



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

## **2019 Initial Accreditation Visiting Team Report**

**Bachelor of Architecture (Lebanese Baccalaureate + 169 credits)**

The National Architectural Accrediting Board  
October 12-16, 2019

**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.

# Contents

<u>Section</u>	<u>Page</u>
I. Summary of Visit .....	3
II. Progress Since the Previous Site Visit .....	4
III. Compliance with the 2014 Conditions for Accreditation.....	8
Part One (I): Institutional Support and Commitment to Continuous Improvement .....	8
Part Two (II): Educational Outcomes and Curriculum .....	17
Part Three (III): Annual and Interim Reports.....	28
IV. Appendices	
1. Conditions Met with Distinction .....	29
2. Team SPC Matrix.....	30
3. The Visiting Team .....	32
V. Report Signatures .....	33

I. **Summary of Visit**

a. Acknowledgments and Observations

**Acknowledgements:** The team wishes to thank the leadership of Lebanese American University (LAU), the Dean of the School of Architecture and Design, Dr. Haddad, and the chair of the architecture program, Dr. Daccache for welcoming us to campus and sharing their insights regarding the program's current position within the institution and their visions for its future. We also wish to recognize the hard work of the administration and the faculty in preparing for the visit. We were impressed by the organization and ease by which we were able to access evidence in the team room. We also want to make special acknowledgement of the role of Ms. Michella Bou Nader, the Executive Assistant to the Dean. It is clear that Ms. Bou Nader contributed extensively to the preparations and organization of the visit making this a hospitable and comfortable experience for the team members.

**Program Identity:** LAU's architecture program is grounded in its unique regional context, augmented by institutes in Islamic Art and Architecture and Urban Planning Institute (soon to be rebranded as the Institute of Environmental Studies and Research). The program consistently engages issues of culture and environment particular to Lebanon and the Middle East while simultaneously connecting with its international context exemplified by its traveling programs and its intention to seek NAAB accreditation. The physical identity of LAU is split between two campuses, one in Beirut and the other in Byblos. Currently the Beirut campus offers coursework up to the third year of study, while the Byblos campus offers the full five-year program. Once the Gezari Building is completed the full five-year Bachelor of Architecture degree will be offered on both campuses. Currently the final years of the curriculum are only offered on the Byblos campus ensuring a level of consistency and "quality control" in the capstone experience for all students regardless of where they initiated their professional education. Once the Gezairi Building opens and the full five-year degree is offered on both campuses, it will be incumbent on the program to ensure that both campuses provide equivalent exposure to students and ensure that learning outcomes are consistent.

**Global Citizen-Architects:** LAU is uniquely positioned to engage architectural and urban problems from a regional and global perspective. The team observed evidence of this global perspective illustrated in the work of the elective international programs where students examine the global context of buildings and their impact on society. Additionally, the final project encourages students to engage topics ranging from critical environmental issues to architecture that addresses the myriad of cultural and social concerns that are commonplace in today's headlines.

**The Students:** The team was impressed by the maturity and enthusiasm exhibited by the students. They are committed to LAU and have pride in their school and university. They were engaging in the forum with the visiting team and provided insights into the culture of the school and university. Students described an active and open culture of discourse and critique. This was confirmed by team member visits to studio classes. Students presented a particularly positive image of the school and LAU; however, they did articulate issues with after hour access to studio facilities and "quality control" between team-taught studio sections as well as sections in other courses where content is inconsistent. Students were quick to point out that they felt that they were well prepared for entry to the professional world.

**The Staff:** The program is supported by a professional and knowledgeable staff that provide extensive services to the students and faculty. Departments at the university level (recruitment, financial aid, and student advising) work closely with the School and the architecture program to ensure students follow their curricular plans, have adequate counseling and support, access to financial aid, and placement following graduation. Staff members also assist the administration

and faculty in the ongoing assessment and continuous improvement of courses and curricula. The team viewed this group as integral to the success of students and faculty in the program.

**The Faculty:** The faculty constitute an intellectually and professionally diverse cadre of educators. They bring considerable energy and expertise from both regional and international practice. Many are also accomplished in research, scholarly, and creative activities. The faculty described the program as being well connected with other disciplines in the university as well as other programs in the region and internationally. The faculty take their role as stewards of the curriculum seriously. They outlined several levels of continuous improvement including the role of the Curriculum Assessment Committee, course coordination at the year level, the development of standardized rubrics, and the positive role of student course assessments. The NAAB team observed a healthy collegial and supportive environment that exists among faculty colleagues.

b. Conditions Not Achieved (list number and title)

- I.1.3 Social Equity
- B.6 Environmental Systems
- B.9 Building Service Systems
- D.1 Stakeholder Roles in Architecture

c. Conditions Met with Distinction

- A.2 Design Thinking Skills
- Realm C Integrative Design

## II. Progress Since the Previous Site Visit

**2014 Condition 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.

**Previous Team Report (2017):** 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: Gezari Hall. The Gezari 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 Gezari 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.

**2019 Visiting Team Assessment:** Work continues on the Gezari Building on the Beirut campus. Due to logistic and worksite setbacks, the project has fallen behind in its timeline. The current estimate is that the building will be ready for occupancy by May 2020, with the first cohort of students using the building commencing in the fall 2020 term. Further delays in the project could move the completion to a later date. Work on the spaces in Zakhem Engineering Hall, in Byblos, was completed. Studio spaces are now located on the 6th floor of Zakhem Hall. Additionally, plans to expand the shop facility were presented to the team. The University Library has been completed since the 2017 visit and is now open to students and faculty. The team determined 2014 Condition I.2.2, Physical Resources is met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** The improved course work of ARCH432 - Design Studio VI, and ARCH501 - Internship have demonstrated SPC B.3 is met. The ARCH432 Spring course incorporated emphasis on Codes and Regulations. Students' projects in both high pass and low pass have exhibited a clear indication of the knowledge concerning life safety, accessibility and zoning regulations of site and building designs. In some cases a comparative study of Lebanese codes and international codes were included. The team determined B.3 is now met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services and ARCH422 - Climate & Energy (implemented in fall 2018). Specifically, evidence for active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, and solar systems was not consistently found among sections of these courses. The team determined B.6 is not met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** The course ARCH423 - Building Technology illustrates the characteristics of materials and their appropriate application and use. This course also focuses on moisture transfer, durability, energy and material resources. The team determined B.7 is now met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH423 - Building Technology and ARCH481 - Construction Documents. The team determined B.8 is now met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** Demonstration of student understanding and ability are illustrated in ARCH582 - Professional Practice II coursework. The team determined B.10 is now met.

**2014 Student Performance Criterion 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.

**Previous Team Report (2017):** 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.

**2019 Visiting Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH531 - Design Studio VII, ARCH 532 - Design Studio VIII, ARCH 631 - Final Project Research, and ARCH 632 - Final Project. The team determined C.2 is now met.

### III. 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, 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. The description must include 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. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

#### **[X] Described**

**2019 Analysis/Review:** 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 (chartered by the New York Board of Regents) and institutional accreditation (New England Association of Schools and Colleges), 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 to complement architecture with 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 found on page 6 of the APR.

**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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, 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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

#### **[X] Demonstrated**

**2019 Analysis/Review:** As stated in the APR, the program provides students with the necessary environment that can cultivate the freedom to think, interact and emerge as leaders of the future and effective members of their respective professional communities. LAU as a whole has made sure to adopt policies that strengthen their mission to foster independent and critical thinking, and freedom of expression while respecting the freedom of others.

The School of Architecture and Design inherits the principles bestowed upon it by the university and provides its students with an environment that allows the freedom of creative thinking, affirming their right to individual expression and highlighting the values of critical debate in efforts to sharpen one's design abilities.

A Studio Culture policy has been implemented within the School of Architecture and Design. The extensive policy incorporated already existing policies/procedures and includes but is not limited to subjects related to everyday life of the school and the learning community, the student/instructor relationship, the learning processes and the quality of the reviews and critiques. LAU states that Studio Culture is not a static set of principles, but an evolving framework subject to continuous evolution, and that, like culture in the broadest sense, it too should evolve naturally.

Studio Culture Policy: <http://sard.lau.edu.lb/files/SArD-Studio-Culture-Policy.pdf>

The School of Architecture and Design has developed its own guidelines on plagiarism as part of studio culture. The set guidelines are available on the SArD website, and are distributed and explained to students at the start of the Foundation and the second year of the program.

Student Guide to Plagiarism: <http://sard.lau.edu.lb/files/SArD-Student-Guide-to-Plagiarism.pdf>

Grievance Policy:

[http://www.lau.edu.lb/about/governance-policies/policies/grievance\\_policy.pdf](http://www.lau.edu.lb/about/governance-policies/policies/grievance_policy.pdf)

Student Grievance Procedures:

<http://students.lau.edu.lb/rules.php>

Student Code of Conduct:

[http://www.lau.edu.lb/about/governance-policies/policies/student\\_code\\_of\\_conduct.pdf](http://www.lau.edu.lb/about/governance-policies/policies/student_code_of_conduct.pdf)

The architecture program at LAU is one of the few in the country that encourages students to engage in extracurricular activities that expand their exposure to architecture in the regional/international context, as well as locally through various workshops and activities. Examples include but are not limited to International Studios, International Workshops, Student Competitions, and Community Projects.

In the spring of 2018, the Dean initiated the School Keynote Lecture Series, which features a prominent architect/designer/educator/artist to give the keynote at the beginning of each term.

**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 during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- 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.

**[X] Not Demonstrated**

**2019 Analysis/Review:** The program did not share a policy on diversity and inclusion with the NAAB team. Nor did the program provide a plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.

Despite a lack of a diversity plan, the team observed that the faculty and leadership of the school remain male dominated, but limited progress has been made in terms of appointments of females to faculty and leadership positions. Additionally, LAU has (since the last visit in 2017) hired a Title IX coordinator.

The program documented institutional-, college-, and program-level policies are in place regarding Equal Employment Opportunity/Affirmative Action (EEO/AA) at:

Employment Equal Opportunity: [https://www.lau.edu.lb/about/policies/harassment\\_policy.pdf](https://www.lau.edu.lb/about/policies/harassment_policy.pdf)

Student Admissions: <https://www.lau.edu.lb/apply/admission/>

LAU Code of Ethics: [http://www.lau.edu.lb/about/governance-policies/policies/code\\_of\\_ethics.pdf](http://www.lau.edu.lb/about/governance-policies/policies/code_of_ethics.pdf)

Student Code of Conduct: [http://www.lau.edu.lb/about/governance-policies/policies/student\\_code\\_of\\_conduct.pdf](http://www.lau.edu.lb/about/governance-policies/policies/student_code_of_conduct.pdf)

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

**[X] Described**

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

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

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

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

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

***2019 Analysis/Review:***

**Collaboration and Leadership:** The team found the architecture program to possess a collaborative and collegial culture that embraced work both within the discipline of architecture and across disciplinary boundaries. This is evident in the Foundation Year where students in architecture, graphic design and interior design share a common set of courses and work both individually and in groups. ARCH 532 - Design Studio VIII provides students with a rigorous experience of collaborative work in the pre-design phases of projects. Students commented that they have opportunities to work collaboratively with faculty and administration regarding the program's future and provide input into necessary changes. An AIAS chapter was established in 2016. ARCH631 - Final Project Research and ARCH632 - Final Project challenge students to direct the progress of their own self-initiated design projects. Students also have opportunities to participate in international leadership programs and design projects with peers from other institutions.

**Design:** The LAU architecture program has successfully implemented a rigorous framework that enables its students the ability to think critically and take initiative. This framework is built upon three different pillars throughout the duration of the program. Their first pillar revolves around the design studios in the Foundation Year, which covers the more conceptual/theoretical aspect. Afterwards, building on the cumulative process covered in the Foundation Year, students are presented with small to medium scale projects that will mature into realistic projects during the 3rd and 4th Year Levels. The process that has been completed up to this point in time will culminate with the personal synthesis of the final project at the 5th Year Level. The core of the program revolves around the ten Design Studios, complemented by Technical Presentation courses, History & Theory, and Technology courses. Specific curricular activities only reinforce the rigid framework that has been implemented. Activities include field visits which provide the opportunity for studied, intensive workshops. An additional curricular activity that exists within the program is the International Studio, which is an elective taken by the majority of students during the summer term. This course allows the ability to study abroad, covering the specific works of traditional or modern architecture and hosts regular exhibitions that are meant to engage students, allowing them to feature their work and participate in workshops. The Department of Architecture and Design produces on a yearly basis a catalog on the final year students' projects.

**Professional Opportunity:** The School developed the current B. ARCH program through a methodical and coordinated process with multi-tier collaborations throughout the course level, program level, and school level, to the university level. The Foundation Year (first year) provides the students breadth of knowledge that constructively guides them into the program with enriched skills beyond architecture. This year is followed by progressive courses that are taught or co-taught by practicing architects who serve as faculty members. This process ensures that the students have obtained the depth of knowledge about architectural practice that is critical for preparing them for joining the Order of Engineers & Architects in Lebanon, and for starting the licensure process in the United States with NCARB, as well as elsewhere in the world. The program's rigorous and multi-disciplinary training of the students provides wider architecture-related career options such as urban design, construction, and building information modeling.

**Stewardship of the Environment:** The School has made efforts to recruit faculty who are currently engaged in researching pressing environmental issues. The program's revised curriculum provides coursework focused specifically on the preservation of the internal and external built environment. Two specific courses have been added to the curriculum to address these requirements, ARCH422 - Climate and Energy and ARCH424 - Building Services. The faculty and students are encouraged to participate in workshops on the environment and to attend events promoting sustainable solutions. Progress in this arena is demonstrated in student work produced in the senior level studios. The

program admits that while they have made progress towards improving awareness of environmental issues, there is still much to be accomplished. With a growing level of concern over the impact of climate change and the impact of scarce resources in the Middle East, the school is committed to making the focus on the environment a key perspective, starting with transforming the current 'Urban Planning Institute' within the school to an "Institute of Environmental Studies and Research." In the next four years, the dean intends to raise funds to achieve this goal. This coincides with a plan to hire faculty with an "environmental agenda."

**Community and Social Responsibility:** The School indicated that awareness of social responsibility is fostered by stressing the need for architects to be aware of the social dimension of architecture. This is emphasized across the curriculum but focused within the instruction of the ARCH531 - Design Studio VII. This studio is complemented by the ARCH541 - Urban Planning I (a required course) and Urban Planning II (an elective course). These electives expose students to sites of social and community value. Graduates are visited by invited professionals who lecture and exhibit their work focused on responsible practice. One of the pilot projects for a nearby district examined the urban and architectural conditions, through detailed urban analysis. The school aims for community-based projects to be an essential part of preparing fourth-year students to explore topics for their Final Year Project that have a social, environmental and economic impact.

**I.1.5 Long-Range Planning:** The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

**[X] Demonstrated**

**2019 Analysis/Review:** The SARd's commitment to long-range planning is evidenced in the 2018-2022 Strategic Plan that was approved by the School's administrative committee on January 11, 2019. Refer to: <http://sard.lau.edu.lb/files/sard-strategic-plan-2018-2022.pdf>. The School's plan, in its most recent iteration, clearly illustrates an intention to align with the "three pillars" of LAU's Strategic Plan, which can be accessed at: <https://www.lau.edu.lb/about/strategic-plan/>. The three pillars of the university's Strategic Plan are: 1) Intellectual capital and knowledge management; 2) Pedagogical innovation and integrated delivery; and 3) LAU without borders. Both the APR (page 19) and the SARd Strategic Plan provide evidence of multi-year objectives and progress toward achieving the goals outlined therein. The APR also provides evidence of the Five Perspectives informing the School's strategic vision.

**I.1.6 Assessment:**

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- 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.

**[X] Demonstrated**

**2019 Analysis/Review:** The table provided on page 19 of the APR documents the program's progress toward the mission and stated objectives. The SArD Strategic Plan includes evidence of the school's progress toward addressing multi-year objectives (see pages 5-12).

The program's self-assessment procedures were developed with both New England Association of Schools and Colleges (NEASC) and NAAB requirements in mind. The program also directed its Curriculum Assessment Committee to regularly monitor and revise curricula. It appointed an Assessment Officer to oversee the assessment process and to ensure that the program complies with the variety of agencies that have jurisdiction over LAU's educational practices.

There is evidence that the program has made significant progress addressing the deficiencies recorded in the last VTR, however progress on facilities, namely the Gezari Building on the Beirut campus, continues to fall behind. Delivery of the project has been moved back to May 2020. Final delivery of the project is outside of the School's control, but there is evidence that progress is being made in good faith. The team toured the Gezari construction site and believe that completion by May 2020 is an ambitious goal.

The team observed that SArD continues to progress in its goal to improve its curricular content despite the fact that its goal to occupy new physical facilities has fallen behind schedule. Steady progress has been made on the Byblos campus to expand and improve facilities, with plans for expansion of the shop facilities underway.

The program developed a robust curricular assessment and development as outlined on pages 22-24 of the APR and corroborated in conversations with the administration, faculty, staff, and students. The Curriculum Assessment Committee (CAC) is guided by the Architecture Program Assessment Plan (2019-21). This process is described on pages 22-24 of the APR. During the meeting with faculty members, it was understood that this group feels engaged and empowered to assess and develop the curriculum in a manner consistent with best practices in the academy. The faculty described the role of the CAC, the shared development of year and course learning objectives, the development of rubrics for assessment of student work at all year levels, and coordination of team-taught courses. The faculty also described their participation in university-wide committees signifying the connectedness of SArD to the larger LAU academic community.

**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. Human resources include 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 Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), 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**

**2019 Team Assessment:** The team located information concerning faculty workload at: [https://www.lau.edu.lb/about/policies/personnel\\_policy\\_staff\\_section.pdf](https://www.lau.edu.lb/about/policies/personnel_policy_staff_section.pdf). The APR identifies Mr. Roger Skaff, AIA as the NCARB Licensing Advisor (page 32). Mr Skaff attended the most recent NCARB Licensing Advisor Summit in Minneapolis, MN (August 2019). Students were able to identify Mr. Skaff as the individual on the faculty with this responsibility. The program demonstrated the opportunities for faculty at: <http://sard.lau.edu.lb/files/faculty-research-funding-2018.pdf>. Policies regarding faculty promotion and tenure were located at: <http://sard.lau.edu.lb/files/sard-promotion-and-tenure-guidelines-2018.pdf>. Evidence of staff development is provided on page 30 of the APR and was verified in conversation with staff members at a meeting with the visiting team. Evidence and links to relevant information concerning student support services are provided on pages 30-32 of the APR. During the faculty meeting, some colleagues expressed the difficulty of achieving tenure or promotion through a practice track versus a research/scholarship track. At the university level, the latter is more codified and familiar than the former.

**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, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

**[X] Described**

**2019 Team Assessment:** The NAAB team visited all of the facilities described in the APR on pages 33-37. The Architecture School is housed at two campuses, one within the city of Beirut the other in Byblos, each having its own unique qualities and identities. The Beirut campus courses and resources are currently divided among several buildings on the main campus. Current spaces provide students with dedicated studio space. The resources (i.e. woodshop) are located in another building across campus. A new facility, Gezari Building, currently in construction is behind schedule with an entire year delay. The facility was originally intended to be occupied at the beginning of the 2019/2020 school year; occupancy is now slated for May 2020. The Gezari Building will be state of the art and it will have ample room for students to complete all levels in Beirut.

Byblos campus is a single building facility, housing all studios, offices and support resources. Students and faculty are provided with individual workspaces. The wood and metal shop spaces are slated for expansion updates soon. The facilities are secured overnight but are accessible by request. Faculty members have offices that are ample in size to allow them to prepare coursework and provide them the opportunity to collaborate. The facilities on both campuses have up to date technology and infrastructure.

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

**[X] Demonstrated**

**2019 Team Assessment:** Evidence of financial resources were provided on pages 38-39 of the APR, through NAAB Annual Statistical Reports, and in conversations with the Vice President for Finance and the Vice President for Student Development and Enrollment Management. LAU is currently tuition dependent for approximately 94% of its revenues. The institution is seeking to diversify its revenue stream. LAU's endowment has grown to approximately \$600 million. In the past, fundraising has concentrated on funding capital projects, but recent leadership is in the process of focusing fundraising for student scholarships. Several scholarships are available to students via application and assessment of need. Student financial aid annually is funded in the amount of \$50 million.

**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 architecture.

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

**[X] Demonstrated**

**2019 Team Assessment:** As stated per the APR, the school has a total of four libraries at its disposal. Three of those libraries are located in Lebanon, two in Byblos, and one in Beirut, the other in New York. Since the 2017 NAAB team visit, a new library has opened on the Byblos campus. A meeting/tour with the LAU librarians confirmed that the library is completed and now open to students/faculty/staff. There are an abundance of resources that continue to serve the student body. Despite the library resources being split between Beirut and Byblos, LAU has implemented a system where a student/faculty may request a book from either campus and have it delivered to the other in approximately one business day. LAU, as a university belongs to the Lebanese Academic Library Consortium (LALC), a network of libraries from institutions around the country whose main mission to cooperate in the selection, pricing negotiations and access methods of electronic resources for the best interests of the universities and their library users. All newly enrolled students must participate in a mandatory orientation to familiarize themselves with the resources available at all libraries. Dedicated research librarians are available to assist students and faculty members with their research.

### 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 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] Described**

**2019 Team Assessment:** The LAU and SArD administrative structure is documented on pages 44-47 of the APR. SArD is governed by a set of bylaws (<http://sard.lau.edu.lb/files/sard-bylaws-2018.pdf>), which prescribe the roles of the administration, faculty and staff as well as departmental standing committees. LAU's institutional bylaws can be found at: [https://www.lau.edu.lb/files/faculty\\_bylaws.pdf](https://www.lau.edu.lb/files/faculty_bylaws.pdf). In the team's meeting with faculty members, a collegial and open environment of collaboration, transparency, and leadership was described. Student governance structures can be found at: <http://students.lau.edu.lb/activities/student-governance/>. While official structures of governance are described at this site, in conversation with students the team learned that AIAS and the student council have open lines of communication with the administration, faculty, and staff of the School through the "open door policy."

## CONDITIONS FOR ACCREDITATION

### 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 each criterion.

**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 study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

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 representational media appropriate for both within the profession and with the public.

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH362-Theory II and ARCH352-Digital Modeling.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for Foundation Year: FND231 - Design Studio I-A, FND232 - Design Studio I-B, FND 235 - Shop Techniques, and Design Studio II: FND236A, B, C Formal Tectonics. This SPC is met with distinction.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH332 - Design IV and ARCH362 - Theory II.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH332 - Design Studio IV. In ARCH331 - Design Studio III evidence was found of this criterion at an “introductory” or “developed” level.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for FND201 - Drawing for Foundation, ARCH331 - Design Studio II, and ARCH361 - Theory I.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH332 - Design Studio IV, ARCH532 - Design Studio VII, and ARCH441 - Regional Architecture I.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH371 - History of Architecture I, ARCH372 - History of Architecture II, ARCH541 Urban Planning I, ARCH461 - Contemporary Trends, and ARCH441 - Regional 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 sites, buildings, and structures.

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for FND261 - Design Culture, ARCH361 - Theory I, ARCH372 - History of Architecture II, and ARCH541 - Urban Planning I.

**Realm A. General Team Commentary:** The School’s first year experience, the Foundation Year, provides an interdisciplinary experience for novice designers, mixing would-be architects, with majors in interior design and graphic design. Student work-products from the Foundation Year demonstrate a remarkable inculcation of drawing, physical model-making, and digital representation skills. Student

work demonstrates a consistently high level of critical thinking and rigorous presentation of design work.

**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. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

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

**B.1 Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project that includes 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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH431 - Design Studio V and ARCH432 - Design Studio VI.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH431 - Design Studio V and ARCH432 - Design Studio VI.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 432 – Design Studio VI and ARCH 501 - Internship I.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH331 - Design Studio III, ARCH351 - Digital Drawing, ARCH352 - Digital

Modeling, ARCH431 - Design Studio V, ARCH481 - Construction Documents, and ARCH501 - Internship I.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH311 - Structural Concept and ARCH411 - Structural Design, and ARCH 412- Building Systems IV.

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

**[X] Not Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services and ARCH422 - Climate & Energy (implemented in fall 2018). Evidence for active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems was not consistently found among sections of these courses taught at both Byblos and Beirut.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH423 - Building Technology and ARCH 481 - Construction Documents.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH423 - Building Technology and ARCH481 - Construction Documents.

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

**[X] Not Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was not consistently found in student work prepared for ARCH424 - Building Services. Evidence for communication, security,

and fire protection systems were not consistently found between sections of these courses taught at both Byblos and Beirut.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH582 - Professional Practice II.

**Realm B. General Team Commentary:**

Progress in this realm in terms of curriculum development efforts since the 2017 team visit appears to be significant. Overall, the student work presented illustrates a sound comprehension of technical aspects of design, systems and materials. The application of concepts were presented by the student body work which illustrates the integration of building systems throughout the design process. However, the team noted inconsistency of exposure to content denoted in the syllabus from one section to another for ARCH424-Building Services. Ensuring consistent delivery of this subject matter is essential for students on the Byblos and Beirut campus.

**Realm C: Integrated Architectural Solutions:** Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH362 - Theory II, ARCH531 - Design Studio VII, ARCH532 - Design Studio VIII, ARCH 631 - Final Project Research, and ARCH 632 - Final Project.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH531 - Design Studio VII and ARCH 632 - Final Project.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH531 - Design Studio VII, ARCH632 - Final Project, and ARCH 581 - Professional Practice.

**Realm C. General Team Commentary:** ARCH531 - Design Studio VII, ARCH532 - Design Studio VIII, ARCH631 - Final Project Research, and ARCH632 - Final Project, provide students with a multi-semester iterative integrated design experience. ARCH531 and ARCH532 are faculty-driven integrated design studio experiences, while ARCH631/632 is an individually researched and designed “capstone experience” driven by the student. The characteristics common to this multi-semester integrated design experience are, well researched pre-design work, development of a critical posture in design process, and highly developed design solutions that indicate student competency in all aspects of this realm.

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

Student learning aspirations for this realm include:

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

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

**[X] Not Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was not found in student work. Evidence to support D.1 was found throughout the syllabus for ARCH481 - Construction Documents, but evidence of understanding key stakeholders in the professional world were not found in student work.

**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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH582 - Professional Practice II and ARCH501 - Internship I.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for 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**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 581 - Professional Practice I.

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

**[X] Met**

**2019 Team Assessment:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 581 - Professional Practice I and ARCH 501 - Internship I.

**Realm D. General Team Commentary:**

Realm D connects directly to the practice of architecture. The evidence found illustrated that the Realm is taught between Internship I and II and Professional Practice I and II courses. The instructional content exposes students to the attributes of real codes and constraints.

## Part Two (II): Section 2 – Curricular Framework

### II.2.1 Institutional Accreditation

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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
  - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
  - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

#### **[X] Met**

**2019 Team Assessment:** Evidence is provided on page 54 of the APR with a copy of the NEASC certificate.

**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. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

Therefore, any institution that uses the degree title B. Arch., M. Arch., or D. Arch. for a nonaccredited 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 *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

#### **[X] Met**

**2019 Team Assessment:** Evidence is provided on page 56 of the APR with the course distribution chart. The total required degree credits are 169.

### **Part Two (II): Section 3 – Evaluation of Preparatory Education**

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the 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 a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- 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 before accepting the offer of admission. See also Condition II.4.6.

#### **[X] Met**

**2019 Team Assessment:** Evidence of compliance with Part Two (II): Section 3 – Evaluation of Preparatory Education was provided in the team room and confirmed in discussion with admissions and advising staff.

## Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following 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

**2019 Team Assessment:** Evidence of the Statement on NAAB-Accredited Degrees is present in the following link: <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 NAAB Procedures for Accreditation* (edition currently in effect)

#### [X] Met

**2019 Team Assessment:** Evidence of Access to NAAB Conditions and Procedures is present in the following link: <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

**2019 Team Assessment:** Evidence of Access to Career Development Information is present in the following link: <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.<sup>[1]</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[X] Met**

**2019 Team Assessment:** Evidence of Public Access to APRs and VTRs is present in the following link: <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**

**2019 Team Assessment:** Evidence of ARE Pass Rates is present in the following link: <http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx>.

**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.

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 pre professional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2019 Team Assessment:** Evidence of Admissions and Advising is present in the following link: <http://sard.lau.edu.lb/admissions/new-students.php>. The team also met with admissions and advising staff members on site who corroborated this information.

**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**

**2019 Team Assessment:** Evidence of Student Financial Information is present in the following link: <https://www.lau.edu.lb/fees/2018-2019/>. The team also met with admissions and advising staff members on site who corroborated this information.

### **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**

**2019 Team Assessment:** Copies of the Annual Statistical Reports were provided to the team in the team room.

**III.2 Interim Progress Reports:** The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

**[X] Not Applicable**

**2019 Team Assessment:** Interim Progress Reports are not applicable in this scenario because this visit will determine initial accreditation.

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

**A.2 Design Thinking Skills:** The NAAB team was impressed by the interdisciplinary work in the Foundation Year. Students from architecture, interior design, and graphics engage an array of courses that inculcate 2D and 3D media, both manual and digital, in the production of elegant projects that challenge novice designers to think critically and develop a self-consciousness of design methodology.

**Realm C Integrative Design:** The NAAB team was impressed with the array of courses that comprise the Integrative Design experience. Students are provided with a multi-semester iterative integrated design experience. Initial coursework in this realm is faculty-driven while the final project which serves as a “capstone experience” is driven by the student. The characteristics common to this multi-semester integrated design experience include well researched pre-design work, development of a critical posture in design process, and highly developed design solutions that indicate student competency in all aspects of this realm.

**Appendix 2. Team SPC Matrix**



Department of Architecture & Interior Design  
 BArch in Architecture  
**CURRICULUM MAP**  
 New Program / NAAB 2014 SPC Conditions

Academic Year	Courses Title	Credits	Course #	Realms	Course #	Credits
FOUNDATION YEAR	Design Studio I-A	(3)	FND231	A.1	FND231	(2,2)
	Design Studio I-B	(3)	FND232	A.2	FND232	(2,2)
	Shop Techniques	(1)	FND235	A.2	FND235	(0,2)
	Design Studio II	(6)	*	A.2	FND236	(2,6)
	Digital Media	(3)	FND251	A.2	FND251	(2,2)
	Design Culture	(3)	FND261	A.2	FND261	(3,0)
	Drawing for Foundation	(3)	FND201	A.4	FND201	(0,6)
	Photography for Foundation	(3)	FND202	A.4	FND202	(2,3)
Architectural Drawings	(3)	ARCH201	A.8	ARCH201	(1,4)	
YEAR II	Design Studio III	(6)	ARCH331	A.4	ARCH331	(3,6)
	Structural Concept	(3)	ARCH311	B.4	ARCH311	(3,0)
	Theory I	(2)	ARCH361	A.7	ARCH361	(2,0)
	History of Architecture I	(3)	ARCH371	A.7	ARCH371	(3,0)
	Design Studio IV	(6)	ARCH332	A.4	ARCH332	(3,6)
	Digital Drawing	(3)	ARCH351	A.2	ARCH351	(2,2)
	Theory II	(2)	ARCH362	A.7	ARCH362	(2,0)
	History of Architecture II	(3)	ARCH372	A.7	ARCH372	(3,0)
Digital Modelling	(3)	ARCH352	A.2	ARCH352	(2,2)	
YEAR III	Design Studio V	(6)	ARCH431	B.4	ARCH431	(3,6)
	Materials & Method of Construction	(3)	ARCH421	B.4	ARCH421	(2,2)
	Climate & Energy	(3)	ARCH422	B.4	ARCH422	(2,2)
	Landscape Architecture	(2)	ARCH463	B.4	ARCH463	(2,0)
	Design Studio VI	(6)	ARCH432	B.4	ARCH432	(3,6)
	Building Technology	(3)	ARCH423	B.4	ARCH423	(2,2)
	Building Services	(3)	ARCH424	B.4	ARCH424	(2,2)
	Structural Design	(3)	ARCH411	B.4	ARCH411	(3,0)
Construction Document	(4)	ARCH481	B.4	ARCH481	(1,4)	
YEAR IV	Design Studio VII	(6)	ARCH531	C.1	ARCH531	(3,6)
	Urban Planning I	(3)	ARCH541	C.1	ARCH541	(3,0)
	Professional Practice I	(3)	ARCH581	D.3	ARCH581	(3,0)
	Design Studio VIII	(6)	ARCH532	C.1	ARCH532	(3,6)
	Contemporary Trends	(2)	ARCH461	B.4	ARCH461	(2,0)
	Building Systems IV	(3)	ARCH412	B.4	ARCH412	(2,2)
	Topic in Regional Architecture	(3)	**	A.7	ARCH441	(3,0)
	Professional Practice II	(3)	ARCH582	D.3	ARCH582	(3,0)
Internship I	(4)	ARCH501	D.5	ARCH501	(0,250)	
YEAR V	Internship II	(4)	ARCH502	D.5	ARCH502	(0,250)
	Final Project Research	(3)	ARCH631	C.2	ARCH631	(2,2)
	Final Project	(6)	ARCH632	C.2	ARCH632	(3,6)

\* Visual Dynamics (3) FND236A  
 Formal Technics (3) FND236B  
 Anatomy & Space (3) FND236C

\*\* Regional Architecture (3) ARCH441  
 Modern Architecture in Lebanon (3) ARCH442  
 Architecture in the Middle East (3) ARCH443

Introductory (Yellow), Developed (Purple), Advanced (Assessed) (Red), X Partial evidence (insufficient) of content found in student work, Evidence found in student work in team room (Green)

### **Appendix 3. The Visiting Team**

#### **Team Chair, ACSA Representative**

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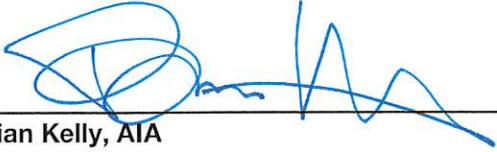
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V. Report Signatures

Respectfully Submitted,



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Team Chair



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Tian Feng, FAIA  
Team Member



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Karen Williams, AIA  
Team Member



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Adiel Quiteno  
Team Member