Architecture Program Report

American University
of Sharjah

September 21, 2021

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National
Architectural
Accrediting
Board, Inc.

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Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**American University of Sharjah**
Name of Academic Unit	Department of Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits.)*	☒ Bachelor of Architecture Track: *159 undergraduate semester credit hours* ☐ Master of Architecture Track: ☐ Doctor of Architecture Track:
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	George Katodrytis (Head of the Department of Architecture)
Chief Administrator for the academic unit in which the program is located	Dr. Varkki Pallathucheril (Dean, College of Architecture, Art and Design)
Chief Academic Officer of the Institution	Dr. Juan M. Sanchez (Provost and Chief Academic Officer)
President of the Institution	Dr. Susan Mumm (Chancellor)
Individual submitting the APR	George Katodrytis
Name and email address of individual to whom questions should be directed	George Katodrytis gkatodrytis@aus.edu American University of Sharjah, PO Box 26666, Sharjah, United Arab Emirates

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document shall not be reformatted

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)
In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent Visiting Team Report (VTR). *The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.*

Following the 2013 NAAB VTR, the Department of Architecture initiated a series of actions to address *Conditions Not Met* and *Causes of Concern*. Following submission of Interim Progress Reports (IPR) for Year Two (2015) and Year Five (2018) all *Conditions Not Met* and *Causes of Concern* were deemed to have been satisfactorily addressed.

The 2013 VTR identified four *Conditions Not Met* and two *Causes of Concern:*

Conditions Not Met

1. ***Student Performance Criterion A.4 Technical Documentation***
2. ***Student Performance Criterion B.2 Accessibility***
3. ***Student Performance Criterion B.5 Life Safety***
4. ***Student Performance Criterion B.6 Comprehensive Design***

Causes of Concern

1. ***Faculty turnover and recruiting***
2. ***Faculty diversity***

These conditions and concerns are elaborated on below along with a summary of remedial actions taken by AUS:

A1. Student Performance Criterion A.4 Technical Documentation
2013 VTR: "Although the visiting team found laudable evidence of technical documentation in the areas of drawings and models, no evidence of written outline specifications prepared by students was available despite being listed in the course descriptions for ARC 402 Design Studio VI and ARC 463 Professional Practice."

AUS IPR 2015 (Summary):

- A new required course, ARC 382 (Architectural Detailing), was added to the curriculum and introduces technical documentation, including specifications, at the third-year level.
- Course outcomes for ARC 382 (Architectural Detailing) were further revised to include specifications as follows:
    - *Demonstrate an understanding of the relationship between the architectural detail, construction documents, specifications, and design intent.*
- Course descriptions and outcomes in ARC 463 (Professional Practice) and ARC 402 (Architectural Design Studio VI) were revised for precision and consistency.

A2. Student Performance Criterion B.2 Accessibility
2013 VTR: "Student work from ARC 301 Architectural Design Studio III, ARC 401 Architectural Design Studio V, and ARC 272 Site Planning fail to show student ability at the requisite level."

AUS IPR 2015 (Summary):

- Outcomes were revised in five required courses (ARC 271, ARC 281, ARC 301, ARC 463 and ARC 402) to include content related to universal design and accessibility.
    - ARC 271 (Introduction to Landscape)*: Identify and describe the universal design conventions applied to accessible circulation in site design*
    - ARC 281 (Architectural Principles): *Describe how the principles of universal*

design can be applied to the design of the built environment
- ARC 301 (Design Studio III): *Integrate accessibility guidelines and practices into design outcomes.*
- ARC 402 (Design Studio VIII): *Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability*
- ARC 463 (Professional Practice): *Understand the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, accessibility laws and professional service contracts.*

A3. Student Performance Criterion B.5 Life Safety

2013 VTR: "The visiting team found that AUS architecture students are exposed to life-safety systems in ARC 451 Environmental Controls Systems; however, the studio work for ARC 402 Architectural Design Studio VI failed to demonstrate the basic principles of life safety at the ability level."

AUS IPR 2015 (Summary):

- Several changes were made to ARC 402 (Design Studio VI):
  - Lectures were added on life safety, with particular emphasis placed on conditions of egress.
  - Faculty assigned to teach are licensed architects with substantial professional practice experience related to life safety compliance and design integration.
  - Instituted coordinated grading to ensure collective monitoring, assessing and correcting short-comings in student performance.

A4. Student Performance Criterion B.6 Comprehensive Design

2013 VTR: "The student work reviewed by the visiting team was insufficient to demonstrate that all students in the accredited program gained the ability to produce the requisite comprehensive design. Some of the individual student projects examined displayed meaningful deficiencies in life safety design, structural systems, accessibility, and site design."

AUS IPR 2015 (Summary):

- A new required course, ARC 331 (Materials and Methods II), was added to the curriculum to reinforce other required courses that introduce building construction, technical documentation, and structural systems.
- Changes made in response to B.2 Accessibility and A.4 Technical Documentation provide students with an incremental engagement with the required principles leading to demonstrated ability in comprehensive design.
- Several changes were made to ARC 402 (Design Studio VI):
  - Students work in teams of two. This acknowledges the collaborative nature of contemporary practice and allows faculty time for more in-depth review and feedback since fewer projects need to be reviewed.
  - Faculty assigned to teach the course are licensed architects with substantial professional practice experience.

B1. Faculty turnover and recruiting

2013 VTR: "The team believes that the rate of faculty turnover cited in the previous VTR remains a concern and has perhaps intensified. This has a serious ripple effect within the program, given the need for key required courses to be reinvented on short notice by inexperienced faculty. Departmental leadership is encouraged to play the central role in recruiting faculty who can contribute to core needs of a clearly structured and integrated curriculum."

AUS IPR 2015 (Summary):

Program continuity is recognized as important and a function of faculty recruitment and retention. A significant challenge is posed by misconceptions about living and working in the UAE. The Head of Department (HoD) develops and maintains a diverse network of professional contacts, has ongoing dialogues and attends conferences. The University provides an attractive

compensation package, including free housing, and is constantly improving faculty life on campus. The Department has increased and formalized mentorship for junior faculty.

AUS IPR 2018 (Summary):
The Department has reduced faculty turnover to a level that is aligned with that of the University as a whole, and continues to pursue the following initiatives:

- Increase program visibility:
    - Strategically invite speakers and critics to see our campus and the UAE and spread the word back to their home institutions. Sufficient budget provided.
    - Conduct job interviews on campus so candidates meet faculty and students, see campus, experience the UAE and feel more confident about moving to the region.
    - Network at the ACSA Administrative Conference, the ACSA National Conference, and other conferences.
    - Upgrade college and program website so prospective faculty candidates get a better idea of the program and the culture and lifestyle of the institution.
- Nurture faculty through mentoring, compensation, and advancement
    - Provide a range of opportunities for ongoing mentoring as faculty members progress toward in-depth reviews, promotion, and rolling contracts.
    - Support faculty through generous compensation, with free on-campus furnished housing, annual return trips to their home countries, and other benefits.
    - Recognize outstanding performance by continuing faculty through rank advancement.
    - Provide stable teaching assignments that encourage retention and bring consistency and continuity to the curriculum.

B2. Faculty Diversity
2013 VTR: “The program has an extraordinarily diverse student body with a high percentage of women. The school and the university are encouraged to make the recruitment and retention of women faculty an imperative.”

AUS IPR 2015 (Summary):
The Department explicitly seeks to recruit and hire faculty with a broad range of diverse interests, expertise and backgrounds, with particular emphasis on increasing the representation of women.

- Many of the efforts to counter faculty turnover also seek to increase the pool of women candidates.
- The faculty approved new actions to recruit female candidates, such as bringing them as speakers in the lecture series, in furthering the department's Diversity Policy.

AUS IPR 2018 (Summary):
The department continues its efforts to recruit qualified and diverse faculty. Its revised Diversity Policy ‘views diversity as the celebration of inclusiveness in all its forms. This includes but is not limited to race, gender, age and nationality.’ Strategic networking efforts in pursuit of diversity have allowed the department to make up for departures of women faculty. Of three full-time faculty hired in Fall 2018, two are women.

Evidence of how the courses and initiatives address progress since the previous visit

***Revised syllabi of the following courses demonstrate the progress made to address ‘Technical Documentation’*:**

ARC 382 (Architectural Detailing)
ARC 402 (Architectural Design Studio VI)
ARC 463 (Professional Practice)

Revised Course Outcomes of ARC 382 (Architectural Detailing):

- Draw an architectural detail.
- Utilize research and precedent analysis in the understanding and production of architectural details.
- Demonstrate an understanding of the relationship between the architectural detail, construction documents, assemblies of building construction, specifications and design intent. (Satisfies NAAB SC.4)

Revised Course Outcomes of ARC 402 (Architectural Design Studio VI) for precision and consistency:

- Demonstrate mastery of data collection, analysis and programming of a comprehensive building design.
- Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (Satisfies NAAB SC.3 and SC.5)
- Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models. (Satisfies NAAB SC.5)
- Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials. (Satisfies NAAB SC.3 and SC.5)
- Collect, analyze and synthesize building code information relevant to the building typology and the proposed site. (Satisfies NAAB SC.1, SC.3 and SC.5)
- Evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems. (Satisfies NAAB SC.6)
- Evaluate materials and assemblies in terms of performance and their ability to become an integral part of design. (Satisfies NAAB SC.6)
- 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. (Satisfies NAAB SC.3 and SC.5)
- Apply the basic principles of life-safety systems with an emphasis on egress. (Satisfies NAAB SC.1, SC.3, SC.5 and SC.6)
- Evaluate design choices in terms of enhancing environmental sustainability. (Satisfies NAAB PC.3 and SC.5)

Revised Course Outcomes of ARC 463 (Professional Practice):

- Demonstrate an understanding of the architect's responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- Understand the architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts. (Satisfies NAAB PC.1, SC.1, SC.2 and SC.3).
- Describe the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration (Satisfies NAAB SC.2).
- Describe the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods (Satisfies NAAB PC.6 and SC.2). Describe the fundamentals of building and project costs, such as rough construction estimating and basic operational costs.
- Explain the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice. (Satisfies NAAB PC.6 and P.C.8 and SC.2)
- Understand the architect's responsibility to work in the public interest (Satisfies NAAB PC.8).

Revised syllabi of the following courses demonstrate the progress made to address 'Accessibility'

Revised Course Outcomes of ARC 271 (Introduction to Landscape):

- Articulate knowledge of the fundamental issues affecting landscape design.
- Identify the primary characteristics of major traditions and movements in the history of landscape design.
- Demonstrate an understanding of the diverse range of issues that influence contemporary landscape architecture and urbanism.
- Describe the impact of environmental and climatic forces on site design strategies at the local, regional and global level (Satisfies NAAB PC.3)
- Demonstrate understanding of the technical and pragmatic components of site planning.

Revised Course Outcomes of ARC 281 (Architectural Principles):

- Identify compositional principles, organizational strategies, and the basic syntax of spatial configuration using appropriate representational techniques (Satisfies NAAB PC.2)
- Explain the relationship between fundamental aspects of human behavior and the built environment (Satisfies NAAB PC.2)
- Describe how built form can respond to light, air, weather, solar orientation and site conditions (Satisfies NAAB PC.3)
- Explain how light, air, weather and solar orientation physically impacts the human body.
- Describe how the principles of universal design can be applied to the design of the built environment
- [This course outcome has moved to ARC 402 as 'Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (Satisfies NAAB SC.3 and SC.5)]

Revised Course Outcomes ARC 301 (Design Studio III):

- Identify and implement appropriate spatial design strategies in response to advanced programmatic and site constraints. (Satisfies NAAB SC.5)
- Utilize physical and digital modeling as an investigative and analytical tool. Explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product. (Satisfies NAAB PC.2 and SC.5)
- Demonstrate an understanding of basic structural principles and utilize structural systems as spatial and formal ordering systems in building design.
- Examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.
- Make design decisions that improve environmental performance and enhance sustainability. (Satisfies NAAB PC.3 and SC.5)
- Integrate accessibility guidelines and practices into design outcomes [This course outcome has moved to ARC 402 as 'Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (Satisfies NAAB SC.3 and SC.5)]

Revised Course Outcomes ARC 402 (Design Studio VIII):

- Demonstrate mastery of data collection, analysis and programming of a comprehensive building design.
- Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (Satisfies NAAB SC.3 and SC.5)
- Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models. (Satisfies NAAB SC.5)
- Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials. (Satisfies NAAB SC.3 and SC.5)
- Collect, analyze and synthesize building code information relevant to the building typology and the proposed site. (Satisfies NAAB SC.1, SC.3 and SC.5)

- Evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems. (Satisfies NAAB SC.6)
- Evaluate materials and assemblies in terms of performance and their ability to become an integral part of design. (Satisfies NAAB SC.6)
- 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. (Satisfies NAAB SC.3 and SC.5)
- Apply the basic principles of life-safety systems with an emphasis on egress. (Satisfies NAAB SC.1, SC.3, SC.5 and SC.6)
- Evaluate design choices in terms of enhancing environmental sustainability. (Satisfies NAAB PC.3 and SC.5)

Revised syllabi of the following courses demonstrate the progress made to address 'Life Safety'

Revised Course Outcomes ARC 402 (Design Studio VIII) (see course outcomes of this class above)
The Department also noted a need for additional, new faculty devoted to the technical and professional areas. In response the Department successfully recruited and hired a new faculty member, Associate Professor Marcus Farr, with experience in professional practice and comprehensive design. Prof. Farr will lead the ARC 463 (Professional Practice) course and teach ARC 402 (Design Studio VII). As a continuing faculty member Prof. Farr will provide long-term stability and leadership in these courses.

Revised syllabi of the following courses demonstrate the progress made to address Comprehensive Design

ARC 331 (Materials and Methods I) new Required Course:

- Demonstrate knowledge or the basic principles utilized in the appropriate selection or construction materials, products, components and assemblies based on their inherent characteristics and performance, including their environmental impact and reuse. (Satisfies SC.4)
- Identify common contemporary and regional construction practices.
- Understand the information contained in construction details and wall sections.
- Produce a competent construction detail and/or wall section utilizing standard notation and disciplinary conventions.

ARC 402 (Design Studio VI) (see Course Outcomes above)
Also, several changes were made to ARC 402 (Design Studio VI). All three sections of this studio are highly coordinated to achieve consistency of student learning experience.
Students work in teams of two. This acknowledges the collaborative nature of contemporary practice and allows faculty time for more in-depth review and feedback since fewer projects need to be reviewed.

Faculty turnover and recruiting

The Department has taken the following actions to address and reduce faculty turnover:

Program visibility

Lectures and Guest Critics
Our Lectures and Exhibitions Committee has been working strategically to invite guests to deliver presentations and serve as guest critics in final reviews. This offers an opportunityto see our campus and the UAE and spread the word back to their home institutions. The Department budgets for about six key lectures per year. In 2018-2019 the Department of Architecture had hosted 15 guest speakers to give lectures, 11 in 2019-2020 and 12 in 2020-2021.

New Faculty Search
Starting in 2015-2016, finalist applicants are brought on campus to meet faculty and students and most importantly to experience our environment, campus and its housing and surrounding context. This assures and encourages them to move to the region if a contract offer is made and accepted. The Department is

interested in faculty members to settle and succeed in their endeavors given the significantamount of time and funds are expended in recruiting faculty and bringing them to campus. The ad is published on the ACSA, The Chronicle of Higher Education and the AUS website. This is link of the AUS website: https://www.aus.edu/employment/visiting-or-regular-assistant-professor-architecture-or-interior-design

Networking
The Head of the Department continues to attend all ACSA Administrative Conferencesto discuss our program and recruit potential applicants.

Website
In 2019 the university website and particularly the web site of the College and Department has been upgraded and now prospective candidates for teaching positions can get a better idea of the program but also the culture and lifestyle of the institution. This is link of the Department of Architecture website: https://www.aus.edu/caad/department-of-architecture

The Gallery of student work is updated every semester with selected studio and electives courses work. This is link of the Department of Architecture Gallery: https://www.aus.edu/caad/department-of-architecture/gallery

Full-time faculty profile section is updated every semester. This is link of the Department of Architecture Faculty Profile: https://www.aus.edu/caad/department-of-architecture/faculty

Mentoring, compensation, and advancement

Mentoring
The Mentoring Committee provides a range of opportunities for ongoing mentoring as faculty members progress toward in-depth reviews, promotion, and rolling contracts. This a rigorous and continuous mentoring process by a committee of experienced faculty offered to all our new three-year contract and visiting faculty. The committee provides guidance based on holistic assessments involving all three aspects of faculty endeavor—teaching, scholarship, and service.

Compensation
The institution supports faculty through generous compensation, with on-campus furnished housing, annual return trips to their home countries, and other benefits. In addition, campusamenities and lifestyle has been improved and high quality of primary and high schools have been established near the campus.

Continuity
The Department assigns experienced faculty to teach core studios and coordinate multiple sections. Any new and inexperienced faculty are normally assigned in such coordinated studios and courses. Normally required courses are taught by the same individual over multiple years. This brings consistency and continuity to our curriculum. For example, Integrative Design studios have been taught by the same experienced faculty three years in a row. This stability encourages faculty retention. All these have been implemented to encourage qualified candidates to apply for faculty positions and move to the Middle East if selected. These actions and initiates have reduced our faculty turnover which is currently at 8.3% which is below the university-wide faculty turnover of approximately 10%.

Faculty Diversity
The Department has worked towards increasing its program visibility by strategically inviting speakers and critics to see our campus and the UAE and spread the word back to their home institutions. The department continues its efforts to recruit qualified and diverse faculty. Its revised Diversity Policy ‘views diversity as the celebration of inclusiveness in all its forms. This includes but is not limited to race, gender, age and nationality.’ Strategic networking efforts in pursuit of diversity have allowed the department to make up for departures of women faculty.

This is the link of the Department Statement on 'Statement on diversity, equity, and inclusion' (revised in 2020):
Statements on Diversity, Equity and Inclusion

Department of full-time Architecture Faculty by Gender

	F	M
Spring 2014	3	17
Fall 2014	3	21
Spring 2015	1	17
Fall 2015	1	22
Spring 2016	2	22
Fall 2016	1	25
Spring 2017	0	22
Fall 2017	2	22
Spring 2018	3	20
Fall 2018	2	22
Spring 2019	2	22
Fall 2019	2	22
Spring 2020	2	22
Fall 2020	2	22
Spring 2021	2	21
Fall 2021	3	20
Spring 2022	3	20

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.
This section is limited to 5 pages, total.

Program Response:

Summary of changes made to the program as a result of the 2014 NAAB Conditions

In a process initiated by the Curriculum and Assessment Committee, program faculty discussed and approved a revised SPC (Student Performance Criteria) Matrix that reflected the 2014 NAAB conditions. Revised SPCs were added and incorporated in course syllabi. Program faculty identified weaknesses and new opportunities. For example, existing course outcomes of the ARC 402 studio were revised and expanded to include Integrative Design SPCs which were linked to one or more course outcomes. Similarly, ARC 463 (Professional Practice) course outcomes were linked with all Realm D: Professional Practice SPCs

The final SPC Matrix and copies of all revised syllabi were submitted in our Interim Program Report for Year Five in 2018.

Summary of changes made to the program as a result of the 2020 NAAB Conditions

The Curriculum and Assessment Committee again initiated a discussion and review of the 2020 NAAB Conditions for Accreditation as they became available. Another program matrix was discussed and approved by the program faculty. This triggered the following changes:

- Sustainability and environmental performance is now stressed in all design studios:
    - ARC 201 (Architectural Design Studio I) - Articulate principles of sustainability

and describe the role of climate in architectural design (Satisfies NAAB PC.3)
    - ARC 202 (Architectural Design Studio II) - Make design decisions that improve environmental performance and enhance sustainability (Satisfies NAAB PC.3)
    - ARC 301 (Architectural Design Studio III) - Make design decisions that improve environmental performance and enhance sustainability. (Satisfies NAAB PC.3 and SC.5)
    - ARC 302 (Architectural Design Studio IV) - Explain how material choices, construction methods and details of the building envelope promote sustainability. (Satisfies NAAB PC.3, SC.5 and SC.6)
    - ARC 401 (Architectural Design Studio V), ARC 501 (Architectural Design Studio VII) and ARC 502 (Architectural Design Studio VII) - Explain the social, economic, and environmental sustainability of an architectural proposal (Satisfies NAAB PC.3)
    - ARC 402 (Architectural Design Studio VI) - Evaluate design choices in terms of enhancing environmental sustainability. (Satisfies NAAB PC.3 and SC.5)
- Course outcomes in required courses have been revised across the board. Detailed outcomes can be found in Appendix I.
- The importance and relevance of NAAB Criterion PC.7 is recognized across the college. A new college-wide Learning Environment policy has been developed (based on the department's Studio Culture policy) and a survey will be conducted every Spring semester to gauge the extent to which the policy is being manifested (as was done with the department's Studio Culture policy). The text in all college syllabi has been altered to refer to this policy. PC.7 has been added to the outcome of all courses offered by the department.

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1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

The University

The American University of Sharjah (AUS) was founded in 1997 by His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi, Member of the Supreme Council of the United Arab Emirates (UAE) and Ruler of Sharjah. In founding AUS, Sheikh Sultan articulated his vision of AUS as a distinctive institution against the backdrop of Islamic history and in the context of the aspirations and needs of contemporary society in the UAE and the Gulf region.

From the AUS Strategic Plan (2020-2025) [https://www.aus.edu/about/aus-strategic-plan-2020-2025]

> **Vision**
> AUS aspires to be globally recognized for outstanding and innovative teaching, learning, research, and creative work that have a positive and distinctive impact on the region and beyond.
>
> **Mission**
> AUS is a comprehensive, independent, nonprofit, coeducational institution of higher education that promotes excellence in teaching, learning, research, and creative work.
>
> Based on an American model of higher education, integrating liberal arts and professional programs, and grounded in the context of UAE culture, AUS prepares engaged and effective members of society who display mastery in their areas of specialization, communicate clearly, think critically, and solve problems creatively.
>
> AUS fosters a community that celebrates diversity, and whose members are committed to the ideals of open intellectual inquiry, ethical behavior, and civic responsibility.

In keeping with its mission, AUS offers students an education that will enable them to comprehend the dynamism and complexity of contemporary global processes. Through the integration of liberal studies and professional education, students are given both breadth of knowledge and specialization in their chosen fields. Learning at AUS runs the gamut from art, poetry, and religions from past civilizations to the latest skills and technologies of today's information age. These are all made available to students to produce future leaders with a firm understanding of how society has reached its present state. The combination of traditional and innovative teaching methods provides an educational environment in which students can realize their individual potential and pursue their goals. While Arabic is the official language of the UAE, the language of instruction at AUS is English. All classes and administrative functions are conducted in English.

At AUS, all instruction is delivered in person and on campus with some recent exceptions. In response to the pandemic and UAE Ministry of Education requirements, all instruction was delivered fully online starting March 2020. Online instruction continued the next two semesters, though final exams in some courses were conducted on campus. For Fall 2021, along with mandated vaccination and mask wearing,

AUS has adopted a hybrid mode of instruction in each course to balance the need for instructional contact and health and safety. Prior to the pandemic, on three occasions, one studio section of AUS Architecture students accompanied by a faculty member spent the Fall semester in Barcelona. Though they were away from campus, all instruction was in person and delivered by the AUS faculty member and local adjunct faculty.

The AUS campus is co-located with a number of other institutions of higher education in the University City area of the city of Sharjah in the UAE. Once at the outskirts of the city, it is now surrounded by new urban development. AUS is about 10 miles from the center of Sharjah and 15 miles from the city of Dubai. The campus occupies 316 acres and includes 11 academic buildings; administration, library and athletic buildings; and accommodations for faculty, staff and students. Academic buildings are equipped with state-of-the-art science, engineering and language laboratories, digital studios, digital fabrication equipment and computer facilities.

AUS comprises four academic units: College of Architecture, Art and Design; College of Arts and Sciences; College of Engineering; School of Business Administration. These units collectively offer 28 undergraduate majors and 45 minors, 16 Masters degrees and three doctoral degrees. As of Fall 2021, there are approximately 5,200 students in undergraduate, graduate and bridge programs, 350 full-time faculty and over 500 full-time staff.

AUS is a private non-profit entity reliant on tuition revenue supplemented by investments in physical plant and some operations by the Government of Sharjah. AUS awards degrees under a licence from the UAE Ministry of Education. Degrees awarded by AUS are accredited by the Commission for Academic Accreditation of the UAE Ministry of Education's Higher Education Affairs Division. Furthermore, since June 2004, AUS has been accredited in the United States by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104, USA, Tel +1 215 662 5606).

AUS's home, the UAE, is a constitutional federation of seven emirates of which Sharjah is the third-largest. A relatively young country, the UAE was declared an independent, sovereign, and federal state in 1971. The discovery of oil reserves in the early 1960s resulted in massive economic growth over a relatively short period of time. More recently, in anticipation of limits to oil reserves, there have been significant investments in diversifying the economy. These investments have provided project opportunities for many global design practices spanning architecture, interior design, urban planning and other disciplines. As a result, the UAE hosts a wide variety of examples of contemporary design work. Recent years have also seen a greater emphasis on the arts and culture. This emphasis can be seen in major international events such as the Sharjah Biennial, Dubai Design Week, and the Abu Dhabi Festival.

While financial resources facilitate development, the UAE presents opportunities and challenges for design intervention. Inland areas are arid deserts and, for much of the year, high temperatures and dust subject structures, materials and building systems to considerable stress. Coastal areas also experience high humidity in summer months. Like many places around the world, design in the UAE must also address questions of local identity amidst globalizing forces. In recent years, sophisticated local practices with a global awareness have emerged, many led by AUS graduates, to fill what used to be a vacuum.

Islam is the official religion of the state, and Arab-Islamic culture predominates in the UAE. The nation is also distinguished by its tolerance toward its large expatriate communities, which comprise diverse nationalities, cultures, and religious beliefs. In this spirit of understanding and acceptance of all peoples, AUS admits students solely based on their academic qualifications regardless of race, color, gender, religion, disabilities, age or national origin. Students learn in a multicultural and multinational environment and find that experience transformative.

The College

The Bachelor of Architecture (BArch) program is housed in the Department of Architecture, which itself is part of the College of Architecture, Art and Design (CAAD). As of September 2021, CAAD has 710 undergraduate and graduate students and just under 40 faculty; CAAD is the smallest of AUS's three

colleges and one school. Recently, QS World University Rankings placed AUS in the 151-200 band globally in the two subject areas that comprise the college: *Architecture and Built Environment* and *Art and Design*.

CAAD offers five undergraduate degrees in two departments and a graduate degree through the independent Master of Urban Planning program:

Department of Architecture
- Bachelor of Architecture
- Bachelor of Interior Design

Department of Art and Design
- Bachelor of Science in Design Management
- Bachelor of Science in Multimedia Design
- Bachelor of Science in Visual Communication

All undergraduate students go through CAAD's autonomous Foundations Year program.

CAAD seeks to enable its graduates, through a comprehensive education, to make significant contributions to the Gulf region and the broader global community by conscientiously participating in practice. To this end, curricula are grounded in the conviction that good design results from a combination of a deep understanding of culture, ethical engagement in society and a respect for the creative skills needed to build a sustainable material culture. This leads to a commitment to:

- develop hands-on technical skills and competence in digital and other advanced media
- foster a regional and cultural awareness and a sense of responsibility for creating humane environments.
- develop professional standards and promote innovation in architecture and design.

CAAD is defined by a culture of making and craft. This culture is facilitated by a collection of high-quality production facilities (https://www.aus.edu/caad/caad-labs). Collectively known as CAAD Labs, these are managed by a Director and five staff. Students and faculty are afforded the opportunity to explore and experiment in their practice of cross-disciplinary design and producing full-scale designs.

CAAD is also defined by its studio culture. Students are assigned individual desks and spend much of their time outside of classes working at their desks. The building is open from 7am to midnight seven days a week and is occupied most of the time.

The Program

The Bachelor of Architecture (BArch) is a 159-credit hour program, with at least 39 credit hours required in General Education courses and three credit hours required in Innovation and Entrepreneurship,and is typically completed in five years. Each cohort in the program comprises three studio sections of 16 students each. Admission to the Foundations Year for students intending to major in Architecture is limited to 84 students and only 48 of these advance to second year. Twenty five faculty in the Department of Architecture deliver instruction in the BArch program, the Bachelor of Interior Design program, and the Foundations Year program.

The BArch program aims to foster creative and critical thinking to shape the built environment through participation in the profession of architecture. As mentioned earlier, located in an environmentally challenging context with a diverse population and specific cultural and historical traditions, the program engages with challenges that have local and global impact. Grounded in both fundamentals and advanced methodologies, the curricula consist of design practices aimed to instill the critical thinking skills necessary for solving complex problems.

As published in the *AUS Undergraduate Catalog 2020–2021 (p.48)* the BArch program strives to:

- provide students with a comprehensive understanding of the historical and theoretical forces that shape architecture
- prepare future architects to make contributions to improving the built environment through leadership, personal engagement and professional practice while respecting human diversity andadhering to ethical standards

- provide students with the knowledge and skills necessary to conceive, develop and communicate complex design proposals
- foster critical thinking and cultivate an approach to design that values the role of research, analysis and experimentation
- promote a critical understanding of building technologies and their impact on the built environment

As a result, upon earning the BArch degree, graduates must be able to:

- explain design principles in relationship to the history and theory of architecture
- demonstrate an understanding of the standards of professional practice
- demonstrate an understanding of the conventions of building systems and technology
- employ traditional means of representation, computer-aided design, digital and physical modeling and fabrication to develop and communicate design
- articulate, present and discuss design proposals in verbal, written and graphic form
- employ research, analysis and iterative processes to inform and enrich the process of design
- employ research, analysis and problem-solving skills to address unique and fluctuating conditions of design
- integrate materials, construction methodologies, site conditions and environmental control systems into a comprehensive building design proposal
- analyze and explain the relationship between design and environmental sustainability
- demonstrate the ability to independently develop design proposals that respond to context
- work in teams to conduct research on design-related issues and present results in verbal, written and graphic form

Through these goals and outcomes, the BArch program directly contributes to the second prong of AUS's mission: "Based on an American model of higher education, integrating liberal arts and professional programs, and grounded in the context of UAE culture, AUS prepares engaged and effective members of society who display mastery in their areas of specialization, communicate clearly, think critically and solve problems creatively."

The BArch program goals also align with CAAD's commitment to being "dedicated to inquiry and to the development of hands-on technical skills and competence in digital and other advanced media. It also fosters in its students a regional and cultural awareness and the responsibility for creating humane environments. The college seeks to contribute to the development of professional standards and innovation in architecture and design."

Influences and Impacts

There are at least six important ways in which the larger institutional and geographic context have influenced the program's pedagogy as well as its development.

- Perhaps the most significant of these influences has been the studio culture that is fostered in CAAD. The studio course is a big part of the student's learning experience and is often over one-third of the credits earned in a semester. The studio working culture results in a very engaged student body, facilitates social learning, and provides faculty with the confidence in the authorship of student work.

- CAAD's culture of making has facilitated learning in the BArch curriculum and, in turn, student work in BArch courses have reinforced the culture of making. This tactile (haptic) perception in design education starts in Foundations where all drawing and studio classes adopt only analogue techniques in model making. Core studios encourage the testing and development of spatial concepts through material studies and fabrication. Some senior studios use model making prior to digital representation at various scales of investigation or with 1:1 prototyping. Required

courses such as Architectural Detailing include full-scale fabrication of a detail while the comprehensive building studio the fabrication of a wall section and envelope of a building to scale. Electives are offered each semester on digital fabrication, both at the introductory and advanced levels. Electives are also offered in furniture making and a clay pottery class. The Design-Build Initiative (DBI) of the college supports the BArch program in funding two DB studios each year, organizing training and workshops in the use of metal and wood for faculty, students and lab assistants and funding faculty skillsets development. The impact of this pedagogical approach on making can be measured in the large number of DB and installation awards and level of recognition of our students and faculty work both locally and globally.

- The wider institutional context of a comprehensive university allows the BArch program to graduate professionals who stand out among their peers by the breadth of their education. Students benefit from the variety of General Education courses offered by the university as well as a wide spectrum of free elective options. This broad exposure reinforces and enriches required program-specific courses. Also, being part of CAAD affords students the opportunity to take courses in art and design that often provide content for their creative portfolios. Students engage and learn from the ever-changing boundaries of disciplines. This broad preparation augments professional knowledge and skills with intellectual agility, forward thinking and the ability to adapt.

- Breadth of education is balanced by depth and rigor in disciplinary courses as students are called on in AUS's mission statement to "display mastery in their area of specialization." Some of this is a response to accreditation agencies: the UAE's Commision on Academic Accreditation generally but NAAB specific to the discipline. As a result, the program seeks to address challenges posed by increasingly complex relationships between environmental, social, cultural and economic concerns. The curriculum goes beyond a generic focus on building design to encompass, for example, landscape, infrastructure, materials research, computation, sustainability, design and build and urban design.

- The harsh climatic conditions around us preoccupy many students and faculty and shape our pedagogy. This poses an environmental challenge and an opportunity to study and address the local climate and ecology as part of the BArch curriculum and equip our graduates with the knowledge, tools, and ethical and professional responsibility to operate in the region. The curriculum offers ways to look at the desert and its inhabitation, infrastructure, natural resources, temperature, and water. The program at every level addresses issues of climate and sustainability. This starts from siting and the orientation of a building, building envelope studies and materiality, heat simulations, solar systems and passive systems of cooling.

- The call to "ethical behavior and civic responsibility" contained in the AUS mission statement also means that the program must also address questions of local identity amidst globalizing forces. The issue of local identity and the interpretation of tradition and complex historical models poses our students and graduates to operate within delicate thresholds of critical thinking and decision making. Beyond the traditional training of an architect in gaining knowledge of history, theory, and culture the program develops new courses such as 'Critical Practice and Contemporary Discourse' which examines the role and application of research methodology and critical thinking. It focuses on the region's culture and it foregrounds the history of ideas that frame and influence contemporary trends in the discipline. One such approach and course has been the 'Architecture and Environmental Orientalism in the Arab World'. This seminar class offered to senior students investigates the relationship between architectural and environmental imaginaries in the development of post-colonial architecture in the region. The course addresses contemporary ideologies and practices of environmentalism and the impact on Arab architecture.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Besides the key external influences on pedagogy and program development derived from the program's institutional and geographic context discussed above, the program benefits from and contributes to this broader context in several other ways.

- AUS provides the program a substantial and mature governance and operations framework. Institutional level policies and procedures facilitate administration and program operations. This framework was established and evolves through a system of shared governance to which the program faculty contribute. The AUS Faculty Senate is the principal mechanism for shared governance and CAAD has an equal representation in the Senate with the other three academic units. Program faculty serve on Senate standing committees as well as special purpose task forces. For instance, the recent rewrite of the AUS Strategic Plan was chaired by a member of the program faculty. Likewise, they serve on other campus standing committees relating to contractual matters, sabbaticals and grant proposals. They provide advice to other campus programs such as the Bachelor of Environmental Science program and the doctoral program in Material Science and Engineering.

- A number of campus-level entities are vital to the program's success.
    - The AUS Library is professionally staffed and very responsive to requests to acquire new learning resources. A dedicated librarian liaises with CAAD faculty and students.
    - AUS has a large information technology (IT) management and support operation, and several staff support CAAD's IT needs and help build its capabilities.
    - The Office of Student Affairs (https://www.aus.edu/life-at-aus/student-life/student-affairs) is an important partner through effectively enhancing student life outside of the classroom. The AUS chapter of AIAS is an official student organization funded and supported by OSA, which also hosts the Student Council on which there is one representative from CAAD.
    - The Office of Institutional Research and Analysis (OIRA) provides the program with data from regular surveys of students graduating from the program as well as those who employ these graduates. OIRA also assists the program in meeting reporting requirements from accrediting agencies.
    - Once students graduate, the Office of Advancement and Alumni Affairs (OAAA) fosters a relationship with them. OAAA helps the program communicate with graduates and provides the program with data from a regular survey of graduates. OAAA also assists the program in building relationships with external entities as discussed below.
    - The International Exchange Office (IXO) facilitates inbound and outbound student exchanges but more specifically the semester abroad in Barcelona. More recently, IXO has managed the exchange program with the Politecnico di Milano.
    - As its name suggests, the newly renamed Center for Innovation in Instruction and Learning (CITL; https://www.aus.edu/academics/services-and-resources/center-for-innovation-in-teaching-and-learning) promotes pedagogical innovation and integration of technology. A member of the program faculty is currently appointed a CITL Fellow.
    - Finally, the AUS Office of Sustainability (https://www.aus.edu/sustainability) supports design projects by providing financial resources, connecting students with relevant subject-matter experts and providing appropriate institutional data. AUS Sustainability also helps bring sustainability experts into classrooms and take students on field trips to best-practice organizations. Program faculty liaise regularly with the Office of Sustainability and CAAD support it through a design-build studio that reimagined the office interior.

The program has helped elevate AUS's profile as a place of high-quality design. Particularly through CAAD's Design-Build Initiative, program faculty and their students have added to ormodified the building and its vicinity with eye-catching and award-winning projects. Furthermore,AUS has had success in the Global Undergraduate Awards and many of these winners have been students in the program.

- Many program faculty actively connect with the profession locally and globally. In addition to inviting leading practitioners to reviews, they also contribute to local professional organizations such as AIA Middle East and the Gulf Chapter of the Royal Institute of British Architects. Program faculty have served these organizations in various capacities.

- The program also partners with external entities that contribute to student learning. With the assistance of OAAA, mentioned above, the program has established productive relationships with commercial and non-profit entities in the community. These entities have sponsored one or more studio semesters by covering the cost of materials, lab usage fees, and bringing outside experts to work with the students. These sponsorships have produced a wealth of design ideas, at least one recognized by a global award, but also resulted in at least one built project.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

The program provides students and faculty many opportunities, inside and outside the classroom, beyond formal instruction, to learn and expand their horizons.

- Course instructors invite local professionals and experts to lecture in their courses on topics that delve into course content or provide local context. Sometimes these lectures are made available to students not enrolled in the course. With a growing use of online meetings in the pandemic, some guest speakers now join via a video call from further away. Studio instructors invite local professionals to serve as critics at final reviews in their courses. The Department of Architecture organizes a lecture series each year and brings speakers from North America and Europe as well as the local region. In sponsored studios, invited experts work with students in the course and also deliver public lectures. In some years, CAAD has attracted external financial support and organized public lectures by high-profile speakers (e.g. Rem Koolhas, Patrik Schumacher, Bernard Khoury, Mariam Kamara, and Theodore Spyropoulos).

- Student organizations have played a role in setting up these public lectures but also organize their own lectures and events. AUS hosts a local chapter of the American Institute of Architecture Students (AIAS). In consultation with an appointed faculty advisor, AIAS facilitates communication between students and administration, organizes events and field trips, and publicizes student accomplishments. Members have participated in AIAS Grassroots Leadership Conferences. AUS also hosts a chapter of Tau Sigma Delta (TSD), the honor society in architecture and the allied arts and membership signifies high scholastic standing. In consultation with an appointed faculty advisor, the group holds regular meetings and organizes field trips.

- The program also conducts exhibitions and shows in the CAAD Gallery as well as external venues as additional learning opportunities for students, faculty and the larger community. Some shows are curated by program faculty but the program also hosts shows curated by external entities. Program shows provide insights into student work in some courses (such as study abroad classes, furniture electives, etc.) but also highlight faculty scholarly work (such as seed grants projects, professional work by faculty, ect)). External shows bring to the program the work of leading practices (e.g. Barcelona-based Miralles Tagliabue EMBT, Oslo-based Snøhetta) and exemplary work (e.g. the annual Royal Institute of British Architects - RIBA - President's Medals).

CAAD conducts an annual show of work by graduating students in the Dubai Design District,which afford students and faculty the opportunity to engage with local professionals and alumnion the work that is displayed.

- Where relevant in some courses, instructors organize visits to project sites and other relevant field trips. AUS has protocols in place for safely conducting such trips. Before the pandemic, program faculty also would arrange extracurricular international study tours of a week or so in duration. Destinations have included Italy, Cambodia, and Hong Kong; these provide valuable learning opportunities outside the classroom. Also before the pandemic, program faculty taught a few summer courses abroad. Taken for credit, these courses include drawing in Italy and contemporary architects and architecture in Japan. As with study tours, benefits go beyond the content of these courses as the new context opens students' eyes to new possibilities.

- The program affords students the opportunity for a more substantial international experience. Several options were assessed and Barcelona was selected as the location of a semester abroad, in an inspirational setting, for fourth- and fifth-year students. Even though students have a very multicultural experience in the UAE, program faculty believe that immersion in a different urban and cultural context adds significant value. Starting Fall 2017, a cohort of (at the most) 16 students, accompanied by a member of the AUS faculty, lives and learns in Barcelona and gets AUS credit for coursework completed there. Coursework includes a studio course and three seminars on architecture in Spain, the city of Barcelona, and the architecture practice EMBT. The program is on hold because of the pandemic and will resume once it is safe to do so.

- AUS provides financial support for faculty to travel internationally and disseminate their scholarly work at conferences and events. Grant amounts are dependent on location; e.g., each faculty member receives US $3,000 to cover the cost of travel to North America, lodging and registration. These conferences and events are an opportunity for faculty to network and learn about other scholarly agendas and preoccupations.

- Finally, CAAD organized an international conference in Spring 2018, *Representation: Process and Practice Across Design Disciplines* (PPAD), that brought together scholars and practitioners who explored a broad range of representational strategies, methods and media in contemporary art and design education and practice. This is important because representational methodologies in the visual arts as well as design education and practice have altered the means by which concepts are developed and presented. Advances in technology have facilitated novel approaches to representation that have influenced the design process and practice across a range of disciplines. The conference was a learning and development opportunity for faculty and students.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The American University of Sharjah (AUS) aspires to be globally recognized for outstanding and innovative accomplishments that have a positive and distinctive impact on the region and beyond. It is a comprehensive, independent, nonprofit, coeducational institution. Based on an American model of higher education it integrates liberal arts and professional programs and is grounded in the culture of the UAE. All instruction is delivered in person and on campus with recent exceptions because of the pandemic.

A relatively young country, the UAE presents challenges and opportunities for design intervention. Inland areas are arid deserts with, for much of the year, high temperatures and dust. Coastal areas also experience high humidity. Design in the UAE must also address questions of local identity amidst globalizing forces.

AUS's Bachelor of Architecture (BArch) program is housed in the Department of Architecture, part of the College of Architecture, Art and Design (CAAD). CAAD is closely aligned with and supportive of AUS's mission. However, it is uniquely defined by its studio culture as well as a culture of making and craft. CAAD is well equipped, fitted out, and staffed to support these cultures.

The BArch program aims to foster in students creative and critical thinking to shape the built environment through participation in the profession of architecture. Through its goals and outcomes, it contributes to AUS's mission and CAAD's commitment to skills, competence, regional and cultural awareness, and the production of humane environments. It thrives in its broader institutional and community context.

(249 words)

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The BArch curriculum consists of two primary components that define the program: core principles and advanced study, with the studio at the center of the pedagogical experience. Preceded by a two-semester, college-wide foundation program intended to provide a multi-disciplinary introduction to design, the core principles curriculum sequence provides fundamental skills through a carefully structured, incremental and coordinated six-semester, discipline-specific course sequence. Within the core, required non-studio courses introduce design skills and tectonics, analog and digital design, analytical skills, a historical perspective, sensitivity to site/culture/climate, and issues related to the materials and methods of construction. The content of non-studio courses is applied in the design studio through a series of increasingly complex design problems that introduce scale, program, typology, context, structure and site; underlying all these are the values articulated above. The core principles sequence provides a unique identity to the program and serves as the disciplinary foundation for advanced study by focusing on topical issues such as urban design, full-scale engagement and conceptual experimentation. The advanced study sequence of the curriculum confronts our students with complex, multi-variable challenges explicitly designed to develop creative skills, self-directed motivation and critical thinking.

The following sections first present the program's understanding of each value and then explain how the program and the institution addresses that value. Used in the prompt for this response, the term *better* is seen as an umbrella value that captures the holistic impact of the other values and so is not addressed separately. However, speakers at departmental and college lectures, as well as exhibitions and shows, regardless of discipline, constantly explore different interpretations of better design. This response additionally includes *humane* design as a value. As explained below, this term describes the ability of design to satisfy human needs and is different from the notion of equity.

Design thinking: The program understands design thinking as being uniquely characterized by a problem-finding attitude and non-linear but systematic iterations through divergent and convergent searches for potential responses. It involves research and extensive prototyping and testing of responses. This requires mental discipline and tolerance of failure as a prerequisite for eventual resolution. It must itself be learned through iteration and learning from failure. Since this is a radically different way of thinking that few high school students in the region experience, design thinking is inculcated from the Foundation Year itself. Some of the most experienced and able faculty teach the Foundation Year studio courses and mentor new faculty in the ways of teaching beginning designers. Studios in subsequent year levels build on the design thinking skills picked up in the Foundation Year. Furthermore, beginning with the cohort admitted in Fall 2020, all students must also complete the course IEN 301 (Innovation and Entrepreneurship Mindset) to satisfy the newly introduced university requirement in innovation and entrepreneurship s. This course covers the design thinking process and entrepreneurship practices.

Safer design: The program understands that safer design includes but goes beyond structural integrity and robust building services. Safe design must recognize the complexity of building systems and how different actors can compromise system integrity. Ultimately, occupants must be safe, feel safe, and able to remove themselves from life-threatening situations. The BArch curriculum includes a set of courses that reinforce each and develop proficiency in safe design with specific course outcomes:

- ARC 301 (Architectural Design Studio III)
  Demonstrate an understanding of basic structural principles and utilize structural systems asspatial and formal ordering systems in building design.
- ARC 302 (Architectural Design Studio IV)
  Demonstrate an understanding of structural systems and their application into design outcomes. (Satisfies NAAB SC.6)
- ARC 402 (Architecture Studio VII)
  Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability. (Satisfies NAAB SC.3 and SC.5)
  Apply the basic principles of life-safety systems with an emphasis on egress. (Satisfies NAAB SC.1, SC.3, SC.5 and SC.6)
  Evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems. (Satisfies NAAB SC.6)
- ARC 463 (Professional Practice)
  Demonstrate an understanding of the architect's responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.
- Design-Build studios (some semesters of ARC 401, ARC 501, ARC 502)
  Manifesting design ideas as built work calls upon students to not only practice safety but to also respond to safety codes and requirements.

But safer design must go beyond mere compliance with codes and requires a general safety mindset. Since all BArch students are required to use CAAD Labs, they are required by AUS to undergo safety training and refresh themselves every year. Furthermore, CAAD Labs is subject to stringent safety regulations and provides an orientation, including on safety, to all users.

Humane design: The program understands humane design as a preoccupation with the "lived experience" of architecture in which form and materiality "provoke a stimulating and rewarding relationship between buildings and people" (Mathew Lowry, 2002, RIBA Part I dissertation, University of Plymouth). The following core studios and required courses address human well-being and establish relationships between people and buildings:

- ARC 201 (Architectural Design Studio I)
  Respond to physical and climatic site conditions and human requirements.
- ARC 202 (Architectural Design Studio II)
  Demonstrate an ability to design for human needs and spatial experience (Satisfies NAAB PC.2)
- ARC 281 (Architectural Principles)
  Explain the relationship between fundamental aspects of human behavior and the built environment (Satisfies NAAB PC.2)
  Explain how light, air, weather and solar orientation physically impacts the human body.
- ARC 402 (Architectural Design Studio VI)
  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. (Satisfies NAAB SC.3 and SC.5)
- ARC463 (Professional Practice)
  Demonstrate an understanding of the architect's responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

More equitable design: The program understands equity in design to mean addressing the needs and wants of groups and individuals not typically represented, encountered or taken into account. AUS's General Education program--particularly in the core areas of history and culture of the Arab world, culture in a critical perspective, and human interaction and behavior--opens students' minds to the experience and realities of others. The BArch program builds on this in Professional Practice (ARC 463) in which students understand their "responsibility to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains." The course also covers principles of

universal design that accommodates inhabitants of varying physical ability. Furthermore, depending on the particular topic being addressed, *Critical Practice and Contemporary Discourse* (ARC 581) explores specific instances of inequity. Finally, advanced topic studios (ARC 401, ARC 501, ARC 502) often require students to address the design needs of groups and individuals different from them whether it be housing for underprivileged laborers in Sharjah or floating schools for kids in flood-prone rural Bangladesh.

Resilient and sustainable design: The program sees sustainability and resilience as mutually interdependent. Sustainability seeks to minimize the impact of building construction and operation on the environment, while resilience seeks to enhance the ability of buildings to recover from catastrophic events that are typically caused by unsustainable practices. Design is fundamental to a sustainable future. Designers can help address difficult sustainability challenges and provide ideas for a tomorrow that is inclusive, prosperous and environmentally friendly. Sustainability is therefore a central component of a BArch student's education. Interactive studio-based learning forms the core of the BArch curriculum, allowing students and faculty to engage with questions of sustainability in a variety of settings, including designing coastal and landscape settlements, preserving cultural heritage, raising awareness through a plastic recycling lab, and supporting refugee settlements and migration, etc. Every studio has course outcomes that address sustainability as a required design outcome. In particular, the porogram's award-winning Design-Build Initiative, where students imagine and construct full-scale structures and artefacts, has resulted in work that considers how landscapes, structures and interiors can respond to harsh climatic conditions and the sensible use and reuse of materials.

Integrated design: The program understands integrated design as recognizing interdependencies among various design decisions and satisfactorily leveraging or resolving them in a comprehensive manner. As described earlier, the core studio sequence in the BArch program progressively addresses more design decisions and culminates in ARC 402 (Architectural Design Studio VI) in which students are required to deliver an integrated design outcome. Some students also go on to complete a design-build options studio and immerse themselves in a project that by its nature must be integrated. They must make many contingent decisions and therefore get to understand the interdependencies they must address.

As shown above, each of these values is embedded in the curriculum. Every semester, faculty prepare course files that assess the extent to which course outcomes are met. These are then aggregated to the program level and provide an indicator of how the program is meeting its outcomes. Every semester, the program faculty also collectively review the work in courses and discuss how program outcomes can be better met. Adjustments are made based on these findings.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

The BArch program is situated in an institutional context that recognizes a responsibility to exercise environmental stewardship. A key institutional value in the AUS Strategic Plan 2020-2025 is environmental care, and AUS seeks to extend and strengthen its commitment to such care through academic programs and institutional activities. Stewardship is a strategic theme in the plan and AUS seeks to ensure that resource management is aligned with the university's strategic priorities; one strategy to realize this goal is implementing energy saving and waste reduction initiatives. As a result, AUS has achieved the certification requirements for ISO 14001:2015 (environmental management) spearheaded by the Office of Sustainability. Recently, AUS earned a Silver STARS (Sustainability Tracking, Assessment and Rating System) rating from the Association for the Advancement of Sustainability in Higher Education (AASHE). This makes AUS the highest rated university in the GCC region and elevates these values in its students.

From a curricular point of view, AUS has included IEN 301 (Innovation and Entrepreneurship Mindset) as a university requirement and the course seeks to develop this mindset imbued with sustainability principles. Within the BArch studio sequence, increasingly complex design problems address issues of scale and construction challenges that necessitate understanding and engaging with critical contextual issues of the environment and sustainability—specifically the challenges of building in extremely hot, arid environments.

The following course outcomes from the design-studio sequence capture how the program addresses environmental stewardship in terms of what students are able to do after they complete the sequence:

- ARC 201 (Architectural Design Studio I) - Articulate principles of sustainability and describe the role of climate in architectural design (Satisfies NAAB PC.3)
- ARC 202 (Architectural Design Studio II) - Make design decisions that improve environmental performance and enhance sustainability (Satisfies NAAB PC.3)
- ARC 301 (Architectural Design Studio III) - Make design decisions that improve environmental performance and enhance sustainability. (Satisfies NAAB PC.3 and SC.5)
- ARC 302 (Architectural Design Studio IV) - Explain how material choices, construction methods and details of the building envelope promote sustainability. (Satisfies NAAB PC.3, SC.5 and SC.6)
- ARC 401 (Architectural Design Studio V), ARC 501 (Architectural Design Studio VII) and ARC 502 (Architectural Design Studio VII) - Explain the social, economic, and environmental sustainability of an architectural proposal (Satisfies NAAB PC.3)
- ARC 402 (Architectural Design Studio VI) - Evaluate design choices in terms of enhancing environmental sustainability. (Satisfies NAAB PC.3 and SC.5)

Supporting these studios are two required courses.

- ARC 271 (Introduction to Landscape) - Investigates environmental and climatic forces and emphasizes cultural and vernacular traditions.
- ARC 451 (Environmental Control Systems) - Addresses basic principles for selection and design of environmental systems but also include passive energy in buildings

Some students go on to take an elective, ARC 394 (Design of Zero Net-Energy Buildings), which covers design strategies for buildings that consume zero or a nearly-zero net energy. Students learn how computer models can be used to assess these strategies. Also, they are introduced to the potential of generating renewable energy at a building site and how this can be integrated in the design.

The notion that environmental stewardship is an ethical responsibility is formally addressed in ARC 463 (Professional Practice). After completing the course, students are expected to be able to explain the ethical issues involved in the formation of professional judgments. Other courses, such as ARC 581 (Critical Practice and Contemporary Discourse), also emphasize the ethical responsibility of architects.

An ARC 501/ARC 502 design-build studio is evidence that this preparation is effective. The studio project, *Neonomads*, an off-the-grid shelter located on an environmentally fragile and protected site, received the Sustainability Award from the Sharjah Environment and Protected Areas Authority. (The project also received the ACSA Design-Build Award in 2021.) As described previously, review and assessment mechanisms in place will allow the program to assess how it is doing in this regard and if progress is being made.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

The third prong of AUS's mission is fostering "a community that celebrates diversity, and whose members are committed to the ideals of open intellectual inquiry, ethical behavior and civic responsibility." Among AUS's values are inclusivity ("a closely-knit community that embraces its diversity and nurtures a sense of belonging") and integrity ("guided by honesty, fairness, inclusiveness and genuine respect in our practices and policies.").

To that end, the AUS Student Handbook 2021-2022 (https://www.aus.edu/sites/default/files/osa_handbook_2021-2022.pdf, p. 20) gives a student charged with a violation of the Code of Conduct the right to 1.) be treated with dignity and respect, 2.) be heard without bias, 3.) report a suspected violation of the code of conduct policy, 4.) fair and due process, and 5.) appeal for review of sanction. By the same token a student must 1.) treat others with dignity and respect, 2.) behave in a manner that is consistent with university values on campus and in public, 3.) behave in a manner that will reflect credit to AUS on campus and in public, 4.) be familiar with all rules, regulations and policies set forth by the University, and 5.) conform to the Code, University policies and UAE law.

The AUS Faculty Handbook similarly lays out standards for professional conduct, ethics, and conflicts of interest. Faculty conduct must be characterized by honesty, integrity, and ethical behavior. Faculty have an obligation to "respect the dignity of others, acknowledge their right to express differing opinions, and foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression." The Handbook goes on to delineate ethical obligations and responsibilities to students, other members of the community, the institution, the profession.

Diversity is an explicit goal articulated in the Student Recruitment Policy as a mandate to "recruit students from various ethnic backgrounds and education systems." Data from the Office of Enrollment Management (OEM) indicate that the University has been successful in attaining this goal. AUS brings together a diverse group of students who share a strong desire for intellectual growth and who challenge each other through their diverse backgrounds, styles of learning, areas of excellence, and goals for the future. Furthermore, a scholarship program put in place for admissions starting Fall 2019 has succeeded in making an AUS education possible for meritorious students from households of limited means. The opportunity to engage with individuals different from oneself is a hallmark of an AUS education and has been reported as being transformative.

AUS's rich diversity means that differences may have to be accommodated. Students with short-term and longer-term disabilities, including those with learning disabilities, can find support from the AUS Academic Support Center (ASC). ASC executes with these students academic accommodations contracts, based on North American standards, that specify accommodations that must be made. Accommodations may include additional time for assignments and extended periods for tests and exams that may be conducted outside of regular classrooms.

Faculty diversity is key to AUS's success. Approximately 50% of faculty members are from North America but about 50 other countries are represented in the faculty body. AUS records country of origin but not ethnicity or race; still, to the eye, this is a very diverse community, This broad range of cultures and backgrounds is a defining characteristic of AUS and of the UAE. However, despite AUS's stellar academic reputation, faculty recruitment is not without its challenges, most importantly a lack of awareness of or misconceptions about the region. Beginning academics, particularly single women outside the region, may not consider AUS a viable option because of popular beliefs about conditions in the broader Middle East, which are generally not found in the UAE. Mid-career academics, not knowing the educational systems in the UAE, may hesitate to relocate over concerns about their children's education.

CAAD and the Department of Architecture share AUS's commitment to diversity and are striving to excel in this regard. Students in the program reflect the broader diversity on campus. However, the proportion of female students is larger than in the rest of the university and is one of the program's strengths and an important part of its identity. While the department has succeeded in recruiting and hiring faculty with a

broad range of diverse interests, expertise and backgrounds, there has been a push over the past several years to increase the number of women faculty, particularly given the number of female students in the program. To counter misconceptions of the region, and to raise awareness of the attractive opportunities afforded at AUS and the UAE, the department has over the years successfully invited senior and junior women academics, from North America and Europe, as speakers and on short-term or longer-term visits. These visits could be as critics for final reviews or semester-long visiting appointments. Furthermore, faculty and administrators attend conferences and symposia to identify potential candidates and engage in dialogue about the place, the institution and the program. As a result of these efforts, the number of women that students encounter as instructors in the classroom has somewhat increased but increasing this further through continuing current efforts remains an ongoing priority for the department and CAAD.

With diversity comes differences and CAAD has built on the department's original studio culture policy to address across the college the need for a positive and respectful environment as articulated in NAAB PC.7. This document articulates the need for a safe, secure and supportive learning environment and elaborates on the value of optimism, respect, and sharing. A survey was conducted in Spring 2021 to assess the extent to which these values are being manifested and will be repeated annually as a monitoring tool and corrective actions taken as needed.

This institutional value framework on diversity, equity and inclusion provides the context for successfully realizing equitable design, discussed above, as a program value and also helps the program respond to AUS's call for "ethical behavior and civic responsibility" discussed previously.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

AUS seeks to be globally recognized for outstanding and innovative research and creative work. To that end, AUS values "creation of knowledge through curiosity, academic adventure and rigorous research." CAAD aspires to be "a faculty of professionals who balance continuing scholarship and creative work with their desire for excellence in teaching." However, knowledge creation is not the sole domain of faculty; students in the BArch program have also played a significant role in creating and disseminating knowledge.

A note about disseminating knowledge in the creative disciplines, including Architecture. In its policies and practices, AUS recognizes that across the university journal articles and papers are not the sole means of disseminating scholarly work and that citation counts and impact indices are not the only measures of the significance of scholarly work. In creative disciplines, the production of exemplars is often the more valuable and impactful way in which knowledge and innovation is disseminated. To be recognized, these exemplars must be validated by peers and other third parties through awards and forms of critical recognition. This position is clearly stated in the department's criteria for evaluating scholarly work. The AUS Faculty Handbook requires that scholarly work be 10-35% of an annual evaluation and that proportion serves as an indicator of how much of a faculty member's time is devoted to this work.

Program faculty have successfully responded to this institutional framework and the program is increasingly being recognized for their collective impact. There are significant contributions to a scholarship of teaching and pedagogy. Program faculty have written and presented about teaching beginning design but also about design-build, professional practice, and building systems. The outstanding quality of creative work has also been recognized through international awards.

In 2020 and 2021, six program faculty were recognized by the Association of Collegiate Schools of Architecture (ACSA).

- Michael Hughes and William Sarnecky received a Design Build Award for their outstanding leadership and pedagogical excellence on the regionally acclaimed *Tarkeeb Gatehouse and Garden* project.
- Jason Carlow received the Housing Design Education award for the work students produced on affordable housing within the UAE's industrial ecology.
- Faysal Tabbarah received the Buell Center Course Development Prize) for his course *Architecture and Environmental Orientalism in the Arab World*.
- In 2021, Patrick Rhodes and Gregory Spaw also received a Design Build Award for their off-the-grid desert shelters *Neonomads*.

BArch students have also been prolific in disseminating knowledge and innovations created in the classroom or through extra-curricular work. Advanced topic studios are fertile breeding grounds for these works but some elective courses also support or directly contribute: ARC 311 (Illustration and Rendering); IDE 335 (Furniture Design Basics); ARC 433 (Advanced Topics in Digital Fabrication); ARC 437 (Advanced Topics in Material Fabrication); ARC 465 (Advanced Computer-Aided Design). For the past three years, program students have been regional and global winners in Architecture and Design as well as Visual Arts categories of the prestigious Global Undergraduate Awards. Students are an integral part of design-build entries that have won numerous awards locally and internationally. Student work has also been recognized by awards from ACSA as mentioned above and The Christo and Jeanne-Claude Award and Abu Dhabi Art Pavilion in the UAE.

As noted earlier, program alumni have produced a distinctive body of work in the region that serve as exemplars of critical practice. These works have been recognized in various ways but most notably the critical practice X-Architects (BArch alumni Farid Esmaeil and Ahmad al Ali) was a winner of the 2020 Aga Khan Award for Architecture. BArch alumni have also successfully innovated in related fields. These accomplishments include the London based robotics startup *Automata* and doctoral work being jointly completed at Dana Farber Cancer Institute's Computational Imaging and Bioinformatics lab and Maastricht University in the Netherlands.

Faculty and student accomplishments have been supported by the institution in a number of ways:

- CAAD Labs provide exceptional facilities for making and experimentation. These facilities are well-maintained and kept updated. The safety of operations is paramount and essential to the continued operation of this resource. A set of courses across CAAD provide students the foundation needed to take advantage of these facilities and CAAD Labs makes these courses possible.
- A number of funding opportunities facilitate faculty success. Faculty are given small seed grants on joining AUS and are also eligible to compete for larger institutional grants. AUS's Faculty Research Grants support small- and medium-sized projects with course releases, project costs, and student assistants. AUS also covers the cost of travel to one conference each year and in recognition of the importance and different needs of creative work, CAAD covers the cost of shipping such work to dissemination venues.
- CAAD also supports dissemination of student work. Beginning Fall 2021, CAAD will cover the cost of entering into competitions exemplary student works that are identified as such by their instructors. Previously, students covered these costs themselves and this support will allow meritorious students of limited means to also disseminate their work.

Faculty enter their scholarly activities into an online database that is tied with the annual evaluation process. Thus the outcomes can be aggregated and tracked annually. Similarly, data on awards made to students for entering their work in competitions will allow the effectiveness of that initiative also to be tracked.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

The education that AUS students receive prepares them to be active and engaged global citizens. They respond to the needs of a changing world using broad knowledge needed to recognize, understand, and work with the complex systems that drive environmental, social, and economic challenges.

In the AUS strategic plan, the institution seeks to “contribute to the development of society by creating opportunities for collaboration and active engagement” in pursuit of that form of engagement as a value. CAAD calls for engaging with society in a way that is ethical. Graduates from the BArch program must be able to demonstrate they can work in collaborative settings.

The seeds for collaboration across design disciplines are planted in CAAD’s Foundation Year. These students take the same courses, albeit under different instructors, and together discover the design disciplines in CAAD. This shared discovery is facilitated through presentations about the disciplines by faculty and alumni as well as an exercise that consciously brings together teams of students from different disciplines. Students also get to observe the work of upper-level students in these disciplines. The relationships built in the Foundation Year continue and grow in the upper levels. Students in different majors may choose to minor in an area, such as design management, and build on those collaborations. Some of them collaborate on design competitions that allow contributions from different disciplines.

The curricular demands of individual academic programs make it logistically difficult to set up formal collaborations. The Fall semester of the fourth year has been identified as a potential time for joint projects but individual curricular pressures act against them. Four-year programs in particular are pressed to adequately prepare their students in their own disciplines. Nevertheless, students have some opportunities for collaboration. Every semester at least one section of DES 497 (Design Practicum) is offered. Drawing students from all CAAD majors, this course addresses the role collaboration and client demands play in design practice. Working together on projects, students serve real-world clients and synthesize theory and practice. BArch students also have the opportunity to work with engineering consultants in design-build and sponsored studios. Resources are available to hire these individuals to spend a week with students who benefit from communicating with another discipline and getting to experience the language used by these experts.

The program engages with the community at large in a number of ways. As described earlier, the program hosts public lectures and conducts exhibitions and shows that are open to the public. These are opportunities to learn about current and pressing issues and concerns but also raise awareness more generally. As also described earlier, the program partners with external entities that contribute to student learning. Commercial and non-profit entities in the community have sponsored one or more studio semesters by covering the cost of materials, lab usage fees, and bringing outside experts to work with the students. In addition to reducing the burden on students and making expertise available, these partners bring to the studio the need to fruitfully engage with stakeholders in the design outcome.

These various engagements summarized above instill in the BArch student the value of and the need for collaboration, inclusivity, creativity and empathy.

CAAD seeks to provide leadership in the design professions by promoting innovation and by contributing to the development of relevant and timely standards. The BArch program more specifically aims to prepare architects who improve the built environment through “leadership, personal engagement and professional practice.” In support of these aspirations, the AUS Office of Students Affairs (OSA) offers its Student Leadership program which engages students in leadership activities that hone their leadership skills and mould them into the leaders of tomorrow. The program cultivates

positivity and strives to develop lifelong leaders by fostering ethical leadership qualities and offering a wide range of opportunities that develop students' leadership, personal and communication skills.

BArch graduates are beginning to provide leadership in the profession and the discipline. As noted earlier, some have established critical local practices developing a body of work that is globally aware yet locally relevant. Some, after earning graduate degrees, have taken up academic positions (two on the BArch program faculty) and are educating the next generation of architects. Others have formal leadership roles: the Chairman of the Sharjah Urban Planning Council is a BArch graduate. For a relatively young program, the impact has been outsized.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

"Open intellectual inquiry," to which the AUS mission refers, does not end at graduation and is a lifelong pursuit. CAAD's emphasis on "inquiry and...development of hands-on technical skills and competence" is likewise a lifelong endeavor, particularly in a world that is rapidly changing. To support this institutional priority, the BArch program seeks to graduate lifelong learners who are engaged, productive, and effective members of society.

In this spirit, some graduates from the BArch program go on to attend some of the top graduate programs in North America and Europe. Some of these schools include Columbia University GSAPP, Harvard GSD, UCLA Architecture, Princeton University, University of Toronto, Cornell University, the Architectural Association and The Bartlett in London (UK). While the decision to pursue a graduate degree is one that is inspired by prior cohorts, program faculty serve as mentors and guides in this decision. CAAD also prominently displays graduate program posters so students are better informed. Students rely on faculty knowledge of various programs to make choices about where to apply. Program faculty also write letters of recommendation in support of these applications. This mentorship will continue to be recognized and encouraged.

CAAD was also successful in providing an alumnus with a different learning opportunity. The Dubai-based real estate development company, Emaar, provided funds to cover a monthly stipend and a materials and travel budget for an alumnus to carry out and disseminate a creative exploration of their choosing. The Fellowship program was for 12 months, included access to CAAD Labs, and was intended to help the recipient prepare for graduate school. Intended as a continuing program, setbacks in the real estate market unfortunately meant that program, while very successful, was not extended. CAAD is now providing another alumnus a Fellowship, funded by the Contemporary Crafts Council (a Sharjah-based non-profit), in conjunction with a project on the use of local materials. CAAD will look to provide alumni with more such opportunities.

As described earlier, the Department of Architecture lecture series, exhibitions and shows are used to establish connections with the external community, including program alumni. As culture, society, the environment, the economy, and the built environment change and evolve, Architecture's role and the architect's knowledge base also must evolve. Alumni attend lectures, exhibitions and shows to hear about current scholarly preoccupations and see the work of critical practices from around the world. These events afford them learning opportunities that are not as heavy on commitment as a graduate program. In a Spring 2021 lecture series, one alumnus was invited to serve as respondent to the speaker. This not only helped contextualize the lecture--which delighted the speakers--but was also intended to encourage alumni attendance. Lectures were held online and that facilitated alumni attendance. Future lectures, even if in person, will be streamed so as to allow alumni to benefit.

At AUS, continuing education used to be a central function and the focus used to be on business and engineering programs with some contribution by CAAD faculty. Now, continuing education has been

devolved to the colleges and CAAD can organize and promote its own courses. A furniture design and production course will be offered by CAAD, in collaboration with an Abu Dhabi Foundation that promotes the arts, culture and heritage, in Fall 2021. Lessons learned from this experience will be used to assess if and how a more substantial set of programs and courses can be sustained.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of Architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to Architecture education and professional preparation.

Overview

The five-year BArch program is intended for the student seeking a professional career in Architecture. The program requires a minimum of 159 credits, including a minimum of 102 credits of required course work in Architecture and closely associated fields, and a zero-credit internship. Required courses represent the core of the discipline of Architecture.

The core curriculum includes 18 credits in the Foundations Year program, which provides the basic design education that enables students to function on appropriate practical, theoretical and critical levels once they advance into their major. The program comprises two drawing courses, two foundations studios, and two history courses. Advancement to the second year is competitive and only the top 48 students advance.

The core curriculum is enriched by a minimum of 42 credits (39 credits of General Education and a further 3 credits towards Innovation and Entrepreneurship) that satisfy the university's general education requirements (GER) that all AUS students must satisfy. AUS's General Education Program encourages intellectual discovery and critical reflection, promotes an appreciation of the various modes of human inquiry, and develops the knowledge and skills to succeed in and contribute to the Arab Gulf region and the world at large. Students must successfully complete core and non-core GERs with a minimum grade of C- in order to graduate. In addition, students must successfully complete one course from each major-designated requirement. Students must also successfully complete three credits towards the innovation and entrepreneurship requirement. Information on specific courses meeting each of the general education areas is available at https://www.aus.edu/general-education-program.

University studies present a unique opportunity to explore other fields of interest. Based solely on individual interests, each BArch student must also complete a minimum of 15 credits of free electives from across the university.

The curriculum is designed to meet the requirements for professional licensure that prevail in the United States and the UAE and to prepare the graduate for professional practice throughout our region. Some students may aspire either to advanced study in the field or to practice in a broader global setting. Accordingly, the curriculum follows established international norms for a first professional degree in Architecture.

In order to graduate with a BArch degree, a student must maintain a minimum cumulative grade point average (CGPA) of 2.0.

The structure of the BArch curriculum is captured in the following proposed sequence of study from the AUS Undergraduate Catalog 2021-22, p 50.

Proposed Sequence of Study
Bachelor of Architecture (BArch)

FIRST YEAR (30 credit hours)			
Term	**Course #**	**Course Title**	**Credit Hours**
Fall	DES 111	Descriptive Drawing I	3
	DES 121	Introduction to Architecture, Art and Design History	3
	DES 131	Design Foundations I	3
	MTH 111 or MTH 103	Mathematics for Architects or Calculus I	3
	WRI 101	Academic Writing I	3
		Total	**15**
Spring	DES 112	Descriptive Drawing II	3
	DES 122	Modern Developments in Architecture, Art and Design	3
	DES 132	Design Foundations II	3
	WRI 102	Academic Writing II	3
	GER-Core	History and Culture of the Arab World	3
		Total	**15**

SECOND YEAR (36 credit hours)			
Term	**Course #**	**Course Title**	**Credit Hours**
Fall	ARC 201	Architectural Design Studio I	6
	ARC 271	Introduction to Landscape	3
	ARC 281	Architectural Principles	3
	ENG 203 or ENG 204	Writing about Literature or Advanced Academic Writing	3
	PHY 104	Physics for Architects	3
		Total	**18**
Spring	ARC 202	Architectural Design Studio II	6
	ARC 222	Modern Architecture and Urban Form	3
	ARC 232	Materials and Methods I	3
	GER-COM	Communication	3
	FRE	Free Elective	3
		Total	**18**

THIRD YEAR (33 credit hours)			
Term	**Course #**	**Course Title**	**Credit Hours**
Fall	ARC 301	Architectural Design Studio III	6
	ARC 221	Pre-Modern Architecture and Urban Form	3
	ARC 331	Materials and Methods II	3
	GER-STA	Statistics	3
		Total	**15**
Spring	ARC 302	Architectural Design Studio IV	6
	ARC 342	Structures for Architects	3
	ARC 382	Architectural Detailing	3
	GER-Core	Culture in a Critical Perspective	3
	FRE	Free Elective	3
		Total	**18**
Summer	ARC 397	Internship in Architecture	0

FOURTH YEAR (30 credit hours)			
Term	**Course #**	**Course Title**	**Credit Hours**
Fall	ARC 401-01	Architectural Design Studio V	6
	ARC 421	Architectural Theory	3
	ARC 451	Environmental Control Systems	3
	GER-Core	Arts and Literature	3
		Total	**15**
Spring	ARC 402	Architectural Design Studio VI	6
	ARC 463	Professional Practice	3
	IEN 301	Innovation and Entrepreneurship Mindset	3
	GER-SCI	Natural Sciences	3
		Total	**15**

FIFTH YEAR (30 credit hours)			
Term	**Course #**	**Course Title**	**Credit Hours**
Fall	ARC 501	Architectural Design Studio VII	6
	ARC 581	Critical Practice and Contemporary Discourse	3
	ARC 591 or FRE	Directed Architectural Design Research or Free Elective	3
	GER-Core	Human Interaction and Behavior	3
		Total	**15**
Spring	ARC 502 or ARC 592	Architectural Design Studio VIII or Directed Architectural Design Studio	6
	GER-Core	Course Selected from General Education Core Requirements	3
	FRE	Free Elective	3
	FRE	Free Elective	3
		Total	**15**

The relationship among required courses, program outcomes and program goals are presented in Appendix II.

In their second year, students are introduced to the elemental principles of architecture through exposure to fundamental compositional, technical, and analytical skills alongside the development of cogent verbal and graphic response to design problems. In the fall semester emphasis is placed on precedent analysis, landscape integration, and iterative exploration utilizing a variety of analog and digital media. In the spring semester emphasis is placed on the urban and cultural context along with the tectonic, tactile, and material aspects of architecture. Experiential design is addressed through full-scale material studies and 3D computer modeling. During this semester students begin to combine theory, practice, and communication skills in the conceptual development of a design.

Third year introduces students to increasingly complex programmatic, technical, and theoretical requirements that necessitate the coordinated integration of program, spatial organization, cultural conditions, and structural strategies. Students explore issues of programming directly through the development of a specific building program based on the needs of the client/user as well as gaining a more comprehensive ability to synthesize the various compositional criteria of architectural design. Emphasis is placed on issues of accessibility as well as further development of fundamental design skills. Tectonic issues, as related to a specific design proposition, are confronted in the development of the

building systems and structures. Topics introduced in the required courses are reinforced and applied in the design studios.

Fourth-year students develop a deeper understanding of advanced topics fundamental to the conceptual and technical production of Architecture. Technical courses introduce architectural projects that develop an articulate link between conceptual intent and constructed outcome. The design studio introduces integrated systems and strategies that address environmental issues posed by temperature variation, solar, wind, and water. A focused study of passive and active building systems concentrates on human comfort and qualitative experience. Project assignments foreground contextual and environmental issues posed by unique, regional, site issues and the spatial integration between interior and exterior.

The fourth year includes a comprehensive or building integration design project that synthesizes content and knowledge studied in previous semesters. Work in the design studio models expectations encountered in professional practice. While previous studios focused on developing and refining conceptual design skills and strategies, the comprehensive design studio extends beyond the schematic design phase and into design development and detailing. Students develop links between conceptual intent and the execution of design development drawings. The concurrent professional practice course addresses document management and organizational strategies, specification writing and collaboration.

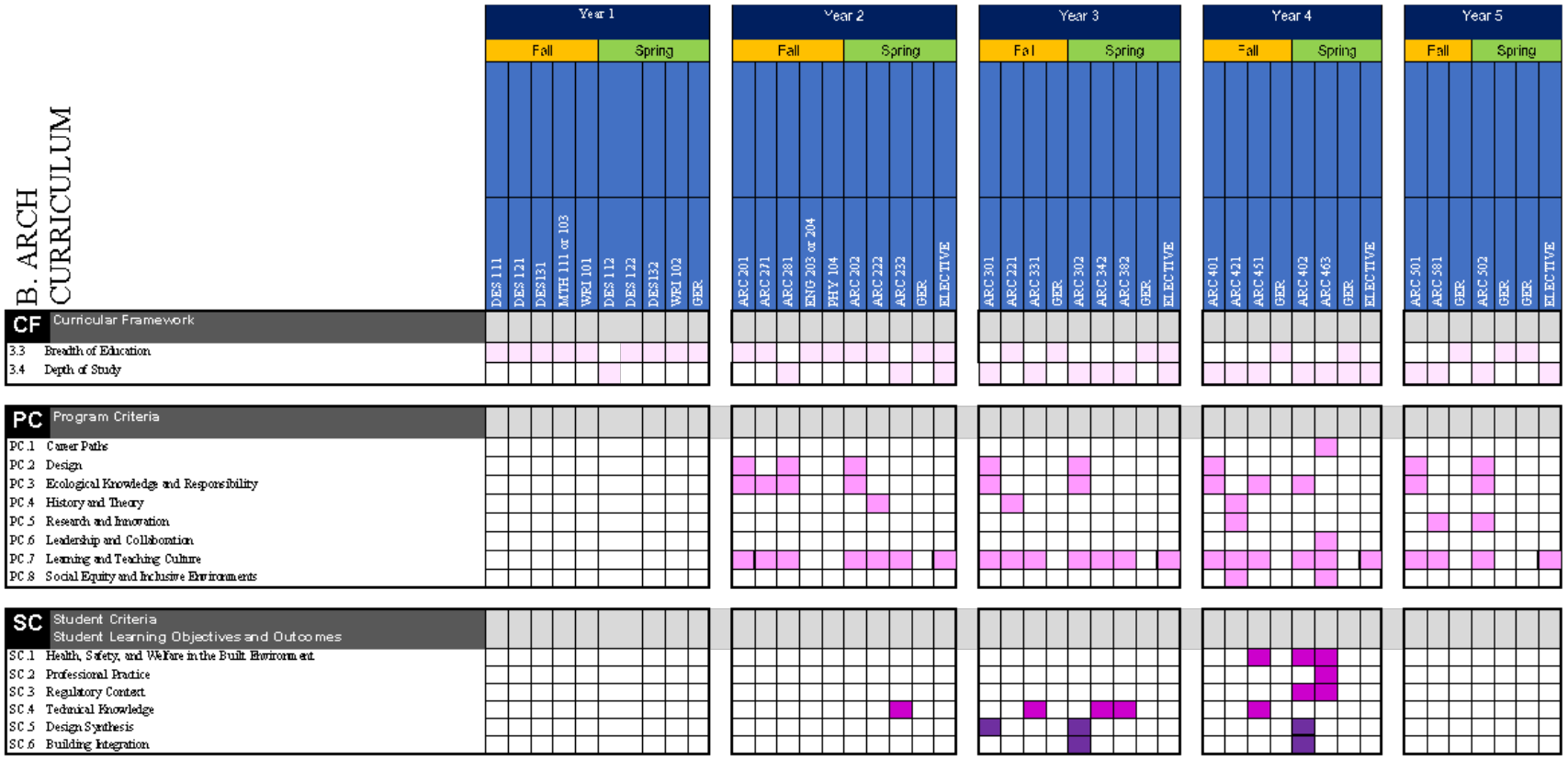
In the final, fifth year of the program students develop advanced design tools in response to complex architectural projects in a topic, capstone or collaborative studio setting. Projects involve research, experimentation, and specialized techniques leading to comprehensive solutions that address issues of program, context, building technology and/or fabrication and design-build. Projects engage architectural design at various scales ranging from conceptual investigations to full-scale fabrication and urban design.

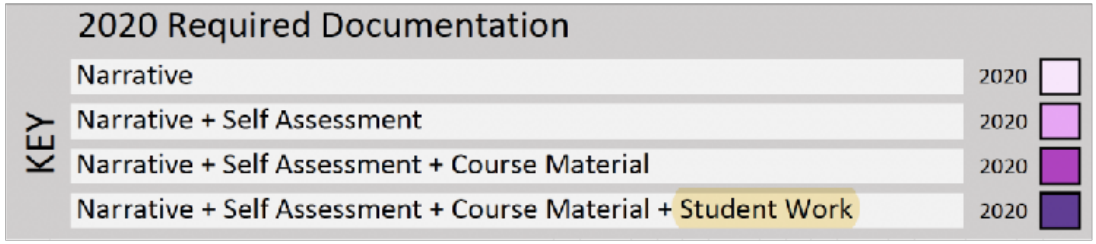
Pedagogical and Curricular Themes
Core principles, representation and fabrication (design-build) and ecology / urbanism are the primary areas of specialized focus that distinguish the Architecture. In addition, faculty acknowledge that expertise in environmental sustainability and social responsibility must be deployed across all areas of the program. Strategic development in these areas would embed the Department in issues specific to the local context, expand opportunities for applied and theoretical research and provide distinction to our program.

Fabrication is well positioned in terms of faculty expertise, resources, and course offerings. This expertise is supported by well equipped labs and an evolving range of introductory to advanced teaching venues, ranging from seminars to design-build studios, distributed throughout the curriculum. The college's design-build initiative affords students unique hands-on learning opportunities that culminate in real-world, full-scale outcomes built by students; this approach to pedagogy is rarely found elsewhere in the region.

2020 NAAB ACCREDITATION CRITERIA

B. ARCH CURRICULUM





3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an Architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Evidence that PC.1 is met can be found in the content of ARC 463, departmental advising and mentoring, the internship requirement, and the activities of the AIAS chapter. ARC 463 is the primary vehicle for students knowing the paths to becoming licensed as an Architect in the United States as well as the range of career opportunities afforded by professional licensure. ARC 463 introduces the fundamentals and opportunities of professional Architecture practice. Using the AIA's *Architect's*

Handbook of Professional Practice as a guide, students learn about competing in a global marketplace. They also learn about different career paths including graduate school, careers in Architecture, and other careers adjacent to Architecture. The instructor of ARC 463 faces a challenge unique to our context: the need to also address professional practice in the UAE as well as other non-US contexts from where the students come, including the UK and India. Even though this shrinks the time available to cover US-related content, it also highlights the unique aspects of US-based practice relative to other contexts.

Students also learn about career opportunities as part of the department's advising process and individual conversations with program faculty. This includes professional work they would engage, types of firms, and graduate programs The specifics of professional practice are also picked up as part of a student's internship experience. During this time students have the opportunity to work and collaborate in teams and within various constraints of real-life projects as members of the professional community. They observe firsthand many of the career paths that lie within the profession.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Evidence that PC.2 is met can be found in the content of ARC 201, ARC 281, ARC 202, ARC 301, ARC 302, ARC 401, ARC 501 and ARC 502.

- ARC 201 and ARC 202 address the fundamentals of making Architectural form and space with emphasis on design inquiry, exploration and process. They concentrate on classic sources of form in Architectural design such as function, experience, structure, construction and context. They explore tools and methods to design and create space, form and tectonics. ARC 202 has an increased emphasis on design development, physical and technical resolution. Digital media are also introduced.
- ARC 281 provides an overview of the fundamental formal, cultural and environmental issues specific to the discipline of Architecture and interior design. It emphasizes two and three-dimensional composition, organizational strategies, and the basic syntax of spatial configuration. It also examines the effect of light, air, weather and orientation on spatial experience in the built environment with a focus on building forms and interiors that incorporate a passive and site-specific response to environmental conditions.
- ARC 301 and ARC302 address the fundamentals of the making of Architectural form based on concepts derived from space, structure and building construction. Here, studio-based projects emphasize design strategies for small, multilevel, infill buildings with conventional, short-span structural systems. ARC301 explores the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product, and students are

asked to consider design decisions that improve environmental performance and enhance sustainability. ARC 302 includes studio-based projects with greater emphasis on the tectonics of building structure and envelope. Building case studies and design projects explore a range of material and construction system types including steel, wood, masonry and reinforced concrete. It utilizes applied research as a part of the design process as it relates to structure, materials and assemblies.

- ARC 401, ARC 501 and ARC 502 are topic and/or collaborative studios that encourage students to consider a stronger awareness of scales and programs and employ advanced design tools to respond to complex Architectural projects. They allow for disciplinary research and experimentation involving specialized techniques and in-depth investigation beyond the scope of schematic building design. Projects address the discipline of Architecture at various scales, ranging from details and full-scale fabrication to urban design.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future Architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:
Evidence that PC.3 is met can be found in the content of ARC 201, ARC 202, ARC 271, ARC 281, ARC 301, ARC 302, ARC 401, ARC 402, ARC 451, ARC 501 and ARC 502.

Ecological knowledge and responsibility are addressed in courses throughout the curriculum. In the second-year studios, students make design decisions that improve environmental performance and enhance sustainability. In third-year studios, they respond to sustainability challenges: they must also explain how material choices, construction methods and details of the building envelope promote sustainability. In fourth-year studios, they must more broadly respond to social, economic, and environmental sustainability in an Architectural proposal. In fifth-year topic or options studios they must further demonstrate an ability to interpret sustainability through multiple means and incorporate these interpretations in the design process.

Studio courses are supplemented and complemented by these non-studio courses:

- In ARC 271, students must be able to describe the impact of environmental and climatic forces on site design strategies at the local, regional and global level.
- In ARC 281, they learn how built form can respond to light, air, weather, solar orientation and site conditions. And, how light, air, weather and solar orientation physically impacts the human body.
- In ARC 451, they describe the fundamentals of heating and cooling systems in buildings, classify the different types of active cooling and heating systems, and plan these components as an integrated part of Architectural design and thereby enhancing environmental sustainability.

Studios that are more or less contemporaneous with these courses require students to incorporate what they have learned in the courses.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of Architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Evidence that PC.4 is met can be found in the content of DES 121, DES 122, ARC 221, ARC 222, and ARC 421.

- In DES 121, students begin their engagement with history and explore the technological, religious and social forces that helped to reveal the universality of the human impulse to design, defined broadly, from the Stone Age to the Industrial Revolution.
- In DES 122, students examine ideas, techniques and design methods thematically from the Renaissance to the late 20th century and the contemporary world. Here too they explore

technological, religious and social forces and develop a global view of art, architecture and design.

- In ARC 221 students explore factors influencing the production of Architecture and urban form through the study of select buildings and cities within the context of world history from the ancient world to 1850 CE. They delve into ways in which theoretical knowledge and practical design principles were applied across cultures and extract interrelationships among diverse Architectural and urban traditions through comparative analyses of historical buildings and cities.
- ARC 222 continues this journey with an exploration of design principles that are fundamental to an understanding of the Architecture and urban form from 1850 to 1960. Significant historic and theoretical issues, topical rather than chronological, are selected for closer examination. It
- integrates focusing on a selection of significant issues proceeding. It also considers technological changes and regional influences and contributions, concludes with the debates that gave rise toPost-modern Architecture.
- ARC 421 builds on these courses and engages the conceptual basis of the work of specific Architects. Students review the works of Architectural historians and theoreticians from the 1960s to the present. They examine schools of thought in Architecture with an emphasis on understanding both written and visual analysis of built form and design.

Should we write about the issue with DES 121 and 122 being that the historic canon is largely Western oriented and does not address more global content?

PC.5 Research and Innovation—How the program prepares students to engage and participate in Architectural research to test and evaluate innovations in the field.

Program Response:

Evidence that PC.5 is met can be found in the content of ARC 401, ARC 421, ARC 501, ARC 502, and ARC 581 along with prototyping support in CAAD Labs and the campus requirement, IEN 301.

- In ARC 421, students explore the theoretical and applied research methodologies and practices used during the design process. They engage the work of historical and contemporary Architectural historians and theoreticians from the 1960s to the present, including the conceptual basis of the work of specific Architects. The course emphasizes understanding of both written and visual analysis of built form and design.
- In ARC 581, students further examine the role and application of research methodology and critical thinking in the work of leading practitioners and academics. In doing so, the course requires students to investigate a current topic in contemporary discourse with a focus on the application of theory and research in architectural production. The course foregrounds the history of ideas that frame and influence contemporary trends in the discipline, and focuses on Architecture as a mode of inquiry.
- Three topic or options studios--ARC 401, ARC 501, and ARC 502--specifically require students to employ research, experimentation and/or specialized techniques to address issues of program, building technology, context and/or fabrication. They are also asked to develop a design research methodology. In particular, design-build studios by their very nature inculcate in students the centrality of testing and evaluating in architectural innovation.
- Prototyping and testing are fundamental to research and innovation in Architecture and CAAD's well-equipped labs provide students with in-house access to many of the latest analog and digital technologies for this purpose. Program faculty are themselves adept at using these technologies and can lead by example. Students must undergo training on the safe and proper use of the equipment.
- All AUS students, beginning with those admitted in Fall 2020, are required to complete IEN 301 (Innovation and Entrepreneurship Mindset) which engages students in the design thinking process and entrepreneurship practices. It addresses empathetic understanding of users, problem reframing, idea generation, prototyping, experimentation, lean startup methods, go-to-market strategies, and pitching and presenting as an entrepreneur.

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PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

Evidence that PC.6 is met can be found in the content of ARC 402, ARC 463, and IEN 301. The key notion here is that contemporary leadership is not top down but rather must be exercised in flat, non-hierarchical structures.

- ARC 463 is the primary venue in the BArch program for students to learn in a structured way about collaborating in teams. Three or four students form teams that are charged with responding to an RFP in four parts: i.) Personnel, firm profile, office facilities, ii.) Project information, special design concerns for project, iii.) Architectural/engineering services, SD-CA process, and iv.) Design fees for SD, DD, CD, CA and potential costs. Each member takes on one of these parts and each team must produce a portfolio booklet and make a corresponding presentation. Students learn about the challenges and opportunities in creating and working as a team; what it means to be a good colleague and groupmate; and being accountable for their contributions to the team's successes and shortcomings. Students experience the need for good interpersonal communication and exerting leadership in non-hierarchical group structures.
- In ARC 402, teams of two students work on a comprehensive, integrated design project. Since there is a complex and sizable set of deliverables to be completed over the course of the semester, teams have to learn to work under pressure. Furthermore, they must also deal with the challenges of sharing the authorship of creative work, which is more complicated than working alone but can produce better outcomes.
- As mentioned above, all AUS students are required, beginning with those admitted in Fall 2020, to complete IEN 301 (Innovation and Entrepreneurship Mindset). In IEN 301, BArch students work in teams composed of students in majors across campus. Teams must create and develop a business idea and devise how it will be brought to fruition. This is a uniquely interdisciplinary context in which BArch students learn about collaboration and leadership

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

Evidence that PC.7 is met is not found in the content of a single course but rather can be found program wide.

All course syllabi in CAAD include the following statement in a section titled, *CAAD Learning Culture*:

> Respect for others is the fundamental expectation from all students, staff and faculty in the College. All members of the community must strive to ensure a safe, secure, and supportive learning environment that encourages optimism, respect, sharing, engagement, and innovation (per NAAB Program Criterion PC.7).

This language is extracted from CAAD's newly adopted college-wide *Statement on Learning Experience* (based largely on the Department of Architecture's Studio Culture statement) and is available in Appendix XI. CAAD's first survey of students' learning experience was deployed in Spring 2021 and this will be repeated every Spring semester. Some key findings, that will serve as an initial benchmark, are:

- 92% indicated that they either agree or strongly agree with the statement, "The syllabus statement is clear and I understand it well"
- 61% indicated that they either agree or strongly agree with the statement, "In my experience, the learning environment at CAAD is correctly described by the syllabus statement"

- 64% indicated that they either agree or strongly agree with the statement, “I get effective guidance on courses to take (advising)”
- 38% indicated that they either agree or strongly agree with the statement, “I get effective guidance on career choices (mentoring)”

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

Evidence that PC.8 is met can be found in the AUS General Education program and the content of ARC 401, AEC 421, ARC 463, ARC 501, ARC 502 and ARC 581.

- As mentioned earlier, AUS’s General Education program--particularly in the core areas of 1.) history and culture of the Arab world, 2.) culture in a critical perspective, and 3.) human interaction and behavior--opens students’ minds to the experience and realities of others.
- In ARC 421, students engage historical and contemporary developments within the field and discuss how social and cultural issues have been a part of these developments. They are able to describe how cultural values and traditions influence and affect the design of the built environment.
- In ARC 463, students explore ethical concerns around forming professional judgments about social, political and cultural issues in Architectural design and practice. Lectures on ethics, including references to *Ethical Standard of Care* in the AIA Architect’s Handbook of Professional Practice, are followed by open discussions of ethical issues and situations that arise in practice. To further sensitize students, the course assignment described above (responding in groups to an RFP) uses carefully selected projects that pose social and cultural challenges. Recent projects include a shelter in Afghanistan for refugee women who have lost husbands in that war, and a school for underserved children in Ethiopia that aims to ameliorate poverty and promote equal opportunities.
- Furthermore, depending on the particular topic being addressed, ARC 581 explores specific instances of inequity. Also, advanced topic studios (ARC 401, ARC 501, ARC 502) often require students to address the design needs of groups and individuals different from them whether it be housing for underprivileged laborers in Sharjah or floating schools for kids in flood-prone rural Bangladesh.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

Evidence that SC.1 is met can be found in the content of ARC 402, AEC 451, and ARC 463.

- In ARC 451, students learn basic principles for selection and design of the main environmental control systems in buildings, including plumbing, heating, ventilation, air conditioning, electric, lighting, and fire suppression and protection systems. Students also call out and apply key code elements relating to life safety in buildings.
- ARC 402 is a capstone studio and requires students to develop a comprehensive project integrating building technologies with other design requirements. Students engage in data collection, analysis and programming along with detailed design development of building

technology components. They collect, analyze and synthesize building code information relevant to the building type and the proposed site, and to apply the basic principles of life-safety systems with an emphasis on egress.

- In ARC 463, students are introduced to the professional practice of Architecture. They acquire basic knowledge of project management, client and consultant relationships, construction administration and the operations of a design business. They understand the importance of building codes and regulations (in tandem with ARC 402), accessibility laws, and professional service contracts. Specific to SC.1, students must understand that the Architect's responsibility tothe public and the client is determined by registration law, both in the U.S. and abroad, which is important for our multicultural student body.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to Architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

Evidence that SC.2 is met can be found in the content of ARC 463.

This course is the principal means by which students gain fundamental knowledge of project management, client and consultant relationships, construction administration and the operations of a design business. Our current course instructor is an NCARB Scholar and as a result, an NCARB Licensing Advisor. The faculty also has a LEED Accreditation with a Building Design & Construction designation Students are introduced to the implications of time, budget and economic parameters in relation to the design process, professional ethics, social and political context, and business management. Course content is covered through lectures, class discussions and a group project; student's grasp of course content is assessed through exams and the outcomes of the group project. In addition to learning about Architecture practice in the US, students learn about the Architect's responsibility to the public and the client as determined by registration law in the UAE and surrounding countries in the MENA (Middle East and North Africa) region.

By highlighting the similarities and differences between the US and the UAE, the course reinforces knowledge of managing Architectural practices in both contexts. Students learn about the importance of building codes and regulations, accessibility laws and professional service contracts. They learn about financial management and business planning, time management, risk management, mediation and arbitration. They also learn about how to compete for commissions, select consultants and assemble project teams, and choose among project delivery methods. The course brings to light the fundamentals of building and project costs, such as rough construction estimating and basic operational costs as they relate to how designers practice in the US and in the UAE. As discussed earlier, special emphasis is also placed on the ethical issues involved in forming professional judgments regarding social, political and cultural issues in practice. The course instructor participated in the 'NCARB Professional Practice Scholar' meeting in Washington DC. Through this participation we have enhanced further the course to implement best practices in teaching professional practice. The meeting addressed issues such as the future of academia and practice, ethics in architecture, business strategies and financial management, law and professional liability, and teaching methods and curriculum development.

Knowledge gained in ARC 463 is validated when in the following summer, students complete a professional internship.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process Architects use to comply with those laws and regulations as part of a project.

Program Response:

Evidence that SC.3 is met can be found in the content of ARC 402 and ARC 463.

- In ARC 402, students must accommodate inhabitants of varying physical ability by applying universal design standards across the site and integrated with building design. They are also required to apply basic principles of life-safety systems with an emphasis on egress. Land-use regulations in the UAE are site-specific development control regulations rather than zoning codesfound in the US. Students create a Code Review of applicable codes necessary for a full DD development package using the IBC (International Building Code) and the local Dubai Universal Design Code. This proforma shows the information and requirements on a sheet which is made part of the SD, and DD set of documents. It includes graphic information as required and students highlight means of egress, life safety, use and occupancy, building heights and areas, and accessibility.
- Students take ARC 463 in the same semester and the two courses complement each other. As explained before, students in ARC 463 misunderstand the Architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria Architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Evidence that SC.4 is met can be found in the content of ARC 232, ARC 331, ARC 342, ARC 382, and ARC 451.

- In ARC 232, students engage in an in-depth exploration of building materials and their properties as they relate to contemporary construction methods and practices used to prepare sites and to erect the building's basic structure. Students learn about site preparation, foundations, concrete, steel and timber structures, and masonry work, and they are introduced to the basics of producing construction drawings.
- ARC 331 builds on ARC 232 and offers an in-depth examination of the materials and processes involved in finishing a building. From case studies, students understand the process of adding major components following the erection of the building's basic structure. Students learn about stairs, doors, windows, partitions, ceilings, floors, claddings and joints. Through hands-on production of detailed drawings, they learn to address both design considerations and construction methods.
- In ARC 342, students are introduced to the classification and behavior of structural elements and systems most relevant to the design of Architecture. They learn the fundamentals of structural analysis, types and classifications of structural dynamics, properties and performance capacity of the primary building materials, and structural elements. Structural components are understood in the context of and in a dynamic relationship with system types and classifications and. Students also learn about the collaborative nature of working with a structural consultant in a professional office environment.
- In ARC 382, students explore the relationship between 1.) the design and production of architectural details and 2.) the conceptual underpinnings of a project. There is an emphasis on the role of tectonics and material integration beyond pragmatic applications. Students learn technical drawing, construction drawings and industry standards for graphic and written communication, including.the use of computer technology in drawing production and information coordination.
- Finally, in ARC 451, students learn basic principles for the selection and the design of the main environmental control systems in buildings, including plumbing, heating, ventilation, air conditioning, electric, lighting, and fire suppression and protection systems.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within Architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

Evidence for SC.5 can be found in the content of ARC 301, ARC 302 and ARC 402.

- In ARC 301, students must identify and implement appropriate spatial design strategies in response to advanced programmatic and site constraints; they must utilize physical and digital modeling as an investigative and analytical tool. They explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product, and demonstrate an understanding of basic structural principles and utilize structural systems as spatial and formal ordering systems in building design. They are asked to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into Architecture and urban design projects, and make design decisions that improve environmental performance and enhance sustainability.
- ARC 302 builds on ARC 301. The studio emphasis is on the tectonics of building structure and envelope. Building case studies and design projects explore a range of material and construction system types including steel, wood, masonry and reinforced concrete. Students are expected to demonstrate an understanding of structural systems and their application into design outcomes. They develop material solutions and are expected to explain how these material choices, construction methods and details of the building envelope promote sustainability.
- In ARC 402, as has been described previously, students must synthesize a response to a much larger set of requirements, circumstances, constraints and opportunities. In doing so, they must demonstrate a command of data collection, analysis and programming for comprehensive building design. To recap, they must:
    - formulate a comprehensive project program by assessing client and user needs, inventorying space and equipment requirements, analyzing site conditions (including existing buildings), reviewing relevant laws and standards and their implications for the project, and defining site-selection and design-assessment criteria.
    - identity, analyze and synthesize building codes relevant to the building typology and the proposed site.
    - respond to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models and analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials.
    - apply the basic principles of life-safety systems with an emphasis on egress, evaluate design choices in terms of enhancing environmental sustainability, and respond to universal design standards for site and building design.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within Architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

Evidence for SC.6 can be found in the content of ARC 302 and ARC 402.

- Projects in ARC 302 emphasize the tectonics of building structure and envelope. Students explore, through building case studies and design projects, a range of material and construction

system types including steel, wood, masonry and reinforced concrete. When designing, they must apply 1) knowledge of structural systems and 2) research on structure, materials and assemblies. They must explain how material choices, construction methods and details of the building envelope promote sustainability. To close the loop, students must critically reflect on thedesign process and its outcomes.

- As has been described earlier, in ARC 402, which follows ARC 302 after an options or topic studio, students develop a comprehensive building design proposal that integrates building technologies with other non-technical design issues. Students evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems into the proposal. Students start with case studies, move through site studies, schematic design, and ultimately design development. Along the way, they integrate systems and flesh out wall sections and details of their projects. They evaluate materials and assemblies in terms of performance and the ability to become an integral part of design, and apply the basic principles of life-safety systems with an emphasis on egress.

Narrative of the various assessment methods employed at the Program level to evaluate compliance with PC and SC and identify modifications

Course Files and Course Assessment Report
Cycle – every academic year or when the course is offered.
Process: Instructor's own course self-assessment, HoD recommendation and Curriculum and Assessment Committee

At the end of each semester, the course instructor is required to prepare a Course File that includes a Course Assessment Report, for every class taught. Course Files provide evidence of learning outcomes achieved success. Beyond archiving the course content, teaching materials taught each course file includes:

- copies of all assessment instruments
- appropriateness of the course learning outcomes
- extent to which the syllabus was covered
- extent to which learning outcomes were met
- appropriateness of textbooks and other learning resources
- appropriateness of assessment instruments in relation to learning outcomes
- appropriateness of prerequisites
- summary of student feedback on the evaluation of the course
- instructor's proposals for any course improvements

Design Studio Critiques
Cycle: every semester
Process: Instructor's own studio self-assessment, invited guests, and faculty

These would take place during the semester in addition to midterm and final reviews. The HoD visits each final review to assess performance. In addition, the program actively solicits the participation of visiting critics drawn from the local and global professional community as well as alumni. These activities serve to enhance discussion at the end of each semester Faculty Design Review described below.

Faculty Design Review
Cycle: every semester
Process: Instructor's own self-assessment and faculty

The Faculty Design Review was introduced as a new form of course assessment. This review occurs over the course of a full day at the end of each semester. Examples of high and low pass work from each studio year-level are displayed and associated faculty members provide an overview of the pedagogical and curricular intent. In these sessions, the faculty presentation is followed by a discussion on strengths, weaknesses, and opportunities for improvement. The presentations are followed by a discussion amongst all faculty members regarding each year level. The process provides a venue for reflection and also an awareness of shared

objectives between year-levels. Over the course of the day each studio year-level is presented and links, or potential links, are made between year-levels, as well as between studios and required courses that deliver specific learning outcomes. Following the discussion, outcomes inform further discussion amongst the year-level coordinators, the Curriculum and Assessment Committee and the HoD. The format for the Faculty Design Review was revised to include more attention to required, non-studio courses. Studio work was exhibited as a backdrop, but the presentations and discussion addressed required, non-studio courses responsible for student PC and SC.

Student Course Evaluations
Cycle: every semester
Process: Instructor's own studio self-assessment and HoD

AUS mandates formal student evaluation each semester of all courses for quality of content and teaching. The evaluation is divided in three parts: the learning experience; the course and its content; the instruction and the faculty. Course instructors, along with the HoD, review course evaluations in order to assess achievement, identify problems, consistency and student insight. Department and College average scores are used as benchmarks to gauge courses that require revisions.

Assessment Outcomes and Curriculum revision of the BArch program
The various forms and venues of assessment and their uses have raised a number of issues with curricular effectiveness that needed to be addressed. The following curriculum changes were the result of continuing enhancement in response to comments from the previous accreditation visit and the program assessments mentioned above:

Enhanced History/Theory Sequence
As a result of feedback from alumni who have gone on to graduate school, the department assessed the set of history and theory courses in the curriculum. At that point, the sequence consisted of ARC 221 (Pre-Modern Architecture and Urban Form), ARC 222 (Modern Architecture and Urban Form) and ARC 421 (Architectural Theory). To bolster the theory content, in AY 2016-17, a new required seminar course, ARC 581 (Critical Practice and Contemporary Discourse), was added to the curriculum. Where appropriate, ARC 581 is taken along with a studio course to enhance learning in both courses. Prerequisites of other courses were revised to facilitate association with ARC 581. The sequence and content of history/theory courses were reviewed. ARC 421 now focuses exclusively on the period post-1960s to the present. Other changes to ARC 421 include: the course meets two rather than three times a week to allow deeper discussion of material; the course has a cap of 16 rather than 24 students for a seminar-like learning experience. The history/theory sequence overall has moved away from strictly chronological to a broader more conceptual approach.

Semester in Barcelona
Despite being located in a very multicultural setting, the faculty believed that BArch students should have the opportunity to immerse themselves and learn in an inspirational international setting. After several locations were assessed, the decision was made to run the program in Barcelona and make it available to fourth- and fifth-year students. A cohort of (at the most) 16 students, accompanied by a member of the AUS faculty, would spend a semester in the city and get AUS credit for coursework completed while in Barcelona. The first semester abroad was offered in Fall 2017 and was taken by 16 students. A second cohort of 12 students spent the Fall 2018 semester abroad and a third cohort of 11 students will spend Fall 2019 abroad. Students take the following courses:

- Architectural Design Studio V/VII (ARC 401/501; 6 credit hours)
- Place and Culture: Barcelona (ARC 394; 3 credit hours)
- Case Study: Enric Miralles and Benedetta Tagliabue (EMBT) (ARC 494; 3
- credit hours)
- Critical Practice and Contemporary Discourse (ARC 581; 3 credit hours)

Assessment methods at the individual course level
The student's performance in each course is evaluated by the instructor and a grade is assigned reflecting performance in all course attributes, which may include class participation, research papers, exams, quizzes, design projects and reports. The assessment method is clearly stated in the course syllabus which is distributed to students during the first day of classes. PC and SC are liked to various course outcomes. Each

course outcome is assigned its own assessment method which is clearly indicated in each syllabus. All assessment methods, strategies and grading are included in the course file which is prepared at and submitted the end of the semester. Based on the subject matter and course format, a variety of measures are utilized to assess the performance of students in a course are employed: exams and quizzes, assignments, essays, projects/ design reviews, class participation, presentations.

Assessment method of individual PC and SC

3.1 PC 1 – Career Paths
ARC 463 (Professional Practice)
Course Outcome: Understand the architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts.
Assessment method: Exams

3.1 PC 2 – Design
ARC 201 (Architectural Design Studio I)
Course Outcome: Explore tools and methods to design and create space, form and tectonics.
Assessment method: Drawings and Models

ARC 281 (Architectural Principles)
Course Outcome: Identify compositional principles, organizational strategies, and the basic syntax of spatial configuration using appropriate representational techniques.
Assessment method: Exams

Course Outcome: Explain the relationship between fundamental aspects of human behavior and the built environment.
Assessment method: Exams

ARC 202 (Architectural Design Studio II)
Course Outcome: Demonstrate an ability to design for human needs and spatial experience.
Assessment method: Project(s)

ARC 301 (Architectural Design Studio III)
Course Outcome: Explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product.
Assessment method: Precedent Study, Context & Site Analysis, Project Midterm, Project Final

ARC 302 (Architectural Design Studio IV)
Course Outcome: Utilize applied research as a part of the design process as it relates to structure, materials and assemblies.
Assessment method: Design Reviews

ARC 401-01 (Architectural Design Studio V)
Course Outcome: Develop methodologies and techniques to address architectural solutions at multiple scales.
Assessment method: Design Reviews

ARC 501 (Architectural Design Studio VII)
Course Outcome: Develop methodologies and techniques to address architectural solutions at a particular scale.
Assessment method: Drawings and Models / Assignments / Reviews

ARC 502 (Architectural Design Studio VIII)
Course Outcome: Develop methodologies and techniques to respond to complex conceptual and/or technical building design processes at various scales.
Assessment method: Process and Project Development, Written and Verbal Presentation, Assignments,

Reviews

3.1 PC 3 – Ecological Knowledge and Responsibility

ARC 201 (Architectural Design Studio I)
Course Outcome: Articulate principles of sustainability and describe the role of climate in architectural design.
Assessment method: Drawings and Models

ARC 271 (Introduction to Landscape)
Course Outcome: Describe the impact of environmental and climatic forces on site design strategies at the local, regional and global level.
Assessment method: Quizzes, Mid and Final Exams, Exercises and Notebooks.

ARC 281 (Architectural Principles)
Course Outcome: Describe how built form can respond to light, air, weather, solar orientation and site conditions.
Assessment method: Exams

ARC 202 (Architectural Design Studio II)
Course Outcome: Make design decisions that improve environmental performance and enhance sustainability.
Assessment method: Projects(s)

ARC 301 (Architectural Design Studio III)
Course Outcome: Make design decisions that improve environmental performance and enhance sustainability.
Assessment method: Projects(s)

ARC 302 (Architectural Design Studio IV)
Course Outcome: Explain how material choices, construction methods and details of the building envelope promote sustainability.
Assessment method: Design Reviews

ARC 401-01 (Architectural Design Studio V)
Course Outcome: Explain the social, economic, and environmental sustainability of an architectural proposal.
Assessment method: Design Reviews

ARC 451 (Environmental Control Systems)
Course Outcome: Describe the fundamentals of heating and cooling systems in buildings. Classify the different types of active cooling and heating systems. Plan these components to integrate them with architectural design.
Assessment method: Exam questions, Class Exercise and Project

ARC 402 (Architectural Design Studio VI)
Course Outcome: Evaluate design choices in terms of enhancing environmental sustainability.
Assessment method: Precedent Analysis, Schematic Design, Design Development and Final Project,

ARC 501 (Architectural Design Studio VII)
Course Outcome: Explain the social, economic, and environmental sustainability of an architectural proposal.
Assessment method: Drawings and Models, Assignments, Review and Project

ARC 502 (Architectural Design Studio VIII)
Course Outcome: Explain the environmental, social and economic sustainability of an architectural proposal.
Assessment method: Drawings, Models, and Verbal Presentation, Assignments and Review

3.1 PC 4 - History and Theory

ARC 222 (Modern Architecture and Urban Form)
Course Outcome: Demonstrate an understanding of the western architectural canons and traditions in

architecture developed during the modern era.
Assessment method: Analysis Exercises

ARC 221 (Pre-Modern Architecture and Urban Form)
Course Outcome: Describe the historical context of selected works of pre-modern architecture and urban form.
Assessment method: Timelines, Essay and Analysis

ARC 421 (Architectural Theory)
Course Outcome: Describe the major ideas, theories, and practices prevalent in contemporary architecture.
Assessment method: Research Paper, Readings and Class Participation, Quizzes, and Presentations

3.1 PC 5 – Research and Innovation
ARC 421 (Architectural Theory)
Course Outcome: Demonstrate an understanding of the theoretical and applied research methodologies and practices used during the design process.
Assessment method: Research Paper, Readings and Class Participation, Quizzes and Presentations

ARC 581 (Critical Practice and Contemporary Discourse)
Course Outcome: Explain the role and application of research methodology in the work of leading practitioners.
Assessment method: Research Project, Participation and Essays

ARC 502 (Architectural Design Studio VIII)
Course Outcome: Employ research, experimentation and/or specialized techniques to address issues of program, building technology, context and/or fabrication.
Assessment method: Process and Project Development, Written and Verbal Presentation and Review

Course Outcome: Develop a design research methodology and skills for critical thinking.
Assessment method: Process and Project Development, Written and Verbal Presentation and Review

3.1 PC 6 – Leadership and Collaboration
ARC 463 (Professional Practice)
Course Outcome: Describe the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
Assessment method: Exams and Project

Course Outcome: Explain the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
Assessment method: Exams and Project

3.1 PC 7 – Learning and Teaching Culture
All Required courses of the program. The CAAD Learning Culture statement in part of each Syllabus and satisfies PC.7. This states that 'Respect for others is the fundamental expectation from all students, staff and faculty in the College. All members of the CAAD community must strive to ensure a safe, secure, and supportive learning environment that encourages optimism, respect, sharing, engagement and innovation (per NAAB Program Criterion PC.7).'

3.1 PC 8 – Social Equity and Inclusion
ARC421 (Architectural Theory)
Course Outcome: Describe how cultural values and traditions influence and affect the design of the built environment.
Assessment method: Research Paper, Readings, Quizzes and Class Participation

ARC 463 (Professional Practice)
Course Outcome: Explain the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

Assessment method: Exams and Project

Course Outcome: Understand the architect's responsibility to work in the public interest.
Assessment method: Exams and Project

3.2 SC 1 – Health, Safety and Welfare in the Built Environment
ARC 451 (Environmental Control System)
Course Outcome: Distinguish the components used for smoke detection and fire suppression systems. Recognize and apply some key code elements used for life safety in buildings.
Assessment method: Exam Questions, Class Exercise and Project

ARC 402 (Architectural Design Studio VI)
Course Outcome: Collect, analyze and synthesize building code information relevant to the building typology and the proposed site.
Assessment method: Schematic Design, Design Development and Final Project

Course Outcome: Apply the basic principles of life-safety systems with an emphasis on egress.
Assessment method: Schematic Design, Design Development and Final Project

ARC 463 (Professional Practice)
Course Outcome: Understand the architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts.
Assessment method: Exams

3.2 SC 2 - Professional Practice
ARC 463 (Professional Practice)
Course Outcome: Describe the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration.
Assessment method: Exams and Project

Course Outcome: Understand the architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts.
Assessment method: Exams

Course Outcome: Describe the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.
Assessment method: Exams and Project

Course Outcome: Explain the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.
Assessment method: Exams and Project

3.2 SC 3 – Regulatory Context
ARC 402 (Architectural Design Studio VI)
Course Outcome: Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability.
Assessment method: Schematic Design, Design Development and Final Project

Course Outcome: Apply the basic principles of life-safety systems with an emphasis on egress.
Assessment method: Schematic Design, Design Development and Final Project

Course Outcome: Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: 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.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: Collect, analyze and synthesize building code information relevant to the building typology and the proposed site.
Assessment method: Schematic Design, Design Development and Final Project

ARC 463 (Professional Practice)
Course Outcome: Understand the architect's responsibility to the public and the client as determined by registration law (in the U.S.), building codes and regulations, accessibility laws and professional service contracts
Assessment method: Exam

3.2 SC 4 – Technical Knowledge
ARC 232 (Materials and Methods I)
Course Outcome: Understand 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.
Assessment method: Tests, Final Exam, Midterm Exam, Notebook Exercises, Wall Section and Participation.

Course Outcome: Appreciate and facilitate structural materials and their respective construction systems (concrete, masonry, steel and timber) as a design consideration.
Assessment method: Tests, Final Exam, Midterm Exam, Notebook Exercises, Wall Section and Participation.

ARC 331 (Materials and Methods II)
Course Outcome: Demonstrate knowledge or the basic principles utilized in the appropriate selection or construction materials, products, components and assemblies based on their inherent characteristics and performance, including their environmental impact and reuse.
Assessment method: Quizzes, Exams and Final Drawing Assignment

ARC 342 (Structures for Architects)
Course Outcome: Classify structures according to types and systems.
Assessment method: Case Study and Exams

Course Outcome: Demonstrate an understanding of the behavior of structural systems.
Assessment method: Case Study, Quizzes and Exams

ARC 382 (Architectural Detailing)
Course Outcome: Demonstrate an understanding of the relationship between the architectural detail, construction documents, assemblies of building construction, specifications and design intent.
Assessment method: Assignments

ARC 451 (Environmental Control Systems)
Course Outcome: Identify the principal components of a building electrical system. Plan these components to integrate them with architectural design.
Assessment method: Exam Questions and Class Exercise

3.2 SC 5 – Design Synthesis
ARC 301 (Architectural Design Studio III)
Course Outcome: Identify and implement appropriate spatial design strategies in response to advanced programmatic and site constraints.
Assessment method: Project

Course Outcome: Explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product.
Assessment method: Precedent Study, Context & Site Analysis and Project

Course Outcome: Make design decisions that improve environmental performance and enhance sustainability.
Assessment method: Project

ARC 302 (Architectural Design Studio IV)
Course Outcome: Explain how material choices, construction methods and details of the building envelope promote sustainability.
Assessment method: Design Reviews

ARC 402 (Architectural Design Studio VI)
Course Outcome: Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability.
Assessment method: Schematic Design, Design Development and Final Project

Course Outcome: Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: Collect, analyze and synthesize building code information relevant to the building typology and the proposed site.
Assessment method: Schematic Design, Design Development and Final Project

Course Outcome: 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.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: Apply the basic principles of life-safety systems with an emphasis on egress.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

Course Outcome: Evaluate design choices in terms of enhancing environmental sustainability.
Assessment method: Site/Program Analysis, Schematic Design, Design Development and Final Project

3.2 SC 6 – Building Integration
ARC 302 (Architectural Design Studio IV)
Course Outcome: Demonstrate an understanding of structural systems and their application into design outcomes.
Assessment method: Design Reviews

Course Outcome: Utilize applied research as a part of the design process as it relates to structure, materials and assemblies.
Assessment method: Design Reviews

Course Outcome: Explain how material choices, construction methods and details of the building envelope promote sustainability.
Assessment method: Design Reviews

ARC 402 (Architectural Design Studio VI)
Course Outcome: Evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems.
Assessment method: Site/Program Analysis, Design Development, MEP, Structural Egress and Wall Section

Course Outcome: Evaluate materials and assemblies in terms of performance and their ability to become an integral part of design.
Assessment method: Site/Program Analysis, Design Development, MEP, Structural Egress, and Wall Section

Course Outcome: Apply the basic principles of life-safety systems with an emphasis on egress.
Assessment method: Site/Program Analysis, Design Development, MEP and Structural Egress

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

All the degree programs offered by the College of Architecture, Art and Design (CAAD) at AUS, including the BArch program, are accredited by the Commission for Academic Accreditation (CAA) of the Ministry of Education's Higher Education Affairs Division in the UAE. CAA accreditation involves rigorous and periodic self-study and evaluation by an external team. The accreditation visits normally take place every six years. AUS has been accredited in the United States of America by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104, USA, Tel +1 215 662 5606) since June 2004.

Appendix III contains:

- A letter dated July 19, 2020, from the Commission for Academic Accreditation of the UAE Ministry of Education approving renewal of the BArch program accreditation till December 2026.
- A letter dated June 28, 2019, from the Middle States Commission on Higher Education affirming and extending AUS's accreditation till 2027-28.

4.2 Professional Degrees and Curriculum

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

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses required for all students.

Program Response:

In addition to the Foundations year courses, the following courses constitute the major requirements for the BArch degree program (AUS Undergraduate Catalog, p. 49, see Appendix VII) :

- ARC 201 Architectural Design Studio I
- ARC 202 Architectural Design Studio II
- ARC 221 Pre-Modern Architecture and Urban Form
- ARC 222 Modern Architecture and Urban Form
- ARC 232 Materials and Methods I
- ARC 271 Introduction to Landscape
- ARC 281 Architectural Principles
- ARC 301 Architectural Design Studio III

- ARC 302 Architectural Design Studio IV
- ARC 331 Materials and Methods II
- ARC 342 Structures for Architects
- ARC 382 Architectural Detailing
- ARC 397 Internship in Architecture
- ARC 401-01 Architectural Design Studio V
- ARC 402 Architectural Design Studio VI
- ARC 421 Architectural Theory
- ARC 451 Environmental Control Systems
- ARC 463 Professional Practice
- ARC 501 Architectural Design Studio VII
- ARC 502 Architectural Design Studio VIII or ARC 592 Directed Architectural Design Studio
- ARC 581 Critical Practice and Contemporary Discourse

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

Liberal studies form the core component of an AUS education. AUS's General Education Program encourages intellectual discovery and critical reflection, promotes an appreciation of the various modes of human inquiry, and develops the knowledge and skills to succeed in and contribute to the Arab Gulf region and the world at large. The program fosters personal development by providing the foundation for lifelong engagement with the questions that shape individuals and societies. General education at AUS complements professional programs by offering opportunities for students to reflect on a diverse and increasingly interdependent world and their place within it.

The nine goals of the General Education Program and their associated learning outcomes are listed in the AUS Undergraduate Catalog 2021-22, pp. 37-38 (see Appendix V). The goals include:

- Gain an understanding of the history and culture of the Arab World
- Examine the values and ideas that have shaped the Western intellectual and cultural traditions
- Explore how modes of human inquiry or expression enhances our understanding of culture
- Appreciate the roles of creative endeavors in enriching the human condition
- Reflect on the consequences of individual and collective human action
- Recognize the value of the natural sciences
- Employ quantitative reasoning as a conceptual tool for analysis and description
- Develop the skills and abilities to thoughtfully seek information, critically analyze sources and clearly formulate complex ideas
- Investigate how digital technology can facilitate inquiry and the advancement of knowledge

Students in the BArch program satisfy general education requirements (GERs) as shown in the AUS Undergraduate Catalog 2021-22, p. 49 (see Appendix VII):

General Education Requirements (minimum of 39 credit hours)

Students in the BArch degree program must successfully complete the following general education requirements:
[Core requirements]
- a minimum of 15 credit hours in courses meeting the core general education requirements:
    - history and culture of the Arab world requirement: three to six credit hours
    - culture in a critical perspective requirement: three to six credit hours
    - arts and literature requirement: three to six credit hours
    - human interaction and behavior requirement: three to six credit hours

[Non-core requirements]
- natural sciences requirement: a minimum of six credit hours in courses meeting this requirement, including PHY 104
- mathematics requirement: MTH 103 or MTH 111
- statistics requirement: a minimum of three credit hours in courses meeting this requirement
- communication requirement: a minimum of 12 credit hours in 100- level or above writing (WRI) courses and/or 200-level or above English (ENG) courses meeting this requirement, including ENG 203 or ENG 204

[Major-designated requirements]
- ethical understanding requirement: satisfied through ARC 463
- discipline-specific writing intensive course requirement: satisfied through ARC 421
- oral proficiency requirement: satisfied through ARC 401-01
- information literacy requirement: satisfied through WRI 102, and ENG 203 or ENG 204
- computer literacy requirement: satisfied through ARC 201

Innovation and Entrepreneurship Requirement (3 credit hours)

Students must successfully complete the following course:
- IEN 301 Innovation and Entrepreneurship Mindset

Courses that satisfy GERs can be found at https://www.aus.edu/general-education-program. Required courses in the BArch program can only be used to satisfy major-designated GERs; they cannot be used to satisfy core nor non-core GERs.

From the AUS Undergraduate Catalog 2021-22, p.38 (see Appendix V): “Students who transfer to AUS may satisfy general education requirements if the course(s) being transferred meet the outcomes of a general education area as defined by the general education program.” The Office of the Registrar manages the review, which is conducted by the relevant academic department.

The UAE Commision on Academic Accreditation requires a minimum of 21 credit hours in General Education credits. The Middle States Commission on Higher Education does not mandate a minimum number of credit hours. Rather, a qualitative set of standards requires “a sufficient scope” so that “students acquire and demonstrate essential skills.”

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or Departments, or by taking courses offered within the Department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Students in the BArch program must successfully complete a minimum of 15 credit hours in free electives to graduate. Nine credit hours must be in courses at the 300-level or above. Six credit hours may be in any courses offered at or above the 100 level, excluding MTH 103 and MTH 111. Students admitted to an Accelerated Masters Program (AMP; e.g. the Master of Urban Planning) may use graduate-level courses, successfully completed while in the AMP, towards meeting the free electives requirement. These electives are offered across all Departments of AUS. The BArch program in 2020-21 has offered these electives:

- Introductory Techniques in Digital Fabrication (ARC 233)
  Introduces the concepts, tools and methods used in digital fabrication practices. Covers the fundamental skills necessary for exploring the role of digital fabrication tools in architecture.
- Introductory Techniques in Material Fabrication (ARC 237)
  Introduces the concepts, tools, and methods used in material fabrication practices. Explores the relationship between material properties, material processes and design through hands-on fabrication exercises.
- Fundamentals of Digital Design (ARC 265)
  Introduces the fundamental concepts, tools and methods of digital design. Covers software, file management and output strategies related to 2D drafting, 3D modeling and rendering.
- Illustration and Rendering (ARC 311)
  Covers illustration and rendering techniques that enable students to express their ideas faster with more precise results. Covers freehand color drawing techniques using markers, color pencils and watercolors.
- Photography and Visual Representation (ARC 316)
  Introduces a broad range of photographic techniques and processes intended to facilitate the representation of architectural concepts. Explores the history, theory and practices related to various techniques. Investigates the roles of narrative and sequence in photography. Experiments with combined, montaged and repeated images.
- Applied Computer Aided Design (ARC 366)
  Introduces two- dimensional drafting and three- dimensional Building Information Modeling (BIM) CAD applications. Identifies components and capabilities of each application. Emphasizes the use of 2D CAD applications in the management of a drafting task to produce quality drawings. Emphasizes the use of BIM applications to assist in design decisions.
- Design of Zero Net-Energy Buildings (ARC 39417)
  Introduces the design strategies to achieve a zero or a nearly-zero net-energy consuming building. Explains the different needs for energy in a building and how the design impacts these needs. Overviews the potential of generating renewable energy at a building site and how this can be integrated in the design. Introduces the use of computer modeling to help reach a zero or a nearly zero net-energy building.
- Advanced Topics in Digital Fabrication (ARC 433)
  Explores advanced concepts, tools and methods used in digital fabrication practices. Investigates the relationship between technology and design through the development of advanced skills related to digital fabrication techniques in architecture.
- Advanced Topics in Material Fabrication (ARC 437)
  Explores advanced concepts, tools and methods used in material fabrication practices. Investigates the relationship between material properties, material processes and

design through hands-on fabrication exercises.

- Advanced Computer-Aided Design (ARC 465)
  Concentrates on the specific demands on CAD systems by the architecture and building professions. Applies CAD systems to the different phases of planning: preliminary design, design, construction documents, extraction of volumetric data and transfer to spreadsheet and/or database software, rendering software, post-rendering work in pixel-editing software, technical drawing layout software, etc.
- Furniture Design Basics (IDE 335)
  Explores the basic function and design of furniture as it relates to human factors, such as anthropometrics and ergonomics. Provides a link between historical, theoretical and practical experience. Defines the elements of form, function and aesthetic by exploring experimental concepts and adopting alternative ways of thinking about the objects that surround us. Applies furniture models built to scale, or other presentation techniques, to effectively support the evolution of new concepts.

Students in the BArch program also take electives offered in the Department of Art and Design. These electives provide opportunities to develop skills in experimental film, illustration, painting, photography, pottery and printmaking. Some students take the interdisciplinary design practicum course. Some BArch students complete the requirements of a minor in design management but a range of other minors are also available. The AUS Performing Art program and the College of Arts and Sciences make a number of electives available.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

Not applicable

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

ARC 402 Architectural Design Studio VI	6	ARC 437 Advanced Topics in Material Fabrication	3				
ARC 421 Architectural Theory	3	ARC 465 Advanced Computer-Aided Design	3				
ARC 451 Environmental Control Systems	3	ARC 474 Issues in Contemporary Urban Design	3				
ARC 463 Professional Practice	3	ARC 49302 Case Study: Enric Miralles and Benedetta Tagliabue (EMBT)	3				
ARC 501 Architectural Design Studio VII	6	ARC 49619 Nature and Place	3				
ARC 502 Architectural Design Studio VIII or ARC 592 Directed Architectural Design Studio	6	ARC 561 Construction Management	3				
ARC 581 Critical Practice and Contemporary Discourse	3	ARC 591 Directed Architectural Design Research	3				
		IDE 335 Furniture Design Basics	3				
		UPL 201 Introduction to Urban Planning	3				
		UPL 302 Analysis of Spatial Phenomena	3				
Total req prof	102	Total elec prof	Min 15	General Education Requirements Innovation and Entrepreneurship Requirement	Min 39 3		
Total # of degree credits 159							

Bachelor of Architecture							
Required ProfCourses		Elective Profcourses		General Studies		Optional Studies	
Course #s & titles	crds	Course #s &titles	crds	Course #s &titles	crds	Course #s &titles	crds
ARC 201 Architectural Design Studio I	6	ARC 225 Islamic Art and Architecture	3				
ARC 202 Architectural Design Studio II	6	ARC 233 Introductory Techniques in Digital Fabrication	3				
ARC 221 Pre-Modern Architecture and Urban Form	3	ARC 237 Introductory Techniques in Material Fabrication	3				
ARC 222 Modern Architecture and Urban Form	3	ARC 245 Introduction to Building Construction and Systems	3				
ARC 232 Materials and Methods I	3	ARC 265 Fundamentals of Digital Design	3				
ARC 271 Introduction to Landscape	3	ARC 311 Illustration and Rendering	3				
ARC 281 Architectural Principles	3	ARC 316 Photography and Visual Representation	3				
ARC 301 Architectural Design Studio III	6	ARC 354 Environmental Energies and Building Form	3				
ARC 302 Architectural Design Studio IV	6	ARC 366 Applied Computer Aided Design	3				
ARC 331 Materials and Methods II	3	ARC 39302 Places and Culture: Spanish Architecture and Urbanism	3				
ARC 342 Structures for Architects	3	ARC 39413 Architecture and Surrealism	3				
ARC 382 Architectural Detailing	3	ARC 39417 Design of Zero Net-Energy Buildings	3				
ARC 397 Internship in Architecture	3	ARC 424 Evolution of Cities	3				
ARC 401-01 Architectural Design Studio V	6	ARC 433 Advanced Topics in Digital Fabrication	3				

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Not applicable

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

Candidates seeking to transfer to the BArch program credits for courses completed at other universities initially contact the AUS Office of the Registrar. Before recommending approval of a transfer petition the HoD reviews official transcripts, course descriptions and syllabi to be considered for transfer, and a portfolio of work from each studio-based course. This process has been effective. Transfer students bring a diversity of experiences and design abilities that enrich the program.

The AUS Undergraduate Catalog 2021-22, pp. 15-16 (see Appendix IV) describes conditions for transfer admissions:

Transfer Admission Requirements

Depending on available seats in the BArch program studios, candidates transferring from institutions of higher education may be considered for admission, subject to the following conditions:

- They are transferring from independently accredited institutions of higher education recognized by the UAE Ministry of Education's Higher Education Affairs Division and offering learning

- experiences equivalent to those offered at AUS.
- They have successfully completed one or more semesters at their institution.
- They are in good standing (i.e., not on any probation or dismissal from the institution from which they are transferring).
- They achieved at their institution a minimum cumulative grade point average (CGPA) as required by AUS for that type of institution.
- Prior to their admission to the institutions from which they are transferring, they met the AUS requirements for admission.
- They meet the English language proficiency requirements of AUS.
- They submit official transcripts of their high school and college/university records along with the syllabi for and descriptions of courses they seek to transfer.

Transfer applicants from two-year community colleges in North America and four-year colleges/universities with a similar mission to AUS may be awarded transfer of credit hours. The minimum required course grade(s) to be considered for credit hours transfer will depend on the institution from which the applicant is transferring.

Transfer applicants with transcripts from two or more institutions of higher education are eligible for transfer evaluation of only the courses completed at the institutions meeting the AUS transfer admission requirements.

Admitted transfer applicants must submit their official transcripts, syllabi and requested work samples to the Office of Enrollment Management/ Undergraduate Admissions by the file completion deadlines announced by the office and published in the admission package. In addition to the official transcript and the syllabi and descriptions for courses students seek to transfer, some programs may require applicants to submit samples of their work, assignments and/or examinations. Applicants who seek transfer of credit hours for studio courses are advised to provide a portfolio of completed course work in photographic, digital or original format.

Files completed by the published deadlines will be evaluated, and admitted transfer applicants will be awarded transfer credit hours, as applicable, before the first day of registration of the student's first semester at AUS. Files not completed by the deadline may be evaluated during the first semester at AUS. No transfer of credit hours will be awarded after completion of the first semester of study at AUS. Transcripts of transfer students will be evaluated only once Courses identified as equivalent in content and level to AUS courses will be transferred as the equivalent AUS course. Other appropriate university level courses may be transferred as free electives or as unassigned courses meeting specific degree requirements. Transfer of credit hours will not be accepted for graduation project courses.

Courses completed more than five years prior to matriculation as an undergraduate student at AUS are not transferable.

No more than 50 percent of the credit hours required to earn a degree from AUS may be transferred from another institution. A maximum of 30 credit hours may be transferred from an institution where the language of instruction is not English. In addition, transfer students must satisfy the university's graduation residence requirements as outlined in the Academic Policies and Regulations section of this catalog.

Grades earned on a transferred course do not transfer and will not be used to calculate the student's cumulative grade point average (CGPA). The transfer course(s) could be used to satisfy registration and graduation requirements where applicable.

Students will receive an email notification of their transferred credit hours by the Office of the Registrar. While credit hours will be temporarily transferred, the student will not be awarded his/her bachelor's degree until AUS receives verification of the host institution's transcript from the UAE Ministry of Education's Higher Education Affairs Division.

The decision regarding credit hours awarded is made by the appropriate academic division at AUS with input from faculty with expertise in the subject area. The Office of the Registrar maintains and updates the transfer students' records.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist**.**

Program Response:

The BArch program does not rely on preparation prior to admission to AUS to meet accreditation criteria. Matriculation into the BArch program is competitive based on performance in the Foundations Year and first-year course outcomes are reviewed by the department.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

The AUS Undergraduate Catalog, p. 14 (see Appendix IV) states that students who achieve a minimum grade equivalent to B in the IB Higher Levels, GCE A-Levels, the Lebanese Baccalaureate, the French Baccalaureate, the German Abitur or the American Advanced Placement tests may be awarded course credit hours for first-year-level courses. More information is available at www.aus.edu/registrar/toc. The complete transfer policy is available from the Office of Enrollment Management/Undergraduate Admissions.

The university's minimum admission requirements depend on the applicant's type of secondary education program and certificate. For non-vocational certificates, only subjects classified by AUS as academic are accepted for admission consideration and the calculation of averages.

The criteria for advancing to the second year of the BArch program are clearly laid out in the AUS Undergraduate Catalog 2021-22, pp. 48-49 (see Appendix VII):

> The number of seats in architecture is limited. Formal admission is competitive. Only the most highly qualified Foundations year students are admitted. To be considered for formal admission to the Bachelor of Architecture program a student must successfully complete the following minimum requirements:
>
> - all four foundations year studio courses (DES 111, DES 112, DES 131, DES 132) with a minimum grade point average (GPA) of 2.00 out of 4.00 in each sequence (Descriptive Drawing and Design Foundations)
> - DES 121 Introduction to Architecture, Art and Design History and DES 122 Modern Developments in Architecture, Art and Design
> - MTH 111 Mathematics for Architects or its prerequisite (MTH 003), or MTH 103 Calculus I
> - at least one course in writing (WRI) at the 100 level or above
> - a minimum of 27 undergraduate credit hours (credit hours earned including the above courses)
> - a CGPA of 2.30
>
> In addition, selection for formal admission may include portfolio review.
>
> Formal notification of admission is announced by the College of Architecture, Art and Design by the first week of the summer term after the release of the final grades by the Office of the Registrar at

the end of the spring semester.

In the event that there are more students who qualify for formal admission than available seats, candidates are admitted based on academic achievement, and a waiting list is established. However, if there are fewer students who qualify for formal admission than available seats, consideration is given to students who have applied for a change of major. If seats are still available at the time of fall registration, consideration is also given to students who fulfilled requirements during summer term. The same formal admission criteria apply.

Only students formally admitted to the major are eligible for registration in the second-year studio course.

Note: To repeat a second-year studio course, students must compete for the limited number of seats in second-year studio courses based on the criteria for formal admission to the program.

5—Resources

5.1 Structure and Governance

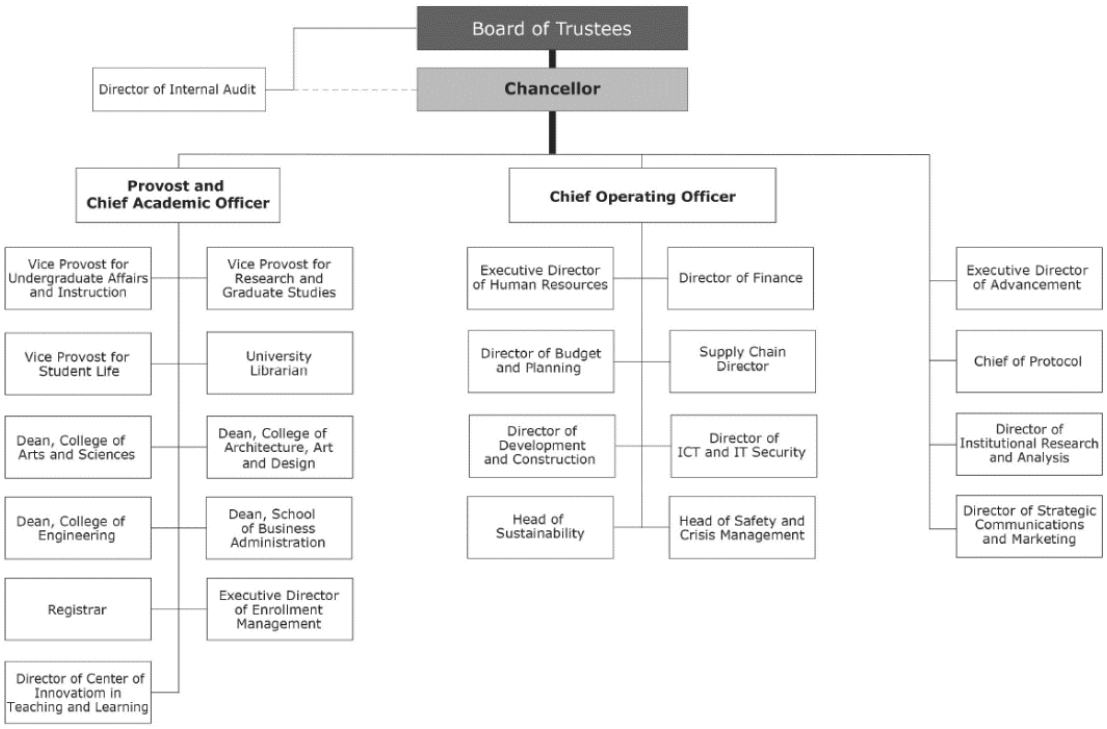
The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

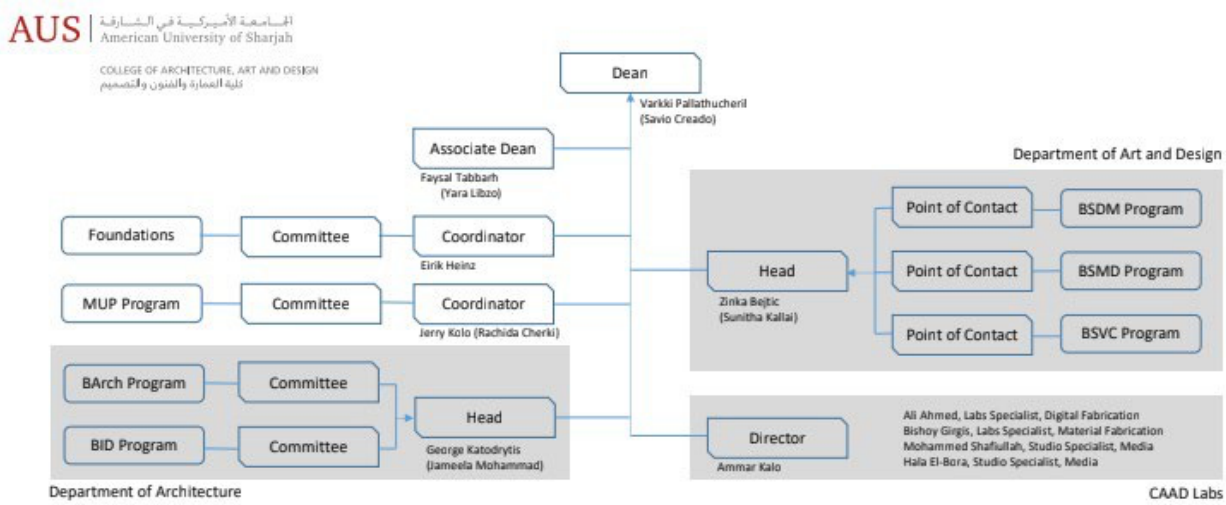
AUS is governed by a Board of Trustees (BOT). The founder, His Highness Sheikh Dr. Sultan Bin Muhammad Al Qasimi, Member of the Supreme Council of the UAE and Ruler of Sharjah, is the President of the University and Chairman of the BOT. The BOT has six primary committees through which much of the work of the board is accomplished: the Academic Affairs and Research Committee, the Financial Affairs Committee, the Resource Development Committee, the Trusteeship Committee, the Student Life Committee, and the Audit and Compliance Committee. An Executive Committee is authorized to act on behalf of the full board between regular board meetings. (A list of current board members is available on the AUS website: http://www.aus.edu/board-of-trustees)

The Chancellor, who serves as an *ex officio* member of the BOT, leads the University with various units reporting through the Provost and Chief Academic Officer, the Chief Operating Officer and other administrative offices. Academic programs are offered through CAAD, the College of Arts and Sciences (CAS), the School of Business Administration (SBA), and the College of Engineering (CEN). Each college/school is headed by a Dean who reports to the Provost and Chief Academic Officer. The figure shows the AUS organizational chart.



CAAD

CAAD comprises two departments: 1) Department of Architecture; and 2) Department of Art and Design. The BArch program is offered within the Department of Architecture. In addition to the two Departments, CAAD also has the Foundation Year program, the Master of Urban Planning program, and CAAD Labs. This organizational structure is illustrated in the figure below. The BArch program is administered by the HoD of Architecture who reports directly to the Dean of CAAD. The HoD of Architecture serves on the College Administrative Council (CAC) together with the HoD of Art and Design, the Associate Dean, and the Director of CAAD Labs. In addition to responsibilities within the College, the Associate Dean interfaces with university committees on various curricular and academic issues and engages the students on behalf of the Dean's Office.



The Department of Architecture's organizational structure is prescribed in the Department's Bylaws. The HoD works with the chairs of standing committees that are listed in the Bylaws and through them with the faculty at large.

The Department Bylaws (Article V - Governance Structure) state:

> 'In the spirit of shared governance, and to ensure faculty participation and transparency in the operations of the Department of Architecture, the Department's governance is structured around a HoD, standing committees, and year-level coordinators. In matters of policy, all committees act in an advisory capacity to the faculty which shall, through voting procedures described in …, retain ultimate decision authority.'

Furthermore (Article VII - Committees), standing committees are:

- Academic Affairs Committee
- Curriculum and Assessment Committee
- Search Committee
- Mentorship Committee
- Advising Committee
- Architecture (ARC) Program Committee
- Interior Design (IDE) Program Committee
- Lectures, Events and Exhibitions Committee

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

AUS has in place a substantial and mature system of shared governance involving faculty, staff and students.

The role of faculty can be found in two documents: the Faculty Organization Plan (FOP) and the Faculty Handbook (FH). The FOP enables AUS faculty, in keeping with sound principles of university organization, to perform effectively their functions and responsibilities with respect to educational policy and objectives of the university and related affairs in which they have legitimate concern or interest. The provisions of the plan are interpreted and applied in accordance with the stated objectives of the plan.

The FOP (Section Two: Structure and Powers) describes the overall governance structure:

> The Faculty Organization shall consist of two bodies: the Faculty Assembly, [hereafter "Assembly"] which shall consist of academic personnel employed full time who hold the rank of professor, associate professor, assistant professor, instructor, or lecturer; and the Faculty Senate [hereafter "Senate"] which shall be a representative body acting for the Assembly as a whole in legislative and advisory capacities. The powers, duties, and privileges of the Assembly and Senate shall be exercised in accordance with the By-Laws of the university and subject to the authority of the Board of Trustees. These powers, duties and privileges shall relate to matters that are of concern to more than one college or school.

The AUS Faculty Senate is an elected body having fundamental responsibility in the area of educational policy directed toward the effective operation of the university. The exercise of this responsibility is guided by the vision expressed by His Highness Sheikh Dr. Sultan Bin Muhammad Al Qasimi, Member of the UAE Supreme Council, Ruler of Sharjah and President of AUS, and the mission articulated by the officers of the institution.

The Faculty Senate:

1. Promotes a climate of academic freedom for the university community
2. Advances the instructional mission of the university by maintaining an optimal learning and teaching environment
3. Defines and establishes standards and procedures of accountability concerning professional faculty ethics and responsibilities, and promote adherence to those standards and procedures
4. Recommends policy on curricula, promotion and other matters that affect faculty
5. Aids the university in making judgments on questions of policy, development and operations, and thereby assists the university in its continuing quest for excellence
6. Fosters the professional development, economic well being and quality of life of the faculty

The Senate is made up of 19 members. The College of Arts and Sciences has seven and the other three units, including CAAD, have four each. In CAAD, one member is elected from the Department of Architecture, one from the Department of Art and Design, and two are elected at large. The CAAD senator serving on the Senate Executive Committee meets regularly with the Dean to review matters relevant to the college.

The Faculty Handbook serves as the primary document for policies and procedures pertaining to the faculty members' work at AUS. It contains policies and procedures produced in consultation with the faculty (through the Senate) and the Council of Deans and approved to date by the Board of Trustees of AUS, the University's higher administration, and the Faculty Assembly.

AUS staff participate in the governance of the university through contribution as permanent members of key university committees and on ad-hoc committees that address issues of importance to staff.

Examples include (i) Office of the Registrar staff are members of the undergraduate and graduate curriculum committees and the Academic Operations Council, (ii) University Library staff are

members of the undergraduate and graduate curriculum committees; (iii) IT and Academic Computing staff are members of the University ICT and IT Security Committee; and (iv) staff from across the university play a leadership role as members of the Middle States Commission for HigherEducation (MSCHE) Steering Committees and as members and chairs of the MSCHE Work Groups.

When AUS was founded, His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi strongly encouraged AUS students to establish a Student Council in order to ensure student representation on campus. The AUS Student Council (SC) is an elected body that articulates undergraduate students' views and interests in the university. The SC is dedicated to the continuous development and welfare of AUS undergraduate students. It is a vehicle for ensuring that undergraduate students can have a voice in formulating university priorities and policies. It provides support for the various student organizations and clubs, offering guidance, in an attempt to build a generation that is established on the notions of teamwork, dedication and responsibility. The SC is the executive authority of the Student Union, consisting of 14 executive officers elected through campus-wide elections and three appointed committee members. The SC follows its constitution and by-laws in decisions made by members and the council. The constitution and by-laws are written and amended by the SC and approved/endorsed by the Vice Provost for Student Life and the Chancellor. The Vice Provost for Student Life advises the SC.

The SC fulfills the following duties:

- Liaise between students and university management.
- Advocate students' academic needs.
- Contribute to university policies to better serve students.
- Promote student integrity and ethical behavior.
- Maintain a forum to hear student ideas and suggestions.
- Assist in organizing and promoting student clubs' and organizations' activities in collaboration with the Office of Student Affairs (OSA).
- Use resources to better the students' university life and fulfil their needs.
- Coordinate, provide recommendations and work with OSA in the allocation of the Student Activities Fund to ensure the success of student events and activities.

The SC includes an elected representative from CAAD. The CAAD Representative takes to the SC matters relating to the welfare of CAAD students and manages campus-wide initiatives within CAAD. Furthermore, CAAD has a number of student organizations, including AIAS, that are funded and supported by the Office of Student Affairs. The Dean regularly meets the SC Representative and leaders of CAAD student organizations to discuss matters concerning student welfare. Likewise, the HoD of Architecture regularly meets the AIAS leadership team. AIAS have their own budget and they organize student events, lectures, competitions, workshops and trips.

Through this activity the students of the Department have an on-going opportunity to realize the shared values of AIAS. These values include an opportunity to advocate for and enact positive change, and to foster an inclusive network of peers that learn from, support, and drive one another. This, in turn, fosters student growth inspiring students to reach their greatest potential through meaningful learning opportunities linking their educational experience to a professional perspective. As a result, this helps to promote respectful relationships between students, faculty and university administrators, adding to an environment of diversity and shared culture. These endeavors create transparency among members, peers, faculty, school administration, and all appropriate parties, while remaining agile and responsive to the changing needs of the student body, creating a supportive and inclusive community.

These Department of Architecture's bylaws define its governance structure, assign responsibility for various duties, and describe procedures and rules for departmental governance. As mandated in these bylaws, ownership of the curriculum lies with the Department faculty as a whole and this

authority is exercised in direct and indirect ways. For example, even if specific curricular changes are developed in the Curriculum and Assessment Committee, these changes must be discussed and approved by the faculty with majority voting. Members of the faculty participate in several venues in which curricular review and instructional development take place. The main such venue is the day-long Faculty Design Review at the end of each semester where student work in all required courses is assessed in detail. From time to time, semi-formal and formal retreats on curriculum and pedagogy are held. Sometimes, change is the result of initiatives from individual faculty members. Department faculty members who participate in college- and university-wide committees bring information about curricular initiatives outside the Department (at the College and University level) to the faculty.

Faculty members are also engaged in curriculum development through continuous updating of course content, developing new courses, etc. Departmental faculty members discuss curriculum changes based on assessment data as well as faculty input related to new topics to be added to existing courses or introduction of new courses. These changes are communicated to the Department curriculum committee and then to the whole Department for discussion and approval. The Faculty Search Committee would invite all faculty to review applicants for teaching positions, attend interviews and make recommendations of appointments to the Department. In addition, all shortlisted candidates for administration positions at CAAD are interviewed undependably by students, faculty and staff and recommendations are made directly to the Search Committee.

Evidence of faculty involvement at the program level can be found in the minutes of Department meetings and curriculum committee meetings. Departmental faculty members are also involved in developing assessment processes and methods for evaluating the program educational objectives and student outcomes. Faculty members collaboratively identify courses used for evaluating the performance criteria and are responsible for carrying out the assessment and for providing feedback about the achievement of course outcomes. Faculty members review assessment results and make recommendations regarding required changes.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

Continuous improvement in the Department of Architecture is the primary concern of two standing committees and the HoD:

- Academic Affairs Committee: The academic affairs committee's primary charge is to deliberate and advise the faculty on matters relating to academic planning and policy. The committee will develop and periodically update the department's strategic plan, which 1.) articulates an academic vision, goals and objectives, and 2.) lays out actions, including faculty hiring, to be taken towards realizing this vision. In addition, the committee will develop new policies as needed and periodically assess existing policies.
- Curriculum and Assessment Committee: The Committee's primary charge is oversight of course/program assessment efforts and curriculum development and implementation. The committee will coordinate assessment processes, review and evaluate proposed modifications to the curriculum, complete course approval forms (CAFs) for new, modified and cancelled courses, coordinate learning outcomes and ensure that all course and degree program revisions are supported by evidence resulting from assessment. The Committee is also responsible for ensuring NAAB criteria compliance across the Bachelor of Architecture curriculum.

Initiatives that emerge from continuous improvement efforts are aligned with institutional strategies and goals articulated in the AUS Strategic Plan 2020-25.The list below shows how program initiatives link with institutional goals and strategies that fall within five themes. BArch initiatives (in dark print)

are aligned with the following AUS themes and goals (in light print). Initiatives have measurable outcomes that are monitored.

Strategic Theme I: The AUS Experience

Goal I.1. Provide a transformative student experience, from first interaction with the university to life as alumni.

Strategy I.1.1. Offer diverse and vibrant opportunities to students to support their development and enrich their lives, through international experiences, community service, leadership programs, and athletic and recreational activities.

- **BArch Initiative 1** Support student submissions to local and international competitions and awards: Initiate Creative Work Awards and maintain current high level of awards garnered by students.

- **BArch Initiative 2** Augment and extend the on-campus student experience:
  - Organize off-campus student events such as exhibitions, presentations and workshops.
  - Organize study-abroad courses and programs.

Strategy I.1.2 Ensure that students are supported through the establishment of discipline-specific advising and mentoring initiatives.

- **BArch Initiative 3** Enhance student retention and progress towards graduation. The current level of students at risk (about five students a semester; less than 1% of the student body) was significantly reduced through tracking student performance and providing focused advising. Lower or maintain this current level.

- **BArch Initiative 4** Promote student well-being. Expand studio culture survey to include workload, stress levels, and effectiveness of advising and mentorship. Establish a benchmark and work to reduce this each year

- **BArch Initiative 5** Deliver effective advising and mentorship. We deliver academic advising through designated advisors and mentorship through less formal but close relationships developed with studio faculty. Assess effectiveness of advising and mentorship through studio culture survey; take corrective action if it declines or appears inadequate.

Strategy I.1.3 Engage alumni in the life of the university by creating opportunities for mutual exchange.

- **BArch Initiative 6** Recognize alumni contributions and engage them in AUS activities
  - Involve alumni as design critics and mentors, particularly in critiquing portfolios and CVs.
  - Invite established alumni to serve on the College Advisory Board.

Strategic Theme II: Teaching and Learning

Goal II.1. Deliver responsive and relevant academic and extracurricular programs that prepare students who contribute to the development and betterment of society.

Strategy II.1.1. Provide curricular content and extracurricular experiences that enable students to recognize and address societal needs.

- **BArch Initiative 7** Provide broadened cultural learning opportunities. Maintain and expand courses taught abroad including semesters abroad.

- **BArch Initiative 8** Enhance community engagement. Seek sponsored studios, class

projects, and design-build engagements in community-related projects.

Strategy II.1.2. Enrich existing methods and explore innovative modes of course delivery.

- **BArch Initiative 9** Engage with professional leaders. Maintain or enhance high-quality lecture series to expose students to international practices.

- **BArch Initiative 10** Enhance experiential learning activities. Support off-campus site visits and other opportunities outside delivery of courses within the classroom.

Strategic Theme III: Research and Creative Work

Goal III.1. Cultivate a robust agenda for research and creative work that empowers faculty to deliver high productivity and quality.

Strategy III.1.1. Facilitate the realization of our scholarly objectives through the strategic use ofinternal research funds and through initiatives that support faculty in their efforts to obtain external funding.

- **BArch Initiative 11** Increase submissions to the (Faculty Research Grants) FRG program by more faculty. Strengthen mentorship and promote dialog on creative work and research.

- **BArch Initiative 12** Augment available budget allocations for creative work and research
  - Support course releases to offset the high number of contact hours that CAAD faculty deliver and increase time available for research and creative work.
  - Continue support for dissemination of creative work. These are often costly and used to be supported by indirect cost revenue. Include these in FRG budgets.
  - Appoint Fellows and Studio Specialists (since we do not have graduate programs in the disciplines) to augment faculty effort or reduce logistical burden or both. Include in FRG proposals and external sponsorship requests.

Strategy III.1.3. Establish an infrastructure that enables internal and external dissemination and promotion of knowledge and ideas leading to enhanced visibility of research and creative activity.

- **BArch Initiative 13** Maintain and enhance the strong reputation that BArch program enjoys since that is how the BArch program contributes to AUS rankings rather than publications and citations:
  - Ensure faculty presence at high-profile academic conferences and venues so that other academics are aware of the quality of student and faculty work
  - Promote interdisciplinary research projects with other disciplines on campus to increase the number of journal submissions by faculty members
  - Continue to bring senior academics from reputed institutions to deliver public lectures but also witness our quality firsthand.
  - Engage social media to promote the work and achievements of our students, faculty, and alumni. Track the impact of our social media presence
  - Engage Strategic Communications and Marketing to promote the work and achievements of our students, faculty, and alumni to local and international publications.

Strategic Theme V: Engagement and Impact

Goal V.1. Maintain meaningful engagement with external stakeholders to maximize opportunities for students, alumni and the wider AUS community.

Strategy V.1.1. Collaborate with industry, businesses and organizations to ensure relevant and viable career pathways for AUS graduates.

- **BArch Initiative 14** Monitor and enhance employment after graduation. A Fall 2019 survey of graduates showed a 76% placement rate. Poor economic conditions might explain low

employment in some disciplines, but the college will increase activities around career services:

- Continue to include portfolio and CV preparation in the curriculum; Prepare students for non-traditional employment, such a freelance work
- Organize campus events and workshops to empower BArch graduates for a career in their respective disciplines

Strategy V.1.2. Enhance the profile of AUS by promoting the university's distinctive characteristics; the accomplishments of students, alumni, faculty and staff; and the results of faculty-driven research and scholarship using effective communication strategies.

- **BArch Initiative 15** Host the annual Six Degrees (Graduating Students) show of work by graduating students in a prominent venue and produce a catalog of selected work to link students and employers.

Goal V.2. Add value to relationships with stakeholders through mutually beneficial initiatives that are aligned with the university's mission and result in positive impact.

Strategy V.2.1. Build and sustain relationships with alumni, drawing on their knowledge, experience and resources to contribute to the future development of the AUS community.

- **BArch Initiative 16** Invite alumni to design reviews and to speak at BArch events and exhibitions to further promote their creative work.

- **BArch Initiative 17** Partner with internal and external organizations to organize events which highlight the achievements of BArch alumni

Strategy V.2.2. Engage in purposeful partnerships with institutions and organizations in Sharjah, the Middle East and North Africa, and beyond.

- **BArch Initiative 18** Schedule and deliver sponsored studios with industry partners.

- **BArch Initiative 19** Collaborate with organizers of successful events and fairs in the **region** to highlight BArch student and faculty work

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Despite methodological reservations about ranking systems, two metrics reported by QS World University Rankings in the Architecture/Built Environment subject area provide high-level performance indicators for the program: 1.) employer reputation, and 2.) academic reputation.

Other indicators contribute to these high-level indicators, but all are not reducible to a single number.Some indicators used by the program to measure outcomes include:

- Awards won by students and faculty, including ACSA
- Number of alumni admitted to graduate programs and the ranking of these programs. Many students are admitted to graduate schools in the US and the UK that have very high international reputations, as evaluated by Design Intelligence, including Harvard, MIT, Michigan, Rice, Columbia, the AA, and the Bartlett. This is evidence that helps to demonstrate our success in providing students with undergraduate education.
- Employability of alumni
- Assessment by graduating students, internship employers, and alumni of the extent to which program outcomes are met

Indicators used by the program to assess the learning environment include:

- Assessment by external members of studio juries of the quality of student work

- Number of at-risk students flagged each semester and retention rate
- Assessment by students of the extent to which wellbeing is supported, and advising and mentoring are effective (from Learning Environment Survey)

The AUS Office of Institutional Research, CAAD and the Department conduct annual surveys of Architecture graduating exit surveys, alumni and employers. The results of these surveys indicate areas of strengths and weaknesses that are considered further for curricular improvements.

Architecture Alumni Survey of Fall 2019

Please indicate the extent to which the AUS BArch program has made it possible for you to:

#	Question	To a great extent		To a small extent		Not at all		Unable to assess		Total
1	Integrate materials, construction methodologies, site conditions and environmental control systems into a comprehensive building design proposal	33.33%	21	57.14%	36	9.52%	6	0.00%	0	63
2	Independently develop design proposals that respond to context	82.54%	52	17.46%	11	0.00%	0	0.00%	0	63
3	Explain design principles in relationship to the history and theory of architecture	50.79%	32	41.27%	26	7.94%	5	0.00%	0	63
4	Demonstrate an understanding of the conventions of building systems and technology	33.33%	21	52.38%	33	11.11%	7	3.17%	2	63
5	Analyze and explain the relationship between design and environmental sustainability	31.75%	20	47.62%	30	20.63%	13	0.00%	0	63
6	Employ research, analysis and iterative processes to inform and enrich the process of design	74.60%	47	22.22%	14	3.17%	2	0.00%	0	63
7	Employ research, analysis and problem-solving skills to address unique and fluctuating conditions of design	61.90%	39	36.51%	23	1.59%	1	0.00%	0	63
8	Demonstrate an understanding of the standards of professional practice	17.46%	11	57.14%	36	22.22%	14	3.17%	2	63
9	Employ traditional means of representation, computer-aided design, digital and physical modeling and fabrication to develop and communicate design	76.19%	48	22.22%	14	0.00%	0	1.59%	1	63
10	Articulate, present and discuss design proposals in verbal, written and graphic form	79.37%	50	19.05%	12	1.59%	1	0.00%	0	63
11	Work in teams to conduct research on design-related issues and present results in verbal, written and graphic form	68.25%	43	23.81%	15	6.35%	4	1.59%	1	63

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

The BArch program has developed a process that includes the assessment of the achievement of the program mission, educational objectives, student outcomes as well as course outcomes. The process of continuous improvement and assessment is supported by data from a variety of sources that drive performance indicators identified above:

- The day-long biannual Faculty Design Review sessions identify curricular opportunities and challenges for enhancing learning and satisfying or exceeding accreditation criteria.
- Commentary from outside professionals participating in final studio reviews provides structured assessments.
- Several surveys identify from the point of view of different stakeholders (graduating students, internship employers, and alumni) the extent to which program outcomes are being met.
- The CAAD Learning Environment (formerly Department of Architecture Studio Culture) survey provides measures of the extent to which the college and the department adequately support students.
- The newly-implemented Planning & Self Study system will allow faculty assessment of course outcomes to be linked to department outcomes and aggregated to the department, the college and the university.

Survey data from sources identified above are augmented in a number of ways. For example, each semester members of the Department of Architecture faculty contribute to and participate in reviewing BArch courses to determine effectiveness and plan for future change. Also, individual faculty contributions come in the form of Course Files and Course Assessment Reports that are prepared each semester. All faculty members participate in Design Studio Critiques and Faculty Design Reviews that are conducted each semester. The curriculum review and reform process are managed by the standing Departmental Curriculum and Assessment Committee. The bulk of changes made were the result of these types of processes.

Program faculty look to external and international benchmarks for program assessment. Participation by faculty in design juries at other institutions and international conferences is one source of such benchmarks. Also, information on top North American programs is used on a regular basis as a frame of reference for curricular reform and enhancement. For example, an increase in credit for studio courses, to deepen student engagement, was initiated based on such comparisons.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Periodic deliberations by the Academic Affairs Committee and the Curriculum and Assessment Committee revealed a range of program strengths to be sustained and challenges and opportunities to be addressed. Discussions at faculty meetings revealed key elements of our strategic plan over the short, mid and long-term. This requires faculty action that has been delayed by the pandemic. Some items are nearly ready for implementation while others require further study and development. Specialized faculty task forces will conduct necessary research leading to proposals for further faculty discussion and, ultimately, implementation. The topics engaged by the faculty will focus on the development of new, strategic initiatives that enhance and/or expand capacity in the teaching of *core principles* and *advanced study* and improve and enhance faculty research output and dissemination.

The following have emerged as issues that must be addressed along with the portions of the AUS Strategic Plan 2020-25 that they would support:

Curricular Revision
There is general agreement that we should endeavor to avoid, to the greatest degree possible, changes to the undergraduate program that would necessitate substantial curricular revision and cause upheaval and instability.

Environmental Sustainability
The critical threat to the sustainability of the planet is something that we can no longer avoid. While different courses have outcomes that address sustainability, the topic could be more comprehensively addressed and in a more integrated way. Several options present themselves: augment existing courses; incentivize development of new, in-house expertise and courses; hire new people/expertise to develop courses; create links and leverage synergies with other units and experts on campus through a campus initiative. (See AUS Strategic Plan 2020–25, III.1.4 and V.3.1)

Advising and Mentoring
The Department will continue its practice of attentive student advising and mentoring at all levels. Students will receive advice on issues to do with program and course requirements, individual course workloads, their aptitude for courses, and advice on how to succeed and flourish in the Architecture program. (See AUS Strategic Plan, I.1.2)

Student Welfare
The undergraduate architectural studio experience is often characterized by high-stress levels, with students reporting mental health as being an important concern. This is partly addressed at the College and University level, with counselling professionals visiting studio sections at the beginning of every Fall semester to raise awareness of available services, mitigate any stigma associated with using these services, and to advise on managing stress. The University has constituted a Students of Concern Committee to triage cases at an early stage. Faculty are encouraged to report concerns directly to the committee. They advise students on time management and are asked to manage the time required to complete course assignments. CAAD deployed its first Learning Environment survey (formerly deployed by the department as a Studio Culture survey) to assess the state of the college and to allow students to voice their concerns. The Department looks to address the most pressing and realizable of these. We are committed to apprising ourselves of changes in the learning styles of Generation Z and adapting our pedagogical approaches. (See AUS Strategic Plan I.3.1)

Scholarly Output
The university provides significant funding opportunities for scholarly work, and individual faculty are expected to be productive. Applications for these internal and external awards could be expanded greatly within the Department. Impediments to making such applications or developing scholarly work in its earlier and its more mature phases must be addressed. (AUS Strategic Plan III.1.1).

Disseminating Scholarly Work
Disseminating creative work is less straightforward than for conventional scholarly work. Beyond publication in professional and academic journals, including in-house and conference publications, typical venues include architectural competitions, architectural awards, built work and design collaborations, exhibitions, etc. We must inform faculty and students about such venues and facilitate submissions. (AUS Strategic Plan III.1.3)

Space Management
Pressures on access to appropriate teaching spaces sometimes arise in CAAD, and the Department of Architecture seeks to accommodate teaching in spaces that are optimal for the student experience and the particular pedagogical experiences of studio, workshop, lecture theatre and classroom. To the extent that spaces are in short supply, the Department will look to negotiate with the College as a whole, and with the University, to best accommodate its students and its pedagogical mission (AUS Strategic Plan 2020–25, II.2.3).

Digital Resources
Architectural practice in recent decades has become more and more dependent on digital tools and their ongoing innovations. Architectural pedagogy, research and practice is often intimately related to developments of these digital tools. The Department seeks to be apprised of the latest digital tools

and innovations, and make these accessible to its students and faculty. It also encourages research in digital fabrication, and the development of in-house models of digital practice through coding or other means (AUS Strategic Plan 2020–25, II.2.3).

Energy Saving and Waste Reduction
The Department supports the university in its mission to save energy and reduce waste as part of a wider strategy of environmental sustainability (AUS Strategic Plan 2020–25, IV.2.2).

Student Recruitment
Among many other factors, the best learning environments are augmented by having the best students. In maintaining our reputation as the best architecture school in the region, we are helped not just by having great faculty, but also by enrolling great students. The Department continues to involve itself in recruiting the best students to CAAD by way of attendance by faculty members at Education Fairs, by facilitating School Visits, through social media, and the Departmental page on the AUS website, and through the influence our current students and alumni have on their schoolmates (AUS Strategic Plan 2020–25, IV.1.1).

Alumni
Through their ongoing achievements, alumni are an enormously important resource to the Department, our current students, and their future prospects. They help bolster the reputation of the Department. Maintaining an active relationship with them through celebrating and promoting their activities is crucial(AUS Strategic Plan 2020–25, V.1.2).

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The Department of Architecture takes advantage of multiple opportunities for outside input.

- External guest critics are invited to attend Final Reviews of all year-level studios at the end of each academic semester. The Department allocates funding for international travel and honorarium with accommodation on campus for guests from peer institutions in the US and Europe. Several local practitioners are also invited.
- Collaborations with local firms and companies in the form of sponsored studios provide input that comes after much deeper engagement with students.
- Speakers Invited for public lectures and seminars (e.g. Professional Practice) provide observations after interacting with students.
- The Six Degrees show of work by graduating students takes place at the end of each academic year. Industry leaders and practicing architects attend in order to engage with new talent and provide an assessment of students' knowledge and communication skills.
- An internship employers' survey is conducted each year and provides feedback from supervisors and employers.

Currently, the BArch program does not have a formal advisory board. The practice of inviting professionals to serve on juries that review student work allows the program to get the kind of input that would be received from an advisory board. In particular, alumni can assess how changes to the curriculum have translated into changes in student outcomes. Beginning 2018–2019, visiting lecturers, critics and jurors are surveyed for their comments on the program and on the perceived strengths and weaknesses. These kinds of inputs have been found to be more meaningful and diverse when compared to what may be obtained from a formal advisory board.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

As briefly outlined in Section 5.2.3, the program assesses itself in many ways in pursuit of its mission and aspirations, to enhance pedagogical outcomes, and to meet accreditation criteria (both for the UAE and for NAAB). In this section, these assessments are organized by purpose and

frequency followed by evidence that the program has used these results to continuously improve. Program assessments can be clustered into three main types based on their purpose (acknowledging that these may not be mutually exclusive categories). They are repeated regularly so that a rhythm of assessment is built into the program culture. The categories are as follows:

Assessing learning outcomes (typically every semester):
- Design studio critics
- Course assessment report
- Faculty design review

Assessing program outcomes (typically once a year):
- Graduating student exit survey
- Summer internship reports
- Internship employer survey
- Employer survey (once every five years)
- Alumni survey (once every five years)

Assessing learning environment and teaching outcomes:
- Student course evaluations (every semester)
- Learning environment survey (once a year)
- Faculty performance reviews (once a year; provides context for course evaluations)

Assessment outcomes are discussed and responses formulated in regular meetings of the Curriculum and Assessment Committee, the Academic Affairs Committee, and the Department faculty. Pedagogy retreats are occasionally scheduled if a significant cluster of issues emerge from assessments. Such formal deliberation is augmented by the daily interaction among colleagues invested in the program. This ongoing dialogue creates an environment of collegial discussion among faculty and between faculty and administrators that leads to ongoing, near constant evaluation of what we are doing, how we are doing it, and how we can improve our efforts.

As a result of these discussions of assessments, the program regularly makes changes and adjustments. Section 5.3.1 is a summary of major changes made by the program. As can be seen, changes are in response to issues that have been identified earlier through the assessment mechanisms listed above and further detailed below.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The logic of the program's system of curricular assessment and adjustment is best understood through the details of the assessment tools deployed. As noted previously, assessments fall into three broad categories, which are used to organize this section. Furthermore these assessments are repeated on a regular basis so that a rhythm of assessment is built into the program culture. Assessment outcomes are discussed and responses formulated in formal settings but also collegial discussions among faculty and between faculty and administrators that leads to ongoing, near constant evaluation of what we are doing, how we are doing it, and how we can improve our efforts.

Course and curricular changes must be approved by the Department Curriculum Committee, the College Curriculum Committee, and the University Undergraduate Curriculum Committee (UUCC). Substantial changes to the program must also be approved by the UAE Commission on Academic

Accreditation. The UUCC processes proposals once a year, starting in the Fall semester, and this drives an annual cycle that begins in the department in the prior Spring semester.

Assessing learning outcomes
Learning outcomes in courses are assessed most frequently and deployed every semester.

- *Design studio critiques*
  Public critiques of work in design studios provide valuable insights into the extent to which course learning outcomes are being met. The Department organizes midterm and final reviews to ensure broad faculty participation. The HoD visits each review to assess performance firsthand. The Department regularly hosts visiting faculty who provide useful feedback as professionals who teach at other comparable programs in North America. The Department also invites local and regional practitioners and alumni to participate in studio reviews throughout the semester but especially to final reviews. Their input on the student work and the program as a whole provides an important external, third-party point of view.

- *Course assessment report*
  Every time a course is taught, the instructor must submit a "course file" containing a self-assessment that includes the following questions:
    - If this semester's grades were unusually higher or lower than the historic values (as distributed by the Associate Dean) please provide an explanation
    - Please, list and justify changes made on the course schedule that was initially issued to the students. If no changes were made, please state: "No changes made"
    - Are there any resources that are currently not a part of CAAD or that you found to be inadequate for teaching the course?
    - To what extent was each course outcome met? (Met | Partially Met | Not Met) Starting Fall 2021, this is done in the Planning & Self Study system and attached.
    - Are there any course outcomes that need to be changed? If yes, please provide a rationale outlining specific evidence to support the decision
    - Do you consider the prerequisites appropriate for the course? Were the students well prepared for the course?
    - BArch courses only: In case this course has a NAAB performance criteria associated (as listed in the Course Curriculum Coordination document) has it been appropriate for the course? Has the performance criteria been met?

  Samples of student work (high and low pass) for each graded assignment or project must be included. Course files are archived on iLearn and shared with all faculty. This is also a valuable resource for faculty teaching a course for the first time and ensures continuity.

- *Faculty design review*
  The Faculty Design Review as a self-assessment tool was first introduced in Fall 2010 and has been held regularly since then. This day-long review is attended by all faculty, occurs at the end of each semester, and typically lasts the whole day. Examples of high- and low-pass work from each studio year-level are displayed and course instructors provide an overview of the pedagogical and curricular intent. This is followed by a discussion on strengths, challenges and opportunities for improvement in each year level. The review is a venue for reflection and creating awareness of interdependencies among year levels. Links, or potential links, are made between year levels as well as between studios and required courses that deliver specific performance criteria. Discussion outcomes inform further discussion amongst the year-level coordinators, the curriculum committee and the HoD and often lead to curricular and pedagogical changes.

Assessing program outcomes
Program outcomes are typically assessed once a year or less frequently than that. As noted above, assessments of the extent to which individual course outcomes are met are linked and aggregated to program outcomes. Faculty Design Review discussions also consider program outcomes.

- *Graduating student exit survey*

  The Office of Institutional Research and Analysis (OIRA) administers a survey to all graduating students. Response rate is high because diplomas are only issued once the survey is completed. The survey elicits student perceptions of courses, resources, and the extent to which program outcomes are met. Students indicate their intended career plans.

- *Summer internship reports*
  As described below, all BArch students are required to complete an internship during the summer break between their 3rd and 4th year or between their 4th and 5th year. At the end of the internship, all students submit a one-page reflection paper

- *Internship employer survey*
  The Department requires the intern's employer to complete the CAAD Internship Evaluation Survey to help assess the intern's ability to apply what was learned during the student's first 3-years of education, including the ability to (i) advance ideas through design development (ii) effective collaboration with colleagues and (iii) utilization of critical learning and thinking skills to assigned tasks. An important element of the survey is the employer's insight into the extent to which the intern demonstrates the learning outcomes of the curriculum and program. Surveys of all students are summarized and used as an additional data point in the assessment of curricular effectiveness.

- *Employer survey*
  OIRA administers a survey once every five years to employers of CAAD alumni. Rather than reporting on individual alumni, this survey seeks to elicit assessments of the extent to which all alumni they employ provide evidence of program outcomes being met.

- *Alumni survey*
  OIRA administers a survey once every five years to CAAD alumni seeking to assess the extent to which they believe program outcomes are being met. Sometimes getting a satisfactory response rate can prove challenging and the HoD and faculty reach out to alumni and urge them to respond. An increase in the frequency of these surveys is under discussion.

Assessing learning environment and teaching outcomes
The learning environment and teaching outcomes are typically assessed annually, except for course evaluations which are conducted every semester.

- *Student course evaluations*
  Every semester, AUS mandates and conducts formal evaluations by students of each course and its instructor. These evaluations include multiple-choice questions and open-ended responses. Aggregated results are made available to the instructor, the HoD, and the Dean once course grades have been submitted. These are used to assess quality and gain student insights; these insights drive course and curricular improvements. As explained below, course evaluations are also included in the annual review of faculty by the HoD and Dean and also in reviews of performance for contract extensions and promotions. However, departmental criteria make it clear that these are secondary indicators of teaching performance.

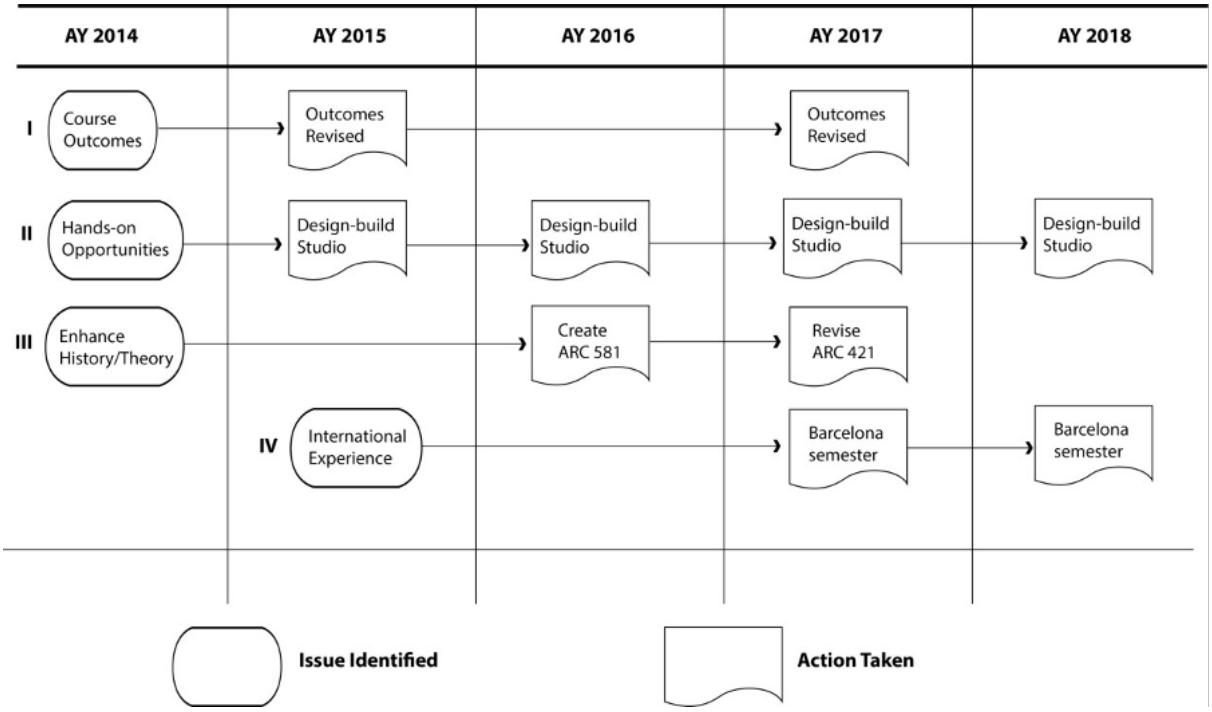
- *Learning environment survey*
  Till Spring 2021, the Department of Architecture administered a survey to assess studio culture (as defined in its Studio Culture policy) every year. In the 2020-21 academic year, CAAD created a college-wide Learning Environment policy that subsumed the department's policy and responded to NAAB's PC.7, which made eminent sense for the college as a whole. A survey was administered in Spring 2021, to be repeated every year, to assess student's awareness of the policy, the extent to which it is realized in CAAD, as well as satisfaction with wellbeing, advising and mentoring. The survey also solicited ideas for improving in these areas. Results can be disaggregated by program and results from the first survey were summarized above.

- *Faculty performance reviews*
  In addition to improving faculty performance, these reviews generate information that is used in enhancing teaching and learning in the program. At AUS, performance reviews have two components: the Performance Enhancement and Achievement Review (PEAR), a planning document submitted at the beginning of the academic year, and faculty annual reviews conducted at the end of the Spring semester that take course files and student evaluations into consideration.Average course grades are compared with the average CGPA of students in these courses to identify unusually liberal or harsh grades. In-person discussions of the PEAR and response to annual reports identify general issues and specific responses.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

As described earlier, the various forms and venues of assessment and their implementation, including comments from the previous accreditation visits, raised a number of issues with curricular effectiveness that needed to be addressed. The below diagram provides an overview of some major changes that were made. It shows the timing of the triggering issue and changes made in response. The diagram is keyed to the explanation that follows using the Roman numerals shown.



I. Refined Course Outcomes: Previous accreditation teams made it clear that course outcomes in the program needed to be refined. This prompted a process of review and revision that has been ongoing. Outcomes are revised to better support course descriptions and program outcomes. Links to NAAB criteria are made explicit. As explained below, course outcomes now sit in a database that is used to populate course syllabi and so they can be reviewed in one place.

II. Design-Build Pedagogy: Based on the success of previous hands-on courses, the establishment of courses that inculcate fabrication skills and material sensibilities, and an annual budget to a design-build initiative, the opportunity and the need for regular design-build studio courses surfaced in faculty discussions. Every year since AY 2014-15, over one or two

semesters, the course instructor and students have designed, prototyped and built various structures in and around the CAAD building; one project was located in a remote area of Sharjah. AIA Middle East and other award programs have recognized the quality of these projects; one project was nominated for the Aga Khan Award for Architecture; ACSA design-build awards were garnered in two successive years. Students and graduates have leveraged this experience to win design competitions. These courses have given the BArch program a unique identity.

III. Enhanced History/Theory Sequence: As a result of Faculty Design Review discussions and feedback from alumni who have gone on to graduate school, the Department assessed the set of history and theory courses in the curriculum. At that point, the sequence consisted of Pre-Modern Architecture and Urban Form (ARC 221), Modern Architecture and Urban Form (ARC 222), and Architectural Theory (ARC 421). To bolster the theory content, in AY 2016-17, a new required seminar course, Critical Practice and Contemporary Discourse (ARC 581), was added to the curriculum. Where appropriate, ARC 581 is taken along with a studio course to enhance learning in both courses. Prerequisites of other courses were revised to facilitate association with ARC 581. The sequence and content of history/theory courses were reviewed. ARC 421 now focuses exclusively on the period post-1960s to the present. Other changes to ARC 421 include: the course meets two rather than three times a week to allow deeper discussion of material; the course has a cap of 16 rather than 24 students for a seminar-like learning experience. The history/theory sequence overall has moved away from strictly chronological to a broader more conceptual approach.

IV. Semester in Barcelona: Despite being located in a very multicultural setting, the faculty believed that BArch students should have the opportunity to immerse themselves and learn in an inspirational international setting. After several locations were assessed, the decision was made to run the program in Barcelona and make it available to fourth- and fifth-year students. A cohort of (at the most) 16 students, accompanied by a member of the AUS faculty, would spend a semester in the city and get AUS credit for coursework completed while in Barcelona. The first semester abroad was offered in Fall 2017 and was taken by 16 students. A second cohort of 12 students spent the Fall 2018 semester abroad and a third cohort of 11 students spen Fall 2019 abroad. Students take the following courses:
    - Architectural Design Studio V/VII (ARC 401/501; 6 credit hours)
    - Place and Culture: Barcelona (ARC 394; 3 credit hours)
    - Case Study: Enric Miralles and Benedetta Tagliabue (EMBT) (ARC 494; 3 credit hours)
    - Critical Practice and Contemporary Discourse (ARC 581; 3 credit hours)

    This initiative is on hiatus because of the pandemic.

The process of reviewing course files and documenting course changes revealed a curriculum-adjacent issue in CAAD. Essentially, some course syllabi were found to be inconsistent with catalog descriptions and department-sanctioned course outcomes; instructors were making unapproved changes. To remedy this situation, a database was created containing approved descriptions and outcomes. Course syllabi are now prepared by instructors from a partially editable Microsoft Word template; instructors cannot edit content that must appear on the syllabus. This was later implemented college-wide into locked-down course syllabi distributed each semester by the Associate Dean.

An entire section of the AUS Undergraduate Catalog 2021-22, pp. 19-21 (see Appendix IV) is devoted to academic integrity policies and procedures. All AUS students, when admitted, must sign an Academic Integrity Pledge. The Catalog defines different types of Academic Integrity Code violations and describes how offenses are adjudicated, including penalties that could be levied. The adjudication process is mostly within the college and managed by the Associate Dean. However, penalties that result in an XF grade, suspension, or dismissal can be appealed to the to the Vice Provost for Undergraduate Affairs (VPUAI) and Instruction. All academic integrity violations are recorded in a database maintained by the VPUAI. This allows prior histories and

patterns of violations to be tracked.

CAAD faculty and administrators take very seriously their responsibility to monitor and act upon violations. The violations database shows eight violations among students in the BArch program reported in the past three years; seven were penalized with grade reductions and one was given a failing grade in the course. CAAD's studio culture means that almost all work is produced in studio, rather than at home, under faculty supervision. Authorship of student work is thus fairly easily ascertained.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and Department chairs or directors.

Program Response:

The HoD of Architecture has primary responsibility and accountability for departmental operations. As noted earlier, this responsibility is shared with a number of standing committees as prescribed in the department bylaws. Committee responsibilities include academic affairs, curriculum and assessment, search, mentorship, advising, the architecture program, the interior design program, and lectures, events and exhibitions. The HoD reports to and consults with the Dean, who is the chief academic officer of the college.

The AUS *Faculty Handbook* details the responsibilities of Department Heads, which include: personnel evaluations and recommendations; faculty recruiting, hiring, and development; curricular development, facilitation, and advocacy; budget implementation; strategic planning. The HoD must effectively and efficiently manage human, fiscal, and physical resources; address student issues and concerns; and serve as a communication conduit (both directions) between the Dean and the Department.

The Architecture Program Committee's primary charge is to provide guidance to the faculty and the HoD on curriculum, teaching, and other academic issues unique to the program. The chair of this committee serves as the Program Coordinator, and leads the committee, establishes and maintains program visibility and vision, and serves the HoD in an advisory capacity.

As described earlier, curriculum changes based on assessment data as well as faculty input are communicated to the Department curriculum committee of which the HoD is an *ex officio* member. Decisions on these changes by the committee are then taken to the whole Department for discussion and approval.

The HoD and program faculty recruit potential faculty hires by networking at conferences and with guest speakers and critics. The *Faculty Handbook* prescribes how the search process is conducted. The HoD is *ex officio* member of the Department search committee. The process begins with the HoD presenting to the Dean the need to hire additional capacity, whether on a regular or a visiting basis. Once approval to hire or advertise has been given, the HoD and the Search Committee develop one or more position announcements, which are then reviewed, approved and posted widely.

The HoD is part of all search committee deliberations. A list of recommended applicants is sent to the Dean after remote interviews and the Dean announces candidates who are brought to campus for interviews. The Dean confers with the HoD on feedback received on individual candidates. After this, deliberations on faculty hires are between the Dean and Provost. The Dean negotiates with the candidate. Upon the successful completion of negotiations, the Provost approves and the Chancellor signs the faculty contract.

As described earlier, the HoD reviews and assesses faculty performance annually and as part of

rolling contract, contract renewal and promotion review. All such assessments are made on the basis of criteria developed within the Department, adopted by the faculty, approved by the Dean and the Council of Deans. At the beginning of each academic year, the HoD discusses with each member of the faculty his or her *Performance Evaluation and Achievement Review* (PEAR) document mandated by the *Faculty Handbook*; CAAD faculty are also required to submit a narrative elaborating on their intentions in teaching, scholarship and service. At the end of each academic year, the HoD reviews the *Faculty Annual Report* (FAR) submitted by each continuing faculty member. Starting in AY 2018-19 all FARs are submitted online via https://activityinsight.aus.edu/. The HoD provides the Dean with a written assessment of the faculty member's activities using published criteria as a basis for evaluation and indicates whether performance meets, exceeds, or is below expectations. Faculty can respond to this written assessment if they so desire. The Dean considers the HoD's evaluation and any response submitted and, if warranted, writes a further evaluation or otherwise simply indicates agreement with the HoD. The faculty member can further respond to the Dean's evaluation. The Dean recommends merit and other increases, if any, or contract extension, rolling contract or promotion to the Provost based on these assessments.

5.4 Human Resources and Human Resource Development

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

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

The expected commitment of faculty time and effort to each of the three aspects of their responsibilities is prescribed in the AUS *Faculty Handbook*. This falls into the following ranges: teaching (50 to 80%); scholarly work (10 to 35%); service (5 to 25%). Individual members of the program faculty, based on their circumstances and as part of the PEAR discussion at the beginning of each year, discuss and agree with the HoD their expected percentages adding up to 100%. The annual report (FAR) then looks back at the year gone by and informs the next year's expected percentages. On average, a full-time faculty has one day a week to dedicate to scholarship, creative work and promote student achievement. Depending on the range and distribution a faculty may decide to engage with their own work or with the promotion of pedagogical content and student work.

The *Handbook* specifies that the normal teaching load for faculty members whose ranks require the pursuit of research or creative activities (Assistant Professors, Associate Professors and Professors) is set at six (6) regularly scheduled sections or 18 semester credit hours per academic year. The AUS *Instructional Workload Policy* further establishes a framework to incentivize and reward research and creative work, by adjusting the normal teaching load of faculty members in research-active ranks who: i) supervise PhD dissertations; ii) supervise undergraduate students outside regular scheduled courses (such as independent study, senior projects, etc.) or iii) do not fulfill the research expectations set by established Departmental and College/School policies. In addition, faculty members may be awarded course releases for scholarly activities via the AUS Faculty Research Grant program.

Program faculty who teach studio courses can have 15 to 18 contact hours a week. Efforts are made to allow them one day a week free of teaching but that is not always possible. Faculty who teach large lecture courses (more than 120 students) receive credit for two courses. Faculty who teach courses with more than 45 students enrolled are assigned a Graduate Teaching Assistant (GTA) from the Master of Urban Planning program to help with course logistics. In Spring 2021, five GTAs were assigned to support program courses.

Paid overloads are rare and only used in the case of emergency situations with approval from the Dean and Provost. Teaching summer courses is compensated separately and cannot exceed two sections. The HoD calls for summer teaching proposals from Department faculty in Week 1 of the spring semester, and recommends offerings to the Dean by Week 5 of the spring semester. Off-campus study opportunities in summer are informed by the level of student interest, pedagogical aims of the course, relation to college and program goals and outcomes, and potential impact on fall and spring enrollment and teaching loads. Summer off-campus study proposals are submitted by Week 8 of the fall semester. All proposals are reviewed by the College Advisory Committee and approved by the Dean. Advisors who monitor summer internships are compensated the equivalent of one summer section.

Expectations for scholarly work are described in the department's *Evaluating Faculty Performance*. The document establishes creative work as a valued mode of scholarly activity on par with traditional forms of research. Regardless of mode, the value of scholarly work is derived from peer review or critical reception (or both). No quantitative targets are set in the document but the practice is that one valuable, significant and impactful contribution is considered expected.

Along with balancing their teaching and scholarly work, program faculty are expected to engage in service, which includes other activities that advance learning, scholarly reputation, and administrative effectiveness at the department, college, university and community level. Given that shared governance is central to the ethos of the institution, faculty service is essential.

Link to resumes of full-time faculty of the Department of Architecture:
Faculty resumes

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

The duties of the Licensing Advisor are performed by the instructor of the course ARC 463 (Professional Practice). This individual is an NCARB Scholar and as a result is an NCARB Licensing Advisor.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

Program faculty pursue professional development with support from a number of institutional sources. These represent a variety of opportunities for support.

All full-time non-visiting faculty are eligible to apply for funding to cover the cost of attending academic and professional conferences where they have a paper accepted. Applications must explain how a particular venue is significant and impactful. These Faculty Development Grants (FPDs) funds are distributed annually by the Office of the Provost and administered through the Office of the Dean. Each grant provides US $3,000 in funding for travel, conference registration fees, and per diem in places that are not in the region; regional venues are supported with just over $1,500. Over the past five years approximately US $270,000 has been provided for FPD grants to faculty in the Department of Architecture. Though primarily about disseminating faculty scholarly work, it also provides learning and networking opportunities.

The cost of conference travel or skills development can also be included in proposals submitted to

AUS's Faculty Research Grant program. These grants are competitive and come in two classes - small and medium - and indirectly support professional development. CAAD provides new full-time non-visiting faculty with seed grants of around US $1,350. These funds can be used in a variety of ways to kickstart a scholarly agenda. Finally, CAAD's Design-Build Initiative funds skill-set development activities for individuals or small groups of faculty. These awards range from US $3,000 to $4,500 and cover materials and equipment.

The AUS *Faculty Handbook* describes the circumstances under which faculty are eligible for sabbatical leaves. Awarded competitively, sabbatical leaves are one semester in duration and full pay or two semesters at 50% of the annual pay. These leaves are granted for faculty to enhance their careers and their contribution to the university through scholarly endeavors that are academic, artistic or professional in nature. Faculty members are eligible to apply during or after their sixth year of service 1.) from the date of appointment, or 2.) following a previous sabbatical leave. Several program faculty have benefited from sabbatical leaves.

Likewise, every year, AUS announces training opportunities for staff. Many training sessions are run by internal entities such as the IT Department, the Health Center, and the Counseling Center. Others are run by external trainers and cover topics such as emotional intelligence, motivation skills, negotiation skills, and business writing. A training catalog is released every year in the Fall semester and staff submit requests to their supervisors for attending one or more sessions. Supervisors ensure that these requests can be accommodated and forward to the Associate Dean who further ensures that absences are spread out and will not affect the college as a whole.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

Students in the BArch program can avail themselves of a range of services provided by the program, its faculty, the college and the university.

In their Foundations year, before joining the program, students need considerable academic advising and counseling. They come to CAAD's Foundations Year program from high schools where they likely have not encountered the kind of learning that takes place in the first year. They may not have a good sense of the design major they intend to pursue or indeed the rigors of a design education. The competition to advance to second year applies further pressure on these students. Supported by an admin assistant, the Director of the Foundations Year program is their principal advisor and helps them navigate these challenges. In carrying out this responsibility, the Director sometimes seeks the assistance of the University Counseling Service and the Academic Support Center described below. The Director provides guidance on course selection in the first two semesters and discusses changes of major if students are so inclined.

University Counseling Services (UCS) enhances and promotes the psychological wellbeing of students, faculty, staff and their dependents by providing evidence-based best practices in prevention and intervention services and programs in a supportive, safe and welcoming environment. UCS does this through in-house counselling, assisting in making self-referrals, and promoting mental health awareness through workshops. At the beginning of every Fall semester, UCS counselors visit studio sections to raise awareness of available services, mitigate any stigma associated with using these services, and to advise on managing stress. The Vice Provost for Student life has constituted and chairs the Students of Concern Committee to triage cases at an early stage. The committee brings together counselors, representatives from the Academic Support Center, the Health Center and AUS Security. Faculty are encouraged to report concerns directly to the committee and the college and department administrators are informed about cases without the specifics being divulged.

The Academic Support Center (ASC) provides academic advising and support services to students

who face academic challenges or have a documented disability. ASC increases student retention by working with those who are most in need of extra assistance. ASC coordinates with faculty members to identify “at-risk” students and offer them appropriate forms of support. Students on academic probation are provided with extra support, advising, and skills development training required for academic progression. Requests for academic accommodations for students with disabilities are processed. ASC coordinates with other academic departments to ensure that students with disabilities get equal access to educational opportunities.

Once they enter the BArch program, students receive academic advice from two program faculty who are designated advisors; this is a key part of their service obligation. One advisor works with second and third years; the other works with fourth and fifth years. The decision to limit the number of advisors was made to ensure that academic advising is consistent. Each semester, prior to pre-registration, advising sheets are created for each year level that outline the essential information for the registration process. An outline of required courses and timings is included along with recommendations of general education requirements and possible major electives. In addition to the advising sheets that are handed to all students in the studio, an advising session is scheduled that allows the advisor to meet with each group of students to go over the information on the advising sheet and answer any questions they might have. The advisor is available to students during office hours throughout the semester for advising and assessment of on-line degree evaluations. Most of the information students would need in order to make informed decisions about courses and curricula is located in the catalog and is also available on-line.

The Office of the Registrar conducts degree audits of AUS students in their final semester to ensure requirements are met.

Mentorship and advising on career choices are the collective responsibility of the program faculty. Typically, students turn to faculty who have taught them for discussions about choices they may be facing, such as where they may intern, what they may do after graduation, and what graduate schools may best fit their interests. These mentors write letters of recommendation and BArch graduates are routinely accepted into top graduate schools. Rather than be assigned to a particular individual (as is the case for academic advising) this approach allows students to work with mentors with whom they share affinities. Career choices are also addressed in ARC 463 (Professional Practice).

As mentioned above, a member of the program faculty is appointed Internship Advisor. This individual runs a process that begins in March, well before the summer. Students attend a presentation about the internship requirement, finding an internship, and succeeding once in an internship. The Advisor is supported by a staff member who takes care of the logistics and interfaces with students. Information about previous internship providers is made available and students who may need extra help finding an internship are assisted. During the summer, the Advisor is available in case students face issues when in the internship and helps resolve these issues.

AUS organizes a Career Fair every year but the kinds of employers that participate are not typically those that would hire architects. Therefore, as briefly mentioned earlier, CAAD provides students a number of alternative venues and routes. First, within the program itself, principals and staff of local architecture practices are invited to participate in final reviews. Many are keen to participate in the education of architects but they are also keen on recruiting talent. Some placements are facilitated through this mechanism. Every year, CAAD also organizes Six Degrees, a show of work by graduating students in all six majors. Prior to the pandemic, this was held in the Dubai Design District, where many practices have their offices and also within easy reach of other places where offices are located. This event draws several hundred visitors; representatives of local practices visit so they can talk to prospective hires directly. CAAD publishes a catalog in conjunction with the show and these are distributed among visitors and also sent to internship providers.

5.5 Social Equity, Diversity, and Inclusion

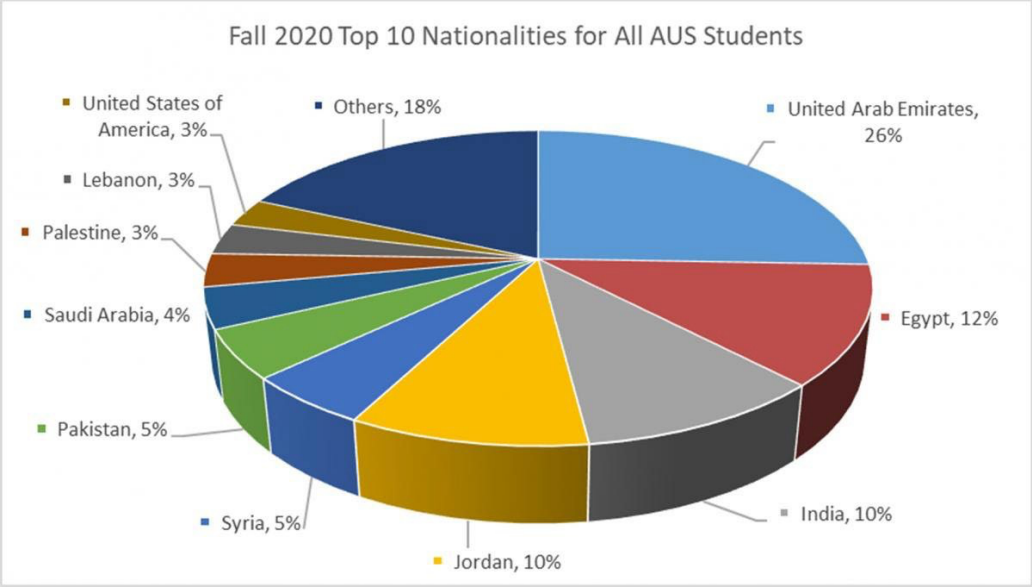
The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

In the UAE, diversity and inclusion have very particular implications, different from other regional and global contexts, that reflect a widespread tolerance of difference. A sustained push for economic development and growth has driven the need for commensurate levels of labor supply and human capital as a result of which UAE is home to more than 200 nationalities. Because of fast-changing norms relating to the role of women in the workplace, they make up two-thirds of university graduates and government employees in the UAE; women are almost a third of the federal cabinet. There is broad recognition--backed by policy, regulation and investments--that differently-abled individuals, called “people of determination” in the UAE, must have equitable access to opportunities and services.

AUS reflects the diversity of its home country in terms of national origin. In 2017 and 2018, *Times Higher Education (THE)* named AUS as the number one university in terms of the percentage of international students. Of the top 200 universities in the world, based on the percentage of international student enrollment, AUS led with 84%. In Fall 2020, the campus had students from 86 different nationalities. The campus has a slightly larger proportion of female students (54.6% to 45.4%, female to male, Fall 2020). At the same point in time, just under 27% of the faculty were female. There has been a shift in gender roles in terms of university leadership. The first female Chancellor of the university was recently appointed; the Vice Provost for Student Life is a woman; two female Deans were appointed in the past two years.



CAAD students also represent diverse nationalities but not as numerous as the campus as a whole since the number is smaller. CAAD has a higher proportion of female students than the campus as a whole. The proportion of women faculty has increased over the past five years primarily as a result of turnover in the Department of Art and Design. It now stands at 26%. CAAD saw its first female Associate Dean in office till end of the 2020-21 academic year. One of the two HoDs is currently a woman.

Like CAAD, the Department of Architecture has students of diverse national origins. The gender makeup of students in the department is slightly less female (81%) than the college as a whole (86%) but more female than AUS as a whole (55%). The department has worked to increase the number of women on its faculty, which currently stands at 13%. In the 2020-21 academic year, three new full-time faculty were appointed, two of whom were women. In addition, in 2021-22 a new full-time visiting woman faculty has been appointed. Furthermore, the department has hired women as adjunct faculty. As argued below, the presence of women in the classroom has increased somewhat.

It is AUS policy that all buildings and facilities are accessible to those who are differently abled. Specifically, design and construction shall be done in compliance with the following international regulations: The American with Disabilities Act (ADA); International Building Code (IBC); more stringent requirements of the World Disability Union (WDU). All facilities shall be also fully compliant with the applicable Federal and the Emirate of Sharjah laws, regulations and codes. All new construction must meet these standards and since 2019 AUS has been reviewing and updating older buildings in an ongoing process. The two CAAD buildings (AD1 and AD2) provide access to individuals with disabilities. Required infrastructure such as ramps, WCs, elevators etc. are provided in both buildings. Over the years, modifications have been made to the CAAD buildings to improve accessibility. CAAD assigns nearby parking spots for faculty and staff who may experience limited mobility.

The cost of education at AUS is out of reach of some families who seek to send their children to study at AUS. Consequently, the university has set aside significant funds for merit-based scholarships. Academically gifted students are granted these merit scholarships upon admission. Students with a high school grade of 90% and above are eligible for scholarships ranging from 20 to 50% of tuition and lab fees. Students from families of limited means may be eligible for a financial grant and a Family Tuition Grant is awarded to a younger sibling when a family enrolls two or more children at AUS. As a result, we believe an AUS education is available to meritorious students who could not have otherwise afforded it. As of Fall 2021, 221 students in the BArch program and in the Foundations Year program intending to join the BArch program have one or more forms of grants and scholarships. This is a significant increase from Fall 2016, when the equivalent number was 151.

To further reduce the cost of education for BArch students, CAAD makes its fabrication facilities available to students at less than market cost. Also, materials are purchased in bulk and made available to students to reduce costs. Printing is also significantly subsidized. As noted earlier, CAAD seeks sponsorship for some options and thematic studios. Sponsorships are used to cover the cost of lab use and material costs for students.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

While the department has succeeded in recruiting and hiring faculty with a broad range of diverse interests, expertise and backgrounds, the proportion of women faculty has been a concern that the program and CAAD have been tackling for several years. This is of particular concern because of the preponderance of female students in the program, a key strength and a part of its identity. Furthermore, the percentage of women in CAAD and AUS is almost double that of the department, which suggests there is room for growth. The other NAAB-accredited program in the UAE, at the American University of Dubai, appears to have 20% women on its faculty.

The department makes its hires from within an applicant pool with promise of merit as its sole criterion. However, if two candidates are considered equally promising of merit, the preference is for

the female candidate. The challenge the program faces is having sufficient women with the promise of merit in the applicant pool. As mentioned earlier, despite AUS's stellar academic reputation, significant barriers included lack of awareness of or misconceptions about the region. Beginning academics, particularly single women outside the region, may not consider AUS a viable option because of popular beliefs about conditions in the broader Middle East, which are generally not found in the UAE. Mid-career academics, not knowing the educational systems in the UAE, may hesitate to relocate over concerns about their children's education. More recently, the pandemic has discouraged individuals from relocating to relatively unknown places.

The department's and CAAD's plan for responding to this challenge has involved four initiatives to counter misconceptions of the region, and to raise awareness of the attractive opportunities afforded at AUS and in the UAE.

- Senior and junior women academics from North America and Europe are invited as speakers and on short-term or longer-term visits. These visits could be as critics for final reviews or semester-long visiting appointments.
- Faculty and administrators attending conferences and symposia identify potential candidates and engage in dialogue about the place, the institution and the program.
- Short-listed candidates are brought to campus starting with hiring in the 2015-16 academic year to let their first hand impressions guide their decision to accept an offer or not.
- Web presence, for both CAAD and the program, has been enhanced to highlight the accomplishments of our predominantly female student body. Social media channels are used to provide outsiders greater insights into the academic and social life of the college.

Through investment of time and resources in these initiatives, the presence of women in the classroom has somewhat increased. As mentioned earlier, two out of three new non-visiting hires in Fall 2019 were women. Another full-time visiting woman faculty has been hired in Fall 2021. Beyond this, over the years, women have been hired as adjunct and visiting faculty providing a slightly greater presence than the proportion of full-time faculty might indicate. The below diagram presents a dynamic view of the presence of women in the classroom.

Name	Academic Rank	2014	2015		2016		2017		2018		2019		2020		2021	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall
Christine Yogiaman	Assistant Professor															
Mariatheresa Mortera	Assistant Professor															
Emily Rebecca Baker	Assistant Professor															
Alice Vialard	Assistant Professor															
Maria Del Carmen Jimenez Parro	Assistant Professor															
Mara Olga Marcu	Assistant Professor															
Maria Oliver	Assistant Professor															
Paulette Singley	Professor															
Jori Erdman	Professor															
Dima Srouji	Assistant Professor															
Berenika Boberska	Assistant Professor															
Tania Urzomarzo	Assistant Professor															
Dalia Hamati	Assistant Professor															
Adjunct																
Nadia Doukhi	Adjunct Faculty															
Selma Catovic Hughes	Adjunct Faculty															
Eman Alassi	Adjunct Faculty															
Dalia Hamati	Adjunct Faculty															
Total		3	4	1	1	1	0	4	5	3	4	3	3	4	4	4

Greater increases in the proportion of women faculty are necessary and desirable. CAAD and the program are committed to pursuing these increases. The pandemic completely curtailed our ability to have women academics visit in person, an important part of our response, and these visits will resume when we are able to do so. Likewise, in-person attendance at conferences has also stopped and will resume when possible.

Moving forward, we will continue to foster strong female candidates for open positions. Some of these will be visiting or adjunct positions to fill course releases and sabbatical leaves. Previously, the department's mentorship program was only available to non-visiting faculty. We will now make it available to all faculty so that visitors also receive input on their professional development. Should a

fulltime non-visiting position present itself, they will be well prepared to be considered for that position.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The combination of diversity of nationalities and a preponderance of female students gives the program a unique identity and drives the life-transforming experience that graduates report they undergo at AUS. As noted earlier, the Department of Architecture has students of diverse national origins just as for CAAD and AUS as whole. The gender makeup of students in the department is slightly less female (81%) than the college as a whole (86%) but more female than AUS as a whole (55%). Institutions in the region do not make this kind of information public but we believe, based on anecdotal evidence, that while some may have national diversity and others a preponderance of female students none has both.

This identity is a key program strength and a differentiator from other programs globally; sustaining this identity is an ongoing priority. The AUS Office of Enrollment Management (OEM) is central to achieving this diversity in the student body. OEM's student recruitment unit is guided by an explicit goal articulated in its Student Recruitment Policy, which is a mandate to, "Recruit students from various ethnic backgrounds and education systems." Enrollment figures indicate that the University has been successful in attaining and sustaining this goal.

As noted earlier, access to an AUS education for families of limited means continues to be a concern at the institutional and program levels. Apart from being a societal obligation, this adds an additional and important dimension to the diversity of the program and further expands the transformative nature of studying at AUS. Contingent on sustainability, the investment in merit-based scholarships and need-based assistance will continue. To the extent possible, an AUS education should be available to meritorious students who could not have otherwise afforded it.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

In the AUS Strategic Plan 2020-25, the institution declares that part of its mission is to "foster a community that celebrates diversity." AUS's policy on equal employment opportunity is documented in the Faculty Handbook (Section A.3 [Policy]) and in the Staff Handbook (p. 16). For example, the Faculty Handbook states:

> The American University of Sharjah is fully committed to equal opportunity at all levels without discrimination on the basis of race, gender, religion, age (within the constraints of UAE Labor Law), physical ability, family status, or national origin. In addition, discrimination is prohibited on any other basis prohibited by law that applies to the faculty member's employment at the University. As a university formed on American models, AUS will give priority to candidates who have substantial experience in American models of higher education.

CAAD and the Department of Architecture are bound by university policies and practices and fully support their objectives. Furthermore, from the Department's *Statement on Diversity, Equity and Inclusion*:

> The Department of Architecture at the American University of Sharjah views diversity as the celebration of inclusiveness in all its forms, including race, gender, ethnicity, religion, age, and nationality. A strategic view towards nurturing diversity advances the Department of Architecture's desire to educate future architects in an environment respectful to and appreciative of a wide spectrum of cultural, professional, and social identities. The Department is located in an increasingly multicultural region where women are increasingly entering the labor force at all levels including leadership positions. The Department maintains a commitment to nurturing an academic environment that promotes diversity, social equity and inclusiveness among its students, faculty and staff, and that views cultural difference as an opportunity for a richer experience for all members of the community. The Department of Architecture believes that design excellence requires critical engagement with a diverse range of physical, social, economic, and cultural contexts, and it views promotion of diversity as key to successful architectural education. The Department's goal is to recruit and retain a diverse body of students, faculty, and staff that reflects the community it serves and its regional and global context.

(https://www.aus.edu/sites/default/files/12_statement_on_diversity_equity_and_inclusion.pdf)

All job postings and search protocols reflect the institution's policy position. Search processes are subject to internal audit and CAAD's processes were audited in AY 2019-20. A discrepancy was found in how the department search committees communicate to the Dean their assessment of candidates and that is being remedied. No violation of the equal employment opportunity policy was found. The ethnic, racial and linguistic diversity of the AUS campus demonstrate the effectiveness of these equal employment opportunity policies.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

Students benefit from the bulk of resources and protocols at AUS dedicated to differently-abled individuals. The AUS Academic Support Center (ASC) provides university-level support to students with short-term mobility disabilities and those with learning disabilities. The ASC provides disability contracts that are based on North American standards related to accommodations for students with diagnosed learning disabilities. These measures include additional time for assignments and extended periods for tests and exams that may be conducted outside of regular classrooms.

In addition to working with walk-ins, the ASC has an early warning system through which faculty members identify students, particularly those in their first year, that are at risk of attrition. ASC staff utilize a validated and reliable instrument such as LASSI (student skills inventory) to assess the strengths and weaknesses of students' study habits. ASC also offers the Strong Interest Inventory (SII), an internationally validated questionnaire aimed at helping college students identify their areas of interests and fields of study. Several ASC staff are internationally accredited to administer the SII and have also completed certification in Coaching. The ASC offers peer support for students through ASC Peer Advisors and the Student Support Crew and also offers study skills workshops throughout the year.

ASC continually seeks feedback from students on how to improve their services and employs multiple assessment procedures to assess service delivery and whether students are meeting learning outcomes.

Thus far, faculty and staff have mostly faced temporary changes to abilities. Accommodations for

these temporary conditions are typically handled by the HoD. Accommodations may include finding substitutes or temporarily rearranging assignments. Other accommodations to facilitate access and egress include providing parking spots near the building.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Studio culture is central to CAAD's pedagogical mission and considerable investment has been made to create a physical environment in which this culture can thrive. First, enrollment in studio-based courses is limited to 16 students per section. Depending on attrition and other anomalies, this number can vary slightly from section to section or cohort to cohort. Regardless of such variation, student-instructor contact is maximized, as are class interaction, student supervision and overall quality control of course content. This studio class size is in line with studio sizes in comparable NAAB-accredited programs in the US.

All BArch students are provided an individual work space with safe access to electrical power and network connectivity. This allows students to individualize their work environment and work without interruptions or having to relocate. Students in the second-year studio classroom also provided with a desktop computer where they work. After second year, students are expected to purchase their own computer.

The program's 12 studio sections of 16 students each occupy most of two floors in the rear of CAAD's two buildings. Faculty offices are nearby. Sections in one year level are adjacent to each other. Studios are open spaces with minimal partitions, which allows learning by observation to take place within and across year levels. Studio classrooms are densely occupied and so several other classrooms and spaces within the buildings are kept vacant during scheduled studio class time to accommodate small group discussions, pinups for a section, lectures to an entire year level, and pinups for the entire year level.

Safety is paramount at AUS and regular audits are conducted to ensure compliance with the AUS Health and Safety Manual. Violations are formally reported and remedial actions must be vetted before an entity is found in compliance. Safety issues identified and remedied in CAAD studios include the use of extension cords and appliances such as kettles, microwaves and refrigerators, blocking of fire exits.

CAAD studios remain as originally fitted out in the early 2000s. In the meantime, the way designers work and the way they learn have changed. CAAD is in the process of reimagining the classroom for design studios. In Spring 2021, the fourth-year interior design studio course, in design-build mode, partly reworked one studio classroom in terms of work surfaces and collaboration spaces. The Spring 2022 offering of this studio, also in design-build mode, will complete the project by adding storage and display capabilities.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

CAAD has substantial spaces for teaching and learning beyond the studio classroom. Some of these were referred to above and are typically shared with the Bachelor of Interior Design program, the Department of Art and Design, and the Master of Urban Planning program. This section will first address learning spaces in CAAD, spaces outside CAAD, and then CAAD Labs. Descriptions of prevalent uses are from before in-person learning in Fall 2021 forced lower levels of occupancy in response to the pandemic. The use of rooms has been drastically altered.

CAAD comprises two contiguous buildings (AD1 and AD2) centered around dome-covered atria. The buildings open at 7:00 am and close at midnight seven days a week. Studios for the Department of Design are located in AD1 while AD2 houses the Department of Architecture, the Foundations program and faculty offices. Across these two buildings, CAAD houses the following: a 100-seat theater-style auditorium; a 50-seat lecture room; seminar rooms (3); crit rooms (2); a Gallery; and a large multipurpose hall. Students use seminar and crit rooms for team discussions and group learning sessions when the rooms are not scheduled for courses. Informal meeting and discussion spaces are provided around the atria and throughout the building and immediately outside. There is a dedicated room for assembling design-build projects.

Some CAAD courses make use of two theater-style auditoriums outside CAAD. There is an 80-seat and a 300-seat auditorium in the Main Building. The CAAD Assembly at the start of the Fall semester uses the 800-seat Main Auditorium. Students also make use of rooms provided in the AUS Library for small group activities. In the Arts Building, CAAD has two painting studios and an archive room.

CAAD classrooms are “smart” featuring computers, audio/visual devices, intra/internet access and wireless systems. They are equipped with LCD projectors and instructor’s PC’s. Typically, faculty members use these resources to display materials posted on iLearn, the AUS Course Management System (CMS), support their teaching with the use of various software tools, or to display file content from an individual faculty member’s network drive. There are also computer labs equipped with software tools used by CAAD programs.

A Digital Signage System serves to inform students, faculty, staff and visitors about AUS news and events. Chromebox devices and large High Definition screens are wall-mounted and are centrally managed using a cloud service. The system is used to deliver general announcements, event details, digital videos, and can also be used to broadcast live events or serve as a means for emergency communication.

Lecture Capture: Panopto is the lecture capture solution at AUS. It is used for the recording of lectures and presentations. It is also integrated with Blackboard so videos can be viewed only by students enrolled in a Blackboard Course or made public for anyone to view. Panopto allows for the simultaneous capture of audio, video and applications and the recording can be shared during or after the presentation.

AUS Academic Computing provides students and faculty access to high-end computing and output services. These include a Windows lab, three MacOS labs, computer workstations in second-year studio classrooms, and a print lab. The latter hosts Canon Pro4000-S Plotters, Epson Stylus Pro 9800, HP Designjet 6200ps for high-quality output. In addition, there are high-resolution, tabloid/wide scanners and a high-quality A0-size drum scanner. Lab computers are replaced every three years. Academic computing provides technical support for individual student and faculty issues. An online ticket-based system, https://itservicedesk.aus.edu, is employed heavily to keep track of faculty requests and for accountability.

More information about available IT capacity is in Appendix IX.

As mentioned earlier, CAAD Labs provide exceptional spaces for making and experimentation. They comprise three primary groups: 1) Material Fabrication Labs (woodworking, metal working, pottery, casting), 2) Digital Fabrication Labs (laser cutting, 3D printing, CNC cutting, industrial robotics); and 3) Media Labs (audio/video production, photography, printmaking, and interactive systems). The media labs are open five days a week from 8am to 5pm; the other two labs are open and staffed six days a week.

CAAD Labs is led and administered by its Director, who holds a faculty appointment in the Department of Architecture and teaches in the BArch program. The Director organizes and manages facilities with a particular emphasis on safety, coordinates with college, university, and external departments, analyzes needs and budgets, and develops policies and protocols. Labs are staffed by four Specialists and a Monitor. Specialists manage specific labs, monitor safety, and provide users with technical support. The Monitor is responsible for upkeep of the woodshop and metal shop and ensuring safe use. Student assistants are present during evenings and weekends and assist the Lab Director with special projects. In addition, faculty play a critical support role through instruction, particularly for courses that require extensive use of lab facilities.

CAAD Labs are perpetually improving, driven by academic initiatives and in response to operational challenges. The Director, in coordination with the Dean, HoDs, and faculty, identifies improvements. Budget requests are submitted to the Office of the Provost and coordination with AUS Procurement, Finance, and Facilities is necessary to realize the improvements.

User health and safety is of primary concern. Conditions for use require authorized access (obtained through safety orientation), proper attire, and all necessary personal safety equipment. Heavy equipment spaces, such as the Woodshop, Metal Shop, and Digital Fabrication Labs are only accessible by students under direct supervision of CAAD Labs Staff. Mandatory safety orientations are provided as part of the core curriculum, including a Woodshop Orientation required during the second year of study, and a Laser Cutter Orientation required during the third year of study for BArch students. Safety and the condition of equipment also drives policies regarding access to labs. For instance, access by students in the Foundations Program was discontinued because the sheer number of additional users would have imposed an unsustainable burden on the lab staff and equipment.

CAAD Labs strives to meet rigorous safety standards beyond required minimums. Personal safety equipment, including safety goggles, respirators, ear protection, lab coats, welding masks, and safety harnesses are continuously stocked, readily available, and required for use of relevant equipment. Large woodworking equipment is connected to a comprehensive dust collection system, accompanied with hanging air filters for the removal of sub-micron dust particles. Welding curtains and fume extractors are provided in the metal working area. Additional fume extractors are installed in spray booths and laser cutter spaces, and local dust collectors near CNC machines. A stocked first aid kit is located in the woodshop area, and emergency contact numbers are posted in centralized locations. An accident log is maintained so that safety incidents can be audited.

Maintenance contracts are secured for high-use equipment, such as 3D printers and laser cutters, to reduce downtime from equipment failure. Issues with equipment and supplies are carefully monitored by the Director of CAAD Labs. Studio Specialists monitor the facilities within their purview, seek feedback from users, and report to the Director. Furthermore, the CAAD Labs Faculty Advisory Committee reviews any operational issues that might affect pedagogy and research. Requests have been received from students for extended hours for labs, but finite staff resources and health and safety concerns mean that hours are extended only during mid-term and final reviews. Concerns were also expressed by students and faculty when the hours were curtailed for checking out equipment. Once again, the need to adequately monitor the inventory and its condition necessitated the limits placed on access. Other than these sorts of concerns, satisfaction with lab facilities is high.

More information about CAAD Labs is available in Appendix X.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

All full-time faculty are provided with individual furnished offices including a telephone and a black-and-white laser printer. These offices are large enough for individual work as well as meetings with students during office hours. As noted earlier, offices are located adjacent to studio classrooms. If the space is insufficient, faculty can reserve the CAAD meeting room or use a classroom that is not scheduled for a course.

CAAD Labs, described above, is available for use by faculty for their scholarly work; many take full advantage of this access. Spaces for quiet work are also available in the AUS Library located close to stacks where books can be accessed.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The wide range of space types, technology and equipment described above support the different modes of learning that characterize the program. Studio spaces provide strong support for CAAD's studio culture, both in terms of focused work and social learning. Breakout spaces of different capacities are available in the event that discussions and reviews are required during studio class time. CAAD Labs support CAAD's culture of making, particularly the design-build initiative that gives the BArch program its unique identity. Lecture and seminar courses take place in well equipped and well fitted out rooms that support each pedagogical context. Beyond all this, a range of spaces, within CAAD and outside, support informal discussion and team work.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

Under normal circumstances, learning in CAAD requires the physical resources listed above. During the pandemic, however, when learning moved to fully online in Spring 2020 over just four days, the physical spaces were not used at all to comply with guidance from the UAE Ministry of Education. (A few faculty taught from the building.) In response, IT resources were significantly ramped up. New software tools were deployed and CAAD faculty and lab staff developed the LampCam, an innovative way to hold a webcam pointed down at a drawing surface. The virtual classroom instruction and online distance learning mode raised the demand for digital resources such as lending desktop computers to students and graphic tablets to faculty, and the introduction of remote access of software licenses. In Summer 2021, the Ministry required that all studio courses be held in person and then went further to require that all courses be in person. All faculty, staff and students are to be vaccinated and masked. Some students who cannot be vaccinated, or are unable to travel because of restrictions, are permitted to attend remotely. Furthermore, to reduce crowding inside the building, studio sections meet weekly but on staggered days. Having students in person and remotely at the same time complicates course logistics and requires additional equipment and different ways of using software tools. A minimum 1 meter distance mandated between individuals means that classroom capacity is significantly diminished. Space had to be repurposed. For instance, the CAAD Gallery is now used as a lecture room.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The table below presents revenues and expenditures from FY 2019 and FY 2020, an estimate for FY 2021, and forecasts for the following two fiscal years. This does not include expenditures associated with other departments and indirect university overhead costs. Instead, the balance after deducting direct expenditures from revenue is considered to be the program's contribution to university overhead.

No increase or decrease in enrollment is anticipated for the forseeable future. Each year exactly 48 students matriculate into the BArch program from the Foundations Year; the competition is sufficient to sustain this number and there are no plans to increase it. The table also includes revenue and expenses relating to students in the Foundations Year intending to major in Architecture. Admissions for this group of students is capped at 84 because of significant demand but is sometimes exceeded.

With enrollment numbers remaining constant, forecasts are based on increases in tuition and operating costs. Revenues, salaries and benefits are expected to grow 2% annually; operating and capital costs are expected to grow 5% annually. Though only extrapolated for two years, the analysis shows that the program will continue to be financially viable through the next accreditation term. AUS continues its financial support for attracting high-caliber students and providing a suitable learning environment for them.

Summary of Revenues and Expenditures for FY 2019 - FY 2023

BArch Program	FY 2019	FY 2020	FY 2021*	FY 2022**	FY 2023**
Revenues					
Tuition Revenue	**27,520,600**	**28,808,770**	**29,030,270**	**29,610,875**	**30,203,093**
Expenditures					
Salaries and benefits	12,588,461	13,110,221	12,505,617	12,755,729	13,010,844
Operating and capital costs	979,591	816,579	968,781	1,017,220	1,068,081
CAAD Dean's Office - salaries and benefits	1,309,132	1,295,697	1,280,439	1,306,048	1,332,169
CAAD Dean's Office - operating and capital	259,690	186,473	73,818	272,675	286,308
Total Direct Expenditures of the Program	**15,136,875**	**15,408,970**	**14,828,654**	**15,351,672**	**15,697,402**
Contribution towards University Overhead	**12,383,725**	**13,399,800**	**14,201,616**	**14,259,204**	**14,505,691**

* Estimate ** Forecast

Notes:

1. Financial Aid constitutes between 15% - 20% of the Tuition Revenue and it is not included in the above calculation.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The resources and services of the AUS Library support, advance and enrich the educational and research mission of the university by: providing access to the world of information and scholarship; teaching the effective use of information resources for academic success, research and lifelong learning; and engaging with the AUS academic community to develop responsive and innovative information services.

The library building is located next to the Main Building in the center of the campus, with a total of 8,750 square meters of usable space on three floors. The facility houses an “information commons” computer environment; two computer classrooms for teaching information literacy and research skills; book, periodical and media collections; study spaces including group study and presentation rooms; media preview rooms; circulation/reserves and research help desks; self-checkout stations; university archives; library technical services; and library administration offices. The seating capacity is approximately 900. Over 150 computer workstations provide students with “one-stop” technology convenience including full Internet access, Microsoft Office products, electronic research materials, library resources, and specialized academic software. For added convenience, 35 laptops are available for checkout and wireless coverage extends throughout the building. Scanners (A4 and A3), color and b/w printers and photocopying equipment are also available. Other facilities in the building include: a faculty development center, writing center, café, and testing center.

The full range of library services is provided to support student learning and faculty teaching and research activities: circulation, reference, reserves, information literacy program (delivered as part of academic writing courses), subject-specific information skills instruction, research assistance, document delivery, interlibrary loans, 24-hour remote access to online resources via the library home page, extended service hours during the academic year (99.5 hours per week), and library liaison with colleges, schools, and Departments.

The library staff consists of ten professional librarians, six library specialists (paraprofessional positions), seven library assistants and clerks, four part-time library staff and 30 student assistants. All AUS librarians and library administrators hold accredited master’s degrees in library and information science from institutions accredited or recognized by the American Library Association. Annual goals form the basis of the performance appraisal process which measures librarian effectiveness, productivity and professional growth.

The library collection consists of approximately 161,000 book and media items; thousands of full-text e-journals; 280,000 ebooks; and more than 55 online databases. Library resources provide direct support for: student research at the undergraduate level; faculty teaching; basic graduate student and faculty research in program areas; general information, readership and lifelong learning needs of the university community. In order to ensure that students are exposed to a range of information and learning formats, the library has developed a blended collection of traditional print materials, multimedia, and digital resources. The print and media collections grow by approximately 5,000 items per year, online resources are added as required for program support and ebooks are added as needed. The library’s *Collection Development Policy* guides the selection of material so that adequate support is provided to all information needs of the university.

The Associate University Librarian for Public Services is an ex-officio member of the University

Undergraduate Curriculum Committee and the Graduate Program Council to inform program planning processes where information resources are concerned, and to be aware of potential program requirements.

Details of AUS Library holdings and resources relevant to the Bachelor of Architecture program can be found in Appendix VIII.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

An AUS Librarian is assigned to serve as a liaison with CAAD and its departments. The liaison serves as a specialist resource and is knowledgeable about resources required by the disciplines in CAAD. She consults regularly with faculty and administrators to ensure that program's needs for resources and access are met. The liaison librarian helps develop the Library collection, conducts workshops on information literacy and scholarly sources, and assists students and faculty with research needs.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The exact language prescribed in Appendix 2 of the NAAB Conditions for Accreditation, 2020 Edition, is included in the AUS Undergraduate Catalog, p. 48 (see Appendix VII) along with other information about the BArch program. The same language is also reproduced publicly on the CAAD website as documented below.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:
All four documents are available on the program's website:
https://www.aus.edu/caad/about/accreditation

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

At AUS, the Career Development Unit (CDU) of the Office of Advancement and Alumni Affairs (OAAA) provides centralized career development and placement services. The CDU hosts and manages the AUS Career Portal (https://www.aus.edu/careerportal), a job- and talent-matching system based on Simplicity Recruit platform (https://www.symplicity.com/). Students have access to many tools that help them refine their skills and develop a thoughtful career plan. CDU organizes career events on campus in collaboration with industry experts. CDU puts prospective employers in touch with the relevant academic units.

Placement in architecture and design jobs happens in ways different from typical corporate settings. CAAD provides career services in non-traditional ways that have been described above (see 5.4.4) and are widely known to students. Portfolio preparation and interview skills are addressed within the curriculum. Information sessions are regularly for BArch students about the Intern Development Program

(IDP). CAAD maintains a database of employers that provide internships and jobs for graduates. These are made available to students and alumni. New prospective employers who reach out for talent through the central email address are added to the database and connected with potential candidates. Finally, the Six Degrees show, supported by OAAA, provides graduating students a venue to interact with employers.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:
As shown above, these documents are available on the program's website:
https://www.aus.edu/caad/about/accreditation

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

Program Response:

The AUS Undergraduate Catalog, pp. 13-18 (see Appendix IV) provides a detailed description of the policies and protocols that govern undergraduate admissions. This section briefly describes the institution, its approach to admissions (without regard to race, color, gender, religion, disabilities, age or national origin), and outlines the application process. Then, minimum requirements and evaluation measures for numerous types of secondary school certificates are laid out. The rest of this part of the Catalog presents details of admission requirements and procedures that prospective students need to know to successfully submit an application.

The landing page on the AUS website for admissions links to a prospectus and a tool for booking an online meeting with an admissions advisor. Requests can also be submitted via a ticketing system (https://infodesk.aus.edu/) that allows for ensuring the inquiries and requests do not fall between the cracks. While the application form itself is online, other forms can be downloaded from https://www.aus.edu/admissions/forms-and-publications.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Students can access this information from the website of the Office of Financial Grants and Scholarships: https://www.aus.edu/admissions/financial-grants-and-scholarships. Students, regardless of race, gender, religion or national origin, are encouraged to apply for grants and assistance. The site lists and explains the kinds of scholarships and grants that are available, explains procedures, and points to the application form. A link is provided to speak to a staff member.

The AUS Undergraduate Catalog 2021-22, pp. 43-44 (see Appendix VI) provides more formal documentation of grants and scholarships. This includes policies, protocols, and conditions associated with different forms of financial support.

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

Program Response:

Students can access this information from the following part of the AUS website:
https://www.aus.edu/admissions/bachelors-degrees/undergraduate-tuition-and-fees
This page provides current information on tuition and fees, health insurance plans, laptop requirements, and residence hall fees. A payment guide is available at
https://www.aus.edu/admissions/payment-guide
The payment guide indicates whom to contact for information or assistance, lists different payment modes, installment plans and payment deadlines. A link to an online calculator is provided to estimate fees.

The AUS Undergraduate Catalog 2021-22, pp. 41-43 (see Appendix VI) provides more formal documentation of tuition and fees and the information found on the website. For courses that require the purchase of materials and similar costs, syllabi indicate how much students should expect tospend over the course of the semester.

Appendix I: Changes to outcomes in required courses as a result of the 2020 NAAB Conditions for Accreditation

ARC 201 - Architectural Design Studio I

- Explore tools and methods to design and create space, form and tectonics (Satisfies NAAB PC.2)
- Employ the fundamentals of visual perception and the principles and systems of formal and spatial order that inform two- and three- dimensional design and architectural composition.
- Respond to physical and climatic site conditions and human requirements.
- Develop representation methods that use appropriate media such as drawings, making and writing to communicate design intentions.
- Articulate principles of sustainability and describe the role of climate in architectural design (Satisfies NAAB PC.3)

ARC 202 - Architectural Design Studio II

- Demonstrate a considered and intentional response to local site characteristics such as cultural, social, climatic and historical attributes through diagrams, drawings and models.
- Diagram formal relationships, generative concepts and spatial intent.
- Demonstrate an ability to design for human needs and spatial experience (Satisfies NAAB PC.2)
- Express tectonic and material qualities through the use of precise representation in drawings and models. Show an awareness of construction principles.
- Utilize analytical, technical and evocative representational techniques. Make design decisions that improve environmental performance and enhance sustainability (Satisfies NAAB PC.3)

ARC 301 - Architectural Design Studio III

- Identify and implement appropriate spatial design strategies in response to advanced programmatic and site constraints (Satisfies NAAB SC.5)
- Utilize physical and digital modeling as an investigative and analytical tool. Explore the integration of programmatic, contextual and conceptual issues through design approaches that privilege both process and product (Satisfies NAAB PC.2 and SC.5)
- Demonstrate an understanding of basic structural principles and utilize structural systems as spatial and formal ordering systems in building design.
- Examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects. Make design decisions that improve environmental performance and enhance sustainability (Satisfies NAAB PC.3 and SC.5)

ARC 302 - Architectural Design Studio IV

- Demonstrate an understanding of structural systems and their application into design outcomes (Satisfies NAAB SC.6)
- Utilize applied research as a part of the design process as it relates to structure, materials and assemblies (Satisfies NAAB PC.2 and SC.6)
- Recognize the importance of research such as precedent analysis and its implications on design outcomes.
- Demonstrate the graphic and verbal skills necessary for explaining and clarifying design ideas.
- Engage in critical self-reflection in order to evaluate the design process and its results.
- Explain how material choices, construction methods and details of the building envelope promote sustainability (Satisfies NAAB PC.3, SC.5 and SC.6)

ARC 401 - Architectural Design Studio V
ARC 501 - Architectural Design Studio VII
ARC 502 - Architectural Design Studio VII

- Apply independent research toward an architectural and/or urban design problem.
- Demonstrate an understanding of context relative to an architectural and/or urban design project.
- Effectively read, write and speak about the architectural design process.

- Develop methodologies and techniques to address architectural solutions at multiple scales (Satisfies NAAB PC.2)
- Develop a design research methodology and skills for critical thinking.
- Interpret abstract ideas and apply them toward the design process.
- Explain the social, economic, and environmental sustainability of an architectural proposal (Satisfies NAAB PC.3)

ARC 402 - Architectural Design Studio VI

- Demonstrate mastery of data collection, analysis and programming of a comprehensive building design. Apply universal design standards to site and building design to accommodate inhabitants of varying physical ability (Satisfies NAAB SC.3 and SC.5)
- Demonstrate a considered and intentional response to local site characteristics including cultural, social, climatic and historical attributes through diagrams, drawings and models (Satisfies NAAB SC.5)
- Analyze and evaluate site conditions to determine topography, zoning requirements, vehicular traffic patterns, environmental conditions, infrastructure, neighborhood density, scale, proportion and materials (Satisfies NAAB SC.3 and SC.5)
- Collect, analyze and synthesize building code information relevant to the building typology and the proposed site. (Satisfies NAAB SC.1, SC.3 and SC.5)
- Evaluate, select and integrate formal ordering systems, structural systems, building envelope, environmental and other building systems (Satisfies NAAB SC.6)
- Evaluate materials and assemblies in terms of performance and their ability to become an integral part of design (Satisfies NAAB SC.6)
- 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 (Satisfies NAAB SC.3 and SC.5)
- Apply the basic principles of life-safety systems with an emphasis on egress (Satisfies NAAB SC.1, SC.3, SC.5 and SC.6)
- Evaluate design choices in terms of enhancing environmental sustainability (Satisfies NAAB PC.3 and SC.5)

ARC 221 - Pre-Modern Architecture and Urban Form

- Identify a broad range of historical design precedents from a global context. Identify and define major developments in the history of architecture & urban form pre-1850.
- Describe the historical context of selected works of pre-modern architecture and urban form (Satisfies NAAB PC.4)
- Describe the significance of representative works from diverse traditions in architecture and urban form using appropriate terminology.
- Identify and define key principles and factors shaping architecture and urban form.
- Analyze precedents (buildings and sites) based on the parameters of scale, axis, use and typology, as well as in respect to issues of cultural context.

ARC 271 - Introduction to Landscape

- Articulate knowledge of the fundamental issues affecting landscape design.
- Identify the primary characteristics of major traditions and movements in the history of landscape design. Demonstrate an understanding of the diverse range of issues that influence contemporary landscape architecture and urbanism.
- Describe the impact of environmental and climatic forces on site design strategies at the local, regional and global level (Satisfies NAAB PC.3)
- Demonstrate understanding of the technical and pragmatic components of site planning.

ARC 281 - Architectural Principles

- Identify compositional principles, organizational strategies, and the basic syntax of spatial configuration using appropriate representational techniques (Satisfies NAAB PC.2)

- Explain the relationship between fundamental aspects of human behavior and the built environment (Satisfies NAAB PC.2)
- Describe how built form can respond to light, air, weather, solar orientation and site conditions (Satisfies NAAB PC.3)
- Explain how light, air, weather and solar orientation physically impacts the human body.

ARC 222 - Modern Architecture and Urban Form

- Identify and define major developments in architectural and urban theory and practice from 1850 to 1960. Demonstrate an understanding of the western architectural canons and traditions in architecture developed during the modern era (Satisfies NAAB PC.4)
- Recognize parallel and divergent canons and traditions of "regional" modern architecture developed in the non-western context.
- Demonstrate an understanding of the influence of non-western architecture in the development of modern architecture.
- Demonstrate the ability to formulate critical positions regarding the relationship of history and theory of modern architecture and urban form to issues in contemporary architectural design.
- Analyze historical precedents (buildings and sites) based on the parameters of scale, axis, use and typology.

ARC 232 - Materials and Methods I

- Distinguish an overview of common and contemporary local and regional construction practices.
- Understand 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 (Satisfies NAAB SC.4)
- Consider the fundamental steps necessary to constructing a building including site work, foundations and structure. Appreciate and facilitate structural materials and their respective construction systems (concrete, masonry, steel and timber) as a design consideration (Satisfies NAAB SC.4)
- Complete drawing details of construction elements and wall sections.

ARC 331 - Materials and Methods II

- Demonstrate knowledge or the basic principles utilized in the appropriate selection or construction materials, products, components and assemblies based on their inherent characteristics and performance, including their environmental impact and reuse (Satisfies SC.4)
- Identify common contemporary and regional construction practices.
- Understand the information contained in construction details and wall sections.
- Produce a competent construction detail and/or wall section utilizing standard notation and disciplinary conventions.

ARC 342 - Structures for Architects

- Demonstrate an understanding of structural elements in architecture.
- Classify structures according to types and systems (Satisfies NAAB SC.4)
- Demonstrate an understanding of the behavior of structural systems (Satisfies NAAB SC.4)
- Demonstrate an understanding of structural mechanics.
- Demonstrate the graphic and verbal skills necessary for explaining a structural idea.

ARC 382 - Architectural Detailing

- Draw an architectural detail. Utilize research and precedent analysis in the understanding and production of architectural details.
- Demonstrate an understanding of the relationship between the architectural detail, construction documents, assemblies of building construction, specifications and design intent (Satisfies NAAB SC.4)

ARC 421- Architectural Theory

- Demonstrate an understanding of the nature, scope, and purpose of architecture. Describe themajor ideas, theories, and practices prevalent in contemporary architecture (Satisfies NAAB PC.4)
- Identify the role and potential contributions of the architect as a form maker. Communicate research work and ideas in verbal, written and graphic media.

- Demonstrate an understanding of the theoretical and applied research methodologies and practices used during the design process (Satisfies NAAB PC.5)
- Describe how cultural values and traditions influence and affect the design of the built environment (Satisfies NAAB PC.8)

ARC 451 - Environmental Control Systems

- Identify the components used for supplying and draining water in a building. Analyze the design of a sanitary space from a functional point of view. Classify strategies to save water.
- Describe the fundamentals of heating and cooling systems in buildings. Classify the different types of active cooling and heating systems.
- Plan these components to integrate them with architectural design (Satisfies NAAB PC.3) Distinguish the components used for smoke detection and fire suppression systems.
- Recognize and apply some key code elements used for life safety in buildings. (Satisfies NAAB SC.1) Identify the principal components of a building electrical system.
- Plan these components to integrate them with architectural design (Satisfies NAAB SC.4)
- Describe the fundamentals of light and identify the differences between light fixtures.
- Arrange openings for natural light and/or location of light fixtures to achieve a light design objective.
- Describe basic types and components of vertical transportation systems in a building. Describe the basics for a communication and security system in a building.

ARC 581 - Critical Practice and Contemporary Discourse

- Articulate the relationship between theory and architectural production. Explain the role and application of research methodology in the work of leading practitioners (Satisfies NAAB PC.5)
- Describe how personal design work relates to historical traditions and design theory.
- Explain the diversity of roles in contemporary design practice.
- Employ research and analysis to inform design outcomes.

NAAB

Appendix II: Relationship between BArch Courses and Program Outcomes and Goals

As shown below, each course in the BArch curriculum contributes to attaining program outcomes.

Mapping BArch Required Courses to Program Outcomes

Level of relationship: ● high ◑ medium ○ low

Course	Program Outcomes (see below)										
	1	2	3	4	5	6	7	8	9	10	11
ARC 201 Architectural Design Studio			●	●	◑						
ARC 202 Architectural Design Studio II			●	●	●					●	
ARC 221 Pre-Modern Arch and Urban Form	●				●						
ARC 222 Modern Architecture and Urban Form	●				●						
ARC 232 Materials and Methods I			●					●			
ARC 271 Introduction to Landscape								●	●	●	
ARC 281 Architectural Principles	●				●					●	
ARC 301 Architectural Design Studio III			●	●	●	●	●			●	
ARC 302 Architectural Design Studio IV			●	●		●	●				
ARC 331 Materials and Methods II		◑	●					●			
ARC 342 Structures for Architects			●	●							
ARC 382 Architectural Detailing				●				●			◑
ARC 397 Internship in Architecture		●									●
ARC 401 Architectural Design Studio V					●	●	●				
ARC 402 Architectural Design Studio VI		●	●				◑	●	◑	◑	●
ARC 421 Architectural Theory	●				●						
ARC 451 Environmental Control Systems						●			●		
ARC 463 Professional Practice		●									●
ARC 501 Architectural Design Studio VII				●	●	●	●				◑
ARC 502 Architectural Design Studio VIII				●	●	●	●				◑
ARC 581 Crtcl Practice Cntmprary Discourse					●	●					◑

NAAB

BArch Program Outcomes

Upon completion of the Bachelor of Architecture degree program, graduates should be able to:

1. explain design principles in relationship to the history and theory of architecture
2. demonstrate an understanding of the standards of professional practice
3. demonstrate an understanding of the conventions of building systems and technology
4. employ traditional means of representation, computer-aided design, digital and physical modeling and fabrication to develop and communicate design
5. articulate, present and discuss design proposals in verbal, written and graphic form
6. employ research, analysis and iterative processes to inform and enrich the process of design
7. employ research, analysis and problem-solving skills to address unique and fluctuating conditions of design
8. integrate materials, construction methodologies, site conditions and environmental control systems into a comprehensive building design proposal
9. analyze and explain the relationship between design and environmental sustainability
10. demonstrate the ability to independently develop design proposals that respond to context
11. work in teams to conduct research on design-related issues and present results in verbal, written and graphic form

Each outcome for the BArch program supports one or more program goals.

Relationship between BArch Program Outcomes and Program Goals

BArch Program Outcomes	Goals (see below)				
	1	2	3	4	5
1. Explain design principles in relationship to the history and theory of architecture	•			•	
2. Demonstrate an understanding of the standards of professional practice		•	•		
3. Demonstrate an understanding of the conventions of building systems and technology			•		•
4. Employ traditional means of representation, computer-aided design, digital and physical modeling and fabrication to develop and communicate design			•		
5. Articulate, present and discuss design proposals in verbal, written and graphic form	•		•	•	
6. Employ research, analysis and iterative processes to inform and enrich the process of design			•	•	
7. Employ research, analysis and problem-solving skills to address unique and fluctuating conditions of design			•	•	

8. Integrate materials, construction methodologies, site conditions and environmental control systems into a comprehensive building design proposal		•			•
9. Analyze and explain the relationship between design and environmental sustainability		•			•
10. Demonstrate the ability to independently develop design proposals that respond to context		•	•		•
11. Work in teams to conduct research on design-related issues and present results in verbal, written and graphic form		•		•	

BArch Program Goals

1. provide students with a comprehensive understanding of the historical and theoretical forces that shape architecture
2. prepare future architects to make contributions to improving the built environment through leadership, personal engagement and professional practice while respecting human diversity and adhering to ethical standards
3. provide students with the knowledge and skills necessary to conceive, develop and communicate complex design proposals
4. foster critical thinking and cultivate an approach to design that values the role of research, analysis and experimentation
5. promote a critical understanding of building technologies and their impact on the built environment

Appendix III: Letters from regional accrediting commissions on the status of the program and institutional accreditation.

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

الإمارات العربية المتحدة
وزارة التربية والتعليم

19 July 2020

التاريخ: 19 يوليو 2020

Chancellor
American University of Sharjah
Sharjah

رئيس الجامعة
الجامعة الأمريكية في الشارقة
الشارقة

Sincere Greetings,

تحية طيبة وبعد،،،

The Commission for Academic Accreditation (CAA) hereby certifies that the **Bachelor of Architecture** offered by American University of Sharjah is approved for Renewal of Program Accreditation in recognition of its compliance with the Standards for Licensure and Accreditation.

تشهد مفوضية الاعتماد الأكاديمي بأن برنامج **بكالوريوس في العمارة** والذي تقدمه الجامعة الأمريكية في الشارقة حصل على تجديد الاعتماد البرامجي بناء على الامتثال لمعايير الترخيص والاعتماد المرتبطة بالبرامج المذكور أعلاه.

This Accreditation is valid until 31 December 2026.

ويعد هذا الاعتماد سارياً حتى تاريخ 31 ديسمبر 2026.

Sincerely,

وتفضلوا بقبول فائق الاحترام والتقدير

Prof. Dr. Mohamed Yousif Baniyas
Higher Education Adviser & Director
Commission for Academic Accreditation

الأستاذ الدكتور محمد يوسف بني ياس
مستشار التعليم العالي ومدير مفوضية الاعتماد الأكاديمي

TEL +971 2 6428000 هاتف • ABU DHABI, UNITED ARAB EMIRATES أبوظبي، الإمارات العربية المتحدة • P.O. BOX 45253 ص.ب.
www.moe.gov.ae

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104 Tel: 267-284-5000 www.msche.org

June 28, 2019

Prof. Kevin Mitchell
Vice Provost for Undergraduate Affairs and Instruction
American University of Sharjah
P. O. Box 26666
Sharjah
,

Dear Prof. Mitchell:

I am writing on behalf of the Middle States Commission on Higher Education to inform you that on June 27, 2019, the Commission acted as follows:

> To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives.
>
> To reaffirm accreditation. To request a supplemental information report, due April 1, 2020, documenting further evidence of (1) clearly defined mission and goals that are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement (Standard I); (2) a process by which students who are not adequately prepared for study at the level they have been admitted are identified, placed, and supported in attaining appropriate educational goals (Standard IV); (3) institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation (Standard VI); and, (4) periodic assessment of the effectiveness of governance, leadership, and administration (Standard VII). The next evaluation visit is scheduled for 2027-2028.

This serves as the Commission's official notification to the institution of this action. This action appears on the institution's Statement of Accreditation Status (SAS). If any of the information contained within the action appears to be factually incorrect, please send an email within 30 calendar days of the action to actions@msche.org.

Please visit the Commission's policies and procedures for more information:

Accreditation Actions Policy and *Procedures*

Accreditation Review Cycle and Monitoring Policy and *Procedures*

Communication in the Accreditation Process

Substantive Change Policy and *Procedures*

For questions about the Commission's actions, please contact the institution's assigned Commission staff liaison.

Sincerely,

Elizabeth H. Sibolski

Elizabeth H. Sibolski, Ph.D.
President

Appendix IV: Extract from AUS Undergraduate Catalog (pp. 13-21)

Admission to Undergraduate Studies

American University of Sharjah places special emphasis on quality education. Applicants are considered based on their qualifications regardless of race, color, gender, religion, disabilities, age or national origin. The most qualified candidates are selected to fill the available places.

The medium of instruction is English and a good command of the language, both oral and written, is essential for students to be successful at AUS.

The university requires regular attendance at all classes. Students are not permitted to pursue AUS degrees through correspondence or by merely passing university examinations. AUS does not offer any degrees by distance education.

For admission consideration, secondary school grades and university grade point averages (if applicable) must meet the minimum established standards as set by the university.

Furthermore, applicants with previous college/university experiences applying to AUS as first-year students will be considered only if they were in good standing in their previous college/ university, provided seats are available.

Application Process

Admission to all AUS undergraduate programs is processed through the Office of Enrollment Management/Undergraduate Admissions. Applicants should address their inquiries and subsequent correspondence to:

American University of Sharjah
Office of Enrollment Management
Undergraduate Admissions
PO Box 26666
Sharjah, United Arab Emirates
+971 800 ASKAUS
infodesk.aus.edu

To apply to undergraduate studies at AUS, applicants must:

- complete the online application for applicants to an undergraduate degree program (www.aus.edu/apply)
- upload clear scans of the required supplemental documents (details available at www.aus.edu/general-required-documents). Transfer applicants must also submit an official university transcript along with course descriptions.
- submit SAT Math/EmSAT Math scores, as applicable to their secondary school certificate (see Secondary School Certificates section hereafter)
- pay the application fee

The Office of Enrollment Management/ Undergraduate Admissions will notify the applicant of the university's final decision.

First-Year Admission

Minimum Admission Requirements

The university's minimum admission requirements depend on the applicant's type of secondary education program and certificate. For non-vocational certificates, only subjects classified by AUS as academic are accepted for admission consideration and the calculation of averages.

Admission to the university is competitive, and the actual required minimum average for admission consideration and to guarantee a seat will depend on:

- secondary education certificate or school average
- Internet-Based TOEFL (iBT) or AUS Institutional Paper-based TOEFL (ITP) or IELTS (Academic Version) or EmSAT (Achieve English) score
- number of qualified applicants
- number of available seats

The minimum required average for accepting an application for admission consideration is the equivalent of 80 percent or more in the final year of secondary education, or 80 percent or more in the best two out of the last three years. Higher averages may be applicable for certain colleges/school and/or specific majors. Other program-specific requirements or restrictions may also apply.

Furthermore, in order to be admitted to an AUS college/school, applicants must obtain a minimum score of:

- 80 on the Internet-Based TOEFL (iBT) or
- 550 on the AUS Institutional Paper-based TOEFL (ITP) or
- 6.5 on the academic IELTS
- 1550 on EmSAT (Achieve English)

Scores are only valid for two calendar years. Students who score below the minimum required TOEFL, IELTS, or EmSAT score but who otherwise meet AUS admission standards may be admitted to the Achievement Academy/Bridge Program at AUS. For information on matriculation into the chosen field of study after studying in the Bridge Program, please refer to the Exit from the Bridge Program section under the Achievement Academy/Bridge Program section. For details on application procedures and required documents or to apply online, please visit www.aus.edu/apply.

Notes:

- The AUS SAT code is 5543.
- The AUS iBT TOEFL code is 0526.
- The AUS AP code is 5543.
- The AUS EmSAT code is AUS.

Secondary School Certificates

Recognized Secondary School Certificates

Secondary school certificates are awarded either by the country's ministry of education or by private schools and institutions.

AUS recognizes certificates awarded by the country's ministry of education. However, some countries award two levels of secondary school certificates. In this case, the university recognizes the higher certificate.

The university accepts certificates awarded by private secondary schools that are recognized by their host country.

The university also accepts certificates awarded by recognized qualification authorities, international boards and national boards.

Examples of Secondary School Certificates

Following is a list of some common certificates and the corresponding minimum levels of performance required for accepting an application at AUS. These certificates and levels of achievement serve only as guidelines for admission and may change depending on the education system or school. They may differ from other institutions or the standards that are generally accepted in an applicant's native country.

The university may consider other types of secondary school certificates.

- **American-style High School Diploma:** minimum B average (only subjects classified as academic are considered in the calculation of the total average). SAT math scores or EmSAT math scores are also required.
- **Canadian High School Diploma:** minimum required average is the equivalent of 80 percent or more in the final year or in the best two years

- **French Baccalaureate or equivalent:** obtaining the baccalaureate with an average equivalent to 80 percent
- **German Abitur:** obtaining the abitur with a minimum of 7 in the final year
- **IGCSE, GCSE, GCE:** For an application to be accepted for admission consideration, applicants must complete 12 years of schooling (equivalent to American grade 12) and have at least five IGCSE/GCSE (O Level) subjects and two GCE (AS or A-level subjects), and obtain the minimum grades required by AUS. Arabic Language and Islamic Education subjects are not counted as part of the required number of subjects. A School Leaving Certificate must be provided, showing the last grade (year). In addition, applicants must meet the following conditions:
  - Subjects must be from at least four different groups (such as art, humanities, languages, math, sciences, social studies).
  - Only subjects classified as academic by AUS (including arts and creativity subject group) will be accepted for admission consideration.
  - Priority in admission consideration and the selection of majors will be given to applicants who have completed more subjects than the minimum required and have achieved the highest grades.
- **Indian Board(s) Certificates:** Senior Secondary School Certificate (12th Standard) required with an average equivalent to 80 percent or a minimum average equivalent to 80 percent in the best two years, as calculated by the Office of Enrollment Management/Undergraduate Admissions
- **International Baccalaureate Diploma (IB):** Full IB diploma with six subjects (excluding Islamic Education) with at least three at the higher level and a minimum score of 24 points. Applicants with only the IB certificate can apply and will be assessed based on their credentials.
- **Lebanese Baccalaureate:** obtaining the baccalaureate with an average equivalent to 80 percent
- **National General Secondary School Certificates (Arts or Science):** minimum required average is the equivalent of 80 percent in the final year national exam, or 80 percent or above in the best two years
- **Pakistani Boards Certificates:** Senior Secondary School Certificate (12th Standard) required with an average equivalent to 80 percent or above, or a minimum average equivalent to 80 percent in the best two years, as calculated by the Office of Enrollment Management/Undergraduate Admissions

Program Admission Requirements

Certain types of secondary school certificates are accepted only for specific degree programs at AUS.

- Literary Certificates: Holders may be admitted to the College of Arts and Sciences (except for the bachelor of science degree programs in biology, chemistry, environmental sciences, mathematics and physics); the College of Architecture, Art and Design (except for the Bachelor of Architecture and the Bachelor of Interior Design degree programs); and any undergraduate degree program offered by the School of Business Administration.
- Scientific Certificates: Holders may be admitted to any undergraduate degree program in any of the colleges/schools.
- Technical and Vocational Secondary School Certificates: Highly motivated and academically qualified students may be admitted to an undergraduate degree program that corresponds to the nature of the technical or vocational secondary school program. For example, the holder of a technical secondary certificate in electricity may apply to the Bachelor of Science in Electrical Engineering degree program.

Early First-Year Admission

A student in his/her final year of secondary school may apply for early provisional admission by submitting official final grade 10 and grade 11 result reports and SAT scores (where applicable; refer to Secondary School Certificates earlier in this section).

Early first-year admission is offered only to highly qualified applicants and is not considered final until students submit a recognized and official secondary school certificate, or equivalent, showing the successful completion of a secondary education and all items as requested in the applicant's letter of admission.

Students cannot register for courses until the admissions process has been completed.

Advanced Standing Credit Hours Transfer

Students who achieve a minimum grade equivalent to B in the IB Higher Levels, GCE A-Levels, the Lebanese Baccalaureate, the French Baccalaureate, the German Abitur or the American Advanced Placement tests may be awarded course credit hours for first-year-level courses. For more information, refer to www.aus.edu/registrar/toc. The complete transfer policy is available from the Office of Enrollment Management/ Undergraduate Admissions.

Admitted applicants must submit a copy of their original secondary school certificate attested by the UAE Ministry of Education, or the appropriate authority, along with the subjects' descriptions to the Office of Enrollment Management/Undergraduate Admissions no later than the early registration of their second semester of study at AUS. Admitted applicants who submit their documents before their first semester of study will have their documents evaluated toward credit hours transfer as well as exemption from appropriate placement tests. More information on placement tests is provided in the following section.

No transfer of advanced standing credit hours will be awarded after completion of the first semester of study at AUS.

Admitted applicants will be notified of their transferred credit hours by the Office of the Registrar.

The Office of the Registrar maintains and updates the advanced standing students' records.

Pre-entry Requirements for First-Year Students

Placement Tests

All first-year applicants who attain the minimum score for undergraduate admission on the TOEFL, IELTS, or EmSAT (Achieve English) are required to sit for placement tests appropriate for their intended majors as shown in the following table. For details on registration for placement tests and placement test schedules, consult www.aus.edu/testing-center/aus-placement-tests. Students who do not sit for the placement tests, with the exception of the English Placement Test (EPT), will be required to complete the corresponding preparatory course. Applicants who do not attain the required TOEFL, IELTS or EmSAT score but who otherwise meet AUS admission standards may be admitted to the Achievement Academy/Bridge Program at AUS. Please refer to the Achievement Academy section earlier in this catalog for details.

Students are not allowed to sit for a placement test more than once. The sole exception is for mathematics placement tests if a student is changing programs and the mathematics requirement for the new program is different.

Students are not allowed to sit for a placement test once they have been registered in the corresponding course.

Required Placement Tests					
Majors	**Placement Test**				
	Engineering Math	**Business Math**	**Architecture Math**	**Physics**	**English**
Architecture/Interior Design	No	No	Yes	No	Yes
Biology/Chemistry/Environmental Sciences	Yes	No	No	Yes	Yes
Business Administration (all majors)	No	Yes	No	No	Yes
Computer Science	Yes	No	No	Yes	Yes
Design Management	No	Yes	No	No	Yes
Engineering majors	Yes	No	No	Yes	Yes
English Language and Literature	No	No	No	No	Yes
International Studies/Psychology	No	No	No	No	Yes
Mass Communication	No	No	No	No	Yes
Mathematics	Yes	No	No	Yes	Yes
Multimedia Design/Visual Communication	No	No	No	No	Yes
Physics	Yes	No	No	Yes	Yes
Undeclared Major	*	*	*	*	*

* Applicants with an undeclared major should take all the placement tests of their intended major.

Notes: The appropriate placement test(s) must be taken before a student can enroll in the corresponding first-year course.

Achievement Academy/Bridge Program students may take the math and/or physics placement tests if required by their intended majors. However, they are not allowed to take the English Placement Test.

Exemption from Placement Tests

Advanced Standing Applicants

Advanced standing applicants may be exempted from taking certain placements tests depending on subjects/courses completed and grades earned. For more information, refer to www.aus.edu/registrar/toc.

Math Placement Tests

Applicants who have completed SAT Subject Test-Math Level 1 or Math Level 2 with a minimum score of 600 are waived from taking the AUS math placement tests.

English Placement Test (EPT)

Taking the English Placement Test is mandatory for all applicants admitted to the first year. Applicants are exempted from taking the English Placement Test if they have achieved a minimum score of:

- 102 on the Internet-Based TOEFL (iBT) or
- 610 on the AUS Institutional Paper-based TOEFL (ITP) or
- 7.5 on the academic IELTS or
- 1800 the EmSAT (Achieve English)

Advanced standing students granted credit hours for writing courses are waived from taking the English Placement Test.

Preparatory Courses

Students who do not attain the placement score necessary to register for the relevant 100-level course are enrolled in the appropriate preparatory course (i.e., MTH 00X, PHY 00X, WRI 00X).

The final grades of preparatory courses count toward the cumulative grade point average but the credit hours earned for preparatory courses do not count toward graduation requirements.

Students are allowed to repeat a preparatory course up to Sophomore I (less than 45 credit hours).

Transfer Admission

Admission Requirements

Depending on available seats, candidates transferring from institutions of higher education may be considered for admission, subject to the following conditions:

- They are transferring from independently accredited institutions of higher education recognized by the UAE Ministry of Education's Higher Education Affairs Division and offering learning experiences equivalent to those offered at AUS.
- They have successfully completed one or more semesters at their institution.
- They are in good standing (i.e., not on any probation or dismissal from the institution from which they are transferring).
- They achieved at their institution a minimum cumulative grade point average (CGPA) as required by AUS for that type of institution.
- Prior to their admission to the institutions from which they are transferring, they met the AUS requirements for admission.
- They meet the English language proficiency requirements of AUS.
- They submit official transcripts of their high school and college/university records along with the syllabi for and descriptions of courses they seek to transfer.

Waiver of English Language Proficiency Requirement

Transfer applicants granted transfer of credit hours for courses equivalent to AUS WRI 101 (Academic Writing I) or WRI 102 (Academic Writing II) courses are exempted from the AUS English language proficiency requirement and are waived from taking the English Placement Test. For more information on transfer of credit hours, please refer to the Transfer of Credit Hours section hereafter.

Pre-entry Requirements for Transfer Students

Depending on credit hours transferred, transfer students might need to sit for certain placement tests. Please check the information on Pre-entry Requirements for First-Year Students earlier in this section for details on placement tests and preparatory courses.

Exemption from Placement Tests

Transfer applicants may be exempted from taking certain placements tests depending on transferred courses.

Math and Physics Placement Tests

Transfer applicants granted transfer of credit hours for courses equivalent to AUS math or physics courses are waived from taking the corresponding AUS math or physics placement tests.

English Placement Test

Transfer applicants granted transfer of credit hours for courses equivalent to AUS WRI 101 (Academic Writing I) or WRI 102 (Academic Writing II) courses are waived from taking the English Placement Test. Transfer applicants waived from WRI 101 are also exempted from taking the English Placement Test.

Transfer of Credit Hours

Transfer applicants from two-year community colleges in North America and four-year colleges/universities with a similar mission to AUS may be awarded transfer of credit hours. The minimum required course grade(s) to be considered for credit hours transfer will depend on the institution from which the applicant is transferring.

Transfer applicants with transcripts from two or more institutions of higher education are eligible for transfer evaluation of only the courses completed at the institutions meeting the AUS transfer admission requirements.

Admitted transfer applicants must submit their official transcripts, syllabi and requested work samples to the Office of Enrollment Management/ Undergraduate Admissions by the file completion deadlines announced by the office and published in the admission package. In addition to the official transcript and the syllabi and descriptions for courses students seek to transfer, some programs may require applicants to submit samples of their work, assignments and/or examinations. Applicants who seek transfer of credit hours for studio courses are advised to provide a portfolio of completed course work in photographic, digital or original format.

Files completed by the published deadlines will be evaluated, and admitted transfer applicants will be awarded transfer credit hours, as applicable, before the first day of registration of the student's first semester at AUS. Files not completed by the deadline may be evaluated during the first semester at AUS. No transfer of credit hours will be awarded after completion of the first semester of study at AUS. Transcripts of transfer students will be evaluated only once.

Courses identified as equivalent in content and level to AUS courses will be transferred as the equivalent AUS course. Other appropriate university-level courses may be transferred as free electives or as unassigned courses meeting specific degree requirements. Transfer of credit hours will not be accepted for graduation project courses.

Courses completed more than five years prior to matriculation as an undergraduate student at AUS are not transferable.

No engineering or computer science courses will be considered for transfer from academic programs not recognized by ABET, Inc. (www.abet.org).

Courses related to areas taught within the School of Business Administration will be evaluated for transfer of credit hours only if they were completed within institutions accredited by the Association to Advance Collegiate Schools of Business (AACSB www.aacsb.edu), the European Quality Improvement System (EQUIS) or from universities approved by the School of Business Administration.

No more than 50 percent of the credit hours required to earn a degree from AUS may be transferred from another institution. A maximum of 30 credit hours may be transferred from an institution where the language of instruction is not English. In addition, transfer students must satisfy the university's graduation residence requirements as outlined in the Academic Policies and Regulations section of this catalog.

Grades earned on a transferred course do not transfer and will not be used to calculate the student's cumulative grade point average (CGPA). The transfer course(s) could be used to satisfy registration and graduation requirements where applicable.

Students will receive an email notification of their transferred credit hours by the Office of the Registrar. While credit hours will be temporarily transferred, the student will not be awarded his/her bachelor's degree until AUS receives verification of the host institution's transcript from the UAE Ministry of Education's Higher Education Affairs Division.

The decision regarding credit hours awarded is made by the appropriate academic division at AUS with input from faculty with expertise in the subject area. The Office of the Registrar maintains and updates the transfer students' records.

The complete transfer policy is available from the Office of Enrollment Management/Undergraduate Admissions.

Applicants for a Second Degree

Applicants who have completed an undergraduate degree at AUS are not eligible to apply for a second undergraduate degree at AUS.

Applicants with an undergraduate degree earned at another independently accredited university recognized by the UAE Ministry of Education's Higher Education Affairs Division and by AUS may apply for a second undergraduate degree at AUS. Courses completed within the context of the first undergraduate degree program will not be evaluated for transfer of credit hours or course waivers towards the AUS degree program graduation requirements.

Applicants for a second undergraduate degree must complete the New Applicant online application by the dates specified in the Application Deadlines section hereafter. The official transcript of the previously earned undergraduate degree must be submitted. After completing their application, applicants should contact infodesk.aus.edu to request admission as applicants for a second degree.

To be considered for admission, applicants must meet the minimum established university admission requirements, as well as any additional requirements specific to the degree program they are applying for. For details, refer to Program Admission Requirements under First-Year Admission earlier in this section of the catalog.

Non-degree Admission

Non-degree status is assigned to students who enroll in courses at AUS without pursuing a degree. Non-degree status does not apply to exchange, transient and visiting students.

Non-degree undergraduate applicants must meet the same minimum admission criteria established for first-year or transfer admission and must submit the corresponding online application by the dates specified in the Application Deadlines section hereafter. Applicants must apply to the undergraduate degree program offering the courses they are interested in. After submitting their application, applicants should contact infodesk.aus.edu to request admission as Non-Degree students.

Non-degree undergraduate students are not eligible for financial grants or scholarships.

AUS undergraduate students who have been dismissed or who interrupt their studies may not apply for admission as non-degree seeking students.

AUS students enrolled in a degree program may not change their status to non-degree seeking students.

Non-degree undergraduate students may enroll in any undergraduate university course for which they have the necessary academic background and qualifications. They register for courses with the assistance of the College of Arts and Sciences. In courses with enrollment limits, priority is given to AUS degree-seeking students.

Non-degree undergraduate students may request to change status to undergraduate degree-seeking students. For details, please refer to the Change of Status section hereafter.

Returning Students

Students in good standing who leave AUS for two or more consecutive semesters, inclusive of a semester of complete course withdrawal, and wish to resume studies must complete the online Returning Applicant application. Students on academic probation and dismissed students may not apply for readmission

Readmission of returning students is subject to AUS academic rules and regulations on readmitting students. All admission requirements in place at the time of applying for readmission must be met.

Courses taken at another institution while on leave from AUS will not be transferred.

Information for readmitted students who received a financial grant and/or merit scholarship at the time of discontinuing their studies at AUS is provided in the Grants and Scholarships section under Tuition, Grants and Scholarships later in this catalog.

Applicants with Mobility Issues

Depending on available facilities and the type of physical condition, the university may provide special services to applicants with mobility issues. Applicants are requested to contact the Office of Student Affairs at studentaffairs@aus.edu to determine if a specific service can be provided by AUS. This information will be treated confidentially.

Application Deadlines

All applications for admission must be on file in the Office of Enrollment Management/Undergraduate Admissions by the following dates:

Spring Semester 2022

Regular Applications:

December 23, 2021

Summer Term 2022

Regular Applications

May 19, 2022

Fall Semester 2022

Early Applications

April 16, 2022

Regular Applications:

July 13, 2022

Upon receipt, AUS will investigate the authenticity and accuracy of all submitted documents/materials.

Admitted international students who need visas for the UAE should submit the visa application form, available on the AUS website at www.aus.edu/admissions/international-students/student-visas, at least two months prior to the first day of class.

The Offer of Admission

The offer of admission, regardless of type, is valid only for the semester for which a student applies.

If an applicant is granted admission for a certain semester and decides not to register in that semester, the applicant may request deferring admission to the following semester by submitting a deferral request to apply.aus.edu. Admission consideration for the following semester will depend on available seats and the applicable admission criteria.

Applicants wishing to change the degree program they were admitted to post admission must submit a new application. The application fee will apply.

Admission Deposit

All admitted students, regardless of type, are required to pay a seat reservation deposit of UAE Dirhams (AED) 5,000 and a residential hall room reservation deposit (if applicable) of AED 500 by the deadline indicated in the letter of admission. Both deposits are non-refundable, non-transferable to others and cannot be utilized for any other purpose than the intended. Requests for refunds will not be considered. These deposits are deductible from the student's bill if the applicant joins AUS in the semester of admission. If a student requests to defer admission to the following semester and the request is approved, both deposits will be applied to the following semester's invoice.

Falsified Admission Documents

American University of Sharjah reserves the right to take disciplinary action up to and including the revocation of admission or permanent dismissal if the university determines that information has been misrepresented in application documents or falsified documents have been submitted in support of an application for admission or matriculation.

Other Admission Categories

Exchange Student Admission

An exchange student is not formally admitted to American University of Sharjah but is allowed to take courses at the university in the context of a semester exchange program. Exchange students should check with their home institutions about the transferability of AUS credit hours to their programs.

To be admitted as an exchange undergraduate student, a student must be enrolled in an undergraduate degree program at an accredited institution and be in good academic standing in his/her current institution. In addition, students must have attained a minimum Internet-Based TOEFL score of 80 or a minimum IELTS (Academic Version) score of 6.5 or a minimum EmSAT (Achieve English) score of 1550 the, or they must have successfully completed the CEFR English C1 level. Exchange students coming from institutions located in an English-speaking country and where English is the language of instruction, or from institutions with an English language proficiency admission requirement higher than at AUS, are exempt from this requirement.

Students must first apply through the study abroad office at their home institutions. In addition, they must submit to the AUS International Exchange Office (IXO) a complete online application, accessible through www.aus.edu/ixo, along with an official university transcript showing courses in progress at the time of application. To secure seats in courses, applications should be submitted by the fourth Saturday of April for summer enrollment, the fourth Saturday of March for fall enrollment, and the fourth Saturday of October for spring enrollment.

Exchange undergraduate students register through IXO. They may enroll in any university undergraduate-level course for which they have the necessary academic background and qualifications. In courses with enrollment limits, priority may be given to AUS students. Tuition and fees are governed by exchange agreements. Details are available with AUS IXO.

Normally, a student is allowed to register as an exchange student for not more than one academic year.

For further information, please contact IXO at ixo@aus.edu.

Undergraduate students admitted as exchange students may request to change status to undergraduate degree-seeking students. For details, please refer to the Change of Status section hereafter.

Transient Student Admission

Transient student status is assigned to students who have obtained their undergraduate or graduate degrees from AUS and have returned to take extra course(s) at AUS.

Applicants seeking undergraduate transient student status at AUS and meeting the above criteria could be considered for undergraduate transient student admission. Applicants must submit to the Office of the Registrar the complete Transient Student Application available at www.aus.edu/registration/forms.

Undergraduate transient students may enroll in any university undergraduate-level course for which they have the necessary academic background and qualifications. They must register for courses through the Office of the Registrar. In courses with enrollment limits, priority is given to AUS students.

Normally, a student can register as a transient student for no more than one academic year.

For further information, please contact the Office of the Registrar at registration@aus.edu.

Visiting Student Admission

A visiting student is one who is not formally admitted to American University of Sharjah but is allowed to take courses at AUS for transfer back to the student's home institution. Visiting students are not registered in the context of a semester exchange program between AUS and the student's university. Visiting students should check with their home institutions about the transferability of AUS credit hours to their programs.

To be admitted as a visiting undergraduate student, a student must be enrolled in an undergraduate degree program at an accredited institution and be in good academic standing in his/her current institution. In addition, students must have attained a minimum Internet-Based TOEFL score of 80 or a minimum IELTS (Academic Version) score of 6.5 or a minimum EmSAT (Achieve English) score of 1550, or they must have successfully completed the CEFR English C1 level. Visiting students coming from institutions located in an English-speaking country and where English is the language of instruction, or from institutions with an English language proficiency admission requirement higher than at AUS, are exempt from this requirement.

Applicants seeking visiting student status must submit to the AUS International Exchange Office (IXO) a complete online application accessible through www.aus.edu/ixo, along with an official university transcript showing courses in progress at the time of application. To secure seats in courses, applications should be submitted by the fourth Saturday of April for summer enrollment, the fourth Saturday of March for fall enrollment, and the fourth Saturday of October for spring enrollment.

If the application is approved, registration is completed through IXO. Visiting undergraduate students may enroll in any university undergraduate-level course for which they have the necessary academic background and qualifications. In courses with enrollment limits, priority may be given to AUS students. Tuition and fees of visiting students coming through third-party providers are governed by annual financial agreements. Details are available with AUS IXO. Visiting students applying directly to AUS are charged the same tuition and fees as undergraduate students.

Normally, a student is allowed to register as a visiting student for not more than one academic year.

For further information, please contact IXO at ixo@aus.edu.

Undergraduate students admitted as visiting students may request to change status to undergraduate degree-seeking students. For more information, please refer to the Change of Status section hereafter.

Change of Status

Students may request a change of status from non-degree to undergraduate degree status or from exchange/visiting to undergraduate degree status. Interested students must submit the Transfer Applicant online application form by the deadlines specified in Application Deadlines earlier in this section. All admissions requirements for transfer admission in place at the time of the change of status request must be met. In addition, students wishing to transfer to degree status must have achieved a minimum cumulative GPA of 2.00 in courses completed at AUS.

Courses taken at AUS while under exchange/non-degree/visiting status can be used to satisfy registration and graduation requirements where applicable. Grades earned in such courses will count in the cumulative grade point average (CGPA).

Courses completed outside AUS prior to admission to the degree program are evaluated for transfer of credit hours at degree program admission time. The university deadlines, rules and regulations governing transfer courses and credit hours will apply.

The degree program graduation requirements are determined by the catalog effective when the student is admitted to the degree program. For more information, please refer to the Catalog section under Graduation Requirements in Academic Policies and Regulations later in this catalog.

Academic Integrity

Student Academic Integrity Code

Academic integrity lies at the heart of intellectual life. As an institution committed to the advancement of knowledge in a manner consistent with the highest ethical standards, AUS affirms the importance of respecting the integrity of academic work. The AUS Student Academic Integrity Code (referred to herein as Code) describes standards for academic conduct, students' rights and responsibilities as members of an academic community, and procedures for handling allegations of academic dishonesty.

In order to establish within the AUS student body a sense of ethical responsibility, honor and mutual respect, prior to registration, every student must sign the following Academic Integrity Pledge:

I [student's name] pledge my commitment to the following values:

- *I will hold myself accountable for all that I say and write;*
- *I will hold myself responsible for the academic integrity of my work;*
- *I will not misrepresent my work nor give or receive unauthorized aid;*
- *I will behave in a manner that demonstrates concern for the personal dignity, rights and freedoms of all members of the community;*
- *I will respect university property and the property of others; and*
- *I will not tolerate a lack of respect for these values.*

Students are responsible for becoming familiar with their rights and responsibilities as defined by the Code and for ensuring that they understand the requirements for their particular courses (e.g., regarding issues such as collaborative work, use of study aids or take-home examinations, etc.).

Attempts to violate or to assist others in violating the Code, including unsuccessful attempts, are prohibited and will be treated as actual violations.

Definition of Academic Violations

Members of the AUS academic community are expected to conduct themselves with integrity in their work and actions. Violations of the Code include, but are not limited to, the following categories.

Plagiarism

To plagiarize is to use the work, ideas, concepts, images or words of someone else without fully acknowledging the source in all academic work, including assignments, quizzes, examinations, papers and projects. Plagiarism may involve using someone else's wording—a distinctive name, a phrase, a sentence or an entire passage or essay—without using quotation marks and appropriately citing the source. Plagiarism may also involve misrepresenting the sources that were used or expressing the ideas of someone else in your own words without the appropriate citation.

Inappropriate Collaboration

Collaboration on academic work may be encouraged, but it is important to ensure that contributions are acknowledged. Inappropriate collaboration includes working with someone else in developing, organizing or revising a project (such as a paper, an oral presentation, a research or design project or a take-home examination) without acknowledging that person's help. The use of unauthorized assistance must be avoided in the production of all academic work.

Specific requirements related to collaborative work, peer review, the use of an external entity in the production of work, the use of tutors and editing may vary among courses and students must ensure that faculty members explicitly provide approval in advance of the collaboration.

Impersonation

Students must attend their own classes, be present and sit for all tests and examinations, and personally attend other events associated with a course. The individual impersonated and the impersonator may be subject to sanctions.

Dishonesty in Examinations and Submitted Work

All academic work and materials submitted for assessment must be the sole original work of the student, unless otherwise directed by the instructor. Students are prohibited from submitting any material prepared by or purchased from another person or company.

Communication is not allowed between or among students, nor are students allowed to consult books, papers, study aids or notes without explicit permission by the faculty member responsible for the course. Dishonesty includes, but is not limited to, communication with another student or an external party using electronic devices during an examination or in-class assignment, copying from another's paper, giving unauthorized assistance, obtaining unauthorized advance knowledge of examination questions, and the use of mechanical or marking devices or procedures for the purpose of achieving false scores on machine-graded examinations.

Specific policies regarding examinations may vary among individual professors.

Work Completed for One Course and Submitted to Another

Students may not present the same work for more than one course. Under exceptional circumstances, faculty members may permit a significant piece of research to satisfy requirements in two courses. However, both professors must agree in advance to this arrangement. If past research is incorporated into current projects, previous work must be appropriately referenced.

Deliberate Falsification of Data

Students may not deliberately falsify data or distort supporting documentation for course work or other academic activity.

Interference with Other Students' Work

Students may not intentionally interfere with the work of others, such as sabotaging laboratory experiments, creative work, research or digital files, or by giving misleading information or disrupting class work.

Copyright Violations

Copyright laws must be observed. These laws govern practices such as making use of printed materials, duplicating computer software, duplicating images, photoduplicating copyrighted materials and reproducing audio/visual works. The Code prohibits theft and the unauthorized use of documents and requires adherence to the laws of Sharjah and the federal laws of the UAE.

The AUS library offers a Copyright and Permissions Service and can assist students with issues and questions related to copyrighted materials and their use. Students may contact copyright@aus.edu for assistance.

Complicity in Academic Dishonesty

Complicity in academic dishonesty consists of helping or attempting to help another person commit an act of academic dishonesty or willfully assisting another student in the violation of the Code. Complicity in academic dishonesty is pre-meditated

and intentional. This can include, but is not limited to, the following:

- doing work for another student
- designing or producing a project for another student
- willfully providing answers during an exam, test or quiz
- communicating with another student or external party on a computer, mobile phone or other device while an exam is in progress
- providing a student with an advance copy of a test
- posting of notes or other materials from a class (whether the student is enrolled in the class or not) on the Internet, whether or not for a fee, without express permission from the faculty member
- leaving inappropriate materials behind at the site of an exam or test

Adjudication of Academic Offenses

Jurisdiction

Academic cases resulting from alleged violations of the Code are within the jurisdiction of the dean (or appointed designee) of the college/school in which the alleged Code violation occurred.

Faculty members who have knowledge of an alleged violation should report the incident to the dean (or appointed designee) of the college/school in which the alleged Code violation occurred.

A faculty member may exercise discretion in those cases involving a student's judgmental error rather than willful violation of the Code.

Students who wish to bring charges against other students must do so through the faculty member in whose course or academic activity the alleged Code violation occurred. The student who brings the charges must identify himself/herself to the faculty member.

Violations of the Code that involve admission and/or placement testing fall within the jurisdiction of the Vice Provost for Undergraduate Affairs and Instruction and may result in the revocation of admission or dismissal from the university.

The Adjudication Process

An allegation of dishonesty must be reported to the dean (or appointed designee) within five working days of the date of discovery of the alleged offense. Normally, an allegation of academic dishonesty must be reported during the semester in which it occurred, however there may be situations in which a violation is discovered after the semester has ended. Reports of an alleged violation must be supported by appropriate documentation.

Once the alleged violation has been reported, faculty members must not submit grades for the work in question or for the course until the case has been adjudicated. If the semester grades are due before the adjudication process is complete, a temporary grade of N will be assigned and a "Pending Conduct Investigation" statement will be recorded on the student's academic transcript.

The student must remain enrolled in the course in which an infraction has been reported until the adjudication process is complete.

Legal counsel or involvement of any parties other than the student and relevant university personnel is not permitted at any point during the adjudication process.

After receiving complete information, the dean (or appointed designee) will follow the adjudication process outlined below:

a. The dean (or appointed designee) will promptly notify the student of the allegation and inform the student of the date and time of a formal meeting to discuss the charge.

b. The dean (or appointed designee) will meet with the student to explain the adjudication process and present the charge and the evidence. If the student fails to attend the meeting, the dean (or appointed designee) will proceed with the process.

c. The student will be given the opportunity to respond to the allegation in writing within two working days.

d. After the deadline for the student to respond to the allegation has passed, the dean (or appointed designee) will consider all evidence and, depending on whether a preponderance of evidence supports the allegation of academic misconduct, take one of the following actions:

   i) dismiss the case

   ii) request that the student resubmit the work in question or retake an examination

   iii) assign a penalty

e. If a student resubmits the work in question or retakes an examination, the results will be considered in determining whether a preponderance of evidence exists to support the allegation of academic misconduct and the assignment of a penalty.

Penalties

Violations of the Code will be treated seriously, with increasingly severe penalties considered for repeat offenders. A second violation may result in suspension or dismissal.

In assigning a penalty, the dean (or appointed designee) will take into account both the seriousness of the offense and any particular circumstances involved.

Penalties for an academic offense may include one or more of the following:

a. a lowered grade or loss of credit for the work found to be in violation of the Code (to be specified at the time that the penalty is assigned)

b. a lowered overall grade for the course in which the offense occurred (to be specified at the time that the penalty is assigned)

c. a failing grade of XF for the course in which the offense occurred (to be specified at the time that the penalty is assigned)

d. suspension for the semester/term in which the offense occurred with a possible addition of one or more academic semester(s)/term(s)

e. dismissal from the university

Penalties (a)–(e) will result in non-academic sanctions that may include prohibition from participation in extracurricular activities and the loss of athletic scholarships. See the *AUS Student Handbook* for details.

For penalties (d) and (e), the student is assigned a grade of N for all semester/term registered courses, with a provision for a grade penalty for the course where the academic offense was reported. No refund or cancellation of tuition fees will be permitted in such cases.

Students are solely responsible for any financial implications resulting from an academic integrity violation.

Students found guilty of an academic integrity violation will not be allowed to complete a course evaluation for the course in which the offense occurred.

Students with a record of sanctions resulting from violations of the Code (or Student Code of Conduct) will not be eligible for the Dean's List.

Suspension and Dismissal

The decision as to whether suspension or dismissal is appropriate in a given instance will necessarily depend on the circumstances of each case.

Suspension
(temporary separation from the university)

Suspension is effective for not less than the semester/term in which the penalty is levied or for not more than one calendar year. The length of a suspension must be specified in writing when the student is notified of the outcome of the adjudication process.

A student who is suspended is entitled to resume studies in the same college/school at the conclusion of the period of suspension if all academic requirements are met. The student must submit a Reactivation Request Form to the Office of the Registrar. The form is available at www.aus.edu/registration/forms.

Courses completed outside AUS while on suspension do not transfer.

Dismissal
(permanent separation from the university)

Dismissal is invoked in cases of serious infractions of rules and regulations and when circumstances indicate that a student's association with the university should be terminated in the interest of maintaining the standards of behavior and conduct normally expected in a university community.

In instances where the dean (or appointed designee) hearing the case has recommended dismissal, the Academic Appeals Review Committee will review the case and make a recommendation to the Provost.

Notification of Penalty

The dean (or appointed designee) hearing the case will notify the student in writing of the outcome of the adjudication process and, if applicable, the assigned penalty.

In addition to the faculty member bringing the charge, the following university officials have a legitimate need to know and will be informed of the outcome of the adjudication process at the time that the student is notified:

- The head of the department in which the offense occurred
- The dean of the college/school and the head of the department responsible for the major in which the student is enrolled (if applicable)
- The Vice Provost for Student Life
- The Office of the Registrar
- The Academic Support Center
- The Vice Provost for Undergraduate Affairs and Instruction

For record keeping of documents pertaining to the infringement of the Code, please refer to the appropriate section under Student Records herein.

Appeal of Penalty

In cases concerning notation to the student's record [penalties (c)–(e)], students will be notified in writing of their right of appeal. Appeals must be submitted in writing to the Vice Provost for Undergraduate Affairs and Instruction within five working days of the date of notification of the outcome of the adjudication process by the dean (or appointed designee).

Appeals are limited to grounds of excessive sanction, improper procedure and unavailability of relevant evidence at the time of the meeting with the dean (or appointed designee) to discuss the charge with the student.

The Vice Provost for Undergraduate Affairs and Instruction may affirm, modify, or remand the case to the dean (or appointed designee) with instructions for further action. The decision of the Vice Provost is final.

For penalty (e), the Academic Appeals Review Committee will review the case and make a recommendation to the Provost. The Provost may affirm, modify, or remand the case to the dean with instructions for further action. The decision of the Provost is final.

Notation of an Academic Integrity Code Violation Penalty

A student's standing that impacts his or her eligibility to continuously enroll at AUS affects academic progress and, for this reason, is deemed transcript-appropriate. The general type of infraction (academic or disciplinary) is noted on the student's transcript, as well as the office responsible for issuing the student's separation from the institution.

Penalties (c)–(e) will become a permanent part of the student's file maintained by the Office of the Registrar, with appropriate notation on the student's academic transcript indicating that there has been a violation of the Code.

For penalties (d) and (e), the student is assigned a grade of N for all semester/term registered courses, with a provision for a grade penalty for the course where the academic offense was reported.

The student may petition to replace an XF grade resulting from a category (c) penalty with an F grade at the time of graduation or following complete withdrawal from the university. For details, please refer to the Appeal of an XF Grade section under Student Petitions and Appeals.

For tracking purposes, all academic integrity violations will be recorded in the university's academic integrity database maintained by the Office of the Vice Provost for Academic Affairs and Instruction.

Appendix V: Extract from AUS Undergraduate Catalog (pp. 37-38)

Graduation

Graduation Requirements

Catalog

The graduation requirements for any individual student are determined by the catalog that was effective when the student matriculated in the major, referred to as the student's catalog of record. A student may choose to follow the catalog effective for any semester/term in which they were a registered student in their current program of study. To change catalogs, a student must file a Change of Academic Catalog Form (available at www.aus.edu/registration/forms) with the Office of the Registrar no later than the end of Add/Drop period of the student's graduation semester/term.

A student who changes majors may petition to revert to the catalog in effect at the time of matriculation into the university. The Petition Form (available at www.aus.edu/registration/forms) must be approved by the student's associate dean and submitted to the Office of the Registrar no later than the end of the add/drop period of the student's graduation semester/term.

Every individual student is personally responsible for meeting all graduation requirements as detailed in his/her catalog of record.

If a required course within a program changes its number of credit hours, then the number of credit hours required by the program for graduation may, at the discretion of the college/school, change by the same amount provided the minimum total number of credit hours for graduation is 120 and the CGPA is at least 2.00.

In case of substantial changes in course offerings, equivalent graduation requirements are determined by the dean of the student's college/school.

Disclaimer: *Course information, content and prerequisites may be subject to change as a result of the university's commitment to a process of continual improvement in academic programs. Students must comply with the most up-to-date course requirements.*

Courses

Courses are considered primary components of the curriculum and should not be split into individual credit hours to be counted in different areas of the degree audit.

Preparatory Courses

Preparatory courses are intended for students with a deficiency in a specific subject matter.

Credit hours generated by preparatory courses do not count in the earned hours and grades earned in preparatory courses do not count in the SGPA and the CGPA.

Preparatory courses do not count towards meeting degree program graduation requirements.

Passing Grade Requirement

The minimum passing grade requirement for a course to meet any area of the graduation requirements and to satisfy any course prerequisites and/or co-requisites is C-.

General Education Program

Mission Statement

Liberal studies form the core component of an AUS education. The General Education Program encourages intellectual discovery and critical reflection, promotes an appreciation of the various modes of human inquiry, and develops the knowledge and skills to succeed in and contribute to the Arab Gulf region and the world at large. The program fosters personal development by providing the foundation for lifelong engagement with the questions that shape individuals and societies. General education at AUS complements professional programs by offering opportunities for students to reflect on a diverse and increasingly interdependent world and their place within it.

Program Goals and Outcomes

The General Education Program provides students with opportunities to:

Goal A. Gain an understanding of the history and culture of the Arab World

Outcomes

- Explain the literary, artistic or scientific traditions of the Arab world
- Analyze the interdependencies between the Arab Gulf region, the Middle East and the world at large

Goal B. Examine the values and ideas that have shaped the Western intellectual and cultural traditions

Outcomes

- Describe intellectual and cultural traditions of the Western world
- Analyze and explain how Western traditions have influenced the present

Goal C. Explore how modes of human inquiry or expression enhances our understanding of culture

Outcomes

- Analyze cultural ideals and values in order to enhance self-understanding and empathy for others
- Explain how societies are defined in relation to culture, nationality, race, ethnicity or gender
- Analyze and explain implied and expressed cultural values and attitudes in works of literature (literary perspectives)
- Analyze and explain the development of human institutions, ideas and social structures (historical perspectives)
- Analyze and explain philosophical works that present perspectives on social and cultural issues or problems (philosophical perspectives)

Goal D. Appreciate the roles of creative endeavors in enriching the human condition

Outcomes

- Identify, interpret and explain themes in works of literature or art (study of arts/literature)
- Explain how artistic and literary traditions have influenced individuals, cultures or societies (study of arts/literature)
- Demonstrate an understanding of creative processes through the production of works of art or literature (engagement in arts/literature)
- Reflect upon and explain the decisions made during the creative process (engagement in arts/literature)

Goal E. Reflect on the consequences of individual and collective human action

Outcomes

- Explain the ways in which individuals, groups, institutions or societies behave and influence one another
- Analyze and describe how social, cultural, political or economic conditions affect individuals
- Analyze and explain human behavior in a variety of contexts
- Assess the ethical dimensions of actions and explain the relationships between individual moral choices and professional responsibility

Goal F. Recognize the value of the natural sciences

Outcomes

- Explain how scientific hypotheses are conceived and tested

- Explain how basic scientific concepts are related to contemporary issues

Goal G. Employ quantitative reasoning as a conceptual tool for analysis and description

Outcomes

- Analyze data to identify quantitative and qualitative relationships
- Apply basic mathematical concepts
- Demonstrate proficiency in deductive reasoning and problem solving

Goal H. Develop the skills and abilities to thoughtfully seek information, critically analyze sources and clearly formulate complex ideas

Outcomes

- Communicate effectively in written English
- Communicate effectively in spoken English
- Evaluate written communication, identify key ideas and establish hierarchies of information
- Structure clear and persuasive arguments based on an analysis and presentation of evidence
- Analyze and explain how culture affects communication
- Identify and access information resources efficiently and effectively based upon the Association of College and Research Libraries standards

Goal I. Investigate how digital technology can facilitate inquiry and the advancement of knowledge

Outcomes

- Demonstrate how digital technology can contribute to understanding
- Demonstrate the ability to use digital technology to enhance analysis, description and presentation

General Education Requirements

All students must successfully complete a minimum of 39 credit hours in core and non-core general education requirements (GER) with a minimum grade of C- in order to graduate. In addition, students must successfully complete one course from each area of the major-designated requirements. Information on specific courses meeting each of the general education areas is available at https://www.aus.edu/general-education-program.

Students who transfer to AUS may satisfy general education requirements if the course(s) being transferred meet the outcomes of a general education area as defined by the general education program.

Core Requirements (minimum of 15 credit hours)

Students must successfully complete a minimum of 15 credit hours in courses meeting the following core general education areas. Credit hours earned in these areas cannot be counted towards other general education requirements or other degree program requirements. Credit hours counted towards a specific core general education area cannot be counted towards another core general education area.

- history and culture of the Arab world: three to six credit hours
- culture in a critical perspective: three to six credit hours
- arts and literature: three to six credit hours
- human interaction and behavior: three to six credit hours

Non-Core Requirements (minimum of 24 credit hours)

Students must successfully complete a minimum of 24 credit hours in courses meeting the following non-core general education areas. Courses in these areas may also meet major requirements and program core requirements. In cases where a course is considered both a non-core general education requirement and a major or program core requirement, credit hours for the course are counted only once towards the overall credit hours earned and, in the degree program literature, are included in the total credit hours of the major requirements area or the program core requirements area the course satisfies.

- natural sciences: a minimum of six credit hours
- mathematics: a minimum of three credit hours
- statistics: a minimum of three credit hours (for College of Engineering, please see degree program details)
- communication: a minimum of 12 credit hours in 100-level or above writing (WRI) courses and/or 200-level or above English (ENG) courses in this area. WRI 101 Academic Writing I and WRI 102 Academic Writing II should be completed in the first year or before completion of 30 credit hours and cannot be repeated once the student has earned 75 credit hours. Either ENG 203 or ENG 204 can be used to meet the communication requirement.

Major-Designated Requirements

Students must successfully complete one course from each of the following areas:

- ethical understanding
- discipline-specific writing intensive course
- oral proficiency
- information literacy
- computer literacy

Innovation and Entrepreneurship Requirement

All students must successfully complete three credit hours towards the innovation and entrepreneurship requirement. IEN 301 - Innovation and Entrepreneurship Mindset - meets this requirement.

The credit hours earned from IEN 301 cannot be counted towards other degree program graduation requirements.

Students who transfer to AUS may satisfy the innovation and entrepreneurship requirement if the course being transferred meets the outcomes of IEN 301.

Requirements of a Major

Each student in a degree program must successfully complete at least 36 credit hours in courses that are specific to the major and distinctive to the major subject area. The specific requirements for a major are listed as major requirements, program core requirements, concentration requirements and electives, and major electives, under the corresponding degree program section in this catalog.

Some major requirements and program core requirements may count toward fulfilling non-core or major-designated general education requirements; credit hours of such courses will not double count.

Requirements for a Double Major

To graduate with a second major, students must satisfy all of the graduation requirements of the degree programs of the two majors requested. Some courses may be counted toward the fulfillment of both degree programs' graduation requirements.

The catalog in effect for the student's primary major will be followed for the degree audit of both degree programs.

Double-major students will be awarded the degree of the primary major degree program, with a notation on the diploma indicating completion of a second major.

Requirements for a Double Concentration

Certain degree programs offer students the choice of a double concentration. In cases where the two concentrations have common courses, courses used to

Appendix VI: Extract from AUS Undergraduate Catalog (pp. 41-44)

Tuition, Grants and Scholarships

Tuition and Fees

Tuition for full-time undergraduate students is given in the table below. The full-time course load is 12 to 16 credit hours. Students registering for more than 16 credit hours are charged a supplementary fee for each additional credit hour.

Part-time students are charged per credit hour regardless of their major.

Additional undergraduate fees and housing charges are given in the tables that follow.

Non-degree and transient students must pay the same tuition and fees as regular students.

Tuition and fees of visiting students coming through third-party providers are governed by annual financial agreements. Visiting students applying directly to AUS are charged the same tuition and fees as regular students.

Tuition payment for exchange students attending AUS is governed by the specific terms of the exchange agreement.

The tuition payment of AUS students studying abroad at universities with which AUS has a semester exchange program is governed by the exchange agreement. For details on payment procedures, please check with the International Exchange Office.

AUS students who have received approval to study abroad at a university that does not have a semester exchange program with AUS make their payments directly to their study abroad host university.

AUS reserves the right to revise tuition and fees. Tuition schedules are published prior to the beginning of the fall semester each academic year.

Tuition (in AED)		
	Regular Semester	**Summer Term**
Achievement Academy Tuition	31,220	4,060 per credit hour
Undergraduate Students Registered in All Majors		
Less than 12 credit hours	4,180 per credit hour	4,060 per credit hour
12 to 16 credit hours	48,070	-
Over 16 credit hours	48,070 + 3,200 per credit hour exceeding 16 credit hours	-

Compulsory Fees (in AED)			
Fee Type	**Description**	**Regular Semester**	**Summer Term**
Seat Reservation Deposit	For all admitted applicants. Non-refundable fee. Deductible from student's tuition if applicant joins AUS in the semester/term of admission.	5,000	5,000
Student Activities	All students	300*	150*
Health Insurance	**Al Buhaira National Insurance Student Health Plan (previously Plan I):** For AUS-sponsored undergraduate students and for undergraduate students who do not have insurance coverage	600*	300*
	AUS Health Service Student Health Plan (previously Plan II): For all undergraduate students who are ***not*** on Al Buhaira National Insurance Student Health Plan	300	150
	University Hospital Sharjah Supplemental Student Health Plan: Compulsory Plan for all students regardless of selected health insurance plan	112.50**	-

* 5% VAT charge applies

** Premium can be waived off for University Hospital Sharjah Supplemental Student Health Plan only if the student's private insurance covers University Hospital.

Conditional Fees (in AED)		
Lab/Technology Fee A	Applies for each registered course that has Lab/Tech Fee Rate A noted in its course description	1,340
Lab/Technology Fee B	Applies for each registered course that has Lab/Tech Fee Rate B noted in its course description	1,480
UPA 200 Registration Fee	Charged to undergraduate students registered for UPA 200	2,500
SBA Software Charge	Charged to SBA courses using a specialized software	630*
Internship Registration Fee	Charged to students registered for a 0-credit hours internship	200

* 5% VAT charge applies

Student Housing Fees (in AED)			
Room Reservation Fee	First-time student residential hall application fee. Non-refundable. Deductible from the student residential hall fees.		500
Utilities Service Fee	Fee automatically added to any reserved residential hall room (except in summer)		290*
Refundable Dorm Maintenance Deposit	One-time fee applied when students first register for residential halls–refundable after cancelation		1,000
Room Type	**Description**	**Regular Semester**	**Summer Term**
Private	Single occupancy with private bath and kitchenette	11,000	**
Semi-Private	Single occupancy with a shared bath and kitchenette	**	**
Sharing	Double occupancy with a shared bath and kitchenette		
	All students except undergraduate degree-seeking students in their first two semesters of study at AUS	**	**
	Undergraduate degree-seeking students in their first two semesters of study at AUS	**	**
Single	Single occupancy with a common bath and no kitchenette (men only)	**	-
Double	Double occupancy with a common bath and no kitchenette (men only)	**	-

* 5% VAT charge applies

** In keeping with COVID 19 precautionary measures, only private rooms will be offered for the Fall 2021 semester. For Spring 2022 and Summer 2022 offerings, updates will be available at https://www.aus.edu/admissions/bachelors-degrees/tuition-and-fees/payment-guide.

Fines/Charges (in AED)	
Late Registration	500*
Late Payment (if tuition and fees are not settled by the first due date)	500*
Reinstatement Fee (if fees are not settled by the second due date)	1,500*
Returned Check Penalty (per check, if returned by bank)	500*
Declined Credit Card (per transaction for deferred payments, if credit card is declined upon charging)	500*
No-Show Penalty (if a student does not show up for one or more registered courses)	1,500*

* 5% VAT charge applies

Payment Methods

Tuition and fees are due each semester at or before the time of registration and form an integral part of registration. For information on the deferment of tuition and fees, please see the Deferment of Tuition and Fees section below.

AUS accepts the methods of payment listed below. For the updated payment terms of a specific semester/term, please consult the published payment guide of the relevant semester/term (available at www.aus.edu/payment-guide).

- online payment by credit card
- direct transfers to Sharjah Islamic Bank Account No. 0011-200170-001, IBAN number: AE02 0410 0000 1120 0170 001 (student's name and ID number must be noted on transfer)
- direct cash deposit at Al Ansari Exchange (student's name and ID number must be noted on the transfer)

A charge of AED 500 + 5% VAT is added if a credit card authorization payment is declined.

All student financial transactions with the university are processed through the Student Accounts Office located on the mezzanine floor of the Main Building. Questions concerning student accounts should be directed to the Student Accounts Office at studentaccounts@aus.edu.

Deferment of Tuition and Fees

Students are expected to pay their tuition and fees or to make arrangements for deferred payment during the registration period. The deferment of tuition and fees is approved only if all of the following conditions are met:

- 60 percent of the tuition and fees have been paid by the payment deadline.
- The student has a clean payment history.
- The Credit Card Authorization form is completed and signed by the student and is authorized by a Finance Department official.

Late Fees and Fines

All university students must adhere to university deadlines, rules and regulations. Late fees and fines, with 5% VAT if applicable, may apply for late book returns, parking violations, breakage, late registration, late tuition payment, etc.

Grants and Scholarships

AUS offers a number of grants and scholarships to support Achievement Academy Bridge Program students and undergraduate degree-seeking students.

Decisions related to the award of grants and scholarships are made irrespective of race, color, gender, religion, disabilities, age or national origin.

For more information, please contact the Office of Financial Grants and Scholarships, located on the mezzanine floor of the Main Building, at 515 2034/2055/2060/2072/2005 or visit https://www.aus.edu/admissions/financial-grants-and-scholarships.

Applications and Renewal Forms

Applications and renewal forms are available online at https://www.aus.edu/admissions/financial-grants-and-scholarships. Online application forms for grants and scholarships will only be active during application period.

Application and renewal forms, along with all required supplementary material, must be submitted by the deadlines published on the Office of Financial Grants and Scholarships website.

Some grants/scholarship do not require submission of an application or a renewal form. For details, refer to the specific grant/scholarship section.

Custody of Records

All documents submitted at the time of applying for a scholarship/grant or renewing an application for scholarship/grant are the property of AUS and, as such, are part of the student record that is under the custody of the Office of Financial Grants and Scholarships. The university is not required to provide (or allow the making of) copies of these documents. The university Student Privacy Rights policy applies. For details, please refer to the specific policy text in the Student Records section earlier in this catalog.

Time Limit on Grants/Scholarships

Provided continuation conditions are met, AUS grants and scholarships are normally awarded for a maximum period of eight semesters from the time of matriculation into the university as an undergraduate degree-seeking student. They are provided for 10 semesters for students in degree programs offered by the College of Engineering and 11 semesters for students in the Bachelor of Architecture degree program.

Grants and scholarships are provided for a maximum of two semesters of study in the Achievement Academy Bridge Program.

Some grants/scholarships may be provided for shorter time periods or be semester specific. For details, refer to the specific grant/scholarship section.

Maximum Award for Grants/Scholarships

Students are allowed to receive grants/scholarships from AUS as well as external sponsorships/scholarships. However, the total amount received from AUS and/or from external sponsorship/scholarship cannot exceed 100 percent of the amount of tuition for a given semester or term.

Returning Students

Financial Grant

Returning students who received a financial grant at the time of discontinuing their studies at AUS may reapply for a financial grant. For details, see Financial Grant hereafter.

Merit Scholarship

Returning students who received a merit scholarship at the time of discontinuing their studies at AUS may petition for a reinstatement of the merit scholarship by emailing the Office of Financial Grants and Scholarships at scholarship@aus.edu.

Grants

Family Tuition Grant

Families with more than one child simultaneously enrolled at AUS are eligible for a family tuition grant whereby a tuition discount of 25 percent is accorded to each sibling after the first. The 25 percent discount is granted for both tuition (for a maximum of 16 credit hours) and lab/technology fees. The following conditions must be met:

- siblings are enrolled in a regular semester as full-time undergraduate degree-seeking students or as Achievement Academy/Bridge Program students
- siblings are enrolled in a summer term in credit-bearing courses

Eligible students must complete the Family Tuition Grant Application form available at https://www.aus.edu/admissions/financial-grants-and-scholarships and submit it to the Office of Financial Grants and Scholarships by the end of the first week of classes.

The family tuition grants are awarded at the end of the add and drop period of the given semester/term, provided the full-time enrollment condition is met.

Financial Grant

AUS provides need-based financial grants for full-time students who demonstrate financial need as determined by the Office of Financial Grants and Scholarships.

A financial grant normally applies toward tuition for a maximum of 16 credit hours. Students on financial grant who live on campus in single, double or sharing rooms are granted partial assistance toward their residential hall fees.

A financial grant is normally awarded in a regular semester for two consecutive semesters. New and returning students joining AUS in a summer term could be awarded a financial grant in that summer term, provided eligibility conditions are met. The financial grant of enrolled students may apply to AUS summer terms, provided the student was on financial grant in the spring semester of the same academic year and is registered in credit-bearing courses for the summer term.

For information on eligibility for the initial award and maintaining a financial grant, see the Office of Financial Grants and Scholarships website at https://www.aus.edu/admissions/financial-grants-and-scholarships.

Study Tour Grant

Students receiving a minimum of 25 percent financial grant from AUS and enrolled in a credit-bearing study tour are eligible to apply for funding that can be used to supplement tour costs.

The study tour grant application form is available from the International Exchange Office or the Office of Financial Grants and Scholarships. The form must be received by the Office of Financial Grants and Scholarships at least four weeks prior to the commencement of the study tour.

Scholarships

Scholarships for First-Time Students

First-time students who demonstrate academic excellence in at least two of the last three years of their secondary education or in the final year of their secondary education may be eligible for a **Merit-Based Scholarship**.

In addition to merit-based scholarships, AUS offers the **Chancellor's Scholars Award** for highly qualified first-time

students who demonstrate financial need as determined by the Office of Financial Grants and Scholarships. The Chancellor's Scholars Award cannot be combined with a financial grant, a Merit-Based Scholarship or a Family Tuition Grant, but can be combined with all other scholarships offered by AUS.

Partner Sharakah program schools can nominate exceptional first-time students from their school for a **Sharakah School Scholarship**. Applicants who demonstrate financial need as determined by the Office of Financial Grants and Scholarships will be given priority. The Sharakah School Scholarship cannot be combined with a financial grant, a Merit-Based Scholarship or a Family Tuition Grant, but can be combined with all other scholarships offered by AUS.

For information on scholarships for first-time students, see the Office of Financial Grants and Scholarships website at https://www.aus.edu/admissions/financial-grants-and-scholarships.

Scholarships Recognizing Students on the Dean's and Chancellor's Lists

Subject to available budget, students placed on the Dean's and Chancellor's Lists at the end of the fall or spring semesters are eligible for a scholarship.

Application forms are not required. The **Dean's List Scholarship** and **Chancellor's List Scholarship** are awarded during the third or fourth week of classes of the fall and spring semesters; they are not available in the summer.

For information on the Dean's List Scholarship and Chancellor's List Scholarship, see the Office of Financial Grants and Scholarships website at https://www.aus.edu/admissions/financial-grants-and-scholarships.

Scholarships for Continuing Students Excelling in Extracurricular Activities and Athletics

AUS offers the following scholarships to continuing degree-seeking students who excel in extracurricular activities and athletics:

- Active Student Scholarship
- Most Outstanding Active Student Award
- Most Outstanding Athlete Award
- Most Outstanding Community Services Volunteer Award
- Most Outstanding Student Leader Award
- Athletic Scholarship

For information on scholarships for extracurricular activities and athletics, see the Office of Financial Grants and Scholarships website at https://www.aus.edu/admissions/financial-grants-and-scholarships. Students interested in applying may contact the Office of Student Affairs or email studentaffairs@aus.edu.

Endowed Scholarships

AUS offers a number of need-based endowed scholarships, which have been made possible through generous contributions from individuals and organizations. Students who receive a financial grant from AUS (see Financial Grant earlier in this section) and fulfill the criteria for a particular need-based endowed scholarship will be considered. Students selected for an endowed scholarship will be notified by the Office of Financial Grants and Scholarships.

The **Petrofac Endowment Scholarship** provides assistance for junior and senior students in the College of Engineering who have limited financial resources and who demonstrate academic excellence and exemplify the hallmark traits that characterize American University of Sharjah: honor, integrity, leadership and service to others.

The **Sheikh Khalifa Scholarship**, awarded to juniors and seniors, recognizes academic excellence, leadership potential, service to community, demonstrated talent in the field of study, and participation in extracurricular and university activities.

For information on Endowed Scholarships, see the Office of Financial Grants and Scholarships website at https://www.aus.edu/admissions/financial-grants-and-scholarships.

AUS Students on International Exchange Programs

AUS students on grants/scholarships must obtain approval from the Office of Financial Grants and Scholarships before starting a semester abroad at a host university.

In cases where the AUS student pays tuition and/or housing fees directly to AUS for study abroad, the student will continue to use his or her AUS grants and AUS-funded scholarships for that semester abroad. Students receiving a minimum of 25 percent financial grant may also have the cost of the meal plan covered.

In all other cases of students studying abroad, grants and AUS-funded scholarships will not be awarded.

Appeal of a Financial Grant/Scholarship

Students who have exceeded the maximum number of semesters or who are facing extenuating financial circumstances may submit an appeal clearly explaining the situation by email to scholarship@aus.edu. Appeals must be received one week prior to the beginning of the semester/term for which the exception is requested.

Sponsorship Liaison Services

Sponsorship Liaison Services is the main link between external organizations and their sponsored AUS students. Sponsorship Liaison Services provides various support services to both the sponsoring organizations and sponsored students, including providing support with the enrollment procedures, communicating progress reports, offering guidance, coordinating financial-related matters with the AUS Finance Department, and arranging for meetings between sponsors and students.

For inquiries regarding sponsorship opportunities, please contact Sponsorship Liaison Services at +971 6 515 1111, submit a query on infodesk.aus.edu or visit www.aus.edu/admissions/study-at-aus/sponsorship-liaison-services.

Appendix VII: Extract from AUS Undergraduate Catalog (pp. 46-50)

College of Architecture, Art and Design

Dean

Varkki Pallathucheril

Associate Dean

Faysal Tabbarah

The College of Architecture, Art and Design (CAAD) is committed to providing a comprehensive education that will enable its graduates to make significant contributions to the Gulf region and the broader global community through conscientious participation in practice.

All its undergraduate programs have received accreditation from the UAE Ministry of Education's Higher Education Affairs Division. The Bachelor of Architecture program is further accredited by the National Architectural Accrediting Board (NAAB) of the United States.

The College of Architecture, Art and Design grounds its curriculum in the conviction that good design results from a combination of a deep understanding of culture, ethical engagement in society and a respect for the creative skills needed to build a sustainable material culture.

Against this background, the college is committed to the primary objective of providing its students with relevant, professional instruction in the fields of architecture, design management, interior design, multimedia design and visual communication.

The college is dedicated to inquiry and to the development of hands-on technical skills and competence in digital and other advanced media. It also fosters in its students a regional and cultural awareness and the responsibility for creating humane environments. The college seeks to contribute to the development of professional standards and innovation in architecture and design.

The College of Architecture, Art and Design meets its objectives through degree programs that feature the following:

- an environment that encourages achievement and personal growth
- a faculty of professionals who balance continuing scholarship and creative work with their desire for excellence in teaching
- an advising and student counseling system that tracks student development and progress
- a general education curriculum that offers a solid foundation
- a clear and consistent approach that is evident throughout the curriculum
- a variety of courses that are continually updated to reflect rapidly changing design practices and the growing role of digital communication
- a respect for culture, traditions and needs of society

Degree Programs

CAAD offers the following undergraduate degree programs:

- Bachelor of Architecture
- Bachelor of Interior Design
- Bachelor of Science in Design Management
- Bachelor of Science in Multimedia Design
- Bachelor of Science in Visual Communication

CAAD also offers a Master in Urban Planning degree program. For details, please refer to the *AUS Graduate Catalog*.

Minor Offerings

CAAD offers the following minors:

- design management
- film
- illustration and animation
- photography
- product design

Details on each minor are provided in the Department of Art and Design section later in this part of the catalog.

Career Opportunities

CAAD prepares students for careers in a wide variety of fields:

- architecture, environmental design, interior design, urban design, urban planning
- graphic design, advertising, packaging design, illustration, digital media, animation, computer simulations, video, photography, printmaking
- communications and public relations, fine arts and cultural arts administration, gallery management, advertising campaign planning

Special Notes

Space Availability in Studio Majors

Admission to the studio majors (architecture, interior design, multimedia design and visual communication) in the College of Architecture, Art and Design is competitive. The number of available seats in second-year studio majors is limited to the following:

- architecture 48
- interior design 16
- multimedia design 16
- visual communication 16

Students are formally admitted to their studio major if they are selected to advance to second-year of that major. Selection for advancement to the second-year studios is competitive. Minimum requirements for formal admission consideration are detailed in the catalog section of the degree program of each studio major.

Year Status for Studio Majors

Year status in the College of Architecture, Art and Design is determined by enrollment in the major studio, regardless of the total number of credit hours earned.

Computer Requirements

In order to make full use of the learning environment, in-class collaboration and work in groups on multidisciplinary projects, all entering undergraduate students must own a laptop or an Internet-capable device, meeting minimum specifications recommended by the university. These specifications are available on the IT FAQ site here: https://itfaq.aus.edu/faq/584. Students can email itservicedesk@aus.edu or call +971 6 515 2121 for any related questions. In addition, computer devices in specialized and technical labs are accessible to AUS students.

At the beginning of the third year for students in the studio majors and before taking DES 300 for students in design management, students are required to have a personal laptop computer. The laptop must meet the minimum specifications determined by CAAD and communicated to the students every year. Laptops that do not meet these minimum specifications may not adequately run software required to complete course work.

Course Selection

Students are cautioned that the specific selection of courses available for a chosen major at the time of early registration is subject to change. The College of Architecture, Art and Design will make every effort to monitor student progress through the advisement process; however, students are responsible to make course selections based on the stated degree requirements, subject to the listed prerequisites.

Studio Supplies

Supply expenses for studio courses are in addition to tuition fees, and lab fees may apply for some courses. However, students are given a limited account for printing and plotting large-format drawings.

Ownership of Student Work

The College of Architecture, Art and Design reserves the right to retain indefinitely selected examples of student work for archiving, publicity and exhibition. Students are highly advised to document their work before submission.

Responsibility for Equipment

The College of Architecture, Art and Design provides an extensive range of digital media equipment and power tools for student use. For some courses, college equipment is checked out to a student or a group of students for use on or off campus. Students are expected to treat college equipment with care and will be held financially responsible for breakage, damage, late return or loss.

Foundations Year

W. Eirik Heintz, Director

The foundations year is an autonomous one-year program that supports the common educational requirements for all fields of study within the College of Architecture, Art and Design. As such, the program provides the basic design education that will enable students to function on appropriate practical, theoretical and critical levels in their sophomore (second) year.

The foundations year aims to achieve three instructional objectives:

- competence in the fundamental skills and concepts of design analysis, representation and presentation through studio-based exercises and projects
- familiarity with the historical implications and chronology of design conventions through in-class lectures and written assignments
- a basic proficiency in analog and digital technologies through exercises and projects that are integrated within the studio context

The foundations year utilizes three distinct teaching formats in order to provide a broad and inclusive introduction to design methods and practice. Studio courses, which form the core of the foundations year, encourage one-on-one student/professor interaction and allow the student to develop an independent design process. History courses are taught in a lecture context where information and ideas are disseminated in a classroom setting using visual images to support learning. Professors interact with students on various levels through the use of traditional lectures, digital media, network software and digital storage systems.

Within the foundations year, students are encouraged to develop a basic practical and critical understanding of design principles. Experimentation and exploration with materials, tools and

techniques are fostered in the realization of two- and three-dimensional concepts and ideas.

Foundations year courses are taught by professors from all the fields of study in the College of Architecture, Art and Design. This professional collaboration between disciplines at the foundations level initiates early student dialogue with senior-level faculty and provides the program with a healthy influx of cross-disciplinary expertise and discourse. It is this important aspect of the foundations year program that ensures a balanced response to the needs of the various degree programs it supports.

The foundations year consists of the following courses:

- DES 111 Descriptive Drawing I
- DES 112 Descriptive Drawing II
- DES 121 Introduction to Architecture, Art and Design History
- DES 122 Modern Developments in Architecture, Art and Design
- DES 131 Design Foundations I
- DES 132 Design Foundations II

All College of Architecture, Art and Design students in studio majors are required to successfully complete the foundations year courses to be considered for formal admission to their chosen studio major. Foundations year courses are major requirements in all studio majors.

Design management students must complete DES 111, DES 131 and either DES 121 or DES 122.

The foundations year studio courses DES 111 and DES 131 cannot normally be repeated. If a student is in good academic standing and there are extenuating documented circumstances that impacted performance in DES 111 and/or DES 131, then a request to repeat can be reviewed if the student submits a petition to the Director of Foundations Year by the last day of classes of the spring semester of the academic year when the course was attempted. The decision to approve a repeat of DES 111 and/or DES 131 will be based on an evaluation of the student's academic performance and an assessment of the ability to successfully compete for advancement to the second year at the conclusion of the academic year within which DES 111 and/or DES 131 will be repeated.

DES 112 and DES 132 are not repeatable.

Department of Architecture

George Katodrytis, Head

Faculty

Jason Carlow
Roberto Castillo
Camilo Cerro
Igor Curiel
Brian Dougan
Marcus Farr
Dalia Hamati
W. Eirik Heintz
Michael Hughes
Ammar Kalo
Jerry Kolo
Kevin Mitchell
Ahmed Mokhtar
John Montague
George Newlands
Maria Oliver
Varkki Pallathucheril
Rafael Pizarro
Patrick Rhodes
Juan Roldan
William Sarnecky
Gregory Spaw
Faysal Tabbarah
Tania Ursomarzo
Gregory Watson

Bachelor of Architecture (BArch)

Architecture arises from the same wellspring of civilization as other universal manifestations of material culture: arts, histories, letters, religion and commerce. Still, the artifacts designated as architecture possess a scale, permanence and a pervasive influence unique among human endeavors. These qualities endow the discipline with a cultural prominence few other professions enjoy.

In its contemporary university setting, the study of architecture is naturally concerned with complex, interdisciplinary issues. Some matters are primarily individual and practical: the basic human need for shelter and the desire to contrive efficient, adequate forms for the patterns of daily life. Architecture, in this sense, may concern aspirations and meanings, but its primary intent is to attain a practical advantage here and now.

Architecture also has a transcendent motive, arising from an imperative to

articulate, physically and spatially, the social, ceremonial and environmental choices a given culture makes within a given setting. Architecture expresses living values. It gives abiding form, order and proportion to activities. Architecture is a message to the world about certainties and doubts, values and beliefs, preoccupations and neglects. It both expresses and reveals.

The practice of architecture today, as in the past, requires coordinated contributions from multiple fields. The craft of the architect runs a gamut of expertise and awareness: technical, environmental, aesthetic, cultural, historical and commercial. Consequently, the study of architecture investigates principles and applications of technology, art, humanities, engineering, physical and social sciences, business and management. Architectural design, finally, is the synthetic practice that links and gives significant form to these interdisciplinary contributions.

Program Goals

The Bachelor of Architecture degree program aims to:

- provide students with a comprehensive understanding of the historical and theoretical forces that shape architecture
- prepare future architects to make contributions to improving the built environment through leadership, personal engagement and professional practice while respecting human diversity and adhering to ethical standards
- provide students with the knowledge and skills necessary to conceive, develop and communicate complex design proposals
- foster critical thinking and cultivate an approach to design that values the role of research, analysis and experimentation
- promote a critical understanding of building technologies and their impact on the built environment

Program Outcomes

Upon completion of the Bachelor of Architecture degree program, graduates should be able to:

- explain design principles in relationship to the history and theory of architecture
- demonstrate an understanding of the standards of professional practice
- demonstrate an understanding of the conventions of building systems and technology
- employ traditional means of representation, computer-aided design, digital and physical modeling and fabrication to develop and communicate design
- articulate, present and discuss design proposals in verbal, written and graphic form
- employ research, analysis and iterative processes to inform and enrich the process of design
- employ research, analysis and problem-solving skills to address unique and fluctuating conditions of design
- integrate materials, construction methodologies, site conditions and environmental control systems into a comprehensive building design proposal
- analyze and explain the relationship between design and environmental sustainability
- demonstrate the ability to independently develop design proposals that respond to context
- work in teams to conduct research on design-related issues and present results in verbal, written and graphic form

Accreditation

In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit US professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture. A program may be granted an eight-year, three-year or two-year term of accreditation, depending on the extent of its conformance with established educational standards.

Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

The American University of Sharjah College of Architecture, Art and Design offers the following NAAB-accredited degree program:

BArch (159 undergraduate credit hours)

Curriculum

The BArch degree program (five-year professional program) is intended for the student seeking a professional career in architecture. The program entails a minimum of five years of university studies plus professional training. A minimum of 159 credit hours comprise the degree program, including a minimum of 102 credit hours of required course work in architecture and closely associated fields. These courses represent the irreducible core of the discipline of architecture.

The specialized professional curriculum is supported by a minimum of 39 credit hours of general education requirements. Designed to ensure a broad educational foundation, this base is held in common among all graduates of American University of Sharjah.

University studies present a unique opportunity to explore other fields of interest. Based solely on individual interests, each architecture student must select a minimum of 15 credit hours of free electives from general university offerings.

The curriculum is designed to meet the requirements for licensure that prevail in the United Arab Emirates and to prepare the graduate for professional practice throughout the region. Some students may aspire either to advanced study in the field or to practice in a broader global setting. Accordingly, the curriculum follows established international norms for a first professional degree in architecture.

Formal Admission to the Program

The number of seats in architecture is limited. Formal admission is competitive. Only the most highly qualified foundations year students will be admitted. To be considered for formal admission to the Bachelor of Architecture program a student must successfully complete the following minimum requirements:

- all four foundations year studio courses (DES 111, DES 112, DES 131, DES 132) with a minimum grade point average (GPA) of 2.00 out of 4.00 in each sequence (Descriptive Drawing and Design Foundations)
- DES 121 Introduction to Architecture, Art and Design History and DES 122 Modern Developments in Architecture, Art and Design
- MTH 111 Mathematics for Architects or its prerequisite (MTH 003), or MTH 103 Calculus I
- at least one course in writing (WRI) at the 100 level or above
- a minimum of 27 undergraduate credit hours (credit hours earned including the above courses)
- a CGPA of 2.30

In addition, selection for formal admission may include portfolio review.

Formal notification of admission will be announced by the College of Architecture, Art and Design by the first week of the summer term after the release of the final grades by the Office of the Registrar at the end of the spring semester.

In the event that there are more students who qualify for formal admission than available seats, candidates will be admitted based on academic achievement, and a waiting list will be established. However, if there are fewer students who qualify for formal admission than available seats, consideration will be given to students who have applied for a change of major. If seats are still available at the time of fall registration, consideration will also be given to students who fulfilled requirements during summer term. The same formal admission criteria apply.

Only students formally admitted to the major are eligible for registration in the second-year studio course.

Note: To repeat a second-year studio course, students must compete for the limited number of seats in second-year studio courses based on the criteria for formal admission to the program.

Advancement Reviews

The performance of each architecture student is reviewed following the completion of each of the second, third and fourth years in the program. Only the students who have attained a minimum CGPA of C+ (2.30) at the time of the review are eligible to advance to the following year studio.

A student who does not attain the required CGPA will be required to meet with the head of the department.

A student who fails an architecture studio twice is dismissed from the program.

Degree Requirements

To qualify for graduation with a BArch degree, students must successfully complete the following minimum requirements:

- a minimum of 159 credit hours, including a minimum of 36 credit hours in courses at the 300 level or above, as follows:
  - a minimum of 39 credit hours of general education requirements
  - the innovation and entrepreneurship requirement: three credit hours
  - 102 credit hours of major requirements
  - a minimum of 15 credit hours of free electives
  - five weeks of an approved internship
- a minimum CGPA of 2.00

Accelerated Master's Program (AMP) students may use a maximum of six credit hours from graduate-level courses, successfully completed while in the AMP, towards meeting the free electives requirement. For details on the AMP, please refer to the Accelerated Master's Program section earlier in this catalog.

Graduation residence requirements must be met. For details, refer to Graduation Requirements in the Academic Policies and Regulations section earlier in this catalog.

Please see the proposed sequence of study for information on completing the requirements in five years.

General Education Requirements (minimum of 39 credit hours)

Students in the BArch degree program must successfully complete the following general education requirements:

- a minimum of 15 credit hours in courses meeting the core general education requirements:
  - history and culture of the Arab world requirement: three to six credit hours
  - culture in a critical perspective requirement: three to six credit hours
  - arts and literature requirement: three to six credit hours
  - human interaction and behavior requirement: three to six credit hours
- natural sciences requirement: a minimum of six credit hours in courses meeting this requirement, including PHY 104
- mathematics requirement: MTH 103 or MTH 111
- statistics requirement: a minimum of three credit hours in courses meeting this requirement
- communication requirement: a minimum of 12 credit hours in 100-level or above writing (WRI) courses and/or 200-level or above English (ENG) courses meeting this requirement, including ENG 203 or ENG 204
- ethical understanding requirement: satisfied through ARC 463
- discipline-specific writing intensive course requirement: satisfied through ARC 421
- oral proficiency requirement: satisfied through ARC 401-01
- information literacy requirement: satisfied through WRI 102, and ENG 203 or ENG 204
- computer literacy requirement: satisfied through ARC 201

For complete information on general education requirements, please refer to the Graduation Requirements section within the Academic Policies and Regulations section of this catalog.

Innovation and Entrepreneurship Requirement (3 credit hours)

Students must successfully complete the following course:

- IEN 301 Innovation and Entrepreneurship Mindset

Major Requirements (102 credit hours)

In addition to the foundations year courses, the following courses constitute the major requirements for the BArch degree program:

- ARC 201 Architectural Design Studio I
- ARC 202 Architectural Design Studio II
- ARC 221 Pre-Modern Architecture and Urban Form
- ARC 222 Modern Architecture and Urban Form
- ARC 232 Materials and Methods I
- ARC 271 Introduction to Landscape
- ARC 281 Architectural Principles
- ARC 301 Architectural Design Studio III
- ARC 302 Architectural Design Studio IV
- ARC 331 Materials and Methods II
- ARC 342 Structures for Architects
- ARC 382 Architectural Detailing
- ARC 397 Internship in Architecture
- ARC 401-01 Architectural Design Studio V
- ARC 402 Architectural Design Studio VI
- ARC 421 Architectural Theory
- ARC 451 Environmental Control Systems
- ARC 463 Professional Practice
- ARC 501 Architectural Design Studio VII
- ARC 502 Architectural Design Studio VIII or ARC 592 Directed Architectural Design Studio
- ARC 581 Critical Practice and Contemporary Discourse

Directed Architectural Design Studio (ARC 592)

Normally, registration in ARC 592 requires completion of ARC 591. However, approval may be granted to continue work initiated in ARC 501 as

an independent project in ARC 592. A minimum cumulative GPA of 3.30 and a minimum GPA of 3.50 in the upper-level studio sequence (ARC 301, ARC 302, ARC 401-01, and ARC 402) is required to apply to register in ARC 592 following the completion of ARC 501.

Permission to register in ARC 592 will be evaluated by the department based on a written proposal and an evaluation of studio work completed in ARC 501 or research work completed in ARC 591. Students who have not completed ARC 591 must consult with the department regarding proposal criteria and must submit all required material by the last day of exams during the semester in which they have completed ARC 501.

Internship

To qualify for graduation with a BArch degree, students must fulfill the internship requirement. The purpose of the internship is to expose students to the profession and give them an opportunity to apply their academic knowledge in a practical setting.

The internship consists of a minimum of 200 work hours for third-year or fourth-year students with an approved employer. Students' internships are ultimately evaluated by the internship coordinator with a Pass/Fail grade. Architecture students are highly encouraged to complete the internship program during the summer following their third year.

For details on internship eligibility and registration, please refer to Internship Registration under Registration and Course Information in the Academic Policies and Regulations section of this catalog.

Free Electives (minimum of 15 credit hours)

Students must successfully complete a minimum of 15 credit hours in free electives. Nine credit hours must be in courses at the 300-level or above. Six credit hours may be in any courses offered at or above the 100 level, excluding MTH 103 and MTH 111.

AMP students may use graduate-level courses, successfully completed while in the AMP, towards meeting the free electives requirement.

Directed Architectural Design Research (ARC 591)

Permission to register in ARC 591 will be evaluated by the department based on previous academic performance and a written proposal. Completion of all upper-level studios (ARC 301, ARC 302, ARC 401-01, and ARC 402) with a minimum GPA of 3.50 in the sequence is required to apply to register in ARC 591. Students must consult with the department regarding proposal criteria and must submit all required material by the last day of exams during the semester in which they have completed ARC 402. ARC 591 will be counted as a free elective.

Proposed Sequence of Study
Bachelor of Architecture (BArch)

FIRST YEAR (30 credit hours)

Term	Course #	Course Title	Credit Hours
Fall	DES 111	Descriptive Drawing I	3
	DES 121	Introduction to Architecture, Art and Design History	3
	DES 131	Design Foundations I	3
	MTH 111 or MTH 103	Mathematics for Architects or Calculus I	3
	WRI 101	Academic Writing I	3
		Total	**15**
Spring	DES 112	Descriptive Drawing II	3
	DES 122	Modern Developments in Architecture, Art and Design	3
	DES 132	Design Foundations II	3
	WRI 102	Academic Writing II	3
	GER-Core	History and Culture of the Arab World	3
		Total	**15**

SECOND YEAR (36 credit hours)

Term	Course #	Course Title	Credit Hours
Fall	ARC 201	Architectural Design Studio I	6
	ARC 271	Introduction to Landscape	3
	ARC 281	Architectural Principles	3
	ENG 203 or ENG 204	Writing about Literature or Advanced Academic Writing	3
	PHY 104	Physics for Architects	3
		Total	**18**
Spring	ARC 202	Architectural Design Studio II	6
	ARC 222	Modern Architecture and Urban Form	3
	ARC 232	Materials and Methods I	3
	GER-COM	Communication	3
	FRE	Free Elective	3
		Total	**18**

THIRD YEAR (33 credit hours)

Term	Course #	Course Title	Credit Hours
Fall	ARC 301	Architectural Design Studio III	6
	ARC 221	Pre-Modern Architecture and Urban Form	3
	ARC 331	Materials and Methods II	3
	GER-STA	Statistics	3
		Total	**15**
Spring	ARC 302	Architectural Design Studio IV	6
	ARC 342	Structures for Architects	3
	ARC 382	Architectural Detailing	3
	GER-Core	Culture in a Critical Perspective	3
	FRE	Free Elective	3
		Total	**18**
Summer	ARC 397	Internship in Architecture	0

FOURTH YEAR (30 credit hours)

Term	Course #	Course Title	Credit Hours
Fall	ARC 401-01	Architectural Design Studio V	6
	ARC 421	Architectural Theory	3
	ARC 451	Environmental Control Systems	3
	GER-Core	Arts and Literature	3
		Total	**15**
Spring	ARC 402	Architectural Design Studio VI	6
	ARC 463	Professional Practice	3
	IEN 301	Innovation and Entrepreneurship Mindset	3
	GER-SCI	Natural Sciences	3
		Total	**15**

FIFTH YEAR (30 credit hours)

Term	Course #	Course Title	Credit Hours
Fall	ARC 501	Architectural Design Studio VII	6
	ARC 581	Critical Practice and Contemporary Discourse	3
	ARC 591 or FRE	Directed Architectural Design Research or Free Elective	3
	GER-Core	Human Interaction and Behavior	3
		Total	**15**
Spring	ARC 502 or ARC 592	Architectural Design Studio VIII or Directed Architectural Design Studio	6
	GER-Cor	Course Selected from General Education Core Requirements	3
	FRE	Free Elective	3
	FRE	Free Elective	3
		Total	**15**

Appendix VIII: AUS Library holdings and resources relevant to the Bachelor of Architecture program

The table below indicates the number of books and ebooks in subjects relating to the Bachelor of Architecture.

Print and Electronic Book Collection – Architecture 2021

Conspectus Subject	Title Holdings Quantity
Architecture	
Ancient - Egyptian	11
Ancient, General Works	5
Ancient - Greece	60
Ancient - Middle East	7
Ancient - Phoenicia, Cyprus, Judea	6
Ancient - Rome	61
Ancient - Western	29
Architectural Design & Drawing	744
Architectural Details, Motives, Decorations	270
Architecture	939
Architecture as a Profession, Study & Teaching	249
Architecture, General Works	462
Architecture, Special Subjects	1,008
Austria	60
Balkan States	3
Canada	49
Ceilings	5
China	80
City Planning & Beautification	884

Conspectus Subject	Title Holdings Quantity
Classical, Egyptian, Gothic Revivals	11
Columnar Constructions. Piers. Columns	6
Curved Constructions. Apses. Arches. Vaults	3
Doors. Windows. Stairs. Fireplaces	37
Eighteenth Century	1
Floors. Tiles	4
France	207
Germany	182
Great Britain	486
Greece	6
India	113
Italy	222
Japan	140
Medieval - Byzantine	6
Medieval - Early Christian	5
Medieval, General Works	27
Medieval - Gothic	62
Medieval - Islamic, Moorish	55
Medieval - Romanesque, Norman	14
Meso & South America	48
Netherlands	97
Nineteenth Century	14
Other Countries	131
Periodicals. Societies. Dictionaries	197
Persia	19
Renaissance/Baroque	28
Roofs. Gables. Towers	14
Russia	28

Scandinavia	52
Spain, Portugal	136
Special Types of Buildings	3,316
Switzerland	77
Turkey	43
Twentieth Century	371
Twenty-First Century	70
United States	1,324
Walls	24
Architecture Sum:	**12,508**
Building Construction	
Architectural Engineering, Structural Engineering	185
Building Construction	18
Building Construction, General	744
Building - Fittings	30
Building Trades, Construction by Phase of Work	113
Commercial Buildings	8
Construction Equipment	2
Decoration & Decorative Furnishings	16
Design & Construction, Foundations, Walls, Roofs	205
Environmental & Sanitary Engineering of Buildings	45
Factories	39
Farm Buildings	25
Heating & Ventilation, Air Conditioning	359

Conspectus Subject	Title Holdings Quantity
Building Construction	
Houses	165
Laboratories	10
Lighting	80

Maintenance & Repair	52
Other Public Buildings	15
Plumbing & Pipe Fitting	112
Protection of Buildings, from Fire, Flood, etc.	286
Public Buildings	4
Storage Buildings	11
Systems of Building Construction	320
Building Construction Sum:	**2,844**
Communities, Classes, Races	
City Planning	1,084
Urban Renewal, City Population, Urban Ecology	495
Communities, Classes, Races Sum:	**1,579**
Plant Culture	
Gardens & Gardening, General	395
Illustrations, Descriptions of Notable Gardens	144
Landscape Gardening & Landscape Architecture	519
Plant Culture Sum:	**1,058**
Total Sum	**17,989**

Electronic books are primarily provided through *ProQuest Ebook Central*, a database of almost 140,000 electronic books specifically targeting academic library users.

The library offers a wide range of information sources electronically, and provides links to all resources through its home page at http://library.aus.edu. The online library system provides detailed information regarding all resources owned, whether print or electronic, and in the case of the latter, provides direct links to full text materials available online. Off-campus access is granted through an authentication proxy server that verifies users as members of the AUS campus community.

Through the Journal Finder link on the library homepage, users may browse electronic and print journals by title and subject and access articles directly. The library purchases over 55 online databases which provide access to thousands of journals online. The library provides access to over 1530 full-text electronic periodicals in the broad subject area of Art and Architecture.

The library has made a significant investment in electronic full-text resources to support undergraduate programs. All of the database services and e-journals are available on the AUS Library website at http://library.aus.edu and are available both on and off campus. The subject related databases include:

Academic Search Complete - Academic Search Complete is an excellent source of scholarly journals in all academic disciplines. This multi-disciplinary database from EbscoHost covers engineering, language and linguistics, education, history, arts and literature, biology, chemistry, engineering, physics, psychology, religion and theology.

Art & Architecture Source - Previously known as "Art Source". Covers a broad range of related subjects from fine, decorative and commercial art, to various areas of architecture and architectural design. Full text and detailed indexing and abstracts for many leading academic journals, magazines and trade publications. Strong international coverage, including periodicals published in French, Italian, German, Spanish and Dutch.

ARTstor Digital Library -The ARTstor Digital Library provides more than one million digital images in the arts, architecture, humanities, and sciences with an accessible suite of software tools for teaching and research.

Avery Architecture Index - Indexes international journals in architecture, interior design, city planning, archaeology, and historic preservation. The index covers international, scholarly and popular periodical literature, including publications of professional associations, U.S. state and regional periodicals, and major serial publications on the architecture and design of Europe, Asia, Latin America and Australia.

Encyclopedia of Aesthetics - Encyclopedia of Aesthetics is the most substantial English- language reference work devoted solely to the exploration of this subject. This encyclopedia surveys the full breadth of critical thought on art, culture, and society; it is a comprehensive survey of major concepts, thinkers, and debates about the meaning, uses, and value of all the arts from painting and sculpture to literature, music, theater, dance, television, film, and popular culture.

Grove Art Online - Grove Art Online contains the entire text of *The Dictionary of Art*, and *The Oxford Companion to Western Art* with ongoing additions of new and updated articles, over 3,000 thumbnail art images and line drawings displayed in the text of articles, as well as extensive image links.

JSTOR - JSTOR is an online archive of core scholarly journals in a wide variety of disciplines. It provides full text articles in back issues of journals from the earliest issues to within a few years of current publication. Users may browse by journal title or discipline, or may search the full-text or citations/abstracts. Please note that the current volume of a journal is NOT available on JSTOR; the latest volume available on JSTOR is usually 3-5 years old.

Oxford Art Online - Oxford Art Online offers the ability to access and search the vast content of *Grove Art Online* and other Oxford art reference in one location. Users can also choose to view biographies, subject entries, or images when searching or browsing.

Oxford Companion to Western Art - The Oxford Companion to Western Art contains more than 2,600 entries, and provides discriminating and reliable coverage of over 1,700 artists and their work. Articles give fresh treatment to topics of contemporary interest, including art movements, theory, and criticism. In addition to thorough regional and cultural surveys, this publication lists all relevant museums and galleries under the city of their location, such as Barcelona and Moscow.

Oxford Dictionary of Art Terms - The Concise Oxford Dictionary of Art Terms provides 1,800 entries on art terms, critical periods, and styles in the visual arts. The quick reference format includes materials, techniques, and foreign terms essential for navigating the current visual climate. Featuring clear definitions of movements and media, from Baroque to Minimalism, aquatint to raku, and canvas to Venetian glass, this publication provides succinct and accessible explanations of art terms.

ProQuest Central - ProQuest Central is an extensive general reference resource, encompassing more than 160 subjects, with reliable and authoritative information from around the world. Content is aggregated from journals, newspapers, as well as from industry reports and company profiles.

The library provides access to information beyond its own collection through cooperative agreements with other regional and international libraries and document service providers. These agreements serve primarily to augment access to research materials.

An information literacy (IL) program, co-developed by the library and the English Department, has been embedded into the first year curriculum and is delivered through English and Writing Studies courses. The purpose of the IL program is to ensure that all AUS students are able to locate, evaluate, and use information as appropriate to their studies and research. The program incorporates the Association of College and Research Libraries (ACRL) “Information Literacy Competency Standards for Higher Education.” The information literacy program is assessed regularly using both formative and summative assessment strategies. The IL program is augmented by additional subject-specific research skills instruction taught by the relevant liaison librarian when requested by faculty.

The library regularly evaluates its resources, services, programs and staff to improve library performance and effectiveness. A variety of instruments is used including surveys, unobtrusive and obtrusive evaluations, data analysis, and focus groups. Campus-wide satisfaction surveys are now conducted annually supplemented by additional focused assessments to address specific goals and objectives.

In 2016, the Library conducted LibQUAL, an internationally recognized web-based survey which is designed to measure how library users perceive the quality of their library's services. This survey is conducted every four years and augments other program specific assessments. The summary results of the survey are shown below for 2008, 2012 and 2016, on a scale of 1 (least favourable) to 9 (most favourable):

LibQUAL: Library Services Satisfaction Survey - Faculty, Staff and Students (Scale 1-9)

Question	2008	2012	2016
(a) In general, I am satisfied with the way in which I am treated at the library.	7.31	7.66	7.59
(b) In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.09	7.26	7.45
(c) How would you rate the overall quality of the service provided by the library?	7.31	7.51	7.56

The results indicate an overall improvement from previous LibQUAL survey results and campus-wide satisfaction with library services.

The Office of Institutional Research and Analysis administers an annual Exit Survey to all graduating undergraduate and graduate students for the purpose of determining the level of satisfaction students have upon the completion of their academic program at AUS. It regularly shows the “Library/learning resource center services” as one of the highest rated services on campus.

Appendix IX: IT capacity

AUS and CAAD IT units ensure that students and faculty have access to a rich and diverse set of software tools, IT platforms and IT infrastructure that digitally support learning and scholarly activities. These resources are maintained and supported by full-time staff and student assistants. IT safety is rigorously checked and enforced. Thus far, the BArch program has not experienced security breaches.

IT infrastructure include:

- Wired and wireless network
    - AUS's wired/WiFi network provides secure, high-bandwidth, high-availability Internet access. Guest access is supported. The WiFi infrastructure is to be updated in the near future.
    - VLANs are used to partition the network and segregate users
    - Networks are managed centrally with detection of rogue access points (AP) and intrusion.
- VPN Service
    - AUS's network and resources can be accessed securely from off-campus over secured VPN connections.
    - Faculty, staff and students use their AUS credentials for this access.

Major IT platforms include:

- Google Workspace (with its standard features: email, meeting, file storing and sharing, productivity tools with real-time shared editing, forms, etc.; used in CAAD for automating business processes)
- iLearn (the Blackboard LMS, specifically branded for AUS)
- Banner (the enterprise information system)
- Zoom (for online meeting and conferencing)

In addition, CAAD Labs has a WebCheckout system for equipment and an online reservation system for using particular labs. The Print Lab uses the Pharos accounting system.

CAAD Hardware
All pieces of hardware are replaced on a three-year cycle. These include:

- High-end workstations are provided in architecture labs/studios (all with on-site business service support)
    - 56 high-end Dell Precision workstations in 2nd year Architecture studio
    - 25 high-end Dell Precision workstations in Architecture computer lab
    - 29 iMacs in general Mac Lab
    - 36 high-end iMacs for the CAAD interactive labs
- 85" interactive smart screens are provided in classrooms for technology-enhanced learning
- Faculty choose between a laptop or a desktop computer. When they are replaced, they can purchase the old device at a depreciated cost.

When learning was fully online, lab Windows machines were set up for remote access from students' homes. Second-year students were loaned the computers in their studio for use at home.

Printing
A wide range of network-based color printers available for use by faculty, staff and students. These include:

- Plotters
    - HP DesignJet Z6810 (5)
    - HP DesignJet T1700 (2)
    - EPSON P8000 (1)
- Printers
    - Altalink C8055 (2)

    - Altalink B8055 (1)
    - Xerox 5550 DT (1)
- Scanners
    - Epson Expression 10000 XL (2)
    - Graphtech full color image scanner CSX550 (1)

Software titles, with licensing for many managed centrally, available to students and faculty include:

- Design software: The Adobe Creative Cloud (CC) suite of applications is made available to all CAAD students and faculty.
- Office/Productivity software: The Microsoft Office suite of applications is available to all AUS students, staff and faculty.
- Drawing/BIM: AutoCAD Architecture, Revit
- 3D rendering software: Rhinoceros 3D, VRay for Rhino, SketchUp Pro, Maya, ZBrush, Keyshot, Karamba 3d
- Specialty software: ARCGIS, Digital Project, IES VE Pro
- 3D Simulation software: Adobe Maya
- CAD/CAM software: MasterCAM

Appendix X: CAAD Labs and major equipment

Materials Labs provide student and faculty access to processes and resources developed for the purposes of manipulating materials in the creation of physical design artifacts. Individual labs include the Woodshop, Metal Shop, and Wet Lab. One (1) full- time Lab Monitor, under the CAAD Labs Director, manages CAAD Materials Labs. Operating hours are Sunday – Thursday, 10am – 7pm, and Saturday, 8am – 5pm.

Digital Fabrication Labs provide student and faculty access to emerging technology associated with digitally driven fabrication processes. Lab resources include 3D Printers, Laser Cutters, CNC Routers, Industrial Robots, Thermoforming Equipment. CAAD Labs Director assisted by One (1) Lab Specialist, and a team of six (6) student assistants, manages CAAD Digital Fabrication Labs. Operating hours are Sunday – Thursday, 9am – 10pm, and Saturday 8pm – 5pm. Laser cutters are available to authorized users during all building hours, controlled by ID card access.

Multimedia Labs provide student and faculty access to technology involved in the documentation and communication of design content. Lab resources include the Photo Studio, Darkroom, Printmaking Lab, Media Production Studio, Post-Production Studio, Editing Suites, and Media Equipment Center. Two (2) Lab Specialists under the CAAD Labs Director manage CAAD Multimedia Labs. Operating hours are Sunday – Thursday, 8am – 5pm.

List of major assets:

- Plastic and Powder 3D Printers (Replacements)
- CNC routing machine (Replacement)
- Three laser cutters (Replacement)
- Resaw Bandsaw (New)
- 32” wide belt sander (Replacement)
- Two desktop CNC machines (New)
- Planer and Jointer (Replacement)
- Vacuum Frame Press (New)
- Tig Welding Machine (New)
- Belt Grinder for Metal (New)
- Conventional Metal Lathe (New)
- A large (1m x 3m, 400w) laser cutter that cuts metal.

Detailed asset list:

- 3D Printers
    - Z-Corp Spectrum Z650
    - Dimension SST 1200es (+ Ultrasonic bath) Connex 350,Multi Material
    - Makerbot Replicator 2X Makerbot Replicator 2X
- Small Laser cutters
    - Universal X-660 Universal X-660 Universal X-600
- Vacuum forming machine
    - Monark Equipment Tech M2010-01
- CNC Foam Cutter
    - TW-848i Hot wire
- Robots
    - Kuka KR 125/3 Kuka KR 125/3
- CNC Router
    - Precix Sierra Series FlexiCAM Stealth 1530
- Large Laser cutter

- Kern HSE100
- CNC Metal Mill
  - HAAS super mini mill (SMINIMILL2)

Appendix XI: CAAD Statement on Learning Experience

Learning Experience

15 September 2021

This document provides guidance to faculty and students so that a positive academic experience – one conducive to desired learning outcomes – is realized at the AUS College of Architecture, Art & Design. The current document has been revised to address the 2020 NAAB Conditions for Accreditation Program Criterion PC.7 on Learning and Teaching Culture, which seeks to foster and ensure a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

The College desires that all students, faculty and staff will contribute to an educational environment that is conducive to achieving a harmonious and supportive community. The Policy endeavors to define a studio and the learning environment and culture that is highly encouraging to group and individual innovation and learning. Toward those aspirations, this document provides an overview of some of the expectations for students and faculty.

Specific environmental attributes, values, and challenges are incorporated in this document to promote the ideas critical toward achieving a dynamic learning experience. These further comprise: engagement; safety, security and support; optimism; respect; sharing; innovation; time management; critiques and reviews.

These values will provide the basis for the College to sustain a community that is enriching and highly beneficial to the students, faculty and staff. For this outcome to be realized, the inherent worth of all individuals must be recognized and valued.

1. Environment

1.1 Engagement

Faculty have the right to expect that, during studio hours, each student will be fully engaged in the task at hand or topic being discussed or presented. Additionally, students should be adequately prepared for scheduled pin-ups, and formal reviews.

Students have the right to expect of faculty a clarity of purpose, clearly articulated evaluation/grading procedures, a definitive schedule, and specific learning objectives for the course and for each assignment, as well as commentary and evaluation summaries at established benchmarks during the semester. Students have the right to expect that during the studio hours the faculty member will devote his/her focus solely on the needs of the students and the studio.

To ensure a responsive climate at final reviews, submission deadlines will be given well in advance of the time for the critique session. The critique and review sessions will be carefully structured to elicit the desired engagement of students.

The “ground rules” and schedule for these events will be thoughtfully constructed and carefully followed. A student whose work is submitted late or is incomplete, or who is otherwise unprepared, will not assume the right to publicly present his/her work to external reviewers.

To prepare students to serve as future leaders and active citizens, faculty will promote engagement of students with society beyond the studio. Faculty members are expected to

foster a climate that both encourages and allows students to become involved and engaged with activities and organizations within the school, in the university, and in the community.

1.2 Safety, Security and Support

The CAAD building is the primary place for students, staff and faculty to work, communicate, think and learn. All members of our CAAD community must ensure that we serve as a model of mutual respect, consideration and support. Our academic mission requires that all students and faculty conduct themselves in a professional manner. Respect for others is the fundamental expectation for all students, staff and faculty in the College. Basic empathy for colleagues, staff and faculty will guide the role of noise, socialization, and propriety in the College. Behavior that disrupts the ability to study, learn, and/or communicate effectively will not be tolerated. Excessive noise, from any source, will not be tolerated at any time.

The use of mobile phones, (for voice communication or SMS), or any other communication device will not be allowed in class. Amplified music or sound from movies and videos will not be permitted in the College at any time. The use of headphones is the only acceptable method for listening to music, videos, and movies outside of class time. Every effort should be made to maintain a clean and safe working environment. As a College wide policy, food is strictly forbidden in all studios and classrooms while classes are in session. Food and liquids are forbidden in digital and technical labs at all times.

2. Values

2.1 Optimism

To create and maintain an environment that is rich in energy, ambition, and idealism, faculty and students must work cooperatively in sharing the values and perspectives that each individual brings to the education process.

Students have the right to expect that the faculty members will value each student's contributions to the studio. The faculty members will endeavor to encourage students toward the achievement of both their progress in specific course assignments as well as professional career choices.

Faculty and students have the right to expect that students will also promote a sense of optimism, with each valuing the efforts and contributions of other colleagues.

2.2 Respect

Faculty members have the right to expect that each student will value, and thus benefit from, the diversity afforded by each individual. These opportunities include differences in culture, race, gender, education, ideas, religious beliefs, and experiences.

Students have the right to expect that each faculty member will regard every student as a unique individual – one who is deserving of special concern and attention.

Students have the right to expect that faculty come with the best interests of each student as his/her primary focus, and that students will be treated fairly and in a positive and consistent manner. As such, each faculty member is expected to direct his/her efforts toward making each student in the class as successful in his/her endeavors as is reasonably possible.

Faculty will endeavor to develop and express constructive comments regarding the work and effort and seek to recognize successes as well as shortcomings in this regard. While a faculty member is expected to insightfully critique the work of a student, he/she will judiciously avoid

criticism of the individual student or his/her abilities in a public or classroom forum. Faculty members will endeavor to invite critics that share these values of respect.

It is expected that students recognize their peers as individuals worthy of respect. Therefore, it is expected that students will maintain an attitude of mutual respect for one another, each other's work, their working environment and how their actions in studio affect other students' ability to work. Students will strive always to respect environmental quality and will maintain respect for diversity of all kinds.

2.3 Sharing

Faculty have the right to expect that each student comes to the studio with the desire to learn from others and the desire to assist others with their learning needs, creating a robust shared experience where thoughts, concerns, and ideas are advanced by the community as a whole.

Students have the right to expect that each faculty will share not only his/her knowledge, but also direct students to other faculty and professionals, literature, and examples that will help the students' understanding and enrichment.

Students have the right to expect that faculty members will organize critiques and reviews in a manner that encourages the collective learning of the class, rather than providing a forum intended primarily for grading work or for faculty "showmanship."

Faculty and students have the right to expect that the College's limited resources (e.g. Critique spaces, lab facilities, technical equipment) will be shared and not monopolized by any one class, professor or student.

2. 4 Innovation

An innovative studio culture embraces creativity and the assumption that learning can be achieved through a variety of processes, and that these will vary from student to student and with each assignment. Students and faculty will recognize that the primary rationale for the design studio experience is not the "end products" completed by the students, but rather the skills and knowledge that project and other assignments have provided.

The studio involves the use of imagination and the production of original work. Faculty will respect students' ideas and will not dictate personal agenda or taste on students. Faculty have the right to expect that a student will be willing to take and accept risks in the design process in seeking ideas that are new and unique. Students will learn how to be comfortable with ambiguity and creativity.

In the studio context, faculty will provide opportunities and encouragement for exploration and creativity. Students have the right to expect that focused and rigorous risk-taking in the design process will be rewarded.

3. Challenges

3.1 Time Management

One of the most important attributes of a successful student or professional is effective time management. Toward this end, faculty will endeavor by deed and by example to infuse the students with the importance and value of time.

Faculty members have the right to expect that each student will endeavor to meet the course expectations and specific assignments in a timely manner and will use the scheduled studio class time efficiently.

Students have the right to expect that each faculty member will value the time of students by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward efficient learning as well as reasonable products.

Studio faculty will balance outcome expectations and outside class hour. They will understand and be sensitive to the reality that most students have other academic obligations and, in many instances, demanding responsibilities apart from the university. The amount of time that is reasonably necessary for the successful completion of assignments and achieving the learning objectives is to be consistent with the credit hours for the studio course.

All year-level coordinators will work with faculty in required courses to ensure that the student workload and deadlines are distributed across the semester with minimal conflict.

While accepting that a level of competition is inherent in most human endeavors and often beneficial in the studio context, in order to safeguard the health and safety of the students the faculty will wisely limit the scope or amount of work to be submitted. In this regard, care will be taken in grading to ensure that students do not assume that “quantity” of work is equated with ‘quality’ of work or learning performance.

3.2 Critiques and Reviews

The Review is intended to be a learning environment based upon mutual respect between juror and students. It is expected that work will be carefully and thoroughly critiqued, but that the critique will be directed to the work, not to the character of the student. Therefore, it is expected that faculty will ensure that critics have adequate knowledge of the studio project before the review begins.

Faculty will provide students with a clear introduction to the structure and desired outcomes of the jury process. Faculty will endeavor to invite critics that have respect for the students and the students’ work and will critique the work, not the person. The critique will be of a reasonable length, not exceeding the time scheduled.

4. Implementation

Ultimately, the goal of a highly positive studio culture can be achieved only by the stakeholders’ full appreciation of the benefits of this shared interest, as well as a long-term commitment to the attainment of these objectives.

As such, this document is not expected to remain static. A summary of this document is included in all the Course Syllabi of the College and is introduced to students at the beginning of each academic semester. At least once each academic year, the AIAS and IDSA will be asked to conduct an informal session on this Policy with students. This assembly will review the studio culture climate in the Department of Architecture, noting successes and shortcomings. Following this session, the AIAS and IDSA are encouraged to develop specific recommendations/suggestions for both the implementation of various aspects of this document, as well as possible revisions. Once a year a Studio Learning Culture Survey is conducted to gauge problems that may exist and ways to address them.

Similarly, at least once each academic year the faculty will devote meeting time for a similar review, discussion, and recommendations for revisions to the Department of Architecture’s Studio

Culture Policy. Both the faculty and the administrative council will also address implementation strategies.

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