

**Lebanese American University**

December 7, 2005

**Memo to** : Members of Accreditation sub-committee for graduate degree programs  
**From** : Costantine Daher, Secretary  
**Subject** : Minutes of the Accreditation sub-committee for graduate degree programs meeting held December 1, 2005 at 4:30 p.m. in Beirut.

**Present:** Dr. Nashat Mansour (co-chair), Dr. Samer Saab, Dr. Elias Raad, Dr. Costantine Daher (Secretary), and Dr. Huda Abdo (Steering Committee)

**Excused:** Dr. Paul Tabar

**Agenda:** Discussion of possible templates that help in writing of Standard Four, Graduate Program section.

Minutes of the meeting held November 8, 2005 were approved.

Members of the committee discussed questions inherent in the substandard sections 4.20 – 4.28 as proposed by Dr Elias Raad.

Dr Nashaat Mansour proposed a template that helps in writing the “Standard Four, Graduate Program, sections 4.20 – 4.28. This Template also helps in determining the appropriate indicators and sources for the collection of documents needed to support the final form presented. The template is divided into 8 sections in relation to standards 4.20 – 4.28: Rationale/purpose, Objectives, Program Description, Faculty, Resources, Admission, Graduate Assistantship and Assessment of Alumni-Graduates’ Knowledge and Skills. The Template was discussed and finalized during the meeting. Details of the template are shown below in appendix 1.

Members of the committee agreed that the university catalogues lack a clear “Mission Statement” for every program offered at LAU. Also, it was decided that there must be a questionnaire that targets freshly graduating students, alumni and possibly employers. This questionnaire helps in assessing knowledge, skills and success of previous LAU students.

Primary drafts of the graduate programs “M.A. in Education” and “M.S. in Molecular Biology” were presented for discussion and suggestions.

The meeting adjourned 7:40 p.m.

## APPENDIX I

### Accreditation Subcommittee - Graduate Degree Programs Template for Reports

Section	Outline / issues	Related stand(s)	Indicators/ questions & to who
1. Rationale / purpose	<ul style="list-style-type: none"> <li>To reflect advanced nature/beyond undergraduate</li> </ul>	4.20	<ul style="list-style-type: none"> <li>Published statement</li> </ul>
2. Objectives	<ul style="list-style-type: none"> <li>To reflect advanced nature/ beyond undergraduate</li> </ul>	4.20 4.25 4.26 4.27	<ul style="list-style-type: none"> <li>Published statement</li> <li>Course description</li> </ul>
3. Program description	<ul style="list-style-type: none"> <li>History &amp; enrolment</li> <li>Curriculum &amp; scholarly requirements / activities</li> <li>Demonstrate complex/advanced learning objectives</li> <li>Relationship &amp; interdependence with undergraduate program</li> <li>Include the research component in thesis, project, and class work</li> <li>How often has it changed or updated and is it currently under revision</li> </ul>	4.24 4.25 4.26	<ul style="list-style-type: none"> <li>Dates and registration numbers from Registrar</li> <li>Curriculum &amp; scholarly requirements / activities</li> <li>Learning objectives</li> <li>More depth</li> <li>Advanced skills</li> <li>Distinct and deeper textbooks</li> <li>Self learning (research component, term paper, class project)</li> <li>Scope and quantity covered matching objectives</li> <li>Undergrad. courses are true prerequisites</li> <li>Exams matching objectives</li> <li>Do grad. Courses upgrade after upgrading related undergrad. courses?</li> <li>Theses, Projects, research class papers</li> <li>Historic data about revisions and changes</li> </ul>
4. Faculty	<ul style="list-style-type: none"> <li>Number and ratio to students</li> <li>Qualifications</li> <li>Research activity</li> </ul>	4.22	<ul style="list-style-type: none"> <li>Number of graduate faculty</li> <li>Ratio to grad&amp; undergrad. students</li> <li>#PhDs or equivalent from recognized univ.</li> <li>FT vs PT</li> <li>#journals over last 3 years (avg per faculty)</li> <li>#conf. papers over last 3 years (avg per faculty)</li> </ul>
5. Resources	<ul style="list-style-type: none"> <li>IR and Library</li> <li>IT and Labs</li> <li>Technical support staff</li> <li>Classrooms and their equipment</li> </ul>	4.21	<ul style="list-style-type: none"> <li>#journals</li> <li>digital library subscription</li> <li>databases</li> <li>books per discipline</li> <li>computer labs: HW + SW</li> <li>WebCT usage</li> <li>Availability of technical support staff</li> </ul>

			<ul style="list-style-type: none"> <li>• Classrooms and their equipment</li> </ul>
6. Admission	<ul style="list-style-type: none"> <li>• Requirements</li> <li>• Who/how is decision made?</li> </ul>	4.23	<ul style="list-style-type: none"> <li>• Requirements</li> <li>• Who/how is decision made?</li> </ul>
7. Graduate assistantships	<ul style="list-style-type: none"> <li>• Selection criteria</li> <li>• Who/how is decision made?</li> <li>• GA work</li> </ul>		<ul style="list-style-type: none"> <li>• Selection criteria</li> <li>• Who/how is decision made?</li> <li>• GA work</li> </ul>
8. Assessment of alumni-graduates' knowledge & skills	<ul style="list-style-type: none"> <li>• Demonstrate how to ensure graduates have acquired knowledge &amp; skills stated in objectives</li> </ul>	4.28	<ul style="list-style-type: none"> <li>• Does the grad. degree open up opportunities for higher level employment opportunities?</li> <li>• Does the grad. degree offer advanced skills for local/regional/int. job market?</li> <li>• Students who pursued PhDs based on our MS/MA degrees</li> </ul>