National Architectural Accrediting Board

International Certification

Institution Name
Effat University
Department of Architecture
Jeddah, Kingdom of Saudi Arabia

2025 Visiting Team Report
Continuing NAAB International Certification
November 4 – 6, 2025

Bachelor of Science in Architecture
(163 credit hours)

The National Architectural Accrediting Board

Date of last visit: November 3-6, 2019

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

Contents

I. Summary of Visit

a. Acknowledgments and Observations

The visiting team thanks the Program leadership for the preparation for its onsite iCert evaluation along with the pre- and post-visit tours. The members of the visiting team also extend their appreciation for the open and transparent discussions we were able to have with the full range of community members—president, provost, deans, faculty, staff, students, along with alumnae/i and local architects. All contributed to our understanding of what makes Effat University such a unique educational environment. We also would like to thank University President Dr. Haifa Jamal Al-Lail for the generosity of her time in sharing her vision over several hours of interaction with the visiting team.

The visiting team would like to give a special acknowledgement to the Program Head, Dr. Tamer El Serafi, and Dean Dr. Asmaa Ibrahim for visit preparation, which includes writing the Program Self Evaluation Report (PSER), assemblage of the course work and student evidence in both a cloud file and a physical team room, along with responses to the extensive follow-up questions from the team. The team would also like to acknowledge the coordination of the visit schedule and logistics that all impact on the daily responsibilities of Program Head and Dean.

Highlights of the uniqueness of program

The unique context and mission of the Program, established in 2005, as the first architecture program for women in the Kingdom, has provided a pioneering role for women for over two decades. The Program's focus on the smooth integration with men in the profession has been successfully evident in many aspects of the Department's focus on a practiced-based curriculum.

There is a strategic alignment of the Program's goals with Saudi Vision 2030, due to the innovative and inclusive curriculum along with co-op/volunteer activities and internship opportunities that contribute to the holistic educational approach of the Program. Also, the Program's dedication to providing a comprehensive and innovative educational experience prepares students to be leaders and contributors to their communities and to the world.

Students participate in real-world projects with organizations such as Al Balad Development Company (BDC), Royal Commission for Makkah City and Holy Sites – Al Usailah Project, Madinah Region Development Authority – Qubaa Project, along with the Ministry of Culture and other entities. Students also participate in national and international competitions and have a proven record of consistent award-winning recognition for innovative work over multiple years. The Al Balad Development Company collaboration is significant; it represents one of the most impactful service-learning initiatives and focuses on providing innovative designs and solutions to regenerate Al Balad district (Old Historic District in Jeddah). The visiting team observed the professional level of these student presentations that supports the practice model of the Program.

The forward-thinking nature of the University President, Dr. Haifa Jamal Al-Lail, allows her to leverage her network to make these linkages for the Program, establishing a range of successful collaborations with leading industry partners and governmental agencies. The provost's office, in coordination with the President and Program administration, assists in the coordination of these partnerships.

Program Community

Faculty are collegial and dedicated to the alignment of the Program with the mission of the University. Students shared heartfelt stories of the dedication of the faculty and appreciation for extending their time as mentors beyond the classroom. Students are engaged with the Program and University at high levels

of involvement, collaborating with the Program, the College, and the University administration on a continuous feedback loop for improvements. The students come with solutions to problems. The amount of access that students have to all levels of administration is impressive. Their strong sense of humility, coupled with the awareness of their roles as ambassadors in and outside of the University, is a unique aspect that allows them to contribute to the inclusive environment of the Program.

Staff enjoy working relationships with students, faculty, and administration. The community values their roles and feels that they assist in contributing to the innovative mission of the Program. The Program enjoys the strong support of staff and units across the University to support students in their academic and personal growth and success.

Alumnae/i have very strong connections to the Program and attribute their success to the innovative mission of the architecture Department. Much appreciation was expressed in the continued interest by the Program and University to keep them updated on activities and in obtaining their input on a regular basis.

Program and University administration have unique and transparent bonds that contribute to the success of the Program.

Challenges

The increasing levels of partnerships established between the Program and outside industry are vital aspects of the practiced-based curriculum. Projecting support needs for future growth would assist the expansion of the service-learning goals of the Program.

As the Program continues to emphasize the importance of research for faculty and students, the Program and University should continue to provide opportunities to engage in research, including the necessary access to resources for faculty to seek out outside funding sources.

The Program's long-range plan is comprehensive. Greater attention should be paid to how the Program highlights the impacts of its work on its students, graduates, and the broader community.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
	II.2.2 Professional Degrees and Curriculum:	A.6 Use of Precedents B.4 Technical Documentation B.7 Building Envelope Systems and Assemblies B.8 Building Materials and Assemblies C.3 Integrative Design
		SPC Met with Distinction
		D.2 Project Management

c. Items to Address

Condition Not Met

I.2.2 Professional Degrees and Curriculum
The Program is required to have 30% of courses as part of the General Education Program (GEP) for students. The Program currently has 27.6% of its curriculum as general studies (42 cr. hrs. + 3 cr. hrs. of math). Thus, the Program falls below the 30% requirement.

SPCs Not Met

A.6 Use of Precedents
The ability of student achievement in ARCH213: Architecture Design Studio 3 and ARCH417: Architecture Design Studio 7 consistently showed learning from case studies early in the semester. The team did not find consistent evidence of how this research was applied in the subsequent design projects.

B.4 Technical Documentation
The ability of students to make technically clear drawings is evident in the high pass work of ARCH451: Working Drawings 1, which included detailed narratives of material selection. The minimum pass work, however, was missing detailed narratives of materials selections and assembly drawings.

B.7 Building Envelope Systems and Assemblies
Evidence of student achievement was provided in the high pass work of ARCH408: Architecture Design Studio 8, showing an understanding of appropriate selection and the application of building envelope systems. The minimum pass work did not consistently show an understanding of envelope systems.

B.8 Building Materials and Assemblies
Evidence of student achievement was not found at the prescribed level in student work prepared for ARCH252: Building Construction and ARCH352: Building Structures and Materials. Student work provided was limited to wall-to-floor connections only, rather than overall enclosures.

C.3 Integrative Design
Evidence of student achievement was not found at the prescribed level in student work prepared for ARCH474: Architecture Design Studio 10 (Capstone Project 2). Accessibility/egress pathways and building envelope systems/assemblies were not consistently shown across the range of student work.

SPC Met with Distinction

D.2 Project Management
The combination of ARCH457: Professional Practice and ARCH450: Management of Architectural Projects provides a robust background of professional/architectural content, especially with respect to financial considerations, the assembly of teams, and preparation of schedules.

d. Progress Since the Previous Visit

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
A.9 Historical Traditions and Global Culture
B.8 Environmental Systems
B.9 Structural Systems
B.5 Life Safety

Visit Two team assessment (2018): Not Met. Evidence was found of student work in ARCH408: Architecture Design Studio 8 and in ARCH572: 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.

Recertification team assessment (2025): This condition remains Not Met. B.6 Comprehensive Design, is not included as a Student Performance Criterion in the 2019 Conditions. Under the 2019 Conditions, the team observed that C.3 Integrative Design is Not Met due to lack of evidence regarding accessibility, life safety, and building envelope systems and assemblies.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement
This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described
[ ] Not Described

***2025 Analysis/Review of I.1.1*:**

Effat University (EU) is a leading private, coeducational, non-profit institution in Saudi Arabia operating under the umbrella of King Faisal's Charitable Foundation. It is the living legacy of its founder, Queen Effat Al Thunayan Al Saud, wife of the late King Faisal bin Abdulaziz who helped improve women's education in Saudi Arabia starting in 1955 when she established the first private school for girls. Dedicated to advancing women's education, EU was founded as Effat College in 1999, becoming Effat University in 2009. The University offers 13 undergraduate and 6 graduate programs across four colleges: Humanities, Engineering, Business, and Architecture and Design. The University emphasizes English-medium instruction, Islamic values, and a liberal arts philosophy to prepare future female leaders known as Effat Ambassadors.

The Architecture Program, launched in 2005, was the first in Saudi Arabia available to women. It has since evolved to include advanced software, project management, and professional practice skills,

aligning with national and international standards. The program has received full accreditation from the National Center for Academic Accreditation and Evaluation (NCAAA) and graduated 942 students by Fall 2024. The curriculum includes 163 credit hours, combining general education, core architecture courses, and electives. Students participate in the Effat Ambassador Program, extracurricular activities, field training, and a capstone project to ensure well-rounded development.

EU's strategic plan (2022-2027) aligns with Saudi Vision 2030, focusing on innovation and digital transformation. The university supports a holistic educational approach, integrating lifelong learning, ethical conduct, and social responsibility through its IQRA-based teaching model. This model is based on the divine commandment IQRA, "read," and integrates four core values—research, ethics, leadership, and communication—supported by eight pillars of ethical conduct. The university aims to produce well-rounded graduates who are positive agents of change.

EU actively engages in research collaborations, community service projects, and partnerships with local and international organizations. These efforts enhance teaching, research, and student opportunities. The university hosts an annual international conference and works with reputable publishers such as Springer and Emerald to disseminate the work.

EU has established and expanded numerous partnerships with key local and international stakeholders, establishing itself as a hub of innovation, service-learning, and applied research. These relationships extend the classroom into real-world, interdisciplinary environments where students and faculty engage with the Sustainable Development Goals (SDGs), Islamic art and architecture, and high-impact societal issues. The university's commitment to excellence in education, research, and community engagement is further highlighted by the recognition and awards received by its students, alumni, and faculty.

EU stands out for unique aspects that contribute to its distinct identity and mission, including its pioneering role in women's education, strategic alignment with Saudi Vision 2030, innovative and inclusive programs, and holistic educational approach. The university's dedication to providing a comprehensive and innovative educational experience prepares students to be leaders and contributors to their communities and the world.

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

- The program must describe how faculty, staff, and students have been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described
[ ] Not Described

2025 Analysis/Review of I.1.2:
The Program demonstrates a clear commitment to fostering a positive and respectful learning environment. Academic syllabi and classroom policies set clear expectations for student conduct and professional behavior. The emphasis on connecting studio deadlines to professional practice deadlines reflects the program’s intent to prepare students for real-world responsibilities. The “Semester Activity Planning” document, guided by the Provost’s Semester Activity Planner, further supports structured and quality learning processes. Effat University embeds its IQRA Core Values into its learning culture, encouraging graduates to make meaningful contributions locally and globally. Students also have access to an Ethical Code of Conduct, which is reinforced through regular reminders.

The Program outlines established processes for student, faculty, and staff participation in shaping academic policies and addressing concerns. Comprehensive policies for grievances, complaints, and

grade appeals ensure transparency and fairness. These policies are publicly available and provide a structured framework for resolution, with examples included in the PSER. Faculty and staff satisfaction surveys are regularly conducted to assess the organizational climate and identify areas for improvement, reflecting a commitment to continuous feedback and enhancement.

Beyond the classroom, the program actively promotes experiential and service-based learning opportunities. The architecture studio culture emphasizes critical thinking and innovation, encouraging students to challenge conventional methods and develop their own ideas. Service-learning projects connect students with real-world stakeholders through partnerships with Al Balad Development Company, the Ministry of Culture, and other government and private sector entities. Students also participate in national and international design competitions, showcasing creativity and problem-solving skills.

Regular studio hours are from 8:00 a.m. to 4:00 p.m., with extended hours available until 7:00 p.m. as per the agreement between the College and the University administration. During these extended hours, facilities such as studios, classrooms, and computer labs remain accessible. Upon request, additional access is available on Saturdays to accommodate student deadlines. Additionally, students can access the computer labs remotely through VPN. They are also provided with licensed software on their personal laptops to support their coursework and projects, including AutoCAD, Revit, SketchUp, and Rhino, depending on their specific academic needs. Additional software is available upon request.

Overall, the program meets the intent of I.1.2 by cultivating a respectful, engaging, and innovative learning culture, providing clear mechanisms for policy input, and offering diverse learning experiences inside and outside the classroom.

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

[X] Described
[ ] Not Described

2025 Analysis/Review of I.1.3:
The Program demonstrates a strong commitment to integrity, fairness, and equality in all academic and administrative practices. These values are embedded through institutional policies found in the Faculty Handbook, Effat University Policy Manual, Code of Ethics, and Study and Examination Bylaws. The program ensures transparency and accountability through continuous evaluation, council meetings, and feedback from faculty, staff, and student surveys. Recent satisfaction surveys report an 85% approval rating regarding governance and administration, and no violations have been recorded among faculty or staff in the past two years, confirming adherence to these principles.

Effat University's IQRA-based Teaching and Learning Model underpins the program's approach to creating a culturally rich educational environment. Initially designed for female students from diverse cultural backgrounds in Saudi society, the Program empowers them to become leaders while respecting their dignity, distinctiveness, and self-worth. With the transition to a coeducational model, the program has also prioritized strategies to integrate male and female students smoothly and securely, preparing them to work collaboratively in mixed environments both academically and professionally.

The curriculum fosters cultural sensitivity and social responsibility through project-based and service-learning experiences. Students engage with local and regional contexts by studying traditional

communities, local history, and environmental conditions before progressing to broader, global challenges. This approach ensures that graduates understand cultural and environmental contexts, respect diverse customs, and are equipped to respond thoughtfully to societal needs.

Additionally, the Program upholds ethical standards in research and intellectual property through strict policies and mandatory disclosure procedures. All research activities comply with institutional and national ethical guidelines, ensuring respect for scientific integrity. Collectively, these efforts demonstrate how the Program provides an equitable, respectful learning environment while preparing graduates to act as socially responsible professionals.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described
[ ] Not Described

***2025 Analysis/Review of I.1.4*:**

(A) Collaboration and Leadership. The PSER describes how shared governance creates a culture of collaboration. Students learn collaboration through clubs and volunteer activities, all of which are recorded on students' transcripts. In courses, students participate in group projects to develop critical professional skills and reflect the collaborative nature of architectural practice. The projects also help students in developing leadership traits.

(B) Design The PSER describes the program's multi-faceted approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution. Students are exposed to national, regional, and international opportunities that enhance their academic and professional growth, including collaborations with international institutions and research affiliates. Many of these activities are initiated and carried out by students under faculty supervision, reflecting the program's commitment to experiential learning, international collaboration, and academic equivalency recognition within the Effat architecture curriculum.

(C) Professional Opportunity Effat University's Architecture Program recently updated its cooperative training requirements to align with Ministry of Education regulations. This update emphasizes a comprehensive six-month practical experience designed to enhance students' professional skills and employability. The expanded program is intended to bridge the gap between academic design

knowledge and practical architectural work in both the public and private sectors. Additionally, students now have opportunities to earn professional certifications such as Autodesk and LEED, facilitated through a partnership with Autodesk and LEED (USGBC) established by the Program.

(D) Stewardship of the Environment The PSER describes how the Program recognizes the respect for diversity, nature, and heritage. A range of courses from third to fifth year endorse these values in syllabi. There are also a number of general education courses that focus on sustainability. The Departmental Council and the Academic Affairs Committee encourage all instructors to incorporate real-life design problems that tackle environmental issues in their courses. The goal is to prepare students and graduates to handle these issues in practice.

(E) Community and Social Responsibility The PSER describes a coordinated University focus on organizing community projects that are in sync with the institutional guidelines for faculty evaluation and students' community and volunteering requirements. These community activities are coordinated via the Provost's Office, Deanship of Student Affairs, and Communication/Public Relations Management. The faculty in the Program are involved in the local community and actively engaged with various professional and architectural organizations, recognizing the importance of bridging the gap between academic learning and practical application and thus providing ample opportunities for students to gain real-world experiences.

I.1.5 Long-Range Planning: An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[X] Described
[] Not Described

2025 Analysis/Review of I.1.5:
The Program aligns its strategic plan to the Saudi Vision 2030 to ensure alignment with Kingdom themes and priorities. Through the annual program report, the Program assesses the achievement of its operational plan for the current year and sets the improvement plan for the following year. The current strategic plan extends from 2022 to 2027 and is revisited every five years. The priorities of the Program build on its prior achievements, which are assessed annually through key performance indicators.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Described

[ ] Not Described

2025 Analysis/Review of I.1.6:

The PSER describes the program's assessment process, which demonstrates a structured and on-going process aligned with the university's IQRA-based quality model. The program identifies key metrics for self-assessment, including KPIs, satisfaction surveys, external audits, and standardized exit exams. A significant change resulting from self-assessment was a comprehensive curricular reform in 2022-2023 that reduced the program from 171 to 163 credit hours, while addressing past deficiencies. The Program identified the integration of service-learning projects as one of its strengths. The Program engages in an annual evaluation cycle that identifies priorities for improvement. The five priorities identified in 2024-25 include student and faculty recruitment and curricular content.

The PSER describes the Program's process for curricular assessment. The University has a Curriculum Development and Review Process, by which programs review their curricula every five years. Additionally, there are assessments each semester to ensure relevance of course content. The last review took place in 2022-2023; see above for key changes. The Department Curriculum Committee oversees curricular development and modifications. This committee collaborates with academic leaders within the department, college, and the provost's office, also receiving input from students, alumni, and practitioners.

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated
[ ] Not Described

2025 Team Assessment of I.2.1:

The PSER describes the human resources available to support student learning and achievement. Over the past three years, the faculty to student ratio has grown slightly (1:16.6 to 1:17.7). The majority of faculty are full-time and hold doctoral degrees in their discipline. Nearly 30% of the instructional faculty are female. The PSER describes sufficient non-instructional personnel to support students and faculty, which was confirmed in multiple meetings during the site visit.

The PSER describes a workload policy that standardizes expectations for teaching, research, and service across faculty ranks. The policy provides flexibility to meet faculty needs while also ensuring student success. Faculty have significant office hours weekly to ensure direct interaction with students. The faculty handbook describes support for faculty to pursue professional development. Courses to support teaching and learning are also provided to faculty. Staff are provided with onboarding workshops and are provided opportunities for professional development.

The PESR describes a range of student support services, including academic advisement, educational assistance, career counseling, and mental health programs. These support services were confirmed during the site visit.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated
[ ] Not Described

2025 Team Assessment of I.2.2:

The PSER provides clear descriptions, photographs, and plans for physical studio spaces and other building amenities available to the Program's faculty, staff, and students. There is a comprehensive range of physical resources that support the Program's studio-based pedagogical approach and overall student achievement. Fourteen dedicated studios, categorized into junior and senior levels, offer flexible, modular layouts that foster collaborative design work, critiques, and project development. Senior studios are equipped with desktop stations to facilitate digital production and hybrid workflows, while junior studios have drawing tables. Additionally, there are three classrooms available for lectures. Students are encouraged to maintain their studio environments as personal and professional spaces, fostering a sense of ownership and discipline. The studios remain open during regular hours, and students are permitted to work independently during working hours. Studio and classroom spaces for the Program are provided in the Effat College of Architecture and Design (ECoAD) building as well as the Effat College of Engineering (ECoE). The compact campus allows for ease of access to all spaces.

Additional facilities include specialized labs, such as environmental, urban design, construction and materials, and photography labs, that are equipped with advanced tools such as a heliodon, artificial sky dome, and digital data loggers for environmental analysis. Fabrication resources, including over thirty 3D printers, CNC machines, hotwire machines, and a suite of traditional analog tools, enable hands-on prototyping and model-making. Computer labs with high-spec PCs provide access to professional design software such as AutoCAD, Revit, Rhino, and the Adobe Creative Suite.

Faculty members are provided with private offices equipped with personal computers and necessary utilities to support confidential and efficient academic work, including student advising, research, and course preparation. Faculty offices are distributed among the two floors occupied by the program in the ECoAD Building. Faculty offices are located in direct proximity to lecture and studio spaces. Faculty also have access to shared research spaces that support their work.

Information and digital infrastructure further enhance learning and accessibility. Blackboard serves as the official Learning Management System for content delivery and emergency online instruction, ensuring continuity during disruptions such as severe weather or public health events. The campus offers high-speed wireless connectivity, open computer labs, and secure remote access via a VPN, supporting both

on-campus and hybrid learning environments. All resources are supported by trained technical staff and structured booking systems to maintain equitable access for students and faculty. Overall, the Program demonstrates alignment between its physical resources and its educational mission.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated
[ ] Not Described

2025 Team Assessment of I.2.3:

The Program's financial resources are based on the number of students annually enrolled in the Program and include allocations for human resources, facilities and equipment, learning resources, and IT needs. The Program receives full financial support from the University and its Board of Founders. The Program's budget is based on tuition revenue provided by the University, as applied to the direct costs of operation (primarily instructional costs) and the allocated share of indirect costs.

The Chair of the Architecture Department is authorized to manage and oversee the departmental budget. Each department operates under a unique cost center code, facilitating communication with the Management of Finance. While spending is delegated to individual budget owners, some financial actions—such as reallocating funds across different budget items—require prior approval from the University President.

The University maintains a robust financial framework aligned with Ministry of Education regulations. It operates with an independent budget, guided by transparent policies and externally audited financial records. Financial planning and management processes are strategically aligned with the goals of the Program and the broader University.

The 2022–2027 strategic plan encourages faculty to attract external funds through research grants and consultancy. The Program is also taking steps to diversify its funding sources and reduce dependency on tuition-based revenue and decreasing revenue from the investment fund.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated
[ ] Not Described

2025 Team Assessment of I.2.4:

The Program demonstrates compliance with this condition. The PSER describes a robust set of information resources available to faculty, staff, and students. These include the Effat Library and Cultural Museum (EL&CM) and the Management of Information and Educational Technology Services (MIETS). Students, faculty, and staff have equitable access to literature and digital resources via the physical library and an extensive collection of electronic databases, including the Saudi Digital Library, eBook Central, Engineering Database, and Environmental Science Database. The digital collection is substantial, with over 300,000 resources accessible both on- and off-campus through a VPN.

Additional information provided by the Program demonstrates the library's support of student learning. Open workshops are provided throughout the year on topics such as information literacy, research methodologies, and critical thinking. The library staff also provides customized workshops upon request. One recent workshop for the College of Architecture and Design was a session on leveraging artificial intelligence in academic research. The library's Information Literacy Program for undergraduate students guides them through the research process, including information on disseminating one's findings.

The Program demonstrates a structured process for resource development, with faculty submitting book and material recommendations annually to ensure alignment with course requirements. Access to computers is available in open labs, and students may borrow laptops, if necessary, though most architecture students have their own personal devices.

As described in the PSER, the student-to-book ratio is decreasing. While this fluctuation is, in part, due to enrollment growth, the library also enhances these physical resources with an array of digital resources available to the university community. The ratio is consistently above the University target of 1:20.

The library is typically available to the university community from 8:00 am to 4:00 pm daily, although flexibility to extend access is available upon request. The library remains accessible 24/7 through phone, email, and digital learning resources from any location.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated
[ ] Not Described

2025 Team Assessment of I.2.5:

The Department of Architecture is housed in the Effat College of Architecture & Design (ECoAD), which is one of four colleges in the University. The departments of Design and the Cinematic Arts, as well as related research and teaching centers, are also housed in ECoAD, providing several opportunities for collaboration. Through shared facilities and interdepartmental teaching support, the Program promotes interdisciplinary learning. The various departments also host joint academic events and regular interdepartmental design critiques. Departments also collaborate on research and community engagement.

The PSER describes the organizational structure of the University and College as well as the Department of Architecture. The PSER also describes the University's decision-making chain, where the ECoAD Council reviews and evaluates departmental requests to the larger University Council. The ECoAD Council is headed by the dean and is made up of the department chairs and representatives from each of the departments. There is staff and student representation on the Council, who are included to serve as a bridge between the council and their peers/colleagues.

All faculty members participate in the Department Council that supports the chair in the governance of the department and its academic programs. Students also participate in the Council. The Department Council meets regularly to discuss curriculum, academic policy, program evaluation, and faculty development initiatives. Faculty also serve on five distinct committees that cover: 1) program management and quality assurance, 2) teaching and learning, 3) students, 4) faculty, and 5) learning resources, facilities, and equipment. Staff participate through college and university-level support teams and task-specific working groups.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM
This part has four sections that address the following:

- **STUDENT PERFORMANCE**. This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK**. This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION**. The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **PUBLIC INFORMATION**. The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.

Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both, within the profession and with the public.

[X] Met
[ ] Not Met

2025 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student/project work of ARCH257: Architectural Visualization, ARCH334: History and Theory of Architecture 3, GSEM201: Research, Innovation and Intellectual Property, and ARCH473: Architecture Design Studio 9 (Capstone Project 1).

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
[ ] Not Met

2025 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student/project work in ARCH315: Architecture Design Studio 5 and ARCH474: Architecture Design Studio 10 (Capstone Project 2).

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met
[ ] Not Met

2025 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student/project work of ARCH417: Architecture Design Studio 7 and ARCH473: Architecture Design Studio 9 (Capstone Project 1).

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles, and the capacity of each to inform two- and three-dimensional design.

[X] Met
[ ] Not Met

2025 Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH112: Architecture Design Studio 2 and ARCH315: Architecture Design Studio 5.

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met
[ ] Not Met

2025 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student/project work of ARCH315: Architecture Design Studio 5 and ARCH474: Architecture Design Studio 10 (Capstone Project 2).

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[ ] Met
[X] Not Met

2025 Team Assessment of A.6: Evidence of student achievement at the prescribed level was not found in ARCH213: Architecture Design Studio 3 and ARCH417: Architecture Design Studio 7. While the high pass work consistently showed what was learned from case studies early in the semester, students' later design projects did not show clear incorporation of that learning. The low pass work did not consistently show what was learned from case studies.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met
[ ] Not Met

2025 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in a three-course sequence, ARCH233/333/334: History & Theory of Architecture 1/2/3.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met
[ ] Not Met

2025 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH140: Architecture Culture & Environment.

Realm A: General Team Commentary: Realm A assesses students' ability to understand and communicate architectural design thinking. Most elements of this realm were found by the team. Noted within the individual comments for SPC A.6, the team found inconsistent evidence required for this criterion.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-Design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met
[ ] Not Met

2025 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH315: Architecture Design Studio 5, ARCH473: Architecture Design Studio 9 (Capstone Project 1), and ARCH454: Mechanical, Electrical, & Safety Systems.

B.2 **Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met
[ ] Not Met

2025 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH345: Urban Design & Landscape Architecture, ARCH417: Architecture Design Studio 7, and ARCH473: Architecture Design Studio 9 (Capstone 1).

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Met
[ ] Not Met

2025 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH316: Architecture Design Studio 6 and ARCH418: Architecture Design Studio 8.

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

[ ] Met
[X] Not Met

2025 Team Assessment of B.4: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH451: Working Drawings 1 and ARCH252: Building Construction. The ability of students to make technically clear drawings is evident in ARCH451. In high pass work, student work included detailed narratives of material selection, although the assembly of material systems was limited to small connections. Details for ceiling and floor assemblies and traditional outline specifications were not included. The minimum pass work for ARCH451 is incomplete and missing detailed narratives of materials and assembly drawings.

B.5 **Structural Systems:** *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met
[ ] Not Met

2025 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared in ARCH354: Structural Integration in Architecture.

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met
[ ] Not Met

2025 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH254: Energy & Design 1, ARCH353: Energy & Design 2, and ARCH454: Mechanical, Electrical & Safety Systems.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[ ] Met
[X] Not Met

2025 Team Assessment of B.7: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH408: Architecture Design Studio 8. While the high pass work demonstrates evidence of appropriate selection and application of building envelope systems, the minimum pass work does not consistently show an understanding of envelope systems due to limited wall assembly drawings.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[ ] Met
[X] Not Met

2025 Team Assessment of B.8: Evidence of student achievement was not found at the prescribed level in student work prepared for ARCH252: Building Construction and 352: Building Structures & Materials. Students did not demonstrate understanding of wall assemblies beyond wall-to-floor connections.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met
[ ] Not Met

2025 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH254: Energy & Design 1, ARCH353: Energy & Design 2, and ARCH454: Mechanical, Electrical & Safety Systems.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met
[ ] Not Met

2025 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH450: Management of Architectural Projects, ARCH457: Professional Practice, and ARCH451: BOQ Assessment.

Realm B. General Team Commentary: Realm B assesses students' understanding and application of the technical aspects of design, systems, and materials. Some elements of this realm were found by the team but in instances noted within the individual SPC comments (B.4, B.7, & B.8), the team found that student work was inconsistent in covering all required components of these criteria.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met
[ ] Not Met

2025 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for GSEM201: Research, Innovation and Intellectual Property and ARCH473: Architecture Design Studio 9 (Capstone 1).

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met
[ ] Not Met

2025 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH474: Architecture Design Studio 10 (Capstone Project 2).

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[ ] Met
[X] Not Met

2025 Team Assessment of C.3: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH474: Architecture Design Studio 10 (Capstone Project 2). Evidence of accessibility/egress pathways and building envelope systems/assemblies are not shown across the range of high pass and minimum pass work.

Realm C. General Team Commentary: This realm addresses the technical knowledge that architecture students need to understand regarding research and the abilities to integrate evaluations and decision-making as it relates to the building design process along with the integrative design of projects. Most elements of this realm were found by the team but as noted within the individual SPC comments, the team found that student work was inconsistent in covering all required components of this criterion (C.3).

Realm D: Professional Practice.
Graduates from internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.
Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] Met
[ ] Not Met

2025 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH457: Professional Practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Met
[ ] Not Met

2025 Team Assessment of D.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH450: Management of Architectural Projects.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met
[ ] Not Met

2025 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH457: Professional Practice.

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met
[ ] Not Met

2025 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH450: Management of Architectural Projects.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

[X] Met
[ ] Not Met

2025 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work and **met with distinction.** The combination of ARCH457: Professional Practice and ARCH450: Management of Architectural Projects courses, provides a robust background of professional/architectural content, especially with respect to financial considerations, the assembly of teams, and preparation of schedules.

Realm D. General Team Commentary: This realm assesses how students understand business principles for the practice of architecture. The team found that students gain a robust understanding of professional content that includes all aspects required by the individual SPCs and adds a strong element of project financial and administrative/management functions.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: The institution offering the internationally certified 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 government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met
[ ] Not Met

2025 Team Assessment of II.2.1: Evidence of Effat University as an authorized institution of higher education in the Kingdom of Saudi Arabia was provided in Appendix 3 of the PSER, which included licenses from the Ministry of Education (MoE) for the University and the Architecture Program. A comprehensive quality assurance and management system is in place for the Architecture Program, led by Quality Assurance committees consisting of faculty members.

II.2.2 Professional Degrees and Curriculum:

For International Certification, 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. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) 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.

  Nota Bene: If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **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.

[ ] Met
[X] Not Met

2025 Team Assessment of II.2.2: The Program offers a five-year Bachelor of Science in Architecture (B.Sc. in Arch.), a terminal degree in the Kingdom of Saudi Arabia. Graduates of the degree are immediately eligible for registration as architects in the Kingdom. The B.Sc. in Arch. degree consists of 163 credit hours over 10 semesters. This includes 2-credit courses, one in the summer serving as COOP 1, followed by another course, COOP 2, in the spring of the fourth year.

The visiting team finds this condition not met due to the number of general studies required for the Program. Internationally certified programs are required to have 30% of courses as part of the General Education Program (GEP) for students. Within the General Education Program (GEP) students are required to take courses in the humanities, social sciences, research, natural sciences, and math. Sixteen courses are required, which is approximately comparable to 1.5 years of study. The Program currently has 27.6% of its curriculum as general studies (42 cr. hrs. + 3 cr. hrs. of math). Thus, the Program falls below the 30% requirement.

The Program requires 106 credit hours of professional studies (65% of the degree). In the 8th semester of the Program, students participate in a required co-op program that does not bear academic credit. During this semester, students may not enroll in any other courses. There are two studios in semester 6 for a total of 9 credit hours (ARCH316 & ARCH417). Students can elect to decouple the studios, extending their Program to 11 semesters. When students were asked to provide feedback on taking these studios together, they noted that these courses have not yet been delivered in this manner.

The Program requires 12 credit hours of technical electives (7.4% of the degree). Students may select four courses from a pre-approved list of 17, of these, 16 are in the architecture department. Students can elect which courses to take to complete their general education requirements, allowing for more flexibility. Students can also select from 11minor degrees in a range of areas. Replacing their architecture electives with courses taken at other institutions also extends flexibility.

Part II, Section 3: Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.

[X] Demonstrated
[ ] Not Demonstrated
[ ] Not Applicable

2025 Team Assessment of II.3: The program has a documented process for evaluating preparatory education. Chapter 6 of the Bylaws for Undergraduate Study and Examination and Implementation Rules for Effat University describes the policies for transfer and equivalency. Article 24 describes the process by which prior coursework is evaluated by the university. The Program has introduced an Acceleration Program in 2024-2025, where students can waive general education courses. There are some first-year architecture courses that can be waived (ARCH140 and ARCH150 are examples). To waive these courses, students must pass an exam developed by the architecture program, receiving an 80% or higher.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification of Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the exact language found in the Conditions for NAAB International Certification, Appendix 6.

[X] Met
[ ] Not Met

2025 Team Assessment of II.4.1: The required statement is posted on the program's webpage. An image of that page is provided within the PSER document and a direct link to the page has also been provided.

II.4.2 Access to Conditions and Procedures for NAAB International Certification: 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 online and accessible by all students, parents, and faculty:

- 2019 Conditions for NAAB International Certification
- Procedures for NAAB International Certification (edition currently in effect)

[X] Met
[ ] Not Met

2025 Team Assessment of II.4.2: Links to the required documents are provided on the Program's webpage, located directly below the Statement on International Certification. An image of that page is provided within the PSER document and a direct link to the page has also been provided.

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 internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met
[ ] Not Met

2025 Team Assessment of II.4.3: Access to Career Development Information is provided through the University's Career Counseling and Development Office (CCDO). The Program provides a narrative describing that Office's commitment to shaping both students and alumni through preparation for future employment and graduate studies. The CCDO also maintains a database of alumni CVs for sharing with potential employers. The Program provides a link to the CCDO's webpage in the PSER.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)

- The most recent Program Self-Evaluation[1] Report (formerly titled the Architecture Program Report)
- 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 required to make these documents available electronically from their websites.

[X] Met
[ ] Not Met

2025 Team Assessment of II.4.4: The Effat University webpage contains the appropriate tab for NAAB ICert programs that includes links to: (1) Visiting Team Report for NAAB ICert visit three, (2) Decision letter from NAAB, stating that ICert has been granted, and (3) Program Self Evaluation Report (PSER) for visit three.

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

[X] Met
[ ] Not Met
[ ] Not Applicable

2025 Team Assessment of II.4.5: The Program's admissions and advising policies and procedures follow those established by the University, published within their "Bylaws for Undergraduate Study and Examination and Implementation Rules for Effat University," and particularly Article 11 of that document. Decisions are based on a comprehensive review process by the Admissions & Academic Standing Committee (AASC), headed by the University president and including various key members of University administration. Transfer credit for incoming students who have already completed coursework prior to admission to Effat is similarly governed by Article 23 of that same document.

Images of Articles 11 and 23 are included in the PSER as are links to their location within the University's webpage.

[1] This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

Appendix 1: Conditions Met with Distinction

D.2 Project Management
The combination of ARCH457: Professional Practice and ARCH450: Management of Architectural Projects provides a robust background of professional/architectural content, especially with respect to financial considerations, the assembly of teams, and preparation of schedules.

Appendix 2: Team SPCs Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

SPCs: Black: Met; Yellow: Not Met

STUDENT PERFORMANCE CRITERIA MATRIX

NAAB Student Performance Criteria					REALM A: Critical Thinking and Representation								Realm B: Integrated Building Practices, Technical Skills, and Knowledge:										Realm C: Integrated Architectural			Realm D: Professional Practice.					
					Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Culture Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelop Systems and	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluation and Decision-Making	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
					A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
NEW SPCs					REALM A: Critical Thinking and Representation								Realm B: Integrated Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice					
Category	ARCH PLAN (2017-2023)		ARCH PLAN (2023- Onwards)																												
ARCH STUDIOS	ARCH 120	Freehand Drawing	ARCH 120	Freehand Drawing																											
	ARCH 101	Architecture Design Studio -1	ARCH 111	Architecture Design Studio -1																											
	ARCH 102	Architecture Design Studio -2	ARCH 112	Architecture Design Studio -2																											
	ARCH 203	Architecture Design Studio -3	ARCH 213	Architecture Design Studio -3																											
	ARCH 204	Architecture Design Studio -4	ARCH 214	Architecture Design Studio -4																											
	ARCH 305	Architecture Design Studio- 5	ARCH 316	Architecture Design Studio -6																											
	ARCH 306	Architecture Design Studio-6	ARCH 417	Architecture Design Studio -7																											
	ARCH 407	Architecture Design Studio -7	ARCH 315	Architecture Design Studio- 5																											
	ARCH 408	Architecture Design Studio -8	ARCH 418	Architecture Design Studio -8																											
	ARCH 471	Architecture Design studio -9: Capstone Project-1	ARCH 473	Architecture Design studio – 9: Capstone Project -1																											
	ARCH 472	Architecture Design studio -10: Capstone Project -2	ARCH 474	Architecture Design studio -10: Capstone Project -2																											
Digital Modelling Studios	ARCH 159	Computer-Aided Architectural Design 1	ARCH 159	Computer-Aided Architectural Design - 1																											
	ARCH 256	Computer-Aided Architectural Design-2	ARCH 256	Computer-Aided Architectural Design - 2																											
			ARCH 257	Architectural Visualization																											
			ARCH 358	Computer-Aided Architectural Design -3																											
History and Theory Courses	ARCH 231	History of Architecture - 1	ARCH 233	History & Theory of Architecture - 1																											
	ARCH 232	History of Islamic Architecture	ARCH 333	History & Theory of Architecture -2																											
	ARCH 341	Theory of Architecture	ARCH 334	History & Theory of Architecture -3																											
	ARCH 440	Comparative Architectural Thoughts		Moved to be elective																											
Building Technologies & Building Systems Courses	ARCH 252	Building Construction	ARCH 252	Building Construction																											
	ARCH 350	Structure in Architecture-1	ARCH 253	Structure in Architecture																											
	ARCH 351	Structure in Architecture-2																													
	ARCH 454	Mechanical, Electrical & Safety Systems	ARCH 454	Mechanical, Electrical & Safety Systems																											
	ARCH 352	Building Structures and Materials	ARCH 354	Structural Integration in Architecture																											
			ARCH 452	Building Technology & Systems																											
	ARCH 455	Working Drawings	ARCH 451	Working Drawings -1																											
			ARCH 459	Working Drawings -2																											
Urban Design Courses (restructured)	ARCH 343	Introduction to Landscape Architecture																													
	ARCH 444	Housing and Economics																													
	ARCH 342	Urban Design	ARCH 345	Urban Design & Landscape Architecture																											
Environmental Design Courses	ARCH 240	Architecture, Culture, and Environment	ARCH 149	Architecture, Culture & Environment																											
	ARCH 453	Energy and Design	ARCH 254	Energy & Design -1																											
			ARCH 353	Energy & Design -2																											
Arch Practice Courses	ARCH 457	Professional Practice	ARCH 457	Professional Practice																											
	ARCH 456	Project Management	ARCH 458	Management of Architecture Projects																											
	Internship		ARCH 459	Internship																											
Research Methods	ARCH 349	Research Methods in Architecture and Urban Design																													
			ARCH311	Research and Innovation and Intellectual Property																											

Appendix 3: Visiting Team Roster

Thomas Fowler IV, FAIA, DPACSA, NOMA, NCARB, team chair
Professor, Cal Poly
San Luis Obispo, CA

Michelle Rinehart, Ed.D., team member
Vice Provost for Faculty, Georgia Institute of Technology
Atlanta, GA

Miguel Rodriguez, FAIA, NCARB, NOMA team member
Principal, Rodriguez Architects, Inc.
Miami, FL

Trajan Baker, Assoc. AIA, NOMA, team member
Architectural Designer, Michael Graves
Winston-Salem, NC