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

The visiting team would like to acknowledge everyone involved at Effat University for the collegial way we have been engaged in the arrangements made prior to the visit. The team was also always provided with clarifications to requests for information throughout the visit. These only increased our appreciation of how thoroughly organized the visit preparations overall were made by the architecture program, led by Chair Dr. Samah Elkhateeb.

1. Team Comments and Visit Summary

The team notes several areas where the Bachelor of Architecture program benefits from and contributes to Effat University:

- The university’s unique standing as the first private university and architecture program for women in Saudi Arabia creates a unique commitment shared among everyone involved and contributes to the quality of the program. University programs are taught exclusively in English. Architecture is the largest program in the university and roughly 1/3 of the university enrollment, welcoming its first entering class in 2005. The university and Architecture Department leadership is currently all female, from president to provost to dean to chair, and there are female and male faculty.

- The Code of Ethical Conduct “Tarbawyyat,” which could be translated to “Effat Principles of Educating and Rearing,” authored by President Haifa Jamal Al Lail, with its eight pillars—piety, knowledge, nurturing, cooperation and collaboration, tolerance and moderation, modesty and ease, ethics and integrity, guidance—has a clear impact on the spirit of the institution and the architecture program. The team encountered the code’s ethos in class and studio visits, tours, meetings with faculty, students, and staff, the character of student work, and in the balance of curricular with co-curricular activities provided by the required Effat University Amabassadors Program. Pillars mark the entrance to the university campus.

- A strong culture of planning and assessment was evident throughout the visit. This extends from the President to Provost Dr. Malak Alnory, to the Dean of the College of Architecture and Design Dr. Mervat El-Shafie, the Dean of Quality Assurance Dr. Eman Mohamed, through the Department of Architecture Chair Dr. Samah Elkhateeb and future chair Dr. Kholod Moumani. There is excitement about the country’s 2030 plans, which are also impacting the university, and were mentioned by students and present in some student projects. The team sees that planning will be challenged in coming years, with significant changes in enrollment projected due to decreased scholarship support from the Ministry of Education across the country.

The team has found a strong commitment to faculty scholarly research and to student research in course work, which the university’s 2017-2022 Strategic Plan seeks to enhance going forward. The 37-person faculty has a very high percentage of PhDs, almost all of whom are licensed practitioners. The university is building on this expertise in centers including the university-wide Smart Building Center, which houses the Environmental Lab and the school’s Fabrication Lab. Faculty are able to undertake practice consultancy with prior approval from the institution, within guidelines.

The team has found a demonstrated commitment to accreditation processes including NAAB, which is evident in:

- the Architecture program’s response over the past two years to providing new studio space, studio desks and locked storage for each student, and access to computers and software for all students.

- a well-organized team room prepared with both physical and digital evidence, and comprehensive documentation over four semesters, creating a structure clearly tieing syllabi and assignments to student learning outcomes.
• Architecture students, faculty and administration have embraced the value of NAAB processes in developing program quality, and for its contributions to student access to future graduate study and career opportunities.

• Effat University's achievement of several national and international accreditations in recent years including the National Center for Academic Accreditation and Assessment (NCAAA) in Saudi Arabia 2017-2024, and ABET in Engineering in 2017. The university is seeking AACSB accreditation in business and institutional accreditation through NEASC in 2021.

The team notes the architecture program’s context within the College of Architecture & Design, with undergraduate programs in Design, Visual and Digital Production, and a Master of Science in Urban Design. The architecture program curriculum balances architecture requirements, general education distributed across all years of study, and electives sufficient to allow students to explore different topics. The program benefits from cooperative agreements with NAAB-accredited programs at Kent State University and the University of Miami, where faculty and students are teaching and studying together.

The Architecture Department has faced many challenges in educating and promoting young women in the field. One of the initial obstacles included finding architecture firms willing to offer students internships and employment. As the president told the visiting team, “In the beginning, we knocked on doors until we broke them.”

The team finds that Effat’s architecture students are inquisitive and collaborative, and willing to accept input through back-and-forth engagement with the faculty. They are optimistic and more collaborative than competitive. They are candid about their experiences in internship placements. They undertake their education at Effat as a pursuit of knowledge and collaboration with faculty and other students, as a step toward further study, and as preparation to enter the profession, which they will transform by their presence and contributions.

2. Conditions Not Met/Not Yet Met
   A.4 Technical Documentation
   B.6 Comprehensive Design
   C.4 Project Management
   C.5 Practice Management
   I.1.3 D. Architectural Education and the Profession

3. Causes of Concern

   A. Enrollment Management

   To promote higher education in the Kingdom, the Saudi Ministry of Education previously granted a scholarship to every Saudi high school graduate. That program spurred a large enrollment increase in the architecture program, resulting in a graduating class of 70 students in 2016 and 61 students in 2017, when the previous graduating classes averaged 32 students. The amount of scholarship funding has been dramatically reduced, and the department expects a resulting enrollment decline starting in fall 2018. The team is concerned about how the enrollment changes expected will impact the program curriculum and faculty. Effat University plans include addressing this by increasing faculty research time and reducing teaching loads.

   B. Professional Practice and Project Management

   Although the team applauds the program for creating two courses, Professional Practice and Project Management, where many programs only offer one, the learning outcomes in these courses do not address the NAAB Student Performance Criteria in Realm C as directly as needed to satisfy the standard, or in some cases not at all. In particular, the architect’s role as the team leader in design and recognizing trends that affect practice is absent.
II. Compliance with the Conditions for Substantial Equivalency

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

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

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

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

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

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

Visit Two Team Assessment: The APR describes the B.Arch. program’s history, mission, culture and how it is intrinsically tied to the university, as well as Effat University’s leading role in establishing architecture education for women in Saudi Arabia. The university was established in 1999, the architecture program in 2005. The program and the university are dedicated to supporting and developing liberal arts and professional education in its students and graduates. Architecture students comprise almost 1/3 of Effat University’s total enrollment.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

[X] The program has demonstrated that it provides a positive and respectful learning environment.
[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.
Visit Two Team Assessment: Evidence of the university and architecture program’s learning culture and social equity was found in the APR on pp. 34-43. Documents in the team room provided additional evidence including interrelated policies, performance indicators and assessment practices guiding the development of the learning environment and each individual’s access to learn, teach and work. Faculty expectations are clearly outlined for teaching, research, annual reporting, and multiyear development. These set a tone for the learning culture among faculty, and the Effat University Code of Ethics “Tarbawyyat” contributes to framing a learning culture among all members of the university. The team found an interactive learning culture among students, faculty, and administrators that demonstrated respect and a constructive environment distinctively fit to the university’s and program’s situation. The architecture program Studio Culture policy includes considerations for student workloads and time management.

Evidence of the environment’s richness is found in the faculty composition of female and male faculty with most holding PhDs and also practice experience from Saudi Arabia and other countries. Similarly, students are from the Kingdom as well as other countries including full-time students from India, Egypt, Tunisia, as well as exchange students from the United States. The team found evidence of strong participation among students from many backgrounds in co-curricular activities that deepened students’ awareness of architecture and how it relates to cultures and locales. The team found a culture of communication of students speaking and writing clearly, as well as graphically. The team participated in class visits where alumnae returned to the school to critique student thesis project development, providing a strong demonstration of peer mentoring as part of the learning culture. While students are all female, discussions with students and faculty revealed a commitment to engagement in broader society during their studies and after they graduate.

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 Two Team Assessment: The architecture program is responsive to this perspective, beginning with the APR pp. 33-43. The team found the relationship between Effat University and the architecture program to be strong and supportive due to the close interactions between the school and college, as well as the offices of academic affairs, quality assurance, and the president. Effat University demonstrated a commitment to and monitoring of academic quality and research progress in the preparation of the team room, and numerous planning and assessment policies and documents available including annual reports demonstrating each program’s contributions to the university’s plans. The architecture program has a unique presence within Effat University as the first for women in the Kingdom beginning in 2005, with almost 1/3 of the institution’s enrollment at one point. The architecture program includes a shared liberal arts general education program with the university, and has a particularly strong commitment to the development of new knowledge fostered by the provost’s research initiative. Effat University’s

development of research centers and labs including the Smart Building Center and Environmental and Virtual Reality labs enable collaborations and unique contributions from architecture. The university and the architecture program benefit from a strong culture of accreditation, with NEASC and AACSB accreditations in process, ABET successfully complete, and NAAB Substantial Equivalency in progress. Architecture benefits from active partnerships with NAAB-accredited architecture programs at Kent State University and the University of Miami.

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 Two Team Assessment: Evidence of the program’s responsiveness to this perspective is provided in the APR on pp. 44-55. Students are prepared to live and work in a global world through curricular and co-curricular requirements and options, beginning with the Effat University Tarbawyyat (“Effat Principles of Educating and Rearing”) or Effat University Code of Ethical Conduct, called the Pillars. These are put into practice by students in the required Effat Ambassador Program, which emphasizes values of life-long research; ethical, social, and educational values; responsible and creative leadership; and effective communication and outreach to others.

The team found extensive reference to these guiding principles in our interactions with students, faculty and administrators. Effat University has an active AIAS chapter, as well as numerous other student groups that provide leadership opportunities within and beyond the university, including national and international trips, Green Building Council, Islamic Architecture Circle, Kent State Workshop, the Fab Lab Club, Environmental Lab Club, and Big Sisters. The APR includes evidence of architecture alumnae status on pp. 132-133 including those working, studying, and seeking employment. The team found evidence of student engagement with professional opportunities through our meeting with internship employers, alumnae who returned for the visit from working or studying abroad and locally, and access to an extensive list of alumnae on LinkedIn. Effat University architecture students are encouraged by their peers and faculty, who students trust to help them move toward entering the profession and becoming leaders in society as graduates of the first women’s architecture program in the Kingdom.

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

[X] The program is responsive to this perspective.

Visit Two Team Assessment: All graduates of the architecture program are immediately registered by the Saudi Council of Engineers (SCE) as engineers with a specialty in architecture. The SCE is Saudi Arabia’s sole regulatory body for architects, providing professional registration for graduates. Architects are required to work four years in an architecture office to become associate engineers, 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 contacts local firms to help place students and conducts an orientation session for students before they join a firm.

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 not responsive to this perspective.

Visit Two Team Assessment: 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.

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

[X] The program is responsive to this perspective.

Visit Two Team Assessment: The curriculum is designed to educate socially responsible architects. From a required course addressing low-income housing to research dedicated to urban planning and the impact on neighborhoods and communities to a lecture series on community work, the students are engaged and responsive to local and global challenges. There is a strong sustainability aspect to the program overall with evidence displayed in course work, research, studio projects, and the capstone project.

Part of the university’s mission is to prepare students to become holistic thinkers and participants in their community. The architecture program is dedicated to this as well, providing students with opportunities to interact with the local community through research and design projects. The program recently hosted collaborative design workshops with the Architectural Association School of Architecture in London focusing on the nearby holy city of Makkah. The previously mentioned 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 Two Team Assessment: The APR provides a comprehensive detailed account of the architecture program’s long-range planning within the university’s planning processes. The team found evidence of a strong culture of planning at Effat University, including evidence in the team room of the College of Architecture & Design’s Strategic Plan 2017-2022, and the university’s concurrent 5-year plan, Embracing Research 2017-2022. Evidence includes charts with comparative goals at the university, college and program levels. The APR included a section on the Five Perspectives and Long Range Planning, where it evaluated each perspective and described how their approaches to the perspectives were achieved in the Strategic Plan. The architecture program also undertakes its planning in conjunction with its academic partner, the University of Miami.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

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

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

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

Visit Two Team Assessment: Evidence was found in the APR on pp. 79-83 and pp. 64-77 of assessment of the program’s progress relative to its mission, multiyear objectives. This progress is undertaken between the architecture program, the college, and with the dean of quality assurance, and includes review by the provost, and its academic partner, the University of Miami.

Additionally, a Semester Activities and Quality Report and Annual Program Reports, prepared by the chair, guides changes and adjustments to courses. These reports are reviewed internally by the department, college, and university, and externally by the quality committees set by the Ministry of Education and the external reviewers of the national accrediting body (NCAAA). External input is regularly provided by the Program Advisory Committee of professionals, academics, and alumnae.
PART ONE (I): SECTION 2—RESOURCES

I.2.1 Human Resources and Human Resource Development

- Faculty & Staff:
  - 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.
  - 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.
  - 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.
  - 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.
  - Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.

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

Visit Two Team Assessment: The APR provides evidence on pp. 84-94 of Faculty & Staff Human Resources and Human Resource Development resources, which the team finds adequate. The APR outlines faculty profiles, highest qualifications, resources for faculty, and time management/load balancing frameworks. Criteria and processes for promotion are outlined, including teaching, research, and scientific contributions and university, departmental, and public service. A sabbatical leave policy is in place. Additional policy documents related to faculty and faculty development were available in the team room.

- Students:
  - 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.
  - 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.

Visit Two Team Assessment: Evidence was found regarding student admissions policies and procedures in the APR and in the team room, for freshman and transfer students. Commitment to student achievement was demonstrated in review of student evaluations of teaching, tracking of students across the curriculum, and extensive student support systems as provided by the dean of Student Affairs, including tutoring, counseling, career placement, and alumni relations. Evidence of commitment to individual and collective learning opportunities was found in class visits to studios, classroom courses and seminars, and to several university centers, including Smart Buildings, Environmental Lab, and VR Lab. The meeting with students found evidence of extensive support for student organizations including AIAS, Islamic Architecture Circle, Green Building Council Club, Fab Lab Club. The university’s Effat Ambassador Program for all student encourages personal and group

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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.
development and community service and provides a university-wide context for student development in the architecture program.

I.2.2 Administrative Structure and Governance

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

[X] Administrative structure is adequate for the program.

**Visit Two Team Assessment:** The APR (pp. 104-107) provides evidence of a well-organized administrative structure. It demonstrates how the program functions with the Effat University organization, within the College of Architecture and Design and the Department of Architecture. 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 Two Team Assessment:** The APR on pp. 106-107 outlines the opportunities available for faculty, staff and students to participate in governance. The adequacy of this structure was confirmed in meetings with faculty, staff 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 Two Team Assessment:** As outlined in the APR on pp. 108-120, and confirmed during the visit through facilities tours, the university provides adequate space for architecture studios in existing buildings for the program. Since visit one, the program has made dramatic progress and now provides one studio desk and locker per student, and the architecture building has full wireless access and power and data connections. Every classroom has a projector and computer.

Studio and classroom spaces are complemented by a computer center, fab lab with laser cutters, multiple 3d printers, and a CNC machine. Laptops can be checked out from the library on a semester basis, and software including architectural software is available for personal laptops. Computers are equipped with a wide range of software. The institutional Strategic Plan requires upgrades to hardware every 3-5 years. Faculty members have private offices with a personal computer, and the space is adequate for meeting with students. Spaces for classroom are shared with engineering and business colleges.

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

[X] Financial resources are adequate for the program.
Visit Two Team Assessment: Evidence was found in the APR on pp. 121-125 of adequate financial resources for the program. The team confirmed the adequacy of financial resources related to the anticipated fluctuation in student enrollment in discussions with the president, provost, dean and program directors. The potential enrollment management issues identified as a cause of concern relate more to program curriculum and faculty.

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

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

[X] Information resources are adequate for the program.

Visit Two Team Assessment: Evidence was outlined in the APR and confirmed during the visit in a library tour and meetings with staff that all students, faculty and staff have appropriate access to information resources, within the new Effat University Library & Cultural Museum, which opened in 2014. The library includes an area for the architecture collection and includes a special collection on Islamic architecture. Extensive digital access to collections is provided. Effat University’s policies on Collection Development, Access Services, and Electronic Usage are clear and include architecture students, faculty, and staff.
**PART I: SECTION 3—REPORTS**

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

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

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

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

**Visit Two Team Assessment:** Required data regarding student characteristics was provided in the APR. Qualifications of admitted students were submitted in the team room. There has not been enough time since Visit 1 (June 2016) to calculate the percentage who completed the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.

Required data regarding faculty characteristics for the following items was provided in the APR:
  - Number of faculty by rank (e.g., assistant professor, associate professor)
  - Number of full-time faculty and part-time faculty

Required data regarding faculty characteristics for the following items was provided in the team room:
  - 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

**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 Two Team Assessment:** The APR contained a list of faculty credentials, résumés, research areas, and the courses each faculty member teaches. As listed in the Faculty Matrix, there are currently 37 faculty members. Of those, 26 hold a PhD. Almost all of the faculty are licensed practitioners. Faculty are

\(^3\) 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.
able to undertake practice consultancy with prior approval from the institution, as outlined in a Consultancy Manual. The team saw evidence of an active, dedicated faculty that engages in a range of research and teaching to support the program.
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 Two Team Assessment: Evidence was found in the team room of the following required policies, guided by a four-volume Effat University Policy Manual which is organized into the following standards:

- Standard 1: Mission, Goals and Objectives
- Standard 2: Governance & Administration
- Standard 3: Quality Assurance & Improvement
- Standard 4: Learning & Teaching
- Standard 5: Student Administration & Support Services
- Standard 6: Learning Resources
- Standard 7: Facilities and Equipment
- Standard 8: Financial Planning & Management
- Standard 9: Employment Process
- Standard 10: Research
- Standard 11: institutional Relation with the Community

The extent of policy development at the institution demonstrates the extensive public access that faculty, staff and students are provided to policies and procedures at Effat University.

NAAB-required policy areas are included in Effat University policies as outlined below:

- Learning Culture and Social Equity Policy—are included in Standard 4: Learning & Teaching, and in the Effat University Code of Ethical Conduct

- Self-Assessment Policies and Objectives—university-wide and school assessment policies and objectives are found in Standard 3: Quality Assurance and Improvement, and include an architecture program Assessment Manual; and Standard 4: Learning & Teaching Policies and Procedures. Semester Activities and Quality Reports demonstrate how policies are implemented.

- Personnel Policies including:
  - Position descriptions for all faculty and staff—included in the team room
  - Rank, Tenure, and Promotion—Rank and Promotion are included in the Effat University Faculty Handbook, and the Faculty Promotion Guidelines. Effat University does not have tenure.
  - Reappointment—Policies regarding reappointment are included in the Effat University Faculty Handbook.
  - Social Equity or Diversity, as appropriate—policies regarding Social Equity or Diversity are included in the Effat University Code of Ethical Conduct, which includes faculty, staff, research and student elements
  - Faculty Development, including but not limited to, research, scholarship, creative activity, or sabbatical—are included in the Effat University Faculty Handbook, the Faculty Research Manual, and the Consultancy Manual.

Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar) are 1:14 in studio, 1:25 in classroom lecture, 1:20 in seminar courses.

Square feet per student for space designated for studio-based learning were included in the team room: 70 sq. feet per student, with additional area in each studio for collective gathering and review activities.
Square feet per faculty member for space designated for support of all faculty activities and responsibilities were included in the team Room: 120 sf

Admissions requirements are included in the team Room, including policies in Standard 4: Learning & Teaching involving Placement and Admissions Testing; and in Standard 6: Student Administration & Support Services.

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 were included in the team Room in the Effat university Advising Manual

Policies on use and integration of digital media in architecture curriculum were included in the team Room

Policies on academic integrity for students (e.g., cheating and plagiarism) was included in the team Room in Standard 6 Student Code of Ethical Conduct

Policies on library and information resources collection development –Standard 6: Learning Resources: Collections Development policy
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:

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

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

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

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

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

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

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

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

[X] Met

Visit Two Team Assessment: Evidence was found throughout the curriculum beginning in Arch 102 Architecture Design Studio 2 in presentations integrating text, images, charts; Arch 340 Research Methods in Architecture and Urban Design; Arch 466 Comparative Architectural Thoughts including scholarly documentation; Arch 571 Capstone Project Preparation; and Arch 572 Capstone Project inclusive of a wide variety of communication tools including writing, scholarly documentation, concept and building sketch diagrams and analysis.

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 102 Studio 2, ARCH 305 Studio 5, ARCH 340 Research Methods in Architecture and Urban Design.

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 102 Studio 2, ARCH 120 Freehand Drawing, for ability with graphic skills. and in ARCH 150 Computer Aided Design I, ARCH 256 Computer Aided Design II for digital technology skills.

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

[X] Not Met

Visit Two Team Assessment: 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.

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 306 Architecture Design 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] Met

Visit Two Team Assessment: Evidence was found in ARCH 203 Architecture Design Studio 3.
A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 306 Architecture Design Studio 6

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 240 Architecture, Culture and Environment; and ARCH 352 Building Structure and Materials.

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 231 History of Architecture, ARCH 232 History of Islamic 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 Two Team Assessment: Evidence was found in ARCH 240 Architecture, Culture, Environment and ARCH 446 Comparative Architectural Thoughts.


[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 340 Research Methods in Architecture and Urban Design.

Realm A. General Team Commentary: Student work across the curriculum demonstrates effective critical thinking and research skills, including applied research through design projects. Communication via various graphic methods as well as study and analysis of the built environment are strongly evident throughout course work and studio projects. Students exhibit a strong foundation of fundamental design and a pursuit of lifelong learning.

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

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

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

[X] Met

Visit Two Team Assessment: Evidence was found in 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] Met

Visit Two Team Assessment: Evidence was found in ARCH 306 Architecture Studio 6 and ARCH 408 Architecture Studio 8.

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 Two Team Assessment: Evidence was found in 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 Two Team Assessment: Evidence was found in ARCH 306 Architecture Design Studio 6.

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

[X] Met

Visit Two team Assessment: Evidence was found in ARCH 408 Architecture Design Studio 8.
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
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.8. Environmental Systems
B.9. Structural Systems

[X] Not Met

Visit Two Team Assessment: 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.

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 Two Team Assessment: Evidence was found in ARCH 444 Housing and Economics, and in ARCH 556 Project Management.

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 Two Team Assessment: Evidence was found in ARCH 453 Energy and Design of the understanding of principles of environmental systems design including embodied energy, passive heating and cooling, solar orientation, daylighting, and assessment tools. Evidence was found in ARCH 454 Mechanical, Electrical and Safety Systems of understanding active heating and cooling, indoor air quality, artificial illumination. Evidence of understanding involving acoustics was not found.

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 350 Structures in Architecture I, and ARCH 351 Structure in Architecture II.
B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

Visit Two Team Assessment: Evidence was found 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 Two Team Assessment: Evidence was found in Arch 454 Mechanical, Electrical and Safety Systems.

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

[X] Met

Visit Two Team Assessment: Evidence was found in Arch 352 Building Structures and Materials, and Arch 455 Working Drawings.

Realm B. General team Commentary: Students receive a broad experience regarding systems and materials. Sustainable design is a particular strength of the curriculum, drawing on the local Jeddah vernacular and undertaking research into both new and traditional sustainable construction methods. A research-based Capstone Project is required of all graduates, integrating communication, design and research skills through a complex architecture project.

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

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

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

[X] Met

Visit Two Team Assessment: Evidence was found in ARCH 204 Architecture Design Studio 4, ARCH 342 Urban Design and ARCH 343 Introduction to Landscape Architecture of ability to work in collaboration with others to successfully complete design projects. Evidence was found in ARCH 102 Architecture Design Studio 2 of ability to work collaboratively in multi-disciplinary teams, and in ARCH
453 Energy and Design of multidisciplinary research methods used in collaborative teams to successfully complete design projects.

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

[X] Met  

Visit Two Team Assessment: Evidence was found in ARCH 342 Urban Design at the level of ability.

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 Two Team Assessment: Evidence was found in ARCH 444 Housing & Economics 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] Not Met  

Visit Two Team Assessment: 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.

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

[X] Not Met  

Visit Two Team Assessment: 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.

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 Two Team Assessment: Evidence was found in ARCH 557 Professional Practice of understanding of techniques and skills architects use to work collaboratively in the building design and construction process. Evidence was found in Arch 444 Housing & Economics of understanding of techniques and skills architects use to work collaboratively on environmental, social and aesthetic issues in their communities.

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.
Visit Two Team Assessment: Evidence in multiple areas was found in ARCH 444 Housing & Economics, and in ARCH 557 Professional Practice. Evidence of understanding of historic preservation law was found in ARCH 306 Architecture Design Studio 6, and of accessibility law in ARCH 408 Architecture Studio 8.

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.

[ ] Met

Visit Two Team Assessment: Evidence was found in ARCH 444 Housing & Economics regarding understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues. Evidence was found in ARCH 557 Professional Practice regarding understanding of responsibility in architectural design and 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.

[ ] Met

Visit Two Team Assessment: Evidence was found of understanding of the architect’s responsibility to work in the public interest in ARCH 444 Housing & Economics, to respect historic resources in ARCH 407 Architecture Design Studio 7 and ARCH 453 Energy and Design, and to improve the quality of life for local and global neighbors in ARCH 444 Housing & Economics.

Realm C. General team Commentary: Students demonstrate an understanding of the role of the architect in various but not all forums. Collaboration is a hallmark of the curriculum, as is an emphasis on community and social responsibility. Further, all students must complete a summer internship at an architecture firm which adds to their understanding of practice. The architect’s role as the team Leader in design is absent—including competing for commissions, selecting and collaborating with consultants, and serving as team leader during construction.

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.

[ ] Met

Visit Two team Assessment: The APR includes a certificate from the Education Evaluation Commission, National Center for Academic Accreditation & Assessment, Saudi Arabia, confirming that the Bachelor of Architecture program is accredited nationally.

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

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

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

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

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

[X] Met

**Visit Two Team Assessment:** The 5 year, 171 credit hour B.Arch. program includes 42 credits of the Effat University General Education Program, 3 credits of College Core Math, and 126 credits in Architecture of which 114 are in required course work and 12 credits of electives. There is space within the elective offerings for students to complete a 4-course concentration, and a plan to advise incoming students regarding options available in their elective courses. Selected course offerings include study abroad opportunities as described in meetings with students and faculty.

II.2.3 Curriculum Review and Development

[X] Met

**Visit Two Team Assessment:** The team found evidence in the APR on p. 147-149 of the curriculum review and development processes. This includes evidence of input from the Deanship of Quality Assurance as an additional element of curriculum review and development connecting the architecture program within Effat University planning and assessment standards and processes. Architecture Program Curriculum Review and Development benefits from annual input in written reports provided in the team room from U.S. partner programs at University of Miami and Kent State University. The APR provides evidence that most faculty are authorized to practice in Saudi Arabia through their credentials. These faculty members can engage in practice through policies outlined in the Effat University Consultancy Manual, which was available in the team room.
PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.

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

[X] Met

Visit Two Team Assessment: The program provided evidence describing evaluation of preparatory education, in an outline submitted in the team room. This involved admissions criteria, Math and TOEFL placement requirements. Students requiring additional preparation are placed in a Pre-College Foundation Year at Effat English Academy. No SPC are covered in the Pre-College Foundation Year program. Evidence of transfer credit evaluation was submitted. The architecture program requires that all SPC to be completed at Effat University.
PART TWO (II): SECTION 4—PUBLIC INFORMATION

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

[X] Met

Visit Two Team Assessment: The information can be found on Effat University’s website at 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 Two Team Assessment: The information can be found on Effat University’s website at


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

[X] Met

Visit Two Team Assessment: The information can be found on Effat University’s website at:

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 Two Team Assessment: The information can be found on Effat University’s website at https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Documents/NAAB-Substantial-Equivalency/Effat-University-APR-of-Visit-2-Spring-2018.pdf
III. Appendices

Appendix 1. Program Information

A. History and Mission of the Institution and the Program
   APR, pages 5, 8

B. Long-Range Planning
   APR, page 64

C. Self-Assessment
   APR, page 79
Appendix 2. Conditions Met with Distinction

A.1. Communication Skills
B.3. Sustainability
I.1.4 Long-Range Planning
I.1.5 Self-Assessment Procedures
Appendix 3. Visiting team

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IV. Report Signatures

Respectfully Submitted,

____________________________
Stephen White, AIA
*team chair*

____________________________
Tamara Redburn, AIA
*team member*