



Holy Spirit University of Kaslik (USEK)

Faculty of Fine and Applied Arts

Architecture Program Report for 2018 NAAB Visit Two

Current Term of Accreditation: Substantial Equivalency

Master in Architecture (193 semester credits - 6 years)

Undergraduate 138 semester credits + Graduate 55 semester credits

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Name and contact information

President of the institution

Rev. Fr. Prof. Georges Hobeika
Holy Spirit University of Kaslik
P.O.Box: 446 Jounieh, Lebanon
Email: president@usek.edu.lb
Tel.: (+961) 9 600 600
Fax: (+961) 9 600 101

Chief academic officer / Name of individual to whom questions should be directed

Dr. Georges Yahchouchi
Provost
Holy Spirit University of Kaslik
P.O.Box: 446 Jounieh, Lebanon
Email: georgesyahchouchi@usek.edu.lb
Tel.: (+961) 9 600 009
Fax: (+961) 9 600 101

Head of academic unit

Dr. Paul Abi Khattar Zgheib
Dean of the Faculty of Fine and Applied Arts
Holy Spirit University of Kaslik
P.O.Box:446 Jounieh, Lebanon
Email: paulzgheib@usek.edu.lb
Tel.: (+961) 9 600 707
Fax: (+961) 9 600 701

Program administrator

Prof. Antoine Fichfich
Head of Architecture Department
Holy Spirit University of Kaslik
P.O.Box:446 Jounieh, Lebanon
Email: antoinefichfich@usek.edu.lb
Tel.: (+961) 9 600 764
Fax: (+961) 9 600 701

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

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

I.1.1 History and Mission

The University

USEK Background: USEK was founded in 1938 as an independent private Catholic institution, by the Lebanese Maronite Order (OLM) who serves Higher education in monasteries since the 18th century. The University was founded before the first Lebanese Law of Higher Education promulgated in 1961, and by that date, the Lebanese State recognized USEK as a private Higher Education Institution in Lebanon, according to the Law of Higher Education in Lebanon.

Initially, the delivered programs were limited to humanities including a Faculty of Theology considered by the Catholic Church as a platform for theology and liturgy teaching in the Middle East.

In 1997, USEK board decided to adopt the U.S. credit system and started to benchmark its programs with U.S. institutions. USEK is currently offering 162 programs (Undergraduate, Masters and Doctoral) that are all following an American-style education and a program framework (including design, delivery and evaluation) comparable to programs offered by U.S. institutions. Accordingly, more and more courses are delivered in English.

All academic programs offered by USEK are published in the University Catalogue and on the University website (<http://www.usek.edu.lb/en/academics>). Each program is described by its mission derived from the institutional mission, the educational objectives, the learning outcomes, the curricular map and program mapping of courses with the learning outcomes.

USEK has always been subject to voluntary external evaluations. It is the first university outside Europe to be elected as associate member of the European University Association (EUA), and to be institutionally accredited by the European agency evalag¹. This process began in 2008 with the EUA - Institutional Evaluation Program, and later on with the Institutional Accreditation that was granted in 2012 and renewed in 2017 for five year duration.

The University has participated in the University Governance Screening Card by the World Bank in 2013. This latter considered USEK as one of the outperforming universities of the MENA region.

Program accreditation is a strategic direction at USEK where all degrees are being evaluated/accredited by external accreditation and quality assurance agencies. Nine computing and engineering programs have been accredited by ABET in 2016, and all undergraduate programs in the Faculty of Letters and the Faculty of Philosophy and Humanities have been granted evalag programs accreditation in June 2017. In 2017, the School of Business became eligible to pursue accreditation by The Association to Advance Collegiate Schools of Business (AACSB) and the Architecture program became eligible for the National Architectural Accrediting Board (NAAB) - Substantial Equivalency.

This academic year 2017-2018 has started with a successful ABET site visit for the accreditation of Civil Engineering, the Actuarial and Financial Mathematics, and the Nursing Sciences programs. In July 2017, the Student Support Services Accreditation was maintained for the third consecutive year with

¹ evalag EVALUATIONSAGENTUR BADEN – WÜRTTEMBERG member of EQAR (European Quality Assurance Register), ENQA (European Association for Quality Assurance in Higher Education) and EUA (European University Association).

a pleasing statement by the UK Matrix experts: “At USEK, there is a real sense of becoming very student focused and putting into place a range of actions that are strengthening that approach.”

USEK is located on the cost side of Mount Lebanon with an exceptional exposure to the Mediterranean Sea. In December 2017, USEK was ranked as the Top Green University in Lebanon and among the 10 'Greenest' in the Arab World. Nowadays, USEK welcomes more than 7500 students across its 12 Schools among which the USEK Business School.

The international academic reputation resulting from quality assurance is embodied in the continuous academic development, and with the internationalization of the university activities through the signature of more than 200 cooperation agreements with renowned universities and renowned associations in U.S. and throughout the world.

USEK Mission: Since its founding, USEK seeks, and in accordance with the Article 92 of the Constitutions of the OLM (ed. 2012) and the social teaching of the Catholic Church on universities, to contribute to the development of all its students through quality educational programs and research in various fields of study. By providing a high quality American-style education to its students, USEK intends to prepare future leaders for innovation, professional growth and life-long learning, in Lebanon, within the Middle East and throughout the world. USEK is committed to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted.

Faculty of Fine and Applied Arts

History: The decision to create the Faculty of Fine and Applied Arts was taken in 1973 by the Lebanese Maronite Order and the scheme was directly established and developed until the 28th of October 1974, when the faculty, officially started its academic programs and activities. Aiming to be multidisciplinary, the Faculty of Fine and Applied Arts started offering Architecture, Interior Architecture and Graphic Design programs. Several other departments were initiated later on, such as Advertising, Visual and Performing Arts, and Sacred Art.

November 15, 1980 saw its first 63 students graduate. The number of students has increased considerably throughout the years, to reach the actual number of 2169 students.

The Faculty of Fine and Applied Arts consists of the following departments:

- Department of Architecture
- Department of Design and Interior Architecture
- Department of Sacred Art, Heritage and Conservation
- Department of Visual Communication
- Department of Digital Media, Cinema and Television
- Contemporary Art

Mission of the Faculty of Fine and Applied Arts: The main mission of the Faculty of Fine and Applied Arts is to prepare tomorrow’s qualified, creative, and sophisticated experts, who are willing to participate in the improvement of their communities, and to contribute to the progress of humanity by using the top-level quality and intercultural education they acquired at USEK. Our Faculty members instill their knowledge and proficiency in our students, giving them spirit, leadership abilities, sustainable social and environmental responsibilities, as well as passion and innovation. We are also keen on arousing our students’ civic responsibility, honesty, reliability and loyalty as well as their sense of commitment, openness and tolerance.

Furthermore, and since we are located in the heart of a region known historically for its immeasurable value, we are driven to be worthy of this noble heritage by working with all our means to safeguard and protect our patrimony.

Vision of the Faculty of Fine and Applied Arts: The Faculty of Fine and Applied Arts vision is closely connected to its core values.

We strongly believe that we can broaden our prestigious regional reputation to a higher scale. Hence, we aim to become a prominent institution on a global level by providing exceptional teaching, in a way that shapes professional leaders, who are willing to commit for the development of humankind and well-being.

Moreover, in order to capitalize on our national culture, which is based on the multiplicity, we aspire to modify the actual local perception and show the richness it offers, rather than its complexity, through the implementation of a multidisciplinary approach, as well as by developing constructive criticism.

Core Values: The core values of the Faculty of Fine and Applied Arts follow the same principles USEK is committed to, as they guide the student towards these principles, and arouse ethics on all levels. They are as follows:

- Freedom of thought and expression
- Respect for others' rights, differences, and dignity
- Total integrity and honesty
- Social commitment and responsibility
- Dedication, passion and excellence in performance
- Patrimony protection

Department of Architecture

Mission of the department of Architecture: The mission of the Architecture Department at the Holy Spirit University of Kaslik (USEK) is to prepare students for a profession in architecture by offering a program that provides them with an educational experience in architectural history and theory, structures and materials, building technology, vernacular and regional studies, with a strong focus on heritage preservation and social and environmental responsibility.

The most important aspect of our program is to foster a curriculum that provides students with the necessary tools to be responsive to human needs, environmental conservation and to be socially responsible. The department plays a significant role in introducing and engaging the students in multiple disciplines through thematic and experimental workshops that enriches and diversifies students' horizons while taking into account our cultural identity.

Currently, the program gathers around 1200 registered students and graduates around 150 students yearly. According to the latest statistics, the number of registered architects in Lebanon is 8613 and 1319 are USEK graduates. Hence, 15% of the registered architects in Lebanon are USEK graduates.

In 2014, USEK became an international affiliate member of the Association of Collegiate Schools of Architecture (ACSA), United States. In 2016, the department launched the USEK Chapter of the American Institute of Architecture Students, the 11th chapter in the region.

Furthermore, many partnerships and collaborations are established within the framework of the Architecture program:

 United States	University of Philadelphia University of Idaho
 Canada	Laval University
 Cyprus	Eastern Mediterranean University Famagusta
 France	Paris III University – Sorbonne Nouvelle

	École Nationale Supérieure d'Architecture(ENSA) Clermont-Ferrand École Spéciale d'Architecture (ESA) – Paris École Nationale Supérieure d'Architecture de Strasbourg (ENSAS) École Nationale Supérieure d'Architecture de Toulouse (ENSA) Laboratoire "Identités Complexes" – Strasbourg University of Strasbourg École Nationale Supérieure d'Architecture de Paris La Villette (ENSAPLV) Laboratoire Gerphau
 Belgium	Saint-Lucas Brussels Faculty of Architecture
 Italy	Istituto universitario di architettura di venezia (IUAV) Sapienza Università di Roma - Facoltà di Architettura Università Degli Studi Roma Tre
 Tunisia	Université Ibn Khaldoun
 United Arab Emirates	American University of Sharjah

I.1.2 Learning Culture and Social Equity

Learning Culture

The architecture department at USEK has established a draft Studio Culture Policy (see appendix 1) to raise the students' well-being and to create an environment based on transparency, enthusiasm, positive attitude, ethics, respect, personal enrichment, commitment, creativity and innovation amongst faculty, staff and students. The mentioned values will prepare students for their practice in the architectural profession and will help the department to graduate students that are committed to the society and personal welfare as part of USEK mission and the mission of the Faculty of Fine and Applied Arts.

A draft for the Studio Culture Policy has been developed in collaboration with faculty members based on their experiences with students in studio courses. It will be shared with the program's stakeholders starting Spring 2018 through:

- Presenting and discussing it at the beginning of every semester during the departmental meetings as well as in the coordinators/faculty members' meetings.
- Posting the studio policy on the E-learning platform.
- Mailing the studio policy at the beginning of every semester to all students registered in the architecture studio courses.
- Pinning it up inside the architecture studio, allowing it to be available for students and faculty members.

This draft will continue to be discussed, evaluated and revised by both faculty and students beginning in the Fall 2018 term. Faculty will be proposing enhancements for this policy during departmental meetings. Students will have the opportunity to give feedback on this policy through representatives in the program's advisory board and through face-to-face discussions with the head of department.

After these evaluations, the department will alter the draft Studio Culture Policy to have a revised policy by end of Fall 2018. This policy will be evaluated yearly for possible enhancements using the same evaluation process.

Plagiarism is not tolerable in the Faculty of Fine and Applied Arts. All assignments, papers, projects, art works, reports and thesis must be the student's own work. Student can refer to other people's work, however, they have to precisely and accurately credit their sources according to the APA style, used at USEK. This is further detailed in the article H2 - Academic Integrity available in the Academic

Rules and Student Life published on the website:
<http://www.usek.edu.lb/Site/ListingBlocks.aspx?pageid=2780>.

Turnitin checker program is available to the students; they can use it before submitting their work. Violating this rule leads to a disciplinary council action.

Social Equity

As stated in its mission “USEK is committed to a faith-based educational development of its students rooted in the Catholic tradition whereby spiritual values and ethics as well as respect for cultural and religious pluralism are promoted”. USEK values and promotes equity and diversity amongst faculty, staff and students and refuses any kind of discrimination. Also, at USEK Cooperation and Diversity are defined as one of its core values (Strategic Plan 2015-2018 <http://www.usek.edu.lb/en/about-usek/strategic-planning>) and part of its commitment to diversity and inclusion.

Students’ admission, and faculty and staff recruitment processes adopted by the University and applied in the Architecture Department clearly support the equity and nondiscrimination by offering equal opportunities for all individuals regardless of their age, gender, religion, nationality or any kind of differences.

Also, as indicated in section I.1.1, the architecture department defined “Respect for others’ rights, differences, and dignity” as one of its core values, and considers the diversity amongst its students, faculty and staff as a support for the quality of education in the architecture program, especially that the University is located in a multicultural environment nationally and regionally.

Moreover, faithful to the mission of the Lebanese Maronite Order, the Holy Spirit University of Kaslik is committed to help, through the Social Service Office, every student facing personal, relational, family, financial or medical difficulties without any discrimination related to religion, culture or nationality (check Student Services in section I.2.1).

Concerned in contributing to a democratization of the higher teaching and struggling against the exclusion of youth living in remote areas, the Holy Spirit University of Kaslik (USEK) has carried out the creation of three Regional University Centers (RUC): Zahle RUC located in the Bekaa Valley; Chekka RUC located in North Lebanon; Rmeich RUC located in South Lebanon.

I.1.3 Response to the Five Perspectives

A. Architectural Education and the Academic Community

The Department of Architecture at USEK has always recognized the importance of collaboration between higher education institutions for the advancement of the discipline, sharing knowledge and best practices, staff development and students exchange.

In this context, the department has established different partnerships with institutions around the world (section I.1.1), in addition to the international affiliate membership of the Association of Collegiate Schools of Architecture (ACSA) in United States.

Also, during the last three years, several opportunities have been offered to faculty members to gain experiences in different universities as part of faculty exchange initiatives with these institutions:

2017

- Université Grenoble - Alpes - France: Urban Design Conference (faculty member: Richard Khalil)
- Roma Tre University – Italy: Final Review invitees (faculty members: Paul Zgheib and Zafer Sleiman)

- Ibn Khaldoun University of Architecture – Tunis: Collaboration in the Architecture Workshop (faculty member: Joseph Nasr)
- University of Naples Federico II - Italy: Mediterranean Workshop 2017 - Participation in the conferences (faculty member: Joseph Zaarour)
- Union of Arab Universities – Jordan: Learning New Technologies in Architecture Program (faculty member: Joseph Zaarour)
- Urban Thinkers Campus – Dubai - UAE: Urban Design Conference (faculty member: Richard Khalil)

2016

- Catholic University of Budapest - Hungary: Collaboration in the Architecture and Archeological workshop (faculty member: Hany Kahwaji and Nohra Abi Rizk)
- Eastern Mediterranean University – North Cyprus: Collaboration in the Maronite Heritage Buildings Workshop (faculty member: Fouad Gabriel)
- Université Laval - Canada: Final Review invitee and Conference (faculty member: Antoine Younan)
- American University of Sharjah - UAE: Collaboration in the Urban Planning and City Design Workshop (Abdul Halim Jabr and Georges Katodrytis)

2014

- Ecole d'Architecture de Strasbourg - France: Final Review invitee (faculty member: Antoine Younan)

B. Architectural Education and Students.

The department of Architecture at USEK puts efforts to developing their students' personal skills and life-long learning to become leaders in their profession and the community. Students are encouraged to participate in competitions and earn awards on the national and international levels which allows them to share knowledge with students with different backgrounds and to prove their distinctiveness and the unique identity of their program.

Below is a list of the latest prizes awarded to the department's alumni:

International:

- 2014 - International Union of Architects (UIA) – Durbin – South Africa: Between 714 projects solving the problem of traditional commercial areas in Durbin, Rita Soueidi won the Third Prize.

Regional:

- 2017 - Omrania & Associates and the Center for the Study of the Built Environment - Award for the best architectural graduation projects across Arab students: Between 213 entries, 47 universities from 11 countries in the Arab world (Algeria, Bahrain, Egypt, Iraq, Oman, Palestine, Saudi Arabia, Sudan, Syria, United Arab Emirates and Yemen), Anabelle Saleh won the Third Prize.

National:

- Jaderji Award – The most important Lebanese award for development of Arab and Regional Architecture, delivered by the Lebanese Order of Engineers and Architects for new graduate students:
 - 2017 - Reine Chahda, First Prize.
 - 2016 - Vanessa Houeiss, First Prize and Alexandre Zein, Third Prize.
 - 2015 - Teddy Touma, First Prize and Marianne Ghayche, Third Prize.
 - 2012 - Rayan Abou Rahal, Second Prize and Sabine Ghaby, Third Prize.
 - 2011 - Patrick Abou Khalil, First Prize.

Workshops for students abroad:

- 2017 - Workshop in the Baikal Winter University of Irkutsk in Russia – Thierry Zgheib, Celine Fadel and Christian Sleiman.
- 2016 - Workshop on buildings archeology in the Catholic University of Budapest – Ruddy Abou Zeid, Marc Samarani, Carla Chlela, Cynthia Aoun, Elias Doumit, Georges Nehme.
- 2016 - Workshop in the Baikal Winter University of Irkutsk in Russia – Imad Sakr.
- 2015 - Workshop on buildings archeology in the Catholic University of Budapest – Valerie Wakim, Maya Bechara, Rihab Haidar, Amine Alam, Nadim Keyrouz, Gaelle Stephan.
- 2015 - Workshop on Intercultural Architecture in Roma Tre University – Italy – 20 students.
- 2015 - Workshop in the Baikal Winter University of Irkutsk in Russia – Ralph Nassif, Joan Sakr, Tarek Hobeika.
- 2014 - Intensive course in AA VS Dubai on Aggregate systems – Expcocity 2020 – Elias Soueidi.
- 2014 - Workshop on “Risk and Town Planning” at Ishinomaki in Japan – Teddy Touma.
- 2014 - Workshop in the Baikal Winter University of Irkutsk in Russia – Ihab Daakour, Antoine Fadel, Vanessa Houeiss, Serena Ibrahim.
- 2014 - Workshop on Buildings Archeology in the Catholic University of Budapest – Remie Maalouf, Elie Nasr.
- 2014 - Workshop “Architecture and vision” in Bormazo Italy – Andrea Awaida and Elias Farah.
- 2014 - Workshop on Italian Architecture in Campus Magnoli – Italy – 26 students.
- 2013 - Workshop on Buildings Archeology in the Catholic University of Budapest – Chantal Maksoud, Gretta Laurina Al Asmar.
- 2012 - Workshop in the Baikal Winter University of Irkutsk in Russia – Jad Hachem, Evangelo Abboud, Christelle Choueih, Vanessa Maroun and Anthony Zgheib.

In this context, the AIAS USEK Chapter was launched in Fall 2016 to foster the leadership skills between students and to widen their opportunities to participate in competitions and to get involved in international architecture projects.

C. Architectural Education and the Regulatory Environment

The program is focused on students’ transition from internship to licensure by introducing them to the requirements for registration in the Order of Engineering and Architecture, knowing that graduates are automatically eligible to apply for registration in the Order upon successfully completing their curriculum.

The University has also appointed Mr. Michael Hughes as Architectural Licensing Advisor from August 1st, 2016 for a period of 18 months. Mr. Hughes does three-day visits to USEK every semester to introduce students to the licensure requirements in the US.

D. Architectural Education and the Profession

The program puts a strong focus on the preparation of the students for professional life by encouraging them to engage in the professional practice while pursuing their education, giving them the required knowledge on the economy and market requirements and helping them understand the role of architects in professional teams and in building the community.

This is done by different means:

- A professional internship in their last two years of study, giving them strong experience and knowledge by being involved on the activities of professionals, in architectural firms as well as on construction sites.

- Transfer of knowledge and experience of professors that are practicing the profession in parallel to their teaching activities. Below is a list containing prizes and competitions awarded to our faculty and alumni:
 - 2017 - Lebanese Architect Awards – delivered by the Lebanese Order of Engineers and Architects to the best executed projects by Lebanese architects from 2000 to 2017: 450 projects were presented, 32 were selected. Among the 32 projects, 7 faculty and alumni were nominated in different categories and 1 has won the first prize for the Architecture and Restoration category.
 - Antoine Fichfich (Faculty) – First Prize for the Architecture and Restoration category.
 - Marwan Zgheib (Alumni) – Nominated.
 - Alphonse Kaï (Faculty) – Nominated.
 - Antoine Younan (Faculty) – Nominated.
 - Josephina Charabati and Mirna Lahoud (Faculty) – Nominated.
 - Marwan Bassmagi (Alumni) – Nominated.
 - Joe Gitani (Alumni) – Nominated.
 - Charles Hadife (Alumni) – Nominated.
 - 2017 – Competition for the construction of the Club of Engineers and Architects in Zahle:
 - Rachid Seif (Alumni) – First Prize
 - 2017 – Union Internationale des Architectes (UIA): Mr. Elie Khoury was run for the final election of the vice president position in Seoul including 124 countries.
 - 2016 – Competition for the construction of the Club of Engineers and Architects in Safra:
 - Rachid Seif (Alumni) – First Prize.
 - 2013 – Competition for the construction of Halat Municipal Complex:
 - Bechara Mouannes (Faculty) – First Prize.
 - 2007 – Competition for the construction of the Lebanese Order of Engineers buildings in regional areas delivered by the Lebanese Order of Engineers:
 - Antoine Younan (Faculty) – First Prize for the regional building of Zahle.
 - Zaman Aoun (alumni) – First Prize for the regional building of Sidon.
 - Samples of awards won by a sampling of USEK alumni and faculty: these awards were chosen in a wider list that could be delivered on request:

<ul style="list-style-type: none"> ▪ Marwan Zgheib (Alumni) 	<ul style="list-style-type: none"> 2016-2017 2015 2014 2012-2013 2012 2012 	<ul style="list-style-type: none"> Project: “K Galleria Kaslik” – Status: 5 Stars Winner, Category: Best Retail Architecture in Lebanon, Organizer: International Property Awards Dubai – UAE Project: “Wall Stadium Doha - Qatar”, Status: Winner, Category: Architectural Review & MIPIM, Location: Cannes - France Project: “The Ring House – Atelier – Riyadh Saudi Arabia” – Status: Winner, Category: Best Future Building of the Year - Drawing Board, Organizer: Leading European Architects Forum, Location: Düsseldorf/Neuss, Germany Project: “Golden West Bay Tower Doha - Qatar”, Status: Platinum Winner – Category: Architecture, Building & Structure Design, Organizer: OMC Design Studios SRL, Location: Como - Italy Project: “The Rock Stadium Al-Ain – UAE” – Status: Gold Winner, Category: Architecture - Conceptual (Professional), Organizer: Farmani Group, Location: Los Angeles – USA Project: “Qatar Navigation Tower Doha – Qatar” – Status: Winner, Category: Best International High-Rise Architecture,
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- 2017 – Workshop at USEK on Intercultural Architecture in Beirut led by Chris Younes (Founder and Associate member of Laboratoire GERPHAU – France).
- 2016 – Workshop at USEK on scalable prototype containers (Part II) – Execution of a real prototype container (scale 1/1) – in collaboration with École Polytechnique de Lausanne and Business and Engineering Faculties of USEK.
- 2016 – Workshop in North Cyprus on the regional religious minorities “*The maronites in Kormakitis – Cyprus*” in collaboration with the Famagusta Mediterranean University – North Cyprus.
- 2015 – Workshop at USEK on scalable prototype containers in Anfeh North Lebanon (Part I) in collaboration with École Polytechnique de Lausanne and Business and Engineering Faculties of USEK.
- 2014 – Finding sustainable solutions to preserve the environment – *Warkawater 2.0* Workshop at USEK in collaboration with Architecture and Visions, Italy, the Italian Embassy in Beirut and USEK Faculty of Sciences.
- 2014 – Workshop at USEK on “*Sustainable interventions*” in collaboration with the NGO *Organisation du développement Durable (ODDD)*.
- 2013 – Workshop at USEK: Finding solutions in time of crisis by building shelters in Tacloban and by preparing sustainable and scalable prototype containers, in collaboration with École Polytechnique de Lausanne and Fribourg University.
- 2018 – 2020 : Grant from the Hungarian Government for restoration and excavation of 33 medieval historical churches in Lebanon, in collaboration with the Ministry of Foreign Affairs and managed by USEK:
 - Academic aspect: a cooperation between Pazmany Peter University of Budapest and USEK implicating professors and students from both universities in order to excavate and study some of the churches included in the project.
 - Professional aspect: 7 faculty members are executing and supervising the implementation of the project.
- Exhibitions:
 - 2017 – “*Architectural Heritage of Reifoun*” in collaboration with Reifoun Municipality.
 - 2017 – “*Heritage of urban and architectural modernities in the Arab world*” hosted by USEK in collaboration with UNESCO World Heritage Center and the Arab Center for Architecture.
 - 2016 – “*Architectural Heritage of Ajaltoun*” in collaboration with Ajaltoun Municipality.
 - 2014 – “*Sustainable interventions*” in collaboration with the NGO *Organisation Du Développement Durable (ODDD)*.
- Conferences:
 - 2017 – “*L’architecture, principe actif d’un écosystème*” in collaboration with the design firm Architecture-Studio – France.
 - 2016 – Conference on Social Sustainable Practices by Pierre Sfeir and Nourhan Moukahal.
 - 2014 – Conference “*Inclusive Environment*” in collaboration with Fundación Promoción Social de la Cultura.
 - 2014 – Conference “*Virtual Reconstruction of Roman Archeological Sites*” by Alessandro Furlan in collaboration with the Italian Cultural Institute in Lebanon.
 - 2013 – Conference and Launching of the Holcim Award for Sustainability, in collaboration with Holcim University.
- Colloquium and international conferences :
 - 2017 – “*Modern Heritage in Lebanon: opportunity or threat*” in collaboration with UNESCO Beirut Office.
 - 2014 – “*Backup policy of urban and architectural heritage of Beirut*” in collaboration with the Lebanese Ministry of Culture.

- 2014 – “Security on the sites: towards a modern Lebanese law” in collaboration with USEK Faculty of Law.

All of the above perspectives are included in the strategic plan of the department, specifically in Goals 3 and 4:

Goal 3: Attract, retain and educate students who have the ability to commit to architecture studies and provide them with excellent learning experience in an atmosphere of creativity, diversity and social engagement.

Goal 4: Encourage and provide initiatives that improve community well-being through architectural and sustainable development projects.

I.1.4 Long-Range Planning:

In the beginning of 2015, USEK launched its strategic plan that is guiding the University through the year 2018. This strategic plan is based on several strategic orientations reflected in USEK mission.

USEK Strategic Plan 2015-2018 includes nine strategic directions A-I that are detailed in Strategic Goals (<http://www.usek.edu.lb/en/about-usek/strategic-planning>).

To support the achievement of its strategic plan, all academic and administrative units in USEK started using the institutional assessment software Tk20 to define their goals and objectives in alignment with the University strategic goals. The Strategic Planning module in Tk20 allowed units to define their Goals for the years 2015-2018, introduce objectives for the coming year, continuously add activities in relation with objectives, and analyze the achievement of their goals for the previous years.

This process allows the University to ensure the achievement of its goals through units' activities, and to include all units in the culture of strategic planning and assessment.

Soon, USEK will be launching its Strategic Plan 2018-2022.

Strategic Plan 2015-2018 - Architecture Department

Introduction

This plan is a general mapping on what we are today and what we intend to be in the future. It shows what has been achieved until now on one hand, and draws, on the other, an ambitious yet coherent image of our faculty subsequent aspirations. Being currently at a crossroads between our valuable past, full of dedication to teaching, researching and students' assistance, and our progressive forthcoming, whose main goals combine academic excellence, research expansion, and advanced professional integration, we want to sharply define tomorrow's objectives that commit us to reality even if, at this point, it may appear as just an aspiration. A sharp inventory, crowned by a large yet rational strategic plan, with a strong willpower and hard-work drive, will certainly direct us into a safe harbor.

Goal 1: Provide outstanding professionally focused program in architecture

Objectives 2017-2018:

- Increase international recognition through continuous improvement process and accreditation.

- Continue the ongoing process of obtaining Substantial Equivalency for the architecture program.
- Provide our students opportunities to practice abroad.
- Implement an updated program that responds to the current professional needs.
- Develop and implement the cycle of assessment to involve different stakeholders including students, faculty, alumni and industry.
- Leverage the number of courses delivered in English.
- Provide students with internship and mentoring opportunities locally and internationally.
- Provide outstanding library resources to enhance teaching and research activities.
- Initiate a new program in construction management in collaboration with the Faculty of Engineering.
- Encourage interdisciplinarity by initiating a new research master program.

Goal 2: Nurture faculty's long-term commitment to teaching excellence through professional development, research and local, regional and international exposure.

Objectives 2017-2018:

- Provide faculty with appropriate physical and technological facilities for professional development.
- Create opportunities for faculty development through specific training, workshops and conferences locally and internationally.
- Develop and encourage faculty interdisciplinary research.
- Enhance faculty English communication skills.

Goal 3: Attract, retain and educate students who have the ability to commit to architecture studies and provide them with excellent learning experience in an atmosphere of creativity, diversity and social engagement.

Objectives 2017-2018:

- Admit qualified students with a goal of increasing academic excellence.
- Raise students' commitment to academic excellence by enhancing the assessment and feedback process.
- Establish a culture of lifelong learning amongst students with a strong focus on creativity.
- Develop students' commitment to social responsibility and sustainable development.
- Provide students with exchange opportunities with international organizations.
- Celebrate students' success and achievements.
- Develop students' English communication skills.

Goal 4: Encourage and provide initiatives that improve community well-being through architectural and sustainable development projects.

Objectives 2017-2018:

- Develop landscape and building projects that will have a positive impact on the heritage preservation and environment.
- Create initiatives for the conservation of the Lebanese heritage.
- Encourage, develop and sustain collaboration with local governmental and non-governmental organizations.

Goal 5: Develop the department's physical resources to offer the proper space and facilities for both students and faculty for an enhanced learning experience

Objectives 2017-2018:

- Develop a new space for project design and exhibition.

- Provide appropriate design studios by equipping it with the most recent tools and materials. (these services are covered by the agreement done with an outsourced service provider - check section I.2.2)

I.1.5 Self-Assessment Procedures

As part of the preparation of the new program framework adopted by the university, the architecture department defined the Master in Architecture program educational objectives and outcomes.

The program's educational objectives describe what graduates are expected to attain within a few years after graduation, and are as follows:

1. The Master in Architecture program qualifies its graduates to become registered professional architects and allows them to grow into active members of different civil societal bodies through ethical and social engagements that improve the livelihood of their communities.
2. Graduates will be able to have leading professional roles as both entrepreneurs and efficient members of projects that are larger and in more complex architectural settings.
3. In addition to conceptual design, execution, site development and management, graduates will be able to employ their architectural education to adapt and evolve existing requirements by engaging in heritage preservation and restoration, scenography, building technology, urban planning, landscape and sustainable architecture, and development in a professional and ethical manner.
4. Graduates will be able to lead teams as well as be effective team members who can work and communicate effectively with diverse team members to identify and solve problems and make responsible recommendations.

The program outcomes describe what students are expected to know and be able to do by the time of graduation. The program outcomes of the Master in architecture are directly related to NAAB SPC realms, which facilitated the preparation of the SPC matrix. These outcomes are as follows:

- a. Students will be able to interact between different components (social, theoretical, cultural, and contextual) in the process of design thinking, and communicate clearly with the appropriate tools and media.
- b. Students will be able to comprehend that projects can be built both by respecting the environmental charts and by transmitting technical information.
- c. Students will be able to gather and comprehend the essential value of research within the design process, analyzing and evaluating the different options related to the predesign issues, and synthesizing the different scenarios related to different analysis in integrating architectural solutions. Solutions must respond to different environmental issues.
- d. Students will be able to understand the typical career path of an architect and the means of progressing. They will recognize and preserve the valuable role of different partners and disciplines by the application of legal codes, professional responsibilities, and ethical values.

The process of evaluation of the above objectives and outcomes is described in the below section.

A. Program Self-Assessment:

USEK Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement

Student outcomes along with the assessment data sources are identified and described in the university-wide adopted Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement. It is based on annual internal and external collection and analysis of evidence and data. Evaluation of assessment data is regularly undertaken by the program faculty. The faculty reviews the raw data collected from each of the data sources shown in the figure below and prepares an analysis for the results, relates it to the program outcomes and develop implementation strategies are during semester retreat.

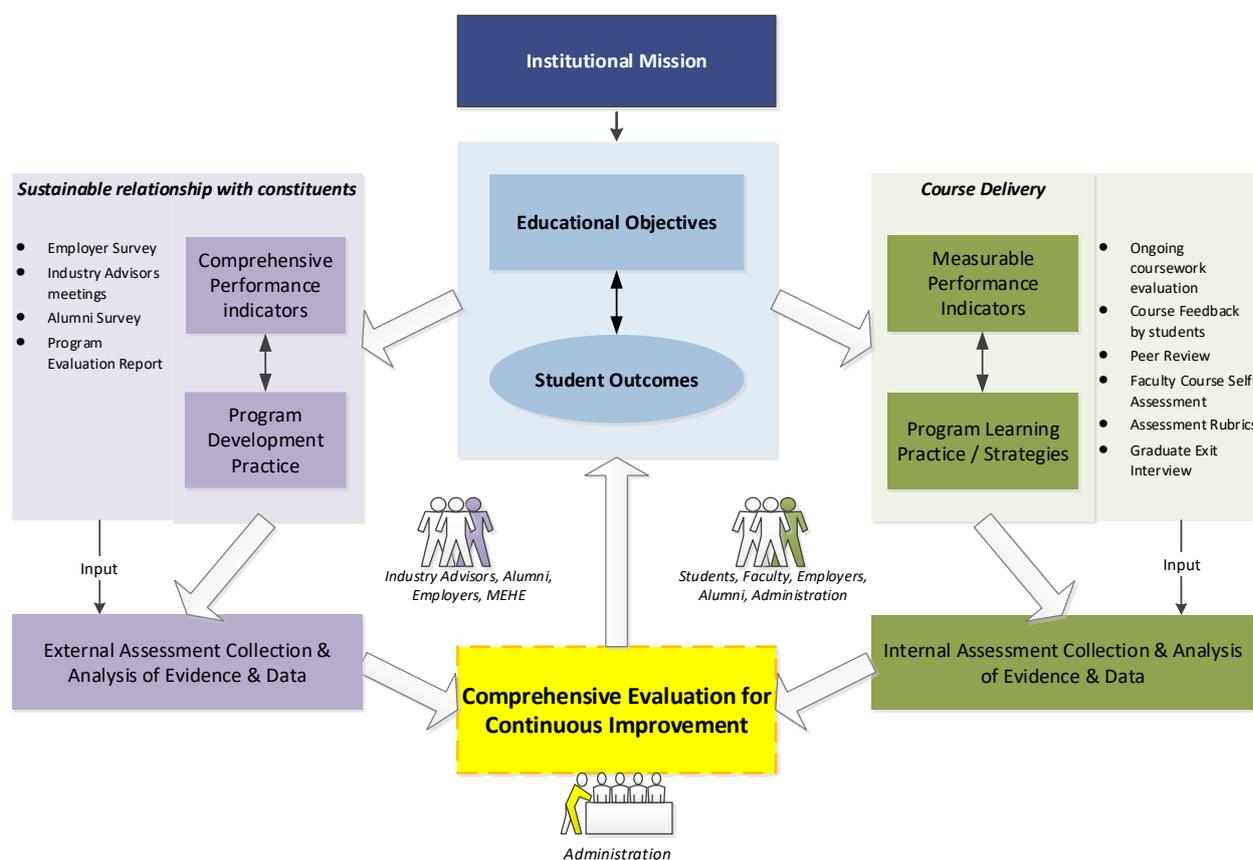


Figure 1 - Process of Student Outcomes Comprehensive Evaluation for Continuous Improvement

Internal assessment collection and analysis of evidence and data: The collection and analysis of evidence and data is linked to the course delivery and the surveys filled during the semester:

- **Ongoing course work evaluation:** According to the University grading system, the evaluation of a student registered in a course generally takes place according to the following scale:
 - Attendance and Positive Participation: 10%
 - Quizzes, Research and/or Projects: 50%
 - Final Exam: 35 to 40%

It is noteworthy that this evaluation is applicable for courses given as lectures “C”, Tutorial Classes “TD”, Practical Works “TP”, in addition to Courses and Practical Works “CTP”. As for Projects “P”, Theses “TH”, Corporate Internship or Medical Internship “S”, and Seminar “SM”, they sometimes follow a specific regulation limited to the final assessment of the course (presentation of the final project, thesis defense, internship report, etc.).

- **Final Project Assessment Rubric:** "Final Project Assessment Rubrics" are used to explicitly assess the achievement of student performance criteria. They lead to the final grade of the student being more specific, detailed, and disaggregated than a grade. This rubric provides clear information

about how well students performed and a clear indication of what they need to accomplish in the future to better their performance.

Currently, this rubric is used during the juries to assess the final capstone projects. There are two rubrics used: one for the Project Advisor and another one for the Jurors.

- **Course Feedback by Students (CFS):** The objective of students' feedback is to perceive the quality of the teaching sessions given by an instructor within a semester to ensure the optimal attainment of student outcomes. The results of this evaluation are sent to the President, the heads of academic units as well as the instructors automatically through the adopted system BLUE, an American Style Online evaluation tool purchased in December 2011 that complies with the highest international standards designed to fully automate course evaluation implementations, from start to finish, in an extremely straightforward and autonomous process and that ensures full students participation. The evaluation uses a scale from 1 to 4 and is based on the following criteria: Students' self-reflection questions, General evaluation of the course, Organization of teaching course content by the instructor, Teaching skills of the instructor, Evaluation of learning methods adopted by the instructor, Overall satisfaction of the course delivered by the instructor.
- **Peer Review of Teaching (PRT):** PRT is an important form of assessment in which instructors give feedback to one another on teaching and learning in their courses. PRT offers the unique perspective of another instructor who knows the program and the field of study well, and who has experience in working with students. This perspective positions the peer reviewers to focus on features of teaching and learning that are distinct from features that might be identified from other perspectives such as student feedback or other. The "Instructional Environment" and the "Course Materials Evaluation" are the main review focuses of PRT.
- **Faculty Course Self-Assessment (CSAF):** This assessment aims to incite faculty reflection about the course effectiveness and environment that affect teaching. The goal is to encourage coming across with ideas and rules that inform the practice of instruction. This reflection will be discussed to commend strengths, identify areas for development, and focus on planning for improvement in at least one area of instructional performance. It helps the faculty to evaluate the course learning outcomes described in the Syllabi. After submitting the final grades of their courses taught, instructors can go online and complete the "Course Self-Assessment by Faculty" survey for each of their courses at the end of the semester. Answers are determined in terms of instructional activities in the given course or based on the general approach taken to teaching. The self-assessment by faculty includes the following criteria: Faculty qualifications related to this course, Professional development, Classroom instructional performance, Achievement of objectives / Demonstration of outcomes, Recommended changes for improvement, other comments and ideas by the faculty.
- **Graduate Exit Interview:** This survey is meant to gather information about graduating students' USEK experience, how satisfied they are with their programs, the program completion time, their comments and suggestions. The Graduate Exit Interview contains the following Criteria: Professional Occupation, Student Satisfaction, Completion Time, Comments and Suggestions.

External Assessment Collection and Analysis of Evidence and Data:

As per the strategic plan of the University, all program educational objectives should be subject for review periodically. This process includes the annual review of program educational objectives varying between one to three years' frequency to ensure that they remain consistent with the institutional mission and the program's constituents. Since these objectives focus on what graduates are expected to attain within a few years after graduation, its assessment data source is gathered from the external constituents such as the employers, alumni and Industry Advisors:

- **Alumni - Program Feedback Survey:** The purpose of the Alumni survey is to gather data to help determine the extent to which the Program Objectives were being achieved and get feedback on alumni overall satisfaction with their USEK experience, post-graduation employment and/or further education, the importance of various skills and abilities they have acquired for employment and/or further education. The University facilitates this activity by providing the programs with alumni contact information and an on-line survey tool. For the first time launched in 2015, the survey was sent to all the classes of graduates. Later on, this survey will be collected yearly for two different classes of graduates.
- **Working together events and Employer Perception Questionnaire on Programs Objectives and Outcomes:**

The aim of this event that will take place yearly is to meet employers and introduce them to our educational objectives and computing and engineering programs. Moreover, this event highly contributed to share with professional market representatives their reflections on USEK graduates experience in their career path, discuss their suggestions and build a focus group that will take part in fostering the continuous improvement of the programs in order to meet the needs of constituencies. The survey is designed for each program and contains three main sections: 1) Organizational profile, 2) Evaluation of the Program Educational Objectives and 3) Evaluation of the Program Outcomes.
- **Feedback from Industry Advisors:** A second working together event will take place in March 2018 during which industry advisors will be defined to be part of the program's advisory board that will be formed starting Fall 2018.



Figure 2 - Working Together 2016, February 2016

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The Architecture department includes 14 full-time faculty members and 83 part-time faculty members. These faculty members are characterized by their experience in the professional market since most of them are architects that have managing roles in national and international architecture practices. A large number of these faculty members earned their degrees from international universities in Europe and USA. Faculty members' degrees and experiences are adequately diverse to cover all subjects in the curriculum.

The University appointed Mr. Michael Hughes as Architectural Licensing Advisor from August 1st, 2016 for a period of 18 months. Mr. Hughes is the Head of the Architecture department in the American University of Sharjah and is currently taking this position at USEK as a visiting professor. He is doing a three-day visit to USEK every semester. His visits include workshops for students and for faculty members for the following purposes:

- Assisting interns pursuing licensure as an architect in the United States: Explaining the qualifications and understanding of Architectural Experience Program, the Architectural Registration Exam, and the differing requirements for licensure in the United States.
- Helping supervisors assist interns through licensure: explaining to faculty members and advisors the requirements of the Architectural Experience Program and licensure in the US so they are able to assist students in this matter.
- Advising architects on reciprocity and NCARB Certification.

After the contract with Mr. Hughes is completed, a trained faculty member of the department will serve in this role in the future and support students in their licensing and preparation for their professional practice.

Check Appendix 3 for faculty resume. We note that the duly completed resumes will be available in the team room.

Check Appendix 4 for Faculty matrix (equivalency between old and new course codes are included in Appendix 6).

It's important to mention that basic design and technical drawing courses (ARCH205, ARCH210, and ARCH225) are offered by faculty members from the interior design department.

Faculty Hiring

The recruitment process of Faculty members consists of numerous selection steps. After the initial pre-selection phase, the head of the academic unit initiates the recruitment request and submits it to the Provost for preauthorization. As per the recruitment procedures in force at USEK, all the requests for candidate recruitment are evaluated by two committees:

- Firstly, by the **Ad hoc Selection Committee**, who interviews and assesses the candidate's teaching abilities and skills and his/her language proficiency level through a teaching demonstration that should be prepared in advance, along with supporting materials such as presentation, video, activities. The purpose of the interview and the teaching demonstration is to make sure that the candidate meets the following requirements indicated in the Rubric of Assessment for Part Time Faculty Selection:

- High language proficiency level (according to the course assigned).
- Adequate pedagogical content knowledge of the relevant discipline/course.
- Appropriate teaching methods and skills.
- Ability to engage the audience in the learning process.
- Willingness to align his/her teaching methods with the course learning outcomes in order to reach the objectives of the curriculum.
- Good understanding of the constructive feedback and assessment.
- Willingness to dedicate his/her time to teaching and course preparation and to respect the deadlines of the university academic calendar.
- Ability to use and explore the instructional technologies.
- Willingness to be part of the professional development programs/practices implemented at USEK.
- Good understanding of the USEK mission and culture, and has the ability to accept cultural differences and diversity.

- Secondly, the candidate is evaluated by the **Peer Committee** who evaluates his/her file and the authenticity of the relevant diplomas and working experience, in order to give him/her a certain rank. Faculty members are then paid in accordance with the hierarchy of this rank.

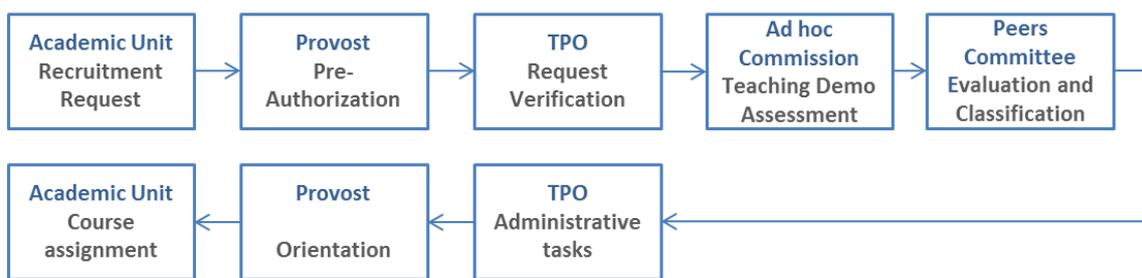


Figure 3 - Process of selection of perspective Faculty members

In order to be accepted to a full time position, the teacher should first be employed part time and have a good academic and administrative record. For the first time, FT Faculty are appointed for one year. This appointment is then renewed by one year followed by 3 years renewals.



Figure 4 - Full-time faculty member engagement process

Full-time faculty members are divided into five academic ranks: Assistant, Lecturer, Assistant Professor, Associate Professor or Professor. In addition to the teaching hours, full-time faculty must provide students with support, in their research or laboratory work, participate in pedagogic meetings and Diploma Juries, assist in examination surveillance and any other activities demanded by the head of the unit. The number of attendance hours should not be less than 30 hours, for the three ranks of professors and 35 for lecturers and assistant lecturers. These attendance hours are divided into the five working days of the week. Part-time faculty are required to teach the course(s) included in the contract signed at the beginning of the semester between faculty and the University.

All full-time Faculty members are subject to a yearly self-reflection by themselves and performance evaluation by the Dean and bi-annual appraisal. They have to express their opinion in accordance to a series of criteria and have to submit a yearly report to the University President, detailing their academic and research activities, as well as their general contribution to the development of the Academic Unit. The reports are then submitted to the Peer Committee for evaluation. The promotion or the renewal of the Faculty member's work contract depends on this evaluation.

In order to increase incentives and Faculty member welfare, the university has implemented a new salary scale and increased financial benefits for full-time Faculty members and their families.

All information related to faculty is published in the [Faculty Bylaws](#).

Human Resource Development

Administrative staff development

The University supports the continuous professional development of administrative and technical staff through: evaluation, rewards, training and scholarships.

Evaluation of administrative and technical staff is achieved through the Performance Evaluation Survey by the manager and the Self-reflection Survey by the employee. Both results are analyzed and used for developing the HR action plan. Action plans could vary from training to a promotion or a job rotation; there could also be an incentive, depending on the level of performance of a designated employee.

For more adequacy of the staff to perform institutional services provided to the program, USEK offers many benefits to its staff such as more than 75% reduction on university fees for themselves as well as for their children enrolled in the university, yearly holidays, annual leave, etc. Staff concerned with the program and laboratory assistants participate in training sessions provided by the HR Office and the department itself.

Administrative staff and faculty members are given the opportunities to go on travel missions that mainly consist of participating in trainings and conferences as well as benchmarking good Practices at other international universities.

Faculty Members Development - Research, Learning and Teaching Excellence

The University is committed to attract highly qualified Faculty members and to work on their continuous professional development. On the University level, several opportunities have been offered to both full-time and part-time faculty in this matter:

- Offering continuous education programs to develop teaching and learning such as the following programs completed during the last three years:
 - o Chester Postgraduate Program of Teaching and Learning (U.K.)
 - o Online Certificate in Teaching and Learning with Norwich University (U.S.)
 - o The Professional Educator Program with the University of Texas at Austin (U.S.)
- Organizing Workshops and Training Sessions:
 - o Integrated course design by Dee Fink & Associates
 - o On-line course design by the University of Oklahoma
 - o Cultivating and Implementing Teamwork Workshops
 - o “E-ready for the upcoming semester?” (a workshop organized at the start of each semester to promote the use of e-learning, online grading and evaluations)
 - o Providing Free English Courses, in order to Develop Language Skills
 - o A series of Active Learning workshops (E.g. *Is the learning happening when we teach?* and *Making learning happen through activity in the university classroom*)
 - o New Program Framework and Catalogue in TK20
 - o Program and Learning Assessment Workshops
 - o E-portfolio management
- Offering Faculty Induction: LTEC organizes at the beginning of every semester an orientation workshop for the new part-time instructors in order to explain to the new hired candidates all the procedures and rules related to USEK Governance, Teaching and Institutional Effectiveness;
- Providing faculty traveling support to enable them to participate in international academic and scientific activities;
- Offering a new platform to develop Faculty e-portfolio;
- Offering a wide range of resources to develop the teaching and research activities of Faculty members.

On May 22nd, 2015, the University launched the pioneering Learning and Teaching Excellence Center (LTEC) aiming at strengthening the delivery of University programs in teaching and learning with the collaboration of American universities.



Figure 5 - Learning and Teaching Excellence Center

LTEC facilitates and supports new innovations in teaching and helps faculty to teach more efficiently and effectively while ensuring that all students are becoming a part of a learning community that address current and future educational needs of the University.

LTEC organizes institutional and departmental workshops and consultations in order to enhance student learning and recognize excellence in teaching.

Also, the University highly supports faculty in their research activities mainly by:

- a. Supporting in the use of instructional technology and taking advantage of e-learning Moodle open source platform which is required for all Faculty members. The University offers many training sessions on e-learning and online teaching all over the year and collaborates with eminent universities and organizations in the United States (such as the University of Oklahoma, Dee Fink and Associates, George Mason University, the Norwich University) to provide consultancy on instructional technology and on-line teaching to the concerned units.
- b. Offering full-time and part-time Faculty members a wide range of resources and materials required to develop their teaching and research activities (computers, books, databases, laboratories, etc.);
- c. Supporting full-time Faculty members in developing research and raising funding from local and international associations. Also, the Higher Center for Research at USEK offers funding for research activities developed by Faculty;
- d. Supporting the professional development of faculty on both institutional and departmental levels and encouraging their mobility to actively participate in professional workshops and seminars organized outside and inside Lebanon;
- e. Providing scholarships and funding for academic development programs with the collaboration of key international strategic partners.

On the departmental level, many opportunities have been offered to the Architecture Department's faculty members (refer to section I.1.3.A)

Furthermore, the Holy Spirit University of Kaslik is leading the national project "Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities / E-TALEB" that aims at developing Lebanese Professional Standards in Teaching and Learning and cooperating for innovation and exchange of good practices and experiences relevant to similar international frameworks. The project details could be found at the following link: www.etaleb.org

Student Services

The University supports students on different levels: academic, personal, professional, etc. This is done through different units that are responsible for assisting students during their education at USEK. In 2015, USEK became the first university in Lebanon and the region to gain Matrix accreditation for its student support services that include the following offices:

Registrar Office

The Office of the Registrar at USEK is privileged to serve students from the moment they apply to USEK to the time of their graduation.

As part of its activities, the Registrar's Office is responsible for issuing student IDs, as well as official academic transcripts and certificates. It manages requests such as readmission, interruption of studies and change of academic program or of campus, in accordance with the regulations in force. Moreover, it supervises the registration process and updates the catalogue, in addition to organizing and managing course and final exam schedules.

The Office of the Registrar takes joy in being the interpreter of USEK's academic policies and the steward of all student records from application to degree conferred.

The Registrar Office offers the following services to students:

- Deliver ID cards to students;
- Admission of continuing education students, free listeners and cross-registration students;
- Deliver certificates, official transcripts, course descriptions and diplomas;
- Update and modify the students' personal information;
- Handling of all forms such as: readmission, change of program, change of campus, change in personal information, withdraw, interruption of studies, term withdraw, double major and exemption.

Student Affairs Office

The mission of the Student Affairs Office is to further the students' success, help them with any problems they face and involve them in all campus activities based on USEK's mission and rules.

The Student Affairs Office offers the following services to students:

- Organize a wide selection of many social and cultural activities;
- Organize Welcome Days for new students;
- Act as a link between students and all departments and faculties;
- Assist students in submitting absence petitions for midterm and final examinations;
- Offer on-campus student jobs;
- Manage the university residence for female students;
- Provide first-aid services through the Infirmary;
- Manage lost and found objects;
- Disseminate information among students;
- Make referrals to appropriate services and assist students in resolving problems involving university policies, systems or procedures.

Social Service Office

In keeping with the mission of the Lebanese Maronite Order, USEK is committed to helping every student facing personal, relational, family, financial or medical difficulties without any discrimination related to religion, culture or nationality.

The Social Service office offers the following services to students:

- Financial aid programs;
- Student job opportunities;

- Spreading the payment of tuition fees;
- Personal and family counseling;
- Orientation towards other student support offices on campus;
- Orientation towards external specialized experts and/or institutions.

Orientation Office

The Mission of the Orientation Office is to welcome candidates, USEK students and their parents or teachers in order to inform and guide them in their chosen major, in their potential reorientation and in their occupational choice. The office organizes orientation days mainly addressed to high-school students in Grades 9 to 12 who wish to know about the different majors and specializations available at USEK and about the education regulations in force. These orientation days are held in local and foreign high schools, as well as on USEK's four campuses. Visitors are provided with helpful brochures during these days, which help guiding new USEK students in the administrative process.

International Affairs Office (international students' services)

The International Affairs Office runs the university international relations and develops internationalization modes to meet the new challenges of globalization. It manages partnerships, supports international cooperation and promotes student mobility.

The International Affairs Office offers the following services:

- Activities and events to promote the culture of internationalization at USEK;
- Activities for International students;
- Administrative support provided to academic and administrative units (signature of agreements, memberships, mobility, international projects);
- Dissemination of opportunities abroad and administrative support for students, faculty and administrative staff (scholarships, call for proposals, conferences abroad, etc.);
- Information sessions and campus tours for International students upon their arrival;
- Information sessions to encourage USEK students to study abroad;
- Intercultural and international events on campus in order to provide all USEK students with an international experience;
- Personal assistance provided by the International Affairs Office to guide USEK students to choose their host university abroad and to find scholarships;
- Resources, workshops and trainings provided to academic and administrative staff to encourage their engagement in the internationalization process.

Careers Services Office

The Career Services Office (CSO) at the Holy Spirit University of Kaslik (USEK) helps current students and recent USEK graduates in their educational and career choices in planning and promoting professional and personal success. Moreover, it encourages them to develop their potential in order to meet market expectations on the national, regional and international level.

The CSO offers students advice about the following career development areas:

- Mapping education
- Exploring all career options
- Understanding the career development process
- Gaining knowledge about adapting to working life
- Identifying local, regional and international opportunities, acquiring internship / work experience, and developing skills to compete in the labor market
- Learning how to foster connections with the USEK Alumni

Quality Assurance and Institutional Effectiveness Office

The Quality Assurance and Institutional Effectiveness Office (QA-IE) supports the University to achieve its mission by assessing and continuously improving administrative and academic performance, and

supporting the various units of the University to provide excellent educational experience for the students.

As part of the assessment strategy adopted by the University, the QA-IE office manages surveys to gather students’ feedback on their programs, courses and campus life. The results of these surveys and students’ comments are shared with instructors, academic and administrative units according to their responsibilities for analysis and action planning.

I.2.2 Administrative Structure and Governance

The current governance structure reflects upon the university bylaws ratified in 2015 (Amendments to Bylaws last ratified on 2010). The re-examination of the Bylaws strengthened our vision of the structure of governance, which remains, in spite of its amendment, respectful to certain organizational traditions that are the pillars of our evolution.

The chart below presents the administrative chain of responsibility related to the University and the academic program offered by a specific faculty:

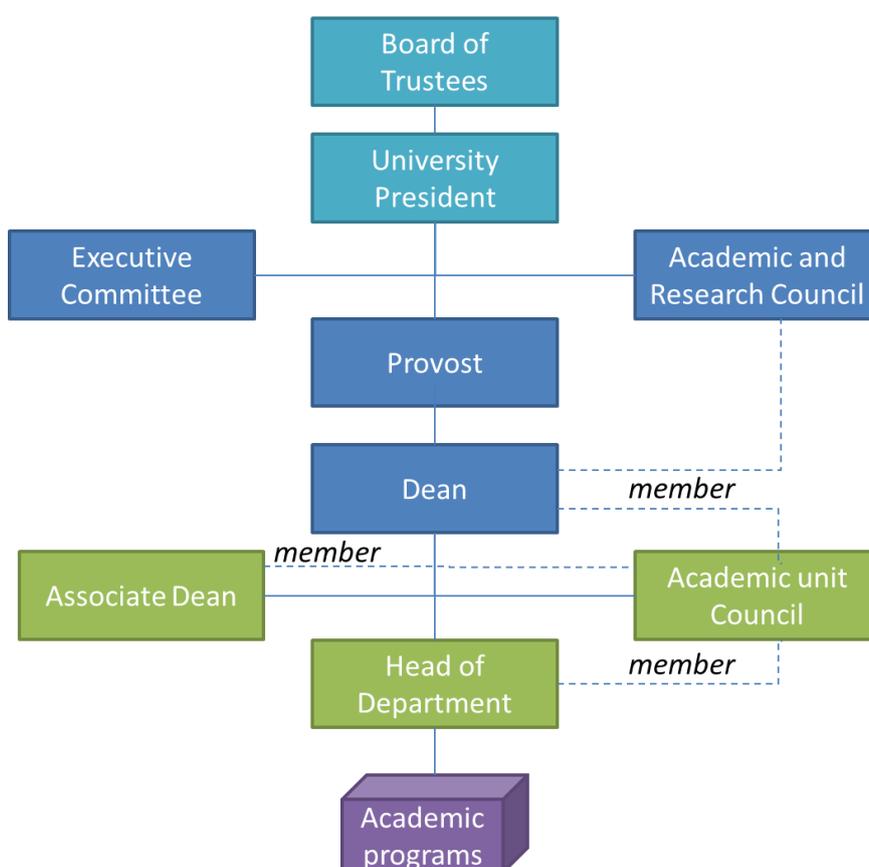


Figure 6 - Administrative chart

- Rev. Fr. Prof. Georges Hobeika, University President
- Dr. Georges Yahchouchi, Provost, Member of the University Academic and Research University Council, Member of the Executive Committee
- Dr. Paul Abi Khattar Zgheib, Dean, Member of the Academic and Research Council, Member of the Academic Unit Council
- Mr. Robert Karam, Associate Dean, Member of the Academic Unit Council
- Prof. Antoine Fichfich, Head of Department, Member of the Academic Unit Council, Member of the Admission Committee

The responsibilities of the University Academic and Research Council mainly rely on approving the student selection policy and criteria, the academic rules, the academic calendar, the proposals of institutional partnerships, decisions for creating new centres of research, proposals of establishing or amending curricula, and proposals for amending the Faculty bylaws and the criteria of promoting Faculty members. This Council gives its opinion on proposals for creating new Academic Units. Also, it is up to this Council to ratify the university bylaws or, eventually, to amend them.

The academic programs administration is supported by the role of the Provost who serves as the Academic Chair. He oversees the academic units, enrollment, undergraduate and graduate education, continuous education, diversity and inclusion, Planning and Institutional Research, and a range of programmatic and student support services. He also provides vision for strategic planning to further enhance the academic mission of the University. He continuously reviews the academic programs with the collaboration of Faculty members and dedicated committees to ensure that they are initiated and maintained to directly support the needs of the community.

At the faculty level, the Council of the Academic Unit is composed of the Head of the Academic unit, the Head of the Doctoral Commission, the Associate Dean, the Heads of Departments or Heads of Studies Programs. The Academic Unit Council judges the equivalence of studies concerning the admission of students and looks into and proposes development for the student selection requirements, files of students on probation, curricula, proposals of inter-University conventions, Proposals of conventions with the private or public sector, research projects and programs, academic and scientific events. It is up to the Academic Unit Council to ensure the implementation of study regulations inside the academic unit.

In this context, and in the purpose of organizing the teaching tasks between the faculty members of the Architecture program, the department appointed a number of faculty to be course coordinators of different subjects in the curriculum. The role of these coordinators includes the following:

- Application of the department's policy and syllabus, learning outcomes to each course on his responsibility,
- Feedback the head of department on regular basis,
- Sharing the work with all the members of the team, mainly design projects preparation. All members have to participate to this task as part of their duties,
- Collecting the grades and check them with the head of department before communicating them to students,
- Peer Reviewing,
- Insuring the leveling of teaching methodology between all sections,
- Course file control and collection.

Input from the faculty concerning the guidance of the program is mainly received through regular faculty meetings. In addition faculty collaborate with the Head of Department, and course coordinators with any observations or concerns they may have. Also, students have the opportunity to suggest changes and improvements in the program and courses through the surveys Course Feedback by Students and Graduate Exit Interview described in section I.1.6. We will increase student collaboration during the newly formed program's advisory board meetings which are planned to begin during the Fall 2018 semester.

I.2.3 Physical Resources:

Offices

The Architecture Department is located in the Faculty of Fine and Applied Arts building (C Building). Adequate space is provided for the Dean's office and secretary/reception space with copier in the first floor of the building C. Associate Dean's Office is located in the second floor of the same building.

The Head of Department's office, and additional offices for full-time faculty members of the Architecture department are located in the 1st Floor of the building C. A shared office is available for Part-time faculty in the 3rd floor, and a faculty room is located in the 1st floor for all faculty members to take breaks between classes.

All of the offices are in the same building, which enables regular faculty interaction. Each faculty is provided a computer and printer to support instruction, advising, and research. Standard software, such as Microsoft Office is on each machine. Each office has an individual phone line.

A meeting room for around 15 to 20 people is available for the department. For larger meetings, adequate conference rooms can be reserved.

Classrooms and physical resources

The architecture department has different kinds of classrooms, depending on each type of course needs – studio spaces, seminar rooms, and auditoriums. The seminar and auditorium are all equipped with computer and projectors. They are all accessible for students or faculty with disabilities by elevators and are equipped with AC units.

Lecture classrooms

Most of classrooms are located in Building C, on level 1 to 3, have a seating capacity of 20 to 45. They are equipped with tables and chairs facing the teacher's desk, an LCD projector, and a Wi-Fi connection. Other technology auxiliaries may be installed upon the lecturer's request (laptops, sound systems, etc.).



Figure 7 - Classrooms

Auditoriums lecture classrooms

The auditoriums are stepped halls with a seating capacity of 58 to 150. They are equipped with tables and benches facing a raised teaching platform with a desk and connections to the LCD projector.

One of these classrooms is interactive. It allows through technology auxiliary, video and high speed internet connection to interact with other spaces: universities, campuses and countries. Each seated place has a speaking microphone connected to the network.

Some of these classrooms are also equipped with smartboards.

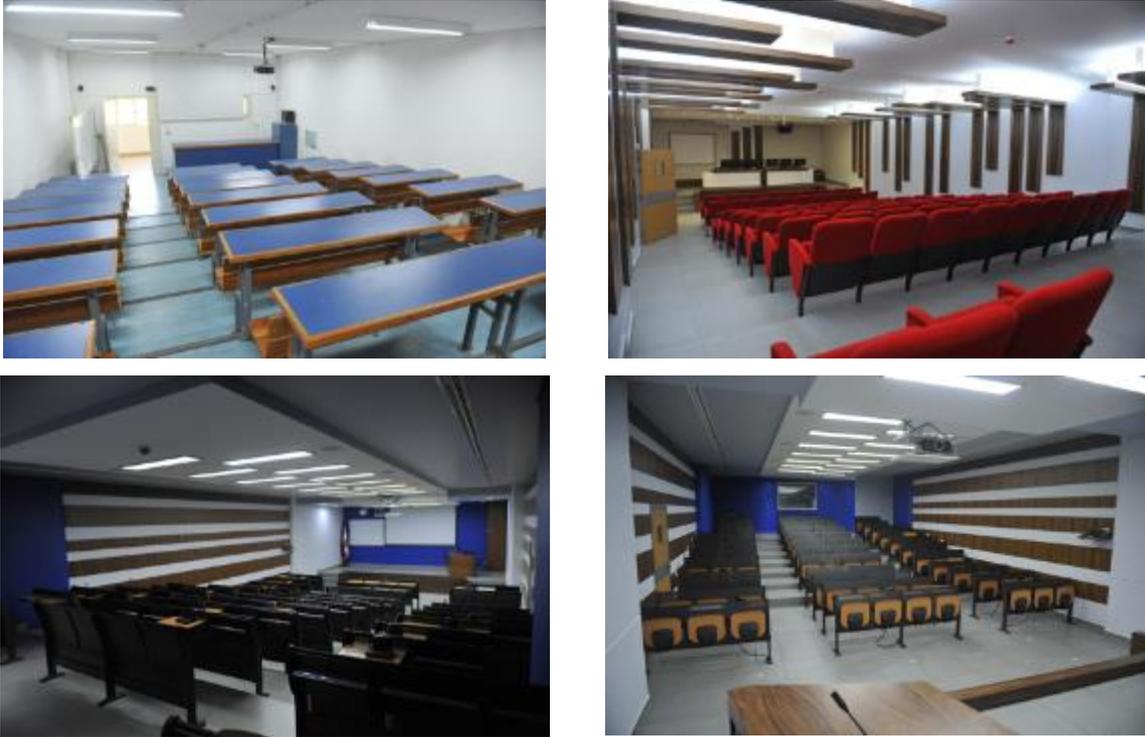


Figure 8 - Auditorium Classrooms

Workshops – Studio Space

All workshops are located in Building C, on levels 2 and 3, with a seating capacity of 28 to 55. New larger workshop spaces have been recently equipped on the 4th floor. They have been used since fall 2017. They are all equipped with drawing tables, a Wi-Fi connection and an LCD projector.



Figure 9 - Workshops

Other technical facilities are available for students at “Libretek”: an independent supply store and a working space facing USEK main gate, with whom an agreement has been established for the duration of 5 years to provide the needed services for preferential prices and late hours’ services.

The agreement offers students access to the followings facilities: copiers, printers (regular, PVC and foam board), plotters, modeling equipment, a 3D printer, laser cutters, routers and flat bed, as well as other fabrication facilities such as regularly-used material, and a working space. Workshop technicians are available during the working hours (7:30 am to 10:30 pm) to operate, supervise or help when needed.

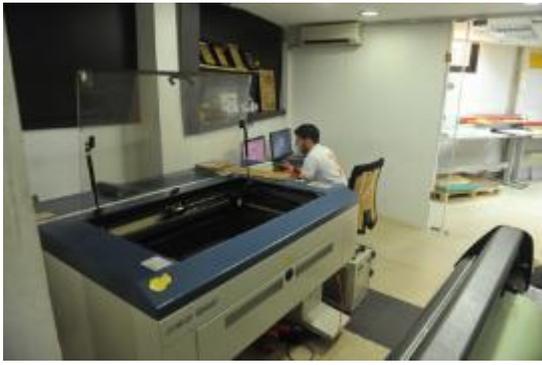


Figure 10 - Other facilities provided by Libretex

Computer laboratories

The Faculty of Fine and Applied Arts has two computer laboratories of 25 working stations each, connected through a network system. One of the labs, has all workstations facing the teaching area, while the other one is an interactive lab with students' desks set in U shape, with the teaching area on a raised platform. Labs are accessible for students from 8 am to 8 pm.



Figure 11 - Computer Laboratories

Each workstation operates on Window and includes the following specs:

1. Computer specs

- HP Z230 workstation
- 32B Ram
- 1T HDD
- Core i7 CPU 3.5Ghz
- 4G ATI display adapter

2. Software programs

- Auto Desk 2015: AutoCAD, 3D Max, Revit
- Adobe Master collection CS6: Photoshop, Illustrator, InDesign and Acrobat
- Microsoft Office 2013 : Word, Excel and PowerPoint
- Eset Nod Antivirus
- Arc GIS 10
- Office 365
- V-Ray for 3DS MAX 2015

Any other needed software could be installed within five working days, upon the teacher's request to the technical support coordinator.

3. Others

Each lab is also equipped with one main desktop, connected to an LCD ceiling mounted projector connected to the instructor desktop.

An A3 flatbed Image Scanner (Epson GT-15000) and an HP laserjet Printer 2015 are also available.

Photo laboratory

The faculty has a photo lab equipped with:

- A dark room with a capacity of 12 working students. It is equipped with diffusion modular enlargers of (4x5)", (6x6)" and (6x7)" and other accessories on each working unit, such as enlarger timers and easels.
- A film developing room with material for manual processing as well as Jobo semi automatic processing
- Digital cameras
- Sinar analog camera (4x5)"
- A photo studio for digital printing with computers with calibrated Eizo screens.

The photo lab is accessible for students from 8 am and 8 pm upon reservation. A digital lab is currently being equipped.



Figure 12 - Photo Lab

The building plans are provided in Appendix 5.

I.2.4 Financial Resources:

USEK is a private Catholic University that has a full autonomy in the budgeting activities. More than 90% of its source of funding comes from student tuition fees. The revenues are expected to finance the operating expenses, as well as the investments aimed at developing the university. Important activities and real estate projects are sometimes done by fundraising. It is worth mentioning that USEK had never experienced budget deficiency.

Preparation of the Budget Report: The preparation of the yearly budget report consists of several steps described in the below figure 13 knowing that the budget is prepared according to the academic year (August 1st - July 31st):

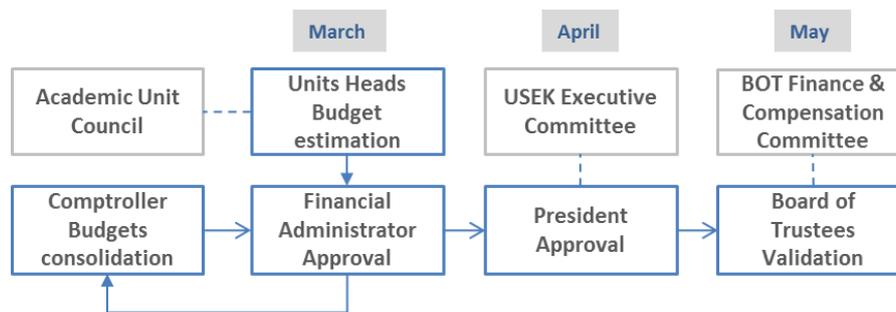


Figure 13 - Annual Budget Report Preparation Process

The budget is prepared according to the academic year (August 1st - July 31st)

At the end of each of the months of January, April, July and October, the Managerial Accountant generates the report of expenses and revenue vs. the planned budget per unit. All the unit reports are presented to the Financial Administrator. The Financial Administrator analyses the reports. In case of gaps, he discusses with the concerned Responsible of unit and indicates the necessary notes on the report.

The financial institutional support for the program contributes to the attainment of all intended student outcomes. The Architecture program never experienced budget restrictions disabling to reach its intended objectives, knowing that it's one of the oldest programs in USEK and it recruits around 18% of the students in the University. Furthermore, the University is continuously supporting the program to overcome the weaknesses and to realize the proposed developments derived from the continuous assessment process such as:

- Building new classes and studios
- Increasing the number of Full-time faculty
- Supporting innovation through the funding of activities and events
- Supporting the organization of conferences that enrich the education of students and give faculty opportunities for research and development
- Encouraging students excellence through providing opportunities for mobility
- Supporting students participation in different national and international competitions
- Acquiring all the new library resources and material that are essential in the architecture education

Also, as part of the continuous support of the University for students' excellence, several opportunities for students' mobility were created and funded by USEK in last three years, in addition to the participation in several competitions (list of mobility opportunities and competitions included in section I.1.3.B).

I.2.5 Information Resources:

A. Library

Library Profile

As a center of intellectual inquiry, the USEK Library shares with the rest of the University an aspiration to "contribute to the welfare of the human being, all human beings, throughout education, research and publication in all fields of knowledge."

The USEK Library aims to enrich the student learning experience; it encourages exploration and research at all levels, and provides access to an array of scholarly resources. The Library seeks to empower students to foster intellectual growth in an information age that produces leaders of the next generation in Lebanon and the Middle East.

The Library continues to embrace change and thrives on diversity to support professional growth and opportunity, and to reward flexibility and innovation.

The USEK Library supports and nurtures the mission and vision of the University, namely, the education of the youth and the building of a humanist culture. As such, the mission of the USEK Library is to support the research, teaching, and learning needs of the University community by providing comprehensive collections, services, facilities and expertise.

The Holy Spirit University of Kaslik Library includes the Main Library at the Kaslik campus, as well as libraries in the Regional University Centers (Chekka, Zahle and Rmeich). Two centers are affiliated to the Library: the Center for Conservation and Restoration Center and the Digital Development Center.

National and international authorities

On the national level, the library is a member of the LLA (Lebanese Library Association), and two national consortia: Lebanese Academic Library Consortium (LALC) and Lebanese ILL/DD Services (LIDS)

On the international level, the library is a member of several world organizations pertaining to library science and paleography:

1. e-corpus
2. The World Digital Library
3. Hill Museum & Manuscript Library
4. I-Revues
5. e-ktobe
6. The International Federation of Library Associations and Institutions (IFLA)
7. MELCom International, the European Association of Middle East Librarians
8. Medical Library Association (MLA)
9. North American Serials Interest Group (NASIG)

Premises and Map of the Library

Located in the main pavilion, south of the campus, the Library occupies a surface area of 3230 m² divided into two basement levels, a ground floor, and one story.

Ground Floor (Surface area 500 m²)

- Reception desk
- Technical Services Department
- Director's office
- Executive Director's office

- The first reading room or “Room 1” covers: Faculties of Pontifical Theology, Philosophy and Human Sciences, Letters, Music, the Institute of Liturgy and the Institute of History and Archeology

Basement Level 1 (N-1) (Surface area 1100 m2)

- The second reading room or “Room 2” covers: Faculties of Fine and Applied Arts, Agricultural and Food Sciences, Sciences and Engineering, Medicine, Sacred Arts, Law and Business and Commercial Sciences
- Other resources: microforms, CDs, and DVDs
- The third reading room or “Room 3” holds USEK Publications and the Latin American Collection
- Center for Written Heritage Conservation
- Center for Reprography and Digitization

Basement Level 2 (N-2) (Surface area 1170 m2)

- Bound periodicals and Newspapers
- Old publications (pre-1970)
- Archives vault
- Manuscripts and Rare Books vault
- The donors’ gallery: holding donated, private collections

Services

Services	Description
Borrowing	To be able to borrow materials from the Library
Course Reserves	To reserve books and other print and non-print items which are required material for coursework. These items are placed behind the Circulation Desk within the Library and are issued for shorten loan periods.
Intercampus Loan	To allow USEK students, faculty and staff to request materials to be transferred between campus libraries (Kaslik Main Campus Library, Chekka Campus Library and Zahle Campus Library).
InterLibrary Loan & Document Delivery Services (ILL-DDS)	To allow USEK users to obtain books, e-book chapters, journal articles, theses and dissertations, conference papers not available at USEK Library.
Reference	To meet library users’ information needs by assisting in finding out what information people need and using library resources to provide that information
Acquisitions	To allow faculty members to assist in extending and developing the Library collection in their field
Off-Campus Access	To be able to access the Library electronic databases from anywhere in the world.
Reprographic Services	To provide copies of rare and special material and collections to prevent from being stolen or mishandled and, therefore, maintain availability of the resources.
Visitor Services	To provide comprehensive resources and services in support of the research, teaching, and learning needs of the University and its surrounding community: visitors, alumni and OLM monks.

Search	Description
OPAC Catalog	To search for material available in the library
Find a title	To be able to locate electronic journals found in the Library electronic resources
Summons	To be able to search the electronic resources provided by the library, as well as open access resources from one search box as a discovery tool.

Research Tools	Description
Endnote & Refworks	To allow users to manage and organize the bibliographic references found in the Library catalog and databases; and to prepare a bibliography or reference list automatically
TurnItIn	To assist faculty members to detect plagiarism through an electronic software tool

Help Tools	Description
Research guides	To provide the required manuals and guidance that students need to complete their projects and theses
Training and Orientation	To keep students and faculty members up-to-date on the new materials and software attained and aid in developing the students' skills
LibGuides	To provide listings of recommended resources for finding information, such as databases, journals, books, web pages and other useful resources most relevant to your area of study

Architecture Collection: Current status

1. Printed Architecture related Books: 4000

2. Printed Architectural related Periodicals:

- Architectural Design
- Architectural Digest
- Architectural Record
- Architecture and Urbanism
- Architecture intérieure créé
- Art et décoration
- Art in America
- Detail
- Domus
- El Croquis
- Frame
- Future Arquitecturas
- Interior Design
- Journal of Design History
- Landscape Architecture
- L'Arca International

- L'Architecture d'aujourd'hui
- Le Moniteur architecture. AMC
- Le Moniteur des travaux publics et du bâtiment
- Plan: architecture and technology in detail - ITALIAN EDITION
- The Architectural Review
- The Japan Architect

3. Architecture related electronic books: 1,236

4. Architecture related electronic journals: 281

5. Architecture related electronic Resources:

5.1 Specialized

- AccessEngineeringLibrary
- American Society of Civil Engineers (ASCE) Library
- Art & Architecture Complete
- Material ConneXion
-

5.2 Multidisciplinary

- Academic Search Complete
- Cambridge Journals Online
- Credo Reference
- EBSCO eBooks
- Grove Art Online
- JSTOR
- Oxford Journals Online
- Oxford Premium Reference
- Project Muse
- ProQuest Central
- ProQuest Dissertations and Theses Global
- SpringerLink
- Taylor and Francis Journals
- Universails
- Wiley Online Library

5.2 Open Access

- Bibliography of the History of Art (BHA) & Répertoire international de la littérature de l'art (RILA)
- Catena: Digital Archive of Historic Gardens + Landscapes
- Cities/Buildings Database
- Great Buildings Online
- NYPL Digital Gallery
- Sweets Products Catalog

5.3 Collection: Future Subscriptions: Under study and trials

- ArtSource
- ARTstor
- Avery Index to Architectural Periodicals

- BuildingGreen Suite
- MADCAD.COM
- Masters of Architecture
- NFPA (National Fire Protection Association) Standards
- OnArchitecture Video Database
- Pidgeon Digital
- SAH Archipedia
- Structurae

The main library, in collaboration with the Architecture Department, will be studying the opportunities for widening and developing the architecture collection by benchmarking with other universities and by attending conferences in this matter including conferences of the Association of Architecture School Librarians.

B. Computing Resources

USEK is a leading University in the Middle East; it is well recognized for its state of the art technology that is primarily available for Students, Faculty and Staff.

We have the latest HP Converged Infrastructure coupled with Advanced Virtualized Blade Servers (Mix of Microsoft Windows Server, Linux, Oracle, Unix) connected through 10 Gbps Flex Fiber Channel to SAN Storage as well as Cloud Services.

We do offer the following for USEK Students:

- USEK email for life through @live accounts (5GB each) as well as 25 GB Sky Drive.
- Enhanced E-learning platform using Moodle that is well integrated with our Banner SIS (Student Information System);
- An Innovative “one of a kind” Mobile Application that is perfectly designed and engineered to facilitate students’ life on Campus. The App provides vital information concerning Courses, Grades, Account Balance, Library, Campus Map, Athletics, Events, Social, Careers and so on;
- Access to all variety of Computing Resources including Thin Client desktops, advanced HP and Dell Workstations (Green Technology), etc.
- Wide range of available Licensed Software offered through Cloud Services such as Microsoft Office 365, AutoCAD, Vray, ProSim, Maya, Photoshop CS6, Programming tools and much more;
- Free WiFi access across the whole Campus including Gb local file sharing;
- Most Advanced Student Information System (Banner) from Ellucian, previously known as SunGard including its Self Service Web Interface (see also related information within the mobile app);
- USEK was the pioneer in installing OM4 Fiber Infrastructure along with the latest HP Flex Virtual Network (A series redundant Core, Distribution and Edge Switches), managed by IMC;
- Microsoft Lync is one of the official communication tools for the USEK Community;
- The E-zone provides a unique experience in terms of learning, researching, reading books, browsing the internet, watching related movies, presentations as well as playing chess, etc.
- “Seamless Application Access” through a unified password across one hundred and twenty applications;
- Advanced Campus Card System, providing high level security for our Community. Students can use their RF ID Card to print, lease or buy a book, even pay their petition fees, etc.
- The IT Strategy and its Vision are mainly aligned with the business needs; The USEK Innovation Club and its committee are involved in major strategic IT decisions;
- Automated services including online petition, password reset, and account enable or disable, etc.
- Free training for students on most advanced technologies;

- Community Portal (MyUsek) based on SharePoint 2013, providing valuable information for students as well as rich contents and updates on Campus activity calendar. Moreover, we have created sites for each USEK Community Member to promote or post their Resumes, etc.
- Most of our development is based on Secure Web Applications for off Campus easy access.

All information resources that are specific to the architecture program are described in the computer laboratories specifications in section I.2.3.

PART ONE (I): SECTION 3 - INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

Students

Table 1. Students distribution by gender

Term	Female	Male	Total
Fall 2015	622	740	1362
Fall 2016	639	712	1351
Fall 2017	638	680	1318

Table 2. Students distribution by Status

Term	Full-time	Part-time	Total
Fall 2015	1231	131	1362
Fall 2016	1236	115	1351
Fall 2017	1237	81	1318

Table 3. Students distribution by Religion

Term	Christians	Druze	Muslims	Undeclared	Total
Fall 2015	1244	12	79	27	1362
Fall 2016	1176	14	86	75	1351
Fall 2017	1073	11	75	159	1318

Table 4. Time to Graduation

Year	6-7 years		8-10 years		Total
	Nb.	%	Nb.	%	
2016-2017	145	91%	14	9%	159
2015-2016	152	96%	7	4%	159

The University does not keep track of applicants' grades prior to their entry on their program.

Faculty

Full-time: 14

Part-time: 83

Table 5. Full-time Faculty Distribution by Rank

Rank	Nb. of Faculty Members
Lecturer	3
Assistant Professor	5
Associate Professor	5
Professor	1
Total	14

Table 6. Compensation raises for Faculty Members Fall 2017

Status	Nb. of Raises	Total Nb. of Faculty	% of Faculty with Raises
Full-time	12	14	86%
Part-time	27	83	33%
Total	39	97	40%

83 out of 95 Faculty members (87%) are registered architects in Lebanon

I.3.2 Faculty Credentials

The qualifications of faculty members of the Architecture department at USEK are highly contributing to the students' attainment of the Student Performance Criteria, within the mission of the Institution to provide students with quality educational programs.

Most of the faculty members have a high professional experience in the field and are practicing architecture in parallel to their teaching activities. A large number of faculty members are experienced lecturers, mentors and jurors in the academic field of architecture and have been teaching architecture for more than 10 years.

Also, a large percentage of the faculty members have graduated from highly reputable institutions from Europe and the US.

Please refer to the Appendix 3 for faculty resume.

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 (SPC):

The focus of the Architecture program at USEK is to provide students a holistic teaching and to develop their abilities to integrate the architecture profession.

The design strategy in the curriculum is based on a multi stage process; the design process takes into consideration the complexity of architecture design and building technologies. The thematic design studios, based on different aspects and architecture thematic (Urban, Archeology, Social and Civic engagement, Intercultural, Heritage) engage students to understand different methods of analysis according to their affinities and how to choose between those methods to achieve their target.

In both undergrad and graduate levels, thematic research workshops and courses are an active partner for design studios. The workshops dissect, analyze, synthesize and instruct, while the design studios revise, evaluate, experiment and implement; A complex yet fruitful combination, that gives excellent results in the curriculum and allows our graduates to win many national and international awards.

This culture in the curriculum and the collaboration between design, technical courses and research labs have helped the department in mapping courses with NAAB Student Performance Criteria and will stay our aim for long range actions.

Realm A: Critical Thinking and Representation.

A.1 Communication Skills: *Ability to read, write, speak and listen effectively.*

Reading and writing communication skills are evaluated in the course ARCH540 - Graduation Project Thesis. Speaking and listening are evaluated in the final project presentation ARCH680A.

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.*

Design is one of the strengths of the Architecture program at USEK. Students have shown through their projects their ability to analyze and interpret information against different criteria as part of the design process. This is evidenced through the series of design studios throughout the curriculum especially in ARCH485 - Design Studio V and ARCH670 - Senior Project I.

A.3 Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

Traditional graphics are shown in ARCH215 - 2-3D Representation Skills, digital graphics and other representational media are shown in ARCH680A - Senior Project II - A.

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

Technical documentation is covered by the course ARCH475 - Construction Document and Internship, except for writing outline specification sheets that will be documented starting Spring 2018.

Moreover, the affiliation of the department in Material Connexion helps students to improve their skills in technical documentation.

A.5 Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

This criteria is mainly covered by the course ARCH540 - Graduation Project Thesis and supported by ARCH505 - Architecture Research Methodology. The syllabi of these two courses have been improved to include active learning and team work after doing some benchmarking with American standards.

A.6 Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.*

The evidence on this criterion is found in ARCH445 - Design Studio III and it's also shown in ARCH450 - Design Studio IV.

A.7 Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.*

The use of precedents is applied in the projects in the undergraduate level specifically ARCH485 - Design Studio V and ARCH490 - Final Design Studio, supported by graduate level projects ARCH570 - Master Architecture Design Studio I, ARCH580 - Master Architecture Design Studio II and ARCH670 - Senior Project I.

A.8 Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.*

This criteria is covered by ARCH225 - Basic Design II and ARCH350 - Design Studio II.

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.*

History and heritage preservation has been part of the mission of the Faculty of Fine and Applied Arts. The program covers this criterion through two courses ARCH310 - History and Theory of Architecture I and ARCH410 - History and Theory of Architecture II.

A.10 Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

The course ARCH460 - Urbanism I covers the cultural, social and spatial diversity criterion.

A.11 Applied Research: *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

Applied Research is covered by the Graduation Project Thesis (ARCH540) supported by Architecture Research Methodology (ARCH505).

Realm B: Integrated Building Practices, Technical Skills, and Knowledge.

B.1 Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

The program's curriculum has a strong focus on Pre-design starting from undergraduate level in ARCH445 - Design Studio III and going through the graduate level ARCH670 - Senior Project I. This criterion is also supported by ARCH230 - Architecture Analysis and Perception and ARCH470 - Standards, Codes and Building Laws.

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.*

The accessibility codes are reviewed in ARCH470 - Standards, Codes and Building Laws, and beginning Spring 2018 it will be implemented in studio courses such as ARCH485 - Design Studio V.

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.*

Students in this program have a sensibility about sustainable efforts taught throughout the curriculum, and they have the opportunity to take an optional theme within their masters studio on sustainable and environmental issues.

In the future (Fall 2018), the syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting will be changed to cover this criterion.

B.4 Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.*

Students work on this criterion in studios ARCH445 - Design Studio III and ARCH450 - Design Studio IV.

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

This criterion is covered in the Final Design Studio (ARCH490).

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:*

- | | |
|--|-----------------------------------|
| <i>A.2. Design Thinking Skills</i> | <i>B.2. Accessibility</i> |
| <i>A.4. Technical Documentation</i> | <i>B.3. Sustainability</i> |
| <i>A.5. Investigative Skills</i> | <i>B.4. Site Design</i> |
| <i>A.8. Ordering Systems</i> | <i>B.5. Life Safety</i> |
| <i>A.9. Historical Traditions and Global Culture</i> | <i>B.8. Environmental Systems</i> |
| | <i>B.9. Structural Systems</i> |

The ability to produce a comprehensive project is found in ARCH490 - Final Design Studio and ARCH680A - Senior Project II - A

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.*

The students can choose one of three required optional courses from the Professional Practice group (ARCH550 - Construction Management and Scheduling, ARCH535 - Working Documents for Project Management, FIN501 - Essential of Finance) where they will find an understanding of financial consideration.

B.8 Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.*

Students in this program have a sensibility about environmental systems taught throughout the curriculum.

In the future (Fall 2018), the syllabi of the courses ARCH420 - Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting will be changed to cover this 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.*

This criterion is found in ARCH320 - Structural Design and supported by ARCH490 - Final Design Studio.

B.10 Building Envelope Systems: *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

The basic understanding of building envelope systems comes from ARCH330 - Building Technologies and shown in ARCH475 - Construction Document and Internship.

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

Courses ARCH420 - Sanitary & Mechanical Equipment and ARCH425 - Electrical & Lighting cover this criterion in addition to ARCH475 - Construction Document and Internship.

B.12 Building Materials and Assemblies: *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.*

This criterion is covered in ARCH330 - Building Technologies and ARCH475 - Construction Document and Internship. Additionally, the affiliation of the department in Material Connexion helps students to improve their knowledge in building materials and assemblies.

Realm C: Leadership and Practice

C.1 Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

The collaboration criterion is shown in ARCH465 - Urbanism II where students work on projects in groups in collaboration with municipalities. This criterion is also supported by the required optional graduate level workshops that include group work in all courses.

C.2 Human Behavior: *Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.*

This criterion is shown in ARCH540 - Graduation Project Thesis, ARCH570 - Master Architecture Design Studio I and ARCH580 - Master Architecture Design Studio II.

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.*

Students get an understanding of the client role in architecture during the semester in ARCH485 - Design Studio V.

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

Essentials of project management are understood in ARCH545 - Professional Internship.

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

This criterion will be covered in a seminar within the Professional Internship (ARCH545) starting Fall 2018.

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.*

This criterion will be covered in a seminar within the Graduation Project Thesis (ARCH540) starting Fall 2018.

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

This criterion is covered in ARCH470 - Standards, Codes and Building Laws.

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

This criterion will be covered in a seminar within the Graduation Project Thesis (ARCH540) starting Fall 2018.

C.9 Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest and to improve the quality of life for local and global neighbors.*

This criterion is shown in ARCH460 - Urbanism I and ARCH465 - Urbanism II.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 National Authorization

When the first Lebanese Law of Higher Education was enacted in 1961, only seven private universities (including USEK) were granted a charter and given the legal privilege to be part of two main entities in the Ministry of Education and Higher Education in Lebanon (MEHE): The Higher Education Council in charge of licensing new Higher Education Institutions and The Equivalence Committee in charge of licensing decrees for study programmes.

All the programmes delivered by USEK are recognized by the Ministry. The University Charter is available in Appendix 9.

USEK has also a European Institutional Accreditation by evalag², Germany. The initial accreditation was granted in December 2012 for a five-year period and in June 2017, the Accreditation Commission of evalag officially reaccredited USEK, thus re-awarding the evalag international label for Institutional Accreditation for another five years until 2022 (see Appendix 10).



The University is Affiliate member of the European University Association since April 2011, Associate member of the International Network for Quality Assurance Agencies in Higher Education since 2011 and Member of the American Council for Higher education Accreditation – International Quality Group since December 2012.

USEK is one of the three universities in Lebanon to be considered “outperforming for sharing good practices” by the World Bank Report on University Governance in the MENA region³.

USEK have earned international accreditations for a number of programs in different disciplines:

- Nine Computing and Engineering Programs are accredited by ABET;
- Eight undergraduate programs from the Faculty of Letters and Faculty of Philosophy and Humanities were awarded the evalag international label for program accreditation by the accreditation commission of evalag, Evalag-Baden-Württemberg <http://www.evalag.de>;
- The Faculty of Business and Commercial Sciences is currently engaged with the AACSB accreditation process and has recently submitted its Initial Self-Evaluation report (ISER).

In December 2017, USEK was ranked as the Top Green University in Lebanon and among the 10 'Greenest' in the Arab World. Nowadays, USEK welcomes more than 7500 students across its 12 Schools among which the USEK Business School.

² evalag EVALUATIONSAGENTUR BADEN – WÜRTTEMBERG member of EQAR (European Quality Assurance Register), ENQA (European Association for Quality Assurance in Higher Education) and EUA (European University Association).

³ Reference: Universities through the Looking Glass: Benchmarking University Governance to Enable Higher Education Modernization in MENA – Report by the World Bank, 2012

II.2.2 Professional Degrees and Curriculum

Since 2000, changing to the American Credits System, the pedagogical committee found the opportunity to upgrade the program and to push it to an international level, the upgrade consisted on:

- Developing the “core courses “, consisting of a group of mandatory courses for all students, distributed with harmony between design, technical, research, history and theory and management.
- Different “academic elective blocks” distributed between the two levels (undergraduate and graduate), helping the students to reinforce their knowledge in each field, according to their affinity with a mandatory number of credits from each block.
- General education courses to help students in their general culture and self-assertion
- Sports and civic engagement

This diversity in the program gave our alumni the opportunity to integrate and to access high level positions in local and international firms. Regular benchmarking and industry feedback were welcomed and helped assess the program on a continuing basis.

Also, in 2014, and after getting the decree from the Lebanese Ministry of Education and Higher Education, the program shifted from the degree DES in Architecture to the Master in Architecture that is divided into two parts: undergraduate level and graduate level. Check Appendix 6 for the equivalency between the DES courses and the Master courses.

In the first four years (undergraduate level) the academic elective credits are reduced and the general education courses are mainly advised, while in the fifth and six year (graduate level), the academic elective courses became a major part of the curriculum and distributed on different blocks: Technical and Professional, Thematic Research Workshops and Theory and Social Engagement. The core courses of the Master degree include Thematic Design Studios, supported by the Thematic Research Workshops, Research Methodology and Thesis, Ethics and Social Behavior and The Senior Design Project represent the capstone for the whole architecture program.

As per the General Education Courses (45 credits), some have been presented as “required for the architecture program”, the department considered that those courses could help strengthen the general culture and knowledge for the architecture students. The diversity of the other courses complies with the university policy for the General Education Program. To comply with some of the NAAB SPCs new courses have been added to the curriculum in the core courses and the academic elective blocks to insure their coverage.

Currently, the Master in Architecture program at USEK consists of undergraduate and graduate courses and requires students to acquire 193 credits to graduate structured in the below categories:

Category	Undergraduate	Graduate	Total
General Studies*	36 cr.	9 cr.	45 cr.
Professional Studies	95 cr.	34 cr.	129 cr.
Student Chosen Optional Studies	7 cr.	3 cr.	10 cr.
Required Optionals	-	9 cr.	9 cr.
Total	138 cr.	55 cr.	193

*In addition to the 45 credits of general studies (23% of the total number of credits), students are considered earning general education in their Lebanese Baccalaureate (equivalent to Freshman year with a total of 30 credits) as indicated in Part Two (II): Section 3 of this report.

This program is offered in Zahle RUC and Chekka RUC where students are able to take 96 credits of their studies and then they continue their degree in the main campus Kaslik. See appendices 2.1 and 2.2 - Branch Campus Questionnaire.

Below is the curriculum of the Master in Architecture program in its different categories (Check Appendix 7 for courses descriptions):

Undergraduate Level

General Studies

Course Number	Course Title	Credits
ARS430	Traditional Religious Architecture	3
GEENG3	English Communication	3
GEHIS3	History of Lebanon	3
GESCH3	Sciences & Health	3
GESPT1	Sports	1
GESRO3	Religious Sciences	3
GESCH3	Sciences and Health	3
SOC217	Civic Engagement	2
ECO222	Macroeconomics	3
MAT216	General Mathematics	3
AVP203	Introduction to Photography	3
DAA250	Sketching	3
DAA241	General History of Art	3
General Studies - Total credits		36

Professional Studies

Course Number	Course Title	Credits
Undergraduate		
ARCH205	Basic Design I	2
ARCH210	Technical Drawing	2
ARCH215	2-3D Representation Skills	2
ARCH220	Vernacular Architecture	4
ARCH225	Basic Design II	2
ARCH230	Architecture Analysis and Perception	4
ARCH235	Strength of Materials I	3
ARCH310	History and Culture of Architecture I	3
ARCH315	CAAD	2
ARCH320	Structural Design	2
ARCH330	Building Technologies	2
ARCH335	Strength of Materials II	3
ARCH340	Reinforced Concrete I	3
ARCH345	Design Studio I	6
ARCH350	Design Studio II	6
ARCH405	Architecture Schematic I	2
ARCH410	History and Theory of Architecture II	3

ARCH420	Sanitary and Mechanical Equipments	2
ARCH425	Electrical and Lighting	2
ARCH440	Reinforced Concrete II	3
ARCH445	Design Studio III	6
ARCH450	Design Studio IV	6
ARCH455	Architecture Schematic II	2
ARCH460	Urbanism I	3
ARCH465	Urbanism II	3
ARCH470	Standards, Codes and Building Laws	2
ARCH475	Construction Document and Internship	3
ARCH485	Design Studio V	6
ARCH490	Final Design Studio	6
Professional Studies - Undergraduate credits		95

Student Chosen Optional Studies

Course Number	Course Title	Credits
AGP410	Infographic	2
ARCH325	Virtual Reality in Architecture	2
ARCH355	Geographic Information Systems	2
ARCH360	Soil Mechanics	2
ARCH365	Safety and Physical Disability Regulations	2
ARCH430	Stereotomy	2
ARCH435	Acoustics and Insulation	2
ARCH480	Building Modeling and Information	2
ARCH482	Surveying	2
ARCH484	Landscape Architecture	3
ARCH486	Architectural Heritage Buildings	3
ARCH487	Intercultural Contexts Studies	3
Optional Studies – Total credits		7

Graduate Level

General Studies

Course Number	Course Title	Credits
HUM610	Professional Ethics and Social Behavior	3
SOC210	Introduction to Anthropology	3
SOC201	Introduction to Sociology	3
General Studies - Total credits		9

Professional Studies

Course Number	Course Title	Credits
Graduate		
ARCH505	Architecture Research Methodology	3
ARCH510	Theory and Critic of Contemporary Architecture	3
ARCH540	Graduation Project Thesis	3

ARCH545	Professional Internship	1
ARCH570	Master Architecture Design Studio I	6
ARCH580	Master Architecture Design Studio II	6
ARCH670	Senior Project I	6
ARCH680A	Senior Project II - A	6
ARCH680B	Senior Project II - B	0
Professional Studies - Graduate credits		34

Required Optionals		
Course Number	Course Title	Credits
Professional Practice		1 course out of 3
ARCH550	Construction Scheduling and Management	3
ARCH535	Working Documents for Project Management	3
FIN501	Essential of Finance	3
Research Workshops		2 courses out of 7
ARCH610	City, Landscape and Territory Workshop	3
ARCH615	Architecture and New Technologies Workshop	3
ARCH620	Sustainable Architecture Workshop	3
ARCH630	Built Heritage Workshop	3
ARCH635	Archeology and Restoration Workshop	3
ARCH640	Aesthetic Theorizing and Poetics of Architecture	3
AVS625	Architecture, Visual Arts and Communication Workshop	3
Required Optionals – Total credits		9

Student Chosen Optional Studies		
Course Number	Course Title	Credits
ARCH515	Complex Buildings Structural Systems	3
ARCH520	Intelligent Buildings	3
ARCH530	Architecture Detailing	3
ARCH645	Intercultural Architecture	3
Optional Studies – Total credits		3

II.2.3 Curriculum Review and Development

In addition to the results of the above assessment tools, a new advisory board will be created starting Fall 2018 to evaluate the attainment of the Architecture program's outcomes and objectives and to propose modifications and enhancements to the curriculum accordingly. This board will include:

- The dean and associate dean of the Faculty of Fine and Applied Arts,
- The head of the Architecture department,
- Two Full-time and two Part-time faculty members from the department,
- Students representatives (one representative for every year of study will be selected by the dean),
- Representatives from the professional market.

This board will meet twice a year to evaluate the program's curriculum from the different stakeholders' viewpoint and to produce a list of recommendations for enhancement.

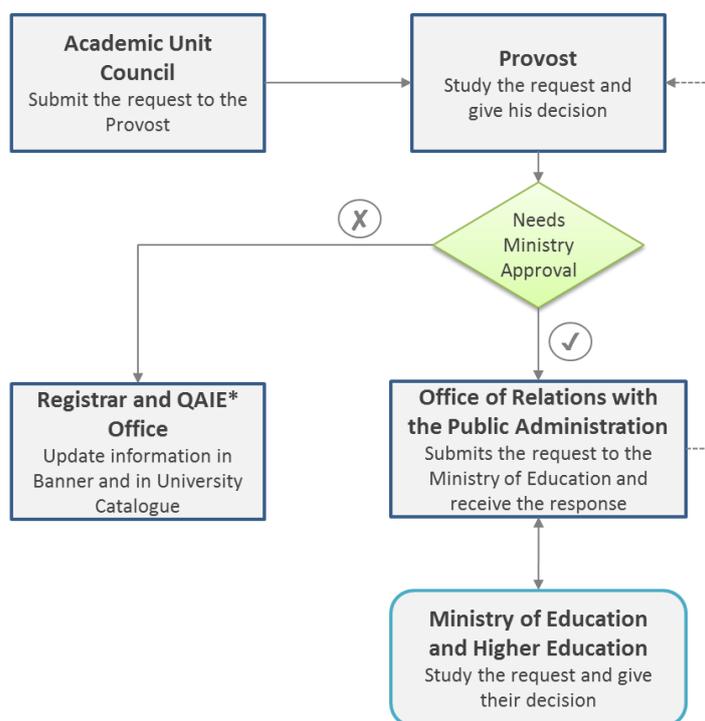
The output of internal and external assessment collection, and analysis of evidence and data, are reported to the administration that approves and implements the changes according to the “New/Updated Program Framework Form” and the relevant “New/Updated Course Syllabus”.

The process of creation or modification of programs and courses are described below:

Request for Program Modification

Proposal of creation of new programs or modifications of current programs are discussed by the Academic Unit Council and submitted to the Program Commission for comments and approval. The Program Commission makes sure that the proposal fits with the university program framework. The proposal is submitted to the University Council in the case of creation of a new program. If approved, the request is then submitted to the Ministry of Education and Higher Education to obtain the Decree.

All USEK programs and diplomas are recognized by the Ministry of Higher Education in Lebanon.



* Quality Assurance and Institutional Effectiveness

Figure 14 - Request for Program Modification Process

Request for Course Creation or Modification

Proposition of course modification or creation is studied in the Academic Unit Board and submitted to the Program Commission for accessibility and approval. The university also adopts a common syllabus design, whose contents are approved by the Head of the Department and the Academic Unit Council.

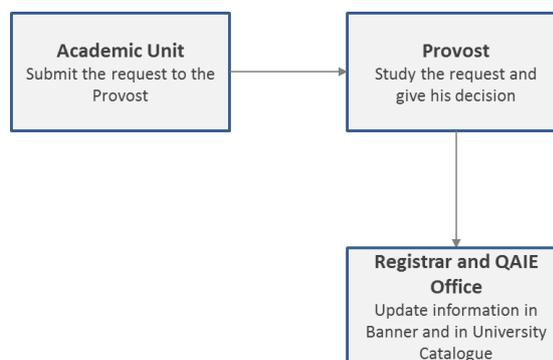


Figure 15 - Request for Course Creation or Modification Process

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

USEK has a similar admission policy to other American-style universities concerning the recognition of the Lebanese Baccalaureate as equivalent to a full Freshman Year if the student has fulfilled the freshman courses requirements.

Students holding the Lebanese Baccalaureate are eligible for consideration for admission to the **sophomore** class at USEK. All Lebanese students holding the Lebanese Baccalaureate admitted in **sophomore** level are granted 30 credits based on their Baccalaureate strand (see table below).

Students are only admitted at the undergraduate level after earning their Lebanese baccalaureate diploma. No admission is considered for students outside USEK to the graduate level. Students transferring to the architecture programs are able to earn credits for General Education and Elective courses only. Professional studies courses cannot be considered earned in other programs or institutions.

Students that are eligible to apply to the Master in Architecture program at USEK should have completed one of the three following sections of the Lebanese Baccalaureate: Life Sciences - LS, General Sciences - GS, Sociology and Economics – SE (Students holding the Lebanese Baccalaureate section Literature and Humanities - LH are not admitted into the program). Also, applicants should fulfill the following requirement: Scores Redesigned SAT I (Evidence-Based Reading and Writing +Math): ≥ 1200 or USEK Engineering Entrance Exam $\geq 75/100$ or USEK Math Entrance exam $\geq 70/100$.

Freshman students who successfully completed at least 30 credits may receive equivalency from the Ministry of Education and Higher Education to the Lebanese Baccalaureate and be admitted accordingly. Below is the number of credits and the types of subjects that the Lebanese Baccalaureate and the freshman year are covering by students admitted in Architecture Program at USEK:

Table 7. Lebanese Baccalaureate Part II contents per strand

	Leb. Bac. Eco/Sco. (SE)	Leb. Bac. Life Sciences (LS)	Leb. Bac. General Sciences (GS)
Humanities	6 cr.	9 cr.	9 cr.
Natural Sc.	9 cr.	15 cr.	12 cr.
Social Sc.	9 cr.	0 cr.	0 cr.
Mathematics	6 cr.	6 cr.	9 cr.
Total	30 cr.	30 cr.	30 cr.
Notes & References	Repartition of the 30 credits granted at USEK as equivalent to the Leb. Bacc. Part II per discipline giving the number of weekly hours at school and percentages for each discipline (total of school weekly hours=35h)		

According to the regulations of the Lebanese Ministry of Education the above-mentioned subjects includes the following topics:

- Humanities: Languages, Literature, Philosophy, History
- Natural Sciences: Biology, Chemistry, Physics, Geology, Astronomy, Nutrition
- Social Sciences: Psychology, Sociology, Anthropology, Economics, Geography...
- Mathematics.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

The statement on the Substantial Equivalency status is found on the University website on the following link: <http://www.usek.edu.lb/en/about-usek/accrreditation>.

II.4.2 Access to NAAB Conditions and Procedures

A link for the Substantial Equivalency procedures is found on the University website on the following link: <http://www.usek.edu.lb/en/about-usek/accrreditation>.

II.4.3 Access to Career Development Information

The USEK Career Services Office (CSO) helps current students and recent USEK graduates in their educational and career choices in planning and promoting professional and personal success. Moreover, it encourages them to develop their potential in order to meet market expectations on the national, regional and international level.

The Career Services Office (CSO) provides guidance as well as resources to current students and recent USEK graduates for their life-long career development by guiding them in their choice of career options and developing effective career life planning skills.

It offers a comprehensive career counselling program to support students in their academic and career development. The ultimate aim is to build confidence in career planning and mature decision-making by increasing self-awareness, clarifying interests, identifying key skills, upholding values, diversifying cultural and personality preferences as well as promoting career exploration.

II.4.4 Public Access to APRs and VTRs

Not Applicable at this time

II.4.5 ARE Pass Rates

Not Applicable at this time

II.4.6. Admissions and Advising

All information on admission, registration and academic regulations can be found in Academic Rules and Student Life published on the website: <http://www.usek.edu.lb/Site/ListingBlocks.aspx?pageid=2780>.

II.4.7 Student Financial Information

The complete table of fees is available on the USEK website <http://www.usek.edu.lb/en/university-fees/undergraduate-studies-1>. Also, students can find all information on financial aid in the [Social Service Office](#) page on the website.

Timeline for Achieving Substantial Equivalency

Candidacy Application submission

July 2016

Visit One

October 2016

Decision on Visit One

August 2017

Architecture Program Report (APR) for Visit Two

January 2018

Visit Two

April 2018

Decision on Visit Two

July 2018

Architecture Program Report (APR) for Visit Three

January 2019

Visit Three

April 2019

Decision on Visit Three

July 2019

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