NAAB®

Holy Spirit University of Kaslik
Faculty of Fine and Applied Arts
Department of Architecture

Visiting Team Report
Visit Two for Substantial Equivalency

Master of Architecture
(193 semester credit hours, or 6 years)
(undergraduate: 138 semester credits + 55 graduate semester credits)

The National Architectural Accrediting Board
April 10-13, 2018

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

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

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I.   Summary of Team Findings

1.   Team Comments and Visit Summary

The visiting team would like to thank our hosts—adminstration, faculty, students, and staff—for their warm welcome, hospitality, and assistance during our visit.

The program of the Department of Architecture benefits from a powerful culture of inclusion and diversity embedded in the values of the university as a whole but a constant theme in all aspects of the department. There are many aspects of this at USEK[1], modeling relationships and attitudes as an example to and drawing upon the richness of a small country with many cultural constituencies and a complex history going back over seven millenia.

The program has forged particularly close ties with the profession, involving local professionals and advisors, instructors, and design jurors to provide interaction with students and valuable exposure outside the university bounds. A strong and well-defined and documented internship program helps students prepare for the profession.

Importance of Regional Campuses: This is the first time in the NAAB's experience in Substantial Equivalency that regional (remote) campuses have been visited. These campuses (one in Chekka, up the coast to the north, and one iin Zahlé in the Bekaa valley) enable students to spend their undergraduate years near their families and then to join the program in Kaslik for graduate studies.

The architecture department benefits from exceptional support from the university, in recognition of the importance of the architecture program to the USEK and to the country of Lebanon.

The team noted that for any future visit there would be a need for a larger team room (or two separately locked rooms) to provide adequate space to display all studio work at full size. The room provided was exceptionally well-organized, including the arrangement of high- and minimum-pass work and designation of Student Performance Criteria, and it serves the purposes for a visiting team of two well.

2.   Conditions Not Met/Not Yet Met

Conditions Not Met:
Student Performance Criteria
B5 Life Safety
B6 Comprehensive Design
C3 Client Role in Architecture
C7 Legal Responsibilities

Conditions Not Yet Met:
Student Performance Criteria
A4 Technical Documentation
B2 Accessibility
B3 Sustainability
B7 Financial Considerations
B8 Environmental Systems
C5 Practice Management
C6 Leadership
C8 Ethics and Professional Judgment

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[1] Holy Spirit University of Kaslik generally goes by its French name, Université Saint Esprit de Kaslik, or USEK. In this report we use this acronym occasionally.

3. **Causes of Concern**

a. Chekka Regional Campus: The team visited the Chekka regional campus on the first day of the visit. Because this was the last day of the Easter vacation, only a few students were present to see the team, and no classes or studios were under way. The team took note of the small size of the library facilities, and although the information resources of the department here are satisfied through lending from Kaslik and digital resources available to all students, this registered as a concern. A new building is under construction on the Chekka campus that promises to significantly enhance the program's ability to serve students here; however, it appears that completion of this facility is two to three years in the future.

b. Workshop: Print and Physical Model-building Facilities are located in a commercial enterprise across the street from the campus. While this is convenient, it does not appear to be optimal as the program continues to mature. Although the workshop provides most of the resources for printing and model-building that architectural students need, the setting does not provide students with the best opportunity to learn for themselves how to operate equipment that they may need to use in professional settings after they graduate. Also, as a commercial operation, the facility (and there are other similar facilities used by students) has deadlines to meet and deliverables to provide for other clients.

II.   Compliance with the Conditions for Substantial Equivalency

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence.

Visit Two Team Assessment: The visiting team found evidence in the comprehensive narrative in the APR of the history and mission of both the institution and the architectural program. USEK has the great fortune to be located in a country (Lebanon) and area (the city of Jounieh, of which Kaslik is a portion) with great cultural, historical, geographical, and climatic diversity and richness, and the program takes full advantage of the opportunities these provide. The Faculty of Fine and Applied Arts and the Department of Architecture play a prominent role in developing and maintaining the reputation of the university.

The architectural program is well-supported by the university, and this, combined with the dedicated faculty and staff, allows for a context in which students are prepared to be thoroughly qualified, creative and talented professionals upon graduation. The ability of the program to serve students in other areas of Lebanon is enhanced by the two regional campuses in Chekka and Zahlé.

The team found the material on history and mission contained in the APR was supported and reinforced at every step of the visit, including meetings and discussions with students, faculty, administration, and staff.

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

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

Visit Two Team Assessment: The visiting team was able to confirm, through the meetings with students and faculty, and review of the physical resources that the program is making all efforts to ensure a positive and respectful learning and teaching environment.

In that regard, a draft Studio Culture Policy is under development and will be fully implemented in fall 2018: http://www.usek.edu.lb/Site/ListingBlocks.aspx?pageid=2780

The program shows a strong commitment to diversity and inclusiveness of all cultural aspects of Lebanese society. Discussion in meetings during the visit and review of the statistics provided confirmed the cultural, gender, and religious diversity among the program's students, faculty, and staff at its main and regional campuses. The visiting team also noted the strong Student Support Services Department and the commitment of its staff to ensure the well-being of students. The commitment to diversity and inclusiveness was expressed enthusiastically throughout the visit by all components of the program.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

    A. **Architecture Education and the Academic Community**. *That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[2] In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

    [X] The program is responsive to this perspective.

    Visit Two Team Assessment: The visiting team found that the program provided the necessary evidence of the commitment to provide resources to the academic community, faculty, students, and staff to contribute to the program and the institution in scholarship, service, and teaching. USEK has taken advantage of the proximity of Lebanon to other centers of learning to allow faculty members to attend conferences and participate in exchanges in Europe, Canada, and the Middle East. The team found a shared sense of unity in diversity among the departmental community, and this is reinforced as faculty take advantage of these opportunities.

    B. **Architecture Education and Students**. *That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting*

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[2] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The students in the architecture program at USEK are fortunate to be situated in a country with a rich cultural context, within relatively easy travel distance to a wide variety of other countries and cultures. The architecture program encourages students to participate in international and national competitions. The program is justifiably proud of prizes awarded in a number of these. Students also travel abroad, individually and in groups, to participate in workshops, and the evidence provided for this in the APR was confirmed in discussions with students.

A chapter of the AIAS was founded in fall 2016, and this has grown to a total of 40 students (30 undergraduates and 10 in the graduate program). This provides opportunities to enhance leadership skills and to make connections with architecture students at other chapters in the region and in the U.S. The team met with four AIAS student leaders and found them to be articulate in discussing the opportunities for connections to students in other AIAS chapters.

C. **Architecture Education and the Regulatory Environment**. *That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the APR the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.*

[X] The program is responsive to this perspective.

Visit Two Team Assessment: Once students graduate, they are automatically eligible to register in the Order of Engineers and Architects, qualifying them to practice in Lebanon. The program at USEK focuses on advising and preparing students for this transition. The department of architecture has also appointed Michael Hughes (University of Sharjah) as Architectural Licensing Advisor for a period of 18 months, and Mr. Hughes has made several three-day visits to USEK in this capacity.

The professional internship program (ARCH545) is well positioned also to prepare students for this transition (please refer to further discussion below under Perspective D. Architecture Education and the Profession). The program is carefully structured, requiring students to split a minimum of 240 hours in an internship setting, allocated as follows: 80 hours of design/drafting, 80 hours of management/office administration, and 80 hours onsite (construction administration). Student documentation of their experiences ensures that all students achieve a parallel degree of experience, whether they are in large or small offices.

The team did note that the program delivers a course (ARCH470 – Standards, Codes, and Building Laws) that is structured to cover regulatory issues. Since this course, by law, is delivered in Arabic, the team found the single SPC identified for this course (C7. Legal Responsibilities) not met. However, the team found ample additional evidence, including discussion with practitioners at the alumni reception, that the perspective of Architecture Education and the Regulatory Environment has been met.

D. **Architecture Education and the Profession**. *That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and*

responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The professional internship program (ARCH545) is positioned also to prepare students for practice and to help them develop meaningful connections with the profession. The program is carefully structured, requiring students to split a minimum of 240 hours in an internship setting, allocated as follows: 80 hours of design/drafting, 80 hours of management/office administration, and 80 hours onsite (construction administration). Student documentation of their experiences ensures that all students achieve a parallel degree of experience, whether they are in large or small offices.

Many of the faculty are actively engaged in the profession. In their practices they contribute to the built environment of Lebanon, including in specialties such as historic restoration (for which Lebanon provides many opportunities). USEK faculty members have been nominated for and have received architecture and planning awards. The participation of faculty in these endeavors is greater than it might be otherwise because there is a large percentage of part-time faculty who spend significant time in their own practices, and full-time faculty as well are engaged in the profession. The university does not place limitations on professional engagement outside of the department, provided academic commitments are met.

USEK also brings prominent architects and writers to the campus for conferences and to participate in juries. This extends connections to the profession beyond the bounds of Lebanon.

E.   **Architecture Education and the Public Good**. *That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

[X] The program is responsive to this perspective.

Visit Two Team Assessment: On entering the three campuses of USEK that are used by the architecture program, one is welcomed by posters and signs celebrating the recognition of the university as the country's Green University. Pride in this is clearly shared by many at the Department of Architecture.

The faculty of the department has led workshops with a variety of public entities, including municipalities, ministries, and the military. These have encompassed subject areas and projects ranging from urban design to restoration and new facilities. In 2017 the program began work with the Ministry of Foreign Affairs for the restoration of 33 medieval churches.

Workshops and exchanges take place regularly with academic institutions in near-distant locations such as North Lebanon.

The university mission is advanced also through the regional campuses in Chekka and Zahlé. This extends the reach of the university and the program and also allows students from these areas to attend at the undergraduate level and remain near their homes, an important consideration for many families.

I.1.4 Long-Range Planning: A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The program showed robust evidence through the Institution 2015-2018 Strategic Plan about its commitment to continuous improvement. The Quality Assurance and Institutional Effectiveness Office, established in 2008, played a key role in the implementation phase of the strategic plan. This office has developed and implemented platforms that allow the program to assess, analyze, and implement program changes and improvements.

The implementation and usage of TK20 software helped the program to define, assess, and analyze, in alignment with the university strategic goals, its targeted objectives and goals such as to
- provide an outstanding professionally focused program in architecture
- nurture the faculty's long-term commitment to teaching excellence through professional development, research, and local, regional, and international exposure
- attract, retain, and educate students who have the ability to commit to architecture studies and provide them with an excellent learning experience in an atmosphere of creativity, diversity and social engagement.
- encourage and provide initiatives that improve community well-being through architectural and sustainable development projects.
- develop the department's physical resources to offer the proper space and facilities for both students and faculty for an enhanced learning experience

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

Visit Two Team Assessment: The program has in place effective self-assessment procedures and tools that allow regular assessments and feedbacks from various sources. The results of the assessment helped the program to manage its transition to the new program framework adopted by the university.

The Self-Assessment exercise is run under the University Comprehensive Evaluation for Continuous Improvement Process, which consists of internal and external sources of assessment:

- Internal assessment collection and analysis of evidence and data
    - Ongoing course work evaluation
    - Final Project Assessment Rubric
    - Course Feedback by Students (CFS)
    - Peer Review of Teaching (PRT)
    - Faculty Course Self-Assessment (CSAF)
    - Graduate Exit Interview

- External Assessment Collection and Analysis of Evidence and Data:
    - Alumni — Program Feedback Survey
    - Working together events and Employer Perception Questionnaire on Programs Objectives and Outcomes:
    - Feedback from Industry Advisor

The visiting team concluded that the program, through these tools and processes, meets the standards as set by the NAAB.

PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- *Faculty & Staff:*
  o *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[3].*
  o *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
  o *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  o *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  o *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

[X] Human resources (faculty and staff) are adequate for the program.

Visit Two Team Assessment: The visiting team found the evidence supporting this Condition in the APR and in meetings, discussions, and the review of documents.

The program has recently solidified its policies for advancement and reappointment. USEK does not have a tenure system: faculty members are initially brought on under a one-year contract, which can be renewed and then extended to a three-year contract for subsequent years. Advancement from assistant to lecturer, to assistant professor, associate professor, and full professorship is dependent on peer review, student evaluation, publication, and other academic achievement. The processes and standards appear to be clear to the faculty as a whole.

The architecture program does not have a strong research component. This is the result of several factors, including the lack of specialized facilities/spaces to accommodate research, the lack of a strong research culture at the university that might carry over to the architecture department, and the lack of available faculty time. The fact that a large percentage of faculty members are part-time means that the numbers who could dedicate significant time to research is effectively limited.

Faculty are well-supported with opportunities for professional development, both within Lebanon and abroad. These include many online opportunities to connect scholarship at USEK with other institutions, including in Europe and North America.

- *Students:*
  o *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
  o *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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[3] A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

[X] Human resources (students) are adequate for the program.

Visit Two Team Assessment: The visiting team found evidence, in the APR and during meetings with university and department administration that this Condition has been met. A range of student services support the architecture program, including the Office of the Registrar, the Student Affairs Office, the Social Service Office, the Orientation Office, International Affairs Office, Career Services Office, and Quality Assurance and Institutional Effectiveness Office. Given the pastoral history of the founding and operation of the institution, it is perhaps not surprising that USEK as a whole evidences a deep caring for the welfare of the students, providing counseling and financial support where needed. Students in need of counseling or other support are identified quickly, and the university follows through during and after the provision of these services.

Students also work with the services provided by the International Affairs Office, taking advantage of the strategic location of Lebanon at the eastern end of the Mediterranean, with relatively easy access to other regions. Students indicated that they travel abroad for study and learning opportunities.

Students can take advantage of work/study opportunities within the main campus and at the regional campuses. Most of these opportunities are on the main campus but outside of the architecture program (such as work/study in the main library).

The Career Services Office is a valuable student resource, including focus on the needs of architecture students when they approach graduation. This office holds job fairs and maintains contacts with local practitioners. Students also benefit from contacts made during the internship program.

I.2.2 Administrative Structure and Governance

▪ **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative structure is adequate for the program.

Visit Two Team Assessment: The program showed through the clearly delineated administrative chart provided and the discussions and the meetings held with the dean and the head of the program that it has an administrative structure that allows the program to achieve a clear level of administrative autonomy.

▪ **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

[X] Governance opportunities are adequate for the program.

Visit Two Team Assessment: The program's governance structure, as described in the APR and presented by the provost, offers to faculty members equitable opportunities to participate in program and institutional governance, through various committees and councils as well as regular meetings. Students' participation is sought via the surveys for Course Feedback and via the Students and Graduate Exit Interviews. The program will increase student's collaboration with the appointment of student representatives to the newly formed Program's Advisory Board, which will be effective in fall 2018 semester.

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

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

[X] Physical resources are adequate for the program.

Visit Two Team Assessment: The architecture department occupies space in Building C on the main campus in Kaslik. Space includes classrooms, studio spaces, seminar rooms, and an auditorium, as well as the departmental office suite (dean's Office). The department also has access to the LTEC (Learning & Teaching Excellence Center) on the first floor of Building C, a well-equipped seminar space with a large projection screen and LCD screen for long-distance conferencing. This room is used for conferencing in real time with students and faculty at the Chekka and Zahlé campuses. Larger studio spaces have been recently incorporated into the 4th floor, with long-span open areas and good lighting, and a number of classrooms are provided with smart boards.

The USEK main campus is compact, and all student facilities are located within a five-minute walk. The program makes use of auditorium and smaller sloped-floor lecture spaces in Building H, and the large John-Paul II Auditorium. The main library is directly across the main campus quadrangle, in a wing of Building A. The total capacity of auditorium spaces ranges from 58 to 150.

Two computer labs feature 25 working stations each. Computer labs are open from 8:00 a.m. to 8:00 p.m.

Students do not have fixed or assigned stations, because the classroom and studio spaces serve multiple purposes. Students bring their work on laptops, and wireless access is available throughout the campus. In the morning, students can be seen entering the main gate with their laptop packs, carrying models and portfolios. This portability is at the core of the program and appears to serve the students well. Classrooms, which have seating capacities of 20 to 45, also have LCD projectors.

Building C opens at 8:00 a.m. and closes at 11:00 p.m. Students indicated a desire to have the building open longer on some days, but there is a recognition that building hours must be balanced against campus security needs. Students uniformly expressed the opinion that they felt safe on the main campus.

In addition to the offices for the dean, associate dean, and head of department, offices for full-time faculty are included on the 1st floor of Building C, and a shared office for part-time faculty is on the 3rd floor. Faculty members are provided with a computer and printer, and each office has an individual phone line.

The campus grounds are green and welcoming, and architecture students work alone or gather in groups in the quadrangle adjacent to Building C and at the Zouki campus cafeteria/coffee shop to talk and study.

Long-range campus physical planning includes a new building to house the architecture program. This would give more autonomy and prominence to the department, allowing Architecture & Design to stand as a separate entity from Arts & Science.

Regional Campuses: Of the three regional university centers operated by USEK, two include programs by the architecture department: At both, students can pursue their undergraduate studies and then go to the main campus of USEK to complete the graduate program. Students from both campuses travel frequently between their campuses and Kaslik for classes and other activities, and they appear to have a strong sense of membership in the program as a whole.

> Zahlé: The Zahlé campus is reached via a drive of approximately one-and-one-half hours from Kaslik, over the Mountain Lebanon range and a pass over 1,900 meters above sea level, to the

Bekaa Valley. A four-story building on the campus includes classroom and studio space, a small branch library, and administrative and other functions. Studio spaces in the lower level include pin-up space in the public area and a jury presentation room with a glass window to the main studio. This facility serves the needs of the program well, including its students and faculty. A new elevator is being added to connect all four floors.

Chekka: The Chekka campus comprises a smaller building of three stories. During the team's visit to this facility, it was the final day of the Easter vacation, so we were not able to see students in classes or studios (a group of several students, however, met us for our visit). The team concluded that although the Chekka facility is adequate to the program, it meets program needs at a lower level than do the other two campuses. A new building is under construction, adjacent to the existing building, but it does not appear to be planned for completion for two to three years. Completion of a new facility should bring the Chekka campus in line with the program facilities supporting the other campuses.

I.2.4 Financial Resources: *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

Visit Two Team Assessment: USEK is a private Catholic university whose main source of revenue (more than 90%) is student tuition. No financial support is received from the Lebanese government.

In an effort to diversify the revenue source, USEK is developing efforts in fund raising by strengthening relationships with local and Lebanese diaspora (international) donors as well as by involving the alumni.

A review of the last two years of the Faculty of Fine and Applied Arts operations budget, as per the submitted additional information, did not show any deficit and suggests that the architecture program has received sufficient institutional support in order to deliver its curriculum and programming.

Even though tuition is the main source of funding, the university ersity has applied a very conservative, modest rise in the tuition fees over the last five years, in alignment with its mission statement. Tuition is significantly lower at USEK than it is at the other universities in Lebanon with significant architectural programs. This allows the university to serve a broader segment of Lebanese society.

According to the 2018-2022 Strategic Plan and to the USEK New Structure, the architecture department will be part of the new School of Architecture and Design. This will provide the program more autonomy in finance and infrastructure.

I.2.5 Information Resources: *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program.

Visit Two Team Assessment: The required information was provided to the visiting team in the APR. The department is served by the exceptional main library at the campus in Kaslik, and these services are extended to the branch libraries in Chekka and Zahlé. The main library has a substantial collection of

architecture books and a reasonable number of printed journals. Extensive journals and periodicals are available online. The printed collection is primarily in English, with some books in French and a small selection in Arabic. Much of the library has been renovated recently and will be expanded soon. It is an exceptionally pleasant place to study—so much so that architecture students must occasionally be discouraged from bringing their large-scale drawings and materials to the reading areas.

Although there is not a staff librarian assigned exclusively to the architecture program, the lead reference librarian has been serving the specific information needs of architecture students for several years.

A state-of-the-art digitalization lab employs librarians and student assistants to photograph and digitally preserve the many archival materials in the library's collection. A separate restoration lab is the site of highly technical repair and restoration of the many priceless and ancient documents in the university's possession.

The team had some concern about the small size of the collection in Chekka. The few students that the team met at this campus confirmed that they are able to access the main Kaslik library via online resources and also by requesting library materials through the Intercampus Loan Service, which transfers resources between library branches. The Interlibrary Loan and Document Service provides access to materials not available in the university's library collection.

The library in Zahlé is perhaps twice the size of that in Chekka, and students make use of the same online and lending resources. Students from both of these campuses also travel to the main campus during their studies (travel from Zahlé is somewhat more challenging, although faculty and students may do this several times a week). The regional campuses also provide architecture studies to undergraduate students only, and all students continue with the master's program at Kaslik.

PART I: SECTION 3—REPORTS

I.3.1 Statistical Reports. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - *Number of students enrolled in the substantially equivalent degree program(s).*
  - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
    - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Number of faculty by rank (e.g., assistant professor, associate professor)*
  - *Number of full-time faculty and part-time faculty*
  - *Number of faculty promoted each year since the last visit*
  - *Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed*

[X] Statistical reports were provided and provide the appropriate information.

Visit Two Team Assessment: The statistics included in the APR and the ones presented during the program introduction session helped the visiting team to understand the program's characteristics. The latter holds an important place in the strategic orientation of the institution as it benefits from a high consideration from the public. This was confirmed by the meeting with the students, who reinforced the good reputation of the program and acknowledged its role in making their choice to attend USEK.

The program graduates about 150 students each year. Among the 1,318 students registered in fall 2017:
- 48% were female and 52% male;
- 81% Christians, 0.83% Druze, 6% Muslims, and 12% undeclared.

The near-equal male-female split is found at the regional campuses as well as at Kaslik. The Zahlé campus has a larger representation of Muslim students, reflecting the population of the surrounding Bekaa Valley.

The program has 97 faculty members; 86% are part-time and 14% are full-time. 15% of the registered architects in Lebanon are USEK graduates.

I.3.2 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

Visit Two Team Assessment: Faculty credentials were provided via an appendix link to the APR, and they follow the required format and information. The visiting team noted the wide range of faculty experience, including study and credentials from institutions in Europe, North America, and the Middle East. As confirmed by discussions with faculty members, especially at the meeting with the entire faculty, many of the professors and lecturers are graduates of USEK. The fact that they have returned—and their vocal endorsement of the program—speaks of their passion for the program and for the institution. The large proportion of part-time faculty allows the program to draw upon the experiences of the same faculty members in their roles in the profession, as most lead or work in architecture firms in the Jounieh or Beirut area. The students are the clear beneficiaries of the depth of this combination of academic and professional qualifications.

PART ONE (I): SECTION 4—POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Condtions for Substantial Equivalency.

[X] The policy documents in the team room met the requirements of Appendix 4

Visit Two Team Assessment: The required policy documents were provided in the team room. This Condition is therefore **Met.**

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment[5]:

Understanding—The capacity to classify, compare, summarize, explain and/or interpret information.

Ability—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

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[5] See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH540 – Graduation Project, ARCH 510 – Theory and Critic of Contemporary Architecture, and ARCH680A- Senior Project II A. the team found that students spoke articulately and comfortably in both French and English. This criterion is **Met**.

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

[X] Met

Visit Two Team Assessment: The team found evidence that students had developed ability in Design Thinking Skills in ARCH 485 – Design Studio V and in ARCH670 – Senior Project I. This criterion is therefore **Met**.

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.**

[X] Met

Visit Two Team Assessment: This criterion is **Met**. The team found strong evidence in student work in ARCH215 2-3D Representation skills, in ARCH315 – CAAD, and in ARCH680A– Senior Project IIA. The team concluded that this criterion was **Met with Distinction** and that the program furnishes students with a strong range of visual communication skills that serve them well throughout the program and after graduation.

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.**

[X] Not Yet Met

Visit Two Team Assessment: Although the visiting team found the evidence that the aspects of making technically clear drawings and making a variety of effective models, the criterion is not yet met because the program will not have introduced curriculum on preparing outline specifications until the spring of 2018. Therefore, this criterion is **Not Yet Met.**

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

[X] Met

Visit Two Team Assessment: Investigative skills are met in student work in ARCH505 – Architecture Research Methodology and ARCH540 – Graduation Project Thesis. This criterion is therefore **Met.**

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

[X] Met

Visit Two Team Assessment: This criterion is **Met with Distinction.** Student work demonstrated strong ability in Fundamental Design Skills in ARCH405 – Architecture Schematic I, ARCH445 – Design Studio III, and ARCH450 – Design Studio IV. The team concluded that this work was strong enough to be recognized with Distinction**.** After finding strong evidence at several design studio levels in the undergraduate program, the team concluded that USEK provides students with a solid foundation in this area.

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.**

[X] Met

Visit Two Team Assessment: Student work showed evidence that this criterion has been met across a broad offering of studio courses in both the graduate and undergraduate sequences, including: ARCH485 – Design Studio V, ARCH490 – Final Design Studio, ARCH570 – Master Architecture Design Studio, ARCH580 – Master Architecture Design Studio II, and ARCH670 – Senior Project I. This criterion is **Met**.

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.**

[X] Met

Visit Two Team Assessment: Evidence was found by the team in ARCH225 – Basic Design II and ARCH350 – Design Studio II. This criterion is therefore **Met.**

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.**
[X] Met

Visit Two Team Assessment: Evidence was found in the work by students in two strong courses in architectural history, ARCH310 – History and Theory Architecture I and ARCH410 – History and Theory of Architecture II. This criterion is **Met**.

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.**

[X] Met

Visit Two Team Assessment: This criterion is **Met**. The team found the required evidence in a strong course, ARCH460 – Urbanism I. Both high- and minimum-pass student work was strong in this course.

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

Visit Two Team Assessment: The visiting team found clear evidence that this was met in student work in ARCH540 – Graduation Project Thesis and ARCH505 – Architecture Research Methodology. This criterion is therefore **Met**.

Realm A. General Team Commentary: With the sole exception that the program has not been able to fully cover the requirements of technical documentation (outline specifications, which will be introduced in spring 2018), the team found that the program has shown through the student work and course syllabi strong capacities in critical thinking and representation. These are skills developed early in the program and relied upon through graduation.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

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.

[X] Met

Visit Two Team Assessment: The team found strong evidence of ability in Pre-Design in the work from the undergraduate level in ARCH445 – Design Studio III and through the graduate level including ARCH670 – Senior Project I. This criterion is therefore **Met**.

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.

 [X] Not Yet Met

Visit Two Team Assessment: The APR has indicated that this SPC will be incorporated into the Studio Sequence beginning Spring 2018, in studio courses such as ARCH485. Codes are reviewed in ARCH 470 – Standards, Codes, and Building Laws. However, since this SPC must be demonstrated at the level of *Ability*, it and therefore exhibited in studio work, it is **Not Yet Met**.

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.

[X] Not Yet Met

Visit Two Team Assessment: The APR indicates that the courses ARCH420 – Sanitary and Mechanical Equipment and ARCH 425 – Electrical and Lighting will be changed to cover this criterion. Although the APR states that "students in this program have a sensibility about sustainable efforts taught throughout the curriculum," this must be demonstrated at the level of Ability in the studio sequence. This criterion is therefore **Not Yet Met.**

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

[X] Met

Visit Two Team Assessment: The team noted ability to respond to site characteristics in student work in ARCH 450 – Design Studio IV, which featured the design of a multiunit residential project on a small site. Although ARCH445 – Design Studio III was also referenced in the APR, the team did not find that students in this studio engaged in site design to the required degree of complexity. Therefore, this criterion was determined to be met on the basis of the work shown from Design Studio IV.

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

[X] Not Met

Visit Two Team Assessment: Although the team found evidence that this criterion was met in student high-pass work in ARCH475 Construction Document and Internship, Architectural Drawings for a residential project, adequate evidence was not found in minimum-pass work. The team also found some evidence in ARCH 490 – Final Design Studio, but, again, this was determined not to be adequate in minimum-pass studio work.

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

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

[X] Not Met

Visit Two Team Assessment: While the team attempted to review this criterion in a holistic manner in reference to ARCH490 – Final Design Studio, the preponderance of sub-categories under Criterion

B.6 that were either Not Met (B5) or Not Yet Met (A4, B2, B3, B8) led the team to the conclusion that the Comprehensive Design criterion is **Not Met**.

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.**

[X] Not Yet Met

Visit Two Team Assessment: This criterion is **Not Yet Met**. The program indicates that it is to be covered in three separate elective courses, among which every student must take one course. However, one of these courses, ARCH550 – Construction Management and Scheduling, will not offer this content until spring 2018 (and therefore not all students are exposed to or do course work related to this content), and evidence via student work was not provided for the other two courses aside from the curriculum.

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.**

[X] Not Yet Met

Visit Two Team Assessment: The APR indicates that the course content for ARCH 420 – Sanitary and Mechanical Equipment and ARCH 425 – Electrical and Lighting will be changed to cover this criterion, taking effect in fall 2018. Therefore, this SPC is **Not Yet Met.**

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.**

[X] Met

Visit Two Team Assessment: This criterion is **Met**. Student work indicates that a level of understanding of structural systems is achieved in ARCH320 – Structural Design. Some but not all work in the undergraduate and graduate level studios indicate that a representative number of students have the ability to incorporate this understanding into their studio work.

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.**

[X] Met

Visit Two Team Assessment: The visiting team found solid evidence that students have developed an understanding of Building Envelope Systems through their work in ARCH475 – Construction Document and Internship. This criterion is **Met.**

B.11.   **Building Service Systems Integration:** *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**

[X] Met

Visit Two Team Assessment: The team found evidence that student understanding of Building Service Systems has been developed by students through graphic (CAD) work in ARCH475 – Construction Documents and Internship. This criterion is therefore **Met.** Although the program indicated that courses ARCH420 – Sanitary and Mechanical Equipment and ARCH425 - Electrical and Lighting would support this SPC, inadequate evidence was provided in the team room to allow the visiting team to rely on these to buttress its conclusion.

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

[X] Met

Visit Two Team Assessment: This criterion is **Met**. The team found solid evidence of student understanding in work in ARCH475 – Construction Documents and Internship. Although the program also indicated ARCH330 Building Technologies as a source of evidence, the team did not find adequate materials to reach its conclusion based on that course.

Realm B. General Team Commentary: The architecture program is building on a strong base of pedagogy in the areas covered under Realm B, but the necessity to tailor courses to the NAAB SPC has resulted in a number of Not Yet Met criteria, half of which were noted in this realm. Because several of these SPC support and must form the background for B6 Comprehensive Design, the visiting team found this to be Not Met as well. The program is well on its way to address the Not Met SPC as well as the Comprehensive Design category, with new course content, some of which is offered for spring 2018 and the balance of which will be included in fall 2018. For other areas, strong courses such as ARCH445 – Design Studio III, ARCH 450 – Design Studio IV, and ARCH 475 – Construction Documents and Internship provide students with a solid basis to demonstrate understanding and ability in key areas.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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

[X] Met

Visit Two Team Assessment: Collaboration is a core value in the program at USEK. The team found the strongest evidence of this is ARCH465 – Urbanism II. Students, at the general meeting with the team, described in detail and with enthusiasm how they worked in teams in this studio, at times breaking the work into subcomponents and then bringing it back together to produce work in direct collaboration. This criterion is **Met**.

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

[X] Met

Visit Two Team Assessment: The team found this criterion **Met**. Evidence was found in studio work in ARCH570 Master Architecture Design Studio 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.**

[X] Not Met

Visit Two Team Assessment: This criterion is **Not Met**. The team reviewed the curriculum and student work in ARCH485 – Design Studio V, as well as in other courses, but did not find evidence that students had developed an adequate or thorough understanding of the Client Role in Architecture.

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

[X] Met

Visit Two Team Assessment: Students demonstrated to the team through their work in ARCH545 – Professional Internship, that they have developed an understanding of the components of Project Management. The clear organization and documentation of the Internship Program and the reporting of student work experiences provides solid evidence of this. This criterion is therefore **Met**.

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

[X] Not Yet Met

Visit Two Team Assessment: The APR indicated that this criterion will be covered in a seminar within the Professional Internship (ARCH545) starting fall 2018. This SPC is therefore **Not Yet Met**. The program will need to consider how this can be satisfied in an internship context, in which the student is presumably in a different professional setting.

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**.

[X] Not Yet Met

Visit Two Team Assessment: The APR indicated that this criterion will be covered in a seminar within the Graduation Project Thesis (ARCH540) starting fall 2018. Therefore, this criterion is **Not Yet Met.**

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

[X] Not Met

Visit Two Team Assessment: The course in which this material is delivered (ARCH470 – Standards, Codes, and Building Laws) presents a unique challenge to the program, in that it is required by law in Lebanon to be provided and documented entirely in Arabic (the official national language). The team

was forced to conclude that this criterion is **Not Met.** Although the NAAB should recognize that the delivery of the course in Arabic is not likely to change, translation of course materials and student work in preparation of a subsequent visit would furnish a visiting team the evidence necessary to perform an evaluation of this SPC.

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

[X] Not Yet Met

Visit Two Team Assessment: The APR indicates that this criterion will be covered in a seminar within the Graduation Project Thesis (ARCH 540) starting fall 2018. Therefore, this SPC is **Not Yet Met.**

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

[X] Met

Visit Two Team Assessment: Evidence that students at both high- and minimum-pass levels achieve understanding of Community and Social Responsibility and the relevant responsibilities of the architect was found in ARCH465 – Urbanism II. This criterion is therefore **Met**.

Realm C. General Team Commentary: The team found one SPC is Realm C Not Met (C7 Legal Responsibilities) and three others Not Yet Met. This is primarily due to the fact that new and comprehensive curriculum addressing these will be introduced in fall 2018, and that therefore evidence of student achievement would not be available until spring 2019 at the earliest.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

II.2.1 National Authorization: *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

[X] Met

Visit Two Team Assessment: USEK was one of only seven private universities 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)" in 1961. The university charter was provided to the team via a website link in Appendix 9. USEK also has European Institutional Accreditation by **evalag** ("EVALUATIONSAGENTUR BADEN – WÜRTTEMBERG"), located in Germany. Initial **evalag** accreditation was granted in December 2012 and renewed after a five-year period in 2017 (requiring renewal again in 2022). The link to the current **evalag** letter was also provided in the APR. This Condition is therefore Met**.**

II.2.2 Professional Degrees and Curriculum: *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

Curricular requirements are defined as follows:

- *General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

  This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement.

- *Professional Studies. The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*

- *Electives. A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

[X] Met

Visit Two Team Assessment: The USEK architecture degree program is comparable to a program offered by a U.S. institution in accordance with the NAAB Conditions. It consists of a master's degree in architecture (M. Arch.) with 193 semester credits, made of 138 undergraduate semester credits and 55 graduate semester credits.

The program is offered in Zahlé and Chekka remote campuses, where students are able to take 96 credits of their studies. They must then complete their graduate studies at the main campus in Kaslik in order to receive the M. Arch. degree. The visiting team concluded that the program met this condition for all students, including those who began their studies at Chekka or Zahlé.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

[X] Met

Visit Two Team Assessment: The program provided with a clear description and a diagram summarizing the process by which the curriculum is evaluated, modified, developed, approved, and implemented.

Through the Advisory Board, by which (effective in fall 2018) the program has refined its curriculum review and development process in alignment with the Substantial Equivalency requirement.

The Advisory Board consists of:
- 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,
- student 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 various stakeholders' viewpoint and to produce a list of recommendations for enhancement. The visiting team found this criterion **met**.

PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

Visit Two Team Assessment: It is the policy of the architecture program to require all transfer students at the undergraduate level to take the full complement of professional architecture courses once they are at USEK. Therefore, limited credit is offered to these students and only for general education or other nonprofessional courses. No transfer students are admitted to the two-year graduate program. This policy was confirmed in discussions with the provost, dean, and head of program during the visit. Therefore, this Condition has been Met.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

II.4.1 Statement on Substantially Equivalent Degrees
In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency*, Appendix 6.*

[X] Met

Visit Two Team Assessment: The required statement, provided after completion of the APR, is found on the campus website at http://www.usek.edu.lb/en/about-usek/accreditation. This Condition is therefore **Met.**

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:
*   The 2012 NAAB Conditions for Substantial Equivalency*
*   The NAAB Procedures for Substantial Equivalency* (edition currently in effect)

[X] Met

Visit Two Team Assessment: The program updated the website, after completion of the APR, to provide this access. This Condition is therefore Met. The link can be found at http://www.usek.edu.lb/en/about-usek/accreditation.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met

Visit Two Team Assessment: The APR describes the function and responsibilities of the USEK Career Services Office (CSO), and the website information is available to students, who indicated that they make use of the CSO. This Condition is Met.

II.4.4 Public Access to APRs and VTRs
In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:
*   The final decision letter from the NAAB*
*   The most recent APR*
*   The final edition of the most recent Visiting Team Report, including attachments and addenda*

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.

[X] Not Yet Met

Visit Two Team Assessment: The link to the APR is not required until after Visit 2 for Substantial Equivalency. Therefore, this Condition is **Not Yet Met**.

III.   Appendices

Appendix 1. Program Information

Appendix 2. Conditions Met with Distinction

Student Performance Criteria
A3 Visual Communication Skills
A6 Fundamental Design Skills

Appendix 3. Visiting Team

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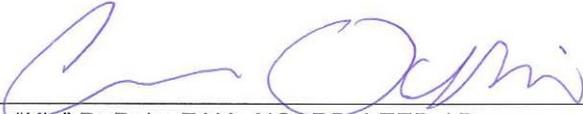
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