ARCHIDES Annual Report 2016-17

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Curriculum

*During this academic year, ARCHIDES has revisited for the third time the BArch program and has undertaken drastic amendments*in order to meet the following objectives:*

I. ***Transform Curriculum towards a heavier inclination to Liberal arts education.***
II. ***Accommodation of the University Preparatory (UP) Program in a way to develop the language skills, scientific knowledge and general education with emphasis in the fine arts to better prepare students for the university education in general and design disciplines in particular.***
III. ***Emphasis on the pedagogy of innovation in theoretical courses.***
IV. ***Ensuring a higher flexibility in the curriculum and a better preparation of students to undertake design as an integration activity of a number of parameters that are acquired through technical, cultural, and theoretical courses.***
V. ***Preparing the ground for a future master's degree program with a specialization in one of the themes of the curriculum (Communication & Computation Design, History & Theory, or Material Science and Technology).***

**For an explicit elaboration on the above, please refer to Appendix A.*

Academic Staff

Jamal H. Abed, Dean

During this year, ARCHIDES drastically expanded its academic staff and was successful to recruit top of the line new members from both the academic as well as the professional market with a rich variety of background and experience. The detailed profile of the list of ARCHIDES academic staff can be found in Appendix B.

Full-time Academic Staff
Dr. Ahmad Omar, Assistant Professor
*Francesco Polesello, Visiting Associate Professor**
Dr. Marwan Basmaji, Assistant Professor
Maxim Julian, Assistant Professor

Part-time Academic Staff
Hala Abi Haydar, Senior Lecturer
*Naji Safi, Instructor**
Neda Iliya, Senior Lecturer
Souad Sbaiti, Lecturer

**New faculty members recruited for the academic year 2017 – 2018.*

Courses and Students Output

Here below is a report of selected few courses that displayed innovation on one or two levels: pedagogic objectives and/or delivery system.

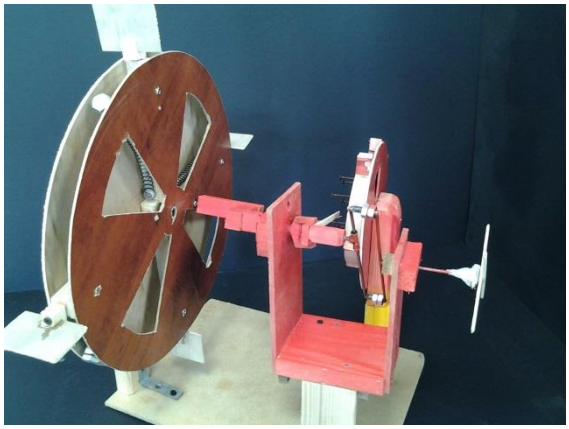
Design Thinking & Experimentation in Basic Design I- A new Approach

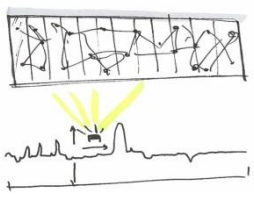
Instructors:
Neda Iliya
Maxim Julian
Mohamad Kabbara
Souad Sbaiti

"Architecture does not make us inhabit worlds of mere fabrication and fantasy; it articulates the experience of our being-in-the-world and strengthens our sense of reality and self."

In this basic design studio, the focus is on the analysis of our man-made and natural environment, sharpening students' perceptions and senses. This course aims to unlock students' latent potentials in design thinking by challenging untested assumptions and emphasizes the development of rigorous critical inquiry motivating students to learn independently.

TEXTURE *Through investigation, of textures found in natural and man-made environments entering into the domain of abstract perception students had to transform data from one dimension to another and from one medium to another.*
SOUND *Two main issues were discussed and solved in this exercise. The first is the comprehension of a set of multiple environments using technical and biological mapping tools. The second is the form/sound relationship. In other words, the main question of design investigation was: how could sound be a catalyst and a form generator, and vice versa?*
LIGHT *Physicists don't see light the same way as designers do, they interpret it as a game ruled by geometrical laws or as electromagnetic waves moving at the speed of light. In this exercise the students are to be inspired by these scientific visions and implement them in the field of design.*
KINETICS *Since the early twentieth century, artists and architects alike have been incorporating movement into design to explore its possibilities to introduce the element of time, to reflect the importance of machine and technology in the modern world and to explore the nature of the vision. In this exercise, students are to research and understand the concept of designing with movement and implement the knowledge acquired in their own project/model. The source of their kinetic movement will either be natural (wind, water) or human.*
Specimen of students 'work



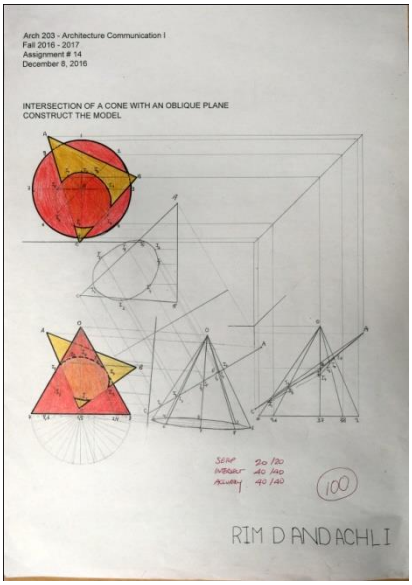


Raising Students Curiosity & Research in Architectural CommunicationI

Instructors:
Jamal Abed
Marwan Basmaji
Rani Kamel
Souad Sbaiti

As first of a sequence, the innovative approach of this course lies in its obsessive stress on the integration of technical as well as mental skills in architectural communication. Students learned to explore not only the different media of communication – whether technical or artistic, but also the faculties of abstract thinking where they learned to observe any particular condition through the different senses to arrive at abstract and formal principles and/or systems of this condition, abstract visualization while experimenting with the different tools of communication, 3D visualization while working with complex geometries, and visual training through the application of the rules of composition and notions of unity, variety, harmony, contrast. This was achieved through a set of twenty four lab and homework assignments across the semester leading to a group work analysis of ten of the most renowned projects in their contribution to the discourse of architecture in the world.

Specimen of students' work


Arch 203 - Architecture Communication I
Fall 2016 - 2017
Assignment # 14
December 8, 2016
INTERSECTION OF A CONE WITH AN OBLIQUE PLANE
CONSTRUCT THE MODEL
100
RIM D ANDACHLI

Second Year Architecture Students Contribute to Tripoli by Modeling its Historic Monuments

Instructor:
Rani Kamel

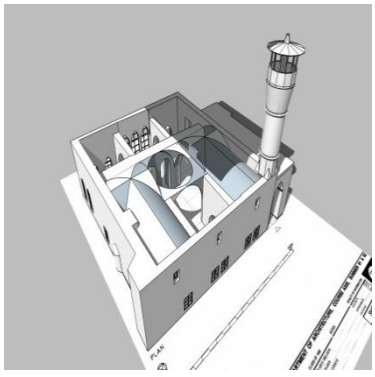
Computer Aided Design II, was offered as an interactive computer lab course that teaches students 3d modelling through the Google SketchUp software. The course gives our students the necessary tools to explore their design concepts and allows them to accurately model their projects at all levels of detail.

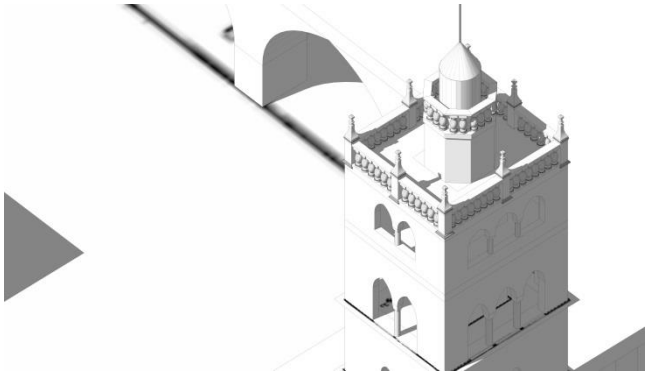
Google SketchUp is an indispensable tool in today's design environment. It allows architects and designers to model incredibly quickly and easily detailed study models of their projects at professional levels. The software's intuitive interface, ease of use and wide modes of application has led to its establishment in industries such as architecture, construction, engineering, interior design, graphic design, product design and industrial design. Students at our university must be fluent in the language of digital modelling in order to express their ideas and projects.

The class is lead with simple exercises that demonstrate fundamental methodologies of the program. After each concept is presented, students follow the steps while the teacher responds to students that need additional help. Student-oriented teaching means that concepts are explained more than once to ensure that the lessons are understood before moving on.

The final project of this course was Monuments of Tripoli, where students digitally modelled historical and significant monuments of their hometown Tripoli. Through their work, students underlined the importance of heritage and conservation as well as traditional and local architecture. Their projects produced material for their portfolios, academic material for the university and contributed to the community and heritage of Tripoli.

Specimen of students' work





Questioning the repetitive dullness: Towards a personalized model of the vertical urban dwelling

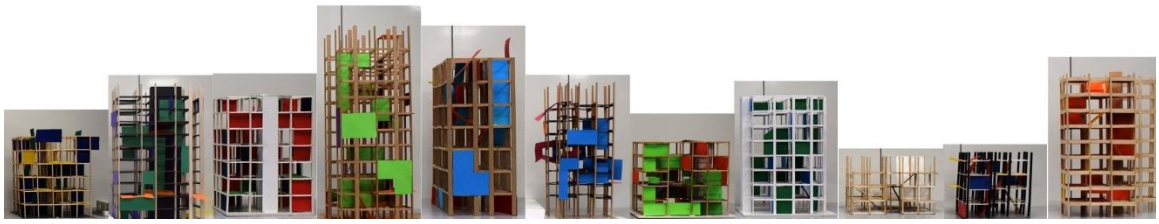
Instructors:
Hala Abi Haydar
Marwan Basmaji

Why the architectural space and planning of my apartment can't reflect my family's identity and embody our unique personal needs and way of life?
Why, instead of just being a repetitive unit in a residential block, it can't have its own individuality different from all neighbors?
Why can't we have a wide variety in a strong unity?

Under the general understanding that Architecture (with a capital A) conditions human life and is the main agent in founding culture, we, the students in Architectural Design I, investigated these issues by looking into the "production" of our typical residential block and by questioning the constrained design process through conventional planning - where a series of stacked flats are similar to each other, and where the differences are just confined to the "ephemeral" interior design elements (paint, furniture, appliances). We set to understand our own individual house/apartment that is uncritically laden with cultural connotations by analyzing the ways it constrains our way of life, looking into its pros and cons, and probing with the inhabitants (us and our family members) to articulate individually our aspirations, dreams, and needs.
To wrench ourselves from the grip of the reality and to create the necessary critical distance to view these conditions in a new and fresh perspective, we were probed by our design instructors to investigate the imaginary and the abstract by "stripping" our residential block to its bare essential and "rigid" elements: the structural skeleton; and went on a spatial exploration of the "flexible" within the "rigid", playing with gravity by merging walls with floors and roofs: from monotonous to polytonous, from lack of communication to intercommunication.

This research investigation is enriched by a visit to key examples and precedents in architecture where the variety of the units was expressed successfully in a unity of a one whole. We set on to analyze various examples from Asia, Europe, the Far East and Americas, before landing back to where we started- revisiting our conventional flat.

Specimen of students' work



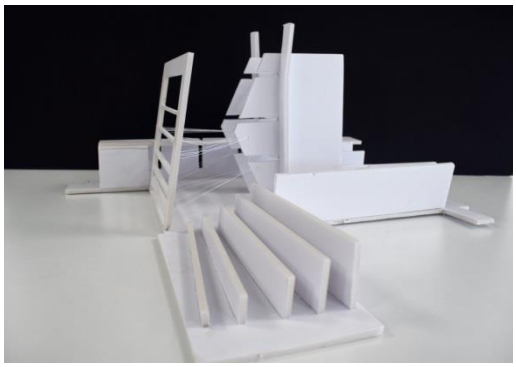
Design as Investigation Process

Instructors:
Hala Abi Hydar
Maxim Julian
Souad Sbaiti

Basic Design IIis a studio course that aims at fostering and developing an in depth understanding of the basic constituents/elements of "architectural space"; little concern with the mere functional aspect, instead a strong emphasis shall be addressing the tectonics of architecture, (elements, construction mode, materials), studying and inspecting the various basic factors shaping and affecting the architectural spatial quality (solid, void, interior, exterior, environment, light, darkness, anthropomorphism, material, etc.)

This course stressed on unlocking students' latent potentials in design thinking by inducing a culture of "experimentation as a design process", firstly by the negation of the idea of an "end product" quest, but rather consciously addressing and analyzing the essential elements of the design problem.

Specimen of students' work



Designing with Precedents

Instructor

Dr. Marwan Basmaji

This studio stresses on concept generation based on precedents to create evocative spatial experiences through architecture. We seek to understand design principles underlying the buildings that students focus on, from the broadly theoretical and conceptual aspects to the real implications of tectonics and sustainability, and apply these ideas with intent and significance. The central inquiry of this studio is a triple folded one: after (1) an in-depth representation and reading of the selected house, the student is (2) expected to extract the essence of what makes this particular house a critical statement in architecture, then (3) implement and use this concept and spatial strategy into two different experiments: first by extracting the house principals and using them as a catalyst for a new house, then back again to the original house and designing an Information Gallery on the site of the house.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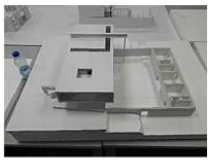
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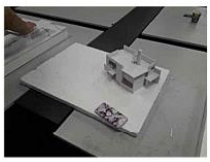
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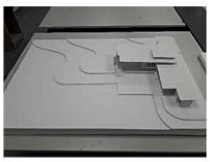
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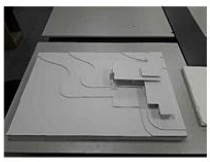
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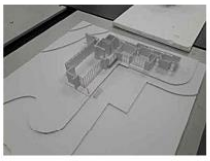
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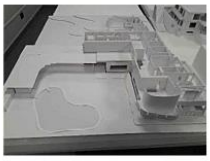
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Structural Design and Modeling of the Pedestrian Bridge in Muharram, Tripoli

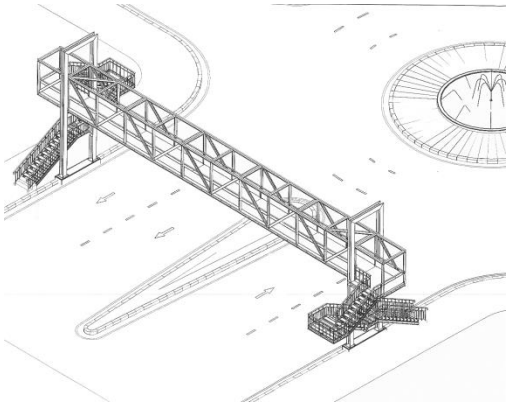
A Design Project in ARCH 306- Building Structures & Seismic Design

Instructor:
Ahmad Omar

During the spring semester, second year ARCHIDES students carried out a structural design and modeling of the pedestrian truss bridge of Muharram in Tripoli. The main goals of this project were to learn in depth the structural design process, to improve skills associated with collecting data on site and drawing meaningful conclusions, to understand the safety considerations in design and build a physical model reproducing the real structures with prediction of the foundations shape. This type of projects allows ARCHIDES students to develop excellent structural design skills through applications based on existing structures in Tripoli.

The project was lead with a site visit, simple exercises in class illustrating the basic practical concepts of structural design and finally a follow-up and orientation of students during sessions.

Specimen of students' work



Design in History rather than History in Design

An innovative approach in teaching History of Architecture

Instructor:

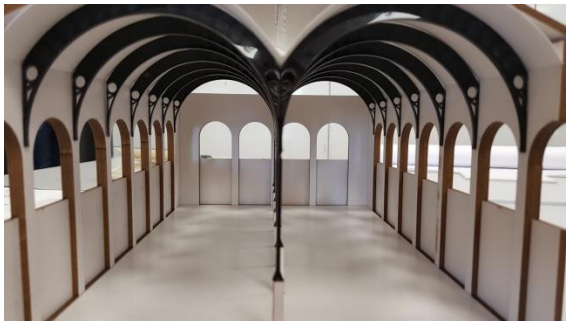
Hala AbiHaydar

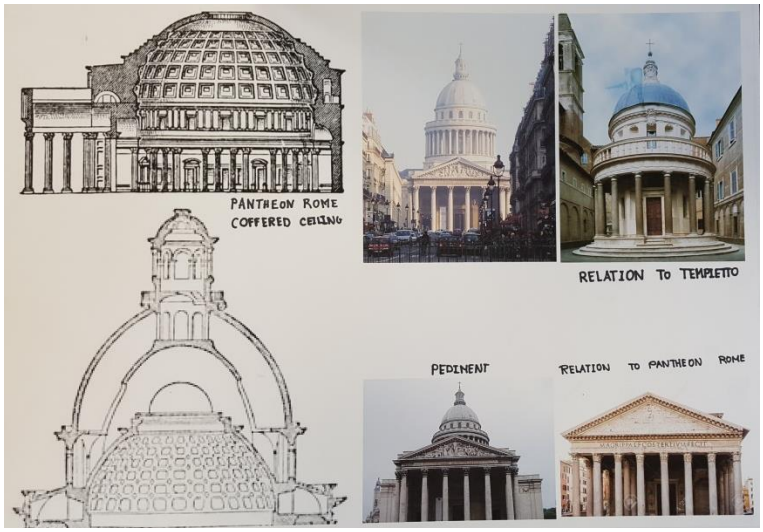
This course is a requirement for second year architecture and interior design students. The World History of Architecture II is the second in the series of history courses. It focuses on the architectural productions from Early Renaissance times to WWII.

History of global architecture II is not a mere narration and knowledge of monuments of the past, nor that of the architects themselves, but rather an insightful look and a comparative analysis between the various architectural productions of the period covered by the course.

The course attempts a discovery, deductive in-class approach where students are engaged in class discussions and analytical study of precedents, based on a THEMATIC categorization rather than following a chronological timeline, or a stylistic categorization. The thematic approach and the comparative analysis approach do help in revealing the various factors and the essential logic which have led to the variety in architectural production.

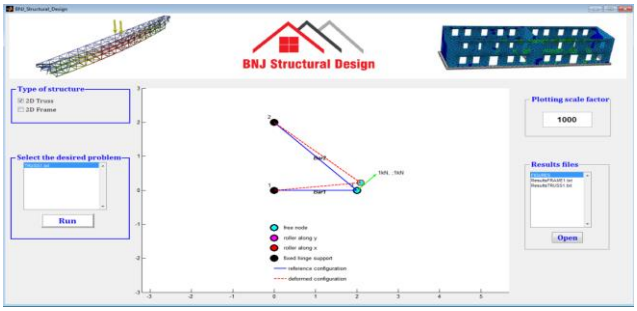
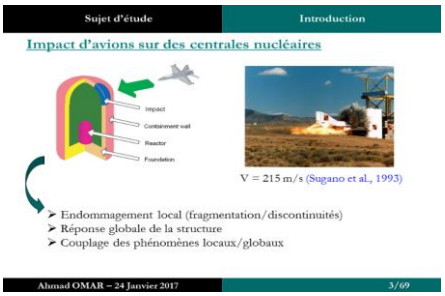
Students are supposed to learn and enrich the vocabulary of architecture while enhancing the graphical means of communication (2D drawings: plans, sections, diagrams) and 3D conceptual models.

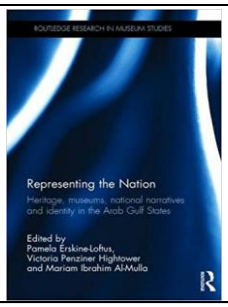




Research & Scholarly Activities

Assistant Professor: Ahmad Omar

Illustrations	Research & Scholarly Activites
	Omar A., Grange S. and Dufour F., SEISMIC FINITE ELEMENT ANALYSIS OF AN EXISTING OLD CONCRETE STRUCTURE BY USING MULTIFIBER BEAMS: INTRODUCTION OF AN ADAPTIVE PUSHOVER METHOD, COMPDYN 2017 6th ECCOMAS Thematic Conference on Computational Methods in Structural Dynamics and Earthquake Engineering, Rhodes Island Greece, 13-15 June 2017. (Presented + published in the conference proceedings). https://2017.compdyn.org/
	Omar A., Marin P., Forquin P. and Daudeville L. "The use of a discrete element method for modeling dynamic tensile behavior of concrete". ASCE Journal of Engineering Mechanics (to be submitted soon).
	Omar A., Marin P., Potapov S. and Daudeville L. "Development of a 3D discrete element model for concrete: The use of a moment transfer law for quasi-static behavior modeling".
	Structural Design of a 2 storey building in Akkar.
	Programming a structural design software for solving trusses and frames using MATLAB
	3D discrete element modeling of severe impacts on reinforced concrete structures, seminar presentation at 3SR laboratory – Grenoble Alpes University, January 24 – 2017. https://www.3sr-grenoble.fr/?lang=fr
	Execution of precast and post-tension concrete structures, seminar presented by Mega Prefab sal at Quality Inn Hotel – Tripoli, April 24 – 2017.
	Member of the International Association for Earthquake Engineering (IAEE): http://www.iaee.or.jp/organization/
	Member of the International Society of Impact Engineering: http://www.impacteng.org/impactengorg/

Illustrations	Research & Scholarly Activites
	HTHIC 2017 : HERITAGE / Tourism and Hospitality / 3rd International Conference / Narratives for a World in Transition / Pori, Finland, 27-29 September 2017 : Presentation abstract accepted, to be presented at the Conference in September in Finland. (upcoming) https://heritagetourismhospitality.org/
	Identity as generator of Concept, Chapter in "Representing the Nation: Museums and Exhibitions in GCC, Routledge, UK https://www.amazon.com/Representing-Nation-Heritage-Narratives-Routledge/dp/113891357X
	Jury member, Final Year Diploma Project, Landscape Architecture Department, American University of Beirut AUB, May 2017
	Jury member, Final Year Diploma project, Architecture Department, Lebanese American University LAU, May 2017
	Group Exhibition: Young Awarded Chinese, Arab and African Architects, Xian Quesen Library, Shanghai, May 10th > June 24th 2017 http://www.idealshanghai.com/whats-on/121922/ http://www.faguowenhua.com/fr-article-733-exposition-mission-trans-missions
	"Embodiment", Public Lecture, ARCHIDES Public Forum, AZM University, Tripoli, December 2016
	Lebanese Architects Awards - Shortlisted, Public Lecture, February 2017, Biel, Beirut https://www.facebook.com/lebanesearchitectawards/

Illustrations	Research & Scholarly Activites
	2 phases Competition for the French ministry of justice, Aix en Provence\France o Phase 1: Participation conditions /Quality of reference and capacity- short listed among 120 candidates. o Phase 2: Architectural competition /Architectural, technical and financial proposal Selected first in the technical and architectural proposal, second in the financial
	2 phases Competition for the city of Balma for Construction of the Entrance building of the technological campus of Balma\France o Phase 1: Participation conditions /Quality of reference and capacity- short listed among 65 candidates. o Phase 2: Architectural competition /Architectural, technical and financial proposal Selected first in the technical and architectural proposal, first in the financial
	Design for a 4000m2 Scholl projet , (competition wined in last September) Bordeblanche\France
	Design for an 8 housing construction unit in Toulouse/ villa rehabilitation Toulouse/France
	"Designing the Essential", Public Lecture, ARCHIDES Public Forum, AZM University, Tripoli, February 2017
	Member of the editorial committee for architectural journal (PLAN LIBRE)

ARCHIDES Lecture Series- (2016-2017)

"Creative Processes"

The theme of this year's Lecture Series comes out of an intersection of two important axes: one that is pedagogic and the second that is a speculative vision to the transformation of Architecture as a discipline. The former is a foster child of the latter.

At ARCHIDES, we can describe such a transformation as necessary evolution resulting from an increased marginalization of the role of the architect in the production of Architecture on one hand, and her particular influence in the society, on the other. This is made evident in endless international literature on this topic and the practice of architecture on the local level.

Through this transformation, Architecture (with the capital A) as a discipline and consequently as a praxis is redefining the way it creates, disseminates, and applies the knowledge within its domain of influence.

As per the words of the blogger on architecture Peter Raisbeck, proposing that knowledge is central to architectural production is a more complex model than simply saying that architects design buildings. This model of practice places ideas and knowledge, rather than the delivered object, at its center. Yes, this approach is quite different to seeing architecture as simply being about the design of physical buildings (as, unfortunately, too many people do).

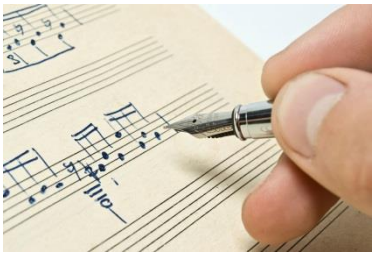
Under the rubric of Architects as Knowledge Workers, we set our design studio as an environment where design processes are learned and reflected upon and this is where our public lecture series becomes a forum to better understand the way these are practiced not only by architects but also by creators of knowledge in different disciplines, be it cinema, urban installation, music, or art.

Lectures were free and open to the public. Except as noted, lectures were scheduled on Wednesdays at 6:30pm in the main hall, of the university building.

- *May 17, 2017 – 6:30pm* *Main Hall*

Iyad Kanaan

The Creative Process in Music Composition



The Lecture highlights the 5 steps that characterize the process of composing music: from melody, to form and development, harmonization, dynamics, and psychology of the work. The end result depends on the degree of artistic importance given to the process: writing a Symphony requests more seriousness than a ballad, but this does not mean that one is more beautiful than the other. A successful Symphony will have longevity more than a piece for circumstance.

- *April 26, 2017 – 6:30pm* *Main Hall*

Akram Zaatari

Itinerary

AkramZaatari reflects on the creative bases of three of his films: Twenty-Eight Nights & a Poem, Beirut expoded views, and Letter to a Refusing Pilot.

- *April 12, 2017 – 6:30pm* *Main Hall*

Nadim Karam

Urban Stories

NadimKaram's presentation titled "Urban Stories" introduced the thinking process behind his urban art interventions in different cities of the world, focusing on the conviction that cities are living organisms, and art can rouse these dreams by injecting energy into urban areas through cultural catalysts with the power to dig up community memories, tell stories, introduce absurdity or provoke questions.

- *March 29, 2017 – 6:30pm* *Main Hall*

Silia Abou Arbid

Seeing – Affinities and the Act of Making

SiliaAbouArbid's presentation titled "Seeing"- affinities in the act of making" focused on Observation and Seeing in the conceptual dissection of phenomena and affects, and the constant dialectic between making | un-making, discernment and critical assessment in Learning by Making when delving into the rigors of abstraction, setting resolutions or defining tectonic invention for the creative process. The case studies shown covered her own professional work and the works of her students at the Foundation Year at LAU.

- *February 22, 2017 – 4:30pm* *Main Hall*

Karim Nader

Beyond the Seen (2.0)

Karim Nader's presentation titled "Beyond the Scene(2.0)" tried to answer the question of "Where do ideas come from?" by presenting a cinematic, non-linear, non-chronological sequence of images and texts. Photographs from four built residences; the space of intimacy, personal struggle, family gathering, homeliness and its opposite, find themselves juxtaposed with 'non-realistic' images of a visionary proposal for the un-built Beirut Cineplex.

- *February 8, 2017 – 4:30pm* *Main Hall*

Maxim Julian

Designing the Essential: towards a responsible architecture

Maxim Julian's presentation titled "Designing the Essential" focused on an architecture responsible and intelligent based only on the necessary need and culture of a certain society, showing a wide array of projects designed by his studio "Synopsis", by challenging the notion that architecture can't be anymore about building beautiful and functional volumes.

- *December 21, 2016 – 4:30pm* *Main Hall*

Marwan Basmaji

Embodiment

Marwan Basmaji's presentation highlighted various architectural experimentation by his studio " Basmaji and Bielinska Architects", in search of an Identity that act as the main narrative behind the architectural design, in an era where the architectural form is becoming the central mean, rather than a logical end.

Service

During the academic year 2016-17, ARCHIDES has contributed in boosting Azm University Profile through the following list of service:

1. *Dean Jamal Abed, Member of the Engineering Advisory Board of the Municipality of Tripoli.*
2. *Dean Jamal Abed, main participant in setting the foundation and directions of the cultural observatory in Tripoli, whereby ARCHIDES will be responsible of the physical heritage of Tripoli (ARCHIDES contribution in urban & cultural heritage).*
3. *Dean Jamal Abed, member of Theemar Committee to set a strategy leading to better innovative ideas that will be undertaken by Theemar organization.*
4. *Dean Jamal Abed, member of jury for graduating M. Arch students at Lebanese University.*
5. *Ass. Prof. Marwan Basmaji, member of the jury for graduating B. in landscape architecture at the American University of Beirut.*
6. *Dean Jamal Abed, member of Theemar Jury.*
7. *Dean Jamal Abed public lecture: "Should Al-Tal Clock Stop? - Historical Relativism in the Socio-cultural Production of Tripoli", Safadi Cultural Center, Tripoli.*
8. *Dean Jamal Abed, Azm University's physical planning proposal to M1.*
9. *Dean Jamal Abed, Execution of the digital model lab (DML).*
10. *Ass. Prof. Maxim Julian: planning and follow-up on the execution of the wood & metal shop (WMS).*
11. *Dean Jamal Abed, Initiation of the University Preparatory program (UP).*
12. *Dean Jamal Abed, contribution to "The Student" newsletter.*
13. *Ass. Prof. Ahmad Omar, Proposal of the Civil Engineering program.*

FACULTY OF ARCHITECTURE AND DESIGN

Academic year: 2016 - 2017

	Strengths	***Weaknesses***	***Opportunities***	***Threats***
CURRICULUM	*Young & Dynamic: dynamic change of curriculum*	*Student Design Experimentation output is similar to Competition (other faculties of architecture in Lebanon)*	*Program is being prepared toward NAAB accreditation*	*Competition: Opening of new branches in the North by renowned universities*
	Student-Centered Education: a rigorous learning with a high caliber of education that is continuously monitored.	*Design level output is lower than the benchmark: e,g. Eastern Europe*	*Pairing local craftsmanship with design programmes*	
ACADEMIC STAFF	*High Standard Profile of Faculty Members*	*Absence of the role of the Academic staff in the Recruitment campaign of students leading to ARCHIDES' image being watered down*	*Right-place, Right-Time (role of academic staff and students toward Tripoli [rich in architectural heritage with a lack in expertise in the city]*	
			The international profile of the academic staff carries the potential of international networking: Drafting MOUs with other universities/programmes (local, regional & international) for extension/dual/exchange programs	
			Research Fund: Erasmus Projects support in capacity building and students mobility	

	Strengths	Weaknesses	Opportunities	Threats
FACILITIES	*Digital Equipment:* *- Computer Digital Lab (CDL)* *- Digital Model Lab (DML)*	*Physical enrollment is not conducive to creativity & innovation (lack of students lounges/green spaces, staff lounges/compatible offices, faculty lounges)*	*Build a business hub upon the strength of the digital asset*	*Incompatible use of space between Azm School & Azm University*
		Lack of the Quality Professional Environment in Tripoli vis-à-vis the internships of ARCHIDES students (material workshops, construction sites, design offices)		
	Wood & Metal Shop (WMS)	*Internet [lack of] Speed*		*Absence of a real campus*
		Absence of student life		*Incapacity to attract good students: Location (quality students/ private school students would not only look for quality education but also for a distinctive university location/campus)*
FINANCIAL AID	*2 Scholarships*			
SHORT HISTORY OF THE UNIVERSITY		*Short semester breaks*		*Inability of long-term planning due to regular change of variables*

Appendices

Appendix A- ARCHIDES Curriculum Amendments & Degree Plan
Appendix B- ARCHIDES Academic Staff Bio

Appendix A- ARCHIDES Curriculum Amendments & Degree Plan

Objectives of changes in the BArch curriculum and the degree plan

I. Transform Curriculum towards a heavier inclination to Liberal arts education.

- *GEs are heavily loaded during the first two years of the curriculum.*
- *GEs are distributed according to discipline with a percentage distribution as suggested in the table below.*

ORIGINAL CURRICULUM			PROPOSED CURRICULUM		
# of credits		**GE Courses**	**# of credits**		**GE Courses**
3	GER	Arabic Communication Skills	3	GER	Arabic Communication Skills (unless the student is formally exempted; then, a course in Humanities & Social Sciences should be taken instead.)
6	GER	English Communication Skills	6	GER	English Communication Skills
6	GEE	Discipline not defined	3	GER	University Orientation
			3	GEE	Natural Sciences
			3	GEE	Humanities & Social Sciences
			6	GEE	Fine arts
15		**TOTAL**	**24**		**TOTAL**

Table 1: GE courses by discipline

- *Suggested courses in the various fields are indicated in the following table:*

Discipline	Course code	Course Name	Pre-requisite	# of Credits
Fine Arts	ASST 208	Art Appreciation		3
	ASST 209	Introduction to Sculpture*		3
	ASST 211	Ceramics		3
	ASST 212	Installation Art		3
	ASST 213	Photography		3
	MDIA 209	Introduction to Music		3
Natural Sciences	ENVI 205	Sustainable Development*	ENGL 104	3
	ENVI 206	Resource Management & Environmental Planning*	ENGL 104	3
	ENVI 207	Geographic Information Systems		3
	ENVI 208	Tools for Environmental Assessment &Analysis*	ENGL 104	3
	MATH 316	Probability and Statistics*	MATH 110	3
Humanities & Social Sciences	ENGL 501	Creative Writing*	ENGL 202	3
	PHIL 201	Introductory Philosophy	ENGL 201	3
	SOCI 202	Scientific Revolutions, Technology and Society	ENGL 104	3

Table 2: Selected GE courses per discipline, excluding English required courses. (Proposed Curriculum)

**New GE Courses*

II. ***Accommodation of the University Preparatory (UP) Program in a way to develop the language skills, scientific knowledge and general education with emphasis in the fine arts to better prepare students for the university education in general and design disciplines in particular.***

- *Two extreme scenarios are presented:*
  - *The first scenario is geared toward students who – through their placement tests- would need to undertake all remedial courses offered in the UP program. In this scenario, time required to take all courses would be a full year including the summer term. Furthermore, students, in this track shall be able to register for 12 credit hours in the GE category that shall be accounted as part of their degree plan and that do not require English proficiency.*
  - *The second scenario is a category of students that have relatively advanced levels in the scientific and English proficiencies. Within this category, students shall be able to take up to 18 credit hours in the GE tracks.*
- *Any in-between category shall fit in easily within the system described above and show in the table below with a variation in the relation to the reduced number of GE courses that students shall be able to take.*
- *In all the scenarios defined above, the degree plan will need a minimum of five years including four summers minimum to complete it- notwithstanding the time required to complete the courses needed in the UP program.*
- *This system does not favor applicants who do not require undertaking courses in the UP program for the first year of implementation of the new degree plan- expect if the number of these applicants exceed seven. In this respect, we shall launch the first year of the degree plan for these particular students and continue with an independent curriculum for the five years until their graduation.*

First Scenario

Preparatory Year (9 credits (34 cr. load))				Load
Term	**Course#**	**Course Name**	**Credit**	
Fall	MATH 101	Basic Math		3
	PHYS 101	Physics		3
	ENGL 101	Remedial English I		8
		GE	3	3
		Total	**3**	17
Spring	MATH 110	Calculus		3
	ENGL 102	Remedial English II		8
		GE	3	3
		GE	3	3
		Total	**6**	17
Term	**Course#**	**Course Name**	**Credit**	
Summer I	ENGL 103	Remedial English III		6
		GE	3	3
		Total	**3**	9

Second Scenario

Preparatory Year (18 credits (30 cr. load))				Load
Term	**Course#**	**Course Name**	**Credit**	
Fall	MATH 110	Calculus		3
	PHYS 101	Physics		3
	ENGL 103	Remedial English III		6
		GE	3	3
		Total	**3**	15
Spring	ARCH 213	Sketching	3	
	ARCH 223	Technical Drawing	3	
		GE	3	
		GE	3	
		GE	3	
		Total	**15**	
First Year (32 credits)				
Term	**Course#**	**Course Name**	**Credit**	
Summer I		Internship I - Material Workshops & Construction Site Visits	0	

Table 3: First & Second Scenario of the University Preparatory Year

III. Emphasis on the pedagogy of innovation in theoretical courses

- *Design thinking and development of knowledge are integrated in the following theoretical/technical courses:*

Course Code	Course Title	Previous Course Name	Change of syllabus*	Change of credits
ARCH 214	Architecture Communication	Architecture Communication II	✓	+1
ARCH 317	World History of Architecture I	Same	✓	+1
ARCH 318	World History of Architecture II	Same	✓	+1
ARCH 220	Design in Construction I	Building Construction I	✓	0
ARCH 205	Statics & Mechanics of Materials	Same	✓	0
ARCH 216	Structural Mechanics & Analysis	Same	✓	+1

Table 4: Emphasis on the pedagogy of innovation in theoretical courses

**Please refer to appendix A*

IV. Ensuring a higher flexibility in the curriculum and a better preparation of students to undertake design as an integration activity of a number of parameters that are acquired through technical, cultural, and theoretical courses:

- *Preparation of students to be engaged in the design skills and conceptual thinking is enabled during the UP program as well as during the first semester in the curriculum of Architecture.*
- *Transform Basic Design I (5 credits) into a Design Method course (3 credits) keeping the same set of course objectives and learning outcomes (see table below) and offering it during the Spring Semester of the first year, instead of the fall term. This is expected to eliminate inefficiencies due to lack of basic artistic and technical skills that would be acquired during the fall term. The reduction of the number of credits to three (one lecture hour and four lab hours) is to reduce an unnecessary load on the curriculum that did not prove to be of value during the last two years of teaching this course.*
- *Eliminating Basic Design II (6 credits) that is used to be offered during the spring term of the first year from the curriculum and replacing it with the design method course (stated above), with the understanding that the course learning outcomes of this course would be covered in Architecture Design I (6 credits) as well as in other theoretical courses that carry a design dimension into their objectives. This ensures the elimination of the block program- at least during the first year- that is governed by a two-module design course (Basic Design I & Basic Design II) and that would reduce the flexibility in engaging with the curriculum on a semester rather than on a year basis as is the practice today (students failing Basic Design I or Basic Design II would automatically be delayed by one year for graduation).*
- *Splitting the Architecture Communication I into its 2 components: Technical Drawing and Sketching.*
- *Flexibility is also gained by reducing the load during any particular semester as of the fall term of the fourth year (12 credits, 12 cr, 9 cr., 9 cr. consecutively) allowing students to catch-up on any repeated courses and/or better concentration on their design and final year project work.*

Philosophical frame of reference	Course Learning Outcomes		Field of Exploration	
			Basic Design I	Basic Design II
Phenomenology	Learn to Observe	Learn to discover: to see afresh, abstract, depict, and deduce formal principles and/or systems	Formal research in different sensorial experiences of our environment	Spatial transformation of our inhabited environment
Bauhaus	Learn to Express	Learn tools and methods of representation		
		Present Orally		
		Transfer cognitive and imaginative thinking to visual drawings & study models		
Empiricism/ Rationalism	Learn to Think	Challenge untested assumptions		
		Reformulate sensory experiences		
		Conceptualize sensory experiences		
Meredith Beldin's Team Role Theory	Learn to Work in a Group	Understand and act within the different roles of a team		
		Breakdown and subdivide tasks & manage time		
	Learn about Architecture as Space	Formal analysis of space lexicons		
		Visual Training		
		Relation of space to space and space to function		

Philosophical frame of reference	Course Learning Outcomes		Field of Exploration	
			Arch Design I	Arch Design II
Phenomenology	Learn to Observe	Learn to discover: to see afresh, abstract, depict, and deduce formal principles and/or systems	Multistorey residential domain	Independent Residential Domain with demanding sites
	Learn to Use Precedents	Examin and comprehend the fundamental principles present in relevant precedents		
		Make informed choices about the incorporation of such principles into architecture		
Bauhaus	Learn to Express	Transfer cognitive and imaginative thinking to visual drawings & study models		
		Present Orally		
		Denote a Lexicon related to Architecture		
	Learn to Investigate	Gather, assess, & record relevant information		
		Comaratively evaluate relevant information and performance in order to support conclusions		
Empiricism/ Rationalism	Learn to Think as a Designer	Challenge untested assumptions		
		Reformulate sensory experiences		
		Conceptualize sensory experiences		
		Raise clear and precise questions		
		Use abstract ideas to interpret information		
		Consider diverse point of views		
		Reach well-reasoned conclusions		
		Test alternative outcomes against relevant criteria and standards		
	Learn to design as an architect	Application of basic formal principles to inform two and three-dimensional design		
		Application of orgainzational principles to inform two and three-dimensional design		
		Application of environmental principles to inform two and three-dimensional design		
Meredith Beldin's Team Role Theory	Learn to Work in a Group	Understand and act within the different		
		Breakdown and subdivide tasks & manage time		

Table 5: Basic Design I & Basic Design II Learning Outcomes

V. Preparing the ground for a future master's degree program with a specialization in one of the themes of the curriculum (Communication & Computation Design, History & Theory, or Material Science and Technology)- Masters in Architecture by adding 8 courses in any of these specialty fields without any change in the duration for graduation.

New BArch Degree Plan (170 cr.)

First Year (35 credits)				
Term	***Course#***	***Course Name***	***Credit***	***Pre/Co- requisite(s)***
Fall	*ARCH 223*	*Sketching*	*3*	
	ARCH 233	*Technical Drawing*	*3*	
	ARCH 205	*Statics & Mechanics of Materials*	*3*	*MATH 110*
	ARCH 209	*Introduction to Materials*	*3*	
		GE	*3*	
		GE	*3*	
		Total	***18***	
Spring	*ARCH 222*	*Design Methods*	*3*	
	ARCH 224	*Architecture Communication*	*4*	*ARCH 223, ARCH 233*
	ARCH 220	*Design in Construction I*	*3*	*ARCH 209*
	ARCH 216	*Structural Mechanics and Analysis*	*4*	*ARCH 205, PHYS 101*
		GE	*3*	
		Total	***17***	
Second Year (42 credits)				
Term	***Course#***	***Course Name***	***Credit***	***Pre/Co- requisite(s)***
Summer I		*Internship I - Material Workshops & Construction Site Visits*	*0*	
	ARCH 328	*Principles of Sustainable Architectural Design*	*3*	
		GE	*3*	
		Total	***6***	
Fall	*ARCH 311*	*Architectural Design I*	*5*	*ARCH 222*
	ARCH 303	*Computer Aided Design I*	*3*	*ARCH 233*
	ARCH 305	*Building Structures & Seismic Design*	*3*	*ARCH 216*
	ARCH 317	*World History of Architecture I*	*4*	*English Standing*
	ARCH 319	*Design in Construction II*	*3*	*ARCH 220*
		Total	***18***	
Spring	*ARCH 312*	*Architectural Design II*	*5*	*ARCH 311*
	ARCH 318	*World History of Architecture II*	*4*	*ARCH 317*
	ARCH 304	*Computer Aided Design II*	*3*	*ARCH 303*
	ARCH 320	*Design for Execution*	*3*	*ARCH 319*
		GE	*3*	
		Total	***18***	
Third Year (39 credits)				
Term	***Course#***	***Course Name***	***Credit***	***Pre/Co- requisite(s)***
Summer II		*Internship II - Material Workshops & Construction Site Visits*	*0*	
	ARCH 400	*Community Engagement Project*	*3*	*ARCH 312*
		Total	***3***	
Fall	*ARCH 401*	*Architectural Design III*	*6*	*ARCH 312*
	ARCH 405	*Mechanical Design of Buildings*	*3*	
	ARCH 407	*Contemporary Architectural Theory*	*3*	*ARCH 318*
	ARCH 413	*Building Codes and Laws*	*3*	
	ARCH 403	*Computer Modeling*	*3*	*ARCH 304*
		Total	***18***	
Spring	*ARCH 402*	*Architectural Design IV*	*6*	*ARCH 401*
	ARCH 406	*Electrical Design of Buildings*	*3*	

	ARCH 404	BIM- Revit	3	
		GE	3	
		GE	3	
		Total	**18**	
		Fourth Year (30 credits)		
Term	**Course#**	**Course Name**	**Credit**	**Pre/Co- requisite(s)**
Summer III		Internship III – Local Design Office/ Execution Drawings	0	
		Total	**0**	
Fall	ARCH 501	Architectural Design V	6	ARCH 402
	ARCH 507	Urban & City Planning	3	
		GE	3	
		Major Elective 1	3	
		Total	**15**	
Spring	ARCH 502	Architectural Design VI	6	ARCH 501
		Major Elective 2	3	
		Major Elective 3	3	
		Major Elective 4	3	
		Total	**15**	
		Fifth Year (24 credits)		
Term	**Course#**	**Course Name**	**Credit**	**Pre/Co- requisite(s)**
Summer IV		Internship IV – International Design Office	0	
		Total	**0**	
Fall	ARCH 601	Final Year Project I	6	ARCH 502
		Major Elective 5	3	
		Major Elective 6	3	
		Total	**12**	
Spring	ARCH 602	Final Year Project II	6	ARCH 601
		Major Elective 7	3	
		Major Elective 8	3	
		Total	**12**	
		Total Degree Plan Credits	**170**	

Core Courses	**122 cr.**
Major Elective Courses	**24 cr.**
GER	**12 cr.**
GEE	**12 cr.**

Appendix B

ARCHIDES Academic Staff Bio

Jamal H. Abed, Dean

e-mail: jabed@azmuniversity.edu.lb

Jamal Abed is the Dean of the Faculty of Architecture & Design [ARCHIDES] since its inception in the spring of 2015. Before returning back to the academic field, he was acting as a member of the Board and the Director of the Planning and Design Division at Millennium Development International Holding for around 13 years. Before joining Millennium in 2003, Mr. Abed was an Associate Professor, chairman of the Department of Architecture and Design, and Program Coordinator of the Masters Program in Urban Planning & Urban Design, at the American University of Beirut. He was a full-timer at the Department of Architecture and Design at AUB between 1988 and 2003. He obtained a bachelor degree in Architecture from the same university in 1982 and a graduate degree in Architectural Studies from MIT in 1988. He is an author of a number of publications and winner of many grants, the most prominent of which is the Fulbright scholarship. Combining thirty three years of academia and professional expertise in architecture and urban design, Dean Abed played an essential role in raising the standards of the program at AUB and in directing complex development projects that span a wide geographic spread ranging between Lebanon, Jordan, Saudi Arabia, United Arab Emirates, Oman, Russia, Kazakhstan, Malaysia, Iraq, and Turkey. His plans for ARCHIDES to distinguish itself through a rigorous integration of academic research in undergraduate education culminating into a design scholarship that positively impacts its graduates, the local community, and the discipline at large is now grounded in the distinct quality of its growing staff, state-of-the art facilities, and dynamic and innovative curriculum.

Dr. Marwan Basmaji
Full-time Assistant Professor
e-mail: mbasmaji@azmuniversity.edu.lb

Following his architectural studies in Lebanon at USEK (1992-1999), Dr. Marwan Basmaji continued his postgraduate studies as a member of Tadao Ando Academic Laboratory at the University of Tokyo in Japan (2001-2008). During his studies, he also worked shortly at ArataIsozaki and Associates on a project in Beirut, before establishing Basmaji and Bielinska Architects (BBA) along with Mrs. Kamila Bielinska-Basmaji. Dr. Basmaji taught, directed design workshops, participated in conferences and was a guest critic at various institutions in Mexico, Poland, Switzerland, Tunisia, Bahrain, Oman, UAE, Lebanon and Cyprus. In 2012, BBA studio won the Young Arab Architects Honor Award/ Venice Biennale 2012, and the International Union of Architects Award for Young Architects-Leonardo Award in 2013, for the design of Barbar Temples Visitors Center in Bahrain, a commission by Bahrain Ministry of Culture. Other awards include the 1st prize in the Future Vision Leisure Architectural Competition, Austria; the 2nd prize in the Environment Competition by ESCWA-UN, Lebanon; the 3rd prize for the Wodka Museum in Poland and the Award of Merit in Kobe International Biennale, Japan.

Maxim Julian, architect DPLG
Full-time Assistant Professor
e-mail: mjulian@azmuniversity.edu.lb

Born in Lebanon in 1975, Maxim Julian graduated from the University of Fine Arts Lebanon and the National School of Architecture of Toulouse, France in 1990. Between 1990 and 1995 his professional experiences and exposure developed through the rehabilitation and construction of various public and private projects: the official stadium in Beirut, Phoenicia Hotel, the official hospital R. Hariri… In 2007 he created his first agency in France involving architects and engineers carrying out major industrial projects. In 2011, he created the agency SYNOPSYS, which opens to other domains: public and commercial, collective and individual housing, landscape and design. In less than 10 years M. Julian realize over than 40 projects/ 20 competition, covering several domain and various scales; industrial buildings, schools , university, offices, collective housing, crematorium, penitentiary building, medical facilities, restaurants, villas, etc.. He has been the President of Southern center of architecture and city Toulouse, the Director of the CCHA, research center on new forms of housing and is currently a member of the editorial committee of the architectural magazine ' Plan Libre.'

M. Julian base project success on a technical know-how and an ability to understand the economic, urban and social issues that shape the upstream of architectural thinking. He aims towards a responsible and intelligent architecture; an architecture that has to combine functionality with aesthetics and technology with emotions.

Dr. Ahmad OMAR
Full-time Assistant Professor
e-mail: aomar@azmuniversity.edu.lb

Dr. Ahmad OMAR holds a PhD in Civil Engineering from Université Grenoble Alpes in France (2015), a Master's degree in Geomechanics from Université Joseph Fourier in France (2011), and a Diplômed'Ingénieur in Civil Engineering from the Lebanese University in Tripoli (2011). He also received a Postdoctoral Fellowship from Université Joseph Fourier (2016). His teaching experience includes Lecturing as a Teaching Assistant at the Civil Engineering department of Université Joseph Fourier from 2012 till 2014, and as a full-time Assistant Professor at the Geotechnical Engineering department of Polytech Grenoble in France till 2015. He also has been teaching as a part-time Assistant Professor at the Civil Engineering department of IUT1 in Grenoble, France till 2016. His research focuses on the numerical modeling of reinforced concrete structures subjected to seismic and impact loadings. He has published his research works in three international conferences and two journal papers in addition to his participation to the organization of the international Workshop PREVI 2013 in Chamonix, France. He also supervised two Master 2R projects and is currently co-supervising one PhD student in France.

Francesco Polesello
Full-time Visiting Associate Professor (New faculty member)

Francesco Polesello graduated from Universitàluav di Venezia (IUAV) in Venice and holds a master's degree in urban design from USC Los Angeles, where he was also a Teaching Assistant between 1986 and 1988. In Italy, he launched his career through the family architectural firm, and became a Teaching Assistant at IUAV and later an Associate Professor in Design in 1992. During this period, he participated at Tempus/Phare, a triennial European academic program focusing on architectural and urban design in collaboration with IUAV (Italy), Polytechnika of Krakowska (Poland), Fachofschule Cottbus (Germany), Universidad de Las Palmas de Gran Canaria (Spain), EscuelaTécnica Superior de Arquitectura de Sevilla (Spain). Mr. Polesello has taken part in many local and international competitions, receiving prizes and awards. Besides having developed the master plans for local authorities and municipalities, his achievements include various public and private design projects published in books and magazines. Since 2005, he has had professional experience in various countries including Lebanon, Italy, Equatorial Guinea, Nigeria and Kazakhstan.

Neda Iliya Stevenson
Part-time Senior Lecturer
e-mail:nedasteve@gmail.com

Following her architectural studies in Lebanon at AUB (1976-1981), Neda Iliya Stevenson continued her postgraduate studies to receive a Diploma in Urban Planning Practice for Developing Countries at the Development Planning Unit; Bartlett School of Architecture; University College; London, UK; (1986), followed by a further postgraduate Diploma in Urban Design at Brookes University, Oxford (1993).

This range of qualifications has led to a versatile professional life of 30 years as Designer, Master and Urban Planner, Project Manager, Client and Developers Representative, Lecturer, all leading to a broad and deep overall understanding of the design and planning of the urban fabric, urban dynamics, social strata, developments and movements of neighborhoods within the cities, the various factors that have a direct impact on the development of the built environment. In her professional life she has focused on design and project management, taking projects from competition through to conception all the way to implementation, including research and marketing, developing project programs and budgets, and this has often involved forming and leading multidisciplinary, national and international teams and a diverse range of inputs from an equally broad range of people, designing, orchestrating, coordinating and managing the projects throughout their different design and construction stages, ensuring implementation, abiding by regulations, allocated budgets and schedules.

Teaching has also formed part of her professional life and includes Part time Lecturer and Instructor at LAU (1996-2002), and currently at Azm University, teaching courses and Studio Design Courses in Basic Design, Perception and Communications, Architectural Design, Landscape Design and Urban Planning (2016-2017).

Hala Abi Haydar
Part-time Senior Lecturer
e-mail: halahbihaydar@gmail.com

Holder of a Bachelor degree in Architecture from the American University of Beirut

Mrs. Abi Haydar is Lecturer in the field of architecture and design and a syndicated freelance architect with more than 20 years' experience of which 9 years are spent in the academic domain. She is currently teaching in a number of universities being in charge of both theoretical and practical design studio courses in the discipline of Architecture. Her concentration is history of architecture, covering the Prehistoric all through to the Modern periods. Her seminar courses also explore architecture production in the post-modern condition.Her design research track that informs her design studios is to infuse a sense of experimentation, discovery, and inquisition about architectural spatial design in general, and to incite the students to develop a sensitive, critical and analytical eye towards their environment and the architectural manifestations as directly related to their very own culture.

Dr. Hind Soufi
Part-time Senior Lecturer
e-mail: hindsoufi@hotmail.com

Dr. Hind Soufi holds a PhD in Sciences of Art from Université Paris VIII (1998), a master's degree in Economics from université Saint- Joseph (1974), and a DES in Fine Arts from Lebanese University. Dr.Soufi teaches at the Institute of Fine Arts at the Lebanese University and has published many articles in her field. From 2000 till 2012, she was president of the Lebanese Association of Painters and Sculptors. For her volunteering work in the cultural and social fields she received many awards including Creativity Award for the Lebanese Contemporary Art (LAAPS & Ministry of Culture, 2013), Environment Committee Award for Best Assemblage (2008) and others. Since 2000, Dr.Soufi has participated in various art and design projects in Lebanon, Algeria, Iran, Bangladesh and USA.

Souad Sbaiti
Part-time Lecturer
e-mail: ssbaiti@gmail.com

After graduating in 2003 from the AcadémieLibanaise des Beaux- Arts (ALBA) with a Diploma of Higher Education in Architecture – {Diplômed'ÉtudesSuperieuresen Architecture (DES)}, Souad started her professional career at the offices of the Atelier des ArchitectesAssociés (AAA) in Beirut where she worked on projects in Lebanon and the Middle East under the supervision of Belgian architect Jacques Liger-Belair. She worked in several other elite firms during her 13- year-experience, such as EMAAR and Nabil Gholam Architects.

Souad was in charge of many high-end projects across various portfolios covering projects in the residential, commercial, mixed-use, educational and hospitality sectors. As she ascended the ranks of her architectural career, she had tremendous opportunities to guide and educate junior architects, whom she was assigned to oversee. Mentoring young, often freshly graduated architects was extremely fulfilling because it always called on her ability to break down complicated projects into more manageable tasks and probed her analytical skills to help beginning architects tackle difficult assignments. That experience has awakened her interest and honed her capability to educate in the field of architecture.

By joining Azm University, Souad is passing along the valuable hands-on knowledge and experience to budding students of architecture and most importantly contributing to her beloved hometown, Tripoli. She keeps up-to-date with the fast moving world of architecture by keeping a foot in the business world, as a freelance architectural consultant.

Rani Kamel
Part-time Lecturer
e-mail: ranikamel@gmail.com

Rani Kamel is an architect with over four years experience as an architect and over seven years in 3d modelling. He holds a BArch, was nominated for the Fawzi Azar award and was awarded the prestigious CSBE Omrania Award for his thesis project at the American University of Beirut. He has worked for young and innovative firms such as Fouad Samara Architects, NadimChebli Interiors and Nader Kehdy Architects. He is passionate about the intersection of design and technology, digital tools and fabrication and exploring their role in the future of design and society.