Department of Architecture
Effat College of Architecture and Design
Effat University
Jeddah, Kingdom of Saudi Arabia

Visiting Team Report
Visit Three for Substantial Equivalency
November 3-6, 2019

Bachelor of Science in Architecture
(171 credit hours)

The National Architectural Accrediting Board

Date of visit two: April 2–5, 2018

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

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

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I.   Summary of Team Findings

1.   Team Comments and Visit Summary

The team thanks the university and program for the sincere respect and hospitality we have been shown since we arrived. For all of us, this was our first visit to the Kingdom of Saudi Arabia and, for some of us, our first visit to the Middle East. We have enjoyed the bright sun, the gracious people, and, of course, the delicious food. Our visit has been pleasant and productive. The team especially thanks Dr. Kholod Moumani for her previsit preparation over the past many months, and for providing additional necessary information during the visit.

The team observed that the program benefits from many positive aspects that have supported it to this point and which appear prepared to continue supporting it into the future. President Dr. Haifa Jamal Al-Lail, Provost Dr. Malak Alnory, Dean Dr. Mervat El-Shafie, and Dean of Quality Assurance Dr. Eman Mohamed are actively engaged in the program, providing valuable vision, personal commitment, and institutional support. They are important advocates who consistently and confidently navigate political and financial challenges to position the program to be successful.

The faculty have international expertise, work collaboratively together, and are sincerely engaged with the students. The program also benefits from support across the university, such as that from the Career Development Office, Information and Educational Technology Services, the library, and many others.

The students are excited to learn about architecture and the profession, and look forward to making their own contributions to practice. They are attentive, hardworking, and personable. With the preparation and support of the administration and faculty, it appears they have many opportunities for future success.

Overall, student work is strong in the technical aspects of design, including all areas of professional practice and building systems. The outcomes relative to the Project Management and Practice Management criteria have improved from the last team report.

The program is noticeably less proficient in critical thinking and representation skills at all phases of the design process and in all levels of the curriculum. The team is not sure if this is due to a lack of rigor from the instructors, a lack of investment in software and hardware technology, or other factors. With the continued support of the university and college leadership, the team believes these deficiencies can, and will be, remedied.

2. **Conditions Not Met**

A.6 Fundamental Design Skills
B.2 Accessibility
B.6 Comprehensive Design

3. **Progress Since the Previous Visit**

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

Visit Two team assessment (2018): Not Met. Evidence was found in ARCH 352 Building Structures and Materials, ARCH 455 Working Drawings. The team did not find evidence of coverage of outline specifications.

> **Visit Three team assessment (2019):** This condition is now **Met**. Evidence, including outline specifications, was found in student work for ARCH 352 Building Structures and Materials and ARCH 455 Working Drawings. And it is clearly elaborated in ARCH 408 Design Studio 8.

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

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

Visit Two team assessment (2018): Not Met. Evidence was found of student work in ARCH 408 Architecture Design Studio 8 and in ARCH 572 Capstone Project that all elements of comprehensive design were engaged in student projects. However, the integration of accessibility, sustainability, life safety, environmental systems was inconsistent across student projects presented. Graphic representation across multiple scales is not evident.

> **Visit Three team assessment (2019)**: This condition remains Not Met. While elements of comprehensive design were found across many projects, the ability to fully integrate all the required SPC's was not found.

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

Visit Two team assessment (2018): Not Met. Evidence was found in ARCH 556 Project Management of understanding methods for recommending project delivery

methods. Evidence was not found of understanding methods for competing for commissions, selecting consultants, and assembling teams.

> **Visit Three team assessment (2019):** This condition is now **Met**. The professional practice curriculum now covers all areas of leadership and practice. Evidence of this criterion was found in student work for ARCH 556 Project Management.

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

Visit Two team assessment (2018): Not Met. Evidence was found in ARCH 556 Project Management of understanding of business planning, time management, and risk management. Evidence was not found of understanding of principles including financial management, negotiation, mediation, arbitration, and recognizing trends that affect practice.

> **Visit Three team assessment (2019):** This condition is now **Met**. The professional practice curriculum now covers all areas of leadership and practice. Evidence of this criterion was found in student work for ARCH 557 Professional Practices.

I.1.3.D **Architecture Education and the Profession.** That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

Visit Two team assessment (2018): The program is not responsive to this perspective. The team finds the program is not adequately responsive to this perspective. The team found that students were less than adequately prepared to practice in a global economy, in relation to the collaborative roles of architects in practice and with related disciplines, the role of the architect as the design team leader, and successfully working with clients.

The evidence outlined in the APR on pp. 57-61 included a description of several elements of the architecture program that relate to this perspective, including a required summer internship, a faculty lecture series, the annual Memaryat Exhibition, course work in the history of Islamic architecture, Saudi traditional architecture and comparative architectural thoughts, which exposes students to varied cultures and design traditions, and that design professional participate in studio reviews. Some students also participate in national and international conferences. These together create awareness of several dimensions related to this perspective, but not adequately for students to be prepared for the scope indicated.

Visit Three team assessment (2019): The program is now responsive to this perspective. The professional practice curriculum has been improved to cover all areas of leadership and practice, including the architect's role in serving clients, society, and the public. All students also participate in internships which broaden their understanding of roles and responsibilities of the architect. Studio coursework includes design responses to the needs of diverse populations. The annual Memaryat Exhibition continues and has grown, attracting attendees from across the region.

II.   Compliance with the Conditions for Substantial Equivalency

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

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

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

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

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

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

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

Visit Three Team Assessment: The APR describes the university's and program's history, mission, and culture, and how the two are related to each other. Effat University has played and continues to play a leading role in establishing architecture education for women in Saudi Arabia. The university was established in 1999, and the architecture program in 2005. The program and the university are dedicated to supporting and developing liberal arts and professional education for its students. Despite recent decreases in enrollment, the architecture program remains the university's largest program.

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

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

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of

these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

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

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

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

Visit Three Team Assessment: The team observed a very positive and respectful learning environment through tours of classes and studios, as well as in meetings and discussion with students and faculty. Pages 20 – 36 of the APR describe the program's approach to Learning Culture and Social Equity, including admission criteria; standards for English language proficiency; and expectations for classroom etiquette, student attendance, and academic honesty. The APR also describes how learning outcomes are related to the university's core values and Ethical Code of Conduct (the "Tarbawyyat Effat"). There are specific policies and a reporting process to protect female students from discrimination and harassment, and there is a nightly curfew (9 p.m.). The studio class sizes are small, ranging from 10 to 16 students per studio, which allows for frequent contact with instructors. Students work both in teams and on individual assignments. The physical and information resources are adequate to support student learning. Both faculty and students represent a diverse range of nationalities, and while the program is for female students only, almost half the faculty are men.

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

A. **Architecture Education and the Academic Community**. That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

Visit Three Team Assessment: The architecture program explains their response to this perspective beginning with the APR (pp. 37-49). The relationship between the architecture program, the Effat College of Art and Design, and the Effat University

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

administration is strong and supportive. The team observed close interactions between the school administration and the offices of Academic Affairs, Quality Assurance, and the President. All tiers of the administration are knowledgeable about the program. The faculty, staff, and students make unique contributions to the institution in all areas. The Smart Buildings Research Center which houses the Environmental Design of Buildings Lab is one example of this. The annual Memaryat International Conference, which has been ongoing for three years, brings in globally respected leaders in architecture through annually selected themes such as "Architecture and Urban Resiliency," and "Architecture and Urban Safety and Wellbeing." In addition, the program recently learned that its team has been accepted for participation in the next Solar Decathlon Middle East.

The program participates in the university-wide General Education program, which provides a liberal arts foundation of 42 credit hours out of the 171 credit hours for the entire 5-year Bachelor of Science in Architecture degree. Students are required to complete courses in the humanities, sciences, math, civic engagement, and languages.

The program supports research and the development of new knowledge as stated in its mission and demonstrated through faculty development opportunities, course objectives and assignments as well as the Capstone, a research-based design project.

B. **Architecture Education and Students**. That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

Visit Three Team Assessment: The architecture program provides a response to this perspective in the APR on pages 49-60. Students enrolled in the architecture program are engaged in academic courses, professional internships, and student activities which prepare graduates to live and work in a global world.

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

[X] The program is responsive to this perspective.

Visit Three Team Assessment: All graduates of the architecture program are immediately registered by the Saudi Council of Engineers (SCE) as engineers with a specialty in architecture (there is no separate architecture council or association in Saudi Arabia). The SCE is Saudi Arabia's exclusive regulatory body for architects, providing professional registration for graduates. Architects are required to work four years in an

architecture office to become associate engineers, eight years for professional engineer, and sixteen years to be a consultant engineer (the equivalent of a licensed architect). Since 2009, one former student has attained the level of associate engineer and is a partner in a Saudi architecture firm.

A 120-hour summer internship is a requirement for all architecture students and is a prerequisite for the Professional Practice course. The faculty member teaching the course, the department chair, and the architecture firm's site supervisor help students plan, implement, and evaluate their internship. The Career Development Office coordinates with area firms to help place students and conducts an orientation session for students before they begin work.

D. **Architecture Education and the Profession**. That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

   [X] The program is responsive to this perspective.

   Visit Three Team Assessment: The APR (pp. 61-64) describes how the students are prepared for professional employment through the professional practice curriculum; coursework on the history of Islamic architecture and Saudi traditional architecture; studio coursework that includes design responses to the needs of diverse populations; and a required internship which broadens students' understanding of roles and responsibilities of the architect. The professional practice curriculum has been improved since the last visit to cover all areas of leadership and practice, including the architect's role in serving clients, society, and the public.

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

   [X] The program is responsive to this perspective.

   Visit Three Team Assessment: The curriculum approach is designed to offer students a professional degree that qualifies them to be socially responsible architects. The program prepares the students to be engaged and responsive to local culture and issues as well as to global challenges through class projects on low-income housing, research on urban design, human behavior, neighborhoods and communities, and a public lecture series on

community work. There is a strong enabling aspect on sustainability to the program overall with evidence displayed in studio projects, coursework, research, and the capstone projects. Part of the university's mission is to prepare students to become holistic thinkers and participants in their community as well as contribute to national and global progress. A founding principle of the architecture program is that all the architecture education offered to the students would help them serve the public good.

The design studio curriculum is a research-oriented process that is culturally grounded, theoretically informed, and technically advanced to enable graduates to become lifelong learners and to take a leading role in professional practice. The architecture program is dedicated to this as well, providing students with opportunities to interact with the local community through research and design projects. In the academic years 2010-2012, the architecture program collaborated with the Jeddah Development and Urban Regeneration Company (JDURC) in two urban redevelopment projects in Jeddah (Bani Malak and Al Bughdadyia Districts). Between 2015 and 2017, the program also hosted collaborative design workshops with the Architectural Association School of Architecture in London about the holy city of Makkah. Further, the university-wide Ambassador Program encourages responsible citizenship and promotes community service.

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

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

Visit Three Team Assessment: The APR provides a comprehensive and detailed narrative describing the program's long-range planning efforts in parallel with the university's planning process (APR pp. 68-82). In close alignment with the national initiative announced in 2016, "Saudi Arabia's Vision for 2030," the university and the architecture program have set a series of strategic goals and key performance indicators in eleven areas, including quality assurance, learning, facilities, research, and community services. Their primary strategic planning for 2017-22 is a plan entitled "Embracing Research". The goals and outcomes are reviewed annually. The strategic plan is updated every five years and related to the quality standards of the NCAAA (National Center for Academic Accreditation and Assessment), the national accrediting organization for higher education in Saudi Arabia.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see I.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*

o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
o *Individual course evaluations.*
o *Review and assessment of the focus and pedagogy of the program.*
o *Institutional self-assessment, as determined by the institution.*

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

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

Visit Three Team Assessment: Primarily described in the APR on pp. 82-85, the program's self-assessment efforts are embedded throughout the APR and in the administrative documents in the team room. Through the NCAAA accreditation process, the program has set 5-year goals in 11 areas of activity (see I.1.4) as well as creating annual goals based on the program mission and strategic plan.

The faculty assesses each course at the end of each semester through student evaluations, faculty and staff surveys, internal and external reviewers, and internal discussions, resulting in a Semester Activities and Quality Report. The results are reviewed by a Quality Assurance committee within the program and reported back to the faculty. The administration produces an Annual Program Report that identifies targets for the action plan that is part of the Annual Program Report. The team observed that faculty are very responsive to the self-assessment and are constantly seeking ways to improve student outcomes and program activities and offerings.

Institutionally, the Annual Program Report is shared with and must be approved annually by the dean of the college, the dean of Quality Assurance, and the provost.

The self-assessment process is also informed by reports from employers, the Program Advisory Committee, and its academic partner (University of Miami).

Part One (I): Section 2 - Resources

I.2.1 Human Resources and Human Resource Development
- *Faculty & Staff:*
  o *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  o *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
  o *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  o *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  o *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

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

  Visit Three Team Assessment: The APR provides evidence on pp. 85-96 of adequate faculty and staff Human Resources and Human Resource Development. The APR outlines community values, social equity goals, diversity programs, faculty profiles, faculty resources and development opportunities, sabbatical/leave policies, and faculty promotion guidelines. The narrative in the APR was supported by documentation of numerous human resource policies available in the team room, and was corroborated in the team's meetings with faculty and staff.

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

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

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

Visit Three Team Assessment: The APR provides evidence on pp. 96-100 of adequate student human resources and human resource development. Admissions policies and procedures for the architecture program follow the general admissions procedures of Effat University. Admissions policies for Effat University are outlined in the University Policies (see VTR Section I.4). The narrative provided in the APR lists individual and collective learning opportunities available to all students enrolled in the program.

I.2.2 Administrative Structure and Governance
- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

  [X] Administrative structure is adequate for the program.

  Visit Three Team Assessment: Evidence is provided in the APR (pp. 101-104) and demonstrated in a clear administrative structure, which describes how the program functions within the Effat University organization, within the Effat College of Architecture and Design, and within the Department of Architecture. The administrative structure includes the Ministry of Education, King Faisal Foundation, Effat University Founders' Board, Effat University Board of Trustees, Effat University Honorary Advisory Board, University Council, University Council Standing Committees, College Councils, Departmental Councils, Scientific Council, Graduate Studies Council, and Research Council. Position descriptions of the administrative staff were provided in the team room.

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

  [X] Governance opportunities are adequate for the program.

  Visit Three Team Assessment: Evidence is provided in the APR (pp. 102-104) outlining the opportunities available for faculty, staff and students to participate in governance. The adequacy of this structure was confirmed in the team's meetings with faculty, administrators, and students during the visit.

I.2.3 **Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical resources are adequate for the program.

Visit Three Team Assessment: As described in the APR (pp. 104-115) and confirmed through facility tours, the program provides adequate space to support student learning. All studio space and most classrooms are contained within the architecture building. Faculty have private offices that are located close to studios and classrooms, providing frequent contact between students and instructors. A variety of galleries and informal spaces within the architecture building provides opportunities for student work, collaboration, and respite. Facilities are well-maintained and technology is provided throughout.

The computer lab, large-format printers, and the fabrication shop are located in nearby buildings and fully equipped. The library provides not only information resources but also conference rooms for small group work.

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

[X] Financial resources are adequate for the program.

Visit Three Team Assessment: Evidence was found in the APR (pp. 115-120) of adequate financial resources. A significant portion of the budget is tuition and enrollment-driven, which has led to fluctuations in the institutional budget. The program has managed the fluctuations through reductions in faculty and related resources without compromising the educational experience or outcomes.

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

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

[X] Information resources are adequate for the program.

Visit Three Team Assessment: Evidence was found in the APR (pp. 118-120) of adequate information resources. Students, faculty, and staff have convenient access to all physical and digital library resources through the central library (Effat Library and Cultural Museum) and the Management for Information and Educational Technology Services (MI&ETS). Though a dedicated architecture librarian is not currently available within the university, library staff and architecture faculty are available to advise students, faculty, and staff, and to provide information services that teach and develop research, evaluative, and critical thinking skills. The physical resources in the library display a large range of technical publications. A new special collection on Islamic art and architecture allows students to focus on this topic.

The purchase of new resources requires a formal approval process through which resources are evaluated in the context of Islamic values and cultural tradition. This may limit access to a full range of architectural discourses that more broadly inform research, evaluative, and critical

thinking skills. However, students are able to access a full range of resources on the internet outside of the institution's purview.

PART I: SECTION 3—REPORTS

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

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

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

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

Visit Three Team Assessment: Statistical reports regarding student characteristics were provided in the APR (pp.120-122). Current program faculty characteristics were not available in the APR but were provided upon request.

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

In addition, the program must provide evidence through a faculty exhibit[3] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.

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

Visit Three Team Assessment: The faculty are well-qualified to offer technically focused classes; many hold a PhD and many hold licenses or approval to practice architecture in their home countries. However, there was a noticeable lack of faculty specialization in foundational design studios. There was no evidence that any of the foundational faculty participate in

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

professional development such as the National Conference for the Beginning Design student, conference sessions at the Annual Association of Collegiate Schools of Architecture or similar academic conferences for faculty participating in the education of beginning design students. The team believes this absence of specialization in and/or misalignment of faculty expertise with the foundational design studios may be linked to the lack of student achievement in A.6 Fundamental Design Skills.

PART ONE (I): SECTION 4—POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.

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

Visit Three Team Assessment: Required policy documents were found as outlined below:
- Learning Culture and Social Equity Policy:
  - Learning Culture: Effat University Policy Manual: Policy #EU 3007; Architecture Program Policy Manual: Policy #ARCH 3007, Architecture Department Policy and Procedure Manual, Section 1 & 2.
  - Social Equity: Effat University Code of Ethical Conduct Manual: Effat University Policy Manual: Policy #EU 3004 and #EU 2035.
- Self-Assessment Policies and Objectives: Effat University Policy Manual: #EU 2020 and #EU 3008; Architecture Program Policy Manual: Policy #ARCH 2002 and #ARCH 3002.
- Personnel Policies:
  - Position descriptions for all faculty and staff – included in team room.
  - Rank, tenure, and promotion – described in Effat University Faculty Handbook and Faculty Promotion Guidelines (tenure is not offered to faculty at Effat University).
  - Reappointment – described in Effat University Faculty Handbook
  - Social Equity or Diversity, as appropriate – see above.
  - Faculty Development – described in Effat University Faculty Handbook.
- Student-to-faculty ratios for all components of the curriculum: Effat College of Architecture and Design Charter
- Square feet per student for space designated for studio-based learning: Effat College of Architecture and Design Charter
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities: Effat College of Architecture and Design Charter
- Admissions requirements: Effat University Policy Manual: #EU 2029 (revised 2016 #EU 2029); Architecture Program Policy Manual: Policy #ARCH 4001.
- Advising policies; including policies for evaluation of students admitted from preparatory programs where SPC are expected to have been met in educational experiences in non-substantially equivalent programs: described in Effat University Advising Manual.
- Policies on use and integration of digital media in architecture curriculum: described in Architecture Department Policy and Procedure Manual, Section 2.
- Policies on academic integrity for students: Effat University Policy Manual: #EU 4036 and #EU 4038; Architecture Program Policy Manual: Policy #ARCH 4007; and described in Effat University Code of Ethical Conduct.

- Policies on library and information resources collection development: Effat University Policy Manual: #EU 3016; Architecture Program Policy Manual: Policy #ARCH 3006.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

The criteria encompass two levels of accomplishment[4]:

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

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

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

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

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

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

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

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

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

[X] Met

Visit Three Team Assessment: Evidence of student ability was found in student work across the curriculum, specifically in student work for ARCH 571 Capstone Project/Preparation and ARCH 572 Capstone Project. In meetings and presentations, the team found the students to be confident and articulate.

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

[X] Met

Visit Three Team Assessment: Evidence of student ability was found in student work for ARCH 102 Studio 2, ARCH 204 Studio 4, and ARCH 305 Studio 5.

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

[X] Met

Visit Three Team Assessment: Evidence of student ability was found in ARCH 408 Architecture Design Studio 8 to use appropriate representational media at each stage of the programming and design process.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 352 Building Structures and Materials and ARCH 455 Working Drawings. And, it is clearly elaborated in ARCH 408 Design Studio 8.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 306 Architecture Studio 6 and ARCH 571 Capstone Project Preparation.

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

[X] Not Met

Visit Three Team Assessment: Some evidence was found in ARCH 306 Architecture Design Studio 6, ARCH 408 Architecture Design Studio 8, and ARCH 572 Capstone Project but basic architectural composition and digital output skills are weak. No evidence of fundamental design exercises teaching basic architectural principles in design was found or presented. Additional information was requested and submitted during the visit but the provided additional information did not demonstrate the students' ability. The team believes that a lack of faculty specialization in and/or a misalignment of faculty expertise with the foundational design studios may be linked to the lack of student achievement in this criterion. See additional commentary under I.3.2 Faculty Credentials, above.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 305 Architecture Design Studio 5 and ARCH 453 Energy and Design. Projects included relevant case studies.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 408 Architecture Design Studio 8.

A.9. **Historical Traditions and Global Culture:** *Understanding* **of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 231 History of Architecture, ARCH 232 History of Islamic Architecture, ARCH 240 Architecture, Culture and

Environment, ARCH 341 Theory of Architecture, ARCH 342 Urban Design, ARCH 343 Introduction to Landscape Architecture, and ARCH 446 Comparative Architectural Thoughts.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student research papers for ARCH Architecture 446 Comparative Architectural Thoughts and student projects for ARCH 571 Capstone Project Preparation.

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

[X] Met

Visit Three Team Assessment: Evidence was found in research papers prepared for ARCH 340 Research Methods in Architecture and Urban Design.

> **Realm A. General Team Commentary:** Student work at all levels illustrates the students' understanding of various traditions, cultures, and contexts, as well as their skill in research. Students are effective communicators in writing, graphic, and technical documentation, using a broad range of media. However, while environmental principles appear well-understood, basic architectural design skills are noticeably absent.

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

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

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

standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 305 Architecture Design Studio 5 and ARCH 571 Capstone Project Preparation.

B.2. **Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Not Met

Visit Three Team Assessment: Some evidence of students' understanding was found in ARCH 305 Architecture Design Studio 5, ARCH 306 Architecture Design Studio 6, as well as ARCH 571/572 Capstone Project. Students are adept at identifying accessibility standards and mapping accessible entrances and routes. However, consistent evidence of their ability to design accessible facilities was not found (such as parking spaces and furniture layouts). Most design solutions were limited to the use of ramps. For example, student work includes renderings showing wheelchair-bound individuals but the rendered project sites do not indicate how the individual is actively using the spaces (ref. ARCH 306). Also, in coursework, the term "accessibility" (defined as providing independent use by individuals) is often used to describe both "accessibility" and "access" (defined as a characteristic of the site, its connection to the street network, and its relationship to adjacent uses). This frequent and broad misunderstanding may contribute to the absence of ability to design accessible facilities.

B.3. **Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 408 Architecture Design Studio 8 and ARCH 453 Energy and Design.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 306 Architecture Design Studio 6 and ARCH 343 Introduction to Landscape Architecture.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 455 Working Drawings and ARCH 572 Capstone Project.

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

A.2. Design Thinking Skills	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

[X] Not Met

Visit Three Team Assessment: Many elements of comprehensive design were evident in student work for ARCH 408 Architecture Design Studio 8 and ARCH 572 Capstone Project. In particular, the team notes the students' solid work in technical documentation, environmental systems, and structural systems. However, evidence was not found of the students' abilities to integrate all the required SPC across project scales.

B.7   **Financial Considerations:** *Understanding* **of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

Visit Three Team Assessment: The evidence was found in ARCH 444 Housing and Economics, and in ARCH 571 Capstone Project Preparation.

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

[X] Met

Visit Three Team Assessment: Evidence of student understanding of principles of environmental systems design including embodied energy, passive heating and cooling, solar

orientation, daylighting, and assessment tools was found in ARCH 453 Energy and Design. Evidence of understanding active heating and cooling, indoor air quality and artificial illumination was found in ARCH 454 Mechanical, Electrical and Safety Systems.

B.9. **Structural Systems:** *Understanding* **of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

Visit Three Team Assessment: Evidence was found in student exams and research projects (case studies) for ARCH 352 Building Structures and Materials.

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

[X] Met

Visit Three Team Assessment: The evidence was found in ARCH 352 Building Structures and Materials, and in ARCH 453 Energy and Design.

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

[X] Met

Visit Three Team Assessment: Evidence of student understanding of the basic principles and appropriate application and performance of building system services was found in ARCH 572 Capstone Project.

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

Visit Three Team Assessment: Evidence was found in student exams for ARCH 352 Building Structures and Materials.

Realm B. General Team Commentary: Overall, student work is strong in the technical aspects of design, including all areas of professional practice and building systems. Achievement in accessible design and the ability to fully integrate design thinking with building systems was not evident.

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

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

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

[X] Met

Visit Three Team Assessment: Evidence was found in student projects for ARCH 343 Introduction to Landscape Architecture and ARCH 557 Professional Practice.

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

[X] Met

Visit Three Team Assessment: The evidence was found in ARCH 342 Urban Design at the level of observing and recording.

C.3   Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 556 Project Management and ARCH 557 Professional Practice.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 556 Project Management.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 557 Professional Practice.

C.6.　　**Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities**.

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 444 Housing and Economics and ARCH 557 Professional Practice.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 454 Mechanical, Electrical and Safety Systems, ARCH 556 Project Management, and ARCH 557 Professional Practice.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student research projects prepared for ARCH 557 Professional Practice.

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

[X] Met

Visit Three Team Assessment: Evidence was found in student work for ARCH 407 Architecture Design Studio 7, ARCH 446 Comparative Architecture Thought, and ARCH 557 Professional Practice.

Realm C. General Team Commentary: The professional practice curriculum covers all areas of leadership and practice, including the architect's role in serving clients, society, and the public. All students participate in internships which broaden their understanding of roles and responsibilities of all project participants.

PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

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

[X] Met

Visit Three Team Assessment: Documentation of required authorization is provided in the APR on page 127 (approval of the old ARCH Curriculum Study Plan in 2011 by the Ministry of Education) and page 128 (approval of the updated ARCH Curriculum Study Plan in 2018 by the Ministry of Education).

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

Curricular requirements are defined as follows:

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

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

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

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

[X] Met

Visit Three Team Assessment: The Bachelor of Science in Architecture program offered is a minimum of 171 credit hours including: 42 general education credits, 3 college core math credits, and 126 architecture credits. Of the 126 architecture major requirements, 114 credits are required courses and 12 credits are elective architecture courses. Included in the APR is documentation from the Ministry of Education in Saudi Arabia to change the program name from Bachelor of Architecture to Bachelor of Science in Architecture, which was approved in May

2018. The program was renamed at the direction of the Ministry of Education following the relocation of the program from within the Effat College of Engineering at Effat University to the newly created Effat College of Architecture and Design in 2014.

II.2.3 Curriculum Review and Development

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

[X] Met

Visit Three Team Assessment: The team found evidence in the APR on pp. 138-141 of the curriculum review and development processes, which are also outlined in VTR Part I.1.5 Self-Assessment Procedures. The dean for quality assurance overviews the program self-assessment annually for Effat University and national standards coordination. The APR and team room documentation also show evidence that most faculty are authorized to practice architecture in their native countries. Full-time faculty are not allowed to practice architecture in Saudi Arabia, per policy, although they are encouraged to engage in research projects related to practice. One faculty member is licensed to practice in Saudi Arabia, and the program also benefits from a Professional Advisory Board that is engaged in all aspects of the program.

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

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

[X] Met

Visit Three Team Assessment: The program has met this condition. It thoroughly evaluates the preparatory education of candidates for the NAAB substantially equivalent degree through national testing, TOEFL scores, and grades. Students are not allowed to receive credit for any SPC through preparatory education.

PART TWO (II): SECTION 4—PUBLIC INFORMATION

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

[X] Met

Visit Three Team Assessment: The statement was accessed from the Effat University website, in the exact language found in Appendix 6 of the 2012 NAAB Conditions for Substantial Equivalency:
https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Pages/ARCH.aspx

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

[X] Met

Visit Three Team Assessment: The 2012 NAAB Conditions for Substantial Equivalency and the 2013 NAAB Procedures for Substantial Equivalency were accessed from the Effat University website:
https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Pages/ARCH.aspx

II.4.3 Access to Career Development Information

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

[X] Met

Visit Three Team Assessment: A list of career opportunities for individuals with an architecture education were accessed from the Effat University website: https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Pages/ARCH.aspx

II.4.4 Public Access to APRs and VTRs

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

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

[X] Met

Visit Three Team Assessment: The most recent APR and VTR from visit two for Substantial Equivalency were accessed from the Effat University website: https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Documents/NAAB-Substantial-Equivalency/Effat-University-APR-of-Visit-3-Fall-2019.pdf . The final decision letter from the NAAB does not exist and therefore has not been posted.

III.   Appendices

Appendix 1. Program Information

A.   History and Mission of the Institution and the Program

APR, pages 7-10

B.   Long-Range Planning

APR, page 68

C.   Self-Assessment

APR, page 82

Appendix 2. Conditions Met with Distinction

I.1.4 Long Range Planning

A.10 Cultural Diversity

TEAM SPC MATRIX
1.15.20

NOT MET (×4, handwritten annotations pointing to columns A.6, B.2, B.6)

Realm		Realm A: Critical Thinking and Representation											Realm B: Integrated building practice, technical skills and knowledge												Realm C: Leadership & practice								
SPC		A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
SPC Name		Communication Skills	Design Thinking Skills	Visual communication	Technical Documentation	Investigative skills	Fundamental design	Use of precedents	Ordering system skills	Historical tradition and global culture	Culture Diversity	Applied research	Pre-Design	Accessibility	Sustainability	Site design	Life safety	Comprehensive design	Financial consideration	Environmental system	Structure system	Building envelope system	Building service system	Building materials & assembles	Collaborations	Human behavior	Client role in Architecture	Project Management	Practice management	Leadership	Legal Responsibilities	Ethics and Professional	Community and social responsibility
Understanding (U) or Ability (A)		A	A	A	A	A	A	A	U	U	U	U	A	A	A	A	A	U	U	U	U	U	U	U	A	U	U	U	U	U	U	U	U

Effat ARCH Course	Cr
ARCH 101: Architecture Design Studio1	5
ARCH 120: FreehandDrawing	3
College Requirement: Mathematics for Architecture and	3
University Requirement: Information, Media and Technology	3
University Requirement: Project Based Language and Critical	2
ARCH 102: Architecture Design Studio2	5
ARCH 150: Computer-Aided Architectural Design1	3
University Requirement: Calculus for Engineers	3
University Requirement: Linguistic Competence (Arabic)	3
University Requirement: Linguistic Competence (English)	2
University Requirement: Social and Moral Values in Islam	2
ARCH 203: Architecture Design Studio3	5
ARCH 231: History of Architecture	3
ARCH 240: Architecture, Culture and Environment	3
University Requirement: QuantitativeReasoning	3
University Requirement: Islamic Though and Ethics	2
University Requirement: Physical and Environmental	2
ARCH 204: Architecture Design Studio4	5
ARCH 232: History of IslamicArchitecture	3
ARCH 252: BuildingConstruction	3
ARCH 256: Computer-Aided Architectural Design2	3
University Requirement: Scientific Literacy	3
ARCH 305: Architecture Design Studio5	6
ARCH 341: Theory of Architecture	3
ARCH 342: Urban Design	3
ARCH 350: Structure in Architecture1	3
University Requirement: ResearchSeminar	3
ARCH 306: Architecture Design Studio6	6
ARCH 343: Introduction to LandscapeArchitecture	3
ARCH 454: Mechanical, Electrical and Safety Systems	3
Architecture Elective 1	3
University Requirement: CulturalLiteracy	3
ARCH 407: Architecture Design Studio7	6
ARCH 351: Structure in Architecture2	3
ARCH 352: Building Structures andMaterials	3
ARCH 340: Research Methods in Architecture and Urban	2
University Requirement: GlobalAwareness	3
ARCH 408: Architecture Design Studio8	6
ARCH 453: Energy andDesign	3
ARCH 455: WorkingDrawings	3
Architecture Elective 2	3
University Requirement: Linguistic Competence (Foreign	2
ARCH 571: Capstone ProjectPreparation	2
ARCH 444: Housing andEconomics	3
ARCH 446: Comparative Architectural Thoughts	3
ARCH 557: Professional Practices	3
Architecture Elective 3	3
University Requirement: Linguistic Competence (Foreign	2
ARCH 572: CapstoneProject	6
ARCH 556: ProjectManagement	3
Architecture Elective 4	3
University Requirement: Islamic Though and Ethics	2
University Requirement: CivicEngagement	2

Year-1 Semes / Semeste
Year-2 Semeste / Semest
Year-3 Semest / Semes
Year-4 Semest / Semes
Year-5 Semester / Semes

Appendix 3. Visiting Team

Team chair
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IV.   Report Signatures

Respectfully Submitted,
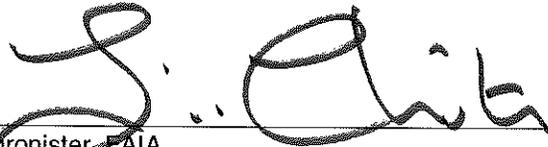
Lisa Chronister, FAIA
Team chair

Jori Erdman, AIA
Team member
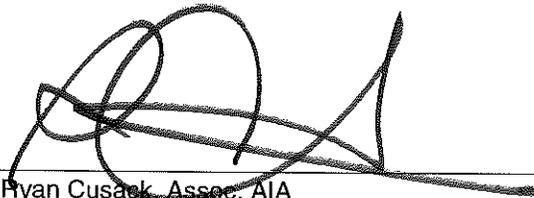
Ryan Cusack, Assoc. AIA
Team member

Adel Alzahrani, Ph.D.
Local facilitator