 Building Systems II	3	ARC 411 Building Systems III	3	ARC 481 Const. Documents	4
	ARC 421 Building Technology I	2	ARC 422 Building Technology II	2	Professional Elective	3
	ARC 431 Design Studio V	6	ARC 432 Design Studio VI	6	LAC requirement	3
	ART Elective	3	History & Theory Elective	2		
	LAC requirement	3	LAC requirement	3		
	Credits	17		16		10
Forth Year	ARC 412 Building Systems IV	3	ARC 502 Design Workshop II	1	ARC 483Internship	1
	ARC 501 Design Workshop I	1	ARC 522 Bldg. Technology IV	2	Professional Elective	3
	ARC 521 Bldg. Technology III	2	ARC 523 Env. Systems I	3		
	ARC 531 Design Studio VII	5	ARC 531 Design Studio VIII	5		
	ARC 581 Urban Planning I	3	ARC 561 Seminar	2		
			Professional Elective	3		
	Credits	14		16		4
Fifth Year	ARC 524 Env. Systems II	3	ARC 632Design Studio X	5		
	ARC 601 Final Project Res.	1	Professional Elective	3		
	ARC 631 Design Studio IX	5	LAC requirement	3		
	ARC 584 Bldg. Codes & Laws	1				
	Credits	10		11		

	Liberal Art Curriculum 34cr – 15.5%
	History, Human Behavior & Environment 19cr – 11%
	Design Studio 58cr – 33%
	Technical Courses31cr – 17.5%
	Skill Courses26cr – 14.5%
	Practice Requirement 1cr – 0.5%
	Elective Courses14cr – 8%

C c.1 Professional Electives

Part of the comprehensive education approach, students are required to fulfill 14cr. of professional electives. This ensures their exposure to various topics to help them define their interests. Two of these required credits are to be in a History or Theory context. Whenever the selection falls within one area of emphasis, it might lead to a minor.

C c.2 Minors

The Minor adds an additional layer of knowledge to the existing bachelor program, with a focus on a number of electives and additional courses directed towards the investigation of a particular area of interest such as Islamic Art, Architecture and Design, or Digital Media.

Minor in Islamic Art, Architecture and Design (I.A.A.D)

The Minor in Islamic Art, Architecture and Design exposes students of Architecture and Design to the artistic and architectural heritage of the Islamic world, thus filling a gap in the current educational programs of architects and designers working in the Arab world. Moreover, the Minor offers a number of electives to non-major students who may wish to broaden their knowledge of this important aspect of the culture of the Region.

Educational Objectives: The objective of the Minor in Islamic Arts and Architecture is to introduce design students to the rich traditions of Islamic Art and Architecture, and to prepare them to respond better to the challenges of practice in the Islamic world.

Learning Outcomes: Graduates of the Minor in Islamic Arts, Architecture and Design Program will acquire the following skills:

a. An understanding of the role, and the breadth, of the arts, in the various Islamic cultures.
b. Basic knowledge of the historic development of Islamic Art and Architecture in the Islamic world, and the major highlights of these developments.
c. Development of basic analytical, and interpretative, skills in examining the Islamic Art traditions, and in formulating contemporary interpretations of these rich traditions.

Required Courses (14 credits)
ARC375 Introduction to Islamic Art
ARC376 Introduction to Islamic Architecture
ARC405 Design Workshop – IAAD
ARC435 Design Studio – IAAD
ARC595 International Studio – IAAD
Elective courses; four credits to be selected from the following:
ARC475 Islamic Architecture in the Age of Empires
ARC476 Art and Architecture of the Mamluks
ARC477 Art and Architecture of the Umayyads
ARC478 The Decorative Arts of Islam

Minor in Digital Media

The Minor in Digital Media is open to students in the Bachelor of Architecture Program, supplementing their skills in computer aided design programs, with exposure to programming, animation, digital modeling, and digital media in design.

Educational Objectives: The objective of the Minor in Digital Media Program is to prepare students to lead in the development and application of information technology tools, for a wide variety of uses in design.

Learning Outcomes: Graduates of the Minor in Digital Media Program will acquire the following skills:

a. The ability to use the computer to produce elaborate print, and screen presentations, for the design profession.
b. The ability to use computers to generate a complete set of working drawings for construction.
c. The ability to develop 3D computer generated models, and animations, for the design profession.
d. The ability to use specific software as a means to architectural design problem solving.

Required Courses (11 credits)
ARC 351 Computer Graphics I
ARC 352 Computer Graphics II
ARC 551 Computer Graphics Studio
GRA 301 Intermediate Computer Graphics
Six credits to be selected from the following courses:
ARC 451 Digital Modeling
ARC 452 Computer Animation
ARC 454 Dynamic 3D Modeling
Three credits to be selected from the following courses:
GRA 302 Advanced Computer Graphics
GRA 484 Web Design
GRA 487 3D Animation Techniques

II.2.3 Curriculum Review & Development

Our architecture program will be based on a continuous reviewing and improving processes, a triennial self-review for continuous improvement and a six year program objectives and NAAB review. This curriculum review is mainly affected by the annual departmental assessment and by the biennial external reviews with the collaboration of the School Advisory Council on a triennial base.

Every three years an internal self-review for a continuous improvement will be undertaken to assess the program, as per the following procedure:
The annual program assessment addresses all design studio courses based on juries and portfolios as well as faculty course file reviews. In collaboration with external reviewers, on a biennale term, the program will assess its professional courses which are Construction Documents, Urban planning, Regional Urbanism, International Studio/workshop, Building Codes & Laws, Regional Architecture, Internship, Topics in Architecture…

The triennial assessment will address course reviews in History and Theory, Technical Systems, and Technical Skills with the contribution of the School Advisory Council. Every six years, after two internal self-review for a continuous improvement, the program objectives will be reviewed to be in compliance with NAAB realms and criteria.

For more in-depth understanding on the curriculum review refer to: I.1.4 Long-Range Planning and I.1.5 Program Self-Assessment.

PART TWO: SECTION 3 – EVALUTION OF PREPAROTORY / PRE-EDUCATIONAL EDUCATION

The higher education law in Lebanon requires successful completion of the Lebanese Baccalaureate (Bac II) exams or a government approved equivalency to be admitted into higher education institutions. In fact, the Bac II program is essentially equivalent to the freshman year program in the American system of education. Pre-collegiate education in Lebanon follows the European system making it 13 years in length rather than 12 as in the US. Holders of the Bac II or approved equivalency are granted up to 30 credits of freshman level courses. The exact number of credits transferred depends on the scores obtained on the SAT and English exam. There are four different sections that students may follow within the Bac II; these are: General Sciences [GS], Life Sciences [LS], Literature & Humanities [LH] and Economics & Sociology [ES]. In all cases, transferred credits relate to mathematics, physics, chemistry, philosophy, history, biology, economics, sociology, and cultural studies.
Refer to II.2.2 Professional Degree and Curriculum

PART TWO: SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

NA

II.4.2 Access to NAAB Conditions

Available via a link on the School of Architecture and Design Website:

II.4.3 Access to Career Development Information

NA

II.4.4 Public Access to APRs and VTRs

NA

II.4.5 ARE Pass Rates

ARE pass rates are not applicable to our graduates, also the Lebanese Order of Engineers and Architects (OEA), acting as the professional licensing body for architects in Lebanon does not require professional examination from new graduates prior to licensure. Therefore no examination passing rates per university are recorded and disseminated.

PART THREE
TIMELINE FOR ACHIEVING INITIAL ACCREDITATION

Timeline to Achieve Initial Accreditation	Date
Conference call with NAAB	November 12, 2011
Meeting with NAAB	December 12, 2011
Submit application for candidacy to NAAB	February 29, 2012
Eligibility visit (one day; one person)	March - May 2012
NAAB decision on eligibility	July 2012
Architecture Program Report for Initial Candidacy due	September 2012
Initial candidacy visit (3 people; 3-4 days)	February - April 2013
NAAB decision on initial candidacy (effective 1/1/13, program will have until December 31, 2019 to achieve initial accreditation)	July 2013
Architecture Program Report for Continuation of Candidacy	September 2014
Continuation of Candidacy Visit (3 people; 4 days)	February - April 2015
NAAB decision on continuation of candidacy	July 2015
Request for initial accreditation sent to NAAB	September 2016
Architecture Program Report for Initial Accreditation due	March 2017
Visit for initial accreditation (4 people; 4 days)	October - November 2017
NAAB decision on initial accreditation (decision effective 1/1/2016; next visit in 2019)	February 2018

PART FOUR
SUPPLEMENTAL INFORMATION

PART FOUR: SECTION 1 – DESCRIPTION OF POLICIES AND PROCEDURES FOR EVALUATING STUDENTS WORK

GENERAL UNIVERSITY POLICIES [See LAU catalogue pages 48-50]

A. REGULATIONS AND PROCEDURES

1. Final examinations are held at the end of each semester and Summer module. Final examinations should not count for more than 40 percent of the course grade. At least two tests, and/or graded projects, should account for the remaining percentage of the course grade.
2. If a student absents himself/herself from a final examination, a grade of zero will be given for that examination. Accordingly, the course grade will be calculated, and reported, with a "missed final" note. If, within one week, the student submits an excuse, which is acceptable to the Instructor and/or the Division/Department concerned, then the student will be given a makeup final examination. If an excuse is presented after the lapse of a week, and within one month, the student may petition the School concerned to have his/her grade changed to an I, and to be allowed to sit for an examination, and have the final grade adjusted accordingly, within a deadline set by the School concerned, but not exceeding the deadline of Incomplete grades (refer to section IX-A Grading System). If a valid excuse is presented before the course grades are out, the Instructor of the course may give an Incomplete grade, if the conditions stated in Section IX-A are met.
3. Any incomplete work (refer to section IX-A Grading System) must be made up at a time planned with the Instructor, but no later than the eighth week of the following semester (Fall or Spring) in which the student is enrolled at the University. Otherwise, the grade of "I" is changed to an "F" (or an NP). It is the responsibility of the student to contact the Instructor to make the arrangements for the completion of the incomplete work. In the case of Senior Study and Internship courses, as well as final year projects, the incomplete work must be completed no later than one full year after the end of the semester, or module, in which the grade of I was received. In no case may such work be made up after a lapse of one year from the end of the semester, or module, in which the grade of I was received.
4. Final examinations will not be scheduled on dates outside the stated examination period. In case of an emergency, a student may request an early final exam. Such a request needs the approval of the Instructor of the course, and the Division/ Department Chairperson.
5. No more than three final exams will be scheduled, per day, for any student. In case a student has more than three scheduled final exams in the same day, the student is entitled to have the final exam of the highest course number rescheduled.
6. When there are final examination conflicts between an LAU course, and a course at another institution, the student involved must resolve the conflict with the LAU instructors in advance.
7. When there are final examination conflicts among LAU courses, students must inform the Registrar's Office by the deadline indicated on the examination schedule.
8. Students are entitled to review their final examination paper in the Instructor's office (or the Division/Department Chairperson's office, in case of the absence of the instructor concerned). Final examination papers will be retained by the

Instructor, or the Division/Department Chairperson for the following two regular semesters.

9. Some of the above rules, namely rules 1, 4, and 8, may not apply to the Design, Studio, Project, Seminar, and Research type courses. In such cases, School specific regulations may apply, as specified in the course syllabus, and approved by the Academic School Council.
10. In case of illness, or major emergency leading to absence from an announced examination, a student must notify, within a week, the Guidance Office, and the instructor/Division/Department concerned.

B. CODE OF CONDUCT DURING EXAMINATIONS

Students are expected to abide by the Code of Conduct during all the examinations. For more details on the conduct during examinations, kindly refer to the Student Code of Conduct.

C. GRADING SYSTEM

The University Grading System uses a series of letters to which grade quality points are assigned. The Grade Point Average (GPA) is calculated according to a procedure outlined in the following section.

A	4
A-	3.67
B+	3.33
B	3
B-	2.67
C+	2.33
C	2
C-	1.67
D+	1.33
D	1
F	0
P	No quality points
NP	No quality points
U	No quality points
W	No quality points
I	No quality points

- Grade A indicates work of excellent quality. It is valued at four quality points for each credit hour.
- Grade B indicates work of good quality. It is valued at three quality points for each credit hour.
- Grade C indicates a satisfactory achievement. It is valued at two quality points for each credit.
- Grade D indicates the minimum passing grade, and is indicative of poor performance. It is valued at one quality point for each credit hour.
- Grade F indicates an unsatisfactory performance in the course. It has zero quality points. No credit will be added to the student's record.
- Grade P indicates a passing performance in a course taken on a Pass/No Pass basis. The credits if any, will be added to the number of credits passed, but will not be included in the average. It has no quality points.

- Grade NP indicates a failing performance in courses taken on a Pass/No Pass basis. No credits will be added to the student's record, nor will the average be affected. It has no quality points.
- Grade U indicates a course taken on an auditing basis. It has no quality points, and the credits will not be added to the passed credits.
- Grade W indicates an official withdrawal from a course, after the Late Registration Period, and before the end of the 14th week of the Fall and Spring semesters, and before the last two teaching days of the Summer modules. It has no quality points. It does not count in the average, and no credits will be added to the student's record. A Withdrawal Form must be submitted by the student to the Registrar's Office.
- Grade I indicates incomplete work. This grade is exceptionally given by the Instructor when a student, with a valid excuse, did not sit for the final exam, and/or did not present the final project. Students will not be entitled to an "I" grade, unless they have a passing grade of the completed material, throughout the course, and so long as they have not exceeded the allowed number of absences. The "I" grade does not count in the average, and it adds no credits to the student's record.

D. GRADE POINT AVERAGE (GPA)

All courses taken by a student at LAU will be included in the computation of the cumulative Grade Point Average. The Grade Point Average is the ratio of the number of points gained, to the number of credit hours attempted. The semester GPA = Total semester quality points/Total semester credit hours attempted. Courses in which grades P, NP, U, W, and I have been given are not counted in computing the GPA.

E. REPEATING COURSES

1. An Undergraduate student may repeat a course, up to two times, and will receive credit once for the course. It should be noted that a withdrawn course counts as a repeat. Students are not allowed to repeat a course in which they have earned a grade above "C+", or an Incomplete. When a course is repeated, only the highest grade earned in the course will be included when calculating the student's cumulative, and major, GPA.
2. Once a student registers in a course that was transferred from another institution, this transferred course will be deleted from the transcript, and replaced by the course, and grade, taken at LAU.
3. Courses taken at LAU cannot be repeated at another institution, and transferred to LAU. In cases where agreements between LAU and other institutions of higher learning exist, transfers may be authorized, provided that prior approval of the courses taken has been secured.
4. Students are not allowed to register in any course more than three times, including withdrawals. Students unable to get a passing grade after taking the course three times will be dropped from the University, or the Program, depending on whether the course is part of the General University Requirements, or the Program Requirements. Dismissal from the university and being dropped from a program will apply only if the repeated course is required in the major, specifically named in the LAC requirements, or required as a remedial course.

F. GRADES AND PROGRESS REPORTS

1. All semester grades must be turned in to the Registrar's Office no later than 72 hours after the particular final examination is given.

2. Course grades will not be changed, except in the case of an Instructor's mistake. A change of grade will not be allowed after the lapse of one semester. The corrected grade should be processed using the Change of Grade Form.
3. Progress reports on weak students are to be submitted by the Instructor to the Guidance Office, no later than the eighth week of a regular semester, and the third week of a Summer module.

DEPARTMENTAL POLICY – FINAL YEAR PROJECT REVIEW
[Architecture Design X]

I. The Final Year Project studio organization and grading is subject to the following parameters, which are set and revised by the Thesis Committee, composed of the Departmental Chair, the final project advisors, and the student's advisor. Any change in these procedures should be approved by the Committee and the Dean of the School.

II. The Final Project grading is divided into 3 reviews:

1. Schematic Review	[review of concept, site analysis, program, etc…]
2. Design Development	[review of project, architectural plans and sections, structure, functional distribution, program development, etc…]
3. Final Review	[complete review of project]

III. The satisfactory completion of the Final Project requires a grade of 70 or above on the reviews, to be added according to the following:

1. Schematic Review	20% of Total Grade
2. Technical Review	30% of Total Grade
3. Final Review	45% of Total Grade
4. Portfolio	5% of Total Grade

IV. Reviews Structure:

1. Schematic Review
   To be held at the 6th week from the beginning of the term, and to include all sections. This participatory review allows all advisors to get an idea of the different projects and themes proposed, and to give their feedback to the students.
   Normally, students should have by this review a site plan, analysis, program, and schematics of the proposed project.
   Grade at this review is at the discretion of each advisor. Grades should be posted the next day after the review.

2. Technical Review
   To be held at the mid-term week. Each advisor may select his/her jury, to include a minimum of of one external guest, and a mimimum of one internal guest [other full-time or part-time faculty member]. It is preferable that guests invited to this review be architects with

professional experience. The grade at this review is the average of the grades of the main advisor and the invited guests.
Normally, students should have by this review a developed design proposal including detailed architectural drawings, 3-D representations, construction details, structural systems, etc…
Grades should be averaged and posted the next day after the end of all reviews.
Official grading forms to be filled by all and submitted in the final course file.

3. Final Review

Final Juries are open events, attended by the whole school, and held at the end of the term, subject to the following rules:

The date of the final jury is set by the Department Chair, in consultation with the advisors. A meeting of the Thesis Committee must take place at least 10 days prior to the Jury date to finalize the jury composition, based on which the invitations to the guests would be sent by the departmental chair.
Each section of Design X would hold its jury at the set dates, composed of the following:

- advisor of section
- 1 other final year advisor
- 2-3 guests from outside the school

The minimum number of Jury members is 4, in addition to the Chairman [non-voting]. As this jury is an open event, any other guests may be invited from the school or outside, as non-voting members.
The maximum number of voting members/section may not exceed 5.
Each section advisor is free to select the Jury members according to these parameters, with the agreement that the external jury members must be credible members of the architectural profession, and approved by the thesis committee, prior to the jury.
The official language of the Jury is English. All students are required to present their projects in English.
In order to avoid last-minute cancellations, alternate jury members (external) must be proposed at this time.

Second-round juries for projects which received an incomplete grade would be set by the Chair, after consultation of the final project advisors, but no less than four weeks after the final jury date.
The Chair in this case would set the jury date and composition according to the following rules:

- final project advisors [minimum of 2/3 present]
- 2 guests from outside the school [to be approved by thesis committee]
- Chair [voting member in this case]

4. Grading Rules

- Grading policy must be clearly explained to jurors beforehand, with the requirement that each juror would fill out also the comments box next to each grade
- The grading table shall consist of the grades normally applied in the University : A+, A, A-, B+, B, B-, C+, C, C-, D and I with the respective values of: 97.5,95, 92.5; 87.5, 85, 82.5, 77.5, 75, 72.5, 65, [over 100] while the I grade has no nominal value.
- If a student receives only one Incomplete grade in the final jury, it would be substituted for computation purpose by a D [value= 65]
- If a student receives 2 or more Incompletes [I] in the final jury out of the 4 or 5 grades given, then his/her final grade would be an Incomplete.
- After computing the final grade jury, it will be added to the previous graded reviews, in order to compete the final course grade according to table set in item III.
- The final grade sheet must be signed by the Chair and all the advisors and approved in total by the Thesis Committee, in a meeting at the end of the juries. The grade sheet shall be posted at the end of the Jury of all sections. No grades shall be announced before the final meeting of the Thesis Committee, held at the end of all jury sessions.
- The grading sheets to be signed and posted shall include: the final jury grade distribution according to (advisor)/ (other advisors total)/ (other guests total) without further itemization of the specific grades except for that of the advisor, and the final grade sheet that includes all reviews [schematic/ design development/ final review and portfolio grade].
- The portfolio grade is to be given by the advisor, based on a review of the final portfolio submitted by the student on the date of the final jury, and including a hard-copy and a Computer file [CD] of the final project.
- Any change of grade for cases on the margin (example a change of 69 into a C, or 89 into an A) must be approved by a majority vote of the Thesis Committee [2/3, 3/4, or 4/5]
- In case of contestation by any member of the committee, the grades would not be posted or announced in any manner before a meeting with the Dean to settle the issue.
- All decisions of the Thesis Committee would be considered final after grades are signed and posted.

PART FOUR: SECTION 2 – COURSE DESCRIPTIONS

The listed courses below are part of our major core courses. For the complete description of courses listed on the curriculum map [Appendix 3] see:
http://publications.lau.edu.lb/documents/academic-catalog2011-2012-sard.pdf page 81-86

Course Title: Design studio I-A, ARC/DES/GRA 231, 3 CREDITS

Course Descriptions:
This studio will emphasize visual perception through an initiation into the different modes of representation, and formal analysis of the elements of visual language [line, volume, texture, color, and shape] as well as studying the effects of light on forms, which constitutes the basics of two-dimensional studies. Exercises in this module are intended to sharpen and focus the students' perception of forms, to train the eye and the hand in the process of interpretation and representation of forms.

Course Objectives:

1. To develop the ability to represent forms and objects in 2d studies [drawings] with emphasis on attributes such as shape, pattern, texture, color and chiaroscuro
2. To develop analytical studies of the elements of visual language [line. surface. shape. volume .pattern. texture. color]
3. To initiate students into rendering techniques [colored pencil. pastels. gouache. watercolor]
4. To introduce the basics of conceptual layout and visual presentation [wall-mounted presentation]
5. To explore principles of aesthetics such as, proportion, scale, balance, contrast, harmony, unity and complementarily, as well as the modes of the compositional and operational orders / visual iterations such as order, disorder, and chaos, and their forms of incidence such as rhythm, repetition, sequence, movement, variety, focus, symmetry, rotation, axiality, layering, as well as the various types of organization or operation such as linear, central cluster, hierarchical grid and complex
6. To develop each student's critical interpretation, conceptual and analytical skills

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills A.6. Fundamental Design Skills
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):
Design Principles 35%
Drawing and other representation Skills 35%
Critical analysis and Interpretation 30%

Prerequisite: None

Textbooks/ Learning Resources:
Ocvirk, Otto G. (Ed). Art Fundamentals: Theory and Pratice. Mcgraw-Hill College.1997.
Pipes, Alan. Foundations of Art and Design. Laurence King Publishing, 2004
Design Principles and Problems – Paul Zelanski
Color Fundamentals – Maitland Graves
Basic Visual Concepts and Principles – C Wallschlaeger

Offered
Fall only, annually

Faculty assigned
Rashed Bohsali - Hanibal Srouji - Ghassan Ghazal - Arwa Seifedine

Format for Courses Descriptions for APRs

Course Title: Design Studio I-B, ARC/DES/GRA 232, 3 credits

Course Descriptions:
Study of structural characteristics as foundational to an understanding of the manifestation of different forms, natural or artificial. A variety of concepts and processes will be explored with considerable emphasis placed on learning by making, stressing different forms of plastic modeling from wood to metals, and requiring an active use of the workshop. A shop orientation session will be included in this module as a required introduction to the basic tools and safety procedures for using the wood and metal
shop

Course Objectives:
1. To develop 3d studies of forms, with an emphasis on process in design, involving analytical and conceptual thinking
2. To develop manual craftsmanship in design, using the shop as a laboratory for the development of formal elements in wood
3. To motivate the student to develop personal critical interpretation and analytical skills within a clear methodological framework

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):
3D Apprehension 35%
Craftsmanship Skills 35%
Critical analysis and Interpretation 30%

Prerequisite:
None

Textbooks/ Learning Resources:
Basic Visual Concepts and Principles; Charles Wallschlaeger, Cynthia Busic- Synder; WCB, Wm.C.Brown Publishers
Art Fundamentals; Ocvirck, Wigg, Bone, Cayton; Mc Graw - Hill
Shaping Space; P.Zelanski; M.P.Fisher; Wadsworth
Elements of Design; Rowena Reed Kostellow and the structure of visual relationships by Gail Greet Hannah
Principles of Form and Design by Wucius Wong

Offered
Fall only, annually

Faculty assigned
Antoine Romanos,Silia Abou Arbid,Behnam Farahpour Ramona Abdo

Format for Courses Descriptions for APRs

Course Title: Technical Graphics, ARC/DES/GRA 241, 2 credits

Course Descriptions:
This course is an introduction to the basics of formal representation, with two-dimensional representation of objects through orthographic projections and auxiliary drawings, isometric and axonometric drawings, and the basics of shade and shadows. This studio will also introduce students to the various tools and techniques of technical drawing in pencil and ink

Course Objectives:

1. to introduce manual drafting and presentation techniques
2. to introduce the basics of orthographic projection
3. to learn the basics of shade and shadow projection
4. to learn various rendering techniques in pen and ink [graphite, charcoal, pastels colored pencils, ink, markers and water color]
5. to emphasize on craftsmanship and layout presentations

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 40%
Graphic representation 40%
Accuracy and scales 20%

Prerequisite:
None

Textbooks/ Learning Resources:
None

Offered
Fall and Spring, annually

Faculty assigned
Faten Coussa,Rached Bohsali, Antoine Lahoud,Ghida Zein,Sophie Khayat,Karam Tawk, Samer Farah,Maria Makhlouf

Format for Courses Descriptions for APRs

Course Title: Drawing I, ART 221, 3 credits

Course Descriptions:
This course is a study of the basic drawing techniques in various media with regard to landscape, still life, and the human figure.

Course Objectives:

1. Reproduce various subject areas and translate them accurately, with correct scales and proportions
2. Reproduce drawings in precise lines and contours
3. Illustrate the use of shadows and tone values
4. Demonstrate coordination between the hand and the eye
5. Employ correct perspective illustrations

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 40%
Graphic representation 40%
Accuracy and scales 20%

Prerequisite:
None

Textbooks/ Learning Resources:

Offered
Fall, Spring and Summer

Faculty assigned
Ruth Maalouf,Bassam Geitani,Mona Jabbour,Chawki Chamoun,Ziad Naccache,Doha Kdouh
Betina Badr, Edgard Maziji

Format for Courses Descriptions for APRs

Course Title: History of Design, ARC/ DES/GRA 271, 2 Credits

Course Descriptions
Survey of design activity from the Nineteenth century development of the Arts & Crafts movement and the subsequent developments of Art Nouveau and Art Deco, Bauhaus, and the development of international and regional design trends in Italy, Scandinavia, Japan; down to the more recent contemporary trends. This course will explore the various manifestations of these artistic developments in the Applies Arts from spatial design to furniture to various products design, and their relationship to the aesthetic ideas behind these movements.

Course Objectives:

1. To give a historic survey of design and its development since the nineteenth century
2. To give a historic background to the current developments in design trends
3. To enlarge the students' cultural understanding of design as a field that is related to social and artistic developments

Student performance Criterion addressed (list number and title):
A.1. Communication Skills
A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
Design History 30%
Current Trends 40%
Cultural Understanding 30%

Prerequisite:
None

Textbooks/ Learning Resources:
Sparke, P. A Century of Design. Barrons, 1998
Jocelyn de Noblet Industrial Design, Reflection of a Century. Flammarion, 1993

Offered
Fall and Spring

Faculty assigned
Bashar El Amine,Ramona Abdo

Format for Courses Descriptions for APRs

Course Title: Design studio II-A, ARC/DES/GRA 233, 3 credits

Course Descriptions:
This studio will continue the development of visual perception in the two-dimensional field elaborating projects that investigate the relation of form to content through two-dimensional representation. The studio will explore different image making techniques emphasizing composition, layout and presentation as a means of conceptual expression and communication in design. Critical thinking, analysis as well as verbal and visual presentation are further developed through process studies and research

Course Objectives:

1. To further acquire compositional and formal analysis skills
2. To manipulate visual and written components for the articulation of a particular function
3. To become knowledgeable in ways to transfer information meaningfully through image and abstract representations such as graphs and tool hand-drawn constructs
4. To address visual design and communication with both conceptual and creative exploration
5. To encourage personal critical interpretation

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering Systems Skills
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Design Principles 35%
Drawing and other representation Skills 35%
Critical analysis and Interpretation 30%

Prerequisite:
ARC/DES/GRA 231 Design Studio I-A

Textbooks/ Learning Resources:
Art Fundamentals; Theory & Practice. Ocvirk, Stinson, Wigg, Bone, Cayton. Tenth Edition
The Elements of Color. Itten. VNR
Art and Visual Perception; R. Arnheim. University of California Press
Concerning the Spiritual in Art; W. Kandinsky. Dover
Point and Line to Plane; W. Kandinsky. Dover
The Poetics of Space; G. Bachelard

Offered:
Spring only, annually

Faculty assigned:
Rashed Bohsali,Hanibal Srouji,Ghassan Ghazal,Arwa Seifedine

Format for Courses Descriptions for APRs

Course Title: Design studio II-B, ARC/DES/GRA 234, 3 credits

Course Descriptions:
This studio further explores issues of visual perception and form-making through more elaborate three-dimensional studies. Exercises in this module involve formal and structural analysis, dissection, assembly, re-configuration. projects in this studio would emphasize plastic modeling in various materials [wood, metals, plastics] while developing the students analytical, artistic and interpretive faculties and stressing the importance of process as a necessary mode in the refinement and elaboration of design projects

Course Objectives:

1. To further develop 3d studies of forms, with an emphasis on process in design, involving analytical and conceptual thinking
2. To further develop manual craftsmanship in design, using the shop as a laboratory for the development of formal elements in wood, metal and other materials
3. To motivate the student to develop critical and analytical skills within a clear methodological framework
4. To further develop the student's capacity for creative exploration of original ideas through conceptualizing and the elaboration of a process of translating ideas into forms
5. To encourage personal critical interpretation

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.6. Fundamental Design Skills
A.8. Ordering Systems Skills
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
3D Apprehension 35%
Craftsmanship Skills 35%
Critical analysis and Interpretation 30%

Prerequisite:
ARC/DES/GRA 232 Design Studio I-B

Textbooks/ Learning Resources:
The Poetics of Space, Gaston Bachelard
Espèces d'espaces, Georges Perec
Invisible Cities, Italo Calvino
Exercises in Style, Raymond Queneau

Offered:
Spring Only

Faculty assigned:
Antoine Romanos,Silia Abou Arbid, Behnam Farahpour,Ramona Abdo

Format for Courses Descriptions for APRs

Course Title: Design Culture, ARC/DES/GRA 261, 2 Credits

Course Descriptions:
This course is an introduction to the wide discipline of design, and the interrelations between design and art, photography, film, and music. The course will revolve around a series of creative presentations of the multiple dimensions of design, through a series of lectures, movies, art documentaries, and other events that expose the student to the role of design within the contemporary cultural framework.

Course Objectives:

1. To introduce the cultural and aesthetic dimension of design through critical and selective exposure to photography, film and art.
2. To motivate the student to develop critical and analytical skills and encouraging personal critical interpretation of various art forms.
3. To offer cross-disciplinary design knowledge that provides insight into the various fields of design.

Student performance Criterion addressed (list number and title):
A.1. Communication Skills
A.9. Historical Traditions and Global Culture
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Current Trends 40%
Design Cultural Understanding 60%

Prerequisite:
None

Textbooks/ Learning Resources:
Philip Meggs, *A History of Graphic Design,* New York : J. Wiley & Sons, c1998
Roland Barthes, *Mythologies,* Translated by Arnette Lavers, Farrar, Straus and Giroux, 1972.
Andre Bazin, *What is cinema,* Berkeley, Calif. : University of California Press, 1972
Deleuze, *A Thousand Plateaus* (Chap 12 & 15). Trans. Brian Massumi**.** London and New York: Continuum, 2004
Munari, *Munari Machines*, Trans Caleffi, Corraini 2004
Le Corbusier. *Toward an Architecture.* Translated by John Goodman, Los Angeles: Getty Research Institute, 2007
Fathy Hassan, *Architecture For the Poor*, Chicago University Press
Samir Khalaf & Philipe Khoury, *Recovering Beirut*. Brill 1993.
Ian Buchaman & Greg Hunter, *Deleuze and Space*, Edinburgh University Press
Walter Benjamin, *Illuminations*, Translated by Harry Zorn, Pimlico 1999
Michel de Certeau, *The practice of everyday life*, *walking in the city / spatial stories*, translated by Steven Randall, University of California Press
Steven Heller, *Graphic design history*, Allworth Press
Flusser, *Writings*, University of Minnesota Press

Offered:
Fall, Spring

Faculty assigned:
Gulnar Nader,Marwa Arsanios

Format for Courses Descriptions for APRs

Course Title: Introduction to Computer Graphics ARC/DES/GRA 251, 3 Credits

Course Descriptions:
This course is an introduction to computer graphics, with the basics of generating and manipulating images using digital media, and covering monochrome patterns, control and mix of colors, raster images, scanning, pixel and vector graphics. The course includes basic exposure to computer platforms as well as the basic software mainly used for computer graphics applications [adobe illustrator, Photoshop].

Course Objectives:

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 40%
Graphic representation 40%
Accuracy and scales 20%

Prerequisite:
None

Textbooks/ Learning Resources:
Adobe Illustrator CS5-5.5
Adobe Photoshop CS5-5.5

Offered:
Fall, Spring

Faculty assigned
Ortanse Jabre ,Naji Sfeir ,Azza Housein,Hiba Mikdachi,Jihane Azar,Ali Kays

Format for Courses Descriptions for APRs

Course Title: Photography I PHO 211, 3 Credits

Course Descriptions:
This course is an introduction to the basic photographic methods. It covers an applied study in pictorial composition, and darkroom procedures, in relation to advertising.

Course Objectives:

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Technical skills 50%
Visual Perceptions 50%

Prerequisite:
None

Textbooks/ Learning Resources:

Offered:

Faculty assigned Bassam Lahoud,Rania Mouawad,Albert Saikaly, Christina Rahme, Carlos Ghoussoub

Format for Courses Descriptions for APRs

Course Title: Sketching ARC/DES/GRA 240, 2 Credits

Course Descriptions:
This general course on sketching stresses freehand drawing techniques with pencil, charcoal, as well as the basics of watercolor rendering.

Course Objectives:

1. To develop their perception in observational skills.
2. To practice analytical thinking in sighting techniques.
3. To use linear perspective for an accurate rendering of space.
4. To explore personal expression in using the elements and principles of design.
5. To use the terminology in the language of criticism.
6. To develop the ability to use a wide range of media

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 40%
Graphic representation 40%
Accuracy and scales 20%

Prerequisite:
None

Textbooks/ Learning Resources:
Howard I Smagula. Creative Drawing. Mc Graw Hill- New York.
Bert Dodson, Keys to drawing-North Light Books, Ohio.

Offered:
Fall, Spring and Summer

Faculty assigned
Tony Lahoud, Fadi Mattar,Mona Jabbour, Ziad Naccache, Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Design Studio III. ARC 331, 6 credits

Course Descriptions:
This studio builds upon and extends the theoretical knowledge gained in the foundation studios through a concrete application of conceptual and perceptual analysis to problems of small and medium scale in design, and the exploration of the limits and means of developing concepts into architectural form. The studio will emphasize on the development of representational tools in translating ideas into architectural drawings and models, specifically stressing on the importance of drawing as a design tool

Course Objectives:

1. To develop the students' ability to translate ideas into forms by working on projects of small to medium scale that develops their perceptual and theoretical approach to form making
2. To develop the students analytical and synthetic skills through drawing and model-making as means of visualization, experimentation and formalization
3. To develop the students' understanding of scale, proportion, rhythm and their application in the development of spatial forms
4. To develop the students' understanding of spatial relations, specifically the relationship between exterior form and interior space as a basis for the development of a coherent project
5. To develop the students' cultural knowledge of architectural precedents and the interrelation between practical design on the one hand, and its historical and theoretical dimensions on the other hand

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
B.1. Pre-Design

Topical Outline (include percentage of time in course spent in each subject area):
Architectural Precedents 15%
Analytical Skills 30%
Architectural Design 40%
Architectural Presentation 15%

Prerequisite:
ARC/DES/GRA 233 Design Studio II-A & ARC/DES/GRA 234 Design Studio II-B

Textbooks/ Learning Resources:
Gaston Bachelard, The Poetics of Space, Beacon Press, 1969
Georges Perec, Species of Spaces, Galilée, 1974
Raymond Queneau, Exercices de Style, 1947
Italo Calvino, Invisible Cities, 1972
Peter Zumthor, Thinking Architecture, Basel 2010

Offered:
Fall only, annually

Faculty assigned:
Cindy Menassa,Vanessa Damous,Chantal Hayek

Format for Courses Descriptions for APRs

Course Title: Computer Graphics I. ARC 351, 2 credits

Course Descriptions:
This course specifically addresses the architectural applications in computer graphics, for drafting of architectural plans, sections, elevations and details.

Course Objectives:

1. To learn the principles of computer vector drawings and its application in design
2. To master one of the major computer drafting softwares used in design such as AutoCAD
3. To understand the basic advantages of computer drafting in creating and controlling drawing libraries and grouping repetitive entities (blocks, layers, styles, layouts …)
4. To develop the ability to manage scale and scaled drawing presentations within a system where scale and space are unlimited
5. To enhance the students' sensitivity in project presentation by controlling the values of line-weights, line types, rendering hatches, etc

Student performance Criterion addressed (list number and title):
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
2D Principles 20%
2D Computer Drafting 30%
Drafting Sensitivity 30%
Rendering 20%

Prerequisite:
ARC251 Introduction to Computer Graphics

Textbooks/ Learning Resources:
Adobe Photoshop
Adobe Illustrator
AutoCAD

Offered:
Fall, Spring and Summer

Faculty assigned
Farid Jreidini

Format for Courses Descriptions for APRs

Course Title: Technical Graphics II, ARC 341, 3 credits

Course Descriptions
Specific application of technical drawing to architectural plans, sections and elevations, with two-dimensional and three-dimensional representations, axonometric, perspective, shades & shadows applied to two-dimensional, three-dimensional and perspective drawings

Course Objectives:

1. To provide students with the necessary architectural communication skills
2. To develop the students' understanding of graphical presentation as it applies to architectural drawings
3. To develop the students' ability to manually manipulate drafting tools, and work with both ink and lead, on various paper materials, such as tracing paper and white cardboard
4. To develop the students' ability to draft architectural drawings at different scales depending on detail requirements
5. To develop the students' sensitivity in project presentation by learning the values of different line-weight, symbols and rendering techniques

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 40%
Graphic representation 40%
Accuracy and scales 20%

Prerequisite:
ARC241 Technical Graphics

Textbooks/ Learning Resources:
Architects' data, Ernst and Peter Neufert. - 3rd ed. / edited by Bousmaha Baiche and Nicholas Walliman, Oxford, U.K. : Blackwell Science, c2000
Design graphics, C. Leslie Martin,
Architectural design graphics / Marco Ciriello, New York : McGraw-Hill, c2002
Engineering drawings and graphic technologies – French and Vierck 14th Edition

Offered
Fall, Spring and Summer

Faculty assigned
Joseph Kiprianos, George Hakim, Roland Mitri

Format for Courses Descriptions for APRs

Course Title: History of Architecture I, ARC 371, 3 credits

Course Descriptions:
This course will trace the development of Western architecture from the Greek and Roman period to the Byzantine, Gothic, and Italian Renaissance, Late Renaissance and Baroque, with the analysis of important icons and landmarks in art and architecture, and the principles, technical developments, and ideologies underlying these various movements. The course will also study the importance of cultural ideas and ideals and their relation to the development of aesthetic forms in particular and civilization in general

Course Objectives:

1. To develop a comprehensive understanding of the development of Western architecture from the Greek to the Baroque period
2. To develop the students' awareness of the historical development of architecture in relation to aesthetic, political, social, and technological parameters
3. To develop a clear understanding of the distinguishing characteristics of each style or period in terms of construction methods and building techniques
4. To develop a clear understanding of iconic buildings and structures which played an essential role in the development of architecture?
5. To encourage the students' curiosity, critical thinking and interest in the history of architecture

Student performance Criterion addressed (list number and title):
A.1. Communication Skills A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Ancient Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite: None

Textbooks/ Learning Resources:
Ackerman, J.S. *The Architecture of Michelangelo*. New York: Zwemmer, 1966.
Focillon, H. *The Art of the West in the Middle ages: Romanesque Art*. Trans. D. King. New York: Phaidon, 1963.
Frankl, P. *Gothic Architecture*. New Haven: Yale University Press, 1990?
Kostof, S., *A History of Architecture*. New York: Oxford University Press, 1985.
Norberg-Schultz, O. *Baroque Architecture*. New York: Abrams, 1971.
Pevsner, N. *A History of Building Types*. Princeton: Princeton University Press, 1976
Wittkower, R. *Art and Architecture in Italy, 1600-1750*. Harmondsworth: Penguin, 1958.

Offered
Fall only, annually

Faculty assigned
Abdallah Kahil, Tony Nasrallah

Format for Courses Descriptions for APRs

Course Title: Theory I, ARC 361, 2 credits

Course Descriptions
This course introduces major aesthetic theories in the field of design, with an investigation of the relations between these theories and physical space in its aesthetic, social and cultural significance, examining the ideological frameworks behind paradigmatic changes and movements in aesthetics and their effects on the field of design.

Course Objectives:

1. To introduce students to the basics of the architectural language through a review of architectural principles as organization, rhythm, harmony, scale, proportion, hierarchy, etc.
2. To initiate students into critical reading of selected texts as a basis for the development of a personal theoretical position
3. To develop the students curiosity regarding issues of contemporary interest and to initiate them into research as a means for personal learning and development of a cultural background

Student performance Criterion addressed (list number and title):
A.1.Communication Skills A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Architectural Principles 50%
Critical Reading 30%
Research 20%

Prerequisite: None

Textbooks/ Learning Resources:
Francis Ching, *Architecture: Form, Space and Order*, (Wiley, 2007)
Gaston Bachelard, *The Poetics of Space*, (Beacon Press, 1994)
Michael Benedikt, *For an Architecture of Reality*, (Lumen, 1988)
Peter Zumthor, *Thinking Architecture*, (Birkhauser, 2006)
Hazel Conway and Rowan Roenisch, *Understanding Architecture: An Introduction to Architecture and Architecture History,* (Routledge New York, 2005)
Adolf Loos, "Ornament and Crime" in *Architecture and Design in Europe and America, 1750-2000, (*Wiley-Blackwell, 2006)
Robin Evans,*Translations from Drawing to Building and Other Essays* (London: Architectural Association, 1997)
Sigfried Giedion, *The Beginnings of Architecture*, (New York: Pantheon Books, Princeton, Princeton University Press, 1964)
Walter Benjamin, *Illuminations*, (New York, Harcourt Brace and World, 1968)

Offered:
Fall and Spring

Faculty assigned:
Elie Haddad , Elie Harfouche , Chantal Hayek

Format for Courses Descriptions for APRs

Course Title: Design Studio IV, ARC 332, 6 credits

Course Descriptions:
This studio further elaborates the process of theoretical investigation of space, with the emphasis on the communication of ideas through different representational models and tools. Problems at this stage will continue the study of small to medium scale projects with emphasis on basic principles of spatial design. References and case studies of canonical works in modern design may serve as theoretical background in the continuing development of a theoretical foundation. The elaboration of a complete set of architectural drawings for the final design plans/sections/elevations] in addition to models will be expected at this stage.

Course Objectives:

1. To develop the students' ability to translate ideas into forms by working on projects of small to medium scale in an actual site, with particular attention to the issues of context, topography, and other constraints
2. To develop the students' technical skills to produce a complete set of architectural drawings that demonstrates an understanding of the means and conventions of architectural representation
3. To develop the students analytical, perceptual, and synthetic abilities through both drawing and model-making as means of visualization, experimentation and formalization
4. To further develop the students understanding of scale, proportion, rhythm and their application in the development of an architectural project
5. To elaborate on the students awareness of the complex relationship between external form and interior space, and to further develop the tools of articulating and representing a design project both in its external form and internal dispositions

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills	B.1. Pre-Design
A.4. Technical Documentation	B.2. Accessibility
A.5. Investigative Skills	B.4. Site Design
A.7. Use of Precedents	

Topical Outline (include percentage of time in course spent in each subject area):

Architectural Precedents 15%	Analytical Skills 30%
Architectural Design 40%	Architectural Presentation 15%

Prerequisite: ARC331 Design Studio III

Textbooks/ Learning Resources:
S, M, L, XL, Rem Koolhas, Penguin, 1996
Towards a New Architecture, Le Corbusier, 1989, Oxford, Architectural Press
Sustainable architecture and urbanism: concepts, technologies, examples, Dominique Gauzin-Müller, Birkhauser, 2002

Offered:
Spring only, annually

Faculty assigned:
Tony Lahhoud, Wissam Khairallah, Marwan Halabi

Format for Courses Descriptions for APRs

Course Title: Computer Graphics II, ARC 352, 2 Credits

Course Descriptions:
This course expands on the skills learned to cover new applications for surface and solid modeling, as well as rendering, material library, applications of light leading to the development of complete projects rendering.

Course Objectives:
The objectives of the course are to provide the students with an understanding and practical experience of 3D computer modeling through the:

1. Learn the principles of computer 3D modeling drawings and its usage related to design profession.
2. Learn the usage of 3D tools of a computer drafting software such as AutoCad
3. Enhance the sensitivity in the project presentations by controlling the applications of materials textures and lights as well as visual appearance.
4. The ability to accentuate the use of the still images as isometrics and perspectives VS. the concept of moving formats as walkthrough and animations.

Student performance Criterion addressed (list number and title):
A.4. Technical Documentation
A.8. Ordering Systems Skills

Topical Outline (include percentage of time in course spent in each subject area):
3D Modeling Principles 30%
3D Computer Drafting 30%
Drafting Sensitivity 20%
Rendering and Animation 20%

Prerequisite:
ARC352 Computer Graphics I

Textbooks/ Learning Resources:
Mastering AutoCAD by George Omura
AutoCAD student's edition by Autodesk
Illustrated AutoCAD 2008 Quick References by Ralph Grabowski
AutoCAD for interior Design and Space Planning by Beverly L. Kirkpatrick, BFA, NCIDQ, Adjunct Faculty, East field College
Inside AutoCAD

Offered:
Spring and Summer

Faculty assigned:
Farid Jreidini, Ayman Wehbe,Roland Abou Jaoudeh

Format for Courses Descriptions for APRs

Course Title: Technical Graphics III, ARC 342, 3 Credits

Course Descriptions:
This course covers the translation of the technical drawings of canonical projects into three-dimensional architectural models with different materials and techniques, and the development of the full set of corresponding architectural drawings (plans, sections, and elevations) at appropriate scales.

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Course Objectives:

1. To provide students with the necessary model making and 3D skills as a means to properly and creatively communicate their designs
2. To understand the different applications of 2D vs. 3D architectural drawings by differentiating between orthographic paraline drawings and perspective presentations
3. To enhance 3D model construction techniques by executing partial shapes at different scales
4. To enhance the students' sensitivity in project presentation by learning the properties of different model making materials and mastering various techniques of model making
5. To properly build one complete 3D model based on an actual building by a renowned architect on a scale larger than 1/75

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
Communication skills 20%
Modeling representation 40%
Accuracy and scales 40%

Prerequisite:
ARC341 Technical Graphics II

Textbooks/ Learning Resources:
AutoCAD
Photoshop Illustrator

Offered:
Spring , annually

Faculty assigned:
Farid Jreidini, Wissam Khairallah

Format for Courses Descriptions for APRs

Course Title: History of Architecture II, ARC 372, 2 credits

Course Descriptions:
This course will trace the developments in Architecture from Neo-Classicism, in the Eighteenth the seminal projects and buildings that characterized these developments and their subsequent transformations in Post-Modernism, Deconstruction and later trends

Course Objectives:

1. To develop a comprehensive understanding of the development of Modern Architecture from the Nineteenth to the Twentieth century
2. To develop the students' awareness of the historical development of architecture in relation to aesthetic, political, social, and technological parameters
3. To develop the students' understanding of the technological innovations in construction technologies and their effects on the development of modern architecture
4. To develop the students' knowledge of iconic buildings or structures that left a mark on the development of Modern Architecture
5. To develop the students' curiosity, critical thinking and interest in Modern Architecture

Student performance Criterion addressed (list number and title):
A.1. Communication Skills A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Modern Architecture 50% Technology & Architectural Development 20%
Iconic Buildings 20% Critical Thinking 10%

Prerequisite: None

Textbooks/ Learning Resources:
Banham, Reyner. *Theory and Design in the First Machine Age*, London, 1960
Benevolo, Leonardo. *History of modern architecture*. Cambridge, M.I.T. Press,1977
Colquhoun, Alan. *Essays in Architectural Criticism: Modern Architecture and Historical Changes*, Cambridge, Mass. 1981
Frampton, Kenneth. *Modern Architecture, a Critical History*, London, 1980; 1992
Giedion, Sigfried. *Space, Time, and Architecture*, 1967
Hitchcock, H.R. and Philip Johnson. *The International Style: Architecture since 1922*, New York, Museum of Modern Art 1932
Pevsner, Nikolaus. *Pioneers of Modern Design: From William Morris to Walter Gropius*. Rev. ed. Harmondsworth: Penguin Books, 1968.
Tafuri, Manfredo and Francesco Dal Co. *Modern Architecture*, New York, 1979
Venturi, Robert. *Complexity and Contradiction in Architecture*, New York, 1966

Offered:
Spring only, annually

Faculty assigned:
Abdalla Kahil**,**Tony Nasrallah

Format for Courses Descriptions for APRs

Course Title: Theory II, ARC 363, 2 credits

Course Descriptions:
This course examines in depth the ideologies behind modern and post-modern culture and the influence of contemporary theories on the architectural and design cultures, with a thematic approach that deals with specific aspects of contemporary practice.

Course Objectives:

1. To expose students to the major architectural theories of the Twentieth century by covering canonical texts spanning the period of development of Modern Architecture
2. To further develop the students' critical and analytical skills through comparative discussions of different theoretical positions
3. To further develop the students' interest in reading and research as creative activities and as means for the development of a personal cultural background

Student performance Criterion addressed (list number and title):
A.1. Communication Skills
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Modern Architecture 50%
Critical and Analytical Skills 30%
Cultural Development 20%

Prerequisite:
None

Textbooks/ Learning Resources:
Le Corbusier. *Towards a New Architecture.* Dover, 1985
Peter Eisenman. *Written Into the Void*. Yale, 2007
Siegfried Giedion. *Space, Time and Architecture.* Fifth Edition. Harvard, 2003
Rem Koolhaas. *Delirious New York.* Monacelli, 1994
Adolf Loos*. Ornament and Crime: Selected Essays*. Ariadne Press, 1997
Christian Norberg-Schulz. *The Concept of Dwelling.* Rizzoli, 1982
Aldo Rossi. *The Architecture of the City.* MIT Press, 1984
Robert Venturi. *Complexity and Contradiction in Architecture*. MoMA, 2002

Offered:
Spring only, annually

Faculty assigned:
Elie Haddad
Elie Harfouche
Chantal Hayek

Format for Courses Descriptions for APRs

Course Title: Building systems I, ARC 311, 3 credits

Course Descriptions:
This course is an introductory course to the basic laws of equilibrium, covering forces on particles, bodies, and structures or assemblage of elements, simple algebraic applications of the equations of equilibrium in 1-D and 2-D with free body diagram analysis. The course will include experimental investigation of the stability of structures (solid object, beams, frames, trusses, simple buildings) and the different ways to support gravity and other loads by vertical transfer and lateral transfer of forces. It will also include an introduction to the concept of compressive and tensile uni-axial stresses in structural members and to internal forces in beams, shear and moment diagram concepts, with empirical investigation of beam bending.

Course Objectives:
To develop the understanding of how forces act and interact with basic structural components and how to account for loads and their effects on the structural components.

Student performance Criterion addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
Structural Basics 30%
Structural Calculations 40%
Structural Stability 30%

Prerequisite:
MTH102 Calculus II, PHY111 Mechanics

Textbooks/ Learning Resources:
Engineering Mechanics: Statics, by R.C. Hibbeler, Twelfth Edition, Pearson SI Edition, 2009

Offered:
Summer only, annually

Faculty assigned:
Camille Issa
Bassam Daher

Format for Courses Descriptions for APRs

Course Title: Design Studio V, ARC 431, 6 credits

Course Descriptions:
This studio will deal with projects that examine problems of different structures and materials, and focus on building technology, building program, environmental and site factors, as essential parameters in the development and resolution of a design project. The studio will be given in correlation with Building Technology courses in order to reinforce the relationship of conceptual design to materials and construction techniques, and as means to give concrete form to design projects

Course Objectives:

1. To develop the students' ability to deal with a complex architectural project in relation to site, program, and structural systems and to apply the knowledge gained in building technology courses
2. To develop the students' knowledge of different materials, construction techniques, and structural systems, and their interrelation in the development of a design project
3. To develop the students' research into materials and techniques, and their application in the design process
4. To further develop the students' presentation skills through detailed drawings and models, showing materials, structural systems and construction details in addition to technical documentation
5. To develop the students cultural knowledge of architectural precedents through personal research and the analytical study of significant projects as a basis for the development of design proposals

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills	A.4. Technical Documentation
A.5. Investigative Skills	A.7. Use of Precedents
A.11. Applied Research	B.1. Pre-Design
B.2. Accessibility	B.4. Site Design
B.8. Environmental Systems	B.9. Structural Systems
B.10. Building Envelope Systems	B.11. Building Service Systems
B.12. Building Material & Assemblies	C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):

Architectural Precedents 10%	Architectural Design 35%
Structural System 20%	Materials and Techniques 20%
Architectural Presentation 15%	

Prerequisite: ARC332 Design Studio IV

Textbooks/ Learning Resources:
Bloome, Harold: *The Anxiety of Influence,* Oxford University Pres, New York/Oxford 1997
Eisenman, Peter: *Ten Canonical Building 1950-2000,* Rizzoli, New York 2008
Shields, David: *Reality Hunger – a manifesto*, Alfred A. Knopf, New York 2010, or Hamish Hamilton / Pinguin Books, London 2010

Offered:
Fall only, annually.

Faculty assigned:
Elie Harfouche, Issam Barhouch

Format for Courses Descriptions for APRs

Course Title: Building Technology I, ARC 421, 2 credits

Course Descriptions:
Overview of the major components of a building (foundation, walls, openings, roof, floors) and their interrelation through construction. Analysis of the different construction elements (structure, bearing walls, envelope, components) with their variation in materials, in addition to the study of the different techniques used for the insulation of buildings

Course Objectives:

1. Study of site analysis and environmental factors and their influence on design
2. Comprehend the building as an embodiment of a number of necessarily related, coordinated and integrated systems
3. Understand the different components of a building, from the foundation to the floor, walls and roof systems, and their different characteristics and role in a building, as well as their variety in terms of materials and techniques

Student performance Criterion addressed (list number and title):
B.9. Structural Systems
B.10. Building Envelope Systems

Topical Outline (include percentage of time in course spent in each subject area):
Environmental Factors & Architectural Materials 20%
Site Works 10%
Structural Systems 15%
HVAC Systems 10%
Foundations Systems 15%
Floor & Roof Systems 15%
Wall Systems 15%

Prerequisite:
None

Textbooks/ Learning Resources:
Building Construction Illustrated by Francis D.K. Ching

Offered:
Fall only, annually

Faculty assigned:
Joseph Kiprianos
Tony Lahoud

Format for Courses Descriptions for APRs

Course Title: Building Systems II, ARC 312, 3 credits

Course Descriptions

This course is an introduction of the basic concepts of internal stresses and strains inside structural members, solid bodies and the limit states for strength and deformation. Experimental investigation of the different types of stresses and the resulting deformations are covered. This course will also make use of computer software to model internal and external behavior of structural elements and assemblages of structural elements. It will serve to develop a physical understanding of the interrelationship of material properties, structural dimensions, and structural behavior and safety through the numerical simulation of the behavior of typical designs using simple computer packages.

Student performance Criterion addressed (list number and title):

B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):

Structural Basics 30%
Structural Calculations 40%
Structural Stability 30%

Prerequisite:

MTH102 Calculus II, and PHY111 Mechanics

Textbooks/ Learning Resources:

Mechanics of Materials, 5th Edition, by Beer, Johnston, and DeWolf, McGrawHill

Offered:

Spring only, annually

Faculty assigned:

Format for Courses Descriptions for APRs

Course Title: Design Studio VI, ARC 432, 6 credits

Course Descriptions:
Development of projects of greater complexity in terms of functional and programmatic constraints, with specific attention to the structural dimension in design, according to different technologies and building systems projected. This studio will address technical and construction details, and will explore the architectural detail as an essential element in the design process

Course Objectives:

1. To develop the students' ability to deal with projects of greater complexity, in terms of function and program, focusing specifically on the role of different structural systems in design
2. To develop the students' interest in the detail as an essential element of the design process
3. To develop the students' understanding of the different architectural systems, and the interrelation of different parts and components in a design project
4. To further develop the students' research into different materials and techniques, and their application in design
5. To further develop the students' presentation skills in producing a complete set of architectural drawings, including details of specific components at the appropriate scale, structural plans and materials schedules

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills	A.4. Technical Documentation
A.5. Investigative Skills	A.7. Use of Precedents
A.11. Applied Research	B.1. Pre-Design
B.2. Accessibility	B.4. Site Design
B.8. Environmental Systems	B.9. Structural systems
B.10. Building Envelope Systems	B.11. Building Service Systems
B.12. Building Material & Assemblies	C.1. Collaboration
C.2. Human Behavior	

Topical Outline (include percentage of time in course spent in each subject area):

Architectural Design 40%	Structural and Functional System 25%
Design Details and New Techniques 20%	Architectural Presentation 15%

Prerequisite: ARC431 Design Studio V

Textbooks/ Learning Resources:
Deleuze, Gilles. *A thousand Plateaus*, Minneapolis: University of Minnesota Press 1987
Eisenman, Peter. *Tracing eisenman*, Thames & Hudson 2006
Holl, Steven. *Urbanisms: working with doubt*, Princeton Architectural Press 2009
Kolarevic, Branko. *Manufacturing Material Effects: Rethinking Design and Making in Architecture*, Routledge Chapman and Hall 2008
Lynch, Kevin. *The image of the city*, MIT press 1992

Offered:
Spring only, annually

Faculty assigned:
Joseph Kiprianos & Elie Harfouche

Format for Courses Descriptions for APRs

Course Title: Building Technology II, ARC 422, 2 credits

Course Descriptions:
Ways that they impact architectural design, in addition to the analysis of the properties of different structural systems. Discussion of the interaction between building envelopes and structural systems and the introduction of the current and applicable engineering structural models will be covered.

Course Objectives:

1. An advanced understanding of building components and systems and their interrelation to each other.
2. Understand the specification and construction techniques for stone, concrete and wood as building materials.
3. Understand the construction techniques of exterior and interior wall claddings of different materials such as: stone, wood, aluminum etc.
4. Identify the basic wall and floor finish construction systems such as: plaster, screed, tiling etc.

Student performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Material & Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Environmental Factors & Architectural Materials 20%
Building Envelope 40%
Structural Systems 40%

Prerequisite:
None

Textbooks/ Learning Resources:

Offered:
Spring only, annually

Faculty assigned:
Joseph Kiprianos, Antoine Lahoud

Format for Courses Descriptions for APRs

Course Title: Building Systems III, ARC 411, 3 credits

Course Descriptions
Introduction to the different soil-structural systems and the different ways they impact architectural design, in addition to the analysis of the properties of different structural systems. Discussion of the interaction between building envelopes and structural systems, and introduction of the current and applicable engineering structural models.

Course Objectives:
Introduce the students to the basic subjects of soil mechanics and the fields of geotechnical engineering which are in interaction with the architectural project. Give the students sufficient knowledge and practical sense to enable them to make right decisions regarding soil related subjects affecting their architectural concept and design.

Student performance Criterion addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
Soil and Structure 30%
Structural Systems 35%
Structure and Envelope 35%

Prerequisite:
ARC312 Building Systems II

Textbooks/ Learning Resources:
Principles of Geotechnical Engineering, Braja M. Das, Latest Edition
Principles of Foundation Engineering, Braja M. Das, Latest Edition

Offered
Spring only, annually

Faculty assigned
Antoine Abboud

Format for Courses Descriptions for APRs

Course Title: Construction Documents, ARC481, 4 credits

Course Descriptions:
This course entails a preparation of a full set of architectural working drawings for the execution of a mid-size building or project. The course will also cover the basics of preparing a specifications' document

Course Objectives:

1. Train students with the necessary information to prepare a complete set of architectural construction drawings on a scale of 1/50 or bigger. This set should include:
2. Initiate students to decision making in construction system, material and finishes selections.
3. Organize architectural execution drawings as part of tender documents and coordination with other engineering disciplines.
4. Learn basic specification format and writing.

Student performance Criterion addressed (list number and title):
A.4. Technical Documentation
B.2. Accessibility
B.3. Sustainability
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems
B.10. Building Envelope Systems
B.11. Building Service Systems
B.12. Building Material & Assemblies
C.1. Collaboration

Topical Outline (include percentage of time in course spent in each subject area):
Site Work 20%
Design Development 30%
Architectural Materials & Methods 30%
Accuracy & Detailing 20%

Prerequisite:
ARC432 Design Studio VI.

Textbooks/ Learning Resources:
W. Otie Kilmer and Rosemary Kilmer, Construction Drawings and Details for Interiors, John Wiley and Sons, 2003.
Architectural graphic standards
Working Drawings Handbook, Keith Styles & Andrew Bichard
A Manual of Construction Documentation, Glenn E. Wiggins
Construction specifications writing, Rosen

Offered:
Summer only, annually

Faculty assigned:
Farid Jreidini
Joseph Kiprianos

Format for Courses Descriptions for APRs

Course Title: Design Studio VII, ARC 531, 5 credits

Course Descriptions:
Elaboration of projects with continuing emphasis on technical, structural, and environmental parameters in design, through the investigation of complex building types, stressing the necessity of adapting computer-aided means in the early phases of the design process, as a design tool, from analysis to design production. The studio will also investigate emerging technologies in environmental systems as a means to make new buildings responsive to environmental issues

Course Objectives:

1. To develop the students' skills in using digital media as a design tool in the generation of a project, and not just as a representational tool at the end of the design process
2. To develop the students' abilities in designing large scale projects, with a complex set of programmatic requirements
3. To further develop the integration of technical, structural and environmental systems in the design as well as the coordination between these various systems in the generation of a coherent project
4. To further develop the ability to apply architectural research on emerging technologies in the process of concept generation
5. To further develop the student's ability to produce a complete set of drawings and models, including advanced digital representations of the various aspects of the project

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions and Global Culture
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
C.1. Collaboration
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Research and Concept Generation 30%
Architectural urban integration 50%
Architectural Representation 20%

Prerequisite: ARC432 Design Studio VI

Textbooks/ Learning Resources:
Derrida Jaques, *Introduction a Hussel, l'Origine de la Geometrie*, 1962
Le Corbusier, *Vers une Architecture*, 1977 Arthaud Paris
Mallarme Stephan, *Igitur ou la folie d'Elbenon*, 1987 Paris
Raymond Andre, *Grands Villes Arabes a l'epoque Ottomane*, Paris 1985
Quenneau Raymond, *Exercises de Style*, Gallimard Paris 1947

Offered: Fall only, annually

Faculty assigned:
Maroun Daccache

Format for Courses Descriptions for APRs

Course Title: Design Workshop I, ARC 501, 1 credit

Course Descriptions:
This course is a workshop in conjunction with Design Studio VII, to introduce new computer modeling and rendering techniques, and/or to explore the new technologies in structural and environmental design.

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Research and Concept Generation 30%
Architectural urban integration 50%
Architectural Representation 20%

Prerequisite:
ARC432 Design Studio VI

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Wissam Khairallah

Format for Courses Descriptions for APRs

Course Title: Building Technology III ARC 521, 2 credits

Course Descriptions:
This course deals with the detailing in design and the role of the detail in the generation of design, from brick to wood and steel detailing, with actual drawings, and/or actual construction exercises, at 1:1 or 1:2 scale of wall sections in different materials, as well as in fixture details, windows and other architectural components.

Course Objectives:

1. To expose students to different materials and finishes, their features and characteristics
2. To develop the students' understanding of the methods used to finish a building interior and/or exterior surface such as wood flooring, gypsum, paints, ceramics, veneers, etc.
3. To develop the students' understanding of the basic mechanical and electrical systems which are required to maintain the comfort and safety of the building occupants
4. To develop the students' understanding of the water resistant roofing systems including flashings, roof edges, waterproofing membranes etc.

Student performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Material & Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
Architectural Materials and Finishes 40%
Electrical Systems 30%
Mechanical Systems 30%

Prerequisite:
None

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned
Farid Jreidini

Format for Courses Descriptions for APRs

Course Title: Environmental Systems I, ARC 523, 3 credits

Course Descriptions
Study and design of plumbing systems, in addition to heating, ventilation and air-conditioning systems with a survey of the different systems and their properties, cost analysis, and environmental factors; including a survey of environmentally sound alternatives [solar energy and heating, insulated walls, alternative materials]

Course Objectives:

1. To develop a comprehensive understanding of the principles and basics of mechanical systems in design and their effect on the design of buildings, as well as their economic and environmental aspects
2. To introduce students to new environmental systems using solar energy and their impact on design
3. To instigate students to expand their knowledge of environmental systems through personal research into innovative technologies, and case studies of examples that show a good integration of environmental systems in design

Student performance Criterion addressed (list number and title):
B.8. Environmental Systems
B11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):
Buildings and Mechanical Systems 50%
Solar Energy 30%
Innovative Technologies and Case Studies 20%

Prerequisite:
None

Textbooks/ Learning Resources:
Poldma, T., Talking up spaces, Exploring the Design Process, Fairchild Books, 2009

Offered
Fall only, annually

Faculty assigned
Abdo Jamous

Format for Courses Descriptions for APRs

Course Title: Urban Planning I, ARC 581, 3 credits

Course Descriptions:
Survey of the city as a historical development, in relation with economic, social, and political factors, from the early settlements to the development of contemporary urbanism; with a broad overview of current planning theories from the context of modernist ideals to the social studies of planners and sociologists

Course Objectives:

1. To provide a comprehensive survey of the development of urban planning as a discipline and the major tendencies and theories of urban planning in the Twentieth century
2. To develop the students' understanding of urban theories and principles as basis for the development and transformation of cities through history
3. To develop the students' research interests in urban planning, by stressing the impact of urban planning on the creation of livable cities and communities, and by examining successful examples of cities and renovated urban districts around the world

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Introduction and Development of Urban Planning 30%
Urban Theories and Principles 45%
Case studies 25%

Prerequisite:
ARC432 Design Studio VI

Textbooks/ Learning Resources:
G. Carnevali, G. Delbene & V. Patteeuw. *Geno(v)a: Developing and Rebooting a Waterfront City.* Rotterdam: NAI, c. 2002
Le Corbusier. *Urbanisme.* Paris: Cres, 1927 [also available in English translation]
Kevin Lynch. *The Image of the City*. MIT Press.
Rem Koolhaas. *Dutchtown, A City Center*. NAI, 1999
Rem Koolhaas, S,M,L,XL. New York: Monacelli, 1995 [or Koln: Taschen, 1997]
Aldo Rossi. *The Architecture of the City*. MIT, 1984
Manfredo Tafuri. *Architecture and Utopia*. MIT, 1976
Maggie Toy, ed. *Architecture after Geometry.* London: Architectural Design, 1997

Offered:
Fall only, annually

Faculty assigned:
Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Building Systems IV, ARC 412, 3 credits

Course Descriptions:
This course covers the selection of specific applications for the design of structural systems in conjunction with architectural design projects, or as applicable to a real life situation. Comparisons between computer/empirical simulation for design and code compliance, as well as the selection of one structural system (Concrete/ACI, Steel/AISC, or other) for detailed design, are covered.

Course Objectives:

Student performance Criterion addressed (list number and title):
B.9. Structural Systems

Topical Outline (include percentage of time in course spent in each subject area):
Structural Systems 60%
Code Compliance 40%

Prerequisite:
ARC312 Building Systems II

Textbooks/ Learning Resources:
Principles of Geotechnical Engineering, *Braja M. Das*, Latest Edition
Principles of Foundation Engineering, *Braja M. Das*, Latest Edition

Offered:
Spring only, annually

Faculty assigned:
Antoine Abboud

Format for Courses Descriptions for APRs

Course Title: Design Studio VIII, ARC 532, 5 credits

Course Descriptions:
This studio will be open to new issues in design, through projects that address contemporary design problems, and/or use state of the art media in the process of design production and representation. Projects that deal with complex urban issues, and/or competitions are encouraged at this stage

Course Objectives:

1. To explore new ideas, processes & techniques addressing original design problems
2. To apply new media in the design process
3. To explore projects that addresses current and actual challenges, and deal with the urban dimension in architectural design
4. To present an opportunity for students to creatively explore new ideas, theories and techniques and to integrate their personal research in the generation of a comprehensive design project
5. To encourage students to collaborate on a project of significant complexity, simulating an actual design problem that necessitates team work

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions & Global Culture
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural systems
C.1. Collaboration
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):

Ideas & Processes 20%
New Media 10%
Urban Dimension & Design 30%
Personal Research & Generation of Design 30%
Team Work 10%

Prerequisite: ARC 531Design Studio VII

Textbooks/ Learning Resources:
Behne Adolf, *The modern functional building,* Santa Monica, Calif. : Getty Research Institute for the History of Art and the Humanities, 1996
Tzonis Alexander and Lefaivre Liane, *Classical architecture : the poetics of order,* Cambridge, Mass. MIT Press, c1986
Cacciari, Massimo*, Architecture and nihilism,* New Haven, Conn. : Yale University Press, c1993
Eisenman, Peter. Tracing eisenman, Thames & Hudson 2006

Offered:
Spring only, annually

Faculty assigned:
Visiting Faculty

Format for Courses Descriptions for APRs

Course Title: Design Workshop II, ARC 502, 1 credit

Course Descriptions:
This course is a workshop in the design topics that offer exposure to the practice of architecture in other contexts, revolving around specific and intensive design exercises, as a supplement to Design Studio VIII.

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Ideas & Processes 20%
New Media 10%
Urban Dimension & Design 30%
Personal Research & Generation of Design 30%
Team Work 10%

Prerequisite:
ARC432 Design Studio VI.

Textbooks/ Learning Resources:

Offered:
Spring only, annually

Faculty assigned:
Visiting Faculties

Format for Courses Descriptions for APRs

Course Title: Building technology IV, ARC 522, 2 credits

Course Descriptions:
Analysis of high-tech construction systems such as steel and glass, as well as new systems and materials construction, and their various properties and technical advantages. Focus on the specific characteristic of each system/material and its compatibility with other materials, its physical treatment, as well as the different possibilities of its finishing, weathering and maintenance

Course Objectives:

1. To explore the effects of new technologies on the design of complex structures
2. To develop the students' understanding of the characteristics of new materials used in building construction such as titanium, plastics etc.
3. To emphasize the role of industry in developing new building materials, through factory visits that introduce students to new products and their application
4. To develop the students' ability to produce detail drawings for new material construction systems

Student performance Criterion addressed (list number and title):
B.10. Building Envelope Systems
B.12. Building Material & Assemblies

Topical Outline (include percentage of time in course spent in each subject area):
New Technologies & Complex Structure 30%
New Material Characteristics 30%
Industry & Building Materials 20%
Detail Drawings 20%

Prerequisite:
None

Textbooks/ Learning Resources:
Building Construction illustrated, Eighth edition Francis D.K. Ching
Kolarevic, Branko, and Kevin R. Klinger. *Manufacturing Material Effects: Rethinking Design and Making in Architecture*. New York: Routledge, 2008.
Rivka Oxman and Robert Oxman (guest-eds.), "The New Structuralism - Design, Engineering and Architectural Technologies", in: *Architectural Design* July/August 2010, London
Thomas, Katie Lloyd. *Material Matters: Architecture and Material Practic*e. London: Routledge, 2007.

Offered:
Spring only, annually

Faculty assigned:
Joseph Kiprianos, Tony Lahoud

Format for Courses Descriptions for APRs

Course Title: Environmental systems II, ARC 524, 3 credits

Course Descriptions:
This course deals with two subjects: lighting and electrical circuits, and acoustics. The first part addresses the analysis of basic electric circuits with emphasis on energy management, electric ratings and capacity, wiring and lighting systems and different lighting equipment, and methods for building electrical systems. The second part is a survey of basic acoustical systems, theories, acoustic properties of different materials used in buildings and their consequences on noise reduction, as well as study of properties of acoustical spaces such as theaters or concert halls

Course Objectives:

1. To develop a comprehensive understanding of the principles and basics of electrical systems, lighting, and acoustics in design
2. To introduce students to different lighting systems and to explore their concrete properties and effects on the design of interior spaces
3. To introduce students to different acoustical systems and to explore the different acoustical properties of various building materials
4. To instigate students to expand their knowledge of lighting and acoustical systems through personal research into innovative technologies, and case studies of examples that show a good integration of such systems in design

Student performance Criterion addressed (list number and title):
B.8. Environmental Systems
B.11. Building Service Systems

Topical Outline (include percentage of time in course spent in each subject area):
Electrical and Lighting Design 35%
Acoustics Design 35%
Case Studies 30%

Prerequisite:
None

Textbooks/ Learning Resources:
Designing a Quality Lighting Environment, Winchip, M., Fairchild, 2005 ISBN 1563673177

Offered:
Spring only, annually

Faculty assigned:
Abdo Jamous

Format for Courses Descriptions for APRs

Course Title: Internship, ARC583, 1 credit

Course Descriptions:
This course is an introduction to the professional practice, with introductory lectures that outline the basics of job search, application and practical training. The course involves a documented practical experience (200 work hours) in a professional firm, approved by the Department.

Course Objectives:

Student performance Criterion addressed (list number and title):
C.1. Collaboration
C.2. Human Behavior
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics & Professional Judgment
C.9. Community & Social Responsability

Topical Outline (include percentage of time in course spent in each subject area):
Team Work, Ethical & Legal Responsibilities and Professional Development 100%

Prerequisite:
ARC432 Design Studio VI

Textbooks/ Learning Resources:
NA

Offered:
Summer only, annually

Faculty assigned:
Maroun Daccache, Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Design Studio IX, ARC 631, 5 credits

Course Descriptions:
This studio will concentrate on a design problem that addresses the urban dimension in architecture, analyzing problems of practical relevance to contemporary urban issues, with an investigation of the social and ideological aspects of the urban design process. Projects in this studio would deal with a comprehensive study of a city, or a section of a large city, as a prelude to the development of a final project, as an elaboration to the studies developed in this studio

Course Objectives:

1. To engage students in a project at the urban scale, that provides an opportunity to integrate their theoretical studies in urban design as well as their research into contemporary urban strategies and developments
2. To further develop the students' digital skills in modeling techniques as well as applying the computer as a design tool for the generation of a project
3. To investigate new tools in design, such as parametric design, which provide the capacity to study the transformation of a design with respect to changing variables, and the integration of different parameters in the design process
4. To present an opportunity for students to creatively explore new ideas, theories and techniques and to integrate their personal research in the generation of a comprehensive design project
5. To encourage students to collaborate on a project of significant complexity, simulating an actual design problem that necessitates team work

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions & Global Culture
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
C.1. Collaboration
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Research and Urban Design Strategies 40%
Architectural Presentation 20%
Research and Architectural Design Strategies 40%

Prerequisite: ARC532 Design Studio VIII

Textbooks/ Learning Resources:
Le Corbusier. *Urbanisme.* Paris: Cres, 1927
Kevin Lynch. *The Image of the City*. MIT Press.
Rem Koolhaas. *Dutchtown, A City Center*. NAI, 1999
Rem Koolhaas, S,M,L,XL. New York: Monacelli, 1995 [or Koln: Taschen, 1997]
Aldo Rossi. *The Architecture of the City*. MIT, 1984
Manfredo Tafuri. *Architecture and Utopia*. MIT, 1976

Offered: Fall only, annually

Faculty assigned: Maroun Daccache, Elie Haddad, Antoine Romanos
Format for Courses Descriptions for APRs

Course Title: Final Project research, ARC601, 1 credit

Course Descriptions:
This is a research course supervised by the selected advisor for the final project studio, with the elaboration and definition of a thesis proposal, including a detailed program and site analysis, as well as the documentation of any other relevant research material

Course Objectives:
This course will be given as a seminar, in which students are exposed to the process of researching and programming for their final year project. This will be therefore a supporting course for the final year studios, and will assist students in preparing the components of research [project types, precedent studies, theoretical background, thesis] and programming [development of a full program of elements] that will be instrumental in developing their project. In addition, it will give them the background information regarding the site [zone of study] chosen for the final year project and will concentrate on 3 objectives:

1. Research of urban condition and site analysis
2. Exploration of problematic related to site
3. Elaboration of strategies for future development

Student performance Criterion addressed (list number and title):
A.11. Applied research
B.1. Pre-Design
B.4. Site Design
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Design topic Research 100%

Prerequisite:
ARC532 Design Studio VIII

Textbooks/ Learning Resources:
Pending on Student's Topic

Offered:
Fall only, annually

Faculty assigned:
Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Building Codes & Laws

Course Descriptions:
This course is a study of the local and regional building codes, with an introduction to other codes (USA, Europe, the Arab World) as comparative tools and an introduction to the local laws governing the building industry.

Student performance Criterion addressed (list number and title):
C.7. Legal Responsibilities

Topical Outline (include percentage of time in course spent in each subject area):
Local and Regional Building Codes 100%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Joseph Kiprianos

Format for Courses Descriptions for APRs

Course Title: Design Studio X, ARC 632, 6 credits

Course Descriptions:
The final studio in this sequence is an opportunity for students to develop an individual project through the formulation of a critical problematic simultaneously addressing the various factors in the design process, leading to a synthesis that demonstrates a thorough understanding and resolution of the different issues analyzed in the design of a building, from the understanding of context, to structural and environmental systems, down to the details of construction.

Course Objectives:

1. To present students with the challenge of engaging an architectural problem on their own, at a specific scale, in order to demonstrate their ability to develop a coherent and comprehensive architectural solution
2. To develop an 'architectural thesis', which can be summarized as a personal synthesis developed in response to a problematic, with specific constraints and limitations, requiring the development of an appropriate solution at a certain scale and in actual site
3. To show the ability to think through a project from the macro to the micro level with the necessary development of details
4. To show the ability to coordinate the different layers of an architectural project, and to integrate environmental and structural systems in the design solution
5. To present a final project that is coherent, clear and well developed, with high quality presentations produced by the student, in a coherent final graphic presentation

Student performance Criterion addressed (list number and title):

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.7. Use of Precedents
A.8. Ordering Systems Skills
A.9. Historical Traditions & Global Culture
A.11. Applied Research
B.1. Pre-Design
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.6. Comprehensive Design
B.8. Environmental Systems
B.9. Structural Systems
C.1. Collaboration
C.2. Human Behavior

Topical Outline (include percentage of time in course spent in each subject area):
Comprehensive Architectural Design 40%
Architecture, Structure & Environmental Solutions 30%
Architectural Presentation 30%

Prerequisite: ARC601 Final Project Research, & ARC631 Design Studio IX

Textbooks/ Learning Resources: Pending on Student's Topic

Offered: Spring only, annually

Faculty assigned:
Maroun Daccache, Elie Haddad , Antoine Romanos

Format for Courses Descriptions for APRs

Course Title: Introduction to Islamic Art, ARC 375, 3 credits

Course Descriptions:
An introductory course to the arts of the Muslim world from the rise of Islam until the advent of the early modern period. This course will comprise a selective survey of artifacts drawn from a variety of media which represent the pinnacles of artistic accomplishment across the vast expanse of the Islamic world. Paintings, textiles, coins, ceramics, metal work, jewelry, and woodcarving will be investigated in the context of cultural history and examined in terms of their evolving forms, multiple meanings, and the development of a distinctively Islamic aesthetic. Particular emphasis will be placed on the spiritual content of Islamic art, the role of the artist in Islamic society, and the effect of religious pronouncements on the production of art

Course Objectives:

1. To develop a comprehensive understanding of the development of Islamic Art in various media
2. To develop students' awareness of the historical development and the synthesis of the various artistic traditions in the Muslim world, in relation to the social, religious, artistic, and technological parameters
3. To develop a clear understanding of the distinguishing characteristics of the various styles and productions of Islamic Art
4. To develop a clear understanding of the iconic works of art in different periods, which played an essential in the development of Islamic art
5. To encourage the students' curiosity, critical thinking and interest in Islamic Art

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Islamic Art 50%
Study of Iconic Works 30%
Critical Thinking 20%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: Introduction to Islamic Architecture, ARC 376, 3 credits

Course Descriptions:
This course is a survey of the architectural heritage of the Islamic world from the early Caliphate to the era of the Muslim superpowers of the pre-modern times. It traces the most significant and influential edifices of the Muslim world from Spain in the west to India in the East. Monuments will be studied and analyzed in their political, religious, socio-economic, cultural, and aesthetic contexts. The course will also examine the evolution of such varied building types as mosques, madrasas, mausoleums, caravanserays, and palaces. Selected structures will be studied through a range of methodologies and the development of Islamic architecture will be analyzed from the standpoint of the manipulation of space, materials, and building technology

Course Objectives:

1. To develop a comprehensive understanding of the development of Islamic Architecture from its beginnings to the Modern period
2. To develop students' awareness of the historical development of the various architectural traditions in the Muslim world, in relation to the social, religious, artistic, and technological parameters
3. To develop a clear understanding of the distinguishing characteristics of each style or period, and the transition between them
4. To develop a good understanding of iconic works which played an essential role in the development of Islamic Architecture
5. To encourage the students' curiosity, critical thinking and interest in Islamic Architecture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Ancient Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: Topics in Architecture Theory, ARC 461, 2 credits

Course Descriptions:
This course will address issues and architectural theories with a focus on specific themes of contemporary relevance and importance. The course will be run as an advanced theory seminar

Course Objectives:

1. To offer students a deeper exposure to specific issues that have particular relevance for contemporary developments in architecture
2. To offer students a platform for critical discussions and personal presentation of ideas and thematic of contemporary architecture
3. To develop the students' competence in critical presentations and theoretical debates
4. To develop the students awareness of topics and themes of research that are typically offered at the graduate level, as a prelude for graduate studies in the field

Student performance Criterion addressed (list number and title):
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Contemporary Architecture 50%
Critical and Analytical Skills 30%
Cultural Development 20%

Prerequisite:
ARC 363 Theory II

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Elie Haddad

Format for Courses Descriptions for APRs

Course Title: Contemporary Trends, ARC 471, 2 credits

Course Descriptions:
Study of important design projects with analysis of their aesthetic concepts and structural innovations, focusing on particular themes and/or movements in contemporary design

Course Objectives:

1. To expose students to contemporary architecture and to the major trends from around the world, and their development from the last quarter of the Twentieth century to the current period
2. To develop the students awareness of the development of contemporary architecture in relation to contemporary aesthetic, social, and technological parameters, as well as contemporary issues of ecology and sustainability
3. To develop the students' understanding of the technological innovations in construction technologies and their effects on the development of contemporary architecture
4. To develop the student's interest in contemporary works through personal research, and their abilities to critically assess and compare architectural works from different contexts
5. To develop the student's curiosity, critical thinking and interest in contemporary architecture

Student performance Criterion addressed (list number and title):
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Contemporary Architecture 50%
Critical and Analytical Skills 30%
Cultural Development 20%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Elie Haddad

Format for Courses Descriptions for APRs

Course Title: Classical Art & Architecture, ARC 472, 2 credits

Course Descriptions:
A thorough investigation of the Classical Art and Architecture of the Greek and Roman periods, with specific studies of important artistic and architectural works, highlighting the theoretical dimensions of these works, and their role within the cultural history of the periods in which they were created

Course Objectives:

1. To develop a comprehensive understanding of the development of Classical Art and Architecture during the Greek and Roman periods
2. To develop students' awareness of the historical developments in art and architecture of these periods in relation to political, social, religious, technological, and functional parameters
3. To develop a clear understanding of the distinguishing characteristics of each style or period in terms of construction methods and techniques
4. To develop a good understanding of iconic buildings and structures which were essential in the development of Classical Art & Architecture
5. To encourage the student's curiosity, critical thinking and interest in the history of Classical Art & Architecture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Classical Art & Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:

Format for Courses Descriptions for APRs

Course Title: Architecture of the Renaissance, ARC 473, 2 credits

Course Descriptions:
A thorough investigation of the Art and Architecture of the Italian Renaissance and Late Renaissance, with specific studies of important artistic and architectural works, and the theoretical framework of these works, and their role within the cultural history of the periods in which they were created, with the consequences and developments of these works on the broader European context

Course Objectives:

1. To develop a deep and critical understanding of the development of Renaissance architecture with an exposure to the essential theoretical interpretations of the architecture of this period
2. To develop students' awareness of the development of Renaissance architecture in relation to aesthetic, political, social, and technological parameters
3. To develop a good understanding of iconic buildings and structures which were essential in the development of Renaissance Architecture through formal analysis and personal research leading to case studies by students of specific buildings
4. To further develop the students' research abilities, critical thinking and analytical skills

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Renaissance Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:

Format for Courses Descriptions for APRs

Course Title: Islamic Architecture in the Age of Empires, ARC 475, 2 credits

Course Descriptions:
This course surveys the development of Islamic architecture under the most powerful Islamic Empires of the early modern period, namely the Ottomans of Turkey, the Mughals of India, and the Safavids of Iran. It reviews and analyzes a number of paradigmatic architectural examples from these illustrious Islamic dynasties as a way of elucidating how each royal house possessed its unique vision of the world, a vision which ultimately led to the formulation of unique regional styles in architecture. Sacred, commemorative, and secular monuments will be closely examined so as to illustrate how royal Muslim patronage evolved, how it produced structures of unprecedented scale and complexity, and how Islam and modernity began to come to terms

Course Objectives:

1. To cover in depth the specifics of the Islamic architecture of the Ottoman, Safavid and Mughal periods
2. To develop comprehensive case studies of the major works of these periods, through students' research and formal analysis of such works in relation to the aesthetic, political and social factors
3. To further develop the students' research abilities and interest in history as a record for the development and transformations of architecture with a particular attention to issues of context and specifics of culture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Islamic Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:
ARC 376 Introduction to Islamic Architecture

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: Art & Architecture of the Mamluks, ARC 476, 2 credits

Course Descriptions:
This course offers a close examination of the visual art of the Mamluks from the thirteenth century until the beginning of the sixteenth century. It will discuss and analyze the distinctive design vocabulary of the Mamluks and trace its stylistic development across time and space. Cities, landmarks, and artifacts will be studied in their cultural, political, socio-economic and aesthetic contexts and evaluated in terms of courtly aspirations and the sources of design inspiration. Furthermore, the course will employ a range of methodologies and will explore a variety of themes including patronage, power, courtly taste, and the role of waft

Course Objectives:

1. To cover in depth the specifics of the Islamic Art & Architecture of the Mamluk period
2. To develop comprehensive case studies of the major works of this period, through students' research and formal analysis of such works in relation to the aesthetic, political and social factors
3. To further develop the students' research abilities and interest in history as a record for the development and transformations of art and architecture with a particular attention to issues of context and specifics of culture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Islamic Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:
ARC 376 Introduction to Islamic Architecture

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: Art & Architecture of the Umayyad, ARC 477, 2 credits

Course Descriptions:
This course offers an in-depth investigation of the material heritage of the Umayyad dynasty in Syria in the Seventh and Eighth centuries. Monuments and artifacts will be examined in terms of their purpose and meaning and will be interpreted in the context of cultural history. Particular attention will be afforded to the issue of the formation of Islamic art and to the discernment of what can be regarded as "Islamic" in the visual art forms of Islam. This will involve exploring cross-cultural dialogues in the Levant in the first century of Islam, and the attempt to blend elements from west and east in the framework of the new faith

Course Objectives:

1. To cover in depth the specifics and development of the Islamic Art & Architecture of the Umayyad period
2. To develop comprehensive case studies of the major works of this period, through students' research and formal analysis of such works in relation to the aesthetic, political and social factors
3. To further develop the students' research abilities and interest in history as a record for the development and transformations of art and architecture with a particular attention to issues of context and specifics of culture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Islamic Architecture 50%
Architectural Styles 20%
Iconic Buildings 20%
Critical Thinking 10%

Prerequisite:
ARC 376 Introduction to Islamic Architecture

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: The Decorative Art of Islam, ARC 478, 2 credits

Course Descriptions:
This course is a survey of the salient examples of decorative arts of Medieval Islam. Arts of the Book, calligraphy, metalwork, ceramics, textiles, ivory, and woodcarving will be explored within their religious, political, and socio-economic context as well as in terms of meaning, function, aesthetics and emerging forms. Particular emphasis will be given to the regional design vocabulary and to the evolution of style, content, and iconography. The course will also investigate the pivotal role of geometry, vegetable ornaments, and epigraphy in Islamic design and the supremacy of color and pattern

Course Objectives:

1. To cover in depth the specifics of the decorative arts in Islamic Art, in the various products and media, and to study their development in relation to aesthetic, social and religious factors
2. To develop case studies of major decorative arts works, through students' research and analysis of such works in relation to the aesthetic, political and social factors
3. To further develop the students' research abilities and interest in history as a record for the development and transformations of art and design, with a particular attention to issues of context and specifics of culture

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Islamic Art 60%
Iconic Art 30%
Critical Thinking 10%

Prerequisite:
ARC 375 Introduction to Islamic Art

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: History of Landscape Design, ARC 373, 2 credits

Course Descriptions:
Overview of the historical developments of landscape design, with a survey of the ideas, principles and practical considerations behind the major landscape design cases under study, from the classical to the modern period

Course Objectives:

1. To develop an understanding of the development of major movements and tendencies in Landscape Design in various contexts around the world
2. To develop the students' awareness of landscape design in relation to aesthetic, philosophical, political, social, and contextual parameters
3. To develop a clear understanding of the major characteristics of different styles, such as Renaissance or Baroque gardens, Islamic gardens, Japenese landscape design, etc
4. To develop a clear understanding of major landscape projects throughout history as well as important contemporary projects, and to examine the relationship between landscape design and contemporary urbanism
5. To develop the students' curiosity, critical thinking and interest in landscape design, as an extension of architecture and urbanism

Student performance Criterion addressed (list number and title):
A.9. Historical Traditions & Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
History of Landscape 60%
Analysis of precedents 30%
Critical Thinking 10%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Bachar El-Amine
Julliana Haddad

Format for Courses Descriptions for APRs

Course Title: Architectural Photography, ARC 381, 2 credits

Course Descriptions:
Advanced photography course emphasizing specific photographic techniques, lighting and composition, dealing with architectural and design subjects.

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Technical skills 50%
Visual Perceptions 50%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Bassam Lahoud

Format for Courses Descriptions for APRs

Course Title: Landscape Design Workshop ARC404, 2 credits

Course Descriptions:
Elaboration of an actual landscape design project or competition, either within the format of a regular term project, or as a series of intensive workshop

Course Objectives:

1. to develop the students' interest in contemporary landscape design problems
2. to develop the students' ability to explore Landscape Design as an interdisciplinary field in relation to urbanism, architecture, ecology and other disciplines
3. To explore within the frameowrk of an intensive workshop, new techniques and methods of landscape analysis, planning and design
4. to encourage students to work collaboratively on projects of community interest, and to develop coherent and appropriate solutions to design problems that affect communities, environment and people

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills

Topical Outline (include percentage of time in course spent in each subject area):
Design Works 50%
Analysis of precedents 30%
Critical Thinking 10%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Design Workshop –IAAD ARC405, 1 credit

Course Descriptions:
This workshop will revolve around an intensive thematic investigation consisting of a seminar combined with design application, addressing a design problem of current importance, such as a competition for a mosque or madrasah, or the restoration of a historic structure in the Islamic world

Course Objectives:

1. to develop the students' interest in contemporary design problems that are related to Islamic architecture, with a particular attention to issues of context and culture
2. to develop the students' ability to critically reinterpret historical traditions and typologies, and to develop an appropriate synthesis of different factors in design
3. to encourage students to work collaboratively on projects of greater complexity, within a limited time period and to develop coherent and appropriate solutions to design problems of greater historical complexity

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.5. Investigative Skills
B.1. Pre-Design
B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):
Design Works 50%
Analysis of precedents 30%
Critical Thinking 10%

Prerequisite:
ARC 332 Design Studio IV

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Abdallah Kahil

Format for Courses Descriptions for APRs

Course Title: Design Studio –IAAD ARC435, 4 credits

Course Descriptions:
Investigation of a project pertaining to contemporary design issues in the Islamic world, as for example design of religious centers, housing, schools, cultural compounds, libraries, and so on, with specific focus on the issues of context, cultural setting, and climate. The design will be studied in terms of functional and programmatic constraints and in relationship to cultural considerations. Students will be encouraged to develop their ideas by critically assessing the applicability of traditional Islamic design paradigms to contemporary design problems. The studio will be further enriched through discussions and critique of contemporary design in the Islamic world

Course Objectives:

1. To develop the students' interest in contemporary design problems that are related to Islamic architecture, with a particular attention to issues of context and culture
2. To develop the students' ability to critically reinterpret historical traditions and typologies, and to develop an appropriate synthesis of different factors in design, as they apply to projects of significant complexity
3. To encourage students to develop creative and original design interpretations that apply to problems of historical and contextual value, while understanding the significance of continuity in architecture

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
B.1. Pre-Design
B.4. Site Design

Topical Outline (include percentage of time in course spent in each subject area):
Design Works 50%
Analysis of precedents 30%
Critical Thinking 10%

Prerequisite:
ARC 332 Design Studio IV

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:

Format for Courses Descriptions for APRs

Course Title: Digital Modeling ARC451, 3 credits

Course Descriptions:
An introduction to 3D digital modeling as related to design issues and applications, enabling students to explore new tools for design

Course Objectives:

1. To introduce 3D modeling techniques and their various applications to design problems
2. To develop the students' ability to create and render 3D visualizations of major interior spaces in a project
3. To develop the students' ability to create and render 3D visualizations of the external form of a project

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
3D Modeling Principles 30%
3D Computer Drafting 30%
Drafting Sensitivity 20%
Rendering and Animation 20%

Prerequisite:
ARC 352 Computer Graphics II

Textbooks/ Learning Resources:

Offered:
Fall only, annually

Faculty assigned:
Habib Bou Habib
Marwan Halabi

Format for Courses Descriptions for APRs

Course Title: Computer Animation ARC452, 3 credits

Course Descriptions:
Introduction to the basics of computerized representations of space, using walk-through and animation techniques

Course Objectives:

1. To construct an elaborated walkthrough in and around an architectural design project using a software such as 3D Studio
2. To develop the students' skills to use computer moving cameras as a visual tool
3. To develop a computer animation of a single object, as well as a computer animated environment change

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
3D Modeling Principles 30%
3D Computer Drafting 30%
Drafting Sensitivity 20%
Rendering and Animation 20%

Prerequisite:
ARC 352 Computer Graphics II

Textbooks/ Learning Resources:

Offered:
Fall and Spring, annually

Faculty assigned:
Ayman Wehbeh

Format for Courses Descriptions for APRs

Course Title: Dynamic 3D Modeling ARC454, 3 credits

Course Descriptions:
An introduction to building information modeling with the understanding of real time modeling including spatial relationship and properties of building components.

Course Objectives:

Student performance Criterion addressed (list number and title):
A.3. Visual Communication Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):
3D Modeling Principles 30%
Building Information Modeling 30%
Drafting Sensitivity 20%
Rendering and Animation 20%

Prerequisite:
ARC352 Computer Graphics II

Textbooks/ Learning Resources:

Offered:
Fall and Spring, annually

Faculty assigned:
Habib Bou Habib

Format for Courses Descriptions for APRs

Course Title: Regional Architecture I ARC482, 2 credits

Course Descriptions:
Analytical & historical survey of the regional architectural heritage with a specific focus on the traditional domestic architecture of Lebanon, and the analysis of setting and building techniques and other factors on the development of regional architecture in the Nineteenth and early Twentieth century.

Course Objectives:

1. To introduce students to the rich architectural heritage in Lebanon and to provide a survey on its development in relation to historic, economic, technological and other factors
2. To develop the students' understanding of the basic typologies of the 'Lebanese House' and its variations, as well as its extensions into larger projects such as town halls, khans, and other types
3. To develop the students' curiosity and research interest in the rich architectural heritage of the country and the region

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
Analysis of Historical Regional Architecture 50%
Technical Survey 30%
Critical Thinking 20%

Prerequisite:
ARC 332 Design Studio IV

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Tony Lahoud
Tarek Zeidan

Format for Courses Descriptions for APRs

Course Title: Regional Architecture II ARC483, 3 credits

Course Descriptions:
On site application of the study of the regional architectural heritage, with case studies, analysis and documentation of particular landmarks, religious structures, and domestic houses

Course Objectives:

1. To develop the students' skills and expertise in surveying the historic heritage in the region, by taking case studies of specific towns or villages as a field for analysis, research and visual and graphic documentation
2. To develop comprehensive analysis of the various typologies of historic architecture, and their extensions into specific urban organizations such as towns or districts
3. To promote student awareness towards issues of preservation, conservation and environmental sustainability

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.7. Use of Precedents
A.9. Historical Traditions and Global Culture

Topical Outline (include percentage of time in course spent in each subject area):
Analysis of Historical Regional Architecture 50%
Technical Survey 30%
Critical Thinking 20%

Prerequisite:
ARC 332 Design Studio IV

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Tony Lahoud
Tarek Zeidan

Format for Courses Descriptions for APRs

Course Title: Regional Urbanism ARC484, 3 credits

Course Descriptions:

Case study of a regional town supported by a field survey of the urban structure and its historical development, with an investigation of the role of climate, topography, typology, building technology, and other factors in the development of its urban plan and morphology

Course Objectives:

1. To provide students with the opportunity to explore a case study of urbanism as it applies to a certain region or town
2. To apply the appropriate methodologies generally used by urban planners to investigate an urban problem and propose concrete and feasible solutions to issues of land use and infrastructure development, with a focus on environmental sustainability and proper management of growth
3. To provide students with the tools of mapping and projection, and the opportunity to apply their urban studies of zoning, land use, building typologies, and urban morphology, in a project that concretely revitalizes a specific town

Student performance Criterion addressed (list number and title):

A.5. Investigative Skills
A.7. Use of Precedents
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):

Analysis Regional Urbanisim 50%
Mapping Survey 30%
Critical Thinking 20%

Prerequisite:

ARC 332 Design Studio IV

Textbooks/ Learning Resources:

Offered:

Once a year

Faculty assigned:

Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Computer Graphics Studio ARC 551, 4 credits

Course Descriptions:
An investigation of design problems through the use of computer graphics from the initial stages of design conceptualization to design development, visualizing a new approach to different issues of computer-aided design

Course Objectives:

1. To develop the students' ability to design a complete architectural project using only a CAD software such as Revit
2. To develop the students' awareness of the process for a CAD software to perform the transition from the conceptual sketch to the final construction plans
3. To explore the latest tools and software used in computerized design representations

Student performance Criterion addressed (list number and title):
A.2. Design Thinking Skills
A.4. Technical Documentation

Topical Outline (include percentage of time in course spent in each subject area):

Prerequisite:
ARC 451 Digital Modeling / ARC 452 Computer Animation/ ARC 454 Dynamic 3D modeling

Textbooks/ Learning Resources:
Design Works 50%
Drafting Sensitivity 25%
Rendering and Animation 25%

Offered:
Once a year

Faculty assigned:
Marwan Halabi

Format for Courses Descriptions for APRs

Course Title: Urban Planning II ARC 582, 2 credits

Course Descriptions:
Study of actual planning processes, issues and problems, urban and regional zoning, demographical projections, with comparative studies of regional or international planning cases

Course Objectives:

1. To introduce students to Action Research through a case study that proposes a comprehensive vision, gathers political support within the community, can be implemented within a transition process, and can sustain its momentum
2. To introduce the techniques and tools of mapping and data gathering used at a regional scale
3. To implement a scheme that directly contributes to the development and improvement on the local and regional environment
4. To develop the students' awareness of issues of ecological and environmental impact from human development

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.7. Use of Precedents
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Introduction and Development of Urban Planning 30%
Urban Theories and Principles 45%
Case studies 25%

Prerequisite:
ARC 581 Urban Planning I

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: Professional Practice ARC 585, 2 credits

Course Descriptions:
This course will introduce the business aspects of the design practice, through the exploration of the financial, legal, and managerial aspects, contract negotiations, marketing design services, and managing of the client and contractor relationships, with an introduction to the economic and management principles of design projects, financing, cost-estimate and budgeting

Course Objectives:

Student performance Criterion addressed (list number and title):
B.7. Financial Considerations
C.1. Collaboration
C.3. Client Role in Architecture
C.4. Project Management
C.5. Practice Management
C.6. Leadership
C.7. Legal Responsibilities
C.8. Ethics & Professional Judgment

Topical Outline (include percentage of time in course spent in each subject area):
Management Principles 30%
Contracts and Documents 45%
Finance and Budgeting 25%

Prerequisite:

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Rachid Chamoun

Format for Courses Descriptions for APRs

Course Title: International Studio ARC 591, 3 credits

Course Descriptions:
This studio offers an opportunity for the students to gain a first-hand experience of the wealth and breadth of the material heritage of the Arab and Islamic worlds. The knowledge gained through the design history and theory courses will be complemented by field trips and site visits that offer direct exposure to and engagement with the architectural heritage of a particular region in the Islamic world, or an area with substantial Islamic heritage outside of the Islamic world. Students will be required to analyze and document specific works and study their relationship with the urban history and culture of the area. This will then be documented and presented in a portfolio.

Course Objectives:

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Analysis of Contemporary Architecture 50%
Documentation and Presentation 50%

Prerequisite:
ARC432 Design Studio VI.

Textbooks/ Learning Resources:

Offered:
Summer only, annually

Faculty assigned:
Elie Harfouche
Tony Lahoud
Cindy Menassa
Anette Erlenwein
Mazen Haidar
Richard Douzjian
David Kuelby
Asteriod Aghathedis

Format for Courses Descriptions for APRs

Course Title: International Workshop ARC 592, 2 credits

Course Descriptions:
This course is a workshop abroad at a host school revolving around specific and intensive architectural and urban design projects.

Course Objectives:

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.10. Cultural Diversity
A.11. Applied Research

Topical Outline (include percentage of time in course spent in each subject area):
Design Case Study 50%
Documentation and Presentation 50%

Prerequisite:
Prerequisite: ARC432 Design Studio VI.

Textbooks/ Learning Resources:

Offered:
Once a year

Faculty assigned:
Aseel Honein

Format for Courses Descriptions for APRs

Course Title: International Studio-IAAD ARC 595, 3 credits

Course Descriptions:
This studio offers an opportunity for the students to gain a first-hand experience of the wealth and breadth of the material heritage of the Arab and Islamic worlds. The knowledge gained through the design history and theory courses will be complemented by field trips and site visits that offer direct exposure to and engagement with the architectural heritage of a particular region in the Islamic world, or an area with substantial Islamic heritage outside of the Islamic world. Students will be required to analyze and document specific works and study their relationship with the urban history and culture of the area. This will then be documented and presented in a portfolio.

Course Objectives:

Student performance Criterion addressed (list number and title):
A.5. Investigative Skills
A.10. Cultural Diversity

Topical Outline (include percentage of time in course spent in each subject area):
Analysis of Islamic Architecture 50%
Documentation and Presentation 50%

Prerequisite:
ARC432 Design Studio VI.

Textbooks/ Learning Resources:

Offered:
Summer only, annually

Faculty assigned:
Abdallah Kahil

PART FOUR: SECTION 3 – FACULTY RESUME

Name: Rachid Chamoun, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES 404	Landscape Design Workshop
ARC 581	Urban Planning I
ARC 582	Urban Planning II
DES 432	Design Studios VI
DES 531	Design Studios VII

Educational Credentials
Ph.D. in Urban Studies, Union Institute& University, Cincinnati, Ohio, USA, 2005
M S. in Urban Design, Pratt Institute, Brooklyn, N. Y. USA, 1985
B F A, in Interior Design, Syracuse University, N. Y. USA, 1981

Teaching Experience
Present: Lecturer and Director of the Urban Planning Institute
1996-2000: Assistant Professor & Chair of the Architecture and Design Department
1995-1996: Assistant Professor & Director of the School of Engineering and Architecture
1992-1995: Assistant Professor and Director of the School of Architecture and Design

Professional Experience
Provided Master Planning urban design and architectural services for residential units, institutions and corporate offices in the New York Tri-State area, Beirut, Kuwait UAE, KSA, and others. The clients served are of diverse ethnic and economic backgrounds

Current Research Activities and Selected publications
War Free World Heritage Listed Cities: Project Coordinator
http://www.warfreeheritage.net/
http://www.inura.org/NMM_Posters_PDF/INURA11_Beirut.pdf
http://www.sed.manchester.ac.uk/research/marc/news/events/warandpeace.htm
http://www.sed.manchester.ac.uk/architecture/research/radicalisation/partners.htm
http://uit.no/cps/3296/10 Centre for Peace Studies, Tromsø, Norway, 2006
The Urban Hub: Towards the Resurrection of Beirut
http://wwwlib.umi.com/dissertations/fullcit/3168556
Peter Wilding (Ed.), *urban infrastructure in Transition*, IFF/IFZ, Austria, 2004
http://www.ifz.tugraz.at/index_en.php/article/articleview/658/1/30/
Attilio Petruccioli, Michele Stella, Giuseppe Strappa, (Eds), *The Planned City*, Bari, Italy,2003
Fundaccion El Legado Andalusi, (Eds), actas. Spain, 2002

Professional membership
International Network for Urban Research and Action *(INURA), http://www.inura.org/*,
Planners Network, *(PN) , http://www.plannersnetwork.org/*,
Forum UNESCO-University Heritage Network, http://universityandheritage.net
Director of internal affairs for the World Association of Tangible and Intangible cultural heritage (WATCH) http://www.eyeonculture.net/

Format for Faculty Resumes for APRs

Name Maroun El-Daccache, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC 601	Final Research project
ARC 531	Design Studio VII
ARC 631	Design Studio IX
ARC 632	Design Studio X

Educational Credentials

Ph.D. In Architecture Istituto Universitarrio di Architettura di Venezia (IUAV), 1992
B.Arch. Istituto Universitarrio di Architettura di Venezia (IUAV), 1987

Teaching Experience

Chair, Department of Architecture & Design, SArD-LAU (2005- present)
Associate professor, School of Architecture & Design, LAU (2006-present)
Faculty Advisory Board, Villard International PhD program, IUAV-Venice, (2007-present)
Director, Urban Planning Institute, Lebanese American University. (2003-2006)
Assistant Professor, School of Architecture & Design, LAU (1998-2005)
Thesis Advisor, Department of Architecture, LAU (1995-1997)
Editorial Director of "USEK ARTS" Review of architecture.(1997-1999)
Assistant Professor, Faculté des Beaux-Arts, (USEK) (1992-1997)
Assistant Professor, Lebanese University (INBA II) (1992-1993)
Teaching Assistant at IUAV, Venice (1987-1991).

Professional Experience

LACASA COMUNITARIA, Mission de Vie, Antelias-beirut (2007-2010)
LA CLINICA, Clinic for Dentist, Mkalles-Beirut (2009-2010)
SAHEL 1650**,** Residential building, Sahel Aalma-Jounieh, Lebanon, (project in progress)
FARAY 5479 CLUB**,** Residential Complex, Faraya, Lebanon, (2010, schematic)
IL FARO COMPLEX**,** Hotel & Offices Complex, Sin El-Fil – Beirut (project in progress)
UMC-RH, University Medical Center Rizk-Hospital, Achrafieh-Beirut, (project in progress)
BIENNALE OF TENERIFE, Las Palmas Spain, (project in progress, August 2012)

License / registration

Order of Engineering and Architecture, Beirut-Lebanon

Selected publications and recent research

"Toward an Architecture" by Le Corbusier, *Introduction to the Arabic edition* (publication inprogress)
''Towards an Architecture of the Territories'', *symposium proceeding International Scientific Conference of the Institute of Architectural Design*, pp. 41-48, 2009 Krakow Poland.
La Casa Comunitaria, *"The new concept of the communitarian live",* Domus Architectural Review, Middle East Edition, pp. 10-18 Special Edition pp. 63-67, N. 4 July 2009
The public space on the *"La Casa Comunitaria", through Light & Shadow*, Deco Magazine, National Architectural Magazine, pp. 82-88, June 2009
"Time & Place in the Contemporary Architecture of the Mediterranean City", IFAI, pp. 22-29 Thessalonica University Edition, June 2008

Format for Faculty Resumes for APRs

Name Elie Haddad, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC 363 Theory II
ARC 471 Contemporary Trends
ARC561 Seminar
ARC 631 Design Studio IX
ARC 632 Design Studio X

Educational Credentials

PhD. In Architecture University of Pennsylvania, 1998 ,
MS. in Architecture University of Cincinnati, 1991 ,
BA. in Architecture Boston Architectural Center, 1989.

Teaching Positions

Professor, School of Architecture & Design, LAU (2010-present)
Assistant Dean, School of Architecture & Design, LAU (2009-present)
Assistant Dean, School of Engineering & Architecture, LAU (2005-2006)
Chair, Department of Architecture & Design, LAU (2000-2005)
Associate Professor, School of Architecture & Design, LAU (2004-2010)
Assistant Professor, School of Architecture & Design, LAU (1997-2004)

Professional Experience

Consultant, Project for a Resort Hotel, Dead Sea, Jordan, 2011
Addition to Old House in Choueir, Lebanon, 2010
Competition for the Order of Engineers House, Zahleh, Lebanon 2008
Project for a Handicapped Community Village, Arnoun, South Lebanon, 2007
Competition for the Korean Archaeological Museum, Korea, 2006

License / registration

Registered Architect, Order of Engineers and Architects, Beirut, Lebanon (1994-present)

Selected publications and recent research

Editor of *A Critical History of Contemporary Architecture*, Publisher: Ashgate (forthcoming- Fall 2012)
Architecture as Exquisite Violence in Violence and Architecture, B. Kenzari, ed., Actar, 2011
Architecture & Urbanism in Beirut in COAM, 359, Madrid College of Architects, 2010
Translation of Aldo Rossi's *Scientific Autobiography* into Arabic, Dar Al Farabi, 2010
Christian Norberg-Schulz's Phenomenological Project in Architecture in Architecture Theory Review, 15:1, 2010 [88-101]
Charles Jencks and the Historiography of Post Modernism in Journal of Architecture, RIBA, Vol. 14, N.14, 2009 [493-510]
Between Myth and Reality: the 'Tuscan Influence' on the Architecture of Mount Lebanon in Journal of Design History, 20:2, 2007 [161-171]

Format for Faculty Resumes for APRs

Name Elie Harfouche, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES 361	Theory I
ARC 431	Design Studio V
ARC 432	Design Studio VI

Educational Credentials

MSc in Architectural History from University College London (2006),
Diploma in higher studies in Architecture, University of Balamand (2000)

Teaching Experience

Assistant professor, School of Architecture & Design, LAU (2010-present)
Visiting Teacher, School of Architecture, AA, London, (2009)
Part time faculty, School of Architecture & Design, LAU (2007-2009)

Professional Experience

Dbayeh 946, Furnished Apartments Building, Design and Supervision, 2009
Beirut Central District, DAMAC Sales Offices & Show Flat, Design and Supervision, 2010 (Beirut)
Bchamoun 2832, Residential Building, Design and Supervision, in progress
Fanar 890, Residential Building, Design and Supervision, in progress
Foch 126, 4th Floor Penthouse, Design and Supervision, in progress
Qornet Chahwan 4057, Private Residence, Design and Supervision, in progress

License / registration

Licensed to practice architecture in Lebanon under registration number 24981 (Beirut)

Selected publications and recent research

Architectural Education in Lebanon, Book Chapter, publication in progress
in progress
Political-Architectural Interfaces Embassies in Post-Reunification Berlin, publication in progress
Archileb, the Lebanese architecture portal: Ongoing research on Lebanese architecture and planning, documenting previous and promoting contemporary production revolving around the local built environment, www.archileb.com, 2005-present

Professional membership

Order of Engineers and Architects in Beirut, Lebanon

Format for Faculty Resumes for APRs

Name: Farid Jreidini, Department of Architecture & Interior Design, SArD-LAU

Courses Taught

ARC/DES 351 & 352	Computer Graphics I & II
ARC/DES 341 & 342	Technical Graphics II & III
ARC 521	Building Technologies III
ARC 581	Construction Documents

Educational Credentials

B.Arch. American University of Beirut, Beirut, Lebanon, 1984.

Teaching Experience

Associate Chair, Department of Fine Arts and Foundation Studies,
SArD – LAU (2010-Present)
Instructor, School of Architecture & Design, LAU, Lebanon 1987-Present
Instructor**,** Notre Dame University, Lebanon, 1992-999
Instructor, Lebanese University, Lebanon 1990-1991

Professional Experience

Permit, design works and construction of "Naas Arches" a personal dwelling house and cottage for Dr. & Mrs. A. Abbas based on traditional Lebanese house. Sakiet el Misk, Lebanon – Under Construction (2011)
Carpet Show Room for Rodolphe Farjallah, Interior Design Construction Documents (2010)
In collaboration with Architect Salameh Hoshaimi

- Private Garden and Landscape Mr. & Mrs. Layousse – Yenne, Senegal (2010)
- Private Chapel Mr. & Mrs. Layousse – Yenne, Senegal (2010)
- New CIS Building – Jal El Dib, Lebanon (2010)

In collaboration with Architect Antoine Romanos - Consultant architect. Main works:

- Katrib residence. Miziara, Lebanon (2009)
- Urban planning for Eko Atlantic Financial Center. Lagos, Nigeria (2008-09)
- Urban planning for Eko Atlantic. Lagos, Nigeria (2007-09)
- Eko exhibition hall. Lagos, Nigeria (2007-08)
- Urban planning for Akete Village. Akete, Nigeria (2007)
- Execution drawings for Waves bldgs. Lagos, Nigeria (2006-07)

License / registration

Lebanese Order of Engineering and Architecture [#7536]

Professional membership

Association of Architects [affiliated to the Order of Engineering and Architecture], Beirut, Lebanon – Elected Member of the Executive Committee 2001-2002 & 2008-2011
OMRAN – NGO for the improvement of the built environment in Lebanon

One of OMRAN task is to undertake projects from municipalities and produce urban solutions to specific problems. Main projects:

- A proposal on the village entrance of Btedine Al-Leqsh, 2007
- A city square for the Municipality of Halat, 2006
- The village square and public parking for the municipality of Shheem, 2005

Format for Faculty Resumes for APRs

Name Abdallah Kahil, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES 371	History of Architecture I
ARC/DES 372	History of Architecture II
DES 375	Introduction to Islamic Art
DES 376	Introduction to Islamic Architecture
ARC/DES 475	Islamic Architecture in the Age of Empires
ARC/DES 476	Art and Architecture of the Mamluks

Educational Credentials

PhD. History of Art and Archaeology, New York University, 2002
M.A History of Art, New York University, 1987
M.F.A Fine Arts, Pratt Institute, New York, 1984
D.E.S (Diplôme des Études Superieurs) Fine Arts, Lebanese University1980

Teaching Experience

Assistant professor, school of architecture & Design, LAU (2006-present)
Visiting assistant professor, Lebanese American University (2005-2006)
Adjunct assistant professor, Lebanese American University, School of Engineering and Architecture (2003-2005)
Assistant professor, Lebanese University, Faculty of Fine arts (2003-2005)
Adjunct Assistant Professor, New York University, College of Arts and Science, Department of Fine Arts (1990 – 1998)
Lecturer, New York University, School of Continuing and Professional Studies, the Degree Program (1991–1998)
Visiting faculty, Adelphi University (1993)

Selected publications and recent research

The Sultan Hasan Complex 1357-1364: A Case Study in the Formation of Mamluk Style, The Orient Institute of the German Oriental Society, Beirut and Ergon Verlag, Würzburg, 2008
"Waqf Documents and Architectural Fittings and Furnishings*," Gifts of the Sultan, The Arts of Giving at the Islamic Courts,* edited by Linda Komaroff. Los Angeles County Museum of Art and Yale University Press, 2011
"The Architect/s of the Sultan Hasan Complex in Cairo," Artibus Asiae vol. LXVI, No. 2, 2006, pp. 155-174
"Isti'māl al-suwar: mashāhid al-wilāda fī al-fann al-islīāmī fi al-marhala al-maghuliyya," (The Use of Images: Birth Scenes in Mughal Painting), *The Image and its Visual Representations in the Arab Culture,* Beirut: 2005, pp. 136-156
Preface and editing, *Christianity and Islam, History of the Ancient and Medieval World,* Marshall Cadevitch, New York, 1996

Professional membership

Association of Collegiate Schools of Architecture; College Art Association; Historians of Islamic Art; Middle East Study Association; Society of Architectural Historians

Format for Faculty Resumes for APRs

Name Nada Khoury, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

DES 523	Environmental Systems I
DES 524	Environmental Systems II
DES 401	Interior Workshop I
DES 402	Interior Workshop II
DES 432	Design Studio VI
DES 531	Design Studio VII

Educational Credentials

Ph.D. in Environmental Design, Faculty of Environmental Design, University of Montreal, Montreal, Quebec, Canada (2008)
Master degree in Computer Aided Design, Faculty of Environmental Design, University of Montreal, Montreal, Quebec, Canada (2004)
Master degree in Interior Architecture, Académie libanaise des Beaux-Arts (ALBA), Beirut, Lebanon (1992)

Teaching Experience

Assistant Professor, School of Architecture & Design, LAU (2010- present)
Assistant professor, Interior Design Program, Faculty of Environmental Design, University of Montreal, (2009-2010)
Researcher, Faculty of Environmental Design, University of Montreal (2006-2009)
Teaching assistant in the design studio University of Montreal (2006)
Research assistant, Project university of Montreal (2004)
Teaching assistant and researcher University of Montreal (2003-2004)

Professional Experience

Consultant for private interior design projects

Selected publications and recent research

El-Khoury, N., De Paoli G. *''A knowledge-sharing space to document the spirit of place': A case study of neighborhoods in Beirut''*, in 2nd International Conference on Heritage and Sustainable Development, Heritage 2010, Evora, Portugal, 2010
El-Khoury, N., De Paoli G. *''Interactive Itinerary of heritage houses in Beirut: walking back to the future'',* in Euromed 2010 Digital Heritage 2010, Lemesos, Cyprus, 2010
Partenariat international de recherche pour la création d'un espace-mémoire pour des site historiques. Direction des relations internationales (DRI) Université de Montréal, 2010-2011

Professional membership

Member of the scientific committee for the Connecting Brains Shaping the World, Collaborative Design Spaces, International Conference on Advances in Design Sciences and Technology, 13th EuropIA conference, Rome.

Format for Faculty Resumes for APRs

Name Joseph Kiprianos, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES 341/342	Technical Graphics II & III
ARC/DES 421/422	Building /Design Technology I & II
ARC 432	Design Studio VI
ARC 522	Building Technology IV
ARC 584	Building Codes & Laws
ARC 632	Design Studio IX

Educational Credentials

PhD. in Architecture, University of Natal, 2004
MA. Architecture (Diplôme D'Etudes Approfondies-DEA) - USEK, Kaslik, Lebanon, 1999
BArch. Holy Spirit University – USEK, Kaslik, Lebanon, 1989

Teaching Experience

Lecturer, School of Architecture and Design, LAU, 2004-Present)
Instructor, Department of Architecture and Design, LAU, (1998-2004)
Instructor (P/T), Department of Architecture and Design, LAU, (1993-1998)
Assistant Professor, School of Architecture & Design, Holy Spirit University, (1990-1995)
Teaching Assistant, School of Architecture &Design, Holy Spirit University, (1989-1990)

Professional Experience

Sainte Rafqa, Cathedral, Jrabta, Lebanon,(in progress)
Bujawdeh & Riachi Restaurant/Car-Wash Cafe, Bouchrieh, Lebanon, 2007
Mrad Villa, Edde, Lebanon, 2007
Khoury Villa, Kfaraabida, Lebanon, 2008
Aoun T. Villa, Thoum, Lebanon,2008
Sfeir Commercial Center, Byblos, Lebanon, 2008
Matta Villa, Edde, lebanon, 2009
Horkos Villa, Karsaroun, Lebanon, 2009
Aoun J. Villa, Thoum, Lebanon, 2009
Al Shamal Beach House, Doha, Qatar, 2010
University Medical Center-Rizk Hospital (UMC-RH), Hospital Master Plan, Achrafieh, Lebanon, 2010
Al Rayan Palace, Restoration & Landscape, Aaley, Lebanon, 2010
Saifi 174, Building Restoration, Solidere-Beirut, 2011
Jbeil 2490 Penthouse, Byblos, Lebanon, 2011
Jbeil 718 Hotel, Old City-Intra Muros, Byblos, Lebanon, 2011

License / registration

Order of Engineering and Architects

Professional membership

CIArb Member, the Chartered Institute of Arbitrators, London, 2006
CIArb Associate Member, the Chartered Institute of Arbitrators, London, 2004
Engineering Consultant/Expert, the Lebanese Courts, 1992
License of Practicing the Profession of Engineering, Ministry of Public Works and Transports in the Republic of Lebanon, 1990

Format for Faculty Resumes for APRs

Name Antoine Lahoud, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES/GRA 240	Sketching
ARC/DES/GRA 241	Technical Graphics
ARC/DES 421- 422	Building /Design Technology I & II
ARC 331	Design Studio III
ARC 332	Design Studio IV
ARC482	Regional Architecture I

Educational Credentials

DESS - Diplome d'Etudes Superieur Specialises. Lebanese University / Ecole de Chaillot, Paris, 2000

CEAA-Certificat d'Etudes Approfondies en Architecture Ecole de Nancy, France, 1989

Diplome of Higher Education in Architecture, Lebanese University, 1988

Teaching Experience

Lecturer, School of Architecture & Design LAU, (1995-Present)
Part time faculty, Beirut University College – (1990-1994)
Assitant Professor, School of Fine Arts, Lebanese University, (1989-1990)
Assistant Teaching, School of Architecture of Nancy-France. (1988-1989)

Professional Experience

Restoration of President Michel Sleiman Residence and Annex in Amchit, 2006-2012
Design competition, Municipality of Jbeil, 2010
Design and Execution of restaurant in Amchit, 2010
Restoration of the cross vault house (1850) of Mr. Halim Hawat in Byblos City, 2009

Restoration and transformation project of 'Hotel Byblos Sur Mer' in the historical area of Byblos, 2009

License / registration

Order of Engineering and Architecture **License / registration**

Selected publications and recent research

"Beirut's Renaissance", BMG magazine 2010, UK.

"Impact of Heritage in shaping a nation's identity", National Identities Academic Journal, Carfax Publishing – Taylor and Francis Group, Dec. 2008

"Inventories in Lebanon", Proceedings of Euromed Heritage IV - Strengthening of institutional and legal frameworks, Dec. 2008, E-published [UNESCO, Paris office]

"City Growth and History Conflict", Proceedings of 11th International Seminar of Forum UNESCO: University & Heritage, Sep. 2006, published [University of Florence, Italy]

Professional membership

Member of APSAD, 2010-present

Design Consultant at the Lebanese Presidential Palace, 2008-present

Design Consultant at the General Directorate of Antiquities, 1998-present

Format for Faculty Resumes for APRs

Name Antoine Romanos, Department of Architecture & Int. Design, SArD-LAU

Courses Taught

ARC/DES/GRA 232	Design Studio IB
ARC/DES/GRA 234	Design Studio IIB
ARC 601	Final research Project
ARC 631	Design Studio IX
ARC 632	Design Studio X

Educational Credentials

Architecte DPLG (Diplôme Par Le Gouvernement), de L'Ecole Nationale Supérieure Des Beaux-Art, Paris, 1969.

Teaching Experience

Associate Professor in School of Architecture & Design, LAU (2004-present
Associate Professor at UNCC (1991/1993)
Assistant Professor at Kansas University (1987/1990)
Visiting Professor at Kansas University (1986-1987)
Part time instructor at the American University of Beirut (1983/1985)

Professional Experience

1970-1975:
Jdeide Secondary school, Beirut.
SNA headoffices Beirut.
Achkout Church, Kersouan Lebanon.
Residential Buidings, Jal elDib.
Private Residences.
1975/1980:
Airport of Jeddah.
Adham commercial center, Jeddah.
Coca cola factory, Beirut,
Seven Up factory, Jeddah,
1987/1996:
Private Residences, Missouri.
Restaurant/Retail stores ,Missouri.
Wildwood Educational Center, Missouri.
1996/2011:
Sapetro head offices, Lagos.
Oceanic Bank head offices Lagos.
Total Head offices, Lagos.
Exhibition hall Lagos.
Workers Housing, Niger.
Residential Building in progress, Beirut.

License / registration

Order of Engineering and Architecture License / registration since 1970

Format for Faculty Resumes for APRs

Name Bassam Lahoud, Department of Fine Arts, SArD-LAU

Courses Taught

PHO 211	Photography I
PHO 212	Photography II
ARC 381	Architectural Photography

Educational Credentials:

B.Arch., 1993, University of Montreal, Canada
Master in Photography, 1992, Florence – Italy.
Specialization in Restoration and Town Planning, 1976, Rome and Florence – Italy.
Diploma of Civil Engineering- Option Architecture (Master equivalency), 1974, Saint Joseph University

Teaching Experience:

Instructor in School of Architecture & Design, LAU (1996-present)
Instructor at Saint Joseph University (USJ) (1987-1995)
Instructor at Academie Libanese Des Beaux Arts (ALBA) (1987-1995)
Instructor at Universite Saint Esprit kaslik (1987-1995)
Instructor at Notre Dame University (NDU) (1987-1995)

Professional Experience:

2004:
United Nations, Chairman of "ESCWA Arts Council
1976-1978:
Bank of Montreal, Head of Department in the Data Processing Center, Canada

Licenses/Registration:

Order of Engineering & Architecture Licenses/Registration since 1974

Selected Publications and Recent Research:

THE GREEKS AND THE PHOENICIANS IN ANTIQUITY, 2004, publication of a book in collaboration with Ms Nina Jidejian
THE MARONITE PATRIARCAT - HISTORY AND MISSION, 1996, publication of a book in collaboration with father Michel Awit

Professional Memberships:

Lebanese Spanish association, Member, 2009
Graduates of Italy, Member of the alumni association, 2005
Union Catholique Internationale de Presse, Member, 1997
Lebanese House of Photography, Founder and president, 2003
Federation Sportive Universitaire du Liban, General Secretary for Public Relations and information, 1995-2003
Prestige Magazine, Founder Member, 1993
Press Photographer Syndicate, Member, 1993

Format for Faculty Resumes for APRs

Name Silia. Abou Arbid, Department of Fine Arts & Foundation, SArD-LAU

Courses Taught

ARC/DES/GRA	232 Design Studio I-B
ARC/DES/GRA	234 Design Studio II-B

Educational Credentials:
Bachelor of Architecture, University of Montreal, Canada, 1993

Teaching Experience:
Instructor in School of Architecture & Design, LAU (1997-present)
Instructor at Notre Dam University (NDU) (Spring 2001)
Instructor at American University of Beirut (1995-2000)
Instructor at Academie Libanese Des Beaux Arts (ALBA) (1996-1999)
Instructor at Lebanese Unviesity (IBA) (1997-1999)
Instructor at Universite Saint Esprit kaslik (1997-1999)
Invited member of Jury at Ecole D'achitecture De La Ville & Des Territoires A Marne-La-Vallee-France (Spring 2004)

Professional Experience:
2002-present
TURF^{c,} Freelancer, Beirut
2007:
Interior Design of a Nursery, Beirut
2005:
"Typo. Graphic" Exhibition Design for LAU, Beirut
2004:
"Dar Al Mouna" Exhibition Design, Batroun
2000/2002
Freelancer at Annabel Karim Kassar.Architects, Lebanon& France
2001:
Freelancer
1998/1999:
Architect for Urban Consultants I G Safi & Jreissati.Architects, Lebanon
1994/1995:
Architect for Lacque D'ambre Design, Canada

Licenses/Registration:
Order of Engineering & Architecture Licenses/Registration since 1993

Selected Publications and Recent Research:
Intramuros Design Magazine.France
Design Magazine.Montereal

Format for Faculty Resumes for APRs

Name Rached K.Bohsali, Department of Fine Arts & Foundation, SArD-LAU

Courses Taught

ARC/DES/GRA	231 Design Studio I-A
ARC/DES/GRA	233 Design Studio II-A

Educational Credentials:
C.E.A.A. in Domestic Architecture, École d'Architecture Paris-Villemin, 1985
Bachelor of Architecture, American University of Beirut, 1981

Teaching Experience:
Chair, Department of Fine Arts and Foundation Studies, SArD-LAU (2009-present)
Associate Professor, LAU (2007-present)
Assistant Professor, LAU (1985-2006)
Part time instructor at Beirut University Campus (BUC) (Spring 1983-1984)

Professional Experience:
1995-present:
SIGMA Contracting, Design Advisor, Beirut LEB
1981-1984:
Tabbara & Daouk Consultants, Design Architect, Beirut LEB

Licenses/Registration:
Order of Engineering & Architecture

Selected Publications and Recent Research:
A selection of paintings published in 2011 in the book series "Splash 12" a selection of the best watercolors paintings internationally. North Light Books **http://www.splashwatercolor.com/2010/04/07/splash-12-winners-list/**.
Reviving of the Art of Mosaic and its Elaboration/Revival as a Craft to Solve the Problem of Unemployment within the Workers - paper presentation in the INTERNATIONAL CONGRESS on: EMPLOYMENT of TRADITIONAL HANDICRAFTS in ARCHITECTURAL PROJECTS held in TUNIS from 27–31 October 2008

Professional Memberships:
Founder member and trustee in the board of Cultural Council of the City of Beirut
Association Internationale Des Arts Plastiques, (IAA/AIAP) UNESCO, Paris, France
The Association of Lebanese Painters and Sculptors, Beirut, Lebanon
The Alumni Association, American University of Beirut, Lebanon

Format for Faculty Resumes for APRs

Name Hanibal Srouji, Department of Fine Arts & Foundation, SArD-LAU

Courses Taught

ARC/DES/GRA	231 Design Studio I-A
ARC/DES/GRA	232 Design Studio I-B
ARC/DES/GRA	233 Design Studio II-A
ARC/DES/GRA	234 Design Studio II-B

Educational Credentials:
Masters of Fine Arts, (M.F.A.) Painting, Concordia University, Montréal, 1987

National Degree of Fine Arts, (D.N.S.E.P.) Ecole des Beaux Arts de Nîmes, France 1987

Bachelors of Fine Arts, (B.F.A) Painting, Drawing Etching, Concordia University, Montréal 1982

Teaching Experience:
Assistant Professor in School of Architecture & Design, LAU (2010-present)
Lecturer at La Sorbonne (2006 – 2009)
Teaching Responsible & lecturer at Visuel Formations, Paris, (2001-2007)
Responsible of international exchange at University of Maryland, France, (2001-2007)
Lecturer at University of Maryland, U.S.A.(2001-2002)
Artist in residence & lecturer at Illinois State University (1994)
Instructor at Concordia University at School of Nîmes, France (1989-1994)
Coordinator of the Etching Workshop at Nîmes-Fine Arts School, France (1986-1987)
Lecturer at Concordia University, Montreal, Quebec (1982-1985)

Professional Experience:

Licenses/Registration:
None

Selected Publications and Recent Research:
2011
"Science**, Art ant the Spirit** – Lebanese artist Hanibal Srouji calls reality into question **"**By Karah Byrns, Selection – summer 2011. Publisher: City News Privilege.
"SUBTITLES **– WITH NARRATIVE FROM LEBANON** ", Exhibition Catalogue - (APEAL), Royal College of Art, London, UK
2010
"**The New Kid on the Block**: Lebanon's MENASART Fair ", Oasis, Fall issue, 2010
"**The War Inside**", Maha Majzoub, RAGMAG, October 2010
"Hanibal Srouji", Zena Zalzal, L'Orient le Jour, Beirut, 10/2010
2009
"Les éclats de pétales de Hanibal Srouji", Colette Khalaf, L'Orient-le Jour, Beirut, 01/2009

PART FOUR: SECTION 4 – URL TO LAU CATALOGUE

http://publications.lau.edu.lb/documents/academic-catalog2012-2013.pdf

PART FOUR: SECTION 5 – ELIGIBILITY MEMORENDUM FROM THE REVIEW OF THE APPLICATION FOR CANDIDACY

National Architectural Accrediting Board, Inc.

August 8, 2012

Dr. Joseph George Jabbra
President
Lebanese American University
POB 13-5053
Chouran
Beirut 1102-2801

NAAB

Dear Dr. Jabbra:

At the July 2012 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Application for Candidacy* for the Lebanese American University, School of Architecture and Design.

As a result, the proposed professional architecture degree program,

Bachelor of Architecture

has been accepted as eligible for candidacy. A visit for initial candidacy has been added to the Visit List for Spring 2013. This visit will be conducted under the provisions of the *NAAB 2009 Conditions for Accreditation* and Section 3 of the *NAAB Procedures for Accreditation*, 2012 Edition.

The *Architecture Program Report (APR) for Initial Candidacy* is due in the NAAB office six months before the date of the visit. The format and content of the *APR* is described in detail in Section 3.

A letter with the name of the proposed chair for this visit will be forthcoming. Once LAU approves the chair, you will be able to set the date for the visit.

If the program wishes to postpone its visit for initial candidacy to the fall of 2013, please submit a request at your earliest convenience.

Very truly yours,

Keelan P. Kaiser, AIA
President

cc: Dr. Elie A. Badr, Ph.D., Interim Dean
Nathaniel Q. Belcher, Eligibility Reviewer

Enc.

1735 New York Avenue, NW
Washington, DC 20006
www.naab.org
tel 202.783.2007
fax 202.783.2822
email info@naab.org

APPENDICIES

Appendix 1.a

Curriculum Map

Department of Architecture & Interior Design - BArch in Architecture

LAU School of Architecture and Design

Term	required courses. COURSE NAME	Crds	Course #	Realm A: CRITICAL THINKING AND PRESENTATION											Realm B: INTEGRATED BLDG PRACTICES, TECH SKILLS & KNOWLEDGE												Realm C: LEADERSHIP & PRACTICE									Course #
			SPC#	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	
			NAAB Goals / Categories	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Hist'l Traditions & Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Material & Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics & Professional Judgement	Community & Social Responsibility	
Foundation Year	Design Studio I-A	(3)	ARC/DES/GRA 231			A3			A6		A8																									ARC/DES/GRA 231
	Design Studio I-B	(3)	ARC/DES/GRA 232			A3			A6		A8																									ARC/DES/GRA 232
	Technical Graphics I	(2)	ARC/DES/GRA 241			A3	A4																													ARC/DES/GRA 241
	Drawing I	(3)	ART 221			A3																														ART 221
	History of Design	(2)	ARC/DES/GRA 271	A1								A9																								ARC/DES/GRA 271
	Design Studio II-A	(3)	ARC/DES/GRA 233			A3			A6		A8			A11																						ARC/DES/GRA 233
	Design Studio II-B	(3)	ARC/DES/GRA 234			A3			A6		A8			A11																						ARC/DES/GRA 234
	Design Culture	(2)	ARC/DES/GRA 261	A1								A9	A10																							ARC/DES/GRA 261
	Intro to Computer Graphics	(3)	ARC/DES/GRA 251			A3	A4																													ARC/DES/GRA 251
	Photography I	(3)	PHO 211			A3																														PHO 211
	Sketching	(2)	ARC/DES/GRA 240			A3																														ARC/DES/GRA 240
Year II	Design Studio III	(6)	ARC 331		A2		A4	A5		A7					B1																					ARC 331
	Computer Graphics I	(2)	ARC/DES 351				A4				A8																									ARC/DES 251
	Technical Graphics II	(3)	ARC/DES 341			A3	A4																													ARC/DES 341
	Theory I	(2)	ARC/DES 361	A1									A10																							ARC/DES 361
	History of Architecture I	(3)	ARC/DES 371	A1								A9																								ARC/DES 371
	Design Studio IV	(6)	ARC 332		A2		A4	A5		A7					B1	B2		B4																		ARC 332
	Computer Graphics II	(2)	ARC/DES 352				A4				A8																									ARC/DES 352
	Technical Graphics III	(3)	ARC/DES 342			A3	A4																													ARC/DES 342
	Theory II	(2)	ARC/DES 362	A1									A10	A11																						ARC/DES 362
	History of Architecture II	(2)	ARC/DES 372	A1								A9																								ARC/DES 372
	Building Systems I	(3)	ARC 311																				B9													ARC 311
Year III	Design Studio V	(6)	ARC 431		A2		A4	A5		A7				A11	B1	B2		B4				B8	B9	B10	B11	B12	C1									ARC 431
	Building Technology I	(2)	ARC 421																				B9	B10												ARC 421
	Building Systems II	(3)	ARC 312																				B9													ARC 312
	Design Studio VI	(6)	ARC 432		A2		A4	A5		A7				A11	B1	B2		B4				B8	B9	B10	B11	B12	C1									ARC 432
	Building Technology II	(2)	ARC 422																					B10		B12										ARC 422
	Building Systems III	(3)	ARC 411																				B9													ARC 411
	Construction Documents	(4)	ARC 481				A4									B2	B3		B5			B8	B9	B10	B11	B12	C1									ARC 481
Year IV	Design Studio VII	(5)	ARC 531		A2		A4	A5		A7	A8	A9		A11	B1	B2	B3	B4	B5	B6		B8	B9				C1	C2								ARC 531
	Design Workshop I	(1)	ARC 501		A2			A5																												ARC 501
	Building Technology III	(2)	ARC 521																					B10		B12										ARC 521
	Environmental Systems I	(3)	ARC 523																			B8			B11											ARC 523
	Urban Planning I	(3)	ARC 581									A9	A10	A11																						ARC 581
	Building Systems IV	(3)	ARC 412																				B9													ARC 412
	Design Studio VIII	(5)	ARC 532		A2		A4	A5		A7	A8	A9		A11	B1	B2	B3	B4	B5	B6		B8	B9				C1	C2								ARC 532
	Design Workshop II	(1)	ARC 502		A2			A5																												ARC 502
	Building Technology IV	(2)	ARC 522																					B10		B12										ARC 522
	Environmental Systems II	(3)	ARC 524																			B8			B11											ARC 524
	Seminar	(2)	ARC 561	A1									A10	A11																						ARC 561
	Internship	(1)	ARC 538																								C1	C2	C3	C4	C5	C6	C7	C8	C9	ARC 538
Year V	Design Studio IX	(5)	ARC 631		A2		A4	A5		A7	A8	A9		A11	B1	B2	B3	B4	B5	B6		B8	B9				C1	C2								ARC 631
	Final Project Research	(1)	ARC 601											A11	B1			B4															C7			ARC 601
	Building Codes and Laws	(1)	ARC 584																														C7			ARC 584
	Design Studio X	(5)	ARC 632		A2		A4	A5		A7	A8	A9		A11	B1	B2	B3	B4	B5	B6		B8	B9				C1	C2								ARC 632

Total BArch required credits 176

(176 credit counts include required elective courses from across the campus and the department, not shown)

Appendix 1.b

Curriculum Map

Department of Architecture & Interior Design – BArch in Architecture

			Realms	Realm A: CRITICAL THINKING AND PRESENTATION											Realm B: INTEGRATED BLDG PRACTICES, TECH SKILLS & KNOWLEDGE												Realm C: LEADERSHIP & PRACTICE									
			NAAB Goals / Categories	Communication Skills	Design Thinking Skills	Visual Communication Skills	Technical Documentation	Investigative Skills	Fundamental Design Skills	Use of Precedents	Ordering Systems Skills	Hist'l Traditions & Global Culture	Cultural Diversity	Applied Research	Pre-Design	Accessibility	Sustainability	Site Design	Life Safety	Comprehensive Design	Financial Considerations	Environmental Systems	Structural Systems	Building Envelope Systems	Building Service Systems	Building Material & Assemblies	Collaboration	Human Behavior	Client Role in Architecture	Project Management	Practice Management	Leadership	Legal Responsibilities	Ethics & Professional Judgement	Community & Social Responsibility	
	elective courses: COURSE NAME	Crds	SPC #	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9	Course #
	History of Landscape Design	2										A9																								ARC 373
	Introduction to Islamic Art	3										A9																								ARC 375
	Introduction to Islamic Architecture	3										A9																								ARC 376
	Architectural Photography	2						A5																												ARC 381
	Landscape Design Workshop	2			A2			A5																												ARC 404
	Design Workshop-IAAD	1			A2			A5							B1			B4																		ARC 405
	Design Studio-IAAD	4			A2										B1			B4																		ARC 435
	Digital Modeling	3				A3	A4																													ARC 451
	Computer Animation	3				A3	A4																													ARC 452
	Dynamic 3D Modeling	3				A3	A4																													ARC 454
	Topics in Architectur Theory	2											A10	A11																						ARC 461
	Contemporary Trends	2											A10	A11																						ARC 471
	Classical Art & Architecture	2										A9																								ARC 472
	Architectur of the Renaissance	2										A9																								ARC 473
	Islamic Arch. In the Age of Empires	2										A9																								ARC 475
	Art & Architecture of the Mamluks	2										A9																								ARC 476
	Art & Architecture of the Umayyad	2										A9																								ARC 477
	The Decorative Art of Islam	2										A9																								ARC 478
	Regional Architecture I	2						A5				A9																								ARC 482
	Regional Architecture II	3						A5		A7		A9		A11																						ARC 483
	Regional Urbanisim	3						A5		A7			A10	A11																						ARC 484
	Computer Graphics Studio	4			A2		A4																													ARC 551
	Urban Planning II	2						A5		A7			A10	A11																						ARC 582
	Professional Practice	2																			B7						C1		C3	C4	C5	C6	C7	C8		ARC 585
	International Studio	3						A5					A10																							ARC 591
	International Workshop	2						A5					A10	A11																						ARC 592
	International Studio -IAAD	3						A5					A10																							ARC 595

Appendix 2.a

Faculty-course matrix

Department of Architecture & Interior Design
- BArch in Architecture

LAU School of Architecture and Design

Year	required courses: COURSE NAME	Cds	Course #	Ngeiel	Abboud Antoine	Abou-Habib Lina	Abou-Rizk Joseph	Alhadidi Antoine	Bachour Karim	Chamoun Rashid	Daouchi Marwan	Dakiki Bassam	Dalamal Bassam	Farhat Bilkhazen	Gharib Ghassan	Hadad Elie	Haddad Elie	Haroun Carolle	Haroun Elie	Jammal Abdo	Jordan Farid	Kahil Abdallah	Khairallah Hassan	Khairallah Hassan	Kojaian Joseph	Lahoud Bassam	Lahoud Tony	Mashal Fadi	Mallat Fadi	Moussa Candy	Nader Gamal	Nassar Fady Tony	Rameow Antoine	Sfeir Naji	Shing Gaby	Sinno Fouad	Sinno Fouad	Course #
Foundation Year	Design Studio I-A	[3]	ARC 231																																				ARC/DIS/GRA 231
	Design Studio I-B	[3]	ARC 232																																				ARC/DIS/GRA 232
	Technical Graphics I	[2]	ARC 241																																				ARC/DIS/GRA 241
	Drawing I	[3]	ART 221																																				ART 221
	History of Design	[2]	ARC 271																																				ARC/DIS/GRA 271
	Design Studio II-A	[3]	ARC 233																																				ARC/DIS/GRA 233
	Design Studio II-B	[3]	ARC 234																																				ARC/DIS/GRA 234
	Design Culture	[2]	ARC 261																																				ARC/DIS/GRA 261
	Intro to Computer Graphics	[3]	ARC 251																																				ARC/DIS/GRA 251
	Photography I	[3]	PHO 211																																				PHO 211
	Sketching	[2]	ARC 240																																				ARC/DIS/GRA 240
Year II	Design Studio III	[6]	ARC 331																																				ARC 331
	Computer Graphics I	[2]	ARC 351																																				ARC/DIS 251
	Technical Graphics II	[3]	ARC 341																																				ARC/DIS 341
	Theory I	[2]	ARC 361																																				ARC/DIS 361
	History of Architecture I	[3]	ARC 371																																				ARC/DIS 371
	Design Studio IV	[6]	ARC 332																																				ARC 332
	Computer Graphics II	[2]	ARC 352																																				ARC/DIS 352
	Technical Graphics III	[3]	ARC 342																																				ARC/DIS 342
	Theory II	[2]	ARC 362																																				ARC/DIS 362
	History of Architecture II	[2]	ARC 372																																				ARC/DIS 372
	Building Systems I	[3]	ARC 311																																				ARC 311
Year III	Design Studio V	[6]	ARC 431																																				ARC 431
	Building Technology I	[2]	ARC 411																																				ARC 411
	Building Systems II	[3]	ARC 312																																				ARC 312
	Design Studio VI	[6]	ARC 432																																				ARC 432
	Building Technology II	[2]	ARC 412																																				ARC 412
	Building Systems III	[3]	ARC 411																																				ARC 411
	Construction Documents	[4]	ARC 481																																				ARC 481
Year IV	Design Studio VII	[5]	ARC 531																																				ARC 531
	Design Workshop I	[1]	ARC 501																																				ARC 501
	Building Technology III	[2]	ARC 511																																				ARC 511
	Environmental Systems I	[3]	ARC 513																																				ARC 513
	Urban Planning I	[3]	ARC 581																																				ARC 581
	Building Systems IV	[3]	ARC 412																																				ARC 412
	Design Studio VIII	[5]	ARC 532																																				ARC 532
	Design Workshop II	[1]	ARC 502																																				ARC 502
	Building Technology IV	[2]	ARC 512																																				ARC 512
	Environmental Systems II	[3]	ARC 524																																				ARC 524
	Seminar	[2]	ARC 561																																				ARC 561
	Internship	[1]	ARC 538																																				ARC 538
Year V	Design Studio IX	[5]	ARC 631																																				ARC 631
	Final Project Research	[1]	ARC 601																																				ARC 601
	Building Codes and Laws	[1]	ARC 584																																				ARC 584
	Design Studio X	[5]	ARC 632																																				ARC 632

Total BArch required credits 176 (176 credit counts include required elective courses from across the campus and the department, not shown)

Appendix 2.b

Faculty-course matrix

Department of Architecture & Interior Design - BArch in Architecture

LAU School of Architecture and Design

	elective courses: COURSE NAME	Crds	Course #	Bou habib Habib	Chamoun Rachid	Daccache Marouan	El-Amine Bachar	Enrieweh Anette	Haddad Elie	Halabi Marwan	Harfouche Elie	Haydar Mazen	Honein Aseel	Kahil Abdallah	Lahoud Antoine	Lahidji Nader	Lahoud Bassam	Mahmoud Samir	Menassa Cindy	Wehbe Ayman	Zeidan Tarek
History & Theory Electives	Introduction to Islamic Art	(3)	ARC 375																		
	Introduction to Islamic Architecture	(3)	ARC 376																		
	Topics in Architecture Theory	(2)	ARC 461																		
	Contemporary Trends	(2)	ARC 471																		
	Classical Art & Architecture	(2)	ARC 472																		
	Architecture of the Renaissance	(2)	ARC 473																		
	Islamic Architecture in the age of empires	(2)	ARC 475																		
	Art & Architecture of the Mamluks	(2)	ARC 476																		
	Art & Architecture of the Umayyads	(2)	ARC 477																		
	The Decorative Arts in Islam	(2)	ARC 478																		
Proffessional Electives	History of Landscape Design	(2)	ARC 373																		
	Architectural Photography	(2)	ARC 381																		
	Landsape Design workshop	(2)	ARC 404																		
	Design Workshop IAAD	(1)	ARC 405																		
	Design Studio IAAD	(4)	ARC 435																		
	Digital Modeling	(3)	ARC 451																		
	Computer Animation	(3)	ARC 452																		
	Dynamic 3D Modeling	(3)	ARC 454																		
	Regional Architecture I	(2)	ARC 482																		
	Regional Architecture II	(3)	ARC 483																		
	Regional Urbanism	(3)	ARC 484																		
	Computer Graphics Studio	(4)	ARC 551																		
	Urban Palnning II	(2)	ARC 582																		
	Proffessioanl practice	(2)	ARC 585																		
	International Studio	(3)	ARC 591																		
	International Workshop	(2)	ARC 592																		
	International Studio IAAD	(3)	ARC 595																		

Red: Full timers Arch Dept
Blue:Full timers : other school depts
Black : Part Timers

Appendix 3

Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
OFFICERS

May 13, 2010

Dr. Joseph G. Jabbra
President
Lebanese American University
475 Riverside Drive - Room 1846
New York, NY 10115-0065

Dear President Jabbra:

It is my pleasure to inform you that at its meeting on May 13, 2010, the Board of Trustees of the New England Association of Schools and Colleges voted to grant Lebanese American University initial accreditation with the Commission on Institutions of Higher Education effective November 11, 2009.

The membership of the Association joins me in congratulating you and your colleagues in the achievement of this important distinction.

Sincerely,

Reginald R. Mayo

RRM/bec

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LEBANESE AMERICAN UNIVERSITY

SCHOOL OF ARCHITECTURE AND DESIGN

Office Practice Form

Dear Prospective Employer

The student whose name appears below is enrolled in the Bachelor of Architecture Program at LAU. As part of their program requirements, students are required to work during one summer term at a company that offers a professional engineering practice in their field of specialization.
The work period should cover a minimum of 8 weeks of full time work [approximately 320 hours]. Students may not begin their practice before having this form filled out and signed by your company.
We appreciate your assistance in providing a working opportunity for our students, and would be interested to hear your comments at the end of their training. Your input and evaluation are crucial for the improvement of the education of our graduates.

Student Information [to be filled out by the student]

Student Name: _____ *LAU ID #*_____

Company Information and Approval [to be filled out by the company representative]

Company Name: _____

Address: _____

Phone Number: _____ *Website:* _____

Contact Person: _____

Phone Number: _____ *Email:* _____

*By signing this sheet, I, the above named, on behalf of the company outlined above, testify that Mr./Ms .*_____ *has been officially accepted to do their internship practice at our company during the summer of* _____*, and would be given an official letter to certify this at the end of their internship.*

Contact Person Signature: _____ *Date:* _____

Instructions

1. Student is responsible for having this form completed and signed by the department chair before beginning the internship.
2. Student is responsible for observing the requirements of the internship and submitting a detailed report [A-4] at the end of the internship, outlining in detail the scope of work done and their role in it, as specified by each Department.
3. The company is expected to monitor and evaluate the students work, and report to the Department chair any violation of the students work commitments.
4. Students will not be given credit for this course unless these criteria are all met.
5. For any additional information please contact the Department Chair.

Department Chair: Dr. Maroun Daccache/ Architecture/ 09-547 254 ext. 2224

Chair Signature: _____ *Date:* _____

Assessment of Student Professional Experience

EMPLOYER Evaluation of student Intern

General:

Date:

Student name:

Company name:

Company Address: Phone

Company main product/service:

Name of supervisor: Title:

Email Address:

Time period covered by this training:

Work schedule/day: Work schedule/week:

Student Preparation/Skills:

In an effort to assess our student academic preparation in undertaking this internship, please evaluate the extent to which the student intern has demonstrated the following skills and abilities during the internship period:

	N/A	Not at All	To a moderate extent	To a very great extent
Analytical skills Ability to translate academic knowledge into practical applications using appropriate techniques/tools				
Ability to communicate effectively (orally and in writing)				
Ability to work in teams Ability to listen and cooperate with others, share information and reconcile differences				
Research Skills Effective use of information resources for an appropriate collection and interpretation of data needed for the development and completion of projects and experiments				
Problem solving abilities Development of many potential solutions to problems, ability to design components and conduct experiments				

Student Performance during training:

Please assess the student performance/attitude in the following areas while at your facility:

	N/A	Not good	Average	Very good
Personal initiative in undertaking tasks assigned				
Responsiveness and willingness to carry out tasks assigned				
Technical competence in carrying out tasks assigned (engineering knowledge, computing skills, knowledge of modern techniques/ tools)				
Student contribution to solving day-to-day problems or running day-to-day operations				
Efficiency of using work time				
Presence on the job site				
Overall performance				

Assessment of Student Learning:

The following are statements that describe what the student is expected to acquire, learn, or be able to do by completing this internship. Please rate how well these outcomes were met through this internship.

	N/A	Not Well	Moderately well	Very well
Knowledge of **contemporary** engineering practice				
Use of engineering skills, and modern engineering tools necessary for engineering practice				
Exposure to professional and ethical responsibility				
Understanding of the impact of engineering solutions in a global, economic, environmental, and societal context				
Ability to work on multi-disciplinary teams				

Assessment of Student Professional Experience

STUDENT Evaluation of Internship Learning Outcomes

General:

Date:

Student name:

Email address: Phone:

Company name:

Company Address: Phone:

Company main product/service:

Name of supervisor: Title:

Time period covered by this training:

Work schedule/day: Work schedule/week:

Assessment of employer/facility

Please assess the trainer and the premises at which you conducted your internship:

	N/A	Low	Average	High
Quality of tasks assigned and relevance to your degree of study				
Level of technical difficulty of the tasks assigned				
Mentorship and guidance provided by your supervisor				
Adequacy of safety measures used on the job site				
Degree of independence in carrying out tasks				
Degree of professional and ethical responsibility assigned to you				
Overall satisfaction with training experience				

Assessment of Learning Outcomes:

The following are statements that describe what you are expected to acquire, learn, or be able to do by completing this internship. Please rate how well these outcomes were met through this internship.

	N/A	Not Well	Moderately well	Very well
Knowledge of **contemporary** engineering practice				
Use of engineering skills, and modern engineering tools necessary for engineering practice				
Exposure to professional and ethical responsibility				
Understanding of the impact of engineering solutions in a global, economic, environmental, and societal context				
Ability to work on multi-disciplinary teams				