



March 30, 2018

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Dr. Joseph George Jabbra, President
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Dear President Jabbra,

At their March 2018 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for Lebanese American University.

On behalf of the Board, it gives me great pleasure to inform you that the **Bachelor of Architecture** degree program was granted continuation of candidacy. The next visit for initial accreditation is scheduled for 2019. The program must achieve initial accreditation by 2019.

Please be reminded that continuing candidacy is predicated on the following requirement:

- c) Submission of Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2018.

Public dissemination of both the Architecture Program Report and the VTR is also required. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Dr. Elie Haddad, Dean
Stephen White, AIA, Team Chair



**Lebanese American University
School of Architecture and Design**

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (Lebanese Baccalaureate + 169 credits)

The National Architectural Accrediting Board
October 24, 2017

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to thank everyone involved in the arrangements made prior to and during the visit, and for the collegial way the team has been engaged in every situation by Lebanese American University. The team was always provided with responses to requests for information and engaged in ways that enabled it to see the strong collaborative spirit between the university and the program, from our first meetings through to the conclusion.

The team found that Lebanese American University's Bachelor of Architecture program is creating a distinctive character for itself. The leadership of Dean Elie Haddad is evident in bringing the many elements together and engaging faculty broadly in the processes. The program builds on a combination of Lebanese and European connections, within a framework of U.S. higher education and architecture education traditions that is unique to itself. The program benefits from its place within a well-established, high quality university. LAU also has acknowledged the architecture faculty design practice as a consequential part of faculty activities, which is very important to architecture education. The curriculum is built on foundation studios and a design studio sequence, awareness of both regional traditions and contemporary trends, and community and professional engagement in design studios and required internships. In addition, students enjoy extensive opportunities to study abroad, with notable support from the school.

Provost George Najjar described the architecture program as a flagship program of the university. The program's future home in Beirut, Gezairi Hall, will be a signature building on the Beirut campus. Provost Najjar views accreditation as a sign of program health, global connection, and continuous improvement, achieved so far in other LAU accreditations including NEASC, ABET, AACSB, ACPE, and CCNE.

Faculty and students have embraced the value of the NAAB accreditation process in developing program quality contributing to students' access to future graduate study and career opportunities. The program benefits from an internationally diverse faculty that brings a wide range of viewpoints and regular visiting professorships. Associate Professor Maroun Daccache plays a key role in this area. The program undertakes many individual initiatives to foster this diversity but does not have a diversity plan in place.

The program's development of evaluation forms for student learning outcomes, led by Assistant Dean Farid Jreidini, chair of the Assessment Committee, has created a strong tool to work with for several key courses involving numerous faculty collaborators. These assessments have been implemented so far in Arch 531 Design Studio VII, Arch 631 Final Project Research, and Arch 632 Design Studio X. Original examples of student work and clearer identification of high and minimum student achievement are important elements to maintain for assessment processes.

The team room was organized more as a public exhibition than a presentation of evidence, which sometimes made the achievement of student performance criteria less apparent to the team. High- and low-pass notations in course notebooks were not consistently provided.

b. Conditions Not Achieved

Not Met-5	Not Yet Met-1	In Progress-1	Not Applicable
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B.3 Codes and Regulations	B.8 Building Materials and Assemblies	I.2.2 Physical Resources	
B.6 Environmental Systems			
B.7 Building Envelope Systems and Assemblies			
B.10 Financial Considerations			
C.2 Integrated Evaluations and Decision-Making Design Processes			

II. Progress on the Plan for Achieving Initial Accreditation

Lebanese American University is committed to developing a complete and robust Bachelor of Architecture program and has made significant strides since the previous team visit. Specific emphasis since the previous team visit has been placed on the curriculum, faculty composition and expertise, exposure to U.S. practice, and facilities specific for the program's use. The university welcomes the accreditation process and has shown its support of the program through financial and physical resource allocation.

III. Progress Since the Previous Site Visit

Causes of Concern

Delay in Renovation of Gezairi Hall: If significant delays occur in the renovation of Gezairi Hall in Beirut and/or in the move into the space now occupied by the engineering department in Byblos, it would be a concern to the team.

[2017 Visiting Team Assessment]:
This item is no longer a concern. Refer to team commentary under I.2.3 Physical Resources, below.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

2015 Team Assessment: The physical resources are inadequate at both the Beirut and Byblos campuses. Currently, all fourth- and fifth-year classes are only offered in Byblos due to space restrictions. This results in an hour-plus commute between campuses for Beirut-based students.

Since the previous team visit, progress has been made. A building, Gezairi Hall, was purchased a few blocks from the Beirut campus in December 2013. The development of the design for the renovation of the building was completed in October 2015. Permits and funding are in place, and construction is anticipated to start in spring 2016, with additions and renovations completed by spring 2018. On the Beirut campus, the SARd will completely relocate to Gezairi Hall and gain an additional 55,972 square feet of departmental space. The additional space in Gezairi Hall will allow both campuses to offer the entire curriculum.

In Byblos, the School of Engineering is constructing a new building. Currently, the SARd and the School of Engineering share Zakhem Engineering Hall. After the new engineering building is completed in 2017, the SARd will gain an additional 6,781 square feet, with extensive interior renovations to better meet the spatial and equipment needs of an architectural education.

[2017 Visiting Team Assessment]:

This criterion remains in progress. However, plans are in place to renovate and expand the program's current facilities.

In Beirut, construction has begun on the Gezairi Hall renovation. The university's vice president of facilities reviewed the schedule and scope of the project with the team, and explained that the complex permitting process in Lebanon has been the cause of the most recent delay. Construction is anticipated to take 600 days, with move in anticipated by fall of 2019.

In Byblos, the engineering lab building has been completed, and engineering has vacated Zakhem Engineering Hall, allowing the architecture program to renovate classroom spaces on the sixth floor. This work is anticipated to be completed by the summer of 2018.

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

2015 Team Assessment: Evidence of the history of Western architecture from pre-history through the mid-1960s was found in ARC 371 and ARC 372: History of Architecture I and II. Current precedents are covered in ARC 363: Theory II. The proposed required course (one of three options) on regional architecture should meet the requirements of indigenous, vernacular, local, and regional architecture. Asian, pre-Columbian American, and African architecture are proposed to be covered in the revised curriculum of ARC 371: History of Architecture I. The revised courses are planned to be offered in fall 2016.

[2017 Visiting Team Assessment]:

This criterion is now **Met**. Refer to the team's commentary under SPC A.7 History and Global Culture, as well as A.8 Cultural Diversity and Social Equity.

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

2015 Team Assessment: Accessibility is planned to be taught in the revised ARC 432: Design Studio VI beginning in fall 2016.

[2017 Visiting Team Assessment]:

An ability to incorporate accessible features into a design is not yet evident in any of the program's course work. Refer to the team's commentary under SPC B.3 Codes and Regulations. This criterion is **Not Met**.

Criterion B. 3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

2015 Team Assessment: Sustainability is scheduled to be taught in two new courses: ARC 511: Advanced Building and ARC 423: Climate and Energy. These courses are planned to be offered in fall 2016.

[2017 Visiting Team Assessment]:

This criterion is now covered under SPC B6 Environmental Systems. This criterion is now **Met**. Refer to B6 Environmental Systems commentary.

Criterion B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

2015 Team Assessment: Life safety is planned to be taught in the revised ARC 432: Design Studio VI, beginning in fall 2016.

[2017 Visiting Team Assessment]:

This condition now falls under B3 Codes and Regulations, and remains **Not Met**. Refer to B3 commentary.

Criterion B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.7. Environmental Systems

B.9. Structural Systems

2015 Team Assessment: ARC 531: Design Studio VII has been revised to demonstrate the student's ability to produce a comprehensive architectural project. Fall 2015 is the first offering of the revised studio; therefore, there were no completed projects available to review.

The team observed the mid-term jury for one section of ARC 531 and found the projects to be on track to demonstrate ability in comprehensive design.

[2017 Visiting Team Assessment]:

This criterion now falls under Realm C: Integrated Architectural Solutions. Although portions of this criterion are now met, C2 Integrated Evaluations and Decision-Making Design Process remains **Not Met**.

Criterion B. 7. Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

2015 Team Assessment: The subject of financial considerations is planned to be taught in a new course, ARC 581: Professional Practice I, starting in fall 2016.

[2017 Visiting Team Assessment]:

This criterion is now covered under B10 Financial Considerations. This criterion remains **Not Met**. Refer to B10 Financial Considerations commentary, below.

Criterion B. 9. Structural Systems: *Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.*

2015 Team Assessment: Currently, there are three extremely rigorous structures courses—Building Systems I, II, and III: ARC 311, 312, and 411—which focus on structural analysis in detail. However, these courses do not cover the comparison or selection of system types, so the criterion is **Not Yet Met**. The courses are being redesigned so that ARC 311: Structural Concepts, ARC 412: Structural Design, and ARC 522: Advanced Building Systems will cover the content of this criterion.

[2017 Visiting Team Assessment]:

This criterion is now covered under B5 Structural Systems. The team found that this criterion is now **Met**. Refer to B5 commentary.

Criterion B. 12. Building Materials & Assemblies Integration: *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.*

2015 Team Assessment: In the four technology classes—ARC 421, ARC 422, ARC 521, and ARC 522: Building Technology I through IV—the team found evidence of the selection of construction materials, products, components, and assemblies based on their inherent characteristics and performance. However, there was no evidence of their selection based on their environmental impact and reuse.

[2017 Visiting Team Assessment]:

This criterion is now covered under B8 Building Materials and Assemblies. This criterion remains **Not Yet Met**. The revised and new courses ARCH 511 Advanced Building Systems, ARCH 421 Materials and Method of Construction, and ARCH 423 Building Technology will address each of the individual portions that make up this criterion, including environmental impact and reuse, but has not yet been taught in full. These courses are scheduled to be offered in spring and fall 2018.

Criterion C. 3. Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

2015 Team Assessment: Partial evidence of this criterion was found in ARC 583: Internship through reporting of work experience. Additional exposure to it is planned for ARC 581: Professional Practice I, to be taught in fall 2016, and in ARC 582: Professional Practice II, to be taught in spring 2017.

[2017 Visiting Team Assessment]:

This criterion, now called D1 Stakeholder Roles in Architecture, is now **Met**. Refer to D1 commentary, later in this report.

Criterion C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, to be first taught in fall 2016, and in ARC 582: Professional II, to be first taught in spring 2017.

[2017 Visiting Team Assessment]:

This criterion is now considered to be D2 Project Management and is now **Met**. Refer to D2 commentary, later in this report.

Criterion C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, to be first taught in fall 2016, and in ARC 582: Professional Practice II, to be first taught in spring 2017.

[2017 Visiting Team Assessment]:

This criterion is now covered under D3 Business Practices and is now **Met**. Refer to D3 commentary, later in this report.

Criterion C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

2015 Team Assessment: Partial evidence of this criterion was found in ARC 583: Internship through reporting of work experience. Additional exposure to this criterion is planned for ARC 581: Professional Practice I, to be taught in fall 2016, and in ARC 582: Professional Practice II, to be taught in spring 2017.

[2017 Visiting Team Assessment]:

This criterion is now covered under I.1.4.A Defining Perspectives - Collaboration and Leadership.

Criterion C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, which will be first taught in fall 2016.

[2017 Visiting Team Assessment]:

This criterion is now covered under D4 Legal Responsibilities. This criterion is now **Met**. Refer to D4 commentary, later in this report.

Criterion C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

2015 Team Assessment: This material is planned to be covered in ARC 581: Professional Practice I, which will be first taught in fall 2016.

[2017 Visiting Team Assessment]:

This criterion is now covered under D5 Professional Conduct. This criterion is now **Met**. Refer to D5 commentary, later in this report.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

2015 Team Assessment: The pass rates are not available since LAU is still a candidate program.

[2017 Visiting Team Assessment]:

Information regarding ARE Pass Rates is now available on the LAU website.

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

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

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

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

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

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

2017 Analysis/Review: Instructions to the team: write a brief summary of the program's history and mission based on material provided in the APR and information gathered during the visit. Limit: ½ page.

Lebanese American University was founded in 1834 in Beirut during Ottoman times, as a Presbyterian school for girls. LAU continues to derive its inspiration from its founders. The institution follows the American system of education through its origin and affiliation, and in its belief in the ideals of twenty-first century American education, including liberal education. Following the 1975–1990 Civil War in Lebanon, in 1991 LAU expanded its program offerings to include architecture as a major within the newly founded School of Engineering and Architecture. The program offered the Bachelor in Architecture degree to students who completed five years of professional education.

Since its inception the architecture program has sought to distinguish itself from others in the country by following the American model and, further, by reaffirming the interrelation between thinking and making. The university foresaw the need for architecture and the other design majors to expand under their own direction and established the School of Architecture & Design (SArD) in 2009. The Bachelor of Architecture degree program began seeking NAAB accreditation in 2011, which led to the first candidacy visit in fall 2013. The program's mission statement (revised in 2015) can be identified on page 6 of the APR. If LAU is granted NAAB accreditation, it will be the first architecture program in Lebanon to receive NAAB accreditation.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2017 Analysis/Review: Instructions to the team: write a brief summary of the program's learning culture based on material provided in the APR and information gathered during the visit. Limit: ½ page.

The 2015 team assessment continues to hold true in 2017: *“The program has a positive and respectful learning environment. There is a clear sense of optimism and mutual support between students and faculty, and from student to student. The university has enacted policies to ensure academic freedom, and it is clear that the school acts on the same university principles by providing a forum for individual expression and critical interaction. Students and faculty are encouraged to freely exchange ideas and engage in ‘constructive debate’ in the context of design studio work. Students are encouraged to value professional conduct and manage their time effectively.”*

A comprehensive studio culture policy has been written and implemented within the school. The policy covers physical facilities and building use, jury culture, student autonomy, plagiarism, collaboration, a balance in studio and non-studio courses, studio coordination, personal space, and diversity. The committee, chaired by Marwan Zouein, was developed by two faculty members and four students and incorporates already existing policies within the school/university and new content unique to the studio environment. Furthermore, the committee ensures the content remains relevant to the profession and effective for the learning environment at LAU.

The architecture program is one of the few in the country that encourages students to engage in extra-curricular activities that expand their exposure to architecture in the region as well as internationally. Most notable in this is the optional international studio ARCH 591, which allows students and faculty to travel abroad and embrace different architectural histories and contemporary trends.

Furthermore, the student body is encouraged and involved with a handful of student leadership groups within the larger university. An active AIAS chapter has been recently established and provides architecture students a platform for leadership in the school.

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

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

2017 Analysis/Review:

The program does not currently have a plan for increasing diversity of its faculty, staff, and students as compared with the diversity of faculty, staff and students of the institution during the next two accreditation cycles. A policy on diversity and inclusion does not appear to be communicated to prospective faculty, students, and staff.

That said, LAU and the architecture program reflect Lebanon's situation as one of the most diverse countries in the world, with numerous religious and ethnic groups native to the country and represented at the university. The gender diversity and climate that exists at LAU build on its founding in the 1850s as a women's institution. The cultural backgrounds, international education credentials, and language fluency of the LAU architecture faculty make it perhaps one of the most diverse accredited/candidate programs. All faculty are fluent in Lebanese, English, and French, as are students, and many are also fluent Arabic speakers. Through recent hires, full-time and visiting faculty are 60% male / 40% female (as reported in additional information provided on October 12, 2017); 47% of part-time faculty are male and 53% female. More than 50% of students enrolled are women. Many students—including those from rural areas and from regions experiencing conflict (e.g., Syria, Yemen, and Libya)—are supported through scholarships.

The approach to distribution of resources is oriented to furthering this unique diversity, evident in the APR, in additional information submitted on October 12, 2017, and in meetings with administration, faculty, and students. Key examples include the numerous faculty opportunities to attend international conferences and extensive subsidies for summer study abroad in Europe, Asia, and the Middle East. Provost George Najjar highlighted the architecture program's achievements regarding faculty diversity in terms of personnel and engagement as achieving the most diverse at LAU currently.

Equal Opportunity/Affirmative Action (EEO/AA) policies for faculty, staff, and students are evident in the APR Section 4, Supplemental Material, in the LAU Code of Ethics, and the Student Code of Conduct provided to the team on October 12.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

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

2017 Analysis/Review:

A. Collaboration and Leadership

The university mission states that LAU is committed to the formation of leaders in a diverse world, and all students are encouraged to collaborate through university-wide extracurricular initiatives that broaden their horizons both within and outside Lebanon. Architecture students specifically have taken part in the Model UN program, *100 Resilient Cities* project by the Rockefeller Foundation, and documentation efforts for the Cardahi Foundation regarding the Phoenician Route project. This effort is further reinforced through program course work. Throughout the curriculum students are collaborating with the community through design studio projects and student design competitions.

B. Design

The importance of design, specifically the ability to think critically and abstractly in order to solve complex problems, is a central focus of this program. This is evident in the rigor and quality of solutions presented by the students. Students consider building techniques and materials all while being mindful of the global, political, and social effects of the design. They are also strongly encouraged to investigate regional architecture and precedents that use similar design philosophies.

C. Professional Opportunity

The architecture program recently hired Roger Skaff to focus on connecting students with the profession. His effort includes teaching the required Professional Practice courses, acting as the AXP Coordinator, and coordinating the required summer work experiences (internships). As with many of the programs at LAU, this effort is local to Lebanon and extends to parts of Europe, the Middle East, Asia, and North America.

D. Stewardship of the Environment

As sustainable architecture has begun to be more desirable in the region, LAU's program has incorporated environmental stewardship concepts systemically in design studios, history, theory, structures, and professional practice. This includes basic concepts on passive heating and cooling, air movement, and solar energy. This can be seen in the ARCH 422 Climate and Energy assignments, as well as in some of the studio work.

E. Community and Social Responsibility

This perspective is addressed in curricular and co-curricular activities. The program provides extensive engagement in ARCH 581-582 Urban Planning I-II, ARCH 482-483-484 Regional Architecture I-II, in ARCH 582 Professional Practice II's engagement with numerous communities in Lebanon, and in the ARCH 532 Design VIII. In extracurricular activities, the school's lecture series, established in 2015, has increased focus on responsible practice, and the Urban Planning Institute provides opportunities to propose designs that improve communities in rural and semirural settings.

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

2017 Analysis/Review:

The APR included a summary of the school's long-range planning process, which was further confirmed during the visit in meetings with university and school administrators, faculty, and students. The school's first strategic plan covered the years 2012-2017; it included 12 main goals, which provided guidance during the NAAB's initial candidacy visit. The plan was subsequently assessed and revised by the School Administrative Committee (SAC). Major results of the plan were the achievement of facilities improvements for the architecture program, now underway in Beirut and Byblos, and curricular evolutions needed to better address NAAB Student Performance Criteria. The SAC is currently developing a new 2017-2022 School of Architecture + Design Strategic Plan, coordinated with the university's 2017-2022 LAU Strategic Plan. The program provided evidence of the data it regularly collects to inform its planning and strategic decision making, including LAU's Department of Institutional Research and Assessment exit surveys and alumni surveys.

The team's meeting with the provost confirmed the relationships between the program, school, and university plans, which include commitments to continuous improvement and confirm architecture's achievement of NAAB accreditation, in concert with its NEASC university-wide accreditation, and AACSB and ABET accreditations in place in business and engineering respectively. The team's meetings with administrators, faculty, and students demonstrated that the NAAB accreditation process has had a significant positive influence on their sense of potentials going forward.

I.1.6 Assessment:

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

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

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

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

2017 Analysis/Review:

The APR documents the self-assessment procedures utilized by the program, drawn from NEASC Standards and NAAB Conditions. In pursuit of NAAB candidacy, the school created an Architecture Curriculum Assessment Committee to establish and monitor a systematic assessment process, an Architecture Program Learning Outcomes Plan, and an Architecture Program Mission Assessment Plan.

The school has made significant progress between 2015 and 2017 in reducing the number of not-met Student Performance Criteria by 50%, responding to the need for higher achievement in practice and building technology by hiring additional faculty in these areas. The Assessment Committee and faculty have developed course-based rubrics for several key courses involving Realm C, which are shared with visiting critics at reviews for evaluation of student work and are also being used by the program for course assessment. The rubrics were discussed positively by faculty and administration in the team's meetings with each group. The school has hired an assessment officer, Ruba Khoury, who follows up on student assessment of courses and coordinates assessment protocols with the university's Department of Institutional Research and Assessment.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2017 Team Assessment:

The program demonstrates that it has appropriate human resources in the APR on pp. 27-30, in the I.1.4 Defining Perspectives C. Professional Opportunity p. 12, and in additional information submitted to the visiting team on October 12, 2017. Links were provided to procedures for hiring new faculty, and faculty and staff personnel policies. A description of the manner in which faculty members stay current in their knowledge of changing demands of the discipline, practice and licensure, and demonstration of support for faculty conference attendance through the school and also through the Graduate Studies and Research Office are evident in additional information submitted to the team on October 12, 2017.

The architecture program includes full-time tenured and tenure-track, adjunct, and part-time faculty, and has achieved a wide-ranging array of faculty educational, practice, and scholarly backgrounds and achievements. Faculty workloads are defined according to rank, with release time available for increased administrative activity and faculty research opportunities. The program has achieved a new designation of rank for non-tenure-track practitioners, and tenure-track positions inclusive of design as well as scholarly development are part of the LAU faculty contract structure. This is an important validation of the terminal degree in architecture within the university's tenure and promotion process.

Meetings with students and faculty confirmed that the NAAB candidacy process has helped the program achieve better faculty-student ratios, with design studios at 15:1, Final Project Studio at 10:1, and courses capped at 35-40.

In 2015, the program hired Roger Skaff, AIA, NCARB, as Architect Licensing Advisor (ALA), who is also a member of the Order of Engineers and Architects in Beirut. Skaff's fluency in English, Arabic, and French allow him to connect with the school's professional context. Mr. Skaff attended the 2017 NCARB Licensing Advisors Summit.

Faculty and staff professional development opportunities are evident in APR links to the school's Faculty Research Funding, Faculty Publications and Research, and Faculty Affairs Committee Grant Record summaries. In 2016 LAU's Human Resources department also created a university-wide Staff Relations and Development Office, which has included training and development for the school's eight staff. A full-time shop technician was hired in fall 2017 for the Beirut campus.

Support services available to students were evident in the APR's description and links addressing the student admissions process, advising, professional advising, career guidance, counseling, academic

support in the Writing Center and the Learning Center, access to student activities, and a report by the ALA. Additional information regarding support for internship was provided in the October 12, 2017, document, p. 17.

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

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

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

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

[X] In Progress

2017 Team Assessment:

Physical resources that support the pedagogical approach to the B. Arch. program at LAU exist within the School of Architecture and Design (SArD) and exist on both the Beirut and Byblos campus. In both cases auditoriums, labs, and libraries are shared with other academic entities. Each campus is expected to house half of the student population.

Beirut Campus: According to LAU's master plan, the School of Architecture and Design Beirut facilities will all be grouped in one building: Gezairi Hall. The Gezairi building, located outside the campus walls, was purchased by the university and is to house the School of Architecture and Design exclusively. The architecture program will have its due share of the facilities in the Gezairi building and with time will also be able to offer the complete program in Beirut. The renovation is now underway and is projected to be completed by summer 2019.

Byblos Campus: At the time of the visit the SArD has been allocated additional space on the 6th floor in the Zakhem Engineering Hall. Renovation is underway and is expected to be completed by summer 2018. The decisions by the university administration to dedicate more spaces in Byblos and a whole new building in Beirut to the School of Architecture & Design shows its commitments to improving the architecture program and other programs in the school. In addition, a new campus library is being constructed on campus that will house study areas and collaborative work space. This facility is scheduled to open spring 2018.

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

[X] Demonstrated

2017 Team Assessment:

The program demonstrated that it has adequate financial resources in the APR on pp. 38-40, in supplemental information submitted on October 12, 2017, and from the provost meeting during the visit. The APR included a school budget overview, including links to LAU's governance policies and procedures regarding the budget. The APR also included information on student scholarships and grants, including links to LAU's financial aid policy and scholarship procedures. Supplemental information submitted to the team included enrollment trends, with no changes indicated in funding, faculty compensation, instruction, or overhead. Evidence was included regarding the University Development Office's fundraising campaign, with a table of endowment levels for 19 areas of the school. The team's

meeting with the provost also clarified the financial support for the SARd's facilities expansion, which has been provided from a combination of capital expenditures, LAU capital campaign, and endowment funding. Meetings with faculty provided confirmation of their access to financial resources for professional development. Students participating in the Summer Study Abroad programs receive substantial support to enable their participation.

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

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

[X] Demonstrated

2017 Team Assessment:

Libraries on both the Beirut and Byblos campuses appeared to adequately serve the program. The library on the Byblos campus featured a room that contained mainly architecture-related books, and also separated out periodicals for SARd's use. Both facilities featured appropriate visual and digital resources that serve the architecture student population well.

Librarian/faculty liaisons keep one another up-to-date on resources available, or resources that are needed. In addition, the libraries provide mandatory orientation, as well as offer training classes to help students understand appropriate research methods and what the library has to offer.

It should be noted that the Byblos campus is midway through the construction of a new central library. This facility will be complete in 2018, and will feature collaborative work spaces; small, medium, and large group study rooms, as well as instructional spaces.

I.2.5 Administrative Structure and Governance:

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

[X] Demonstrated

2017 Team Assessment:

LAU's administrative structure and governance is outlined in the APR on pp. 43-46, including the architecture program, School of Architecture and Design, Academic Affairs, Provost's Office, President's Office, and LAU organizational chart.

The APR (pp. 43-46) described the role of faculty, staff, and students in program and institutional governance structures and included links to the School of Architecture and Design bylaws, the LAU Student Council, and the Architecture Program Advisory Council. These processes include internal school and university participation, and external participation from professional firms, alumni, and the Order of Engineers and Architects. The APR (pp. 27-28) also includes governance-related human resources policies regarding promotion and tenure in the school and university. Meetings with student representatives provided further support of student participation in the admissions process. Meetings with faculty provided evidence of access to the dean and other leaders for clarity on program direction and faculty development support.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

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

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student accomplishment was found.*
2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*
3. *If an SPC is NOT YET MET, the team must include a brief narrative that indicates that the program has not yet delivered the course(s) in which SPC are expected to be met by the time of initial accreditation.*
4. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 361 Theory I, ARCH 362 Theory II, ARCH 541 Urban Planning, and ARCH 632 Final Project. The team observed a representative sample of students across all year levels and found them to be very articulate.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 331 Design Studio III, and consistently carried through the remainder of the studios.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 332 Design Studio IV.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 331 Design Studio III and consistently carries through the remainder of the studios.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201 Architectural Drawings.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 532 Design Studio VIII, achieved by several different instructors addressing different topics and sites. Student work demonstrated the use of precedent research into architecture and urban design projects.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level for parallel and divergent histories of architecture was found in student work prepared ARCH 461 Contemporary Trends and in ARCH 371 History of Architecture I. Understanding of the cultural norms of a variety of settings was demonstrated in ARCH 541 Urban Planning I, and in the first two courses in the three-course Topics in Regional Architecture menu of options that have been offered to date--Arch 442 Topics in Regional Architecture--Modern Architecture in Lebanon, and ARCH 442 Topic in Regional Architecture--Architecture in the Middle East. The third course in the menu has not yet been offered.. As a further note, ARCH 371 History of Architecture I does not appear to have been revised as outlined in LAU's 2017 APR response to A.9. Historical Traditions and Global Culture. The course does not include coverage of Asian, pre-Columbian, American, and African architecture.

A.8 Cultural Diversity and Social Equity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize

different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 541 Urban Planning I. Student papers, presentations, and reports address historical and physical analysis and economic, social, political, and technological factors related to equity of access to buildings and cultures.

Realm A. General Team Commentary: The team found evidence of achievement in critical thinking and representation in a variety of history/theory, design studio, and urban planning courses, demonstrating how basic skills can be applied in multiple areas. The program is developing curricular options in Regional Architecture, and successfully coordinating multi-section efforts to achieve learning outcomes through collaborations among several instructors.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was best found in student work prepared for ARCH 432 Design Studio VI and Arch 631 Final Project Research. Arch 631 provides a strong framework for organizing the complexity of predesign activities (including evaluation of Research Strategies, Schematic Strategies, Architectural Presentation, and Oral Presentation).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work throughout multiple portions of the curriculum, with various levels of success, as prepared for ARCH 411 Structural Design, ARCH 432 Design Studio VI, and ARCH 632 Final Project

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

[X] Not Met

2017 Team Assessment: One exercise in Professional Practice I Arch 581 addressed some aspects of code and life safety, and Studio VI Arch 432 also begins to show a very basic level of understanding within the work. However, evidence of ability to incorporate code or life safety requirements, or the inclusion of any accessibility solutions is not evident.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 481 Construction Documents in drawings and specifications.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 411 Structural Design and ARCH 511 Advanced Building Systems.

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

[X] Not Met

2017 Team Assessment: Arch 424 Building Services included assignments for architectural acoustics, artificial lighting design, and energy management-sizing photovoltaic system. Several design studios demonstrated achievement of passive heating and cooling strategies. The team did not find evidence involving active indoor heating and cooling, and indoor air quality.

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

[X] Not Met

2017 Team Assessment: While building envelope systems and assemblies are documented in student work relative to fundamental performance and aesthetics in Arch 421 Materials and Methods of Construction, Arch422 Climate and Energy, Arch423 Building Technology, and Arch424 Building Services, evidence could not be found relative to moisture transfer, durability, and energy and material resources.

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

[X] Not Yet Met

2017 Team Assessment: This criterion remains not yet met. The revised and new courses ARCH 511 Advanced Building Systems, ARCH 421 Materials and Method of Construction, and ARCH 423 Building Technology will address each of the individual portions that make up this criterion, including environmental impact and reuse, but has not yet been taught in full. These courses are planned to be offered in spring and fall 2018.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 422 Climate and Energy and ARCH 424 Building Services.

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

[X] Not Met

2017 Team Assessment: Though the ARCH 581 Professional Practice I course syllabus indicates this criterion is being addressed, the student work provided did not address life-cycle cost.

Realm B. General Team Commentary: Curriculum efforts since the previous team visit have focused on integrating specific SPC into particular course work. The APR indicates appropriate course overlap to reinforce the learning outcomes of multiple content areas. However, student outcomes at the prescribed levels of achievement are not consistent.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Design Studio VII, ARCH 531.

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

[X] Not Met

2017 Team Assessment: The program has recently adjusted its curriculum to more fully address integrated architectural Solutions. As identified in the program's APR, the alignment of the building systems and technology sequence with the design studios during the third year of the curriculum begins to set the framework for how to properly address this criterion. Additional effort and energy is required to fully integrate the understanding levels of multiple building systems within design projects, allowing students the ability to make clear choices throughout the design process.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical

documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Final Project ARCH 632.

Realm C. General Team Commentary: The team found evidence that students are able to research and apply research into studio projects, as well as make design decisions on complex projects while considering technical and site factors. However, the team was not able to confirm a process for evaluating solutions through multiple iterations in order to arrive at a design solution.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work on architect-client relationships in ARCH 581 Professional Practice I, and more fully in ARCH 532 Design VIII and ARCH 541 Urban Planning I. These two courses address community-based projects in urban and rural settings. Students in ARCH 541 Urban Planning I engage user groups and the community, as do students in Arch 532 Design VIII in the various design studios offered simultaneously.

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

[X] Met

2017 Team Assessment: Evidence is found in Arch 581 Professional Practice 1.

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

[X] Met

2017 Team Assessment: Basic principles of business and firm management are addressed with ARCH582 Professional Practice II.

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

[X] Met

2017 Team Assessment: Legal considerations involving the practice of architecture are addressed in ARCH581 Professional Practice I.

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

[X] Met

2017 Team Assessment: Professional ethics and judgment are addressed in ARCH 581 Professional Practice I and further incorporated through the required professional experience courses ARCH 501 and ARCH 502.

Realm D. General Team Commentary: The program has made a strong effort since the previous visit to fully incorporate a two-course sequence focused on U.S. professional practice. Though the courses have only been taught once, the content is robust and intends to be supported throughout various portions of the curriculum, including required professional work experience.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2017 Team Assessment: A letter from the New England Association of Schools and Colleges was provided in the APR.

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

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

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

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

[X] Met

2017 Team Assessment: LAU offers the Bachelor of Architecture degree. The liberal arts-based education is covered by the nationally mandated Lebanese Baccalaureate (24 credits). International students must complete a required freshman science year (30 credits) in lieu of the Lebanese Baccalaureate. The program currently offers minors in Islamic Art, Architecture and Design, and Digital Media.

The architecture curriculum is composed of the following components for a total of 169 credits:

- Liberal Art Curriculum (LAC) [General Studies] – 18 credits required for architecture students
- Major core requirements [Required Professional Studies] – 138 credits
- Professional Electives [Optional Studies] – 12 credits
- University Requirement [Physical Education] – 1 credit

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

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

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

[X] Met

2017 Team Assessment: Evidence was made available in the team room regarding evaluating transfer applicants' prior academic course work, including examples of portfolio review and transcript evaluation, guided by assistant Dean Jreidini with the team. Communication processes with prospective students explaining placement was also outlined.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2017 Team Assessment: The statement could be found at LAU's website at <http://sard.lau.edu.lb/programs/barch/>

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The information can be found on LAU's website at <http://sard.lau.edu.lb/about/naab-accreditation-reports.php>

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: The information can be found on LAU's website at <http://sard.lau.edu.lb/student-resources/career-development-information.php>

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: The information can be found on LAU's website at: <http://sard.lau.edu.lb/about/naab-accreditation-reports.php>

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: The information can be found on LAU's website at: <http://sard.lau.edu.lb/student-resources/career-development-information.php>

II.4.6 Admissions and Advising:

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

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: The Information can be found on LAU's website at:
<http://sard.lau.edu.lb/admissions/new-students.php>

II.4.7 Student Financial Information:

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

[X] Met

2017 Team Assessment:

Information for students to review and research financial aid can be found on LAU's website at:
<https://admissions.lau.edu.lb/aid/>

Students are able to locate information on tuition and fees on LAU's website at:
<http://www.lau.edu.lb/fees/2017-2018/>

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: The program provided the team with Annual Statistical Reports for years 2014 and 2015.

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

[X] Met

2017 Team Assessment: This condition is Not Applicable, as the program is not yet accredited and no Interim Progress Reports have been required.

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V. Appendices:

Appendix 1. Conditions Met with Distinction

I.2.1 Human Resources and Human Resource Development - The School provides numerous resources for full-time, adjunct, part-time, and visiting faculty development, connecting the program and faculty with English, French, Lebanese, and Arabic speaking colleagues around the world.

I.1.2. Learning Culture - The ARCH 591 Travel Studio enables a majority of students and many faculty to gain international exposure to a range of architectural histories and contemporary trends, including those in Germany, Japan, France, Italy, and the Scandinavian countries.

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Appendix 2. Team SPC Matrix

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

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

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CURRICULUM MAP

New Program / NAAB 2014 SPC Conditions

Academic Year	Courses Title	Credits	Course #	NAAB SPC's								Realms										Course #	Credits								
				A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10			C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
FOUNDATION YEAR	Design Studio I-A	(3)	FND231	FND231																									FND231	(2,2)	
	Design Studio I-B	(3)	FND232	FND232																										FND232	(2,2)
	Shop Techniques	(1)	FND235	FND235																										FND235	(0,2)
	Design Studio II	(6)	FND236	FND236																										FND236	(2,6)
	Digital Media	(3)	FND251	FND251																										FND251	(2,2)
	Design Culture	(3)	FND261	FND261																										FND261	(3,0)
	Drawing I	(3)	ART221	FND201																										ART221	(0,6)
	Photography I	(3)	PHO211	FND202																										PHO211	(2,3)
	Architectural Drawings	(3)	ARC240	ARCH201																										ARC240	(1,4)
	Architectural Drawings	(3)	ARC241	ARCH201																										ARC241	(1,4)
YEAR II	Design Studio III	(6)	ARC331	ARCH331		A		A																					ARC331	(2,6)	
	Structural Concept	(3)	ARC310	ARCH311																									ARC310	(3,0)	
	Theory I	(2)	ARC361	ARCH361	A																								ARC361	(2,0)	
	History of Architecture I	(3)	ARC371	ARCH371																									ARC371	(3,0)	
	Design Studio IV	(6)	ARC332	ARCH332				A																					ARC332	(2,6)	
	Digital Drawing	(3)	ARC351	ARCH351																									ARC350	(2,2)	
	Theory II	(2)	ARC363	ARCH362	A																								ARC363	(2,0)	
	History of Architecture II	(3)	ARC372	ARCH372																									ARC372	(3,0)	
	Digital Modelling	(3)	ARC352	ARCH352																									ARC451	(2,2)	
	Digital Modelling	(3)	ARC451	ARCH352																									ARC451	(2,2)	
YEAR III	Design Studio V	(6)	ARC431	ARCH431																									ARC431	(2,6)	
	Materials & Method of Construction	(3)	ARC421	ARCH421																									ARC423	(2,2)	
	Climate & Energy	(3)	ARC423	ARCH422																									ARC424	(2,2)	
	Landscape Architecture	(2)	ARC424	ARCH463																									ARC424	(2,0)	
	Design Studio VI	(6)	ARC432	ARCH432																									ARC432	(2,6)	
	Building Technology	(3)	ARC521	ARCH423																									ARC425	(2,2)	
	Building Services	(3)	ARC524	ARCH424																									ARC426	(2,2)	
	Structural Design	(3)	ARC411	ARCH411																									ARC410	(3,0)	
	Construction Document	(3)	ARC481	ARCH481																									ARC481	(1,4)	
	Construction Document	(3)	ARC481	ARCH481																									ARC481	(1,4)	
YEAR IV	Design Studio VII	(6)	ARC531	ARCH531																									ARC531	(2,6)	
	Urban Planning I	(3)	ARC581	ARCH541																									ARC581	(3,0)	
	Professional Practice I	(3)	ARC585	ARCH581																									ARC584	(3,0)	
	Design Studio VIII	(6)	ARC532	ARCH532																									ARC532	(2,6)	
	Contemporary Trends	(2)	ARC561	ARCH461																									ARC561	(2,0)	
	Advanced Building Systems	(3)	ARC511	ARCH511																									ARC511	(2,2)	
	Topic in Regional Architecture	(3)	*																										*	(3,0)	
	Professional Practice II	(3)	ARC586	ARCH582																									ARC585	(3,0)	
	Internship I	(4)	ARC501	ARCH501																									ARC501	(0,250)	
	Internship I	(4)	ARC501	ARCH501																									ARC501	(0,250)	
YEAR V	Internship II	(4)		ARCH502																									ARC601	(0,250)	
	Final Project Research	(3)	ARC631	ARCH631																									ARC631	(1,3)	
	Final Project	(6)	ARC632	ARCH632																									ARC632	(2,6)	
Final Project	(6)	ARC632	ARCH632																									ARC632	(2,6)		
*	Regional Architecture	(3)	ARC482	ARCH441																											
	Modern Architecture in Lebanon	(3)		ARCH442																											
	Architecture in the Middle East	(3)	ARC584	ARCH443																											

Appendix 3. The Visiting Team

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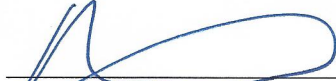
VI. Report Signatures

Respectfully Submitted,



Stephen White, AIA
Team Chair

Representing the Academy



Michael J. Thompson, AIA, LEED AP
Team Member

Representing the Profession



Ryan McEnroe, AIA, ASLA, LEED AP
Team Member

Representing the NAAB