

Program Self-Evaluation Report

Effat University

May 2025



National
Architectural
Accrediting
Board, Inc.



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Program Self-Evaluation Report (PSER)

Institution	Effat University
Name of Academic Unit	Architecture Department Effat College of Architecture and Design (ECoAD)
Degree(s) program proposed for the International Certification Designation	Bachelor of Science in Architecture (ARCH)
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PART ONE (I), SECTION 1: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

I.1.1. History and Mission

Effat University (EU) is a leading private non-profit institution of higher education for youth in Saudi Arabia, operating under the umbrella of King Faisal's Charitable Foundation. Effat University is the living legacy of its founder, Queen Effat Al-Thunayyan Al-Saud, wife of the late King Faisal Bin Abdal-Aziz (May God rest their souls) who helped improve women education in Saudi Arabia starting from 1955 by establishing the first private school for girls - Dar Al-Hanan School - in Jeddah city. Queen Effat's vision for education is exemplified in the quest for knowledge, truth, and enlightenment. In 1999, Queen Effat also helped to launch the first private non-profit college in Jeddah under the name of Effat College, just a few months before she passed away. In order to become a center of academic excellence in Saudi Arabia, as Queen Effat intended it to be, Effat College launched different academic programs taught in English. The use of English as a medium of teaching and learning was important to expand the horizons of women, raise their educational level and prepare them for employability to serve their communities; unlike the case with other governmental universities and colleges that mainly run their programs in Arabic (or are bilingual). While still being deeply rooted into Islamic values and the cultural heritage of the kingdom, the College was modeled after the "seven sisters" in the United States and adopted a liberal arts philosophy to prepare future female leaders - Effat Ambassadors - who are capable of making an impact on their own societies. The first two programs offered by the College were Computer Science and Early Childhood Education. In the following year, 2000, another three programs were offered: Information Systems, Psychology, and English Language and Translation. The College graduated its first batch of students (7 students) in Spring 2003. In the academic year 2005-2006, Effat College inaugurated two further majors: Architecture and Electrical and Computer Engineering, neither of which had ever been made available to women before in universities in the Kingdom.

Successive efforts and developments were made to support the growth of the College in every possible aspect in the following years. Many factors played a major role in converting Effat College into a university in 2009. These factors included: a) the relentless efforts and the ongoing vision of its founders (i.e. the sons, daughters, grandsons and granddaughters of Queen Effat) and supporting faculty and administrators; b) the inauguration of the three independent Colleges (i.e.: The Effat College of Science and Humanities, the Effat College of Engineering, and the Effat College of Business and supporting Deanships (i.e. Deanship of Academic Development and Supportive Studies, Deanship for Student Affairs, Deanship of Admission and Registration, Deanship of Quality Assurance, and Deanship of Graduate Studies and Research), c) the establishment of the Research and Consultancy Institute and the Extension Programs in addition to the success achieved by the institution on the academic, educational and social levels. All these developments paved the way for Effat College to become a University as per the Royal Decree No. 963/ MB issued by the Custodian of the Two Holy Mosques, King Abdullah Bin Abdul- Aziz Al-Saud, on the 30th of January, 2009, associated to the Higher Education Council Decision No. 11, agreement No. 5. According to this decree, Effat College acquired university status as a private institution of higher education for women. In 2009- 2010, Effat University (EU) was established with three colleges that housed 12 departments, offering 12 programs, some of which were the first to be offered for women. The Architecture Program (ARCH) was one of these and was housed within the College of Engineering.

In Fall 2014, Effat University expanded its three colleges to become four colleges by establishing the Effat College of Architecture and Design (ECoAD), which housed the Architecture Program under the Architecture Department. In addition, Effat University opened new bachelor's and master's degrees to cater for the market growing needs as well as offer new learning opportunities for women in Saudi Arabia. Thus, Effat University now offers 13 undergraduate and 6 graduate programs (compared to only 4 from the last visit) under four colleges and 13 departments. These are as follows:

Effat College of Humanities - 3 undergraduate programs: English and Translation Program, Psychology Program, and two Masters degrees; Master of Science in Translation and Interpreting (previously known as the Masters of Science in Translation Studies) and Master of Science in Clinical Psychology.



Effat College of Engineering - 2 undergraduate programs: Electrical and Computer Engineering Program, Computer Science Program, and a Master in Energy Engineering.

Effat College of Business - 5 undergraduate programs: Accounting and Finance Program, Marketing Program, Human Resources Management Program, Operations and Supply Chain Management (previously known as Operations and Information Management Program) and Entrepreneurship Program, a Master of Science in Finance, and PhD in Business Administration.

Effat College of Architecture and Design - 3 undergraduate programs: Architecture Program, Cinematic Arts Program (previously known as Visual and Digital Program), Design Program, and a Master of Science in Architecture and Urbanism (previously known as Master of Science in Urban Design).

In 2019, Effat University accepted male students in its graduate programs, while in Spring 2022, the university opened its doors to males for undergraduate programs as well.

In 2021-2022, Effat University developed its fifth strategic plan covering the period from 2022 to 2027, taking as its strategic direction "Innovation and Digital Transformation" in alignment with Saudi Vision 2030. The following are the vision, mission and updated goals of Effat University for its fifth strategic plan.

Vision

Effat University strives to be recognized among the world's higher educational institutions contributing to scientific discovery and innovation presenting solutions to societal challenges and serving as an agent of change that advances inspired leaders and scholars in fulfilling Queen Effat Al-Thunayan Al-Saud's vision.

Mission

Effat University prepares aspirational and effective leaders of international quality who contribute to national and global progress by interweaving Effat University Core Values into an innovative education which creates a culture of broad inquiry, intellectual engagement, and valuable societal impact.

Goals

1. Monitor the achievement of Effat University's mission and vision in line with the Saudi Vision 2030.
2. Enhance the governance system to support institutional and program accreditations as well as national and international rankings.
3. Develop and maintain a culture of excellence in teaching and learning to make Effat University an icon of excellence in higher education.
4. Enhance the university students' quality of life to prepare experts and leaders that uphold the legacy of Queen Effat (God rest her soul).
5. Foster a culture of innovation in the University's work environment to make it a place of choice for the best faculty and staff.
6. Provide highly effective shared services to create sustainable learning and working environments that meet the university needs and future growth.
7. Build a knowledge community that generates creative ideas and innovations to meet future challenges and contribute to the achievement of Saudi Vision 2030.
8. Strengthen the University's visibility by building relations and exchanging knowledge with communities nationally and internationally. Offering consultancy services.

The Architecture Program has aligned itself to the Vision, Mission and Goals of Effat University as will be described in detail in the section below.

Effat University and all its programs, including the Architecture Program, were the first programs to apply for national accreditation when it was first introduced in 2006-2009 in Saudi Arabia. In 2012, after the national accrediting body of higher education, the National Center for Academic Accreditation and Evaluation (previously known as the National Commission of Academic Accreditation and Assessment) (NCAAA), was formalized, Effat University was fully accredited for seven years from 2010 to 2017 and was re-accredited fully for another two cycles (2017 to 2024 and 2024 to 2031). The Architecture Program, which was also fully accredited, became the first accredited architecture program in Saudi Arabia for seven years (from 2010 to 2017) ([Appendix 1:](#)



[NCAAA Full Accreditation Certificate \(2010-2017\)](#)). In the academic year 2016-2017, Effat University, as well as the Architecture Program, went through the rigorous process of re-accreditation from the NCAAA and successfully achieved full re-accreditation for both the institution and the program for another seven years (from 2017 to 2024) ([Appendix 2: NCAAA Full Reaccreditation Certificate \(2017-2024\)](#)). Currently, the Architecture Program has launched its national re-accreditation process as well.

The national accrediting body, NCAAA, announced in 2020 the newly updated quality standards (version 2020), which were further refined and finally approved as version 2022. Effat University and all its programs shifted from 11 standards of quality to 8 standards, starting with its new strategic plan (2022-2027), which entailed revising the goals of the university to be aligned with the updated NCAAA standards and updating any quality-related educational forms based on the updated forms of the NCAAA.

All the programs offered by the university under its 4 colleges respond to national and international demands for development embodied in Saudi Vision 2030 as well as Sustainability Development Goals (SDGs) and aim to fulfill the vision, mission and goals of Effat University of the University's fifth strategic plan (2022-2027) which are deeply grounded in the vision of the founder of the institution, Queen Effat.

Effat University Founding Principles

Believing that a successful holistic education in the 21st Century must strike the balance between tradition and modernity, Effat University, which springs from the vision of its founder, Queen Effat, aims to educate future female leaders at an international level, by helping them acquire the skills for life-long learning for personal, intellectual and professional development, while upholding ethical values and respecting social traditions with a goal to make a valuable societal contribution and impact. To achieve this, Effat University offers its students a unique educational experience that intertwines modern academic development along with ethical, personal and social development to help its learners grow as well-rounded individuals and future leaders. This experience is undertaken in a family environment – Effat Family - that is uniquely created by adopting Effat University's four Core Values, which are based on the divine commandment IQRA, "read" and which are in turn achieved through the eight pillars of Effat Ethical Code of Conduct (Tarbawyyat Effat). These four core values and eight pillars are: *Ibhath* (undertaking life-long research) achieved through '*Ādab*' (Knowledge, manners and outreach) and '*Amanah*' (Ethics and integrity), *Qiyam* (adopting ethical, social and educational values) achieved through '*Taqwā*' (Piety) and '*Yusr*' (Modesty and ease), *Riyada* (assuming responsible and creative leadership) achieved through '*Ricaya*' (Nurturing) and '*Tawḡyḥ*' (Guidance), and *At-tawasul* (Effective communication and reaching out to others) achieved through '*Bunyan Marsūs*' (Cooperation and collaboration) and '*Wasatya*' (Tolerance and moderation). Through the implementation of IQRA-Based Teaching Model, students and graduates of Effat University are expected to acquire and demonstrate a set of four characteristics directly linked to Effat four IQRA values and the eight pillars of Effat Ethical Code of Conduct. These characteristics provide the overarching behaviors that Effat University aspires to have in its students and graduates -Effat Ambassadors - in order to be able to make them positive agents of change in their local and global community. The following table shows these four characteristics that are aligned to the four IQRA values and the descriptive criteria that guide Effat educators in instilling them into Effat students at all programs.

Table (1): Characteristics of Effat Graduates

IQRA Value	Graduate Characteristic	Descriptive criteria
Ibhath (Undertake life-long research)	Perfection in the work (الإتقان)	I1: Has the required Knowledge in her Field of Specialization
		I2: Possesses Critical and Creative Thinking Skills
		I3: Possesses Problem Solving Skills
		I4: Has Information Literacy and Research Skills
		I5: Possesses Interdisciplinary and Integrative Learning Skills
Qiyam (Ethical, Social, and Educational values)	High Ethical Values (الإحسان)	Q1: Has High Integrity and Ethical Values
		Q2: Has Self-Respect and Respect for Others
		Q3: Has Pride in Cultural Heritage and Tradition
		Q4: Is Committed to Health and Wellbeing
Riyada (Responsible and Creative Leadership)	Stewardship (خليفة الله في الأرض)	R1: Possesses Independent and Lifelong Learning Skills
		R2: Shows Enthusiasm, Self-Confidence and Desire to Excel
		R3: Is engaged with the Community
		R4: Possesses Responsible and Reflective Leadership Skills
At-tawasul (Effective Communication and Reaching out to others)	Ambassadorship (السفيرة)	A1: Has Cooperation and Team Work Skills
		A2: Demonstrate Effective Communication Skills
		A3: Reaches out to Others
		A4: Has Global Awareness
		A5: Shows Emotional Intelligence

To graduate Effat Ambassadors, all Effat academic programs, including the Architecture Program, ensure that all their courses are guided by these values and are training towards adopting these overarching positive behaviors. In addition, a number of well-designed programs and supporting activities are offered to Effat students that can help them attain these characteristics.

Thus, the educational experience of Effat University starts by immersing students in a broad-based foundation of knowledge through the General Education Program, which is followed by a deeper exploration of a specific major of the learners' choice. This is reinforced by a co-curricular program, the Effat Ambassador Program, and extra-curricular activities that help in shaping Effat learners as future leaders. All Effat students are also required to undertake a field training experience related to their specific field of study and produce a capstone project as part of their graduation requirements.

To ensure that the graduates of Effat University have had a successful learning experience and have developed as well-rounded individuals that uphold the Effat Ambassadors' characteristics, all programs, including the Architecture program, regularly assess the student performance and level of achievement of the learning outcomes that are based on these principles using a systematic overarching assessment strategy that is presented in the rest of this report.

History, Mission, and Founding Principles of the Architecture Program

As mentioned earlier, the Architecture Program at Effat College was launched in the academic year 2005-2006 after receiving the approval of the Ministry of Education (MoE) to start the Architecture Program. MoE had no comment on the Architecture curriculum. The first enrolment had 10 students, 9 of whom were Saudi. When Effat College acquired University status in the academic year 2008-2009, with the establishment of three colleges, the Architecture Program was under the College of Engineering.



The Architecture Program started in 2005 as a four-year program with 148 credit hours. Architecture Design Studio was a core subject of 10 hours per week, extending over seven levels of Architecture Design Studio courses in addition to the Capstone design studio to be covered in the 8th semester. The program provided strong applied and interdisciplinary education to produce creative, highly disciplined, and critical thinkers capable of leading the contemporary architectural environments of their communities with a strong understanding of both local and international market needs. The faculty teaching the program is always selected as a diversified group of well-qualified academics and professionals whose experience well fits the needs of the program (please see the faculty résumés in Appendix 1).

During the implementation of the program in the first five years, many areas of the program were further evaluated for improvement. The Architecture Program faculty and academic advisors presented many notes in the Course Reports and Program Advisory Committee (PAC) Meetings that were discussed and approved during the monthly Departmental Council meetings and added to the Annual Program Reports in preparation for their consideration in the following cycle of evaluation of the program, which is undertaken every five years. During the first five-year cycle of evaluation, the Architecture Department had the chance to present a more enhanced and developed educational plan to improve the architecture program curriculum. The curriculum of the five years program with 171 credits, which was further reviewed by King Fahd University for Petroleum and Minerals (KFUPM) as the national reviewer and the University of Miami, USA, as the international reviewer, was then approved by the Ministry of Education (MoE) in 2009 and the program license was updated accordingly. Again, the MoE approved the updated curriculum with no comments. In Fall 2014, Effat University established the new College of Architecture and Design. The Effat College of Architecture and Design (ECoAD) now includes four academic programs: Architecture (ARCH), Visual and Digital Production (VDP), which was later developed to be Cinematic Arts (CA), Design (DESN), and Master of Urban Design (MSUD), which was later developed to be the Master of Science in Architecture and Urbanism (MASU). In Fall 2022, the Architecture program conducted its review again, carrying out the same procedures mentioned previously and reviewed by the University of Miami, USA. The new curriculum integrated the new market needs for architecture graduates, such as advanced software, including BIM modeling, project management, and professional practice skills, in addition to advanced building technologies. The new program, which was decreased to 163 credits (as benchmarked with NAAB-accredited programs), was approved by the MoE ([Appendix 3: Licenses from MoE for the ARCH Program](#)).

The design studio courses remained the core subject in the updated architecture program, but the program was modified to include different design studio themes and other additional courses necessary to enhance the students' knowledge. The updated Architecture Program adopts both traditional and technological educational methods. However, the greater part of the program depends on developing the technological and architectural skills of the students by using commonly used architecture software in computer labs, such as the focus on BIM modeling, Rhino Grasshopper, and other AI architecture software to support students' development.

Effat University and all its programs, including the Architecture Program, were the first programs to apply for national accreditation when it was first introduced in 2009 in Saudi Arabia. In 2012, after the national accrediting body of higher education, the National Commission of Academic Accreditation and Assessment (NCAAA), was formalized, Effat University was fully accredited for seven years from 2010 to 2017. The Architecture Program, which was also fully accredited, became the first accredited architecture program in Saudi Arabia for seven years (from 2010 to 2017) ([Appendix 1: NCAAA Full Accreditation Certificate \(2010-2017\)](#)). In the academic year 2016-2017, Effat University, as well as the Architecture Program, went through the rigorous process of re-accreditation from the NCAAA and successfully achieved full re-accreditation for both the institution and the program for another seven years (from 2017 to 2024) ([Appendix 2: NCAAA Full Reaccreditation Certificate \(2017-2024\)](#)). Currently, the Architecture Program has launched its national re-accreditation process as well. The NCAAA recommendations based on the national accreditation and re-accreditation reviews have been addressed over the years, and a response report is submitted annually to the NCAAA. ([Appendix 4: The latest report submitted in response to the NCAAA recommendations](#)).

The ARCH Program has been running successfully, attracting students of varied backgrounds from both reputed national and distinguished international schools and from different parts of the country and abroad.

The program has graduated several groups of students. In Fall 2024, the total number of students reached 248 (Details of the ARCH Program previous and current enrollment numbers are provided in Part (I) Section 3 below), as shown in fig. (1), and it has graduated (20 batches) 942 students from its establishment in 2005-2006, as shown in fig. (2). It is worth mentioning that the number of students reached its peak in the period from Fall 2012 to Spring 2020, as there was governmental scholarship provided. The reduction in student enrollment was primarily due to two key factors: the suspension of a governmental funding program and the impact of the COVID-19 pandemic. These challenges significantly affected higher education institutions across the country. It is important to highlight that the Architecture program was the first in Saudi Arabia to be opened specifically for female students, paving the way for the introduction of other programs in the following years. Starting in Fall 2022, enrollment began to stabilize and gradually increase, reflecting a recovery from previous disruptions and a renewed interest in the program.

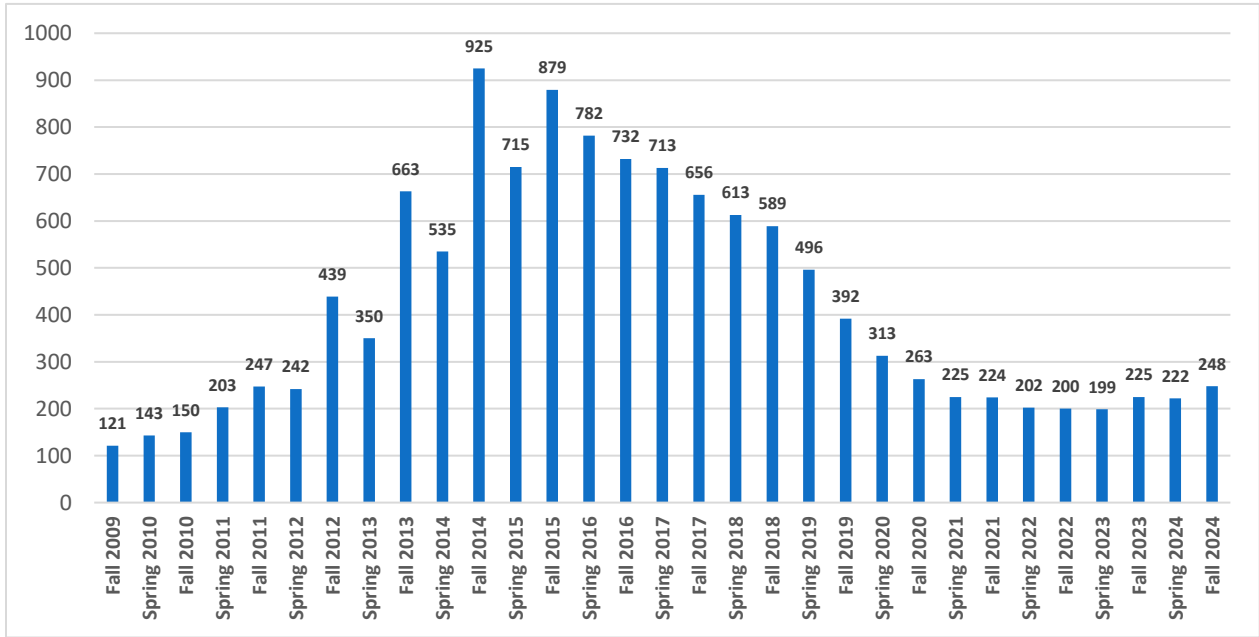


Fig. (1): The Number of Students Enrolled in the Architecture Program (2009-2024)

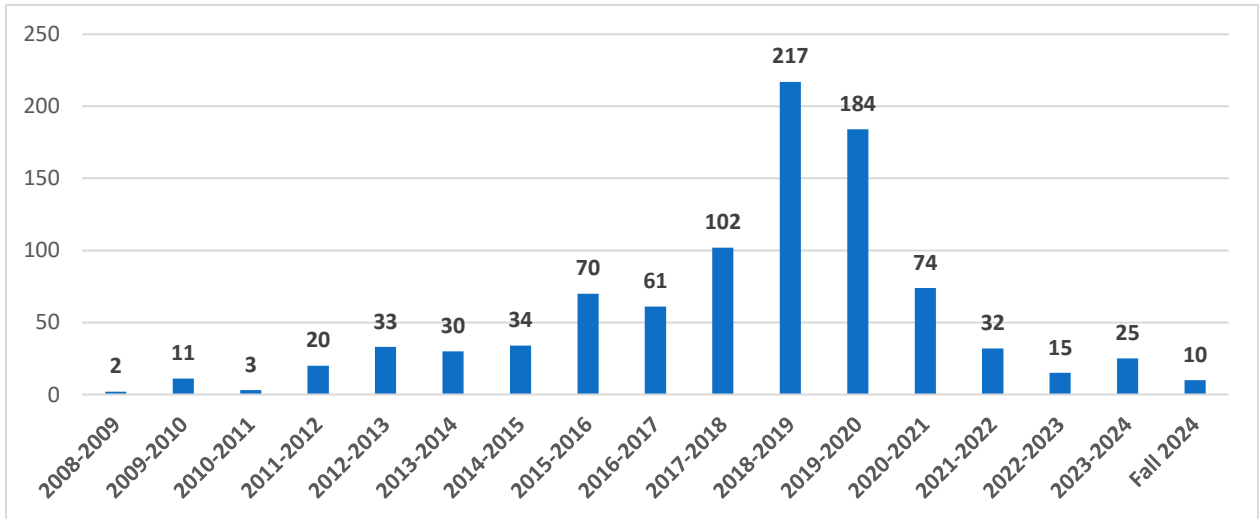


Fig. (2): The Number of Architecture Program Graduates (2009-2024)

Table (2): Architecture Program Alumni Program Graduates (2009-2024)

Alumnae Survey Up to Spring 2024	
Alumni Participation Rates in Survey	77%
Alumni Profile: Working/Studying/Seeking Job	
Working	73%
Studying	4%
Seeking Job	23%
Company Status: National/International	
National	82%
International	18%
Alumni who started their own business or are in senior executive positions	
Entrepreneur	5%
Senior Executive Positions	4%

Table (3): Architecture Program Employment within 6 & 12 months of Graduation

Employment within 6 Months of Graduation (Fall 2024)	
Employment within 6 Months of Graduation (Fall 2024)	87%
Employment within 12 Months of Graduation (Fall 2024)	83%

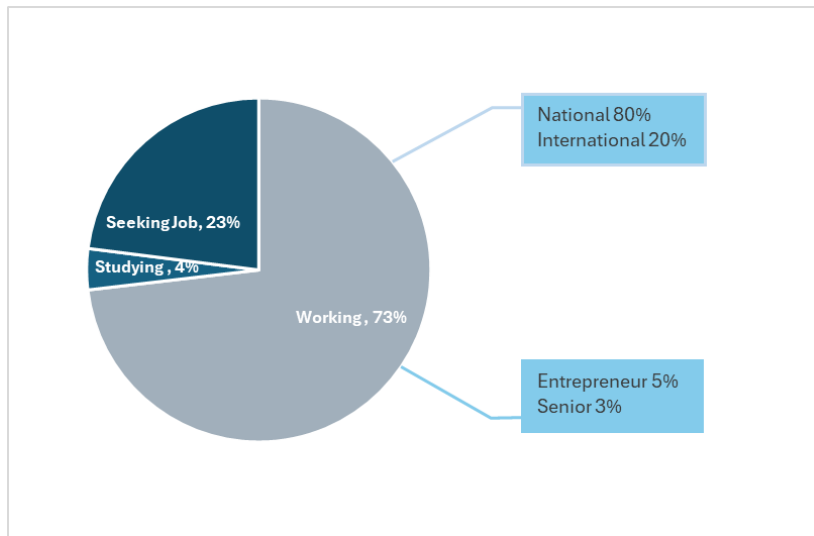


Fig. (3): Architecture Program Alumnae (2009-2024)

In Fall 2024, it was assessed that almost 73% of ARCH graduates are working, 4% are undertaking their graduate studies, and 23% are seeking jobs. The Architecture Department, which administers the Architecture Program, is therefore committed to ensuring that the curriculum of the Architecture Program is continuously updated and supported with the various resources to cater for the most up-to-date architecture education. This is important to make it truly relevant to the needs of the country, and to graduate highly qualified architects who can serve their local and international communities and are citizens of the world.

Architecture Department 2022-2027 Mission and Vision

In 2021-2022, the whole university launched its preparations for setting its fifth strategic plan (2022- 2027). In preparation for the new strategic plan, the Architecture Department developed in Spring 2022 its updated mission, vision, and goals for the department and for each of the programs it administers. The mission and vision statements were fully aligned with those of the University, College, and Department. Similar to other programs in the College, the ARCH Department undertook the SWOT analysis and based on its assessment



of its current context, strengths, weaknesses, opportunities and threats, and after considering its aspirations for the years to come, and taking into consideration the views of their stakeholders, the members of the ARCH Department developed the updated vision, mission, goals, and objectives of the ARCH Program. The ARCH Program continues to uphold the founding principles of its founder by aiming to graduate professional leaders in the area of architecture, who are qualified to contribute to the development of their country and the world. The following are the vision and mission of the Architecture program of the strategic plan (2022-2027) that clarify these aspirations and aims:

Vision

Architectural program aspires to be a premier architecture education provider in the Middle East Region with global recognition in design, innovation, and technological advancement related to the architecture field, with respect for culture, environment, and societal vision.

Mission

Achieve excellence in architectural education aimed at preparing tomorrow's leaders of qualified architects with the highest levels of knowledge, skills, and values, who are able to enrich the architecture field locally and globally with scientific research, community service and professional development through practice, and to contribute to the nation's vision based on the principles of environmental, social and economic sustainability

Having developed the vision and mission, the ARCH Program afterwards aligned these to the overall university and college vision and mission. The table below shows the alignment between the Vision & Mission of the University, College, and ARCH Program:

Table (4): Vision & Mission of Effat University, ECoAD and ARCH Department Program

	Effat University	College of Architecture and Design	Architecture Department	Architecture Program
Vision	Effat University strives to be recognized among the world's higher educational institutions contributing to scientific discovery and innovation , presenting solutions to societal challenges and serving as an agent of change that advances inspired leaders and scholars in fulfilling Queen Effat Al-Thunayan Al-Saud's vision.	Effat College of Architecture and Design aspires to address local and global societal needs and future ambitions through unique and distinguished architecture , art and design education that reinforces a culture of diversity and creativity in research, practice and community service .	To be a premier architecture education provider in the Middle East Region with global recognition in design, innovation , and technological advancement related to the architecture field with respect for culture, environment and societal vision .	To be a premier architecture education provider in the Middle East Region with global recognition in design, innovation , and technological advancement related to the architecture field with respect for culture, environment, and societal vision .
Mission	Effat University prepares aspirational and effective leaders of international quality who contribute to national and global progress by interweaving Effat University Core Values into an innovative education which creates a culture of broad inquiry, intellectual engagement , and valuable societal impact .	Effat College of Architecture and Design offers a unique group of programs dedicated to the investigation, interpretation, and creation of physical, social and sensory environment . Through its interdisciplinary instruction and ongoing research , the college graduates' architects, designers, producers and film makers who extend the conventional boundaries of theory and practice to meet the challenges of a changing world locally and globally .	Achieve excellence in architectural education aimed at preparing tomorrow's leaders of qualified architects with the highest levels of knowledge, skills, and values, who are able to enrich the architecture field locally and globally with scientific research, community service and profession development through practice, and to contribute to the nation's vision based on the principles of environmental, social and economic sustainability .	Achieve excellence in architectural education aimed at preparing tomorrow's leaders of qualified architects with the highest levels of knowledge, skills, and values, who are able to enrich the architecture field locally and globally with scientific research, community service and profession development through practice, and to contribute to the nation's vision based on the principles of environmental, social and economic sustainability .

The goals of Architecture Program that stem from the above mission also support both the goals of Effat College of Architecture and Design and those of Effat University in achieving the vision and mission of its founder. The following table shows the synergy between these goals.

ARCH Program Goals and Objectives (2022-2027)

During Spring 2022, the Department Chair and faculty members developed the 2022- 2027 ARCH Department goals. Additionally, a new set of goals was designed for the ARCH Program and used for measuring its achievement by ensuring that the goals were measurable and achievable (realistic). As illustrated in the table below, the Architecture Program goals are closely aligned with the new NCAAA standards as well as with the University, College, and Department goals

Table (5): Converging Goals: Effat University, ECoAD, and ARCH Department and Program Founding Principles

Standards	Effat University	College of Architecture and Design	Architecture Department	Architecture Program
1-Mission, Goals and Strategic Planning	1. Monitor the achievement of Effat University's mission and vision in line with the Saudi Vision 2030.	1. Empower the presence of Effat College of Architecture and Design (ECoAD) as a contributor to the creative culture nationally and internationally by ensuring the attainment of the strategic planning goals measured by tracking the achievement of the mission and vision aligned with the university and the Saudi Vision 2030.	1. Provide a professional learning environment that corresponds to the Architecture program mission and vision and track the progress of their achievement to guarantee the attainment of its strategic goals.	1. Provide a professional learning environment that corresponds to the Architecture program's mission and vision, and track the progress of their achievement to guarantee the attainment of its strategic goals.
2.Governance , Leadership and Management	2. Enhance the governance system to support institutional and program accreditations as well as national and international rankings.	2. Cultivate a dynamic and collaborative work environment through effective and inspiring leadership that promotes integrity in managing all the college activities within the approved governance model to ensure the best organizational performance; and achieve national and international accreditation for ECoAD Programs to reach a satisfactory level of national and international recognition.	2. Provide a distinguished professional atmosphere that runs within the approved governance model to guarantee the efficient performance of the set organizational structure, and attain the local and international accreditation of the program	2. Provide a distinguished professional atmosphere that runs within the approved governance model to guarantee the efficient performance of the set organizational structure, and attain the local and international accreditation of the program.
3.Teaching and Learning	3. Develop and maintain a culture of excellence in teaching and learning to make Effat University an icon of excellence in higher education.	3. Provide excellence in all ECoAD distinctive academic activities, which inspire the students' innovative, creative, and intellectual engagements and ensure dynamic learning environment that	3. Provide state of the art facilities, equipment and learning resources to meet international standards of excellence and align to the global transformation in architectural education.	3. Provide state of the art facilities, equipment and learning resources to meet international standards of excellence and align to the global transformation in architectural education.

Standards	Effat University	College of Architecture and Design	Architecture Department	Architecture Program
		foster creativity among ECoAD students, faculty, staff and external community through state-of-the-art learning and information resources and services.		
4.Students	4. Enhance the university students' quality of life to prepare experts and leaders that uphold the legacy of Queen Effat (God rest her soul).	4. Qualify the ECoAD graduates to be the Ambassadors of Queen Effat Legacy and agents of change by improvising the student-life quality and by attracting and retaining a diverse body of students.	4. Create diverse, collaborative and inclusive learning and social environment to attract and retain highly qualified, innovative and creative students.	4. Create diverse, collaborative and inclusive learning and social environment to attract and retain highly qualified, innovative and creative students.
5.Faculty and Staff	5. Foster a culture of innovation in the University's work environment to make it a place of choice for the best faculty and staff.	5. Enhance ECoAD efforts to recruit, nurture, and retain a diverse faculty and staff in order to strengthen the programs.	5. Recruit highly qualified and motivated faculty and researchers bridging the program with international academic programs, and create a vibrant, innovative and interactive research environment that aligns with the Saudi vision.	5. Recruit highly qualified and motivated faculty and researchers bridging the program with international academic programs, and create a vibrant, innovative and interactive research environment that aligns with the Saudi vision.
6.Institutional Resources	6. Provide highly effective shared services to create sustainable learning and working environment that meet the university needs and future growth.	6. Obtain up-to-date studios, workshops, and digital labs that encourage ECoAD faculty and students to practice hands-on and practicum creative projects; and maintain constructive financial management by creative use of budget and resources.	6. Update and enhance learning resources to match global standards of excellence in terms of new technologies and resources, in order to improve and develop the teaching and learning experience.	6. Update and enhance learning resources to match global standards of excellence in terms of new technologies and resources, in order to improve and develop the teaching and learning experience.
7.Scientific Research and Innovation	7. Build a knowledge community that generates creative ideas and innovations to meet future challenges and contribute to the achievement of Saudi Vision 2030.	7. Create a vibrant, creative, and interactive research community that generates artistic and innovative ideas worthy of implementing in the national industry, as inspired by the Saudi Vision 2030.	7. Contribute to the advancements of architecture knowledge and practices through research with socio-economic impact in alignment with Saudi Vision 2030.	7. Contribute to the advancements of architecture knowledge and practices through research with socio-economic impact in alignment with Saudi Vision 2030.
8. Community Partnership	8. Strengthen the University's visibility by building relations and exchanging knowledge with communities nationally and internationally. Offering consultancy services.	8. Enhance the ECoAD culture of service through national and international productive partnerships and collaborations that support the community and the college.	8. Develop partnerships and collaborations with national/international institutions and organizations to enrich the pedagogical environment and expand the impact of the program in community engagement and professional consultancy.	8. Develop partnerships and collaborations with national/international institutions and organizations to enrich the pedagogical environment and expand the impact of the program in community engagement and professional consultancy.

The Architecture Program at Effat University aims to provide a holistic learning experience for tomorrow's pioneering young architects, empowering them with knowledge, design skills, and experience of the profession towards meaningful contribution to the community and the built- environment. It aims to educate the future generations of innovative and creative leaders in the field of architecture with aesthetic judgment, professional knowledge, collaborative skills, and high ethical values in an environment conducive to learning, research, and commitment to serving the community.

The learning experience of the architecture students starts with providing the learners with a solid general education that is comprised of 42 credit hours of liberal-arts education that are categorized under four main categories that correspond to IQRA values. These are courses in **Humanities (19 Credits)** (i.e. Creative Arts and Cultural Literacy = 6 Credits; Arabic Language= 3 Credits; English Language = 6 Credits and Foreign Languages and Communication = 4 Credits), **Social Sciences (8 Credits)** (i.e. Social Structure and Global Awareness = 8 Credits), **Research (3 Credits)** (i.e. Research Skills and Innovation), and **Natural Sciences (12 Credits)** (i.e. Physical and Environmental Sciences = 3 Credits; Formal Sciences = 3 credits and Quantitative Sciences= 6 Credits). While some courses are mandatory (i.e., Islam and Civil Society, Research Seminar, Research, Innovation and Intellectual Property, Math, Statistics, and Physics specific for the ECoAD), students also have the privilege of choosing others from the 54 courses offered in the General Education Program (GEP). (<https://www.effatuniversity.edu.sa/english/admissions/ugcatalog/pages/default.aspx>), p. 284-285. Having successfully acquired these essential general skills and knowledge base, the students are introduced to their architecture courses, whose learning outcomes are to help students be able to;

Knowledge and Understanding

- ARCH K1: Examine a broad range of knowledge areas in architecture with an emphasis on developing creative thinking and analytical design approaches. NQF20-K1 (Itqan).
- ARCH K2: Demonstrate a critical perspective and in-depth understanding of various theoretical, historical, sociocultural, environmental, technological, and professional practices in architecture, urban design, and related fields. (NQF20-K2) (Itqan).
- ARCH K3: Collect and present information about architecture and related fields from different sources using applied research methodologies. (NQF20-K4) (Itqan).

Skills

- ARCH S1: Integrate architecture theories, design principles, aesthetics, and problem-solving techniques in developing alternative project scenarios that are client-centered, sustainable, and socially responsive. NQF20-S1.1 (Itqan).
- ARCH S2: Implement appropriate technical documentation methods, digital instruments, and versatile communication media in the development of architecture project designs, representations, and reports. NQF20-S1.2 (Itqan).
- ARCH S3: Develop advanced knowledge and technical skills in preparing integrated architectural solutions for projects of varying scales and levels of complexity reflecting consideration of stakeholders, budgets, regulations, constructability, building systems, and environmental stewardship. NQF20-S1.3 (Itqan).
- ARCH S4: Initiate inquiries, conduct critical research investigations, and conceptualize sustainable development solutions for complex issues within architecture, urban design, and related fields. NQF20-S1.4 (Itqan).
- ARCH S5: Employ various digital and traditional graphic representation tools in the production of two and three-dimensional design drawings, renderings, and project briefs that respond to client requirements and practice regulations. NQF20-S2.2 (Itqan).
- ARCH S6: Synthesize architectural knowledge, project management techniques, and practice skills in conducting effective oral presentations and preparing technical documents, status reports, and business startup proposals. NQF20-S3.1 (Ambassador).
- ARCH S7: Apply mathematics, statistics, and quantitative reasoning skills to investigate urban developments, building projects, budgets, and environmental design strategies. NQF20-S3.2 (Itqan).

Values



- ARCH V1: Manifest a commitment to ethical codes of conduct, academic principles, professional practice standards, legal obligations, social responsibilities, and civic duties. NQF20-V1 (Ihsan).
- ARCH V2: Plan academic and career development goals through a self-reflective process of assessing own performance and implementing personal improvement strategies along with associated ethical, legal, financial, and professional responsibilities. NQF20-V2 (Stewardship).
- ARCH V3: Collaborate effectively in diverse teams and take leadership initiatives that guide the development of creative project solutions, improve group performance, and enhance individual and collective professional practice opportunities. NQF20-V3 (Stewardship).

The total credit hours of the Architecture program is 163 credits (refer to table (45)). The total credits of the major in Architecture consists of 106 credit hours of core requirements and 12 credit hours of elective courses. The core curriculum is structured into key categories: ARCH Studios (48 credits) form the backbone of the program and includes a sequence of ten design studios, starting with foundational skills in freehand drawing and progressing through increasingly complex architectural challenges, culminating in a two-part Capstone Project. Digital Modeling Studios (11 credits) equip students with essential skills in computer-aided design, 3D modeling, and visualization tools, preparing them for contemporary architectural practice. History and Theory Courses (6 credits) offer a theoretical foundation through a three-part sequence exploring architectural history and thought. Building Technologies & Building Systems Courses (21 credits) provide vital technical knowledge in areas such as construction, structural systems, mechanical and safety systems, and working drawings. Urban Design Courses (3 credits) introduce students to landscape and urban planning, while Environmental Design Courses (9 credits) focus on the relationship between architecture and the natural and cultural environment, with a strong emphasis on sustainability. The Architecture Practice Courses (8 credits) include project management, professional practice, and a COOP, which offers real-world experience and culminates in a report presented in the Professional Practice course. Additionally, students take a Research Methods course that is currently taught in the general program and select four 3-credit Architecture Electives to tailor their education toward specific interests such as heritage, materials, or advanced digital tools.

The ARCH Program thus includes General Education Program (GEP) courses and Mathematics courses as well. Core and elective curriculum courses are taught by the ARCH faculty using the ARCH facilities. GEP courses are taught by the General Education Department faculty, supervised by the Effat College of Humanities. Math 101 [Calculus I] is taught by faculty from the STEM Unit, supervised by the Effat College of Engineering. Each Architecture student has an assigned seat in a specific studio. Classrooms are shared among different colleges and departments, and their allocation is planned in collaboration with the Deanship of Admission and Registration (DAR).

The students of the Architecture Program must also complete a co-curricular program, the Effat Ambassador Program (EAP), which is a student development program geared towards achieving the 4 Effat Graduate Characteristics that are based on IQRA Values throughout their degree program. It is basically offered to enhance students' essential skills, such as leadership skills, communication skills, and attitudes necessary for intellectual, social, moral, physical, and professional development. They are also encouraged to undertake volunteering services by fulfilling a specific number of hours every semester.

In addition, ARCH students are encouraged to share in sports activities which are organized by the sports personnel under the DSA for both male and female students. They are also encouraged to set up their own clubs and contribute to other extracurricular activities offered by Student Life and acquire value points (VPs) in return. These students' activities which help them positively immerse in the social life of their college and university to build their characters, include attending public lectures and conferences, participate in trips, offering voluntary work, becoming members in student clubs, excelling in sports, winning academic awards and honors, and supporting Students Bodies (i.e. Student Government and Student Shura), and supporting the Enhancement Centers which help all university students.

The Relationship between the Architecture Program and Effat University

The relation between the program and the university is reciprocal where the program benefits from the university and vice versa. In the following section, the benefit of the university to the program is outlined:



Despite the independence of the Effat College of Architecture and Design and the Architecture Program in running its internal academic and administrative affairs and having their own facilities, the Architecture Program utilizes many of the central facilities of the university and depends on the major supporting Deanships for many of its administrative tasks. For example, in terms of the shared facilities with the University, and due to the small size of the institution, the Architecture Program shares classrooms and lecture halls with other colleges and departments for theoretical courses in core or general education for the optimization of space use. The Architecture Program also shares the Central library (Effat Library and Cultural Museum), restaurant, sports facilities, Effat clinic, Child Development Center, Testing Center, and students and faculty housing facilities. The Architecture Program led by the Department Chair and supported by the Dean of the College work very closely with the **Office of the Provost** on all academic matters throughout the academic year including student advising, program and courses implementation, evaluation, development, and review. The Provost Office also supports faculty development through the **Center for Excellence in Teaching and Learning** as well as in supporting the departments and colleges in handling faculty appointments and promotion processes in coordination with the central **Management of Human Resources** and **Management of Finance**.

The **Deanship of Admission and Registration (DAR)** supports the Architecture Program in handling the administrative processes for admitting and registering students as well as in keeping central records of students' files and grades both digital, through the Banner System adopted by the University, or hard, as kept on general safe and secure area in a cardex. They also support in auditing graduates and producing final transcripts and degrees. They also support all the university students seeking financial aid or scholarships through their **Office for Scholarship and Financial Aid**. A number of scholarships are available to academically gifted students; these include:

- Academic Excellence Scholarships: Effat University holds its annual Undergraduate Scholarship Competition during the Spring and Fall semesters. This competition is open to all male and female high school graduates. Successful applicants benefit from partial scholarships that range from 50% to 20%.
- Scholarships from Donors: Some donors provide different scholarships to students based on specific criteria. These range from full to partial scholarships.

Also, the **Deanship of Students Affairs (DSA)** offers the Effat Ambassador Program (EAP) to all university students, including the students of the Architecture Program. The EAP program is a co-curricular program offered to enhance students' essential skills, such as leadership skills, communication skills, and attitudes necessary for intellectual, social, moral, physical, and professional development, as mentioned earlier. Every student needs to acquire 50 value points by taking part in the EAP program. These points count towards 5% of the grade for every course taken in the semester. Besides offering various extra-curricular activities opportunities for all Effat students, academically challenged students are provided with extra educational assistance from the Deanship of Student Affairs through the Educational Support Program (ESP). Such students are registered in this regular program to improve their skills, particularly in English and Math, by running dedicated classes. The **Enhancement Centers**, in collaboration with the academic departments, also provide optimum support to students on academic warning status through the Student Success Programs that include the Educational Support Program (ESP), a program specifically designed to cater to the needs of students facing difficulties and challenges in their academic performance. The Enhancement Centers also aim to enhance academic and lifelong learning skills, maximize career opportunities locally, regionally, and internationally, while promoting community awareness within a global framework. Lately, the Deanship of Student Affairs started offering extra English Language Training to those identified to have language difficulties to ensure that all Effat students have attained the language level required for them to smoothly advance in their studies. This is called the **Elevate Your English (EYE)** Program.

Effat's **Career Counseling and Development Office (CCDO)** facilitates COOP placements, liaises between stakeholders, and ensures compliance with program guidelines. The course supervisor oversees student progress, resolves issues, and ensures program objectives are met. Site supervisors are responsible for offering trainees the most appropriate induction to the training and practical experience they need, as well as coordinating with the course supervisor to resolve any issues and assess the performance of the trainee. The Architecture Program management reviews training locations, assigns faculty mentors, and monitors the overall



internship process. Specifying these roles and agreeing with them from the beginning helps achieve effective training.

With the growing interest in improving research output from faculty and students, the faculty of the Architecture Program works closely with the **Deanship of Graduate Studies and Research (DGSR)** to help them support their research projects. The **Research and Consultancy Institute (RCI)**, which belongs to the DGSR, supports the **Smart Building Research Center** under the ARCH Program, where many research projects are being done. This support is in the form of offering funding for research through the RCI competitive research grant system or supporting research groups, faculty, or students by supplying them with the required equipment or external expertise as needed. RCI also helps in offering a research workshop series every year to upgrade the research skills and research capacity of all Effat faculty. RCI also provides conference participation grants to faculty and students interested in attending or participating in high-profile conferences in the region or internationally. Lately, the DGSR opened an Editing Unit that helps both faculty and students edit their research work and helps them publish their work in quality journals and conferences.

The **Communications and Public Relations Office (C&PR)** also helps the Architecture Program in producing all its formal publications, like the Undergraduate Course Catalog, program brochures, program flyers, and all program events' publications. It also manages the website for the program along with the **Management of Information and Educational Technology Services (MI&ETS)**, as well as other university programs and units. All activities and achievements are posted on the social media accounts of the college and the department, as well as the ARCH Student Council's Instagram account. Below are the accounts as shown in table (6).

Table (6): ECoAD & ARCH Program Social Media Accounts

Account	ECoAD	ARCH
Instagram	effat_arch_desn	effat_architecture effat.arch.student.council
Twitter	effat_archdesn	Following the College account
Tiktok	effat_arch_desn	Following the College account
Snapchat	Effat_ARCH_DESN_SCA	Following the College account
LINKDN	Effat College of Architecture and Design	Following the College account

On the other hand, the **Management of Information and Educational Technology Services (MI&ETS)** is another central unit that helps provide the technological tools and staff to support the computer labs and all technological services around the Effat University campus. The Blackboard and Banner systems are major technology platforms that all Effat programs benefit from for running their courses and administering their academic programs digitally.

The Architecture Program is also supported by two major departments, the **General Education Department (GED)** and the **Design Department**. While the GED faculty deliver the General Education Program (GEP), the Design Program contributes every semester to deliver some design courses and workshops for architectural students as well as sharing in many of their projects.

In terms of the support of other major Deanships and supporting units, the Architecture Department works closely with the **Deanship of Quality Assurance (DQA)** towards continuously improving the overall quality of the ARCH Program with the support of the **President's and Provost's Offices**. The Deanship of Quality Assurance also helps in developing the faculty in terms of report writing, undertaking performance analyses using KPIs, as well as supporting all departments in running institutional surveys and reporting their results per college and department to help them identify their points of strength and weakness to develop and implement their improvement plans. The Deanship of Quality Assurance also runs a number of internal and external workshops and group and individual sessions every semester for the development of the faculty and staff regarding issues related to quality assurance, quality management, implementing improvement action plans,



obtaining national and international accreditation and many other relevant training courses upon request and as needed. The DQA also provides support in reviewing all quality-related reports, including self-study reports.

On the other hand, Effat University benefits from the Architecture Program in several ways. These are outlined below:

Effat University benefits from the Architecture Program through the different learning and teaching experiences that the program provides to enrich university life. It also benefits from the valuable contributions of the faculty, staff, and students to the university through their university service, community service, scholarship, and specific projects that aim to enhance the university's learning environment and support its daily operations.

It is clear that the Program of Architecture is a valuable program as it attracts a large number of young male and female students every year. For a long time, the number of students in the Architecture Program accounted for a big percentage of the total number of Effat students. In Fall 2024, the number of Architecture Program students accounted for 44% of the total number of students in the Effat College of Architecture and Design (248 out of 562). The faculty body of the Architecture Program (13) faculty members, excluding adjunct faculty, also represents one of the largest in the university. This active student body and its vibrant faculty members contribute greatly to the academic life that constitutes the core of the university's existence. This takes the form of holding enriching lectures and exhibitions that are open to all students in the university and outside. Examples of these activities are the annual International Conference on Architecture and Design (previously known as Memaryat) held every year by architecture students to exhibit their design projects. Moreover, the faculty of the Architecture Program contributes greatly to the scholarship of the university. This is done through the research they undertake under the Smart Building Research Center like the research project with NEOM- The line with a budget exceeding 500,000 SAR. Some faculty members contribute by bringing external research funds to the university. For example, Dr. Mady Mohamed has managed to win a large fund for his research from King Abdulla City for Science and Technology (KACST).

Some faculty and their students also contribute to the university by offering their consultancy services to the local community to improve the local environment. The ARCH Program at Effat University exemplifies a dynamic model of interdisciplinary collaboration and deep community integration, leveraging its strategic position within both the academic and urban fabric of KSA. 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. Over the past years, the program has expanded its partnerships with key local and international stakeholders, establishing itself as a hub of innovation, service-learning, and applied research that benefitted teaching and learning, students, alumni, teaching staff, and the community. Some highlights are shown below in the different areas

In the field of Teaching and Learning: The program has introduced **innovative teaching methodologies** emphasizing experiential learning, research-based projects, and interdisciplinary collaboration through various service-learning projects at different levels. In Spring 2024, there was a huge service-learning project with Al Balad Development Company that integrated the urban design studio as well as an elective course that basically addressed the integration of smart solutions in the Bab Makkah area through a community engagement approach. In Fall 2024, the project was extended to different areas in Al Balad to integrate the adaptive re-use studio and the comprehensive studio and urban conservation elective courses. In Fall 2024, an on-going service-learning project with the Royal Commission for Makkah City and Holy Sites in the Capstone studio continued.

The ARCH Program has also expanded **interdisciplinary and industry partnerships** with important local partners to foster a holistic approach to education. The ARCH Program partners and their contributions to date include the following:

- KACST offered the program a grant of 50,000 SAR, and the grant is still ongoing.
- Saudi Umran Society annually sponsors the International Conference on Architecture and Design with around 30,000 SAR.

- UM Al Qura University's Chair of HRH Prince Khaled Al Faisal for Developing Makkah and Holy Sites sponsored the annual international conference earlier with 10,000 SAR. Additionally, they provided awards for ARCH graduate students.
- KAUST sponsored 10 students from the Architecture Program to conduct a workshop on parametric design at KAUST.
- Ithra, ARAMCO group, conducts workshops annually at ARCH international conference.
- The Architecture and Design Commission invited Dr. Asmaa Ibrahim, the Dean, and ARCH faculty to deliver a talk at the main event of the research forum in Spring 2024.
- The Royal Commission for Makkah City and Holy Sites is active this year. Starting Fall 2024, there is an ongoing service-learning project with the Capstone studio in the AL Osayla site, under their supervision.
- The Municipality of Makkah organized with the ARCH Program a competition to redesign their spaces to accommodate studios and workshops.
- The Rental Company is active this year through competitions for students.
- Baytonia Company continues to provide internships for students.
- Al Balad Company collaborates with the ARCH Program in many service-learning projects.
- Johnson Controls provides many site visits for ARCH students.

This is in addition to many other activities conducted with international entities, notably the following:

- Miami University, the ARCH Program's official academic partner, conducts annual physical visits. They have reviewed the ARCH Program in Spring 2023 and also deliver annual speeches in the ARCH and Design annual international conference. Their Dean, Rudolph El Khoury, delivered the keynote speech in November 2023 at the 1st International Conference on Architecture and Design.
- NEOM (The Line) offered the ARCH Program a grant of 517,500 SAR to conduct a research project on architectural typologies. Effat University ARCH Program was the only Saudi University selected, along with the Bartlett School of Architecture and IAAC, to conduct that project.
- IU Hamburg and TU Berlin - With the support of the ECoA&D Dean, Dr. Asmaa Ibrahim, secured a grant from DAAD to conduct a research visit along with 15 students in Summer 2021 for 15 days to IU Hamburg and TU Berlin.
- UCLAN University provides annual internships to ARCH students in the Summer.
- Kingston University. Many ARCH Program students finished the Summer workshops provided by Kingston University during Summer break.
- Kent State University provides Summer schools in different countries for Effat ARCH students.
- AUTODESK - Effat is now an official partner with Autodesk. This allows Effat ARCH students to get professional certificates once they finish the courses related to AutoCAD and Revit.
- Abdullatif Al Fozan Award for Mosque Architecture. ARCH faculty and students are currently participating in all conferences and events conducted by the Abdullatif Al Fozan Award for Mosque Architecture.

The ARCH Program helps in the organization of specialized workshops, boot camps, and industry-led initiatives very actively. Examples of these include **workshops and seminars by national and international experts** in Fall 2024 as shown in the ARCH newsletter ([ECoAD Newsletter](#)). The ARCH newsletter shows clear documentation for all ARCH students, alumni, and faculty achievements. It is published on the Effat website ([ECoAD Newsletter](#)) and also documented in the Awards Unit Annual Report by the Provost's Office ([Effat Awards Newsletter](#)).

There is also a notable increase in **student and alumni** participation in national and international competitions, research conferences, and exhibitions, showcasing innovative design solutions with many awards acquired by ARCH alumni and students. Examples of these are illustrated below,

- The Effat ARCH Program proudly celebrates the remarkable achievement of Salwa Samragndi and Dana Al Amri, ARCH alumni, who have been recognized as two of the top 100 designers in the Middle East and North Africa by Architectural Digest. [LINK HERE](#)

- Marah Aljasssem, ARCH alumni, won the 2nd place Award in the competition for designing a sustainable mosque in Al-Madinah, organized by the Saudi Umran Society in August 2024.
- Hala Kajak, ARCH alumni, her project was exhibited among selected projects from KSA and worldwide at ITHRA TANWEEN GRAD EXPO in November 2024.
- The Muneer Sendi Award for Architecture brought the spotlight to our talented ARCH students, honoring their exceptional creativity and innovation. Here's a roundup of this year's remarkable winners: First Track: Architecture and Interior Design 1st Place: Wed Merwas, 2nd Place: Marwa Hagos, 4th Place: Sara Bakhshwain, 5th Place: Shadha Alubedy. Second Track: Urban Design 3rd Place: Team included Lama Al Turk, Fai Al Alaqi, Jouri Bamhraz, Samar Mohammad, Rawan Musbahi, and Laila Alquwate. 4th Place: Team included Shrooq Alyafii, Muna Hawary, Maha Mufleh, Nour Alsuleiman, and Suhela Qutehan.
- Sabeen Al Harthi secured 2nd place, and Lina Abu EL Naga achieved 3rd place as Effat ARCH students in IFLA_Global Studio 2024 SSLA International Student Charrette in Fall 2024. This year's SSLA Student Charrette is part of the IFLA Global Studio, an initiative connecting four Charrettes linked to major landscape architecture events across the IFLA regions: Europe, Asia, America, and the Middle East.
- Saliha Ahmed was awarded the QECA (Queen Effat Citizenship Award) in the AY 2023-24, and Sabeen Al Harthy was the first runner-up for the AY 2024-25. Jana Hariri is currently the Effat student representative after fair elections among all colleges at Effat University.
- Many students and alumni have been publishing and presenting their research at the annual conference on Architecture and Design. Examples of these include the publications of our students who have now graduated: Dina Ghulam and Majd Al Nafie in the Springer Nature publication: ([Mosque Architecture: A Transdisciplinary Debate](#)). The second one includes Nawal Hoque, Ahd Hannawi, and Hatoun AL Ghamdi in the ([Cities of the Future: Challenges and Opportunities](#)); the third one ([Man and Place: Creative Design Transformations](#)) includes the publications of Rahaf Bindaji, Dania Alansari, and Hala Kajak.
- Many students acquired professional certificates from Autodesk and LEED by the end of their related courses ([Appendix 5: List of students who acquired professional certification and related courses in the last two academic years](#)).

Many of the **ARCH faculty** have also acquired many professional certifications ([Appendix 6: List of Faculty who Acquired Professional Certification in the Last Two Academic Years](#)). In addition, many faculty members acquired several awards, including Prof. Mady Mohamed, who was awarded the Effat University Excellence in Research Award in the AY (2022-2023), Prof. Mohamed Fekry, who was awarded the Effat University Excellence in Teaching in the AY (2021-2022) and Effat University Excellence in Community Service in the AY (2019-2020), and Ms. Maya Kamareddine, who was awarded the Effat University Excellence in Teaching Award at Effat University in the AY (2020-2021). Prof. Asmaa Ibrahim was also awarded the best paper in the cities' research award in RII-Forum in 2022 ([Appendix 7: Evidence for Awards Acquired by Faculty](#)).

In the field of research, there are facilitated research and publication collaborations between the ARCH Program and entities like Emerald and Springer in publishing the papers presented in the ARCH Program's annual conference. Since 2017, the themes of the annual conference organized by the ARCH Program have evolved from urban sustainability to digital transformation and innovation, reflecting the conference's expanding focus and mission. The thread of the annual conferences for the last eight years is shown in this [Link](#) and documented on the YouTube Channel ([HERE](#)) ([Appendix 8: Reports and videos for our conferences for the last three years](#)). The ARCH Program has managed to publish 3 publications so far with Springer based on the ARCH annual conferences. One of them has been SCOPUS indexed ([Mosque Architecture: A Transdisciplinary Debate](#)). The second one ([Cities of the Future: Challenges and Opportunities](#)); while the third one ([Man and Place: Creative Design Transformations](#)) is ISI-indexed. The upcoming publication will be with Emerald which will be Scopus and ISI-indexed. Many of the ARCH faculty have been publishing in these proceedings, including Prof. Asmaa Ibrahim, Prof. Mohamed Fekry, Prof. Mohamed Mady, Prof. Tarek Ragab, and Dr. Ahmed Refaat. In addition, the ARCH faculty is frequently invited as keynote speakers at major conferences. In Spring 2024, Prof. Asmaa spoke at the Arch and Design Commission Research Forum, while Prof. Mohamed Fekry, Prof. Asmaa Ibrahim, and Prof. Mohamed Kashef presented at the Al Fawzan Conference in Makkah, where students also exhibited their work.

As for the field of community service, in Spring 2021, ARCH students participated in a community awareness project on recycling materials from the Red Sea (see figure below Fig. (4)). In collaboration with MBC and Ahmed El Shoqairi's Sein TV program, they created an art piece that was later placed on Jeddah Corniche to help raise awareness about sea pollution and environmental sustainability. The ARCH Program has also established the "NeOasis International Design Challenge": This challenge invited students and young practitioners WORLDWIDE to work in women inclusive and interdisciplinary design teams to contribute ingenious and creative design ideas to a new interpretation of traditional oasis systems set in one of three locations: Outback Oasis Australia (hosted by Griffith University, Bond University and the University of Queensland), the Island Oasis/ Arabian Peninsula (hosted by Zayed University, Dubai), and the Urban Oasis /Arabian Peninsula (hosted by Effat University, Saudi Arabia). This took place in Fall 2021 and Spring 2022. The ARCH Program has also partnered with the Biennale for Islamic Arts through the organization of a series of events and workshops to raise public awareness about contemporary Islamic art, architecture, and design. The events took place throughout the period from 25 January 2025 to 25 May 2025. All events are listed on the Biennale website: [HERE](#). Additionally, three faculty members participated in the Biennale, and many served as speakers in school events and graduation ceremonies to raise the awareness of young generations about design and architecture and their contribution to improving the environment as well as served as jury members and thesis defense panelists at universities such as KAU, UBT, and Dar Al Hekma in Jeddah. ([Appendix 9: List of Community Service Activities for our Faculty in the Last Academic Year](#)).



Fig. (4): The Fish Project made out of recycled materials in collaboration with the well-known influencer (Ahmed Al Shoqairy) to raise awareness about environmental sustainability

1.1.2 Learning Culture

In Spring 2025, the Architecture Program reached its 39th semester of teaching architecture at Effat University. The journey has been loaded with learning experiences for administration, faculty, and students alike. This has led to the development of a unique learning culture for the Architecture Program at Effat University. This culture is based on a number of policies and principles that put into consideration the growing needs and expectations of the students, faculty, and staff to achieve the mission of the Architecture Program of providing academic excellence and the graduation of highly qualified architects (now including both males and females) who can truly cater for the market needs of their countries. The following are the policies and principles that govern the learning culture of the Architecture Program at Effat University:

1. Admission Criteria, Bylaws, Policies and Procedures

Effat University is open to applicants from all qualified high school graduates and transfer students from universities recognized by the Saudi Ministry of Education. The admission requirements and processes followed reflect the open culture established by Effat University and all its programs, including ARCH Program, that welcomes all applicants from diverse backgrounds and yet honor, value and reward their academic excellence. The Admission to the Architecture program follows Effat University's general admission criteria in accordance with Article 11 of the Bylaws for Undergraduate Study and Examination and Implementation Rules for Effat

University (<https://www.effatuniversity.edu.sa/english/admissions/bylaws/pages/default.aspx>) in conjunction with additional ARCH requirements to ensure that applicants possess the necessary skills and aptitude for the field. All applicants, regardless of gender or background, are treated equally. Admission decisions are based on a comprehensive review process conducted by the Admissions & Academic Standing Committee (AASC), which is headed by the University President and includes key members such as the Provost, the Dean of the College, and all other academic deans and the supportive deans including the Dean of Admission and Registration, and the Dean of Student Affairs and the Dean of Graduate Studies and Research.

As per Article 11 of the Bylaws for Undergraduate Study and Examination and Implementation Rules, below are Effat University's general admission requirements (see Fig. (5)):

Article 11

In accordance with the decisions by the Council of Universities Affairs related to the national development in addition to the reports about the supply and demand of the labor market, the University Council, following the recommendation of the Department Councils and the College Councils, decides the admission criteria and the number of accepted students in the academic year.

Implementation Rules

First: An applicant for admission to the University must fulfill the following requirements:
 a. She/he should have the general secondary certificate or its equivalent from inside or outside the Kingdom of Saudi Arabia.
 b. She/he must be of good conduct and behavior.
 c. She/he must successfully pass any examinations or personal interviews as determined by the University Council.
 d. She/he must be medically fit.
 e. She/he must obtain approval from her employer if She/ he is working in the public or private sector.
 f. She/he must satisfy any other conditions the University Council may deem necessary at the time of application.
 g. Equivalency requirements must apply to applicants whose secondary school certificates are from outside the

Kingdom.
 Second: After the completion of the admission examinations, the Deanship of Admissions and Registration makes a recommendation to admit the candidates who fulfilled the criteria based on the highest scores and the capacity designated by the University.
 Third: After the President of the University approves the recommendation, candidates are informed accordingly.
 Fourth: Admission will be canceled for candidates who have been informed of their admission but fail to report on the designated time.
 Fifth: All newly admitted students are required to complete the preparatory year program before starting their undergraduate study. Students may be exempted from part or the whole program according to the implementation rules of the promotion exams.

As published on the Effat University website, below are the admission requirements for the Architecture Program:

Admissions			
High-School Percentage		Qudurat *(SAT)	Math
Science Section 80%	Art Section 80%	65%	Cut-Score 60%
One of the Following Placement Tests			Additional Department Requirement
iBT TOEFL 53	LNGT 162	IELTS 5.5	Interview Required

[BSc Architecture Degree Program | Apply Now | Effat University](#)

Fig (5): Effat University's general admission requirements



In addition to a minimum of 80% in high school percentage, applicants are required to achieve a minimum of 60% in the Math exam, a minimum of 65% in Qudurat/SAT, TOEFL score of at least 525, or an IELTS score of at least 5.5, or a LinguaSkill score of at least 162. Also, each ARCH applicant must undergo a personal interview.

Students who have completed coursework at other institutions and who are willing to transfer to the ARCH Program at Effat University may request to transfer their credits as per Articles 23 and 24 of the Bylaws for *Undergraduate Study and Examination and Implementation Rules* <https://www.effatuniversity.edu.sa/english/admissions/bylaws/pages/default.aspx>. The decision to transfer a course is approved by the Department under which the equivalent course is taught, based on the course description and a detailed syllabus provided by students from the institution they are transferring from. Transfers are discussed and approved at the Departmental Council (DC) based on the approved transfer policies. The decision is then reviewed and endorsed by the College Council (CC), the Admissions and Academic Standing Committee (AASC), and then the University Council (UC) for final approval. The student is then informed by the Department Chair about the final decision. In summary, to get a transfer of credits for any course taken outside the University, the following provisions shall be met:

- The student should have been enrolled at a recognized national/international college or university.
- The student must not have been dismissed from that college/university for disciplinary reasons.
- The student must satisfy the transfer provisions set by the University Council (UC).
- The student needs to have at least a grade of C in the course to be transferred.
- The content of the course to be transferred should cover at least 80% of the equivalent course taught at Effat University (EU). Otherwise, it may be considered as an elective after the approval of the DC offering the degree and CC.
- The course to be transferred needs to have the same number of credits (or more) as the equivalent course at EU.
- The grade earned by the student in the course is not included in the student's cumulative GPA.
- Courses taken at two different institutions at the same time are not considered for transfer of credit as well as those taken simultaneously while studying at Effat University.
- The student should have a minimum of 65 credits at Effat University (25 of them in her major) to qualify for receiving an Effat University degree (Implementation rules in the Undergraduate Bylaws).

A full description of the ARCH Program (and other programs offered at the university) ([BSc Architecture Degree Program | Apply Now | Effat University](#)), the admission criteria, and information about the university and its services, as well as other useful information for prospective students and their parents, are available on Effat University's website ([Undergraduate Admissions | Regular Students](#)). This ensures that all students, including potential applicants, are fully informed of the criteria they must meet, and that a healthy learning environment is ensured. See ([Appendix 10: Admission and Registration Policies](#)) and ([Appendix 11: Student Affairs Policies](#)).

2. Approved Semester Schedule and Course Syllabi

All Effat programs, including the Architecture Program, follow the American-style of education with a learning cycle that is semester-based. The semester is 15 weeks long, excluding final exam weeks. At the end of each academic year, the students are notified of the approved academic calendar for the following academic year which is published on the website, to guide them in their registration process for the three semesters (i.e. Fall, Spring and Summer) and to be well aware of the first day of classes, add and drop dates, mid-term exams' dates, possible withdrawal dates, final day of classes, and final exams' dates. <https://www.effatuniversity.edu.sa/english/academics/pages/academic-calendar.aspx>. The students are also well supported by their academic advisors, assigned to them by their departments, to help them in the pre-registration and registration processes as well as in organizing their academic life and guiding them regarding their future careers.



On the other hand, students are guided in each course by the course syllabus, which is based on the approved course specification, which comprises the contract between the faculty and students. The faculty posts the course syllabus on Blackboard, the Learning Management System used at Effat University, in the first week of the semester to share with students the course description, course materials, course objectives and learning outcomes, grading system, topics to be covered, and all scheduled submissions of assignments to be completed, grading schemes and rubrics, and dates of exams and juries to be conducted as well as the general classroom rules as set by their faculty. Also, Blackboard is used as the platform where the faculty and students communicate important messages like faculty expectations from the students regarding their studio, course grading system, course results, attendance records, as well as any class announcements. Faculty also receives electronic submissions from students and puts their lecture notes and reading materials for students on Blackboard. Students can also send messages to faculty, hold group discussions, and respond to questions posted by faculty and colleagues using Blackboard.

Each faculty states their expectations for their students in the course syllabus to guide the students in terms of the learning culture to which they are integrated. Below is a sample from one of the course syllabi provided to architecture students and which clearly identifies some of the behaviors that are expected from them to show respect to their course instructor and colleagues:

Class Contract:

CLASSROOM ETIQUETTE: The student is expected to practice good etiquette and respect for others. Punctuality is required of all students. Classes will start on time. Student lateness disrupts the efficient operation of classes and affects the team while working. Students who arrive over 10 minutes past the start of class will be recorded as late. Disruptive behavior such as distractions, inattentiveness and disrespect (e.g., verbal abuse) will not be tolerated.

DELIVERABLES: In the profession of architecture, practicing professionals must meet deadlines, as should university students. All students' work should be submitted on Blackboard. Work submitted after a deadline will be deemed late and the student's grade will be penalized by 25% (25% of the maximum score will be deducted) within the first week and 50% within the second week. Work submitted excessively late will not be accepted.

ELECTRONIC DEVICE USE: Phones or similar mobile devices should be switched to silent mode during class. Calls and text messaging should not be placed or received during class. Emergency conversations should be taken outside the classroom. Laptop and handheld computers may be used for class-related work only.

ATTENDANCE: This course follows article Nine of Effat Student Bylaws: A regular student should attend all classes and laboratory sessions. A student may be discontinued from a course and denied attendance of the final examination if his/her attendance is less than the limit determined by the University Council. This limit cannot be less than 75% of classes and lab sessions assigned to each course during the semester. A student who is denied attending the final examination due to excessive absences will be considered as having failed that course and will be given a Denied Grade (DN).

Implementation Rules of Article Nine: A regular student will not be allowed to continue in a course and take the final examination and will be given a DN grade if her unexcused absences are more than 20% of the lecture and laboratory sessions scheduled for the course.

Therefore, class attendance will be as per the following:

1. Attending classes is mandatory for the duration of the semester, and students who attend all sessions will be awarded 5% of the course's grade.
2. Missing a lecture will result in losing 0.5 % for each absence
3. The DN Warning-1 will be issued after 4 unexcused absences.
4. The DN Warning-2 will be after 5 unexcused absences.
5. DN Letter will be sent in case of 6 unexcused absences, which is 20%



6. **Medical reports presented for Excused Absence are those issued from well-known hospitals, reporting the case and the dates, and approved and stamped from Effat Medical Clinic.**

EXTRA ASSISTANCE: If you are worried about your grade, see me as soon as possible. If you wait until the end of the semester, there is not much that I can do. A student in danger of a substandard course grade should:

1. **Discuss the situation with the instructor as early as possible.**
2. **Consider withdrawing from the course within the appropriate timeframe, so it will not affect your student record.**

ACADEMIC HONESTY: Cheating and Plagiarism are unacceptable under any circumstances; Students should ask what constitutes plagiarism. It is the student’s responsibility to familiarize him/herself with the plagiarism policy, which can be found in the Undergraduate Catalogue.

Instructors make every effort to follow the set syllabus without major variations. This helps students to plan their course of study with relative ease. Since the bulk of the students' time is spent in the studio, design studio schedules include details of reviews, juries, lectures, meetings, and grade distribution, besides the general program of the design projects at each level. Studio schedules are explained to the students at the beginning of the semester to familiarize students with the general strategy of studio tasks.

The ARCH Program has devised a “Semester Activity Planning” document, which is guided by the Provost’s Semester Activity Planner that helps plan weekly the quality processes within the program. The following table shows a summary of the activities for Fall 2024 and Spring 2025, which reflect another facet of the academic processes behind organizing the teaching and learning processes by the ARCH Program. The faculty of the Architecture Program meets monthly in the Architecture Departmental Council, where they discuss and make decisions on all issues related to academic and administrative activities. For example, Software/Equipment and requests from IT are done at the end of each academic year for the subsequent year, as well as the learning resources to the library. Producing syllabi prior to the start of the semester and reporting on expected graduates in week 4. Course Reports, Program Report, Student Course Evaluations, Strategic Planning Evaluation, self-study in the Semester Activity and Quality Report are done at the end of the semester. Table (7) shows the summary of activities through the academic semester.

Table (7): Summary of the Activities for Fall 2024 and Spring 2025

Week	Faculty	Department Chair	College Dean
Pre-semester	Prepare for your course: review your course specifications and previous course reports *	Provide number of enrolled students/ expected graduates/ warning & probation (W&P)/support plans/transfer *	Review number of enrolled students/ expected graduates/ warning & probation/ support plans/ transfers *
	Design your course syllabus: plan course LOs, activities, and assessment *	Complete course offerings/ student registration *	Review course offerings/student registration *
	<u>Submit syllabus and LOs mapping along with recommended textbooks</u>	Provide faculty with course specifications, course reports, and resources *	<u>Approve and submit syllabus, Approve textbooks * & course offerings to Provost Office</u>
	Plan your research and community service activities*	Provide faculty with syllabus & timetable template *	Supervise advising process *
	Review your advisee files *	<u>Review and approve</u>	

Week	Faculty	Department Chair	College Dean
		<u>syllabus & course offerings</u> <u>and approve textbooks *</u> Provide advisee files to advisors * Prepare department orientation for students/faculty *	
Week 0	<u>Upload your course material on Blackboard</u> <u>Review workload on banner & submit research and community service activities</u> <u>Submit timetable to department</u> Attend Faculty Orientation (Provost) Attend Students Orientation (Deanship of Student Affairs)	<u>Review faculty teaching, research, and community service activities</u> <u>Submit advisees lists to Dean</u> Attend Faculty Orientation (Provost) Attend Students Orientation (Deanship of Student Affairs)	<u>Review and approve faculty teaching, research, and community service activities</u> <u>Submit advisees lists to Registration</u> Attend Faculty Orientation (Provost) Attend Students Orientation (Deanship of Student Affairs)
Week 1	Attend Departmental Meeting Attend Students Orientation (Deanship of Student Affairs)	Final updates to schedule/workloads (if needed) * Attend Departmental Meeting Attend Students Orientation (Deanship of Student Affairs)	
Add & Drop Classes Start - English Language Assessment (for students)			
Week 2	Follow up with advisees and W&P students *	Follow up with advisees and W&P students *	Follow up with advisees and W&P students *
Week 3	Departmental Council		
Week 4	Prepare expected graduates audits * <u>Report on W&P students, and expected graduates, and transfer students</u> College Council	Prepare expected graduates audits * <u>Report on W&P students, and expected graduates, and transfer students</u> College Council	Prepare expected graduates audits * <u>Report on W&P students, and expected graduates, and transfer students</u> College Council
Week 5	First attendance warning for students exceeding 10% absence * <u>Submit Midterm exams for review</u>	Review Midterm exams * <u>Review and submit faculty portfolio on to Dean (spring)</u> Departmental Meeting *	Review Midterm exams * <u>Review and submit faculty portfolio to Provost Office (spring)</u>



Week	Faculty	Department Chair	College Dean
	<u>Submit faculty portfolio (spring)</u> Departmental Meeting * Student advising *		
Week 6	Departmental Meeting	Review and approve each student advising form * Review and approve all advisor tallies * Departmental Meeting	Review and approve each student advising form * Review and approve all Department tallies *
Week 7 Midterm Exams (for students)		Course projections for the following semester * Create department tally * Create department course offering *	Create college tally * Create college course offering *
Week 8	Midterm grading * Performance report on W&P students * Departmental Meeting	Midterm grades review * Performance report on W&P students * Departmental Meeting	Midterm grades review * Evaluate sample of advising files and tallies *
Week 9	Second attendance warning for students exceeding 15% absence *		Create next semester schedule *
Week 10	<u>Submit final exams and LOs mapping</u> Advising for pre-registration * Recommend courses to student advisee * Departmental Meeting	Departmental Meeting	
Week 11 Course Evaluation (for students)	Student advising for registration *	Final exam and LOs map review *	Final exam and LOs map review *
Week 12	<u>Submit DN students' list</u> Advising for registration * Departmental Meeting	<u>Review and submit DN letters</u> Departmental Meeting	<u>Review and submit DN letters</u>
Week 13	Plan next semester's load *	Review faculty load *	Review faculty load *
Senior Projects (for students)	Senior project presentations * Departmental Meeting	Senior project presentations * Departmental Meeting	Senior project presentations *
Week 15	<u>Submit IT & library requests for subsequent year (spring semester)*</u>	<u>Review IT & library requests for subsequent year to raise to Dean (spring semester)*</u> Final exam grades review * <u>Review and submit course files</u>	<u>Review and approve IT & library requests for subsequent year to raise to IT, Library and Finance (spring semester)</u> Final exam grades review *

Week	Faculty	Department Chair	College Dean
		<u>Review and submit the graduates of this semester</u>	<u>Review and submit course reports (G &UG)</u>
	Final exams grading *	<u>Review and submit final grade rosters</u>	<u>Review and submit the graduates of this semester</u>
Week 16-17	<u>Submit course files</u>	Review students and faculty evaluations *	<u>Review and submit final grade rosters</u>
	Report on graduates of this semester *	<u>Submit annual program report (spring semester)</u>	Review students and faculty evaluations *
Final Exams (for students)	<u>Submit final grade rosters</u>	<u>Submit the assessment report for the program</u>	<u>Review and submit annual program report (spring semester)</u>
	Departmental Meeting	<u>Submit semester activities and quality report (every semester)</u>	<u>Review and submit the assessment report for the program</u>
		<u>Submit semester course reports (G & UG)</u>	<u>Review and submit semester activities and quality report (every semester)</u>
		Departmental Meeting	<u>Submit semester course reports (G & UG)</u>
Post-semester	<u>Evaluate your performance (spring)</u>	<u>Evaluate faculty performance (spring)</u>	<u>Evaluate faculty/chairs performance (spring)</u>

Sheet key	Meeting	Task*	Submission
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ARCH Program Learning Outcomes Mapped to Effat University IQRA Core Values and Ethical Code of Conduct

As mentioned earlier, Effat University believes that the future of the nation lies in the divine act of “reading” as expressed in the Holy Quran. The verb IQRA, “read,” transformed a nation that favored the oral transmission of culture and the lyrical expression of ideas into a nation that produced a formidable number of written manuscripts that managed to retain and develop knowledge throughout human history. Effat University and all its programs, guided by the vision of its founder, Queen Effat, maintains that the mission of the university resides in reviving this important part of the divine inspiration, reading, and in increasing comprehensive human knowledge to provide the nation with an infusion of new blood and guide it towards enlightenment. Graduates of Effat University are expected to acquire and demonstrate a set of characteristics directly linked to Effat IQRA Core Values. These four characteristics (Itqan, Ihsan, Stewardship, and Ambassadorship) are very general educational outcomes, but they provide the four behaviors that Effat University aspires to have for its graduates to make a positive change in the local and global community.

The table below shows the list of criteria for the achievement of each of the four main characteristics. The **Itqan** المتقن characteristic is demonstrated through knowledge, critical and cognitive skills, problem solving skills, information and research skills, and interdisciplinary and integrative learning. On the other hand, the characteristic of **Ihsan** المحسن is demonstrated through integrity and ethical values, self-respect and respect for others and pride in cultural heritage and tradition as well as being committed to health and well-being. **Stewardship** الراعي characteristic is demonstrated through possession of independence and lifelong learning skills, enthusiasm, self-confidence and desire to excel as well as being engaged with the community and having responsible and reflective leadership skills. Finally, **Ambassador** السفير characteristic is demonstrated through reaching out to others, having effective communication skills, cooperation and team-work skills, global awareness and emotional intelligence.

Table (8): Effat IQRA Values and Effat Graduates' Detailed Characteristics

IQRA Values	Effat Graduate Characteristics	Detailed Characteristics
I for Ibhath (undertake life-long research)	Itqan المتقن/المتقنة	I1: Knowledgeable in the Field I2: Critical and Creative Thinking I3: Problem-Solving Skills I4: Information Literacy and Research Skills I5: Interdisciplinary and Integrative Learning
Q for Qiyam (ethical social and educational values)	Ihsan المحسن/المحسنة	Q1: Integrity and Ethics Q2: Self-Respect and Respect for Others Q3: Pride in Cultural Heritage and Tradition Q4: Commitment to Health and Wellbeing
R for Riyada (responsible and creative leadership)	Stewardship الراعي/الراعية	R1: Capacity for Independent Learning & Work R2: Enthusiasm, Self Confidence and Desire to Excel R3: Spontaneous Service to the Community R4: Responsible and Reflective Leadership
A for At-tawasul (Effective communication and reaching out to others)	Ambassador السفير/السفيرة	A1: Cooperation and Teamwork A2: Effective Communication and Sharing Knowledge A3: Reaching out to Others A4: Global Citizenship A5: Emotional Intelligence

The Architecture Program Learning Outcomes (PLOs) are all aligned to Effat Graduate Characteristics, as shown in table (9). This is to ensure that all graduates of the ARCH Program will graduate with these four qualities that will help them be agents of positive change in their communities. The unique ethos adopted by Effat University and its programs provides a unique learning environment to its students that helps nurture them as the future Ambassadors of Effat University.

Table (9): Mapping of ARCH Program Learning Outcomes with IQRA Graduate Characteristics

ECoAD Program	Effat Graduate Characteristics	NAQF 2020 Code	BSc. ARCH Program Learning Outcomes
ARCH	Knowledge		
	Itqan الإتقان	NQF20-K1	ARCH-K1. Examine a broad range of knowledge areas in architecture with an emphasis on developing creative thinking and analytical design approaches.
		NQF20-K2	ARCH-K2. Demonstrate a critical perspective and in-depth understanding of various theoretical, historical, sociocultural, environmental, technological, and professional practices in architecture, urban design, and related fields.
		NQF20-K4	ARCH-K3. Collect and present information about architecture and related fields from different sources using applied research methodologies.
	Skills		
	Itqan الإتقان	NQF20-S1.1	ARCH-S1. Integrate architecture theories, design principles, aesthetics, and problem-solving techniques in developing alternative project scenarios that are client-centered, sustainable, and socially responsive.
NQF20-S1.2		ARCH-S2. Implement appropriate technical documentation methods, digital instruments, and versatile communication media in the	

ECoAD Program	Effat Graduate Characteristics	NAQF 2020 Code	BSc. ARCH Program Learning Outcomes
			development of architecture project designs, representations, and reports.
		NQF20-S1.3	ARCH-S3. Develop advanced knowledge and technical skills in preparing integrated architectural solutions for projects of varying scales and levels of complexity reflecting consideration of stakeholders, budgets, regulations, constructability, building systems, and environmental stewardship.
		NQF20-1.4	ARCH-S4. Initiate inquiries, conduct critical research investigations, and conceptualize sustainable development solutions for complex issues within architecture, urban design, and related fields.
		NQF20-S2.2	ARCH-S5. Employ various digital and traditional graphic representation tools in the production of two and three-dimensional design drawings, renderings, and project briefs that respond to client requirements and practice regulations.
	Ambassador السفيرة	NQF20-S3.1	ARCH S6. Synthesize architectural knowledge, project management techniques, and practice skills in conducting effective oral presentations and preparing technical documents, status reports, and business startup proposals.
	Itqan الإتقان	NQF20-S3.2	ARCH S7. Apply mathematics, statistics, and quantitative reasoning skills to investigate urban developments, building projects, budgets, and environmental design strategies.
Values			
	Ihsan الإحسان	NQF20-V1	ARCH V1. Manifest a commitment to ethical codes of conduct, academic principles, professional practice standards, legal obligations, social responsibilities, and civic duties.
	Stewardship الراعية	NQF20-V2	ARCH-V2. Plan academic and career development goals through a self-reflective process of assessing own performance and implementing personal improvement strategies along with associated ethical, legal, financial, and professional responsibilities.
		NQF20-V3	ARCH-V3. Collaborate effectively in diverse teams and take leadership initiatives that guide the development of creative project solutions, improve group performance, and enhance individual and collective professional practice opportunities.

The achievement of these graduate characteristics by the graduates of the Architecture Programs is measured every semester through the measurement of the achievement of the students' learning outcomes in their Architecture Program courses, as well as in the co-curricular Effat Ambassador Program, as described in this report. All details of the assessment are available for faculty in the Architecture Program Assessment Manual ([Appendix 12: Assessment Manual and Reports](#)) and will be displayed in the visiting team room.

The Effat University Code of Ethical Conduct (Tarbawyyat Effat) is intended to provide all Effat programs with a set of broad statements on equality and justice, respect for others, personal development, professional conduct, and social responsibility specific to university settings but general enough to guide interactions beyond campus grounds. A detailed illustration and explanation of each of the eight pillars of the Ethical Code of Conduct is available in the Effat Code of Ethical Conduct "Tarbawiyat" ([Appendix 13](#)), as shown in Fig. (6).

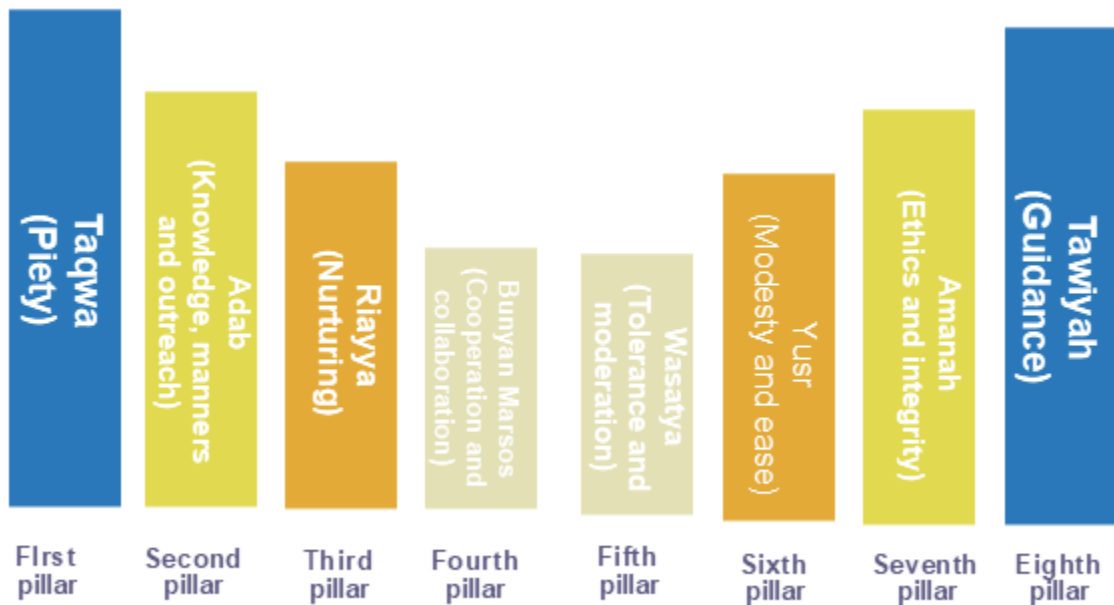


Fig. (6): The Eight Pillars of the Effat Code of Ethical Conduct “Tarbawiyat”

The Code is also supported by other policies that Effat University has in place. The Course Catalogue also includes sections on academic misconduct, dress code, e-mail usage and smoking on campus, good behavior, and decorum. The students of the Architecture Program are made aware of these and other regulations through different channels: Effat University and Program Website, University and Program Orientation Days, and regular workshops and activities conducted by the Deanship of Student Affairs. Students are also regularly and constantly reminded of these codes through their emails.

The Code also sets the roles and responsibilities of the committee and its members who handle cases of violations of the code immediately. Guided by the Effat University Code of Ethical Conduct, it is always expected that staff members will act in an ethical and professional way. In order to protect the student from any case of discrimination or harassment, Effat University is opening the door for all students to report any incidents through a complaint on the form provided on the website, and/or direct meetings with the Dean of Student Affairs. However, if a staff member fails to meet the expectations and s/he is proven to have been involved in one of the reported incidents, s/he may be subject to disciplinary procedures. Thus, misconduct incidents could be referred to the Management of Human Resources (MHR) Director or any other members in the institution in confidence. S/he, in his role, is to report the incident to the Higher Disciplinary Committee for appropriate action. The staff member has the right to appeal against the Disciplinary Committee’s action by addressing a request to the President for a final decision based on submitted supportive documents. The procedures in the dispute resolution policy are administered flexibly and expediently at the lowest possible level with the cooperation of all concerned. In severe cases where court actions are involved, the university must resort to the Effat University Legal Office.

Ensuring that all systems, regulations, and procedures are applied consistently and effectively is critical for maintaining order, fairness, and transparency within the Architecture Program. This includes the management of grievances, complaints, and disciplinary cases, all of which are handled in accordance with established institutional policies. The Architecture Program management adheres to a comprehensive set of [policies, regulations, and procedures](#) approved by the institution to manage grievances, complaints, and disciplinary actions. These policies are clearly outlined in Effat University’s **student concerns** (EU Policy #: EU 4218 revised and approved according to University Council Decision# UC#4/11Jan.2023/2.5-4(3)) and **grade appeal** (EU Policy #: EU 4217 revised and approved according to University Council Decision# UC#4/11Jan.2023/2.3-



4(3)). These policies provide a framework for addressing and resolving complaints and grievances and are publicly available [here](#).

The Architecture Program management employs a structured approach to managing complaints and grievances, ensuring that all cases are handled fairly and in accordance with institutional guidelines using **Concern Form (Appendix 14)**, available online [here](#). Discussions and decisions regarding complaints are documented in the Departmental Council (DC) monthly minutes and coordinated and approved by the Academic and Admission Standing Committee (AASC) as well as endorsed by the University Council, providing a clear record of the process. These records include details on the nature of the complaints, the steps taken to address them, and the outcomes. Example of a grievance process from submission to resolution is well documented in the following appendices ([Appendix 15](#))

Thus, the Architecture Program management consistently applies approved systems, regulations, and procedures to manage grievances, complaints, and disciplinary cases. Through comprehensive documentation, structured processes, and regular monitoring, the program ensures that all cases are handled with fairness and integrity, contributing to a supportive and transparent academic environment.

Assessment of the level of integrity at the Architecture Program at Effat University is measured by the number of incidents reported and resolved. There is a significant achievement in terms of the numbers reported, as it is always below the target number of incidents expected compared against the total number of students (0.05%). The 0 incident on the part of faculty, staff, labor, and researchers under the Architecture Program is an excellent indicator of the ethical environment at the program and Effat University.

Studio Management & Design Projects' Reviews

The Studio Culture is maintained in the ARCH Program, where experienced architecture instructors' mentor and guide younger architectural students in a positive manner. Every studio has one dedicated instructor who is assigned by the Chair of the Department of Architecture. As per the Studio Management Policies and Procedures ([Appendix 16](#)) implemented by the Department of Architecture, the coordinator (in case there is more than one section) is responsible for preparing the studio brief, organizing the overall functioning of the studio, and arranging reviews and juries. Grades received during these reviews are posted on a regular basis so that students are aware of their status at all times, and they have the opportunity to improve. As a matter of fact, the bulk of the grades for the whole semester (60%) are based on internal reviews. While mid-term juries are attended by studio instructors and instructors from other design studios, the Final Jury comprises instructors from other levels only and an external jury (i.e., practitioners from the community). However, the studio coordinator is in attendance among all these juries to help clarify issues that might arise during these sessions. It is important to state that studios are open to students throughout the day, and each student has a seat of his/her own throughout the semester. The number of students in each studio is from 10 to 16 students. However, overnight stays in studios are not permitted due to the local cultural and traditional norms. Instead, students can stay late to 7.00 pm to use the computer or printing facilities, especially at the end of each semester. Many students, therefore, work at home, using their own traditional or technological drawing facilities.

All details of studio management and design project reviews are illustrated in the Architecture Program Policies and Procedures, which are available for faculty and students as well. A copy of it will be displayed in the visiting team room.

Learning through Collaboration & Teamwork

The environment in the architectural studios encourages students to work both individually as well as in teams. Students at all levels work in teams while doing the preliminary research and studies that lay the foundation for the design tasks ahead. This policy is carried even further in the third-year design studio (urban design studio - studio 6 and now studio 7 in the updated Architecture program) where students work in larger groups (6 to 8 students) during the site and conduct current condition analysis, SWOT analysis, and undertake the development strategy stage and then work on the design issues in smaller groups or individually. Students from other departments are always welcome to attend the architecture studios to discuss issues related to architectural design, especially from the Design Program and Cinematic Arts Program, the sister programs under the Effat College of Architecture and Design. How to handle working in teams is considered one of the



major learning outcomes to be developed by architectural students, which helps in developing their characters as well-rounded individuals to be able to work in the future in the professional world with an attitude of collaboration.

The policies set to manage how students use shared design facilities offered by the Effat College of Architecture and Design, like computer labs and the printing facilities center, help in enhancing students' sense of management, collegiality, and community. As mentioned earlier, the architecture program process and procedure, besides the ARCH Department storage policy and procedure, and the ARCH Department IT & printing policies, are available for both faculty and students to govern the life of the ARCH students in the architecture department.

Work/Learning Environment

Studio culture is built on the concept of belonging, hard work, and bonding between students and instructors. Each student has a fixed seat for the whole semester or can use any of the available studios or the architecture and design building lounge. This enables him/her to feel that his/her place is more like his/her home. So, he/she can stay after hours to work on his/her assignments. Each studio instructor outlines the studio culture with his or her students, including setting up rules for coming to the studio on time; managing the time of the studio; limiting the conversation between students to topics related to design related work and technical issues; maintaining an organized and clean physical environment; maintaining studio hours as per semester schedule; and jury participation. These are some of the values that are promoted by Studio coordinators at the Architecture Program at Effat University. Some instructors can request the closing of cell phones or limiting their noise. Although students are allowed to bring hot and cold drinks to the studio, students are strictly monitored so that they do not leave paper cups, plastic, or glass bottles lying around. It is their responsibility to keep the studio clean as their own proud learning space.

Learning by doing and active agency form the foundation of the Effat Architecture Program learning culture. With hands-on experience as a core educational approach, students engage in design studios, precedence studies, site visits, and real-world projects that foster both individual growth and collaborative skills. This experiential learning is further reinforced through active engagement, empowering students to take ownership of their education by critically questioning, experimenting, and reflecting on their design development, learning experiences, and professional growth. The dynamic learning culture at Effat Architecture Program fosters creativity, problem-solving, and independent thinking, preparing graduates to navigate the complexities of contemporary architectural practice.

The Architecture Design Studios at Effat University provide students with opportunities to cultivate critical thinking and analytical skills, strengthening their ability to address functional, spatial, structural, environmental, and material complexities. Grounded in a project-based learning approach, students develop awareness and a deep commitment to Effat University and the Architecture Program's core values of continuous learning, broadmindedness, interdependence, professionalism, and societal responsibility. With a deep appreciation for the design process, from inception, conception, and analysis to development, final project posters, models, and juries, the design studios at Effat Architecture Program immerse students in reflective assessments of design rationale and real-world possibilities. To become effective professionals, the program promotes community-based research and design opportunities, enabling students to engage with real-world professionals, develop a broad range of employable skills, and bridge the gap between theory and practice. The project-based learning model is effectively integrated into design studios and other courses, allowing students to apply their knowledge of building systems, sustainability, materials, research methods, and urban design through hands-on, community-driven projects. Faculty and students actively engage throughout the entire studio session. The studio operates within a framework of measured respect for authority, recognizing that expertise can emerge from various sources, including sustainable design, building systems and technologies, architectural norms, and professional experience. However, Effat Architecture studio participants, including faculty and students, critically examine these established perspectives, questioning their ongoing relevance. Balancing respect for accumulated knowledge with rigorous inquiry is one of the studio culture's most complex yet essential challenges. Design studios at Effat Architecture Program also promote collaborative learning experiences that



prepare students for professional teamwork, integrating group exercises as a core component of studio pedagogy throughout the curriculum.

The architecture studio culture at Effat University fosters critical thinking and encourages students to challenge established norms and methods by juxtaposing their own ideas with prevailing practices. It cultivates creativity, independent perspectives, and the ability to engage with diverse audiences, emphasizing open-ended exploration rather than fixed rights or wrongs. Emphasizing inquiry and experimentation, the design studio fosters open-ended discussions where students propose ideas and faculty guide formal and informal critiques. This dynamic exchange values both the faculty's professional expertise and the students' unique perspectives, creating a collaborative learning environment inside and outside the classroom. A key element of architecture studio learning at Effat is the design review and jury process, where students, faculty from various levels, and visiting professionals engage in productive, insightful dialogues. The studio jury setting empowers students to present, evaluate, and reflect on their work, fostering interaction with peers and practicing professionals.

Architecture as a discipline integrates technical, aesthetic, cultural, and social dimensions, drawing on a broad range of intellectual and practical skills. This holistic approach shapes Effat Architecture's philosophy, extending beyond the studio, its primary learning laboratory, into core theoretical, technical, and elective courses. The Effat Architecture Studio enables students to synthesize knowledge and skills from various fields. Each studio level begins with clear objectives and thematic focus areas, guiding students through research, precedence studies, design standards, environmental considerations, and site selection. This process culminates in formulating building programs and aligning final designs with site conditions. As students progress through design development, they integrate insights across the entire study curriculum, cultivating a well-rounded architectural education. Students are encouraged to explore diverse media while considering process and representation alongside design development. Studio work is a collaborative and dynamic exchange, fostering continuous dialogue between students, faculty, and visiting professionals. The studio pedagogy follows a structured yet dynamic process, beginning with collective class sessions to discuss project typologies, studio policies, and guidelines for constructive engagement between students and faculty. As projects progress, students engage in group dialogues, individual desk critiques, and pin-up sessions, culminating in public critiques of varying scales and levels of formality with internal and external reviewers. Among these, individual desk critiques are the most immersive part of the design process, allowing for focused discussions between students and faculty. Desk critiques held at a student's workspace or in a faculty office provide focused one-on-one discussions on project development. These sessions offer personalized guidance and create a space for students to critically assess their design decisions without the influence of group dynamics.

As significant learning vehicles, project reviews and critiques during group pin-up sessions are tools by which students enhance their communication and collaboration skills. Pin-ups, typically held in the studio, bring together groups of students for collective feedback and may include external critics. As the most frequent and interactive forms of faculty-student engagement, pin-ups provide valuable opportunities for collaborative learning. These sessions are most effective when students come prepared with a clear understanding of their project, along with drawings, sketches, and a range of visual materials that document their design process. Combining both individual and collaborative design development processes, Effat Architecture Studios fosters a collaborative learning environment that equips graduates with the skills needed for professional practice. Interactive engagement between students, faculty, visiting professionals, and client representatives cultivates teamwork, strengthens communication, and deepens understanding of real-world project development. As a program that values creativity, innovation, and intellectual curiosity, Effat Architecture studios at all levels foster diverse perspectives and interpretations of project objectives and outcomes. This openness aligns with the program's rigorous standards and high expectations for design work. Spirited yet constructive critiques and discussions are encouraged within an atmosphere of mutual respect, where faculty and student dialogues remain free from value judgments or sarcasm. Thoughtful debates, empathetic exchanges, and a shared commitment to advancing students' work define the culture of studio reviews. Public critiques and project juries, especially those involving visiting professionals, serve as invaluable learning opportunities. They not only enhance students' knowledge and skills but also foster meaningful exchanges that benefit students, faculty, and practice professionally.



Effat Architecture Program integrates service learning as a core component of its curriculum, fostering a socially engaged approach to architectural education. Through partnerships with Al-Balad Development, Jeddah Historic District, the Ministry of Culture, the Royal Commission for Makkah, the Ministry of Municipalities and Housing, and various private sector projects, students collaborate with real-world stakeholders to address pressing societal challenges. Service-learning at Effat Architecture is more than a pedagogical approach; it is a transformative experience where students engage with communities, apply theoretical knowledge in practical settings, and critically reflect on their impact. By embedding service-learning into project-based education, the program cultivates responsible, socially conscious designers who recognize the broader ecological, social, and economic contexts of contemporary architecture. This approach not only enhances students' academic and professional growth but also reinforces Effat University's commitment to using knowledge in the service of society, particularly for initiatives that resonate with the Kingdom Vision 2030 as well as Sustainability Development Goals (SDGs). Through structured reflection and hands-on engagement, Effat Architecture Program empowers students to become active citizens and ethical professionals, ensuring that their design solutions contribute meaningfully to the built environment and the well-being of diverse communities.

The ARCH Department's administration and faculty uphold shared values that prioritize a balance between academic rigor, individual and collective responsibilities, and personal well-being. This commitment extends to students through an empathetic approach that respects diverse learning approaches, individual capacities, and personal subtleties. A healthy and productive learning environment relies on effective time management, professional conduct, and open dialogue. Effat Architecture Program instills these values as guiding principles for students and faculty, encouraging a lifelong commitment to ethical practice. Everyone shares the responsibility of maintaining a safe, supportive, and dynamic learning space where hands-on, experiential learning thrives. Effective time management is essential for a successful and fulfilling design education. While occasional studio meetings may extend beyond regular class hours, Effat faculty remain considerate of students' time and commitments, ensuring a fair and supportive learning environment. Students have the right to a balanced academic experience that accommodates both studio work and other courses, as well as extracurricular activities and other aspects of university life.

All students at Effat University, including the ARCH students, enjoy a holistic approach to education, which provides them with an opportunity to develop personally, socially, academically, and professionally. The Effat Ambassadors Program aims to produce Effat Ambassadors who will become future leaders in their communities. The program equips students with relevant competencies and soft skills through participation and involvement in both co-curricular and extra-curricular activities to make them Effat Ambassadors. Being an "Effat Ambassador" means that the student learns to lead a meaningful life, become an engaged citizen with an enhanced desire for life-long learning, focus on achievements, and possess the vision and wisdom to excel.

Every student needs to acquire 50 value points by taking part in the EAP program. These points count towards 5% of the grade for every course taken in the semester. This is illustrated in Effat Success Program ([Appendix 17: Effat Student Success Program](#)) and ([Appendix 18: List of Coursera Courses in the Ambassador Program](#)).

Furthermore, the ARCH Program has been an active community player at the University since its establishment. ARCH students are also very active in serving the community inside and outside Effat University. ARCH students volunteer in the organization and host events at the university and department levels, such as the IADC. Their participation involves not only logistical support but also creative input in shaping the program's content and outreach. Through these events, students gain valuable experience in management, networking, and professional development, which are crucial skills in the architectural field ([Appendix 19: Examples of Extra-curricular Activities with Evidence](#)). All activities and achievements are posted on the social media accounts of the college and the department, as well as the ARCH Student Council's Instagram account.

Beyond university events, ARCH students engage in various competitions at internal, national, and international levels, as has been elaborated before. These competitions serve as platforms for students to showcase their design skills, creativity, and problem-solving abilities. Participating in such contests encourages collaboration among peers, as students often work in teams to develop innovative solutions to real-world challenges.



ARCH students are key leaders and participants in clubs, councils, and international architectural organizations such as the AIAS. They can advocate for their peers, organize workshops, and collaborate with faculty on initiatives that enhance the educational experience. This engagement cultivates a sense of community and encourages students to take ownership of their educational journey. The participation in international architectural organizations such as the AIAS extends ARCH students' influence beyond the local context. Engaging with a global network of architectural professionals and students provides invaluable opportunities for learning and collaboration.

The faculty and students' involvement in diverse activities also enhances the department's reputation as a hub for architectural discourse and innovation, attracting participants and speakers from various backgrounds and expertise. It is worth mentioning that Effat University is a formal partner of AUTODESK ([LINK](#)), which facilitates the provision of professional certificates to students. ARCH also has three certified instructors, including Dr. Tamer EISerafi, Dr. Ahmed Refaat, and Dr. Ibrahim Samy. Many students acquired professional certificates from Autodesk and LEED by the end of their related courses ([Appendix 5: List of students who acquired professional certification and related courses in the last two academic years](#)).

It is worth mentioning that students have actively participated in the recent Biennale 2025 as Effat University was the academic partner of the Biennale for Islamic Arts through the organization of a series of events and workshops all throughout the event period from 25 January to 25 May 2025. All events in which Effat Architecture Program was involved are listed on the Biennale website: [HERE](#). Effat University also organizes the [Undergraduate Research Forum](#) (UGRF) on an annual basis. All Effat Architecture Program students participate as organizers and presenters for their research at this event ([Appendix 20: Evidence of ARCH Students' Participation in the UGRF Annual Event](#)).

Each course and its assignments follow a clear grading distribution and rubric to ensure fairness and transparency. Additionally, Effat University's Academic Regulations explicitly define the course credit and grading systems, with final evaluations represented by a single letter grade based on a clearly outlined grading scale. Assessment is an integral part of the studio discourse, with the feedback loop benefiting all participants. However, student assessment extends beyond assignment and project grades to include advising, counseling, and monitoring cognitive and skill development as integral components of final evaluation. As the design studio carries significant credit weight and functions as a cornerstone for integrating various aspects of architectural study, the curriculum is designed to encourage innovation through a solid understanding of building systems, technologies, and the humanities. Integrity in design is paramount, and plagiarism among peers is strictly prohibited within the program and studio spaces.

The Department of Architecture promotes a diverse and inclusive environment where all individuals, regardless of race, ethnicity, gender, nationality, disability, or background, are valued, respected, and granted equal access to learning and professional growth. It continually evaluates the effectiveness of diversity and inclusion policies to maintain a healthy learning environment through course evaluations, faculty reviews, and assessments of studio and course outcomes.

The learning environment at Effat University, thus, supports students in balancing rigorous academic work with co-curricular and extracurricular activities that enrich their learning experience and well-being. The ultimate goal is self-discovery, developing a lifelong commitment to learning, acquiring architectural knowledge and skills, and cultivating professional values and character. Faculty and students are often encouraged to engage with broader international, national, and university communities through teaching, scholarship, and creative work. A culture of shared learning is fostered through active participation, respect for diverse perspectives, and support for peers' ideas, recognizing patience, tolerance, humility, and empathy as essential professional virtues.

A supportive academic environment and a positive organizational climate are essential for fostering both faculty and student success within the Architecture Program. The ARCH Program is committed to creating an inclusive atmosphere where faculty, staff, and students feel supported in their academic and professional endeavors.

Organizational Climate and Academic Support: The ARCH Program has implemented several policies, processes, and practices designed to ensure a supportive academic environment. The program's organizational



structure is clearly defined, enabling effective communication and decision-making processes that engage both faculty members and students. Besides being members of the Departmental Council, all faculty are actively involved in decision-making, participating in various committees and departmental meetings, ensuring their voices are heard and considered in the governance of the department. Additionally, a students' representative is invited to attend the departmental councils to ensure that the students' voice is heard ([Appendix 21: DC Committees Formation](#)) and ([Appendix 22: Students Representation in DC](#)).

Faculty and staff satisfaction surveys are regularly conducted to gauge the overall organizational climate and identify areas for improvement ([Appendix 23: Faculty and Staff Surveys](#)). These surveys have consistently shown high levels of satisfaction with the department's support systems and resources. For example, in 2023 and 2024, the levels of satisfaction of ARCH faculty reached 4.1 and 4.4, respectively. Moreover, the open-door policy, supported by the Chair and Dean, facilitates direct communication and encourages transparency in academic and administrative matters.

Student Support Services: In addition to faculty and staff support, the ARCH Program provides extensive resources and services for students. These include access to faculty during office hours, an advising system to guide students through their academic journey, and coordination with the student support services offered by the Deanship of Student Affairs (DSA). The Deanship for Student Affairs (DSA) provides a welcoming, inclusive, student-centered, and supportive environment as well. The Enhancement Centers A specialized counselor is a key member of the DSA who plays a crucial role in providing psychological and social counseling services to students. This counselor is responsible for offering one-on-one support for students facing personal, emotional, or social challenges, guiding them through various issues that may affect their academic performance or well-being. The counselor also coordinates mental health programs and workshops that promote mental health awareness, stress management, and emotional resilience among all Effat University students as follows:

1. **Personalized Counseling:** The counselor provides one-on-one sessions where students can discuss personal issues, emotional challenges, and social difficulties that may affect their mental health and academic performance. This creates a safe space for students to express their concerns and work towards solutions.
2. **Workshops and Mental Health Programs:** The counselor organizes and facilitates workshops on mental health topics such as stress management, coping with anxiety, and emotional resilience. These workshops are designed to raise awareness and provide students with tools to manage the pressures of academic life and personal issues.
3. **Guidance and Support:** Beyond counseling, the counselor offers ongoing guidance and helps students develop strategies for handling both academic and non-academic stress. They also connect students with additional resources or external professionals if further psychological support is required.
4. **Building a Supportive Environment:** The counselor contributes to creating an inclusive, supportive campus culture that promotes mental wellness. By ensuring that students have access to psychological support services, the counselor plays an integral role in maintaining student welfare across the university.

These services are part of the university's broader efforts to create a supportive environment, ensuring that students, including ARCH students, receive not only academic guidance but also psychological care when needed. More information about the DSA can be found on the university website: [Deanship for Student Affairs](#). This is available to all students, and thus, 292 ARCH students benefited from these services as reported till the end of Fall 2024.

The ARCH Program monitors student satisfaction of such services through surveys and feedback mechanisms such as the Student Experience Survey (SES) for continuing students ([Appendix 24: SES Surveys](#)) and the Program Evaluation Survey (PES) ([Appendix 25: PES Surveys](#)) for graduating students. Results of the SES and PES surveys for the last two years show that the levels of satisfaction reached almost 4.0 and 4.2 in Spring 2023 and almost 4.0 and 3 in Spring 2024, respectively, which is reflective of the positive organizational environment among students. Last year it was only slightly less than the previous year because of the low participation rate. Retention and graduation rates are regularly reviewed to assess the effectiveness of these support services, ensuring that they meet the needs of the student body. For the AY 2023-2024, the retention



rate was 75% that increased to 96% in the current academic year (2024-2025), reflecting the students' satisfaction. The average retention rate from Fall 2019 till this academic year is 82%. The graduation rate was 85% in the AY 2023-2024 and 80% in Fall 2024. The average of graduation rates for students completing the program in the normal time from Fall 2019 till the current academic year (2024-2025) is 86%.

Thus, the Architecture Program's commitment to maintaining a supportive and inclusive academic environment has resulted in high levels of satisfaction among both faculty and students. Satisfaction surveys for students, faculty, and staff are conducted institution-wide to assess the quality of facilities at both institutional and departmental levels. In the AY 2023-2024, the satisfaction score of the facilities and equipment was reported to be 91%. As for the average satisfaction rates of students and faculty about learning resources, it was reported to be 87.5%. ([Appendix 48: SAQR Report](#)). By continuously evaluating and enhancing its support systems and through well-defined organizational structures, active involvement in decision-making, and comprehensive support services, the ARCH Program ensures that all members of its community can excel and maintain a positive organizational climate.

Adequate Physical Resources and Learning Resources

In the first two years of the implementation of the program (2004-2005 & 2005-2006), ARCH facilities comprised only two studio spaces in what was known earlier as the Business Administration building. Computer lab facilities were shared with other departments. Administrative space and teaching classrooms were refurbished according to the needs of the program. In October of 2008, a building of 1784 sq m, which was used before as a kindergarten for Dar Al-Hanan School, became the department's building, and thus, comprehensive permanent facilities were provided for the ARCH Program on campus. Thus, the eventual home of the Architecture Program, *the Effat College of Architecture and Design Building*, was redesigned to accommodate around 1844 individuals.

Learning Resources: The learning resources supplied by support units, including the Effat Library and Cultural Museum (EL&CM) and the Management of Information and Educational Technology Services (MIETS), meet the needs of the ARCH Program and its courses. Faculty members regularly offer guidance on the materials necessary to support their teaching, and these recommendations are carefully considered by the program, ensuring that relevant support is provided by the departments responsible each semester. The program collaborates closely with MIETS and the library to secure up-to-date learning resources.

The learning resources offered by the Effat Library and Cultural Museum (EL&CM) sufficiently meet the needs of the Architecture Program and its associated courses. For both physical and digital books, the student-to-book ratio during Fall 2023 was 42:1, Spring 2024 was 43:1, and Fall 2024 was 41:1 ([Appendix 26: Library Fact Sheet](#)). The (EL&CM) provides digital access to several highly recognized databases and journals. Additionally, the department faculty and students have access to the Saudi Digital Library through its website: [Effat University Library catalogue](#).

The Architecture Program teaching staff are engaged in the process of providing recommended materials to be acquired by the library before every new academic year to support teaching and learning as per the list of books approved in Departmental Councils ([Appendix 27: ARCH List of e-Books](#)). This list contains the e-book recommended for each course in the program.

Facilities: The Architecture Program has many venues and labs that are equipped to meet educational requirements. Including junior studios, senior studios, labs, and research centers ([Appendix 28: Facilities and Lab Specifications](#)). The ARCH Department has one main teaching computer lab and one open lab (CoAD 210A and CoAD 203) with 21 computers each. The latest PCs support these labs with the latest hardware specs and programs, including Autodesk Package, Rhino, Grasshopper, Adobe Package, Lumion, ENVmid, and Sketchup. It also has three teaching and research labs (CoAD 200 (Environmental Lab), CoAD 214 (Urban Design Lab), and CoAD 106 (Construction and Material Testing Lab), 1 photography lab, and one open lab. It also has 14 studios. The ARCH labs and studios are equipped with various PCs and software needed by the ARCH students and faculty. Lab and studio bookings are made at the beginning of each semester for ARCH courses that need regular lab sessions. Moreover, Effat University has a Fabrication Lab that includes more



than 30 3D printers, CNC machines, and hotwire machines to facilitate the process of making physical models by university students ([Appendix 29: Report and Video about the FabLab](#)).

The table below lists all venues that are used by the program, with the classification of their setting. The table shows the computer labs used by the program and the software installed in each of these labs.

Table (10) Lists of Venues Used by the ARCH Program

No.	Dept.	No.of PCs	Building	Room #	Usage	Lab Name
1	COAD	3	COAD	121	Open Lab	COAD Open Lab
2	ARCH	1	COE	324	Photography Lab – 2	Photography Lab - 2
3	ARCH	4	COAD	200	Teaching and Research Lab	Environmental Lab
4	ARCH	8	COAD	214	Teaching and Research Lab	Urban Design Lab
5	ARCH	0	SBRC	106	Teaching and Research Lab	Construction and Material Testing Lab
6	ARCH	21	COAD	203	Teaching Lab	Computer Lab 1
7	ARCH	21	COAD	210	Teaching Lab	Computer Lab 2
8	ARCH	1	SBRC	107	Studio	ARCH and DESN Studio
9	ARCH	1	COAD	109	Studio	ARCH Studio
10	ARCH	15	COAD	204	Studio	ARCH Studio
11	ARCH	15	COAD	207	Studio	ARCH Studio
12	ARCH	1	COE	326	Studio	ARCH Studio
13	ARCH	1	COE	327	Studio	ARCH Studio
14	ARCH	1	COE	328	Studio	ARCH Studio
15	ARCH	1	COE	329	Studio	ARCH Studio
16	ARCH	1	COE	332	Studio	ARCH Studio
17	ARCH	16	COE	333	Studio	ARCH Studio
18	ARCH	16	COE	334	Studio	ARCH Studio
19	ARCH	16	COE	337	Studio	ARCH Studio
20	ARCH	16	COE	338	Studio	ARCH Studio
21	ARCH	15	COE	339	Studio	ARCH Studio
22	ARCH & DESN	1	COE	318	Normal Class Set UP	Normal Class Set UP
23	ARCH & DESN	1	COE	319	Normal Class Set UP	Normal Class Set UP
24	ARCH & DESN	1	COE	321	Normal Class Set UP	Normal Class Set UP



Table (11): Software in ARCH Teaching Computer Labs

LAB Name	No. PCs	Software
Coad 203	21	Microsoft Visual C++ Adobe Illustrator 2023 Adobe InDesign 2023 Adobe Photoshop 2023 SketchUp Pro 2022 Autodesk Revit 2025 Autodesk 3ds Max 2025 Autodesk AutoCAD 2025 Python 3.10.6 (64-bit) Rhino 8 Eclipse
Coad 210	21	Microsoft Visual C++ Adobe Illustrator 2023 Adobe InDesign 2023 Adobe Photoshop 2023 SketchUp Pro 2022 Autodesk Revit 2025 Autodesk 3ds Max 2025 Autodesk AutoCAD 2025 Python 3.10.6 (64-bit) Rhino 8 Eclipse Design Builder

The program's policy emphasizes involving faculty members in decision-making to ensure that new facilities and equipment align with current, anticipated, and emerging needs. The ARCH department's Strategic Plan (2017-2022) outlines the annual review of the facilities to meet the emerging needs of academic units ([Appendix 30: ARCH Strategic Plan](#)).

At the end of each semester/year, faculty members submit requests for the software or equipment needed for their courses. The ARCH purchasing committee is consulted on acquisitions for both equipment and software. Ensuring that equipment in the ARCH Program is up to date is crucial for quality teaching and learning experience, which is why equipment planning incorporates acquisition, servicing, and replacement schedules. The required software programs for the department are discussed with the faculty to align the courses with the latest programs, including Adobe CC Suite, Autodesk Product 2022 (AutoCAD, Revit, 3DMax, Maya), Autodesk Collaboration, Design Builder, Sketchup, Lumion Pro Education, Rhino & Grasshopper, Endnote, and V-Ray for 3DMAX ([Appendix 31](#)).

At the end of the semester/year, IT needs are reviewed, approved by the Department Chair and Dean, and then forwarded to the MIETS. Requests for building maintenance, including furniture, space, and repairs, are managed by the University's Maintenance Unit. Satisfaction surveys for students, faculty, and staff are conducted institution-wide to assess the quality of facilities at both institutional and departmental levels. The satisfaction score of the facilities and equipment was reported to be 4.55/5 as reported in KPI 6.2.2.2 in the Semester Activity and Quality Report (SAQR) in the AY 2023-2024. The satisfaction rate as per the set statements averaged across the three surveys by continuing and graduating students & faculty and staff is based on the average rating of Section 2.3, 3.3, 3.4 in the PES & Section 2.3, 3.2, 3.3 in SES, and Section 6.1 in FSS) Effat Library has a subscription to the Saudi Digital Library (SDL), aligning with the shift toward e-books, including access to the E-book Central Database, Engineering Database, and Environmental Science Database. This subscription has significantly expanded access to e-books and e-journals, with the available



collection being nearly 13 times larger than the initial target. Additionally, publishers contribute 10% new content annually to online resources. In addition to this, the library provides access to LinkedIn Learning and Coursera Database ([Appendix 26: Library Fact Sheet](#)).

Table (12) illustrates the library collection for the Architecture Program. Students can access library hard resources during operating hours, from 8:00 am to 4:00 pm. These hours are extended during exams' time. To ensure the availability of popular materials, especially textbooks, these are held in reserve for student access as needed. Additionally, the library offers memberships to multiple online databases accessible to both faculty and students.

Table (12): Library Collection (For ARCH Program) 2022 – 2024

Semester	No. of ARCH Students	Print Books	e-Books	Total Books	Ratio Book/student
Fall 2022	200	3454	5986	9440	47
Fall 2023	225	3516	5986	9502	42
Fall 2024	248	3521	5986	9507	38

Students can access online resources anywhere on campus and off-campus (through VPN) at any time throughout the day. Access to computers is available through the university's open labs. If needed, students can even borrow laptops from the Digital Library. It is worth mentioning, however, that the great majority, if not all, of the ARCH students have personal computers to access learning resources and reference materials. The library's electronic resources can be accessed via this link: <https://effat.libguides.com/az/databases> .

On the other hand, Effat University implements an E-learning system using Blackboard in all its programs. During each semester, the courses are created by the IT department on Blackboard following the schedules of each program. The faculty in the Architecture Department depends on Blackboard as the formal communication and e-learning system. This includes communication with students, providing course materials, managing the students' submissions, recording attendance, grading and assessment of the students' work, announcing the grades, conducting surveys, and finally, it is used as a tool for online learning in case of emergencies, such as flash floods and pandemics.

At the end of each academic year, Architecture Program faculty members meet to review any new materials needed to support their teaching and enhance student learning. From these discussions, a list is created outlining books to be purchased for the library and identifying IT requirements. Each faculty member also submits a list of textbooks to be used in their courses for the following academic year, which is then reviewed and approved by the Departmental Council (DC) as well as College Council. Instructors may either ask students to purchase these books independently or coordinate with publishers to have the textbooks available at a local bookstore, if possible. In addition, instructors can place one or two copies of the textbooks on reserve for occasional student use.

For computer software, the yearly subscription for the software used in the teaching process is included in the department budget (example: Design Builder, Sketchup, Grasshopper, Rhino ... etc.). If new software is required, the Department Chair requests cost estimates from the Information and Educational Technology Services (IETS) Department. Then, it can be included in the Department budget. At the end of the academic year, a budget review is conducted and approved to outline facility needs for acquisition for the subsequent year.

Each semester, as part of the Student Satisfaction Survey (SES), students provide feedback on learning resources and facilities. During 2023-2024, the average satisfaction reached 3.77 and 3.65 out of 5 in Fall 2024 ([Appendix 24](#)). The students are generally satisfied with all the learning resources provided and are asking for a second extension for the fabrication lab.



Academic Partnerships

Per the general policy of Effat University, all academic programs must have academic partners, both national and international. They need to have at least one agreement with one international academic partner that helps to support the academic program and keep in touch with the latest educational developments in the field. The Architecture Department at Effat University has an agreement with one famous US school of architecture, which is the University of Miami. Every year, the Architecture Department is visited by representatives from its partner to review the status of the program in terms of its physical facilities, academic content, and learning processes. The visit report ([Appendix 32: Academic Partner Report](#)) is used to guide the improvement plans of the department.

On the other hand, students who join the study abroad program can travel to these partner universities to study for one semester there or get the chance to take summer courses abroad.

The ARCH department recognizes the need for more community networking to outreach significant community events that can help connect the program, its faculty and students to the community to serve it better. In collaboration with the Career Counselling and Development Office (CCDO), the ARCH Program approaches local and international architecture firms and building construction companies to provide them the required advice if needed, collaborate professionally and academically and offer students' placement opportunities for COOP and training. This process helps in developing an active database of potential local industries and employers, such as SAL Architects, Watad, BBR, and Jamil Talakey Eng. Consultants, Dar Al Ebdaa for Engineering, Enayacare International Co. Ltd, Abdul Hakim Abdul Hadi Engineering Services Office, Fawzi Talal Sulimani Architecture, Mostafa Shaiba Associates Design Consultant, Smart Planning Architecture, Hifini Company Consulting Engineers, AlMurjan Investment, Architecture Team, DOSAN Jeddah Co., Style of Architecture Consultant Office, Abnia Consulting Engineers (Architects-Planners-Engineers), Urban Phenomena Design and Research, Architecture Team Office, AFRINA, Mohammed and Suliman Al-Asaf, DAZZLE ARCHITECTS, Al Masarat Construction Company, BCC (Al Baraka Construction Company), Omranion, KH Elite Architecture, Dar Al-Handsa Company, SelaHQ, Retaj ECC, Umm Al-Qura University (UQU), Nawaf Al Attar Architecture Consultants Office, Innovators Consulting Engineers, Bojer Design and Construction, Indie Designers Collective, Jeddah Municipality, BBR Saudi Arabia Post Tensioning Strengthening, Style of Architecture Consulting Engineering Office, Engineer Mohamed Taha Saqqaf Engineering Consultancy Office, Aramco under Office Services Department in Office Space Design Unit, Shogair Designs, Banaja Architecture Firm, and FalconViz, Realm Design Office.

The program formulates a Program Advisory Committee (PAC) that involves a group of local and international professionals, experts, government officers, and academics. Through the regular meetings of PAC, guidance on program improvement and development is continuously provided ([Appendix 33: PAC formation and MOM](#)). The minutes from these meetings document the committee's recommendations and the ARCH Programs management's responses, which are taken into consideration in the action plan for improvement within the Annual Program Report (APR) ([Appendix 34: APRs](#)).

Academic Diversity

The Architecture Department, following the general policies and strategies of the University and the Effat College of Architecture and Design, aims to achieve diversity among students and faculty to help develop a rich learning and teaching culture. When the program started in 2005, it had 4 faculty members, only one of whom was Saudi. Hence, 75% of the faculty were international. In Spring 2025, the number of international faculty reached 13, excluding other support faculty from the GEP and STEM units. Thus, the architecture faculty are coming from other countries, including Egypt, the USA, Lebanon, and Algeria. This shows the growth that took place in their diversity. On the other hand, the student body in 2005 included 90% Saudi nationals and 10% international students (9 students out of 10). The international students are mainly the daughters of expats and residents working in KSA. In Fall 2024, the overall percentage of international students at the ARCH Program reached 42.7% compared to 13% in Fall 2016. The Architecture Programs, along with the College and University, continue to work towards encouraging the recruitment of international faculty and students to maintain this diverse culture. Currently, there are more than 10 nationalities represented among students in the ARCH Program, including students from Yemen, Egypt, Lebanon, Pakistan, India, Nigeria, Bangladesh, Sudan,

the USA, and others. This presents a great learning environment due to the plethora of diverse ideas and cultures shared among them. Additionally, Effat University opened its doors for males in Spring 2022, and 8% of the student cohort is now male. This percentage is constantly on the increase. Again, this adds to the diversity of the student body and helps learners be exposed to a variety of perspectives that is helpful in building their character as future professional architects and humans.

I.1.3 Social Equity

The ARCH Program management is committed to ensuring that integrity, fairness, and equality are embedded in all academic and administrative practices. By rigorously applying the approved ethical principles, policies, and procedures adopted in the Faculty Handbook ([Appendix 35: Faculty Handbook](#)), Effat University Policy Manual ([Appendix 36](#)), Code of Ethics ([Appendix 13](#)), and Study and Examination Bylaws ([Appendix 37](#)), the ARCH Program management fosters a transparent and equitable environment where faculty, staff, and students are treated with respect and fairness. Continuous evaluation through council meetings and feedback from surveys reinforces the program’s dedication to upholding these values and ensuring accountability.

Many of the female students enrolled in the Architecture Program come from a distinct cultural background, as characterized in the Saudi society and the Arab Region. Therefore, the teaching strategy followed in the program, ***IQRA-Based Teaching and Learning Model***, as shown in Fig. (7) ([Appendix 38](#)), aims to prepare these young ladies to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected. It is the mission of the program to empower them 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. Now that the ARCH Program has opened its doors to males as well, it is also obligated to both help both female and male students to integrate safely and securely into the coeducational environment in a seamless way and to take this opportunity to introduce the young students into the motions of working in mixed environments academically and professionally. This has been successful in terms of data, as could be seen from the satisfaction surveys’ results.

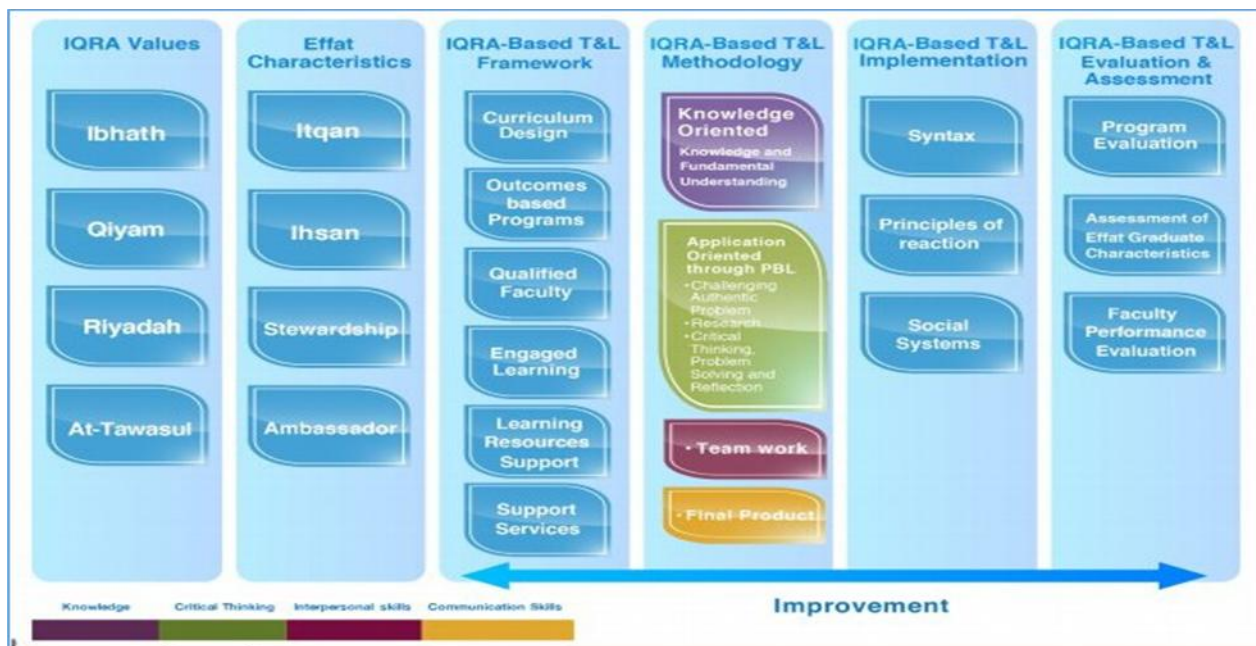


Fig. (7): Summary of the IQRA-Based Teaching and Learning Model



Because of the significant cultural and environmental setting of Saudi Arabia, because of where its students come from, and because of its setting, which is unique for architectural study, the Architecture Program starts with a commitment to studying the local in familiar ways that help students look at it with very particular qualities and measures. Through this, students learn that design thinking in significantly traditional communities is an articulate, well-designed fabric that holds their place in a long, rich tradition of human settlement. The local urban context is a well-connected fabric of a very uniquely grown metropolitan city. However, the extremely hot weather does not allow for an expansive agrarian landscape. Thus, design is a practice that involves an understanding of people, investigation of local history, and cultural and environmental studies. Building on what has been mentioned before, different design studios afterwards help students to tackle problems with different scope and scale. One could start with an extended family house design that gets one immersed in local contexts and ends up joining an international competition for designing an embassy or designing an eco-resort in a nearby Gulf country. Effat students are empowered throughout their learning experiences, which are mostly project-based/design-based, to think critically and design creatively what they believe will fit the needs of the people inhabiting the new structures they are designing, taking into consideration the outcome of their research of the inhabitants' history, culture, and environment. Students also learn to discuss, argue, and defend their designs with their faculty and colleagues, and finally in front of the internal and external jury, in a respectful manner, to prepare them for what is expected in their future professional contexts.

Faculty and Administrative Practices: The department has implemented a robust set of policies and procedures to uphold the values of integrity, fairness, and equality, as outlined in the Faculty Handbook ([Appendix 35: Faculty Handbook](#)), Effat Code of Ethical Conduct “*Tarbawiyyat*”, ([Appendix 13](#)), and IQRA-based Teaching and Learning Model ([Appendix 38](#)). These documents provide clear guidelines on faculty and staff conduct, ensuring that decision-making, communications, and actions, as well as teaching and learning practices, are fair and transparent and involve appropriate checks and balances. Additionally, the ARCH Program management has established procedures for addressing violations of these standards, managing complaints, and handling appeals, which are aligned with institutional procedures set in approved policies, all of which are documented and monitored through the Departmental Council to maintain accountability. In the last two years, no cases of violations among faculty and staff have been recorded. This confirms the adherence to such ethical principles, policies, and procedures.

Simultaneously, surveys are used to gauge the perceptions of faculty and staff regarding the fairness and integrity of the ARCH Program management's practices. In the academic year (2023-2024), the faculty and staff surveys regarding the governance, leadership, and administration were reported to be 85%.

Student Practices: For students, the principles of integrity and fairness are reinforced through the Effat Code of Ethical Conduct “*Tarbawiyyat*” ([Appendix 13](#)) and the Undergraduate Study and Examination Bylaws ([Appendix 37](#)), which set forth guidelines for students' behavior, communications, assessments, grading, and academic conduct. These ethical principles and bylaws ensure that all students are treated ethically and evaluated fairly and consistently. Moreover, **records of complaints, appeals**, and cases of breaching the code are discussed in the Departmental Council meetings for further actions ([Appendix 14: Student Grade Appeal, Concern Form and Department Council minutes documenting the discussion of students' concerns and appeals](#)) that are endorsed by the College Council (CC) and institutional Admission and Academic Standing Committee (AASC) and University Council (UC). In the last two years, only one case of violation among students has been recorded. This confirms the adherence to such ethical principles, policies, and procedures.

Intellectual Property and Research Ethics: The ARCH Program management places a strong emphasis on respecting intellectual property rights and adhering to research ethics. IP applications and the associated disclosure forms are managed in accordance with the university's regulations to protect the intellectual contributions of faculty, staff, and students. The Code of Ethical Conduct in Research, illustrated in the Effat Research Manual ([Appendix 39](#)), includes specific policies regarding scientific integrity and research ethics. These policies ensure that all research activities comply with the highest ethical standards. Disclosure forms for research ethics ([Appendix 40](#)) are mandatory for all research projects and are submitted to the Deanship of Graduate Studies and Research (DGSR) for approval from the institutional research ethics committee for endorsement by the University Council, ensuring transparency and ethical compliance in research practices.



Thus, the Architecture Program management is steadfast in its commitment to upholding scientific integrity, intellectual property rights, and ethical conduct in all its activities. Through a comprehensive set of policies, guidelines, and training programs, the program ensures that these values are deeply ingrained in its academic, research, and administrative culture and practices.

I.1.4 Defining Perspectives

Effat Architecture Program has set a culture that defines it as a unique educational program within a unique learning institution that supports the development and initiation of future professional architects. These are described in the following sections.

A. Collaboration and Leadership

The Architecture Department takes collaboration and leadership as a framework for developing, nurturing, and empowering faculty and students as part of upholding IQRA values at Effat University. This is regulated by specific policies that require faculty and students to contribute to the program's activities, university-wide activities, and help them share in community service activities. The new workload for faculty consists of three main domains: teaching, research, and community service. Each faculty should divide its timetable to accommodate all its activities in teaching, research, and community service. The evaluation of the faculty at the end of the year measures their achievements in these three domains. For example, faculty from the ARCH Department served many internal university committees and task forces, leading to the development of Effat University's strategic plans of 2007-2012, 2012-2017, 2017-2022, and 2022- 2027. They also shared in developing and enhancing the University campus plan. In addition, ARCH faculty actively contribute to the program activities and lead the efforts of the department and the college to enhance their teaching and learning environment by collaborating on tasks such as the architectural design of the new building of the ECoAD, the development of the new academic programs of the Bachelor of Design and the Master of Urban Design in the Effat College of Architecture and Design, and the establishment of the Smart Building Research Center. Leadership opportunities are also encouraged and exercised among faculty throughout the administrative positions that are assigned to them if they choose to uphold and are based on the leadership skills and capabilities they present in their service to their program and college. These include becoming an advisor, coordinator, director, chair, or dean. In this way, the University and the College help the faculty of the Architecture Program exercise their leadership skills in running their own program and benefit from their involvement in all activities that help to enhance the teaching and learning culture for them and their students.

On the other hand, students of the Architecture Program, in addition to their representation in some of the governing bodies and committees, also collaborate with the University's Deanship of Student Affairs to enhance the learning culture and student life by participating in building a democratic educational environment for students through Student Government and Student Shura, which are governing bodies run by students for students. Students also participate in the activities of several student clubs and volunteer in serving their campus community as well as the community outside. Students get value points in return for these collaborative activities that are recorded, either as part of the Effat Ambassador Program or their extra-curricular activities' records, to fulfill the Effat Ambassador Program requirements. All the policies for calculating these points and their recording in the students' transcripts are announced in the Student Catalog and presented to students through university orientations. Furthermore, the university helps students to enhance their leadership skills through the Enhancement Centers that are established under the Deanship of Student Affairs, to support all students, especially those who are academically challenged. As mentioned earlier, the departmental advising supports academically challenged students by guiding them to receive extra educational assistance from the Deanship of Student Affairs through ESP (Educational Support Program). Such students are registered in this regular program to improve their skills, particularly in English and Math, by running dedicated classes. The Enhancement Centers at Effat University provide guidance and support to all students throughout their academic journey and empower them with the skills needed to achieve their goals. They also encourage support from colleagues through the peer-tutoring program, where senior students volunteer to support younger ones in their studies. This is another way to encourage collaboration and develop leadership skills among students.



Group projects in architecture studios are an essential component of architectural education, providing students with opportunities to collaborate, share diverse perspectives, and engage in complex, real-world design challenges. These collaborative projects foster the development of critical professional skills such as teamwork, communication, problem-solving, and interdisciplinary thinking—skills that are vital for success in the field of architecture. Additionally, group work mirrors the collaborative nature of professional architectural practice, where architects, engineers, planners, and other professionals work together to create innovative and sustainable built environments. It also trains individuals on leadership traits, directly and indirectly, through managing oneself and others in the group as well as through communication with the course instructor as representatives of their groups.

While the collaborative nature of group projects offers numerous educational benefits, it is equally important to ensure that each student attains the desired learning outcomes as approved by the NCAAA and the Student Performance Criteria (SPC) as set by the National Architectural Accrediting Board (NAAB). To this end, the Department of Architecture is committed to implementing robust assessment policies that accurately evaluate individual contributions within group settings. These policies are designed to provide a fair and comprehensive assessment of each student's knowledge, skills, and competencies, ensuring that graduates are well-prepared for professional practice.

The assessment guidelines include clearly defined roles and responsibilities within group projects, peer and self-assessments, continuous faculty observation, reflective documentation, and individual presentations. These measures ensure that each student's work is evaluated on its own merits, providing faculty with the necessary tools to assess individual performance against the learning outcomes and SPC. Combining the collaborative benefits of group projects with rigorous individual assessments, the Department of Architecture aims to foster an educational environment that supports collective success and individual achievement. The following are the set of guidelines of how this is implemented by the ARCH Program:

General Approach

- Individual and Group Accountability: Ensure that each student is responsible not only for specific aspects of the project that can be assessed individually but also for the integration of project components that are assessed collaboratively.
- Peer and Self-Assessment: Incorporate peer and self-assessment to gauge individual contributions.
- Faculty Observation: Observe and document individual student performance throughout the project lifecycle.

Implementation Strategy for Dual-Level Responsibility in Group Projects

Students are required to take responsibility for both the entire project at the group level and individual tasks at the personal level. Each student will work collaboratively with their team to develop the overall project while simultaneously taking ownership of a specific role. This approach ensures that students are accountable for their assigned tasks and the integration of other students' work to achieve the desired project outcomes and performance expectations.

Group Formation and Role Assignment

- Objective: To establish clear roles and responsibilities for each student, ensuring accountability at both the group and individual levels.
- Group Formation: Students are organized into project groups, with each group responsible for developing a comprehensive architectural project.
- Role and Task Assignment: Each group is required to develop a brief outlining individual role, responsibilities, and assign specific tasks and how they contribute to the overall project. Individual students should be able to articulate a clear vision of their responsibilities and how their work fits into the larger project.
- Instructor Oversight: Ensure that each student task aligns with course learning outcomes and is linked to the relevant SPC, ensuring alignment with learning outcomes.



Collaborative Project Development

Objective: To promote teamwork and collective responsibility for the overall success of the project while ensuring individual accountability for specific tasks.

- Regular Group Meetings: Groups hold regular meetings based on the project scope, development milestones, and assignment submission. Meetings can be held during or out-of-studio scheduled sessions. Groups are expected to present project development stages and outline the progress of their collaboration and individual achievements.
- Integration Checkpoints: Groups should conduct integration checkpoints where they assess how well individual contributions are coming together to form a cohesive whole. These checkpoints are critical for identifying any misalignments early and making adjustments.
- Instructor Oversight: Monitor and guide each student's progress to ensure they effectively complete their assigned tasks and contribute meaningfully to the overall project development. Regular milestone submissions and group presentations should demonstrate individual students' contributions, integration dynamics, and skill development in alignment with relevant SPC.
- Documentation and Reflection: Students are required to document their work and reflect on how their contributions support the overall project. This documentation should include challenges faced, strategies for integration, knowledge acquired, and design skills developed.

Assessment and Feedback

Objective: To provide a fair and comprehensive assessment of both group and individual performance, ensuring that each student meets the desired learning outcomes and SPC requirements.

- Dual-Level Assessment: Assessment should occur on two levels—group and individual. The group's performance is evaluated based on the overall project quality, coherence, and achievement of project goals. Individual performance is assessed based on the execution of assigned tasks, the quality of integration with other students' work, and the ability to meet the SPC.
- Reflective analysis: After each project assignment, students participate in a reflection session where they discuss what they learned about both individual responsibility and group dynamics. This reflection should focus on what worked well, what could be improved, and how they can apply this learning in subsequent assignments.
- Faculty Feedback: Faculty provides detailed feedback on both group and individual performance, highlighting strengths, areas for improvement, and how well students met the SPC.
- Iterative Learning: Based on the reflection and feedback, students identify specific areas for improvement and set goals for their subsequent assignments leading to the final project submission. This could involve refining their approach to integration, improving communication skills, or enhancing their understanding of the SPC.

Assessment Matrix

The assessment matrix is designed to support the evaluation of individual student performance within group projects in architecture studios. The matrix ensures that each student's contribution is distinctly assessed, both at the individual task level and in terms of their integration with the group's overall project. For each assignment, the matrix captures critical information such as the relevance of each student's assigned task to the Course Learning Outcomes (CLO) and NAAB Student Performance Criteria (SPC), individual grades for their specific contributions, and a grade reflecting their role in the integration and cohesiveness of the group work. Additionally, an overall group grade is provided, measuring the collective output of the group.

B. Design

The Architecture Program at Effat University fosters an understanding of design as a multidimensional and iterative process by integrating problem-solving strategies with creative exploration across all academic levels. Students are encouraged to engage with real-world challenges through studio-based projects, interdisciplinary collaborations, and community-focused design tasks. These experiences emphasize not only technical and contextual problem resolution but also the discovery of new design opportunities that respond to social, cultural, and environmental needs. By exploring innovative materials, emerging technologies, and sustainable practices, students learn to generate solutions that add tangible value to users, communities, and the built environment. Through this comprehensive approach, graduates are equipped with the critical thinking and design agility necessary to create meaningful architectural interventions in a rapidly evolving world. The following table (13)

illustrates examples of the service-learning projects conducted during Spring 2025 to enhance the students' design skills while working on real-world projects:

Table (13): The service-learning projects conducted during Spring 2025

Course Code	Course Title	Type	Company Project (20%) PBL-Service Learning	Research-Based Projects	Instructor	No. of Student Involved
ARCH2141	Architecture Studio 4	3 Workshops & 2 Site Visits	BDC-AL Balad Development Company	Different alternatives for architectural solutions for the adaptive reuse of 2 assets located in Bab Jadid no. 1396 & 1409	Dr. Takieddine Segheir	9
202420ARCH2142	Architecture Studio 4	3 Workshops & 2 Site Visits	BDC-AL Balad Development Company	Different alternatives for architectural solutions for the adaptive reuse of 2 assets located in Bab Jadid no. 1396 & 1409	Dr. Tarek Ragab	16
202420ARCH3151	Architecture Studio 5	Competition	Saudi Umran Society	Mosque Project	Dr. Tarek Ragab	8
202420ARCH3161	Architecture Studio 6	1 Workshop and 1 site visit	Massar Project	High Rise Building project	D. Mohamed Mohamed	16
202420ARCH3162	Architecture Studio 6	1 Workshop and 1 site visit	Massar Project	High Rise Building project	Maya Kamareddin	17
202420ARCH3451	Urban Design & Landscape ARCH	2 Workshops & 1 Site Visit	BDC-AL Balad Development Company	Different alternatives for urban design and landscape design for the seasonal events public space in front of assets 1013,1730 & 982.	Dr. Mohamed Kashef	16
202420ARCH3452	Urban Design & Landscape ARCH	2 Workshops & 1 Site Visit	BDC-AL Balad Development Company	Different alternatives for urban design and landscape design for the seasonal events public space in front of assets 1013,1730 & 982.	Dr. Mohamed Kashef	20
202420ARCH4081	Architecture Design Studio – 8	3 Workshops & 1 Site Visit	BDC-AL Balad Development Company	Different alternatives for architectural designs for new developments in 2 different locations. In BabJadid in the area of assets1381, 1584 & 1391. in Souk BabMakkah in the area of assets 1332, 1336, 786, 777, 779, 793,2197, 1314 & 1311.	Dr.Ibrahim Saleh	13
202420ARCH4082	Architecture Design Studio – 8	3 Workshops & 1 Site Visit	BDC-AL Balad Development Company	Different alternatives for architectural designs for new developments in 2 different locations. In BabJadid in the area of assets1381, 1584 & 1391. in Souk BabMakkah in the area of assets 1332, 1336, 786, 777, 779, 793,2197, 1314 & 1311.	Dr. Amgad Farghal	13
202420ARCH4621	Urban Conservation	3 Workshops & 2 Site Visits	BDC-AL Balad Development Company	Research Report on the different guidelines, general analysis, and development program.	Dr. Tamer ElSerafi	23
202420ARCH4711	ARCH DESN Studio-9 Capstone-1	3 Workshops and 1 Site visit	The Royal Commission for Makkah City and Holy Sites	Development of Al Osayla Region in Makkah	Dr. Amgad Farghal	10
202420ARCH4712	ARCH DESN Studio-9 Capstone-1	3 Workshops and 1 Site visit	The Royal Commission for Makkah City and Holy Sites	Development of Al Osayla Region in Makkah	Dr. Nermine Abdelhalim	10



Fig. (8): (Left): Al Balad Workshop – (Right): Site Visit to Al Osayla

In addition, the students are always engaged in a diverse number of design activities throughout the academic year, including field trips, workshops, competitions, and others. This can be illustrated in the table below (14).

Table (14): List of Main Students and Faculty Activities (2021-2025)

Activities Implemented	Brief Description
Design Competitions	ARCH Department with all faculty and students have participated in a big number of competitions as well as organized many. Several recognizable awards have been acquired by faculty. All (Table 16 below) students' achievements are published on the Effat website (ECoAD Newsletter) and also documented in the Awards Unit Newsletter by the Provost's Office (Effat Awards Newsletter).
Student Activities (workshops-seminars-site visits-trips) with community partners	ARCH Department has organized many activities with many community partners. Please see the list of workshops and trips conducted for students (Table 17 below).
Faculty Activities	ARCH Department has conducted a big number of activities including seminars, workshops, training, school visits, community service visits as listed below. (Table 17).
Summer Outreach Programs	Several Summer outreach programs have been organized including the following: <ul style="list-style-type: none"> - Kent School Summer program (2 students spent 5 weeks) in Florence studying selected general courses). - DAAD funded program (the Dean accompanied 15 students to Hamburg and Berlin) where they enjoyed several cultural visits and lectures with IU and TU Berlin. - Kingston Summer Program in UK (2 weeks practicing friendly environment building technologies methodologies).



Fig. (9): (Left): Summer Outreach Program to Germany – (Right): Extra-curricular Workshop

Efforts are being made to build strong community partnerships through all competitions, workshops, and trips to translate them into real community partnerships and create a plan of action to work with potential employers and academic partners. Table (15) lists some examples of competitions in the previous academic years, while Table (16) lists examples of the workshops and trips conducted in the previous academic years.

Table (15): List of Examples of Competitions (2021-2025)

Regional, National, or International Prize	Name	Status (Students Participating/Winners)	Award/ Organizer	Supervisor
National	MOSQUE DESIGN COMPETITION	Second and Third Places Winners: Aseel Alargoubi and Dena Gholam	Saudi Umran Society	Dr. M. Fekry
Regional	HONQGI SHOWROOM INTERIOR DESIGN	First place: Shahad Mogari Second place: Chaimae Beladel and Dhena Allihyani Third place: Razan Daghistani Fourth place: Leen Jaad and Maram Dohaithem Honorary mention: Shatha Gharib and Reem Aljishi Honorary mention: Dalia Alsobaihi And Abrar Balalami	HONQGI	Dr. M Fekry and Dr. Ahmed Abdel Razik
National & International	SAUDI SPACE HACKTHON	Winner first place, nominated for the International competition	Saudi Space Commission	Dr. Asmaa Ibrahim and Dr. Sajid Khalifa
National	Design Models in public spaces in residential neighborhoods: Al Waseel models	Results not announced Lujain Bin Darani Leen Jaad	The Saudi Omran Society and King Saud University	Dr. Ahmed Abdel Razik
National	Design of Makkah Development Authority logo	Shortlisted Lara Darweesh, Ghaida Alaswad, Zainab Matar, Lyan Shehatah	Design of Makkah Development Authority logo	Dr. Ahmed Abdel Razik
International	Epidemic Urbanism Initiative's 2023 Design Competition.	Specail mention: Shouq Alutairy, Rana Al Salmani, and Jury Abonoar	Epidemic Urbanism Initiative's 2023 Design Competition.	Dr. Tarek Ragab
International Prize	Design of Mosques Competition	Marah Marwan Al-Jassem	Saudi Umran Society	Dr. M. Fekry
International Prize	Graduation Projects	Hala Kajak	ITHRA TANWEEN GRAD EXPO	Dr. Kashef
National Prize	Muneer Sendi Competition	Wed Merwas	1st Place Winner in Muneer Sendi Award for Architecture 2024 - First Track	Dr. M. Fekry
National Prize	Muneer Sendi Competition	Marwa Hogas	2nd Place Winner in Muneer Sendi Award for	Dr. Ibrahim Saleh

Regional, National, or International Prize	Name	Status (Students Participating/Winners)	Award/ Organizer	Supervisor
			Architecture 2024 - First Track	
National Prize	Muneer Sendi Competition	Sara Bakhshwain	4th Place Winner in Muneer Sendi Award for Architecture 2024 - First Track	Ms. Maya Kamareddine
National Prize	Muneer Sendi Competition	Shatha Alobaidi	5th Place Winner in Muneer Sendi Award for Architecture 2024 - First Track	Dr. Ibrahim Saleh
National Prize	Muneer Sendi Competition	Lama Al-Turk, Fai Alalagi, Jouri BaMehrez, Samar Mohamed, Rawan Mesbahi, Laila Alquwati	3rd Place Winner in Muneer Sendi Award for Architecture 2024 - Second Track	Dr. Tarek Ragab
National Prize	Muneer Sendi Competition	Shorouk Alyafei, Mona Hawari, Maha Mufleh, Nour Alsoliman, Sohaila Qofaitan	4th Place Winner in Muneer Sendi Award for Architecture 2024 - Second Track	Dr. Ahmed Refaat
International Prize	IFLA_Global Studio 2024: SSLA International Student Charrette	Sabeen Al-Harathi	2nd Place in the IFLA_Global Studio 2024: SSLA International Student Charrette	Dr. Tamer El Serafi
International Prize	IFLA_Global Studio 2024: SSLA International Student Charrette	Lina Aboelnaga	3rd Place in the IFLA_Global Studio 2024: SSLA International Student Charrette	Dr. Tamer El Serafi

Table (16) List of Workshops and Trips Conducted for Students (2021-2025)

Activity Title	Date	Supervisor/Organizer
Welcoming Arch Freshmen	Sep. 13th 2021	Dr Haitham Samir and Ms Maya Kamareddine
LWK Lecture	Sep. 27th 2021	Dr. Asmaa Ibrahim
Jeddah through your eyes – Photography	Oct. 9th 2021	Dr. Mohammed Fekry
Culture and Creativity on the Design of the Future City	Oct. 10th 2021	Dr. Mohammed Fekry
Badminton Competition	Nov. 8th 2021	Shadeen Hassan Alshaar Dr. Abeer Samy
Orientation Session for ECoAD Students on Design Competition	Nov. 10th 2021	Dr. Mohammed Fekry
General Lecture about Historical Jeddah	Nov. 3rd 2021	Hidaya Abbas / Dr. Abeer Samy
Tectonics in Architecture	Nov. 17th 2021	Dr. Abeer Samy
KAUST Trip	Nov 29th 2021	Dr. Mohammed Fekry
Sketchup Essentials Workshop	Nov 4,6,11,18th 2021	Dr. Mohammed Fekry
Freehand Sketching Workshop	Nov 8th 2021	Dr. Mohammed Fekry
Visting Tanween Season -Ithra	Nov 13th 2021	Dr. M Fekry/ Ms Maya/ Aseel Alargaubi
HONQGI Car Showroom design (Competition)	Nov. 8th -Dec. 20th 2021	Dr. Mohammed Fekry & Dr. Ahmed Abdelrazik
Our Heritage: Between Past and Future	October 24 2022	Arch. Refan Abed & Dr. Mohamed Fekry
3D Documentation for Urban Historical Structures	15th of November 2022	Eng. Naser Khasoggi & Dr. Mohamed Fekry
Effective Energy-Efficient Buildings: Strategies, Standards, and Tools	16th of November 2022	Arch. Heba AbdelHalim & Dr. Tarek Ragab
On Urban Prototyping: The City 1:1	19th of March 2023	Prof. Mona El-Khafif & Dr. Mohamed Fekry
Lessons Learned for Optimum Safety and Traffic Control in Implementing Mega Projects in Cities	22nd of March 2023	Eng. Adel Alsekhaily & Dr. Tarek Ragab
World Metropolises (A New Architectural Dimension)	14th of March 2023	Pedro Ortiz & Dr. Asmaa Ibrahim



Activity Title	Date	Supervisor/Organizer
Statistical Analysis in the Behavioral Sciences using SPSS	24.10.2024	Dr. Amgad Fahmy
The Role of Culture & Creativity in Shaping our Cities: New Visions	13.10.2024	Dr. Haitham Hussein Dr. Dalila AlKerdani Dr. Ali Abdelraouf
Unlocking Academic Excellence: Research, Ethics, and Learning with Generative AI	11.09.2024	Izani Zainal
Future of Computational Design	14.10.2024	Dr. Mohamed Fekry Dr. Mostafa Alani
Advanced Revit Tools for Architects - Part I: Building Skins Modelling.	24.11.2024	Dr. Ibrahim Saleh
Parametric Skins Design using Grasshopper.	26.11.2024	Dr. Ibrahim Saleh

Incorporating the views and insights of professionals, experts, and industry practitioners is vital for the continuous development and improvement of the Architecture Program. This collaborative approach ensures that the program remains relevant, forward-thinking, and responsive to the evolving demands of design in the architectural field in the labor market. The program formulates a Program Advisory Committee (PAC) that involves a group of local and international professionals, experts, government officers, and academics. Through the regular meetings of PAC, guidance on program development is continuously provided ([Appendix 33: PAC formation and MOM](#)). The minutes from these meetings document the committee's recommendations and the ARCH Programs management's responses, which are taken into consideration in the action plan within the Annual Program Report (APR) ([Appendix 34: APRs](#)). In addition, the IPSOS market study and employers' surveys ([Appendix 41](#)) are conducted to assess the alignment of the program's outcomes with industry needs, ensuring that graduates are well-prepared for professional practice.

Based on feedback from external experts, action plans are created for each recommendation. The program responses and reflections on previous action plans are detailed in the Annual Program Report ([Appendix 34: APRs](#)) and the ARCH Program Assessment Manual and Report ([Appendix 12](#)). This is further supported by benchmarking against other leading programs and incorporating curriculum reviews from international partners such as Miami University ([Appendix 32: Academic Partner Report](#)). One example of the ARCH curriculum update based on the feedback from experts and academic partner reviews is the integration of Building Information Modelling (BIM) and Value Engineering and Cost Estimate that were proposed by the PAC and followed up in subsequent meetings.

Thus, the Architecture Program Management actively engages with professionals, experts, and industry practitioners to ensure that its program remains relevant and of the highest quality. Through ongoing collaboration, curriculum updates, and external reviews, the program continuously improves and adapts to meet the needs of the architectural profession in terms of evolving design requirements.

C. Professional Opportunities

Based on the latest requirement set by the Ministry of Education, Effat University's Architecture Program, instead of offering an internship to all its students, it now requires students to complete 960 hours of cooperative training at an approved organization. This training aims to bridge academic learning with practical experience, ensuring that students integrate design studio knowledge with real-world applications in public and private sector architecture.

The co-op training consists of two components, totaling six months of supervised work. Students register for co-op training courses over two semesters and receive an interim evaluation after completing the first part and then a final evaluation after completing the second part. Until Fall 2024, students were only required to complete a 240-hour internship and be evaluated as part of the course ARCH 459. However, after a program review, a dedicated internship course was introduced, requiring students to complete 240 hours and be evaluated by the end of this course. Following the new ministry regulations mandating the conversion of internships into a



cooperative training (CO-OP) model spanning six months, Effat University established a new co-op training handbook that describes the updated requirements of the field training applicable to all programs. This handbook includes a specific section for the Department of Architecture, outlining the revised structure, requirements, and assessment criteria for the internship program. ([Appendix 42: CO-OP Handbook for the New Study Plan](#)).

To enroll, students must complete at least 960 hours and obtain departmental approval. Assessment involves student presentations and reports evaluated by faculty panels or course instructors. Site supervisors and instructors provide performance feedback through structured evaluations. Companies hosting trainees are expected to provide a conducive work environment, structured mentorship, and timely assessments of student performance.

The Career Counseling and Development Office (CCDO), in collaboration with the ARCH Program, facilitates internship placements, liaises between stakeholders, and ensures compliance with program guidelines. The course supervisor oversees student progress, resolves issues, and ensures program objectives are met. Site supervisors are responsible for offering trainees the most appropriate induction to the training and practical experience they need, as well as coordinating with the course supervisor to resolve any issues and assess the performance of the trainee. The Architecture Program management reviews training locations, assigns faculty mentors, and monitors the overall internship process. Specifying these roles and agreeing on them from the beginning helps achieve effective training.

Students are responsible for maintaining professionalism and fulfilling all training requirements, including final reports and presentations. The program, through the course supervisor and site supervisor, ensures students gain professional exposure, technical expertise, and a deeper understanding of their future careers. It verifies the effectiveness of field training, supervises quality standards, and ensures that companies fulfill their training obligations through structured mechanisms and continuous assessment.

The CO-OP Training process involves three stages: pre-CO-OP registration and paperwork, a 28-week CO-OP training period with required submissions like progress reports and the on-site supervisor evaluation, and post-CO-OP final report and presentation preparation, all adhering to strict deadlines with penalties for lateness. The table below summarizes this process.

Table (17) CO-OP Training Deliverables and Deadlines

CO-OP Training Deliverables and Deadlines			
During the CO-OP			
Deliverable	Due Date	Submission Method	Copy to
Initial Forms	1 st week of CO-OP	Blackboard	CCDO
CO-OP Plan	3 rd week of CO-OP	Blackboard	CO-OP Advisor
Site Visit	4 th week of CO-OP	--	CO-OP Advisor
1 st On-site Supervisor Evaluation	8 th week of CO-OP	Blackboard	CO-OP Advisor & CCDO
Progress Reports	During the CO-OP period	Blackboard	CO-OP Advisor

Post the CO-OP (before 2-3 weeks of ending the COOP work)			
Deliverable	Due Date	Submission Method	Copy to
Draft of CO-OP Final Report	3 Weeks before the end of the CO-OP	Blackboard	CO-OP Advisor
Attendance Timesheet	During the 2 weeks prior the end of the CO-OP	Blackboard (Attendance timesheet will be an attachment print out from the company system)	CO-OP Advisor & CCDO
Students' Self Evaluation	During the 2 weeks prior the end of the CO-OP	Blackboard	CO-OP Advisor & CCDO
2 nd On-site Supervisor Evaluation	During the 2 weeks prior the end of the CO-OP	Blackboard	CO-OP Advisor & CCDO
CO-OP Presentation and Final Report	During a week prior the end of the CO-OP	Blackboard	CO-OP Advisor
CO-OP Advisor and Faculty Evaluation	After presentation	Blackboard	CCDO

The visibility of Effat University alumni employability is demonstrated in the geographical distribution of its working graduates, where 82 % of graduates are employed in the Kingdom of Saudi Arabia, and 18% in different countries. 73% of ARCH graduates are working, 3% are making their graduate studies, and 23% are seeking job. These percentages reflect the extent to which Architecture Program at Effat University strives to make a difference and participate in the socio-economic development of the Kingdom of Saudi Arabia at the national and international levels.

It is worth mentioning that students now have the capability to acquire professional certifications such as Autodesk and LEED. This was facilitated by the partnership with Autodesk. Many students acquired professional certificates from Autodesk and LEED by the end of their related courses ([Appendix 5: List of students who acquired professional certification and related courses in the last two academic years](#))

D. Stewardship of the Environment

Since its inception, the Architecture Program at Effat University has recognized the need for students and graduates who are keen about the environment as a whole. Whether dealing with the natural or the built environment, faculty at the Effat Architecture Program emphasize respect for diversity, nature, and heritage. All courses from junior to senior levels endorse these values, and this could be easily read in course specifications and syllabi. Topics for research and/or design problems reflect this as well. The Departmental Council and the Academic Affairs Committee also encourage all instructors to incorporate real-life design problems that tackle environmental issues into the syllabi. This helps students, future graduates, to be ready for handling future realistic contexts.

The expertise and background of the majority of the faculty is in the field of sustainability, environmental planning, and design. This gives more credit to the work they do with students as well as in the field of scientific



research. The latest “Urban Farming Initiative” is a clear example of the commitment to the immediate and wider context that the architecture faculty and students live in. This initiative goals are as follows:

- Encourage students to explore smart, sustainable farming practices that minimize environmental impact and resource usage.
- Provide a platform for students to develop creative solutions to urban farming challenges, utilizing smart technology, design, and entrepreneurship.
- Offer hands-on learning opportunities outside the traditional classroom setting, allowing students to apply the theoretical knowledge they acquired through multiple courses (Introduction to Architectural Landscape- Execution Drawing- Product Design- IT and controls) to real-world problems.
- Engage with local communities to address food insecurity, promote healthy eating habits, and strengthen community bonds through collaborative projects through visits to community sectors.
- Encourage interdisciplinary collaboration among different majors at Effat.
- Post Effat University as a hub for innovation and sustainability.
- Provide networking opportunities with industry professionals and community stakeholders.
- Foster a culture of social responsibility and civic engagement among students.

Besides the General Education courses that focus on sustainability issues, the architecture curriculum contains some theoretical courses that emphasize the environmental aspects in the design, like ARCH140 (Architecture, Culture, and Environment) and ARCH254 and ARCH353 (Energy & Design I and II), in addition to dedicated studios to apply the adaptive architecture and environmental aspects.

E. Community and Social Responsibility

The ARCH Department's strategic plan states the importance of serving the community for which architecture program is committed to performing such activities. There is a chance to serve the community through helping to develop the campus and offering art courses to university-wide students and staff, as well as members from the community, as needed. All activities involving the community are planned and organized in collaboration with the Provost Office, Deanship of Student Affairs, Communication & Public Relations Management as well as the Princess Albandari Bint AbdulRahman Alfaisal Higher Institute for Training (PACE_HIT) in sync with the institutional faculty evaluation guidelines and students' community and volunteering requirements. The ARCH Program also follows the criteria for participation in community partnership activities. Students and Faculty participation in community activities has been significant. The faculty at the ARCH Program is deeply involved in the local community and actively engages with various professional and architectural organizations. They recognize the importance of bridging the gap between academic learning and practical application, and thus provide ample opportunities for students to gain real-world experience ([Appendix 43: Community partnership Activities](#)). Thus, the ARCH faculty ensures that students can apply their theoretical knowledge in practical settings through participation in community initiatives. Community involvement is recognized and integrated into the faculty's annual evaluations as well as students' value point system to encourage and reward these initiatives.

Community relations are not restricted solely to industry and local universities but also to the high schools in the region ([Appendix 44](#)). High school students are invited to participate in competitions held by the ARCH Department. The ARCH Program also builds strong relationships with professional and academic partners for reviewing and setting improvement plans for the Program through the Program Advisory Committee (PAC). As mentioned earlier, the PAC consists of professionals and academics recognized in society for their contribution to academia and the media industry ([Appendix 33](#)). In addition, professionals from the community are frequently invited by instructors to provide in-depth analysis of pressing urban design challenges and assess students' projects. Industry professionals make valuable recommendations that enrich students' educational experiences and bring a real-world perspective to program courses. During the implementation of CO-OP training, site supervisors, who are also professionals in the field, help give architectural students the mentoring they need for building their future career paths and acquiring the leadership skills they require to do so. The table below presents examples of ARCH faculty and students' interaction with the community.

Table (18): Examples of the ARCH Students and Faculty's Recent Interaction with the Community

Activities Implemented	Brief Description
Urban Farming Initiative	The Urban Farming Competition opened to all students across disciplines and encouraged interdisciplinary collaboration inside and outside Effat. Participants were tasked with designing and implementing a Multi-Functional Micro urban farm project within the Effat campus. These projects included rooftop gardens, vertical farming systems, hydroponic setups, or community gardens, among others.
Structure Modeling initiative	The Architecture Department proudly presented the "Architecture Innovators' Showcase," a competition celebrating the creativity and ingenuity of talented Architecture students. This competition challenges participants to design and construct structure models that reflect their artistic vision and pioneer new and innovative structural systems.
Expert-led Teaching Series	Enhanced the educational experience by inviting experts to teach specialized topics, adding depth and diversity to the curriculum.
Games as Art and Culture by USC Experts	Showcased the cultural and artistic significance of games through USC scholars.
Al Balad Company service-learning project	Al Balad Company has initiated several service-learning projects involving three Architecture courses (ARCH) including: Practical Skills: Provide hands-on experience in architectural design and urban planning. Cultural Preservation: Engage in projects emphasizing the preservation of Al Balad's cultural and historical heritage. Community Engagement: Collaborate with the local community to address architectural needs. Innovative Design: Integrate creative solutions that respect Al Balad's historical context.
Municipality of Mekkah service-learning project and competition	This project was in collaboration with the Holy Capital Secretariat, which aimed to establish a design studio in Mecca focused on business, creativity, and art.
ARCH and DESIGN High School Competition	This is an annual competition for creativity covering the field of architecture, design and cinematic Arts. It is open for all high school students and results are usually concluded in the closing ceremony of the annual international conference for ARCH+DESIGN.
Ramdan Online Workshops	This is a series of online workshops held during the nights of Ramadan in the fields of AI integration in architecture, interior design, product design, storytelling, animation, and photography.
School Visits	There has been a regular routine of organizing school visits inside and outside Effat University to promote the Architecture Program. This is in addition to offering them workshops conducted to deepen the community understanding of architecture and urban design specialization.
School Graduation Ceremonies	The Dean of Effat College of Architecture and Design, Dr. Asmaa Ibrahim, has attended several graduation ceremonies in different schools in order to announce the scholarships that are validated by DAR for excellent students and promote the Architecture program.
Community Collaborations	Initiate and follow up with several entities to sign MoUs. This includes Al Balad Company Proposal, Jeddah Historic District, and others.

The ARCH Department, in collaboration with the Career Counselling and Development Office (CCDO), has also established a good start for approaching local and international architecture firms and building construction companies to provide any required advice and consultancies. In Fall 2022, the ARCH Program has been involved in a big consultancy project with NEOM, the line, where all ARCH faculty and some students



participated in the design of the local architectural typologies. In addition, all Architecture Program students are supported in serving their community by emphasizing design problems and research topics that deal with real community issues. This is evident throughout most courses, with higher emphasis in graduation studios and the COOP.

I.1.5 Long-Range Planning

The Architecture Program, similar to all other programs offered at Effat University, develops its strategic plan every five years to set the program goals, which are in line with the overall goals of the Department, College and University (See section I.1.1.2 above). Effat University's Strategic Plan of 2017-2022 ended with significant outcomes, marking a transformation to the fifth Strategic Plan (2022-2027) titled "Innovation and Digital Transformation". In the current strategic plan, there is emphasis on innovation, which drives Effat University to be a part of a digital transformation journey. This is a strong reflection of a nationwide movement towards achieving Saudi Vision 2030 and the announcement of national aspirations and priorities of Saudi Arabia's initiatives for research, development, and innovation. This will be achieved by empowering and engaging the stakeholders, optimizing the operations, encouraging innovative research and development, as well as providing top-notch services centered around the success of students.

The goals of this Effat University Strategic Plan 2022-2027 include the following:

Goal 1: Monitor the achievement of Effat University's mission and vision in line with the Saudi Vision 2030.

Goal 2: Enhance the governance system to support institutional and program accreditations as well as national and international rankings.

Goal 3: Develop and maintain a culture of excellence in teaching and learning to make Effat University an icon of excellence in higher education.

Goal 4: Enhance the university students' quality of life to prepare experts and leaders that uphold the legacy of Queen Effat (God rest her soul).

Goal 5: Foster a culture of innovation in the University's work environment to make it a place of choice for the best faculty and staff.

Goal 6: Provide highly effective shared services to create sustainable learning and working environment that meet the university needs and future growth.

Goal 7: Build a knowledge community that generates creative ideas and innovations to meet future challenges and contribute to the achievement of Saudi Vision 2030.

Goal 8: Strengthen the University's visibility by building relations and exchanging knowledge with communities nationally and internationally.

In alignment with the new **theme** of the strategic plan, Effat College of Architecture and Design that houses the Architecture Program has formulated its fifth strategic plan to be based on two main pillars: innovation and digitalization that foster creativity, facilitate realization, and achieve efficiency in all physical and non-physical aspects of human life. These strategic directions have shaped the College strategic plan theme to be: "Quality of Life between the Physical and the Digital," in alignment with Effat University's theme. The Architecture Program at Effat College of Architecture and Design maintains its commitment to offering applied education, aiming at graduating creative, highly disciplined, and critical thinkers capable of leading the contemporary architectural environments of their communities with a strong understanding of both local and international market needs. As per the new strategic plan of (2022-2027), the program continues to emphasize set priorities to inspire creativity, improve the student, faculty, staff, and community experience, provide the opportunity for advancing research and digital transformation, and dedicate resources to diversity, equity, and inclusion.



Another significant change that happened during the current strategic plan is opening the admission of male students to the program, which was previously exclusive to females only. This once more emphasizes the embrace of the core values maintained at Effat University and the Architecture program, which celebrates diversity, equity, and inclusion.

The ARCH Program's mission and goals were developed and refined in consultation with various stakeholders, including faculty, students, and industry professionals, to ensure they reflect the needs of the architectural field both locally and globally. This was undertaken as part of developing the Architecture Department's/Program's Strategic Plan of 2022-2027 ([Appendix 30: ARCH Strategic Plan](#)), ensuring that the Architecture Program's mission and goals are intricately aligned with those of Effat College of Architecture and Design and Effat University. The alignment among the program, department, college, and Effat University's visions and missions were previously shown in the first section in table (4) and also among goals in table (5). To achieve this, the department conducted a series of strategic meetings and workshops to ensure that the program's mission and goals are fully updated and aligned with those of the college and institution ([Appendix 45: Strategic Plan Workshops](#)). The Architecture Department/Program has also conducted comprehensive benchmarking with local, regional, and international architecture programs. This process ensured not only the alignment with Effat University's vision, mission, and goals, but also adhered to regional and international academic and professional standards as adopted by other current educational institutions ([Appendix 46: ARCH Vision and Mission Benchmarking](#)). The vision, mission, and goals of the Architecture Program were approved in the Departmental and College Councils ([Appendix 47: DC & CC Approval of the Program Vision, Mission and Goals](#)). The program vision, mission and goals are also reviewed annually to ensure they remain relevant and effective in contributing to the broader vision, mission and goals of Effat University.

The strategic plan includes a detailed list of the ARCH Department/Program goals and objectives that align with the College goals and Effat University Goals (Tables 4 and 5 above). Each of the goals has its own action plan, the required resources, initiatives to achieve them, the KPIs to measure their achievement, as well as the target date for achieving each goal, objective, and initiative. These goals adhere to all 8 standards of quality set by the national accrediting body in Saudi Arabia (i.e., National Center for Academic Accreditation and Evaluation, Education and Training Evaluation Commission), which ensure that planning covers all the major aspects to be considered by educational institutions to achieve quality. One of the most important aspects planned by the ARCH Department is the forecast of number of students and subsequently the faculty recruitment, facilities' development and equipment upgrade, which are also connected to financial planning over five years to ensure that all supporting services are available to provide quality teaching and learning. Implementation of the strategic plan is monitored per semester based on a number of Key Performance Indicators (KPIs), and the outcomes are evaluated to decide on improvement plans, which are recorded and followed up in the program's Semester Quality and Activities Report (SAQR) ([Appendix 48: SAQR Report](#)).

KPIs and Evaluation Data Analysis

Analyzing key performance indicators (KPIs) and evaluation data is essential for informed decision-making and strategic planning within the Architecture Program. This ongoing process ensures that the program remains aligned with its goals and responds effectively to emerging challenges and opportunities.

The ARCH Program systematically reviews the appropriateness of its mission every year and uses selected KPIs, which make up the Program Mission Matrix. The Matrix monitors the performance and achievement of the ARCH Program's mission using several KPIs (for details, [please see Section 1.1.4](#)). Thus, the fulfillment of the mission is being evaluated periodically each semester through these different KPIs ([Appendix 49: Mission Evaluation Matrix](#)). In the AY (2022-2023), the achievement of the mission reached 94%; in the AY (2023-2024), the achievement was 93%.

The ARCH Program management consistently assesses its performance and progress toward achieving its goals every semester using a number of KPIS that measure achievement of its objectives, initiatives, and actions. The results are reported and analyzed in the Semester Activities and Quality Report (SAQR) ([Appendix 48](#)). Fig. (10) below sums up the outcome of the KPIs analysis for the AY 2023-2024. Thus, the SAQR provides a comprehensive evaluation of the program's success in meeting its KPIs, highlighting both areas of achievement and opportunities for improvement. As can be seen from Fig. (10), almost all goals have

achieved the target of 80%, except goal 4, which is slightly below the target in Spring 2024, which reflects the high performance of the program in the different aspects.

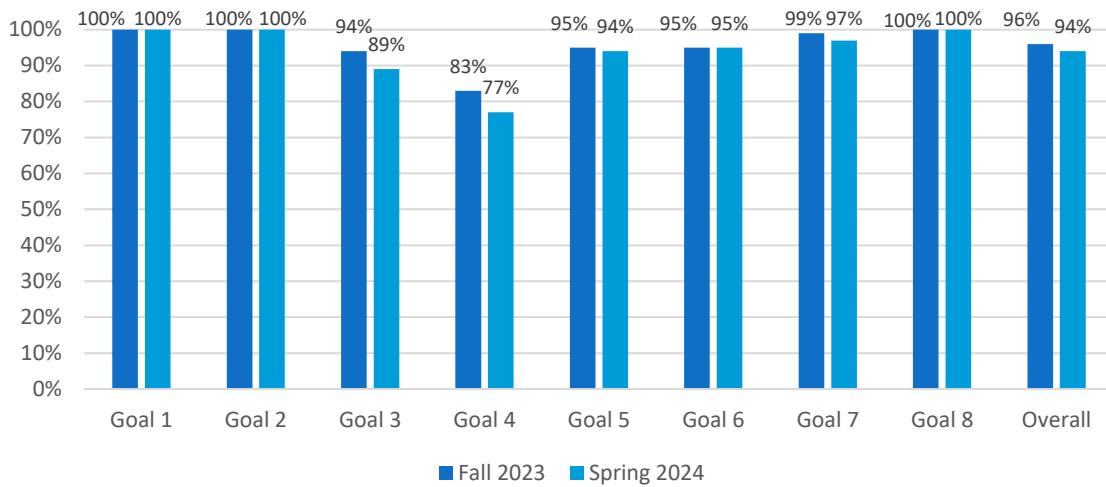


Fig. (10): Summary of the Achievement of ARCH Program 8 Goals (2023-2024)

Also, several direct and indirect tools are used to evaluate the achievement of the ARCH Program learning outcomes and Graduate Characteristics aligned to them (Tables 8 and 9 above) annually. These analyses are reported in the ARCH Assessment Report ([Appendix 12](#)), indicating the level of achievement and areas for subsequent improvement. As can be seen from Fig. (11), all the PLOs scored more than the target of 80% starting Fall 2022, reflecting students' high achievement in this area. Initially, there was a need for improvements in the courses related to technical and structure skills. These were considered in the action plan of following years that has impacted the PLOs achievement and raised the percentages of achievement in the following years.

As for EGC (shown in Fig. 12), the assessment of PLOs shows that the highest rates were for Stewardship and Ihsan, which scored 90 and 86%, respectively, in general, followed by the Ambassador, and then Itqan. This is the same order of achievement for the last two academic years, reflecting that the Architecture program mostly follows the same path.

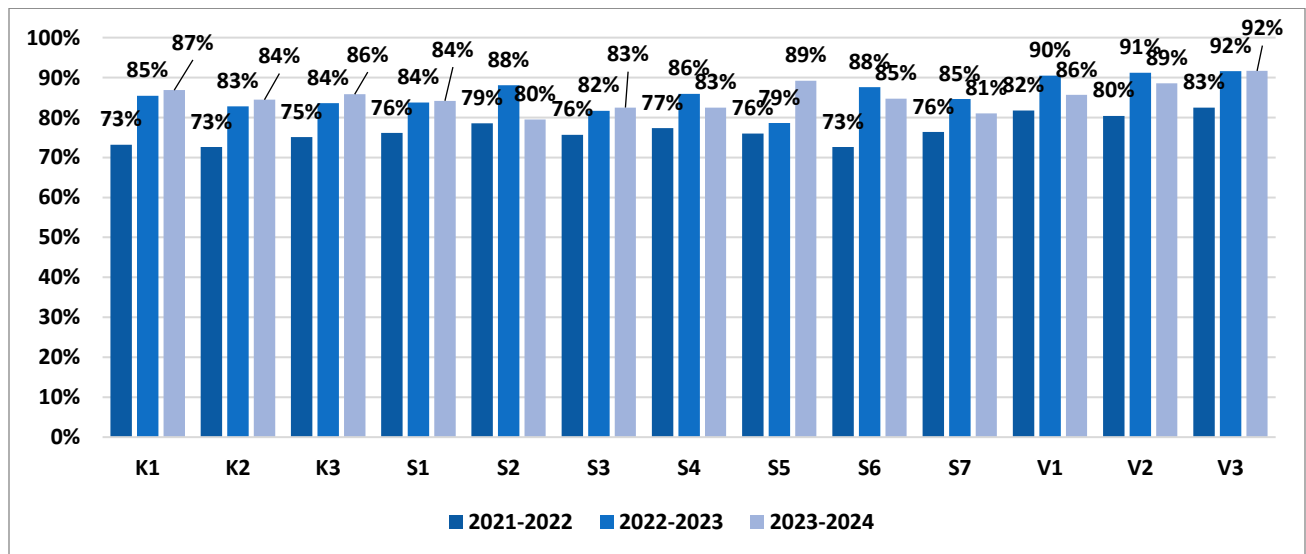


Fig. (11): Summary of the Achievement of the ARCH Program Learning Outcomes in the AYs 2021-2024

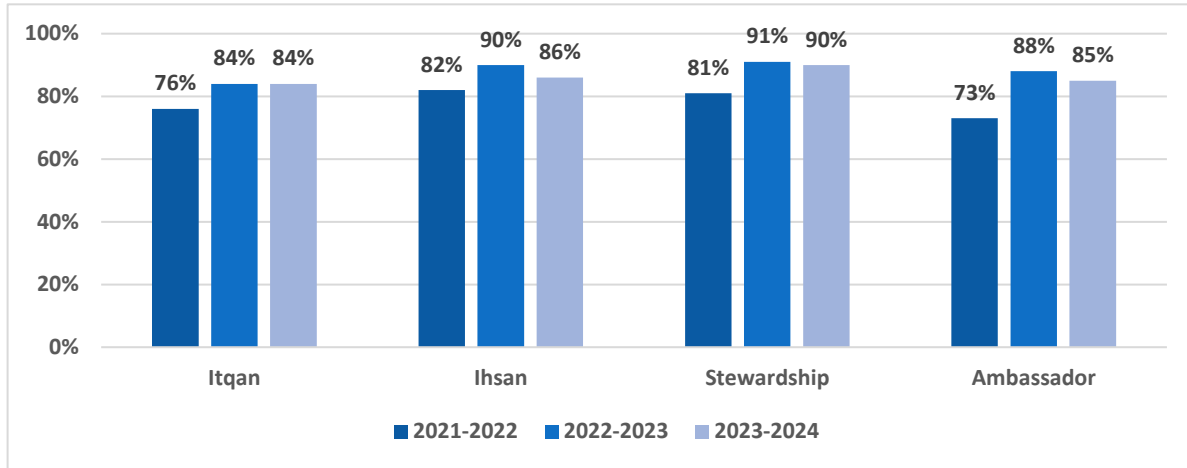


Fig. (12): Summary of the Achievement of the ARCH Program Graduate Characteristics in the AYs 2021-2024

Additionally, stakeholders' surveys are regularly conducted to assess awareness and understanding of the mission and goals among faculty and students, and external partners. ([Appendix 23: Faculty and Staff Surveys](#)), ([Appendix 24: SES Surveys](#)) and ([Appendix 25: PES Surveys](#)). Table (19) below sums up these results for the last two years. It shows that the average awareness for all stakeholders exceeds 80%. It is worth mentioning that the PES percentage slightly dropped due to the low level of participation this academic year.

Table (19): Summary of the Levels of Awareness of Mission by Faculty, Students and Graduating Students

Survey	AY 2022-2023	AY 2023-2024
Faculty and Staff Survey (FSS)	80%	80%
PES (Program Evaluation Survey)- Graduating Students	90%	81%
SES (Student Evaluation Survey)- Continuing Students	80%	83.4%

Improvement Plans and Implementation

The Architecture Program management systematically analyzes key performance indicators and evaluation data to inform its planning and decision-making processes. Following the evaluations outlined in the SAQR and Assessment Reports, the ARCH Program management creates targeted improvement plans to address any gaps or weaknesses identified. These plans include priority actions, responsibilities, and timelines. The follow-up on these improvement efforts is recorded in the Annual Program Report (APR), ARCH Assessment Reports, and Departmental Council (DC) meeting minutes, ensuring transparency and accountability. By implementing strategic actions based on these analyses and improvement plans, the ARCH Program ensures that it remains agile, effective, and aligned with its mission and goals. The process includes reflections on and discussions of previous action plans. Improvement actions can include curriculum revisions, professional development for faculty, and enhancements to student services. One example of the actions that have been implemented based on data extracted from SAQR in the AY 2022-2023 is to work on student recruitment to maintain the stability of the student body. It has been an ongoing recommendation in the action plan since then. This has been reflected in creating new engagement events for high school students, boot camps, and competitions. The result was impactful as the number of enrolled students increased from 200 in the AY 2022-2023 to 225 in the AY 2023-2024 to 248 in the current AY 2024-2025. Another example of the improvements that were based on the analysis of Assessment Reports was the need to review the content of the courses related to construction details and building technologies in AY 2022-2023. That was fully considered during the program review, which

shifted the whole course of ARCH 252 (Building Construction) to integrate more practical and hands-on assignments. This has enhanced students' technical skills and provided them with more understanding of the different construction systems that enable them to be well prepared for higher-level courses in the same category. Similarly, ARCH 354 (Structural Integration in Architecture) was introduced as a new course together with ARCH 458 (Working Drawings 2) to enhance the students' technical skills in this area and better prepare them for the integrated design in ARHC 408/418 – Architecture Design Studio 8.

The ARCH Program also uses internal and external benchmarking to help it set improvement plans. The following three tables sum up the results of benchmarking the 11 NCAAA Program KPIs for the assessment of the Effat Architecture Program with its benchmarking partners for the academic years 2021-2022, 2022-2023, and 2023-2024. As can be seen from the table below, most of the KPIs' values among the two programs are similar or very close, which affirms that the performance of the Architecture Program is acceptable. In some KPIs, the Architecture Program exceeds its targets compared to that of the benchmarking partners, especially those related to the percentage of students who are employed or pursuing graduate studies and research output and the ratio of faculty to students. However, based on the compared values, the Architecture Program at Effat University needs to give more attention to improving the research KPIs ([Appendix 50: ARCH Program Profile & KPIs Assessment for the last three academic years \(2021-2022, 2022-2023, and 2023-2024\)](#)).

Table 20: Benchmarking with Dar Al Oloum University over the last three academic years

No.	KPI	Actual Value	External Benchmark	Actual Value	External Benchmark	Actual Value	External Benchmark
		2021-2022	2021-2022 (DAU)	2022-2023	2022-2023	2023-2024	2023-2024 (DAU)
1	Students' Evaluation of quality of learning experience in the program	78%	74%	3.80	4.10	3.27	4.54
2	Students' evaluation of the quality of the courses	80%	78%	3.90	4.10	4.00	4.27
3	Completion rate	84.4%	14%	86.6%	7.00%	88.00%	5.00%
4	First-year students' retention rate	67%	90%	66.00%	89.00%	69.00%	76.00%
5	Students' performance in the professional and/or national examinations	74%	NA	69.00%	NA	100.00%	93.05%
6A	Graduates' employability	55%	In progress	62.00%		73.00%	52.02%
6B	Graduates' enrolment in postgraduate programs	5%	In progress	4.00%	In progress	4.00%	72.73%
7	Employers' evaluation of the program graduates' proficiency	86%		4.40	4.40	4.20	3.96
8	Ratio of students to teaching staff	1:12.8	1:12	1:10.4	1:10	1:11.1	1 to 3.96

No.	KPI	Actual Value	External Benchmark	Actual Value	External Benchmark	Actual Value	External Benchmark
		2021-2022	2021-2022 (DAU)	2022-2023	2022-2023	2023-2024	2023-2024 (DAU)
9	Percentage of publications of faculty members	44%	70%	89.00%	36.00%	89.00%	83.30%
10	Rate of published research per faculty member	1.29	4:48	2.8	1:06	3.2	0.75
11	Citations rate in refereed journals per faculty member	4.6	0.2	5.74	1:1.8	5.03	2.53

From table (20), the following analysis can be deduced.

KPI-P-01: Students' Evaluation of the quality of learning experience in the program

- 2021–2022: Target exceeded by 4%; higher than benchmarking partner.
- 2022–2023: Nearly achieved; aligned with benchmarking partner.
- 2023–2024: Not achieved due to low survey response; slightly below benchmarking partner. **The program has consistently offered a high-quality learning experience, particularly in earlier years. While survey participation impacted recent outcomes, this KPI confirms the program’s strong educational environment and capacity to exceed the benchmarking partner’s standards when student engagement is high.**

KPI-P-02: Students' evaluation of the quality of the courses

- 2021–2022: Improved; 2% higher than benchmarking partner.
- 2022–2023: Target nearly met; performance stable.
- 2023–2024: High satisfaction; aligned with benchmarking partner. **Teaching quality remains a cornerstone of program excellence. Steady alignment with or above the benchmarking partner highlights consistent pedagogical effectiveness, with opportunities to further refine delivery for enhanced clarity and engagement.**

KPI-P-03: Completion Rate

- 2021–2022: Acceptable with post-COVID transition; above benchmarking partner.
- 2022–2023: Slight decline; close to benchmarking partner.
- 2023–2024: Spring 2024 completions exceeded target. **Completion rates demonstrate resilience and adaptability, particularly in 2023–2024. Surpassing the benchmarking partner illustrates how academic adjustments, especially in studio formats, have directly improved student success.**

KPI-P-04: First-Year Retention Rate

- 2021–2022: Close to target; below benchmarking partner.
- 2022–2023: Slight decline; continues below benchmarking partner.
- 2023–2024: Slight improvement; still lower than benchmarking partner. **Retention remains an area for focused development. Although the program continues to offer competitive support services, surpassing the benchmarking partner will require targeted retention strategies and early academic interventions.**

KPI-P-05: Students' performance in the professional and/or national examinations

- 2021–2022: *High pass rate; aligns with standards.*
- 2022–2023: *Satisfactory with need for further training.*
- 2023–2024: *Above satisfactory; curriculum changes effective.*
Program enhancements have led to steady performance in professional exam readiness. The strong results reflect academic rigor and alignment with external standards, placing the program in line with or ahead of the benchmarking partner.

KPI-P-06 A: Graduate Employability (Working rates)

- 2021–2022: *Met target; support for alumni recommended.*
- 2022–2023: *Exceeded target; graduates are job market-ready.*
- 2023–2024: *Further increase with strong digital networking.*
The employability rate reflects the practical strength and market relevance of the program. Continuously outperforming the benchmarking partner, the program demonstrates an exceptional ability to prepare students for dynamic professional environments.

KPI-P-06 B: Graduate Employability (Further Studies)

- 2021–2022: *Exceeded the target; support for alumni recommended.*
- 2022–2023: *Met the target;*
- 2023–2024: *Met the target*

The graduates' enrolment in postgraduate programs meets the target and reflects the academic strength of the program. No reference was provided by the benchmarking partner.

KPI-P-07: Employers' evaluation of the program graduates' proficiency

- 2021–2022: *Exceeded target.*
- 2022–2023: *High evaluation scores; above benchmarking partner.*
- 2023–2024: *Employers continue to rate graduates as proficient.*
Employer evaluations affirm the high standards of learning outcomes and soft skills cultivated by the program. This KPI is a direct measure of the program's alignment with industry needs and consistently surpasses the benchmarking partner.

KPI-P-08: Ratio of students to teaching staff

- 2021–2022: *Excellent ratio (1:12.8); near benchmarking partner.*
- 2022–2023: *Nearly met; strong overall.*
- 2023–2024: *Well within target; better than benchmarking partner.*
A healthy student-to-faculty ratio enhances the learning experience and reflects institutional commitment to quality. Outperforming the benchmarking partner reinforces the program's emphasis on individualized attention and mentorship.

KPI-P-09: Percentage of publications of faculty members

- 2021–2022: *44% publication rate; below benchmarking partner.*
- 2022–2023: *Significant growth; now higher than benchmarking partner.*
- 2023–2024: *62% of faculty published; strong engagement.*
The research culture has evolved impressively, with faculty showing deep engagement. The program now stands ahead of the benchmarking partner in publication volume, supporting its academic prestige and faculty development.



KPI-P-10: Rate of published research per faculty member

- 2021–2022: *Satisfactory; lower than benchmarking partner.*
- 2022–2023: *Improved; still developing.*
- 2023–2024: 29 publications exceed targets; 3 units above benchmarking partner. **Strategic initiatives to enhance research output have delivered strong results. The program now clearly leads over the benchmarking partner, affirming its commitment to knowledge production and academic contribution.**

KPI-P-11: Citations rate in referred journals per faculty member

- 2021–2022: *Far exceeded target and benchmarking partner*
- 2022–2023: *Still exceeded target; strong impact.*
- 2023–2024: Declined; now closer to benchmarking partner. **While earlier years showed high-impact research visibility, recent results indicate a need to reinforce academic networks and collaborative citation strategies. Nonetheless, performance remains aligned with top academic standards.**

Through three academic years, the program has consistently demonstrated excellence in teaching quality, graduate readiness, research growth, and employer engagement. Highlights include outperforming the benchmarking partner in employability, faculty publications, and teaching ratios, positioning the program as a leader in academic quality and market alignment. While student retention, citation sustainability, and engagement in feedback tools remain areas for growth, the program's upward trajectory showcases a robust commitment to continuous improvement, innovation, and distinction in higher education.

I.1.6 Assessment

A. Program Self-Assessment

The Architecture Program at Effat University has instituted a rigorous and cyclical self-assessment process to ensure continuous alignment with its mission, strategic goals, and educational objectives. This process integrates both internal and external feedback mechanisms, emphasizing transparency, stakeholder engagement, and evidence-based decision-making.

A1. Monitoring Progress Toward Mission and Goals

The Architecture Department believes that effective monitoring of the ARCH Program mission and goals is crucial to ensuring continuous improvement and the achievement of desired outcomes. Thus, the program employs a systematic approach to track progress and implement necessary adjustments based on regular assessments and feedback. The program assesses its advancement toward achieving its mission and goals through several institutional mechanisms. The tools used to monitor QA activities include key components such as the Annual Program Report (APR), Semester Activities and Quality Report (SAQR), PLOs Assessment Report through Key Performance Indicators (KPIs), Fact Sheets/Book, Satisfaction Surveys, and External Audit Reports which are regularly reviewed and updated to align with the university's strategic goals and objectives. Furthermore, the department adheres to the guidelines set by Effat University's Quality Assurance Deanship, which oversee the implementation of quality standards across all colleges ([Appendix 51: Quality Assurance Manuals](#)).

- **Annual Program Reports ([Appendix 34: APRs](#))** are developed and submitted to monitor academic progress, student outcomes, and faculty development. These reports assess the performance of the program and all the delivered courses over the academic year to guide improvements.
- **KPIs Data through SAQR, Assessment Report and Fact Book:** The program regularly analyzes a set of KPIs, which are documented and measured in reports such as the SAQR, measuring the achievement of the ARCH Program strategic goals covering aspects of program management, teaching quality, student

satisfaction, faculty development, research outputs, and community engagement ([Appendix 48: SAQR Report](#)). With the support of the Provost Office, the evaluation of the achievement of PLOs is also conducted and revised every year ([Appendix 12](#)). In addition, with the support of the Deanship of Quality Assurance (DQA), important fact sheets are collected from different sources, including Management of Human Resources (MHR), Deanship of Admission and Registration (DAR), and Deanship of Student Affairs (DSA) to produce the annual Fact Book for Effat University that provide data for the whole institution as well as for each college and program. All these data help the program evaluate its quality and make more accurate decisions about its improvement. These reports provide a detailed analysis of the program's performance against the established KPIs, highlighting areas where goals have been achieved, assessing their performance, and identifying recommendations for improvement. Please see Fig. (10) above, which illustrates the average percentage KPIs of ARCH Goals during the academic year 2023-2024 from the SAQR report. The figure clearly shows that the levels of achievement of all goals are satisfactory as they reach more than 70%, which is the minimum target required. However, goals 3 and 4, which are related to teaching and learning and students' services in the Spring 2024 semester, still show the need for improvement compared to other goals. This is mainly due to the need to recruit more students to achieve the projection and to conduct more activities for alumni.

Based on the insights gained from these internal audit reports (SAQR, Annual Assessment Report, and Fact Sheets/Book), the ARCH Program management develops specific action plans to address identified gaps or areas for improvement. These action plans include priorities of improvement, actions, and responsible persons. Their follow-up is documented and approved in the Annual Program Report, Annual Assessment Report and the Departmental Council (DC) minutes record their discussion and monitor their implementation ([Appendix 52: APR Approval and Action Plan Discussion](#)), ensuring a clear record of the steps being taken and including reflections on previous year's recommendations. Actions based on analysis of SAQR results have included, for example, curriculum adjustments, faculty development initiatives, and student support enhancement plans.

- **Satisfaction Surveys:** The university runs semester and annual satisfaction surveys for continuing and graduating students ([Appendix 24: SES Surveys](#)) and ([Appendix 25: PES Surveys](#)), faculty and staff ([Appendix 23](#)), and employers ([Appendix 41](#)) to measure how far its academic and administrative and quality assurance processes are effective (or not). Results of satisfaction surveys related to each college and program stakeholders are published internally for the use of all programs and used as another source of data for self-assessment.
- **External Audits and Accreditation Reports:** These include assessments from external bodies based on the request of the ARCH Program. Such audits include the Program Advisory Committee (PAC) reports, national (NCAAA) ([Appendix 53](#)) and international (NAAB) accreditation/certification reports, and the Academic Partner's report (Miami University) ([Appendix 32](#)), ensuring that the program meets national and international quality standards.
- **Exit Exams and Jahezeya Exams:** The Saudi Education and Training Evaluation Commission (ETEC) launched the "Jahezeya" program in the 2022-2023 academic year, introducing the first-ever standardized exit exams for final-year university graduates in Saudi Arabia. This initiative aims to assess graduate readiness for the job market and provide universities with feedback on program quality, without impacting students academic standing. In line with Jahezeya, Effat University mandates its own Exit Exam for all graduating students. This comprehensive exam, a graduation requirement, evaluates students' achievement of program learning outcomes and workforce preparedness by testing knowledge and skills specific to their fields. The exam content is annually reviewed and updated to align with Jahezeya standards, international benchmarks, and evolving industry needs. It is worth mentioning that based on the two rounds in which Jahezeya exam was conducted in 2024 and 2025, the Effat ARCH program exceeded its peers in other Saudi universities with a notable difference.

Thus, the Architecture Program's management effectively monitors the achievement of its goals and program PLOs through internal and external self-assessment mechanisms to implement strategic actions for continuous



improvement. Through regular reporting, action planning, and follow-up, the ARCH Program management ensures that it remains aligned with institutional objectives and responsive to the needs of its stakeholders.

A2. Progress Against Multi-Year Objectives

The Architecture Program at Effat University evaluates its progress against defined multi-year objectives through a structured and participatory planning and assessment process aligned with the university's strategic plan. The program's strategic objectives for the 2017–2022 cycle were revisited and recalibrated during the 2022 in preparation for a new planning period of 2022-2027 ([Appendix 30: ARCH Strategic Plan](#)), in response to evolving national priorities, international benchmarking, and academic reviews. The achievement of the strategic plan is monitored and assessed yearly, which is reported in SAQR reports ([Appendix 48: SAQR Report](#)). Additionally, the program KPIs are assessed half-yearly with benchmarking to the previous year and to the partners ([Appendix 50: ARCH Program Profile & KPIs Assessment for the last three academic years \(2021-2022, 2022-2023, and 2023-2024\)](#)).

The multi-year objectives are also operationalized and tracked through the Annual Program Reports (APRs) and Program Review Action Plans ([Appendix 34: APRs](#)). These documents detail KPIs aligned with national accreditation standards (NCAAA), which track year after year the program's performance to ensure its development through the implementation of annual improvement plans. In addition, ARCH faculty assess PLO attainment and student achievement indicators of the IQRA-based Graduate Characteristics annually, with targets and thresholds set in alignment with institutional quality assurance practices.

One of the most significant outcomes of this strategic recalibration was the comprehensive curriculum reform that took place in 2022/2023, reducing the program from 171 to 163 credit hours. This revision was based on an extensive benchmarking study against internationally accredited programs in the United States, the United Kingdom, and the MENA region. The reform emphasized strengthening studio-based learning, integrating advanced digital design tools, and incorporating sustainable architecture as a core thematic thread throughout the curriculum. It also enhanced interdisciplinary exposure by adding elective tracks and reinforcing connections with urban design and heritage conservation themes.

Collectively, these actions demonstrate the program's ability to track its long-term objectives through a framework that is responsive to institutional quality enhancement mechanisms, national transformation plans, and international standards of architectural education.

A3. Addressing Past Deficiencies

Three main conditions were identified as “Not Met” in Visit Three report of the NAAB visiting team that was issued based on the visit that took place in April 2-5, 2018 https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Documents/NAAB/Effat-ICv3_2019.pdf . Each one of these points for improvement was rigorously addressed, and the following measures have been taken. Accordingly, two of them have been met as responses to the interim report and supporting evidence submitted by the ARCH Program in 2022.

Fundamental Design Skills (A.6):

The visiting team noted that student work did not demonstrate proficiency in fundamental design skills such as hand drawing, physical and digital modeling, and the use of diagrams to explore and communicate design ideas. To address this gap, the Architecture Program revised the curriculum to include ARCH 101: Introduction to Architecture, a course dedicated to developing these foundational competencies. The course includes specific learning outcomes, structured assignments, and assessment rubrics that ensure students gain the required technical and representational skills. In addition, faculty participated in development workshops to align teaching strategies and expectations. As a result, student work now demonstrates significant improvement in foundational design abilities, as evidenced by updated portfolios and assessment records. The responses to the ARCH Program interim report indicated that this condition is met.



Accessibility (B.2):

The visiting team observed a lack of clarity in student understanding of accessibility versus general access and found insufficient evidence of student ability to design in accordance with ADA or universal design principles. To resolve this, the Architecture Program incorporated focused lectures, exercises, and assessment tools into ARCH 240 (now ARCH 140) and Studio 5. These changes introduced students to accessibility codes, universal design strategies, and inclusive environments. Assignments now require application of these principles in design proposals, and students are assessed through both written and design-based evaluations. The integration of these topics across technical and design courses has significantly strengthened students' awareness and ability to address accessibility in their architectural work. The responses to the ARCH Program interim report indicated that this condition is met.

Comprehensive Design (B.6):

The visiting team had a concern regarding Comprehensive Design as they stated that there was limited evidence that students could synthesize program requirements, site context, building systems, and structural strategies in a cohesive architectural project. In response, the program enhanced the content and expectations of both the Capstone Project and ARCH 401: Design Studio 7. A clearer sequence of assignments and deliverables was introduced to guide students through the process of integrating various systems into a complete design. Additional reviews and assessment checkpoints were added to ensure that students addressed all necessary components, including site planning, sustainability, and life safety. These revisions have resulted in a marked improvement in the quality and completeness of final-year projects. **The last report received indicated that this condition is not yet met, as more evidence is needed for individual students' work. In the visit for the renewal of NAAB International Certification the ARCH Program will be presenting more evidence for individual students' work that this condition has been addressed.**

For more details regarding the actions taken to address the above three conditions, please refer to “**PART III- PROGRESS SINCE THE PREVIOUS VISIT (applies only to ICert Visit Three and Continuation of ICert Visits)**”

A4. Identifying Strengths, Challenges, and Informed Improvement Plans

The Architecture Program at Effat University distinguishes itself in the region through its strong academic foundation, interdisciplinary focus, and alignment with global standards. Among its key strengths are the integration of service-learning projects that connect students with real-world community needs, as well as the active involvement of students in faculty-led research initiatives. The curriculum emphasizes hands-on, practice-based learning and embeds professional certifications, such as AutoCAD, Revit, and LEED, within core courses to prepare graduates for the demands of the industry. These elements, combined with a commitment to innovation, sustainability, and emerging technologies, position the program ahead of many others in the area. Informed by continuous self-assessment and external reviews, the program also identifies ongoing challenges and areas for growth, which guide the development of strategic, evidence-based improvement plans.

The results from implementing all evaluation mechanisms are systematically reviewed to inform decision-making and program development. Action plans are developed to address any identified gaps or areas for improvement, which are then implemented and monitored in subsequent evaluations. Besides the action plans set based on the internal tools, including the annual course reports' reviews in APRs, semester SAQR reports, annual PLOs assessment reports and satisfaction surveys results, the Program Advisory Committee (PAC), as well as NCAAA, NAAB, and Miami University (the academic partner), provide an external review mechanisms, offering insights from industry experts and academic professionals. For instance, action plans were set based on the PAC discussions regarding curriculum enhancements, such as the integration of Building Information Modelling (BIM) and Value Engineering. Value Engineering and Cost Estimates were proposed and followed up in subsequent meetings.

The ARCH Departmental Council (DC) also plays an active role in approving action plans and tracking their progress through regular council meetings ([Appendix 52: APR Approval and Action Plan Discussion](#)). Thus, the Architecture Program management has implemented a comprehensive and effective quality assurance and



management system that is fully aligned with the institution's quality framework. Through rigorous evaluation, continuous monitoring, and adherence to established QA policies, the program ensures that it maintains high standards of academic and administrative excellence.

Each evaluation cycle leads to the formulation of specific action plans, addressing issues identified in the evaluation process. These plans focus on curriculum updates, faculty development, and resource allocation. The progress of these action plans is tracked through departmental meetings and follow-up reports documented in the subsequent Annual Program Reports ([Appendix 52: APR Approval and Action Plan Discussion](#)) and ARCH Annual Assessment Reports ([Appendix 12](#)). Below are samples of these action plans and their follow-up as they appear in the APRs.

Table 21: Response to Previous Action Plan (AY 2022-2023) as Reported in the APR of the AY (2023-2024)

No	Priorities for Improvement	Actions	Achievement
1	Recruitment of students to increase the number of newly enrolled students.	Continue working with the set strategic plan that includes engaging students through boot camps, online Workshops, and competitions.	Many boot camps were conducted together with many competitions, school visits, and promotions, so the number of enrolled students increased from 200 in the AY 2022-2023 to 225 in the AY 2023-2024 but still has not reached the target (253). More efforts are expected to continue along that path.
2	Introduce and integrate AI-related content and exercises in all courses, when possible, to cope with the market trends and needs.	Discuss the possibility and methodology of adding AI-related content to courses in DC meetings at the beginning of the semester.	Dr. Ibrahim Saleh, the new ARCH faculty member, joined this year, and there has been a lot of progress in integrating AI into his courses. However, there must be a policy to ensure that the use of AI follows academic ethics and standards.
3	Follow up with W&P students on a weekly basis to make sure they are on track & enhance support for weak students by providing additional follow-up and academic assistance.	Continue to have complete soft and hard copies of W&P students' improvement plans, pledges, and transcripts, and follow up with advisors in DC meetings. -Monitor students' commitment after week 5 and provide more assistance in cooperation with DSA.	Many of the students who were on the W&P list went to be in good standing (42%) and 23% improved in their GPA, and are on their way to be out of the W&P status. This has also been reflected in the low percentage of students who are below 2.0 (7.5 %). This marked notable progress in this regard.
4	Ensure vertical coordination between studios and horizontal coordination between courses to maximize the benefit of the comprehensive learning experience and offer a smooth, stress-free schedule of submissions.	Discuss the coordination between studios and other theoretical courses in the DC meeting at the beginning of the semester and always discuss coordination in submission deadlines for courses taught at the same level.	The coordination between courses is regularly discussed in Departmental Councils. Also, juries and different assessment deadlines have been discussed to ensure the best learning outcome. For example, there has been a big coordination between the two sections of ARCH 306 with AL Balad company that has been conducted this year as a service learning project.
5	Ensure balance in students' number between different sections of the same course.	Follow-up on students' advising.	This has been well coordinated with the registration office.
6	Limit the number of registered courses in the semester that the students have a capstone project in to ensure that students' focus is directed to their projects.	Follow-up on students' advising.	This has been coordinated with the help of advisors.
7	Conduct more construction site visits and encourage students to recognize different materials and study the construction process.	-Plan and schedule construction site visits. -Educate students on construction safety. -Work on the construction of the material library -Engage students in hands-on activities with construction materials. -Facilitate discussions and reflections after site visits.	Dr. Abeer Samy has conducted field visits to the construction sites to ensure that this recommendation is met. The good practice shall continue to be maintained.
8	Focus more on model making, with emphasis on the proposed structural system.	Dedicate time and exercises in courses, especially architecture design studios, for model making, provide hands-on physical model-building workshops, and encourage	This has been integrated into an elective course by Dr. Ibrahim Saleh and also in different building construction courses such as ARCH 252, ARCH 352, and other studio-

No	Priorities for Improvement	Actions	Achievement
		students to use the FabLab for their model making.	based courses. This good practice shall continue to be maintained.
9	Improve students' digital modeling and presentation skills.	Organize workshops for digital presentation skills and study the possibility of offering the newly added course of ARCH 257- Architectural Visualization for higher levels.	The new course has been offered with positive student feedback, and some workshops have been conducted. This good practice shall continue to be maintained.
10	Increase students' participation in research activities and output.	Plan for the seminars and workshops during activity times or online and encourage students to work on publications in their courses with the help of their instructors.	This was achieved based on the research methods used; two studies were published last year. Additionally, more students presented their papers at the ARCH and Design conference. The undergraduate research forum has also been an excellent platform for motivating students to publish their research.
11	Integrate more practical and project-based content in courses, especially the non-studio-based ones.	Dedicate 4 to 5 weeks of the semester to studio work.	Many courses in ECoAD are project-based courses. More consideration was given to having enough time for students to work on their projects.
12	Focus more on data analysis exercises related to projects, as well as case study analysis in theoretical courses.	Develop course syllabus.	This has been integrated into many courses, such as ARCH 233, ARCH 333, and ARCH 369, where students are required to work more on their analytical skills.
13	Integrate professional expertise into studios and classes to ensure students understand the different aspects of the know-how process and of the application of all theoretical aspects.	Plan for more guest lectures and discuss in DC meetings with the invitees.	During the Fall and Spring of this year, many guest speakers and practitioners were invited to classes and juries (11 experts). This good practice shall continue to be maintained.
14	Increase the number of individual research projects and enhance writing skills.	Add and expand on the research component in studios and practical courses.	This has been integrated in many courses and rubrics are also developed to assess individual achievements.
15	Integrate the "King Salman Charter for Architecture and Urbanism," which serves as a strategic foundation for urbanization and the future of architecture in the Kingdom.	Highlight the King Salman Charter's values, investigate architecture/projects that embody this philosophy, and include the charter in the form of a new part of the course content/activities.	This has been introduced in ARCH 140 in both semesters and fully achieved. This good practice shall continue to be maintained.
16	Integrating scientific content that would help students apply later for professional certificates in relation to representation skills.	Integrating scientific content that would help students apply later for professional certificates. This includes the areas related to LEED certification and modeling software. This could be currently integrated into elective courses and would be considered in the coming review to be included in core courses or to develop existing ones.	This has been fully achieved as this year marked a big shift in acquiring professional certificates from Autodesk, with a total number of 121 students linked to ARCH 150 and ARCH 256. Additionally, 7 students acquired the LEED certification in linkage with ARCH 368.
17	Add more exercises (in-class time) to track student performance and generally offer technical tips and tricks, with a focus on assignments that include calculations.	-Develop a range of exercises that align with the learning objectives and provide opportunities for students to practice and apply their knowledge. -Clearly communicate the purpose, expectations, and guidelines for each exercise. -Provide supplementary resources, such as online tutorials or reference materials, to support students in their exercises.	Enhanced learning outcomes and mastery of technical skills, as evidenced by improved performance in calculation-based assignments following the incorporation of structured in-class exercises and focused technical guidance.
18	Coordinate and arrange jury time for senior students' courses early to reduce stress during the capstone final jury.	-Agree with the Departmental Council on the schedule of juries for all courses ahead of time. -Announce to students the schedule of juries at least two weeks before conducting the jury.	This has been discussed in detail in the Departmental Councils in both semesters. This good practice shall continue to be maintained.



The following is a sample of the action plan set for the academic year 2024-2025 based on the analysis of the 2023-2024.

Table (22) Action Plan for the AY (2024-2025)

No.	Priorities for Improvement	Actions	Action Responsibility
1	Recruitment of students to increase the number of newly enrolled students.	Continue working with the set strategic plan that includes engaging students through boot camps, Online Workshops, and Competitions.	Dean, Dep. Chair and all ARCH faculty
2	Continue developing content related to architectural praxis with more hands-on practices and analytical skill development.	<ul style="list-style-type: none"> • Incorporate more hands-on projects and fieldwork into the curriculum. • Develop modules focusing on practical applications of architectural principles. • Organize site visits and internships to provide real-world experience. • Introduce analytical exercises to improve critical thinking and problem-solving skills in architecture. 	Dean, Dep. Chair, and all ARCH faculty
3	Offer additional workshops, practice sessions, or tutorials on rendering techniques, drawing perspectives, research skills, and technical drawing. Provide opportunities for hands-on practice and feedback from instructors or peers to enhance these skills further.	<ul style="list-style-type: none"> • Schedule regular workshops on rendering techniques, drawing perspectives, research skills, and technical drawing. • Provide hands-on practice sessions with immediate feedback from instructors or peers. • Create online tutorials and resources for students to access any time. • Organize peer review sessions to encourage collaborative learning and skill improvement. 	Dean, Dep. Chair, and all ARCH faculty
4	Develop guidelines or best practices for effectively integrating AI tools into coursework while maintaining students' creative autonomy. Additionally, training or support sessions should be offered to assist students in utilizing AI tools and understanding their role in the design process.	<ul style="list-style-type: none"> • Develop comprehensive guidelines on the effective use of AI tools in design projects. • Conduct training sessions and workshops on AI tools and their applications in architecture. • Provide support resources, such as help desks or online forums, for students to give assistance with AI tools. • Ensure that AI integration enhances creativity rather than replaces it by emphasizing the complementary role of these tools. 	Dean and Dep. Chair
5	Increase the recruitment of instructors who are proficient in their respective fields to enhance the quality of education and provide students with comprehensive knowledge in their majors.	<ul style="list-style-type: none"> • Actively recruit instructors with specialized expertise in various architectural fields. • Establish partnerships with industry professionals to bring real-world experience into the classroom. • Offer competitive incentives to attract and retain high-quality educators. • Create a rigorous selection process to ensure instructors have both practical experience and teaching skills. 	Dean and Dep. Chair.

Thus, the continuous implementation of periodic evaluations ensures that the Architecture Department remains agile and responsive to both internal and external feedback. The improvement plans derived from these evaluations not only enhance academic quality but also align the program with Effat University's strategic objectives.

B. Curricular Assessment and Development

Effat University's Architecture Program maintains a structured and collaborative process for curricular review and development. This process is defined by university-wide policies and processes tailored to the discipline's evolving demands, national priorities, and international accreditation requirements.

B1. Curricular Review Process and Cycles

The Architecture Program at Effat University is designed to meet its goals and learning outcomes while incorporating advancements in the educational, scientific, technical, and professional fields. The curriculum is developed and updated according to the university's established guidelines for curriculum development and review, which takes place every five years, as detailed in the Effat University Guidelines for Curriculum

Development and Review Processes ([Appendix 54: University Guidelines for Curriculum Development and Review](#)). The following figure (Fig. 13) sums up the process used in the review process:

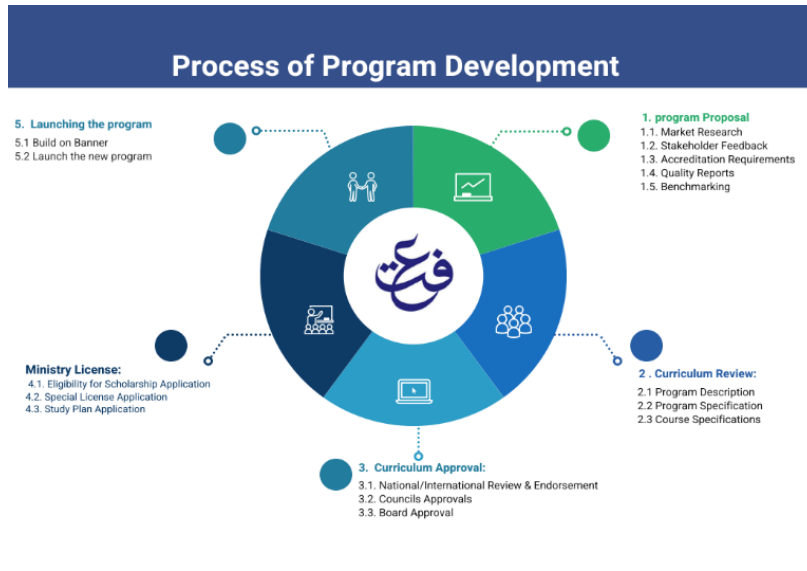


Fig. (13): Effat University Process for Program Development and Review

The above framework ensures that all academic programs follow a consistent approach to program development and review. The ARCH Program curriculum is reviewed every five years, with semester-level assessments to ensure relevance and alignment. Faculty submit Course Reports each semester evaluating Course Learning Outcome (CLO) achievement and student performance. These feed into the Annual Program Report, which synthesizes the findings, proposes enhancements, and sets forth an action plan. The review cycle followed in the last review in 2022-2023 included:

- Forming the departmental curriculum development and review committee,
- Conducting the market study by IPSOS company ([Appendix 55: IPSOS Market Study](#)),
- Conducting a benchmarking analysis with national and international universities that offer a similar program like California State Polytechnic University, American University in Sharjah, and Dar ElHekma University ([Appendix 56: ARCH Programs' Benchmarking](#)),
- Collecting feedback from faculty, students, alumni, and professionals from the program advisory committee (PAC) on students' performance in courses and program learning outcomes (PLOs),
- Assessing the changes against NAAB Student Performance Criteria, the NCAAA quality standards and framework, and Effat's internal IQRA-Based Teaching and Learning Model. Curriculum mapping ensures that every course contributes meaningfully to the achievement of PLOs,
- Approving the revised curriculum at the department, college, and institutional levels, and
- Reviewing the updated program with Miami University experts, the ARCH Program academic partner, who approved the updates before the final submission to the Board of Trustees and Ministry of Education ([Appendix 32: Academic Partner Report](#)).

The final approved program ([Appendix 57: ARCH Program Specifications](#)) was reduced from 171 to 163 credits based on benchmarking results. All PLOs were revised accordingly to align with the most updated National Qualification Framework (NQF) and Specialized Academic Standards. Courses were updated to address contemporary issues, like the use of AI and advanced software for architectural design and visualization, including Rhino and Grasshopper, with a focus on building performance, energy efficiency, and building technologies. The internship duration was expanded from 120 to 240 hours, becoming a credited course. This was further reviewed in 2024-2025 to integrate the CO-OP training as instructed by the Ministry of Education.



The design studios, theory, and urban design courses were further improved. The development of more interdisciplinary and multidisciplinary electives also responded to the growing need for architects to collaborate across fields. The ARCH Program changes to enhance students' professional readiness for the labor market, aligning the program with global standards, market needs, and technological advancements. These adjustments not only deepen the technical and digital skills of the students but also ensure that graduates are well-prepared to contribute to sustainable, inclusive, and innovative architectural practices. ([Appendix 57](#)) also includes the reasons for the change in each course, along with the final approved study plan, new program description, and specifications.

B2. Committee Structures and Responsibilities

Curricular development is overseen by the Department Curriculum Committee, composed of faculty with diverse teaching and research profiles. The committee collaborates with the Department Chair, College Dean, academic partners, the Quality Assurance Deanship, and the Provost's Office. Regular inputs are gathered from students, alumni, employers, and the Program Advisory Committee (PAC). These contributions inform discussions in departmental meetings, ensuring that curricular decisions are participatory and evidence based. The process has started with the formulation of an Ad-Hoc Committee for the revision of the undergraduate Architecture Degree Program in the Department of Architecture. The Departmental Council No. (3), session 2, held on Sep. 27, 2022, has authorized the formation of an Ad-Hoc Committee that oversees the revision and development of the Undergraduate Program in Architecture. The Nominated Committee members have developed the following mandate and tasks required to complete the undergraduate architecture degree proposal:

First: Primary Committee Members

1. Prof. Dr. Tarek Ragab
2. Prof. Dr. Mohamed Fekry

Second: Faculty Support Team:

1. Prof. Dr. Mohamed Kashef
2. Prof. Dr. Tarek Ragab
3. Prof. Dr. Mady Mohamed
4. Prof. Dr. Abeer Samy
5. Dr. Ahmed Refaat
6. Ms. Maya Kamareddine

Third: Primary Committee Members' Tasks:

1. Prepare the Committee mandate, scope of work, team's responsibilities, and detailed tasks to be performed by the committee members and faculty support team.
2. Review the National Qualification Framework (NQF) and Specialized Academic Standards for Undergraduate Architecture Programs in order to align the new program requirements with the NCAAA guidelines.
3. Review Effat University Undergraduate Program Development Procedure and Requirements.
4. Consult with the Dean of the College regarding the preparation, requirements, and approval process for undergraduate degree program proposals.
5. Hold focus group meetings with faculty members to pinpoint deficiencies in the program extracted from their practices.
6. Develop the program vision, direction, and objectives in coordination with and active support from the department faculty, Chair, and the Dean of the college.
7. Benchmark the new program vision, direction, and objectives with comparable programs locally and internationally in coordination with and active support from the department faculty, Chair, and the Dean of the college.
8. Liaise with the department faculty, Chair, and the Dean of the College regarding required stakeholders' surveys and the need for the proposed program.
9. Organize meetings with faculty, Chair, and the Dean of the College as needed to discuss the progress of the new program proposal.



10. Prepare materials and presentations as needed to share with the Program Advisory Committee and integrate their recommendations into the new program vision and directions.
11. Integrate the views and recommendations developed from the stakeholders' surveys, faculty, Department Chair, and the Dean of the College in shaping the program vision, directions, and objectives.
12. Identify the new program structure, areas of concentration, tracks, and study plan in coordination with and active support from the Department Faculty, Chair, and the Dean of the College.
13. Identify areas of specialization and expertise within the proposed new program and match them with the Department faculty members.
14. Identify areas of specialization and expertise within the proposed new program, which may need external academic support and consulting.
15. Prepare preliminary reports with brief statements regarding the vision, direction, and scope of the proposed new program for the attention and feedback of the Department Chair, College Dean, and the provost.
16. Prepare materials required to share with Department Faculty, Department Chair, and Dean of the College during the Department and College Councils.
17. Coordinate with Department Faculty regarding the Development of areas of concentration, tracks, and core as well as elective program courses.
18. Oversee the process of revision and formulation of program proposal documents.

Fourth: Faculty Support Team Tasks:

1. Participate actively in discussions and meetings organized to formulate the vision, direction, and objectives of the new program.
2. Assess and provide active feedback regarding the benchmarking process with comparable programs locally and internationally.
3. Provide active support in the preparation of stakeholders' survey questionnaires and the analysis of survey results.
4. Revise materials and documentation prepared by primary committee members and provide active support and timely feedback for the new program proposal.
5. Participate actively in the preparation of the new program vision, mission, objectives, and learning outcomes.
6. Participate and actively support in the formulation of dual degree possibilities and strategies.
7. Provide active support in the preparation of the new program study plan, courses, areas of concentration, tracks, exit points, and course requirements.
8. Participate actively in the preparation of course materials and documentation required within each faculty's area of expertise as defined in the Department and College Councils.
9. Revise and improve course materials and specs as recommended and discussed in the Department and College Councils as well as new program meetings.
10. Discuss and propose admission requirements, exams, different study plans, and pathways for program exit points.
11. Discuss, propose, and prepare graduation milestones and capstone project requirements.
12. Prepare all revised program documents using the updated NCAA templates and participate effectively in finalizing documents required for submission to the Ministry of Education.

Additionally, the Committee communicated with the academic partner to get their feedback on the program reviews, which included:

- Online meetings
- In-person visit to Effat University Campus from 7th to 9th February 2023.
- Detailed Report with recommendations.
- Final Review and Approval from Miami University in March 2023 ([Appendix 32](#)).

PART ONE (I), SECTION 2: RESOURCES

I.2.1 Human Resources and Human Resources Development

Faculty and Administrative Staff Sufficiency

The ARCH Program employs a sufficient number of highly qualified, productive, and engaged faculty members in order to facilitate the achievement of the program's vision, goals, and objectives. The ARCH Program faculty members have varying backgrounds and research areas of interest that cover all aspects of the ARCH study. The program is delivered by a committed team of full-time and part-time instructional faculty, supported by administrative, technical, and academic services that ensure the achievement of learning outcomes and the promotion of student success. The faculty profile during the academic years 2022-23 and 2023-24 demonstrates the number of faculty members during each semester ([Appendix 58](#)). Table 23 illustrates the ratio of faculty to students in the last three academic years. These ratios do not include the teaching staff from the General Education program and the STEM program who teach compulsory university courses.

Table (23): Faculty to Student Ratio during the Academic Years 2022-2025

Semester	No. of Faculty	No. of Students	Faculty to Student Ratio
AY 2022-2023	12	200	1:16.6
AY 2023-2024	13	225	1:17
AY 2024-2025	14	248	1:17.7

As part of the College of Architecture and Design, the Architecture Department follows clear and rigorous recruitment and selection processes to ensure that all faculty credentials and areas of expertise are carefully examined and verified before appointments. The Architecture Program undertakes all measures to ensure that each faculty member has the knowledge and experience to teach his/her courses. Faculty-to-course mapping is prepared in accordance with each member's qualifications and experience ([Appendix 59](#)), Recruitment needs, as well as faculty/course mapping (see Table 24), are revised annually based on the changes in student numbers and teaching needs.

Table (24): Faculty to Course Mapping – Fall 2024

Course Number	Course Name	Credits	Current Faculty
ARCH 120	Freehand Drawing	3	Dr. Tarek Ragab - Dr. Tarek Hanafi
ARCH 111	Architecture Design Studio -1	5	Dr. M. Fekry - Dr. Nermin AbdelHalim
ARCH 112	Architecture Design Studio -2	4	Dr. M. Kashef - Dr. Ibrahim Saleh- Ms Maya Kamareddine
ARCH 213	Architecture Design Studio -3	4	Dr. A. Refaat - Ms Maya Kamareddine
ARCH 214	Architecture Design Studio -4	5	Dr. M. Kashef - Ms Maya Kamareddine
ARCH 315	Architecture Design Studio- 5	5	Dr. M. Fekry - Dr. Tarek Ragab - Dr. Taki Eddine Seghier
ARCH 316	Architecture Design Studio -6	5	Dr. A. Refaat - Dr. Tarek Ragab
ARCH 417	Architecture Design Studio -7	4	Dr. M. Fekry - Dr. Tarek Ragab - Dr. Taki Eddine Seghier
ARCH 418	Architecture Design Studio -8	5	Dr. M. Kashef, Dr. Mady, Dr. Ibrahim, Dr. Amgad
ARCH 473	Architecture Design studio - 9: Capstone Project -1	4	All Faculty
ARCH 474	Architecture Design studio -10: Capstone Project -2	4	All Faculty
ARCH 150	Computer-Aided Arch. Design -1	3	Dr. Ahmed Refaat, Dr. Ibrahim Saleh
ARCH 256	Computer-Aided Arch. Design -2	3	Dr. Tamer ElSerafi, Dr. Ibrahim Saleh

Course Number	Course Name	Credits	Current Faculty
ARCH 257	Architectural Visualization	2	Dr. Ibrahim Saleh
ARCH 358	Computer-Aided Arch. Design -3	3	Dr. Ibrahim Saleh
ARCH 233	History & Theory of Architecture - 1	2	Ms. Maya Kamareddine, Dr. M. Kashef
ARCH 333	History & Theory of Architecture - 2	2	Ms. Maya Kamareddine, Dr. M. Kashef
ARCH 334	History & Theory of Architecture - 3	2	Ms. Maya Kamareddine, Dr. M. Kashef
ARCH 253	Structure in Architecture	3	Dr. Amgad Farghal, Dr. Taki Seghier
ARCH 252	Building Construction	3	Dr. Tamer ElSerafi, Dr. Nermin AbdelHalim
ARCH 354	Structural Integration in Arch.	3	Dr. Amgad Farghal, Dr. Taki Seghier
ARCH 452	Building Technology & Systems	3	Dr. Amgad Farghal
ARCH 451	Working Drawings -1	3	Dr. Ibrahim Saleh, Dr. Amgad Farghal, Dr. Tamer, Dr. Taki Seghier
ARCH 458	Working Drawings -2	3	Dr. Amgad Farghal, Dr. Taki Seghier
ARCH 454	Mech., Electrical & Safety Systems	3	Dr. Mady Mohamed, Dr. Kashef, Dr. Amgad Farghal, Farghal, Dr. Tamer ElSerafi
ARCH 345	Urban Design & Landscape Arch.	3	Dr. M. Kashef, Dr. Tarek Ragab, Dr. Asmaa Ibrahim, Dr. A. Refaat
ARCH 140	Arch., Culture & Environment	3	Ms. Maya Kamareddine, Dr. M. Kashef, Dr. Asmaa Ibrahim
ARCH 254	Energy & Design -1	3	Dr. Mady Moahmed, Dr. Nermin AbdelHalim, Dr. Taki Seghier, Dr. Amgad Farghal,
ARCH 353	Energy & Design -2	3	Dr. Mady Mohamed, Dr. Nermin AbdelHalim, Dr. Taki Seghier, Dr. Amgad Farghal,
ARCH 457	Professional Practice	3	Dr. M. Kashef, Dr. Amgad Farghal,
ARCH 450	Management of Architecture Projects	3	Dr. M. Fekry, Dr. Amgad Farghal,
ARCH 459	Internship/co-op training	3	All Faculty
PHO 161	Photography	3	Dr. Tarek Hanafi
ARCH 360	Architectural Education & Practice	3	Dr. M. Kashef
ARCH 362	Saudi Traditional Architecture	3	Ms. Maya Kamareddine, Dr. M. Kashef,
ARCH 363	Psychology & Sociology in Design	3	Dr. Asmaa, Dr. M. Fekry
ARCH 260	Lighting & Acoustics Principles	3	Dr. Mady, Dr. Nermin AbdelHalim, Dr. Amgad
ARCH 366	Advanced Computer-Aided Design	3	Dr. Ibrahim Saleh
ARCH 368	Special Topics in Architecture	3	All Faculty
ARCH 460	New Trends in Architecture	3	All Faculty
ARCH 461	City Planning	3	Dr. M. Kashef, Dr. Tarek Ragab, Dr. Asmaa, Dr. A. Refaat
ARCH 462	Urban Conservation	3	Dr. M. Fekry, Dr. A. Refaat, Dr. Tarek Ragab
ARCH 464	Introduction to Interior Design	3	Ms Maya Kamareddine
ARCH 465	Introduction to Real Estate	3	Dr. Tarek Ragab

Course Number	Course Name	Credits	Current Faculty
ARCH 466	Introduction to Building Economics	3	Dr. Tarek Ragab
ARCH 467	Advanced Housing & Economics	3	Dr. Ahmed Refaat, Dr. Tarek Ragab
ARCH 468	Advanced Building Skin & Tectonics	3	Dr. Ibrahim Saleh
ARCH 469	Smart Cities	3	Dr. M. Kashef, Dr. A. Refaat
ARCH 560	History of Islamic Architecture	3	Dr. M. Kashef, Ms Maya Kamareddine

The department is led by a Chair who oversees academic strategy, curriculum implementation, and internal quality assurance. The Department Chair works in coordination with the Dean of the College of Architecture and Design and is supported by supportive Deanship for Admission and Registration (DAR), Deanship of Student Affairs (DSA), Deanship of Quality Assurance (DQA), and Deanship of Graduate Studies & Research (DGSR).

The program is supported by a range of non-instructional personnel, including academic coordinators, program assistants, IT technicians, and administrative officers from CETL, DQA, C&PR, DAR, DSA, Clinic, Testing Center, Library, MIETS, Finance, and HR (Table 25 below). Technical staff manage computer labs, digital fabrication lab, and IT support, financial budgets and accounts, faculty and staff recruitment and professional development, learning resources provision, well-being and medical services, management of marketing through social media and media. Administrative personnel also facilitate student registration, academic records, and logistical coordination, contributing to the seamless functioning of academic and co-curricular activities, ensuring students have access to required resources and platforms for learning. Additionally, the ARCH Program is supported by a full-time assistant (Ms. Lama Kamal) in addition to the College full-time assistant (Ms. Noora Al Doobie) as well as an IT technical support member (Ms. Reda Khalaf).

Table (25): Administrative Staff Profile in Fall 2024.

Department	Admin		Full Time		No Part Time		Saudi		Non-Saudi		PhD		Master		Bachelor		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Center of Excellence for Teaching & Learning	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%
Deanship of Quality Assurance	1	100%	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	1	100%	0	0%
Management of Communication & Public Relation	6	100%	6	100%	0	0%	5	83%	1	17%	0	0%	1	17%	4	67%	1	17%
Deanship of Admission & Registration	4	100%	4	100%	0	0%	4	100%	0	0%	0	0%	1	25%	3	75%	0	0%
Deanship of Student Affairs	3	100%	3	100%	0	0%	2	67%	1	33%	1	33%	2	67%	0	0%	0	0%
Medical Clinic	1	100%	1	100%	0	0%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%
Testing Center	4	100%	4	100%	0	0%	4	100%	0	0%	0	0%	2	50%	2	50%	0	0%
Effat Library & Cultural Museum	4	100%	4	100%	0	0%	1	25%	3	75%	1	25%	2	50%	1	25%	0	0%
Management of Information & Educational Technology Services	7	100%	7	100%	0	0%	3	43%	4	57%	0	0%	3	62%	4	57%	0	0%
Management of Finance	7	100%	7	100%	0	0%	6	86%	1	12%	0	0%	5	62%	2	29%	0	0%

Department	Admin		Full Time		No Part Time		Saudi		Non-Saudi		PhD		Master		Bachelor		Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Management of Purchasing & Inventory	1	100%	1	100%	0	0%	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%
Management of Human Resources	6	100%	6	100%	0	0%	6	100%	0	0%	0	0%	4	67%	2	33%	0	0%

As can be seen in the above table, the administrative staff is all full-time and of high caliber as they mostly have master's degrees and also have the experience to undertake their roles effectively.

Faculty Composition and Workload Management

Faculty workload at Effat University is governed by the institutional policy EU 3018 and adheres to Ministry of Education regulations ([Appendix 60: Workload Policy](#)). The workload policy accounts for three core academic responsibilities: teaching, research, and community service, and is structured to ensure fairness, flexibility, and transparency across ranks and appointments.

The maximum teaching load per semester is determined by academic rank and role as follows:

- Professor / Associate Professor: 14 credit hours
- Assistant Professor: 16 credit hours
- Lecturer: 18 credit hours
- Department Chair: 9 credit hours
- Dean: 6 credit hours

In addition to instructional duties, faculty are required to fulfill research output obligations (ranging from 0.25 to 0.75 units per semester based on rank) and engage in community service activities valued at 15 points annually. All full-time faculty are expected to maintain a 40-hour work week, which includes instructional duties, student advising, research, and service. At least 10 hours per week are designated as office hours to facilitate direct interaction with students for academic advising, studio critiques, and mentoring. Faculty–student engagement is further supported by a policy mandating that each faculty member teaches at least one studio, but no more than two undergraduate studios per semester (except for lecturers, who may teach up to three) with respect to student-faculty ratio of about 1:15 in studio courses and 1:25 in lecture-based courses.

ARCH faculty members are selected based on their academic qualifications, industry experience, and research contributions (Table 26 below). The hiring process ensures that all staff members are well-qualified and capable of fulfilling their roles within the department. It is important to note that over the academic year 2023-2024, the ARCH Program management has received 431 applications for faculty positions, reflecting the strong interest in joining Effat academic community. Additionally, the Architecture Program has carried out faculty mapping to ensure that the faculty qualifications are properly mapped with the courses that are being taught ([Appendix 59: Faculty Specialization Mapping](#)). The faculty duties, responsibilities, benefits and services are published in detail in the faculty handbook to allow the faculty to be aligned with the university policies ([Appendix 35: Faculty Handbook](#)). Furthermore, faculty members attend periodical development trainings through online courses using Coursera, initiated by the Provost Office, and physical workshops organized by the Center of Excellence in Teaching and Learning (CET&L) at Effat University. This development program aims at tackling contemporary issues related to teaching practice, assessment, or research, such as using Chat GPT, AI in research, or e-learning ([Appendix 61: Faculty Development Program](#)). Finally, the performance of staff members is continuously evaluated through the faculty portfolio and Performance Evaluation Form (PEF) to ensure faculty efficiency ([Appendix 62: Template of Faculty Portfolio and PEF](#)).

Thus, the Architecture program has successfully hired and retained a qualified and diverse team of academics across all roles—academic, administrative, and technical—ensuring that the staffing level is sufficient to meet its needs. This is supported by an adequate faculty-to-student ratio, indicating that the ARCH Program management maintains an optimal balance for effective program delivery. The well-defined organizational structure, coupled with regular performance evaluations and professional development opportunities, ensures that all faculty members continue to meet the ARCH Program’s high standards and are well-equipped to fulfill the program’s academic, administrative, and technical tasks, contributing to the department’s success.

Table (26): Faculty Profile of the Architecture Program (Fall 2024-Spring 2025)

#	Faculty	Qualification	University	Rank	FT/PT	Research & Practical Profile
1	Dr. Ahmed M. Refaat	PhD	The University of Manchester	Assistant Professor	FT	Google Scholar
2	Dr. Amgad A. Farghal	PhD	University of Karlsruhe	Associate Professor	FT	Google Scholar Scopus
3	Dr. Asmaa Ibrahim <i>Dean of ECoAD</i>	PhD	Cairo University	Professor	FT	Google Scholar Scopus
4	Dr. Ibrahim S. Saleh	PhD	Ain Shams University	Assistant Professor	FT	Google Scholar
5	Dr. Mady A. Mohamed <i>Dean of Deanship of Graduate Studies & Research</i>	PhD	University of Dundee	Professor	FT	Google Scholar Scopus
6	Dr. Mohamad Kashef	PhD	University of Waterloo	Professor	FT	Google Scholar Scopus
7	Dr. Mohammed Fekry	PhD	Cairo University	Professor	FT	Google Scholar Scopus
8	Dr. Nermine A. Abdelhalim	PhD	Hosei University	Associate Professor	FT	Google Scholar Scopus
9	Dr. Taki E. Seghier	PhD	University Teknologi	Assistant Professor	FT	Google Scholar Scopus
10	Dr. Tamer N. El Serafi <i>Chair of Architecture Department</i>	PhD	Cairo University	Associate Professor	FT	Google Scholar Scopus
11	Dr. Tarek Hanafi Ahmed	PhD	Ain Shams University	Assistant Professor	FT	
12	Dr. Tarek M. Ragab	PhD	Alexandria University	Professor	FT	Google Scholar Scopus
13	Ms. Maya Kamareddine	MSc	Lebanese University	Assistant Professor	FT	
14	Dr. Yasmein Abdullah (PT)	PhD	Cairo University	Assistant Professor	PT	

Faculty Development and Advancement

Effat University offers all faculty, including ARCH Program faculty, various professional development opportunities through its Center of Excellence in Teaching and Learning (CET&L), Effat Library and Cultural Museum, Deanship of Quality Assurance, and Deanship of Graduate Studies and Research. Professional development follows the EU 3004 FACULTY DEVELOPMENT policy. Every Academic year, the CET&L develops a guide for the faculty development program. Additionally, the ARCH faculty members actively participate in many professional development activities ([Appendix 61: Faculty Development Program](#)). Table 27 shows examples of such workshops offered, and professional opportunities obtained inside and outside the university by the ARCH Faculty during the Fall of 2024.

Table (27): Sample of Professional Development Activities for Faculty and Staff during Fall 2024

Faculty Name	Semester	Certificate Issuer	Title
Dr. Tamer ElSerafi	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Dr. Tamer ElSerafi	Fall 2024	Coursera	Canva for Teachers
Dr. Tamer ElSerafi	Fall 2024	Coursera	How to Create Presentations Using Canva
Dr. Tamer ElSerafi	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Dr. Tamer ElSerafi	Fall 2024	Coursera	Creating an Interactive Syllabus using Microsoft Word
Dr. Tamer ElSerafi	Fall 2024	Autodesk	Training the Trainer
Dr. Tamer ElSerafi	Fall 2024	Coursera	Communication in the 21st Century Workplace
Dr. Tamer ElSerafi	Fall 2024	LinkedIn	Revit 2021 Essential Training for Architecture Imperial and Metric

Faculty Name	Semester	Certificate Issuer	Title
Dr. Tamer ElSerafi	Fall 2024	Coursera	Teaching Techniques: Blended Learning
Dr. Asmaa Ibrahim	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Dr. Asmaa Ibrahim	Fall 2024	Coursera	Canva for Teachers
Dr. Asmaa Ibrahim	Fall 2024	Coursera	How to Create Presentations Using Canva
Dr. Asmaa Ibrahim	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Dr. Nermine Abdel Halim	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Dr. Nermine Abdel Halim	Fall 2024	Coursera	Canva for Teachers
Dr. Nermine Abdel Halim	Fall 2024	Coursera	How to Create Presentations Using Canva
Dr. Nermine Abdel Halim	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Dr. Nermine Abdel Halim	Fall 2024	Coursera	Utilizing Engaging Assessment with Boom Learning
Dr Amgad Aly Fahmy	Fall 2024	Coursera	Creating a Student Profile in Google Docs
Dr Amgad Aly Fahmy	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Dr Amgad Aly Fahmy	Fall 2024	Coursera	Canva for Teachers
Dr Amgad Aly Fahmy	Fall 2024	Coursera	How to Create Presentations Using Canva
Dr Amgad Aly Fahmy	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Ms. Maya Kamareddine	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Ms. Maya Kamareddine	Fall 2024	Coursera	Canva for Teachers
Ms. Maya Kamareddine	Fall 2024	Coursera	How to Create Presentations Using Canva
Ms. Maya Kamareddine	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Dr. M. Fekry	Fall 2024	Coursera	Innovative Teaching with ChatGPT
Dr. M. Fekry	Fall 2024	Coursera	Canva for Teachers
Dr. M. Fekry	Fall 2024	Coursera	How to Create Presentations Using Canva
Dr. M. Fekry	Fall 2024	Coursera	Prompt Engineering for ChatGPT
Dr. Nermine Abdel Halim	Spring 2025	Mostadam Certification	Mostadam Accredited Professional

Additionally, newly hired faculty members undergo a formal orientation program covering university policies, instructional procedures, and quality assurance frameworks. On the other hand, a one-to-one orientation session is given by the Department Chair and senior faculty to the new member to introduce him/her to the University, the College, and the Department (its mission, vision, and objectives) in addition to the teaching strategies used in the program and all of the required deliverables during each semester.

Newly appointed staff is also required to attend several workshops to learn about several things such as setting course objectives and course CLOs, the effective use of the electronic helpdesks, Banner, Blackboard, and the Human Resource Management (HRMS) system, as well as about a range of University policies and regulations such as the final exams policies and procedures. The table below lists the orientation sessions attended by all new ARCH Department faculty in the last two years. Moreover, the faculty handbook, which is available on the employees' portal, is intended to serve as an orientation resource for new faculty members and as a reference guide for current faculty members. It provides information about Effat University and the conditions of employment, benefits, and policies that are essential to faculty experience. It includes information regarding the university organization, administration of faculty affairs, responsibilities and duties, benefits and privileges, and general services ([Appendix 63](#)).



Newly appointed faculty attend various orientation programs to familiarize them with Effat University quality assurance, KPIs, and teaching evaluation procedures (Table 28). Faculty members also benefit from professional development opportunities, both internally and externally, to help them develop their teaching and professional skills. Professional development activities include attending workshops, conferences, and training sessions related to developing their teaching skills, research skills, and/or becoming updated about their field of study.

Table (28): Sample Orientations Provided to ARCH Faculty for the Last Two Years (2022-23 & 2023-24)

Activities Implemented	Brief Description
Curriculum Workshop	New faculty members became familiar with the courses offered, students' graduation requirements, advising, and educational assistance to students.
Faculty orientation on IQRA-based teaching and learning model	ARCH Faculty attended the Effat IQRA-based teaching and learning model and prepared syllabi and various assessments.
Faculty orientation on assessment of learning outcomes (ILOs) and Course Report preparation	Presentation on assessment of learning outcomes (LOs), mapping of various assessments with course learning outcomes, and how to assess learning outcomes.
Workshop on Effective Advising	Faculty members attended a workshop focusing on orienting faculty to understand the process of advising and how to implement it effectively.
Course Reports Preparation Workshops	ARCH faculty members attended the workshop aimed to orient faculty to prepare their allocated course documents such as syllabus, course specification, assessments, PLO-CLO mapping, mapping assessments to CLOs, measuring CLOs attainment, and preparing course reports.
Human Resources Division Presentation	HRM introduced the new faculty members to the visa process in Saudi Arabia, the work policies, and regulations at EFFAT UNIVERSITY, etc.
Blackboard and Banner Workshop	How to check advisees' records, upload syllabus, course content, midterm, and final grade, etc.
Preparing Effective Final Exams	Faculty members know how to ensure the development of effective final exams that target well their CLOs and align with the syllabus and course specification.

Student Support Services

Each student in the ARCH Program is assigned an academic advisor, whose role is to offer personalized guidance and academic support. While much of this support is concentrated around registration periods, advisors are available throughout the semester to address any academic concerns or challenges students may face. Students have multiple avenues for consultation, whether through their assigned advisor, the Department Chair, or the Dean of the College, ensuring they have consistent support for their academic journey. Given the number of students in the ARCH Program, the advising duties are distributed among the faculty to ensure each student receives adequate attention. ([Appendix 64: Advisors' List for Fall 2024 and Spring 2025](#)).

Besides the departmental advising support, academically challenged ARCH students are provided extra educational assistance from the Deanship of Student Affairs through ESP (Educational Support Program). This program is tailored to help students improve their skills by providing targeted classes and resources to help struggling students succeed. More information about the ESP program can be found on the university website: ([Educational Support Program \(ESP\) | Student Life \(effatuniversity.edu.sa\)](#)). The percentage of the ARCH students who managed to get out of their warning/probation status due to such efforts reached 55% by the end of Fall 2024 ([Appendix 65: W& P lists educational support plans and monthly follow-ups](#)).



Effat University also provides a comprehensive support system through its Enhancement Centers. They provide guidance and support to all students, including ARCH students, throughout their academic journey and empower them with the skills needed to achieve their goals. The services provided by these centers include educational support sessions, success workshops, tutoring, and academic coaching to students enrolled at all academic levels: freshman, sophomore, junior, and senior students.

The Enhancement Centers offer comprehensive co-curricular programs that develop students' intellectual, personal, professional, and social skills. Students gain confidence and self-reliance through a range of services provided to them by the following supportive units:

- The Independent Learning Centre (ILC)
- The Centre for Communication and Rhetoric (CCR)
- The Centre of Excellence in Writing and Speaking (CEWS)

These specialized services aim to not only enhance academic performance but also prepare students for lifelong success in their careers and communities. More information about Effat Enhancement Centers can be found on the university website: ([Educational Support Program \(ESP\) | Student Life \(effatuniversity.edu.sa\)](#)).

The Deanship of Students Affairs also offers the Effat Ambassador Program (EAP) to all university students. The EAP program is a co-curricular program offered to enhance students' essential skills, such as leadership skills, communication skills, and attitudes necessary for intellectual, social, moral, physical, and professional development. They are also encouraged to undertake volunteering services by fulfilling a specific number of hours every semester. In addition, ARCH students are encouraged to share in sports activities which are organized by the sports personnel under the DSA for both male and female students. They are also encouraged to set up their own clubs.

As for professional and career development, Effat University has a Career Counseling and Development Office (CCDO) that assists students in writing CVs, taking interviews, finding internship placements, and finding jobs. Although the CCDO is not specialized by field of study, serving all university students and continuously coordinating with ARCH members, the Department Chair, and the Dean of the College, in particular, are key to ensuring that career guidance specific to architecture is available. This collaborative effort is critical in helping students make informed decisions about their careers and professional growth.

Effat's Career Counseling and Development Office (CCDO) is committed to shaping students and alumni to become leaders of the future by preparing them for future employment and graduate studies. CCDO helps the students to gain broader exposure to opportunities beyond Effat University. Additionally, it helps students gain access to opportunities for learning and community service, with an emphasis on internships and co-op training. CCDO maintains a database of alumni CVs, which is shared with potential employers, ensuring continuous engagement between graduates and the job market. More information about the CCDO can be found on the university website: ([Career Counseling and Development Office | Student Life \(effatuniversity.edu.sa\)](#)). In the last two years, 14 ARCH students were placed in Summer 2022 and 17 in both Spring and Summer 2023, while 45 were placed in Summer 2024 for internships with the collaborative support of the CCDO. This means all students who are supposed to take their internships were placed on time. Their satisfaction with the services offered ranged from 3.91 to 3.71 in the AY 2022-2023 and the AY 2023-2024 for the career counseling services as illustrated in the SES.

The Deanship for Student Affairs (DSA) provides a welcoming, inclusive, student-centered, and supportive environment as well. A specialized counselor is a key member of the DSA who plays a crucial role in providing psychological and social counseling services to students. This counselor is responsible for offering one-on-one support for students facing personal, emotional, or social challenges, guiding them through various issues that may affect their academic performance or well-being. The counselor also coordinates mental health programs



and workshops that promote mental health awareness, stress management, and emotional resilience as follows:

1. **Personalized Counseling:** The counselor provides one-on-one sessions where students can discuss personal issues, emotional challenges, and social difficulties that may affect their mental health and academic performance. This creates a safe space for students to express their concerns and work towards solutions.
2. **Workshops and Mental Health Programs:** The counselor organizes and facilitates workshops on mental health topics such as stress management, coping with anxiety, and emotional resilience. These workshops are designed to raise awareness and provide students with tools to manage the pressures of academic life and personal issues.
3. **Guidance and Support:** Beyond counseling, the counselor offers ongoing guidance and helps students develop strategies for handling both academic and non-academic stress. They also connect students with additional resources or external professionals if further psychological support is required.
4. **Building a Supportive Environment:** The counselor contributes to creating an inclusive, supportive campus culture that promotes mental wellness. By ensuring that students have access to psychological support services, the counselor plays an integral role in maintaining student welfare across the university.

These services are part of the university's broader efforts to create a supportive environment, ensuring that students, including ARCH students, receive not only academic guidance but also psychological care when needed. More information about the DSA can be found on the university website: [Deanship for Student Affairs](#). This is available to all students, and thus, 292 ARCH students benefited from these services as reported till the end of Fall 2024.

Effat University also has a medical doctor who offers health services through her clinic to students, staff, and faculty. She also helps manage health awareness campaigns by inviting other health institutions and individuals to offer their medical services to serve the Effat community, including the ARCH Program students, faculty, and staff. In the past two years, the Clinic helped run campaigns for well-being among students, faculty, and staff on obesity, cancer, and dental health.

Moreover, students who are dissatisfied with their results can raise grade appeals and concerns with the Student Affairs deanship, which will investigate the matter. ([Appendix 15: Examples of Grade Appeal and Concern Forms with Responses](#)).

I.2.2 Physical Resources

Effat University's Architecture Program is supported by robust and specialized physical resources that are intentionally designed to align with the pedagogical model of architectural education and to promote student learning, faculty development, and program achievement. These resources include studio-based environments, specialized laboratories, dedicated faculty spaces, and advanced information infrastructure. The Architecture Program has many venues and labs that are equipped to meet the educational requirements. Including junior studios, senior studios, labs, and research centers ([Appendix 28: Facilities and All Labs Specifications Including Fabrication Lab, Environmental Lab, and Material Showroom](#))

Studio-Based Learning Spaces

Studio learning is the pedagogical cornerstone of the Architecture Program. The Effat College of Architecture and Design (ECoAD) has 14 studios dedicated to Architecture students across different buildings, each designed to foster an immersive and iterative design process. Studios are categorized into junior and senior levels. 7 Senior studios are equipped with 15–17 desktop stations per studio to facilitate digital production and hybrid workflows, while 7 junior studios are equipped with 15-17 drawing tables. Additionally, there are 3 classrooms that can be used for lectures.

Furniture in studios is modular and mobile to accommodate group critiques, pin-ups, and collaborative projects. Students are encouraged to maintain their studio environments as personal and professional spaces, fostering a sense of ownership and discipline. Studios remain open beyond regular hours, and students are permitted to work independently during working hours.

Table (29) lists all venues that are used by the ARCH Program with the classification of their setting.

Table (29): List of Studios Used by the ARCH Program

No.	Dept.	No. of PCs	Building	Room #	Usage	Lab Name
1	ARCH	1	SBRC	107	Studio	ARCH and DESN Studio
2	ARCH	1	COAD	109	Studio	ARCH Studio
3	ARCH	15	COAD	204	Studio	ARCH Studio
4	ARCH	15	COAD	207	Studio	ARCH Studio
5	ARCH	1	COE	326	Studio	ARCH Studio
6	ARCH	1	COE	327	Studio	ARCH Studio
7	ARCH	1	COE	328	Studio	ARCH Studio
8	ARCH	1	COE	329	Studio	ARCH Studio
9	ARCH	1	COE	332	Studio	ARCH Studio
10	ARCH	16	COE	333	Studio	ARCH Studio
11	ARCH	16	COE	334	Studio	ARCH Studio
12	ARCH	16	COE	337	Studio	ARCH Studio
13	ARCH	16	COE	338	Studio	ARCH Studio
14	ARCH	15	COE	339	Studio	ARCH Studio
15	ARCH & DESN		COE	318	Normal Class Set UP	Normal Class Set UP
16	ARCH & DESN		COE	319	Normal Class Set UP	Normal Class Set UP
17	ARCH & DESN		COE	321	Normal Class Set UP	Normal Class Set UP

Labs and Equipment for Didactic and Interactive Learning

To support technical and interactive learning, the program maintains an array of well-equipped labs and facilities:

- **Computer Labs:** Two main labs (CoAD 203 and CoAD 210A) host 21 high-spec PCs each, installed with up-to-date architecture software including AutoCAD, Revit, Rhino, Grasshopper, Adobe Suite, SketchUp, and DesignBuilder.
- **Specialized Labs:** These include the Environmental Lab, Urban Design Lab, Construction and Materials Lab, and Photography Lab. Each lab supports hands-on learning in simulation, sustainability analysis, building diagnostics, and documentation. Each lab includes specialized tools such as a heliodon, artificial sky dome, and digital data loggers for daylighting, thermal comfort, and energy analysis in the Environmental Lab and different cameras, flashlights, and tripods in the photography lab.
- **Fabrication Facilities:** It includes more than 30 3D printers, CNC machines, and hotwire machines to facilitate the process of making physical models by university students. This supports model-making and experimental prototyping aligned with the design curriculum.

All labs are supported by trained technical staff, and booking systems are implemented to ensure equitable access to students and faculty for both instruction and research.

Fig. (14, 15, and 16) show the plans for such spaces, and Fig. (17) shows the photos for these spaces as well.



Fig. (14): The Ground Floor Plan for the CoAD Building showing classrooms and Studios



Fig. (15): The First Floor Plan for the CoAD Building showing classrooms and Studios



Fig. (16): The First Floor Plan for the CoE Building showing classrooms and Studios



A sample of the ARCH Studios with Drawing Tables (CoAD 109)



A sample of the ARCH Studios with Workstations (CoAD 204)



A sample of the ARCH Typical Classroom (CoE 318)



ARCH Computer Labs (CoAD 210)



ARCH Open Computer Lab (CoAD 203)



ARCH Hall/Lounge



Dean's Office



Dep. Chair Office



A sample of the Faculty Office

Fig. (17): Photos for the Different Facilities in the ARCH Program

Table 30 shows the computer labs used by the program and shows the software installed in each of these labs.

Table (30): Software in ARCH Teaching Computer Labs

LAB Name	No. PCs	Software
Coad 203	21	Microsoft Visual C++ Adobe Illustrator 2023 Adobe InDesign 2023 Adobe Photoshop 2023 SketchUp Pro 2022 Autodesk Revit 2025 Autodesk 3ds Max 2025 Autodesk AutoCAD 2025 Python 3.10.6 (64-bit) Rhino 8 Eclipse
Coad 210	21	Microsoft Visual C++ Adobe Illustrator 2023 Adobe InDesign 2023 Adobe Photoshop 2023 SketchUp Pro 2022 Autodesk Revit 2025 Autodesk 3ds Max 2025 Autodesk AutoCAD 2025 Python 3.10.6 (64-bit) Rhino 8 Eclipse Design Builder

Faculty Workspaces and Support

Faculty members are provided with private offices, each furnished with a personal computer and necessary utilities to ensure confidentiality and efficiency in student advising, research, and course preparation. Shared research spaces, such as the Smart Building Research Lab and Environmental Simulation Labs, provide platforms for scholarly collaboration and innovation.

Administrative and academic support spaces, including designated meeting rooms, storage, and departmental offices, are provided to ensure that the full range of academic and governance responsibilities can be executed effectively.

Information and Digital Resources

Effat University provides a robust information technology infrastructure that supports learning, and appropriate faculty and students' experiences:

- Online Learning Integration:**
 Blackboard is the official Learning Management System (LMS), used for content delivery, submissions, assessments, and emergency online instruction. All courses are uploaded and maintained on Blackboard, and students' access materials on - or off- campus using their institutional credentials. During each semester, the courses are created by the IT department on the Blackboard following the schedules of each program. The faculty in the Architecture Department depends on the Blackboard as the formal communication and e-learning system. It is used as a tool for online learning in case of emergencies, such as flash floods. Therefore, while the Architecture Program is primarily delivered in-

person, the infrastructure accommodates flexible formats. During emergency situations, such as extreme weather or public health interruptions, the program seamlessly transitions to online modes via Blackboard and digital communication tools. The institution has made strategic investments in ensuring that digital content delivery and studio-based design education remain coherent and robust even in hybrid or remote contexts.

- **IT Infrastructure:**

The entire campus is equipped with high-speed wireless internet and strategically distributed data and power access points. Open computer labs ensure students are equipped to engage with digital platforms. All offices and venues are equipped with computers and internet connections. All faculty and staff have secure remote access to the university intranet and file services through the Effat Gateway, a Virtual Private Network (VPN) established by the University. This VPN enhances faculty's ability to work remotely by allowing access to systems like Blackboard, the Banner System, and the Human Resources Management System (Employee Management System) through the Gateway.

I.2.3 Financial Resources

Each college/department is provided with an operational budget annually to support program operations and supplement professional development or other activities not covered by campus resources. There are no direct chargebacks to the department for any services such as faculty searches, computers, equipment, copying, utilities, space, campus vehicle use, or technical support.

The management of financial planning took place once the institution started the program in 2000 (Effat College at that time). The management of the financial planning took several phases to materialize; the original and 1st plan was conducted based on a feasibility study provided by the Pan Arab Research Center (PARC), done at that time. Being planned from scratch with no historical data, it was necessary to re-plan and conduct a 2nd strategic plan that better reflects actual historical operations and current market conditions. This 2nd strategic plan was developed in the year 2007/2008, incorporating the plan to convert the institution from a College to a University status. Once the status of the university was acquired, a transitional plan was developed, which covered the years 2009/2010 to 2011/2012. The third strategic plan took place in the year 2011/2012, covering the subsequent five years, 2012/2013 to 2016/2017. In Fall 2021, the plan for the fourth cycle was launched in 2022/2027. To ensure accurate planning for financial resources and expenditures, all programs, including the Architecture Program, were asked to draft their own respective long-term strategic plans that were in line with the University's strategic plan. Unit plans were later translated into monetary numbers, where the budget reflects the resources and associated costs.

Planning for Resources

As part of the University's planning for financial resources, projections of the number of students for each academic program were made, including the architecture program. Those numbers represent the starting point for resources planning, including human resources, facilities and equipment, learning resources, and IT needs and they also serve in calculating three very important items, namely:

- Direct tuition revenue for the program.
- Direct costs of operation, mainly the cost of instruction.
- The allocation of indirect costs

The table below shows the original forecast for the number of ARCH students for the period of 2022 - 2027, as part of the planning and budgeting process.

Table (31): Original Forecast of ARCH Students Numbers

Total # of New Registered Students (expected to register as new students)					
Program	2022-2023 (F)	2023-2024 (F)	2024-2025 (F)	2025-2026 (F)	2026-2027 (F)
BS Architecture	54	62	74	70	67
Total # of Students (including newly registered students)					
BS Architecture	223	253	292	306	319

The university, with its different programs including the Architecture Program, also has a financial risk management plan that considers the possibility of an increase or decrease in the number of students for different reasons, and the financial repercussions of this are considered to avoid any possible financial risks.

The University's revenues are based on the following sources of income that are described in Table 32 below. Other financial resources may be added provided that they are approved by the Board of Trustees and are consistent with the private universities and colleges' bylaws and the University's objectives. All of the University's financial resources must be in compliance with the laws, regulations, and instructions in force in the Kingdom of Saudi Arabia.

Table (32): Effat University and All Its Programs' Sources of Income (2022-2027)

No	Income Sources	FY23F	FY24F	FY25F	FY26F	FY27F
1	Founders Fund (Charity Fund)	0%	0%	0%	0%	0%
2	Effat University Endowment	0%	0%	0%	0%	0%
3	Income from Activity (Tuition and Fees)	84%	87%	89%	90%	91%
4	Donations	0%	0%	0%	0%	0%
5	Income from Support Services and Others	4.5%	3.6%	2.9%	2.5%	2.3%
6	Consultation Services	1%	1%	1%	1%	1%
7	Diplomas and Other Professional Courses	3%	2%	2%	2%	2%
8	External Research Grants	0%	0%	0%	0%	0%
9	Effat Internal Investment Fund	8%	7%	5%	5%	4%
		100%	100%	100%	100%	100%

Effat 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 in accordance with IFRS standards, currently overseen by PricewaterhouseCoopers. The University has never carried any debt, relying instead on founder support and strategic resource planning.

Financial sustainability is secured through diversified income sources including tuition, the Effat Charity Fund, the Internal Investment Fund (established in 2017 and valued at \$42.1 million as of 2022), and the Effat University Endowment (established in 2019). These are complemented by revenue from support services, consultation services, Diplomas and other professional courses, and external research grants.

Effat has embedded a culture of budget ownership across all colleges and departments. The President leads annual mid-year budget meetings to assess needs and align future budgets accordingly. The budgeting process includes three key components:

- **Long-Range Plan:** A five-year strategic financial plan involving all university cost centers, recently developed with IPSOS for the 2022–2027 period.



- **Operating Budget:** A bottom-up annual budget prepared by departments, reviewed through multiple layers including the University Council and Board of Founders.
- **Capital Budget:** Developed alongside facility management to forecast and plan infrastructure and equipment investments while coordinating with operating impacts.

The University’s proactive planning includes contingency funds for potential cash shortfalls and investment strategies that minimize risk through diversified portfolios. Financial decision-making is guided by a Finance and Accounting Manual and executed by a senior team of professionals with advanced degrees and certifications. Effat University remains committed to sustainable growth, academic excellence, and financial resilience through strategic diversification, sound governance, and long-term planning.

Percentage distributions for each funding resource from the total are presented in Table (32) above. It is worth noting here that there is a reliance on operational revenue due to the increased number of students recruited. The Architecture Program contributes to and receives contributions from each source of income as shown in Tables (33), while Table (34) shows the revenues and expenses for the ARCH program in the AY 2024-2025.

Table (33): Funding Resources and Contributions for the Architecture Program (in SAR)

Program	2020/2021	2021/2022	2022/2023	2023/2024
Funding Resources for the Architecture Program (in SAR)				
ARCH	12,659,726	8,659,998	8,871,031	10,460,723
Contributions for the Architecture Program in the University’s Revenues (in SAR)				
Architecture Program Contribution% to University Tuition	23%	16%	16%	14%

Table (34): Revenues and Expenses for the ARCH program in the AY 2023-2024 (in SAR)

ARCH Program	2023	2024
Total Revenue	13,176,032	14,533,929
Operating Expenses	15,954,691	16,378,807
*Net Operational Surplus / (loss)	(2,778,659)	(1,844,878)



Cost Planning

As a critical component of resource planning, Effat University carefully estimates the costs associated with operating the Architecture Program. The primary expenditure is instructional cost, which is determined based on the forecasted student enrollment, in accordance with Ministry of Education (MoE) guidelines for faculty recruitment. Additional administrative staffing needs are also anticipated and planned accordingly.

Planning for Program Activities

All planned extracurricular and co-curricular activities are accompanied by a detailed business and financial plan. These plans are prepared in coordination with the Finance Department and relevant support units to ensure the feasibility and alignment of activities with program goals. Major institutional events, such as the University Open House and Career Day, are shared across programs and co-funded to maximize resource efficiency.

Capital Expenditure Planning

Capital expenses related to the Architecture Program primarily cover the establishment, upgrade, and maintenance of laboratories and equipment. These expenditures are outlined in the University's five-year strategic financial plan, developed in collaboration with support units such as the Management of Facilities and Equipment and MI&ETS. Plans are reviewed annually and adjusted as needed to respond to the evolving academic and technical needs of the program.

Addressing Budget Shortfalls

Once the full budget—encompassing operational, instructional, and capital costs—is drafted, any potential shortfalls or deficits are identified in advance. These gaps are addressed either through funding from the Board of Trustees or through external sponsorship and donations. For instance, sponsorships for specific initiatives such as the International Conference in Architecture and Design are coordinated through the Communication and Public Relations Office.

Budget Development and Oversight

This financial planning cycle takes place every five years in alignment with strategic planning at the university, college, and program levels. Each program prepares its estimated budget based on projected needs and strategic goals. The Architecture Program's proposed budget is subject to multiple levels of review and approval before final endorsement. Once approved, it serves as a roadmap for all financial transactions and acts as a benchmark for performance evaluation, reviewed both annually and each semester.

Delegation of Budget Authority

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 Finance Department. 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 Finance Department oversees all expenditure requests by verifying:

- The item is included in the approved budget.
- The cost is within the allocated budget.
- Proper specifications and cost estimates are provided.

For equipment purchases, the department ensures competitive pricing while meeting technical requirements. If items are unavailable locally, procurement is done internationally. All financial transactions can be monitored by program heads and relevant staff through the University's Banner system.

Evaluation of Financial Planning and Management

An evaluation of the Architecture Program's financial planning processes confirms strong alignment with its mission, goals, and the University's strategic direction. One of the financial goals in the 2022–2027 strategic



plan is to “**encourage faculty to attract external funds through research grants and consultancy.**” Accordingly, the program is taking steps to diversify its funding sources and reduce dependency on tuition-based revenue.

Notable achievements include:

- In 2015, four Architecture Program teams applied for small KACST grants totaling SAR 200,000.
- In 2017, a faculty member secured a major external grant with the amount of 50,00 SAR.
- In 2022, the program conducted a consultancy project with NEOM, generating over SAR 500,000 in funding.
- Additional research projects are currently funded internally by the Deanship of Graduate Studies and Research.

Strengths

- The Architecture Program receives full financial support from Effat University and its Board of Founders.
- The department’s financial planning and management processes are strategically aligned with the goals of both the program and the broader university.
- The Department’s financial planning and management processes follow well-established and sound financial planning and management procedures.

1.2.4 Information Resources

The Effat Library and Cultural Museum (EL&CM), along with the Management of Information and Educational Technology Services (MIETS), form the backbone of the program’s information infrastructure. The learning resources supplied by support units, including the Effat Library and Cultural Museum (EL&CM) and the Management of Information and Educational Technology Services (MIETS), meet the needs of the ARCH Program and its courses. Faculty members regularly offer guidance on the materials necessary to support their teaching, and these recommendations are carefully considered by the program, ensuring that relevant support is provided by the departments responsible each semester. The program collaborates closely with MIETS and the library to secure up-to-date learning resources.

The learning resources offered by the Effat Library and Cultural Museum (EL&CM) sufficiently meet the needs of the Architecture Program and its associated courses. For both physical and digital books, the student-to-book ratio during Fall 2022 was (47:1), Fall 2023 (42:1), and Fall 2024 (38:1) ([Appendix 26: Library Fact Sheet](#)). The (EL&CM) provides digital access to several highly recognized databases and journals. Additionally, the department faculty and students have access to the Saudi Digital Library through its website: [Effat University Library catalogue](#).

The Architecture Program teaching staff are engaged in the process of providing recommended materials to be acquired by the library before every new academic year to support teaching and learning as per the list of books approved in the Departmental Councils. The list contains the e-book recommended for each course in the program. Effat Library has a subscription to the Saudi Digital Library (SDL), aligning with the shift toward e-books, including access to the eBook Central Database, Engineering Database, and Environmental Science Database. <https://effat.libguides.com/az/databases>. The available collection is nearly 13 times larger than the initial target. Effat Library provides access to nearly 300,813 digital learning resources for ARCH through our digital library. You can explore this collection by clicking [here](#). (Please note that access requires an Effat account.) ([Appendix 26: ARCH List of e-Books and ARCH Collection on Digital Library](#)). Additionally, publishers contribute 10% of new content annually to online resources. In addition to this, the library provides access to LinkedIn Learning and the Coursera Database ([Appendix 27: Library Fact Sheet](#)). Table 12 above illustrates the library collection for the Architecture Program. Students can access the library’s hard resources during operating hours, from 8:00 am to 4:00 pm. To ensure the availability of popular materials, especially textbooks, these are held in reserve for student access as needed. Additionally, the library offers memberships to multiple online databases accessible to both faculty and students.

Students can access online resources anywhere on campus and off-campus (through VPN) at any time throughout the day. Access to computers is available through the university's open labs. If needed, students can even borrow laptops from the Digital Library. It is worth mentioning, however, that the great majority, if not all, of the ARCH students have personal computers to access learning resources and reference materials. The library's electronic resources can be accessed via this link: <https://effat.libguides.com/az/databases> .

I.2.5 Administrative Structure and Governance

Administrative Structure

At the institutional level, the ARCH Department aligns with the governance structure overseen by the Provost, who supervises all academic units, including colleges and academic support Deanships and centers. The overall organizational chart of Effat University is as follows:

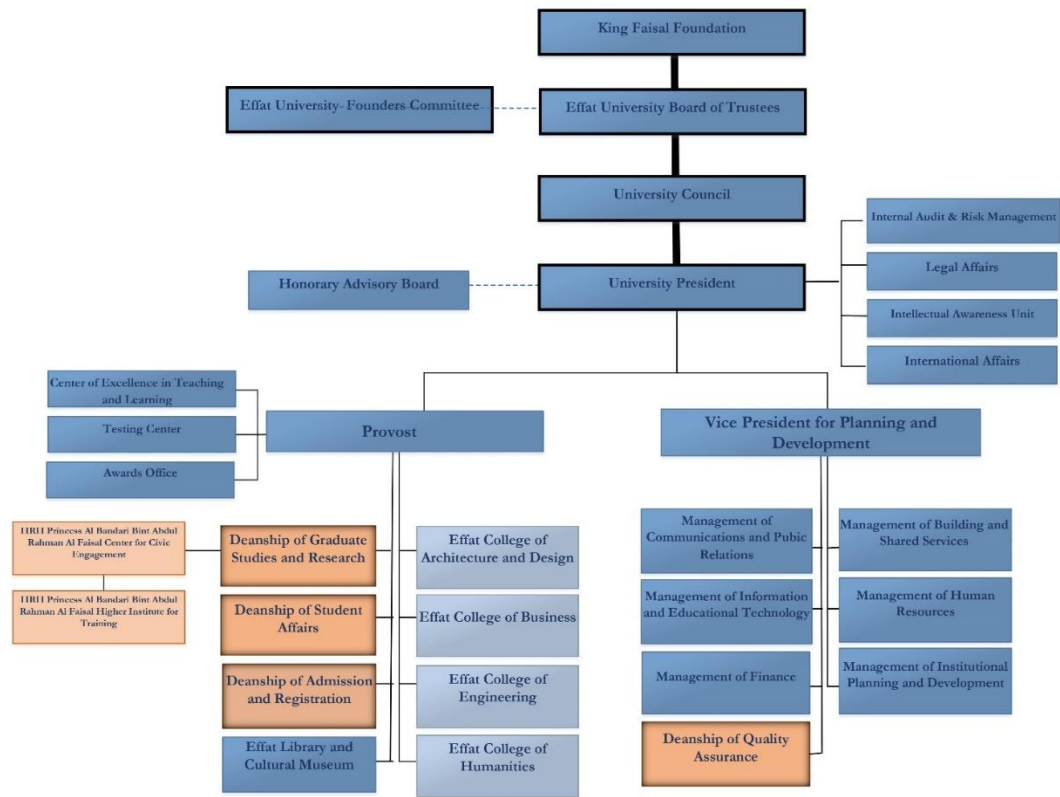


Fig. (18) Organizational Chart of Effat University

The organizational chart shows the four colleges of Effat University, including the College of Architecture and Design, which houses 13 departments springing from it, including the Architecture Department. The Provost also oversees the Deanships of Graduate Studies and Research, the Deanship of Student Affairs, the Deanship of Admission and Registration, the Center for Excellence in Teaching and Learning, the Testing Center, the Awards Center, and the Effat Library and Cultural Museum. The administrative units, which are supervised by the Vice President for Planning and Development, include the Deanship of Quality Assurance, the Management of Finance, the Management of Human Resources, and the Management of Communication and Public Relations. Management of Information and Educational Technology Services and Management of Institutional Planning and Development. Both the office of the Provost and the Vice President for Planning and Development are supervised by the President. All in all, Effat University has 38 units, both academic and administrative.

The College of Architecture & Design (ECoAD) itself is organized into three academic departments (Fig. (19) below): Architecture, Design and Cinematic Arts, in addition to Effat Art, Architecture & Design Research & Teaching Center. The ECoAD was established as mentioned earlier in Fall 2014, and since this date, the architecture department has been under the College of Architecture & Design, not the College of Engineering. The departments within the College of Architecture & Design offer the following degrees:

- Bachelor of Science in Architecture
- Bachelor of Science in Design
- Bachelor of Science in Cinematic Arts
- Master of Science in Architecture and Urbanism
- 2 Associate Diplomas in the Design field

Fig. (19) below shows the organizational structure for Effat College of Architecture and Design

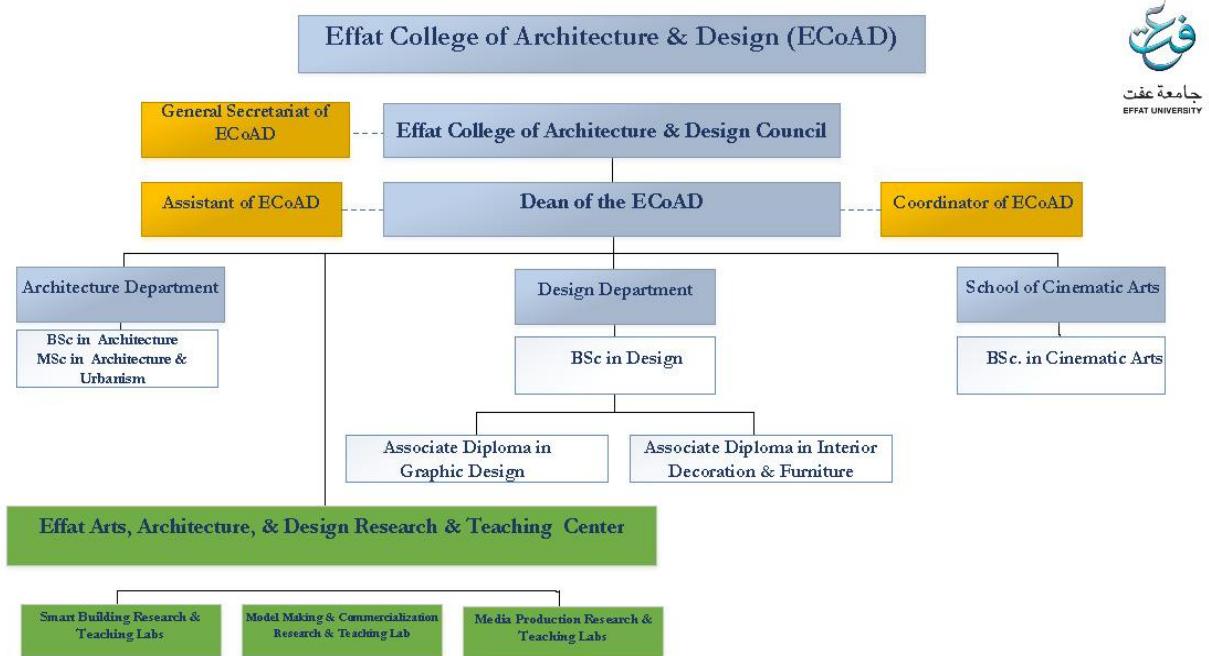


Fig. (19): Organizational Structure for the ECoAD

The Architecture Program ensures that it is staffed with a sufficient number of qualified personnel across all areas - academic, administrative, professional, and technical - as this is critical for the successful implementation of its academic and operational activities. The ARCH Program relies on a well-defined organizational structure, as shown in the table below, where each staff member has clear responsibilities and authority, contributing to the overall effectiveness of the program. Fig. (20) shows the organizational structure of the ARCH Department.

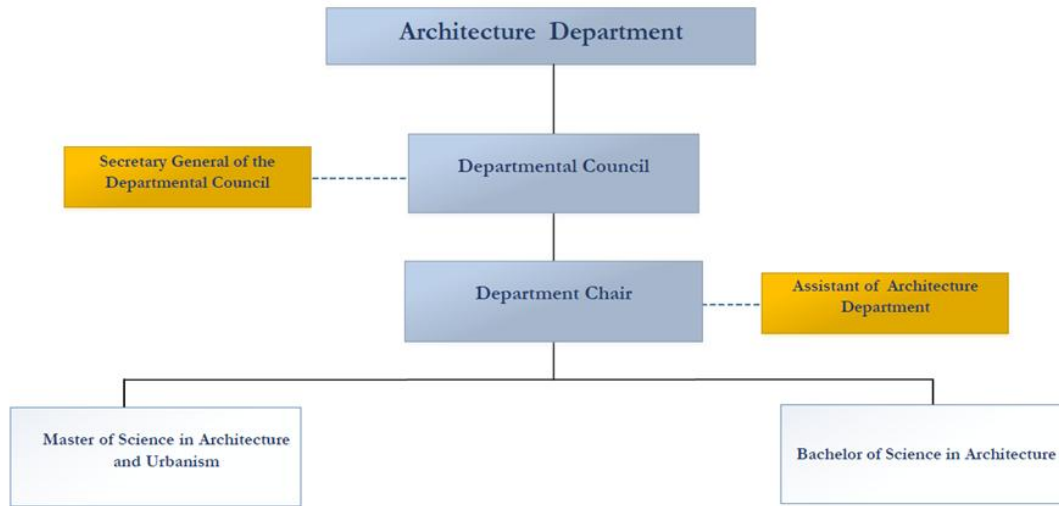


Fig. (20): Organizational Structure of the Architecture Department

The Department of Architecture operates under the leadership of the Department Chair, who reports directly to the Dean of the College. The Chair is responsible for the academic and administrative oversight of the undergraduate and graduate architecture programs, faculty coordination, curriculum implementation, quality assurance, and resource planning. All the faculty members of the Architecture Department form the Departmental Council that supports the Chair in governing the Architecture Program, as well as the Master's in Architecture and Urbanism Program springing from it. The Chair is also supported by various committees coordinated by Architecture faculty members, which are responsible for specific domains such as curriculum, research, quality assurance, and student development, as shown in Table 35 below.

Table (35): Architecture Program Committees

Committee	Main Coordinator	Team Members
STD#1: Program Management and Quality Assurance	Dr. Nermine AbdelHalim	Ms. Maya Kamareddine
STD#2: Teaching & Learning	Dr. Mohamed Fekry	Dr. Ahmed Refaat Dr. Ibrahim Saleh Dr. Tarek Hanafi
STD#3: Students	Ms. Maya Kamareddine	Dr. Nermine AbdelHalim Dr. Ibrahim Saleh
STD#4: Faculty	Dr. Mohamed Kashef	Dr. Mohamed Fekry Dr. Ahmed Refaat Dr. Amgad F. Farghal Dr. Taki Segheir
STD#5: Learning Resources, Facilities and Equipment	Dr. Ibrahim Saleh	Dr. Tarek Ragab

Governance and Decision-Making Participation

The key decision-making bodies and advisory arms for Effat University are the Ministry of Education, King Faisal Foundation, Effat University Board of Trustees, Effat University Founders Committee, Effat University Honorary Advisory Board, University Council, the Scientific Council, College Councils, Departmental Councils, Graduate Studies Committee, and Research Committee. The university has also established the Administrative Assembly, which is responsible for looking into all issues related to the administration of Effat University.

The full Description of the formation and responsibilities of these councils and committees are provided in the Governance Manual of Effat University. It must be mentioned here that the governance structure developed by Effat University has been successful in helping all units manage their work and approve their decisions as needed. The structure is becoming tighter every year. Thanks to the commitment of the top administration and leaders of the administration, who are well aware of the importance of these decision-making bodies in organizing workflow. Fig. (21) illustrates the hierarchy of the governing councils.

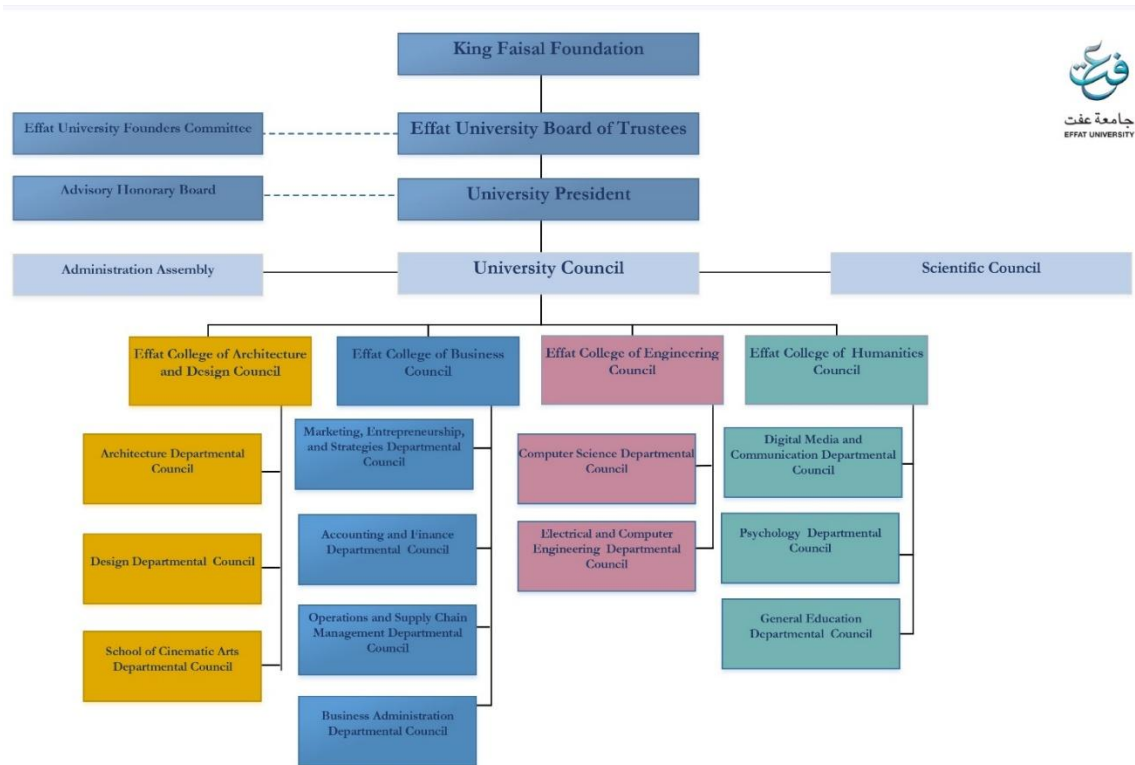
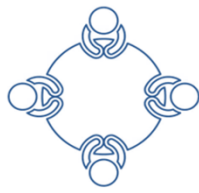
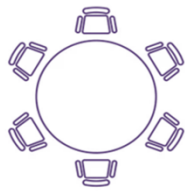


Fig. (21): Governance Structure at Effat University

The Architecture Department operates under the governing structure of EU, which places the department under the direct supervision of the Dean of the ECoAD and the governing authority of the ECoAD Council. The ECoAD Council is the official authority that reviews, evaluates, and recommends the departmental requests to the University Council. The ECoAD Council consists of the Department Chairs, members from the three academic departments, an elected Secretary General for the council, and is headed by the College Dean. Additionally, a student representative is invited to the college council. Fig. (22) illustrates the decision-making chain through the different councils.



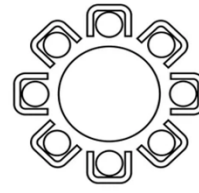
Department Council
Authorized to **propose, review, and recommend** actions to the College Councils



College Council
Authorized to review and evaluate recommendations and proposals raised by Department Councils, and raise them to the University Council



University Council
Authorized to **approve** certain recommendations raised by the College Councils, while **raising** others to the Board of Trustees



Board of Trustees
authorized to **approve / endorse** recommendations raised by the University Council, and **submit** certain recommendations to the General Secretary of the University Affairs Council for approval



General Secretary of Universities Affairs
authorized to **approve** institutional requests received from the Board of Trustees and monitor the institutional performance.

Fig. (22): Decision Making in the Different Councils

The ARCH Program governing structure is democratic, enhancing the sense of ownership and job satisfaction among the faculty. A Departmental Council is the body for decision-making of the ARCH Department, which typically happens after deliberation. Students are represented in the Departmental Council. Last year, student Saliha Ahmed represented the ARCH students. Thus, the Architecture Department adopts a participatory and inclusive governance structure. Faculty play an active role in all strategic and academic decision-making through:

- The **Departmental Council (DC)**, chaired by the Department Chair, includes faculty representatives from different specializations. The DC meets regularly to discuss curriculum updates, academic policy, program evaluation, and faculty development initiatives.
- Participation in **Department, College, and University Standing Committees**, including Curriculum Development, Quality Assurance, and Research Committees.
- Membership in the **ECoAD Council**, chaired by the College Dean, which includes department chairs and elected faculty representatives. This council discusses matters affecting all college units and integrates departmental decisions into broader institutional goals.

In addition to faculty, **students and staff are involved in governance processes:**

- Architecture students participate in the **Departmental Council of the Architecture Department** to represent students' voices. They also participate in the **College Council of the Effat College of Architecture and Design**.
- Students participate in the **Architecture Student Club**, which operates as a recognized body for student representation and leadership. They propose events, provide feedback on learning experiences, and participate in discussions concerning academic improvements.
- Administrative and technical staff contribute through college and university-level support teams and task-specific working groups, often serving as liaison personnel for facilities, IT, and studio management.

Other Degree Programs in the Same Administrative Unit

The **Architecture Department** hosts the following programs:

- **Bachelor of Science in Architecture** – administered by the Department of Architecture
- **Master of Science in Architecture and Urbanism (MASU)** – also administered by the Department of Architecture



PART ONE (I), SECTION 3: PROGRAM CHARACTERISTICS9

I.3.1 Statistical Reports

A. Program Student Characteristics

This section provide some essential statistical data about the ARCH Program students and faculty including students enrollment numbers, qualifications of recently admitted students compared to those admitted 6 years earlier, completion rates in normal time and 150% of the normal time for the past six years, faculty profile in terms of rank, full-time vs, part-time, number of faculty promoted, and number of faculty maintaining licenses since the last visit. Table (36) illustrates the number of students enrolled in the Architecture Program.

Table (36): Number of Enrolled Architecture Program Students (2022-2024)

Number of Students		Two Years Ago (2022-2023)	Last Year (2023-2024)	Current Year Fall 2024
Total number of Enrolled Students	Male	10	15	21
	Female	190	210	227
	Total	200	225	248
Number of International Students Enrolled	Male	5	9	12
	Female	84	90	94
	Total	89	99	106

The students' enrollment in the ARCH Program follows the university's plans for students' growth on campus and projection plans. The Architecture Department's Strategic Plan projects estimated enrolment based on a market study and the availability of resources and facilities on campus to accommodate students. The program emphasizes that adequate resources, facilities, and equipment are available to meet faculty and students' needs with the objective of providing an international quality teaching-learning environment with the most up-to-date technology to support and augment the students' learning experience. The number of enrolled students in 2022-2023 reached 89% of the projected number, and reached 87.75% of the projected number in 2023-2024. There are always ongoing efforts to achieve the targeted student numbers by the end of the strategic plan.

It is worth mentioning that all Effat University students are full-time students and that the University does not offer any part-time degrees.

o 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.

Qualifications of Students Admitted in Fall 2019: The Effat Architecture Program adhered to clear and structured admission criteria, reflecting the university's commitment to academic rigor and English proficiency. All programs at Effat University, including Architecture, are taught in English and follow an American-style curriculum, so applicants were required to demonstrate language competency through a **TOEFL score of at least 520**, a **TWE (Test of Written English) score of 5**, or the **IELTS equivalent**. Academically, applicants needed a **minimum high school GPA of 80%**. Furthermore, all applicants were required to **pass a departmental math placement test** called the **DMTS (Design Math Test Series)**, which assessed their readiness for technical subjects.

To ensure that students were aligned with the program's expectations and values, the admission process included a **personal statement** and a **formal interview**, conducted by a panel consisting of the **Department Chair, Dean of the College, and a representative from the Deanship of Admission and Registration**. This

interview was used to assess the applicant’s motivation, potential, and alignment with the discipline of architecture. Students who did not meet the English requirement were enrolled in the **Pre-College Foundation Year Program**, delivered by Effat English Academy. This consisted of **two levels** of academic English, computer literacy, independent learning skills, and basic math, tailored to improve academic competence before entry into the undergraduate program. Table (37) shows the qualifications of newly admitted students of the Architecture Program (Fall 2019).

Table (37): Qualification of Newly Admitted Students of the Architecture Program (Fall 2019)

Year	High School GPA	English Proficiency	Math Placement	Personal Statement	Personal Interview
Fall 2019					
Admission Requirement	80%	520 TOEFL 5 TWE, IELTS	DTMS 1, 2, 3, and 4	Yes	Yes
No. of Newly Admitted ARCH Students	40	14	40	100%	100%
% of those fulfilling the criteria	95%	33%	95%	100%	100%

Qualifications of Students Admitted in Fall 2024: In Fall 2024, the Effat Architecture Program updated and streamlined its admission procedures while maintaining rigorous standards to ensure student success. Admission remained open to all students graduating from **Saudi-recognized high schools** and transfer students from accredited universities. While the academic standards, such as GPA and test scores, continued to be important (80% High School GPA), the emphasis shifted toward a **centralized, university-wide admission framework** guided by **Article 11 of Effat University’s Bylaws for Undergraduate Study and Examination**. The **Admissions and Academic Standing Committee (AASC)**—a high-level panel chaired by the **University President** and composed of the **Provost** and all academic and supporting **deans**—now oversees admission decisions, ensuring adherence to admission criteria and consistency and strategic alignment with institutional goals. Table (38) shows the qualifications of newly admitted students of the Architecture Program (Fall 2024).

English proficiency remained a key requirement for entry into the program. However, the scores for entry became 5.5 IELTS, 162 Linguaskill, or 53 iBT TOEFL). The math exam was updated, and the score required was set at 60%. Students who did not meet the required level were enrolled in the **Effat English Academy (EEA)**, which had evolved into a **comprehensive eight-level Foundation Program**. Placement at a specific level is determined by the **standardized placement test** (Linguaskill) and an **interview** with the **Architecture Department Chair**, the **Dean of the College**, and a **representative of the Deanship of Admission and Registration**. The **EEA’s Foundation Program** focuses on intensive English language instruction and academic skills development, enabling students to transition effectively into general education and architectural coursework. Full program descriptions, criteria, and support resources are made publicly available through the university’s **official website** and the **digital undergraduate catalog (pages 282–297)**. The move toward digital and centralized resources reflects a modernization of the admissions infrastructure and improved transparency.

Table (38): Qualification of Newly Admitted Students of the Architecture Program Students (Fall 2024)

Year	High School GPA	English Proficiency	Math Placement	Personal Statement	Personal Interview
Fall 2024					
Admission Requirement	80%	53 iBT TOEFL 5.5 IELTS 162 LNQT	60%	Yes	Yes
No. of Newly Admitted ARCH Students	55	34	29	55	34



% of those fulfilling the criteria	98%	61%	52%	100%	100%
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o Time to Graduation (Five Years)

Awards granted to ARCH Students

Tale (39) shows the number of graduates for the last six years since the last NAAB visit, categorized by gender and race. It clearly refers to the increased percentage of internationalization from Fall 2019 till the current academic year.

Table (39): Number of Graduates from the ARCH Program from 2019 to 2024

Item	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		Fall 2024	
Female	77	107	40	34	19	13	4	11	5	20	10	
Male	-	-	-	-	-	-	-	-	-	-	-	-
Total	184		74		32		15		25		10	
Saudi	69	103	33	27	18	12	2	9	2	11	9	
Non-Saudi	8	4	7	7	1	1	2	2	3	9	1	
Total	184		74		32		15		25		10	

o **Percentage of matriculating students who complete the ICert degree program within the normal time to completion for each academic year since the previous visit (or the past six years)**

In this section, the percentage of matriculating students who completed the ARCH Program within the normal time (10 semesters) to completion for each academic year since the last visit (or the past six years) is presented. Table (41) shows these percentages. The data shows a generally strong performance across semesters, averaging around 86%, with Spring semesters consistently outperforming Fall, reaching as high as 91% in Spring 2021 and Spring 2023.

Table (40): Percentages of Completion Rates of ARCH Students in the Normal Time (Fall 2019- Fall 2024)

Semester	Percentage
Fall 2019	92%
Spring 2020	85%
Fall 2020	88%
Spring 2021	91%
Fall 2021	84%
Spring 2022	85%
Fall 2022	75%
Spring 2023	91%
Fall 2023	80%
Spring 2024	90%
Fall 2024	80%

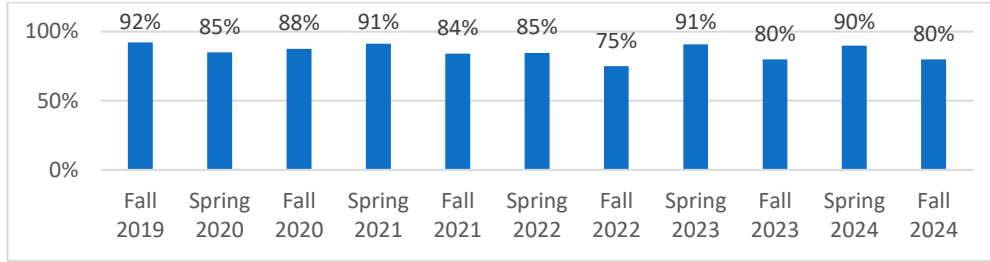


Fig. (23): Percentages of Completion Rates in the Normal Time (Fall 2020-Fall 2024)

o **Percentage that completes the ICert degree program within 150% of the normal time to completion for each academic year since the previous visit (or for the past six years)**

Table (41) shows the percentage that completes the ARCH Program within 150% of the normal time to completion for each academic year since the previous visit. The data indicates a significant strength in maintaining low percentages, mostly of non-compliance, due to exceptional students across most semesters, with six out of nine showing a 0% rate. This consistent result demonstrates strong adherence to standards, effective monitoring, and sound operational procedures.

Table (42) Percentages of Completion Rates in 150 % of the Normal Time (Fall 2019-Fall 2024)

Semester	Percentage
Fall 2019	0%
Spring 2020	0%
Fall 2020	0%
Spring 2021	0%
Fall 2021	16%
Spring 2022	8%
Fall 2022	0%
Spring 2023	0%
Fall 2023	0%
Spring 2024	5%
Fall 2024	10%

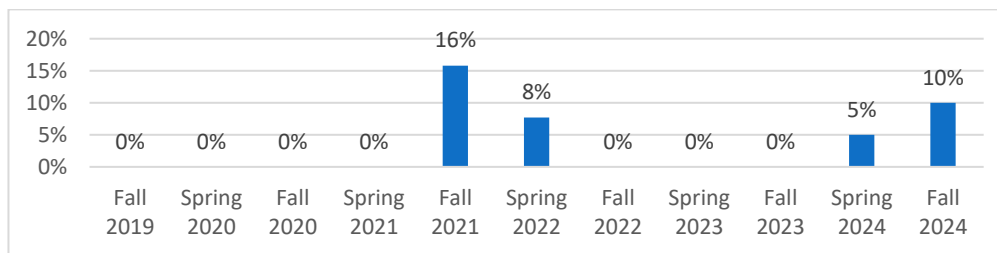


Fig. (24): Percentages of Completion Rates in 150% of the Normal Time (Fall 2020-Fall 2024)

B. Program Faculty Characteristics

This section presents some of the main characteristics of the ARCH Program faculty, including their rank, full-time vs. part-time, as well as faculty promoted and licensing of faculty to date, compared to the case during the previous visit.

o Number of faculty by rank (e.g., professor, associate professor, assistant professor)

Table (43) ARCH Program Teaching Staff Categorized by Rank and Gender (Fall 2024)

Teaching Staff		Saudi		Non-Saudi		Total
		Male	Female	Male	Female	
No. of Ph.D. Holders (ARCH Program)	Professor	-	-	4	1	5
	Associate Prof.	-	-	2	1	3
	Assistant Prof.	-	-	4	1	5
	Total	-	-	10	3	13
No. of Other Teaching Staff (Non-Ph.D. holders) (ARCH Program)	Lecturer	-	-	-	1	1
	Teaching Assistant	-	-	-	-	-
	Demonstrator	-	-	-	-	-
	Total	-	-	-	1	1
No. of Ph.D. Holders (GEP)+ STEM	Professor	-	-	1	-	1
	Associate Prof.	-	-	3	-	3
	Assistant Prof.	-	-	2	3	5
	Total	-	-	6	3	9
No. of Non-Ph.D. Holders (GEP) + STEM	Lecturer	-	-	-	1	1
	Instructor	-	-	-	1	1
	Total	-	-	-	2	2

The data depicts the details of faculty numbers in the ARCH Program by their rank, gender and nationality. Currently, the program has 13 full-time specialized architecture faculty. The program has also hired one part-time specialized faculty. In addition, the program is supported by 9 faculty and 2 lecturers and instructors from the General Education program including teaching the Math course.

o Number of full-time faculty and part-time faculty

Table (44) ARCH Program Teaching Staff Categorized as Full-Time or Part-Time (Fall 2024)

Teaching Staff	On-Campus		
	Full-time	Part-time	
		Number	FTE (full-time equivalent)
Male	10	0	NA
Female	3	1	NA
Total	13	1	NA

The data shows that there are 13 full-time faculty members in addition to one part-time faculty member, which maintains a healthy ratio of students to faculty.

o Number of faculty promoted each year since the last visit (or the past six years)

There is one faculty member promoted, Dr. Mady Mohamed, who was promoted from Associate Professor to Full Professor.

o Number of faculty maintaining licenses in the country of the program each year since the last visit

92% of the current faculty maintain licenses in the country of the program.



PART TWO (II), Section 1- STUDENT PERFORMANCE CRITERIA

II. 1.1. Student Performance Criteria (SPC)

The National Architectural Accrediting Board (NAAB) has established the Student Performance Criteria (SPC) to guide International Certification (ICert) programs in preparing students for professional practice while allowing flexibility in the delivery of education tailored to each program's mission and context. The SPCs are organized into four thematic realms, which collectively encompass the essential knowledge, skills, and abilities required of architecture graduates. At Effat University, the Bachelor of Architecture program is intentionally structured to ensure that all graduates achieve, and in many cases exceed, the required SPCs. This is accomplished through a systematic curricular mapping process, rigorous assessment strategies, and an ongoing cycle of program review and refinement. Each SPC is carefully integrated into the required coursework and tracked through both formative and summative assessments.

The curriculum supports both horizontal (across courses at the same level) and vertical (across academic years) coordination of learning outcomes, enabling students to build competencies progressively and holistically. The program's approach ensures that students are exposed to increasingly complex applications of architectural knowledge, culminating in advanced synthesis and integrative design capabilities by graduation. A comprehensive SPC Matrix, outlining where and how each criterion is addressed, assessed, and demonstrated through student work, is provided in ([Appendix 66](#)) and illustrated in Fig. (25). The complete matrix will also be made available in hard copy in the NAAB team room during the visit for ease of reference and review.

Pedagogical Methodology for Realm A: Critical Thinking and Representation

The Architecture Program at Effat University positions **critical thinking and representation** as foundational to architectural education and student development. Courses aligned with **NAAB Realm A** foster students' ability to engage in analytical and creative exploration across theoretical, cultural, and environmental dimensions. The program nurtures intellectual curiosity and equips students with diverse communication tools, including writing, speaking, drawing, and modeling, to express architectural ideas effectively. Through this framework, students learn to critically assess evidence, interpret complex contexts, and address the varied needs of clients, communities, and society through thoughtful, informed design.

SPC A1: Professional Communication Skills

The Architecture Program addresses Professional Communication Skills through a comprehensive and scaffolded curriculum that builds students' capacity to communicate architectural ideas clearly and effectively across multiple media and stages of design development. Starting from foundational design studios, students acquire the basics of drawing and spatial representation, progressing toward digital tools and advanced visual communication in studios and visualization courses. Alongside this, theoretical and research courses develop students' skills in writing, critical thinking, and scholarly communication, preparing them to convey ideas effectively to various stakeholders, including clients, peers, and the public. The capstone studio integrates all previous communication modes into a professional-level design proposal, demonstrating comprehensive mastery.

SPC A2: Design Thinking Skills

Design thinking skills are at the core of Effat University's Architecture Program, serving as the intellectual and creative foundation of students' architectural education. The program cultivates an iterative, research-driven, and solution-oriented approach that empowers students to synthesize contextual, technological, environmental, and human-centered considerations into cohesive design strategies. Through a vertical studio sequence, integrated technical coursework, and advanced digital tools, students progressively develop the capacity to imagine, test, and realize innovative architectural solutions. This pedagogical focus ensures that graduates are not only skilled designers, but also critical thinkers equipped to address the complexities of contemporary practice and future urban challenges.



SPC A3: Investigative Skills

The Architecture Program embeds investigative skills progressively and holistically across its advanced design studios. Through an iterative studio pedagogy, students are trained to adopt a research-driven, evidence-based design methodology where analytical inquiry precedes and informs design synthesis. This is particularly evident in Design Studios 4, 6/7, and 9, which progressively raise the level of investigation from building-scale interventions to complex systems. This sequence of courses challenge students to integrate contextual research, technical data, regulatory analysis, and conceptual development. By the Capstone level, students emerge as independent thinkers capable of analytical depth, research-informed creativity, and context-sensitive design decisions. The program's intellectual investigation is a core driver of architectural excellence and innovation.

SPC A4: Architectural Design Skills

The Architecture Program demonstrates a robust alignment with the expectations of SPC A4 through a vertically integrated sequence of design studio courses, particularly **ARCH 112/102 (Design Studio 2)** and **ARCH 315/407 (Design Studio 5/7)**. These courses provide a coherent framework to develop, apply, and refine architectural design skills across different project scales, programmatic complexity, and structural systems. Collectively, these courses represent a progressive arc in the development of architectural design skills at Effat University.

SPC A5: Ordering Systems

ARCH 315/407 and **ARCH 474/472** design studios rigorously address SPC A5 by embedding the comprehension and application of both **formal and natural ordering systems** within complex architectural design scenarios. Through the scaffolded learning experiences in ARCH 315/407 and ARCH 474/472, students develop a robust understanding of ordering systems, manifested in their ability to integrate **formal, structural, environmental, and functional systems** into coherent and contextually responsive architectural designs. Throughout both studios, students engage deeply with two- and three-dimensional organizational strategies, using primarily digital representation tools to visualize and communicate spatial logic, structural coherence, and systemic integration. This layered approach cultivates students' capacity to use ordering systems not as abstract principles but as **operative frameworks** for the resolution of architectural design challenges.

SPC A6: Use of Precedents

The Architecture Program integrates SPC A6 across the curriculum, fostering students' **critical engagement with architectural and urban precedents** as foundational to their design thinking and problem-solving capacities. Courses from the second to fourth year progressively introduce and reinforce the analytical and applied use of precedents in both architectural and urban contexts.

SPC A7: History and Global Culture

The architectural curriculum provides a **comprehensive, multi-phase educational sequence** that progressively builds student awareness and critical understanding of global architectural history and its diverse cultural, political, environmental, and technological contexts. SPC A7 is effectively addressed through a structured series of courses, **ARCH 231/232, ARCH 333/232, and ARCH 334/341**, which span architectural history from antiquity to contemporary times, examining a **broad spectrum of global cultures and stylistic evolutions**. Through all three courses, students develop critical thinking and communication skills through oral, written, and visual means, cultivate research and inquiry, and reflect on cultural diversity, environmental conditions, and ideological frameworks. In doing so, they come to understand that architecture is not a universal formula but a culturally embedded practice, responsive to historical shifts and local-global dynamics.

SPC A8: Cultural Diversity and Social Equity

The Architecture Curriculum fosters a **deep, multifaceted understanding of cultural diversity, social equity, and environmental justice**, preparing students to design built environments that are inclusive, ethical, and responsive to contemporary societal challenges. This is achieved through a combination of foundational



coursework and capstone-level design studio engagement, particularly through ARCH 140/240 (Architecture, Culture & Environment) and ARCH 473/471 (Architecture Design Studio 9: Capstone Project I). Both courses are complemented by a strong emphasis on oral, visual, and written communication, allowing students to articulate inclusive design concepts effectively and persuasively.

Pedagogical Methodology for Realm B: Building Practices, Technical Skills & Knowledge

Realm B is delivered through a scaffolded, project-based sequence that couples technology-rich lectures with progressively complex design studios. Early courses introduce BIM-enabled documentation, materials, and structural fundamentals; mid-level courses weave codes, environmental systems, and urban-site analysis into iterative proposals; capstone studios require full programming, cost, and systems integration.

B1: Pre-Design

ARCH 315/407 and ARCH 473/471 guide students through comprehensive pre-design research to prepare programming, precedent analysis, and site/context research, ensuring they can frame design concepts that synthesize functional, spatial, and regulatory criteria.

B2: Site Design

Urban-scale studios and courses (ARCH 417/306, 345/342) and the Capstone project train students to introduce design ideas that respond to the site's physical, socio-cultural, and environmental determinants, using evidence-based, project-based methods to create context-specific designs.

B3: Codes & Regulations

Mixed-use high-rise and comprehensive studios (ARCH 316/305, 418/408) embed Saudi and international codes, life-safety, and accessibility requirements directly into design iterations, cultivating code-literate decision making. Additionally, ARCH 454 addresses other MEP building codes.

B4: Technical Documentation

Courses in BIM modelling, construction, and working drawings (ARCH 256, 252, 451/455) develop the ability to generate coordinated 2D/3D documents, clash detection, schedules, and specifications. These courses address this SPC not only from the software point of view, but also from the technical point of view.

B.5 Structural Systems

Studio and other courses (ARCH 315/407; 253/350; 354/352) couple the structural analysis with form-finding for long-span and advanced systems, allowing students to verify load paths and material logic within their own designs. This allows students to integrate the structural systems within their architectural ideas and concepts.

B6: Environmental Systems

Energy-and-systems courses (ARCH 454; 254/453; 353) introduce the students to active environmental systems such as HVAC, lighting, and water Supply. Additionally, it addresses passive strategies, supported by simulation tools that contemporary research identifies as essential for climate-responsive design competence.

B7: Building Envelope Systems & Assemblies

Comprehensive studio ARCH 418/408, advanced CAD/parametric design (ARCH 358), and energy courses integrate façade engineering, performance simulation, and fabrication workflows, reinforcing envelope decisions with digital analysis.

B8: Building Materials & Assemblies

Building construction and structural-integration courses (ARCH 252, 354/352) immerse students in material properties, connection detailing, and constructability trade-offs, fostering evidence-based selection of sustainable materials.

B9: Building Service Systems

ARCH 454 develops foundational literacy in electrical, mechanical, plumbing, vertical transport, and fire-safety systems, enabling students to evaluate efficiency, cost, and integration within holistic building proposals.



B10: Financial Considerations

Working drawings, professional practice, and project management courses (ARCH 451/455; 457; 450/456) train students to prepare cost estimates, specifications, fee proposals, and scheduling, linking financial literacy to contractual and ethical obligations in practice.

Pedagogical Methodology for Realm C: Integrated Architectural Solutions

The Architecture Program at Effat University places strong pedagogical emphasis on Realm C: Integrated Architectural Solutions, recognizing it as the intellectual and professional core of the curriculum. Our approach is anchored in a rigorously structured, studio-centered learning environment that fosters advanced problem-solving, deep contextual understanding, and the synthesis of technical, environmental, social, and configurational dimensions of architecture. The curriculum is strategically designed to ensure that students achieve progressively integrated learning outcomes, culminating in comprehensive design solutions that reflect the complexity of real-world practice.

- **SPC C1: Research is thoroughly integrated into required courses such as ARCH 473/471, ARCH 140/240, and GSEM 201 / ARCH 340.** In these courses, students learn to frame design problems through critical inquiry, precedent analysis, and empirical data collection, positioning research as an essential element of the design process.

- **SPC C2: Integrated Evaluation and Decision-Making, along with SPC C3: Integrative Design, are explored at advanced levels in senior studios and technical integration courses, particularly ARCH 418/408 and ARCH 474/472.** These courses challenge students to balance architectural intent with constraints such as structural systems, environmental performance, building codes, and site conditions. Students are expected to articulate their design decisions through iterative evaluation, systems coordination, and refined architectural expression.

Together, these components ensure that students are not only capable of developing comprehensive architectural proposals but are also prepared to navigate the interdisciplinary realities of professional practice. The integration of critical thinking, performance evaluation, and design innovation within studio culture ensures that Realm C is not merely fulfilled as a requirement but embedded as a pedagogical philosophy of the program. The five-year Architecture curriculum at Effat University is structured to scaffold students' development trajectory from foundational research to advanced integrative design. Each Student Performance Criterion (SPC) under Realm C is mapped as follows to specific courses that demonstrate measurable learning outcomes:

C1: Research

The foundation for architectural research is introduced and reinforced through both theoretical and applied components of the curriculum:

ARCH 140 - Architecture, Culture and Environment

Students explore the interdependence between architectural form, environmental context, and cultural dynamics. This course develops the ability to critically examine precedents and articulate context-based design principles grounded in research.

GSEM 201 / ARCH 340: Research Methods in Architecture

These two courses offer methodological training in qualitative and quantitative research relevant to architecture. Students learn to formulate research questions, conduct data collection and analysis, and critically evaluate sources to support design decisions.

ARCH 473 / 471: Capstone 1: Architectural Research and Programming

In Stage 1 of the Capstone Studio, students engage in rigorous analytical research that forms the foundation of their design inquiry. This includes the critical analysis of architectural precedents, comprehensive evaluation and selection of a real-world site, and the systematic assessment of user needs, legal regulations, environmental conditions, and applicable design standards. The outcome is a research-based design brief that frames the architectural problem, leading to conceptual design strategies rooted in empirical evidence.



C2: Integrated Evaluation and Decision-Making & C3: Integrative Design

These SPCs are addressed at an advanced level in higher-level studios, where students are expected to demonstrate architectural judgment through holistic and coordinated design development:

ARCH 418 / 408: Architecture Design Studio 8: Advanced Comprehensive Studio

Serving as the final design studio before the Capstone sequence, this course emphasizes the integration of complex architectural programs with technical systems and urban site conditions. The studio simulates professional practice by requiring students to balance diverse and sometimes conflicting design criteria, preparing them for decision-making in real-world scenarios. Students are tasked with iterative design development that incorporates:

- Evidence-based evaluation and performance assessment
- Sustainability and environmental responsiveness
- Structural systems and material strategies
- Mechanical, electrical, and safety systems (building on ARCH 454)
- Zoning and accessibility codes

ARCH 473 / 472: Capstone 2: Comprehensive Design Integration

This practicum studio represents the highest level of synthesis within the curriculum. The Capstone experience functions as a proxy for professional practice, requiring interdisciplinary thinking, critical reflection, and precise communication of design intent. Students are expected to demonstrate holistic integration of their academic and technical knowledge through:

- Fully developed architectural proposals grounded in prior research (from Capstone 1)
- Holistic spatial, structural, and environmental systems integration
- Regulatory compliance and client/user considerations
- Coordinated design documentation, including drawings, models, and performance narratives

Pedagogical Methodology for Realm D: Professional Practice

The Architecture program addresses Realm D through a competency-based sequence that combines case-based lectures, problem-based tutorials, and industry-embedded assignments. ARCH 457 Professional Practice introduces the business, contractual, and ethical foundations of practice, while ARCH 450/456 Management of Architecture Projects develops advanced project-planning, legal, and managerial skills.

D1: Stakeholder Roles in Architecture

ARCH 457 Professional Practice

ARCH 457 immerses students in stakeholder mapping, client identification, and community-engaged case studies so they can articulate and reconcile the interests of clients, users, regulators, and contractors.

D2: Project Management

ARCH 450/456 Management of Architecture Projects

ARCH 450/456 trains students to plan, schedule, and monitor projects. This course addresses work-breakdown structures, Gantt charts, and risk management.

D3: Business Practices

ARCH 457 Professional Practice

The course links strategic planning, financial modelling, and market analysis to professional obligations. Students prepare business plans in this course.

D4: Legal Responsibilities

ARCH 450/456 Management of Architecture Projects

ARCH 450/456 uses seminars to build literacy in liability, procurement regulations; students trace obligations across project phases. Contract-centered pedagogy improves legal competence among architecture students.

D5: Professional Conduct

ARCH 457 Professional Practice

Explicit ethics instruction is shown to cultivate principled judgement aligned with contemporary professional codes.



Assessment of Student Work: Methodology and Performance Standards

The Architecture Program employs a rigorous, transparent, and outcomes-driven approach to the assessment of student work, ensuring full alignment with institutional academic policies, national higher education standards, and the NAAB Student Performance Criteria (SPC). The assessment methodology is strategically structured to evaluate multiple dimensions of student learning, conceptual understanding, technical proficiency, critical inquiry, communication competence, and professional readiness, across all levels of the curriculum. Assessment takes place through both formative (ongoing) and summative (final) evaluations, tailored to the pedagogical nature of each course. Assessment instruments include design critiques, juried reviews, research papers, project submissions, examinations, technical reports, and oral presentations. Each course is supported by course-specific grading rubrics that are explicitly mapped to Course Learning Outcomes (CLOs), which in turn align with the Program Learning Outcomes (PLOs) and corresponding NAAB SPCs. In design studios, particularly advanced studios such as ARCH 418/408, ARCH 473/471, and ARCH 474/472, assessment emphasizes the integrated application of knowledge. Students are expected to synthesize learning from prior coursework to demonstrate:

- Strategic site analysis and contextual responsiveness
- Structural and material logic
- Code compliance and accessibility integration
- Environmental sustainability and building systems coordination
- Architectural clarity and conceptual innovation

Evaluations are conducted comprehensively to measure each student's understanding and ability to tackle complex, real-world design challenges with intellectual rigor, ethical awareness, and technical depth. The evaluative framework at Effat Architecture Program reinforces a culture of academic integrity, design excellence, and lifelong learning, while equipping students to meet and exceed professional expectations upon graduation. Assessment results are documented on Blackboard, Effat University's official Learning Management System (LMS), which facilitates consistency, transparency, and continuous feedback. Grading rubrics for each assignment within these courses distinguish performance levels clearly, especially between High-Pass and Minimum-Pass thresholds, as follows:

High-Pass Work

Exemplifies an advanced capacity for integrative thinking and innovation. These students produce comprehensive architectural solutions that demonstrate:

- Sophisticated engagement with context, program, and environmental systems
- Cohesive design logic, technical resolution, and regulatory adherence
- Exceptional visual, written, and oral communication
- Independent research acumen and informed design decision-making
- Proactive incorporation of critique feedback through iterative refinement

Minimum-Pass Work

Meets the essential requirements of the project but may reveal:

- Limited synthesis of knowledge or incomplete systems integration
- Basic understanding of codes, systems, or user needs
- Modest originality, conceptual depth, or spatial clarity
- Gaps in communication clarity or presentation quality
- Passive or minimal responsiveness to critique or research findings

STUDENT PERFORMANCE CRITERIA MATRIX			REALM A: Critical Thinking and Representation								REALM B: Integrated Building Practices, Technical Skills, and Knowledge							REALM C: Integrated Architectural Solutions			REALM D: Professional Practice									
NAAB Student Performance Criteria			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 Envelope Systems and Assemblies	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		
Category	ARCH PLAN (2017-2023)	ARCH PLAN (2023- Onwards)																												
ARCH STUDIOS	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 150	Computer-Aided Architectural Design -1	ARCH 150	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																										
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 454	Mechanical, Electrical & Safety Systems	ARCH 454	Mechanical, Electrical & Safety Systems																										
	ARCH 352	Building Structures and Materials	ARCH 354	Structural Integration in Architecture																										
	ARCH 455	Working Drawings	ARCH 451	Working Drawings -1																										
Urban Design Courses	ARCH 342	Urban Design	ARCH 345	Urban Design & Landscape Architecture																										
Environmental Design Courses	ARCH 240	Architecture, Culture, and Environment	ARCH 140	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 450	Management of Architecture Projects																										
Research Methods	ARCH 340	Research Methods in Architecture and Urban Design	GSE#201	Research, Innovation and Intellectual Property																										

Fig. (25): Student Performance Criteria Matrix

							Science in Finance by letter No. (58939) dated 12/7/1438 AH.
	Philosophy in Business Administration	Doctoral Degree	25/12/1444 AH	✓			
	Accounting and Financial Auditing	Associate Diploma	20/4/1446 AH	✓			
Effat College of Engineering (Jeddah)	Science in Electrical and Computer Engineering	Bachelor	14/5/1440 AH	✓			
	Electrical and Computer Engineering	Bachelor	6/2/1429 AH			✓	The study plan was updated at the end of the academic year 1439-1440 AH
	Science in Computer Science	Bachelor	25/11/1441 AH	✓			
	Computer Science	Bachelor	6/2/1429 AH			✓	The program was canceled and the name "Science in Computer Science" was approved by letter No. (103816) dated 25/11/1441 AH.
	Information Systems	Bachelor	6/2/1429 AH			✓	The program was canceled and the name "Science in Computer Science" was approved by letter No. (103816) dated 25/11/1441 AH.
	Science in Energy Engineering	Master	29/7/1438 AH	✓			
	Networking	Associate Diploma	2/5/1446 AH	✓			
	Artificial Intelligence	Associate Diploma	9/7/1446 AH	✓			
	Computing and Programming	Associate Diploma	25/6/1446 AH	✓			
	Cybersecurity	Associate Diploma	28/6/1446 AH	✓			
Effat College of Architecture & Design (Jeddah)	Science in Architecture	Bachelor	6/2/1429 AH	✓			The study began on 24/7/1427 AH, based on the Ministry's approval of the minutes of the first exceptional meeting of the Board of Trustees on 4/7/1427 AH.

Fig. (26 B): Letter for the Program License

The ARCH Program is also fully licensed by the Saudi Ministry of Education and listed as part of the licensed Effat University Programs

Effat University and all its programs, including the Architecture Program, were the first programs to apply for national accreditation when it was first introduced in 2009 in Saudi Arabia. In 2012, after the national accrediting body of higher education, the National Center for Academic Accreditation and Evaluation (NCAAA) under the Education and Training Evaluation Commission, was formalized, Effat University was fully accredited for seven years from 2010 to 2017. The Architecture Program, which was also fully accredited, became the first accredited architecture program in Saudi Arabia for seven years (from 2010 to 2017) ([Appendix 1: NCAAA Full Accreditation Certificate \(2010-2017\)](#)). In the academic year 2016-2017, Effat University, as well as the Architecture Program, went through the rigorous process of re-accreditation from the NCAAA and successfully achieved full re-accreditation for both the institution and the program for another seven years (from 2017 to 2024) ([Appendix 2: NCAAA Full Reaccreditation Certificate \(2017-2024\)](#)). Effat University has achieved its full re-accreditation as an institution from 2024 up to 2031 ([Appendix 67: Effat University Full Re-Accreditation up till 2031](#)), and the Architecture Program has also applied for the re-accreditation process for the second time

this year. However, based on the updated NCAAA policies and procedures issued in 2022 onward all programs fully re-accredited will be granted only 5 years instead of 7 years as done earlier.

The NCAAA recommendations based on the accreditation and re-accreditation reviews have been addressed over the years, and a response report is submitted annually to the NCAAA. ([Appendix 4: The latest report submitted in response to the NCAAA recommendations](#)). The ARCH Program has been running successfully, attracting students of varied backgrounds from both reputed national and distinguished international schools and from different parts of the country and abroad. The program has graduated several groups of students. In Fall 2024, the total number of students who graduated (20 batches) reached 944 students since its establishment in 2005-2006.

Institutional Quality Assurance Framework

The Architecture Program management implements a comprehensive quality assurance and management system that aligns with Effat University’s overall institutional quality assurance framework ([Fig. 1.4. below](#)). This system ensures collecting proposals for improvement, approving them and then monitoring their implementation by qualified standard owners, and then re-evaluating the outcome for achieving continuous enhancement of academic and administrative operations to meet the highest standards of education and professional practice.

The Architecture Program management’s quality management system is built upon a structured quality assurance system and policies and procedures that ensure the delivery of high-quality academic programs and services. This system is based on having at least one QA committee in the ARCH Program, comprised of selected members of the ARCH faculty that helps set recommendations for improvement that gets approved in the Departmental Council (DC) for implementation by the QA Standard Owners, ARCH Department Chair at the level of the Department and ECoAD Dean at the level of the College. The Deanship of Quality Assurance team supports and reviews all the QA activities conducted by the program and college to offer its guidance. This system aligns with the institutional QA system presented in Fig.(27). below. The quality assurance procedures on both institutional and program levels are illustrated and announced in the QA Manuals ([Appendix 51: Quality Assurance Manuals](#)).

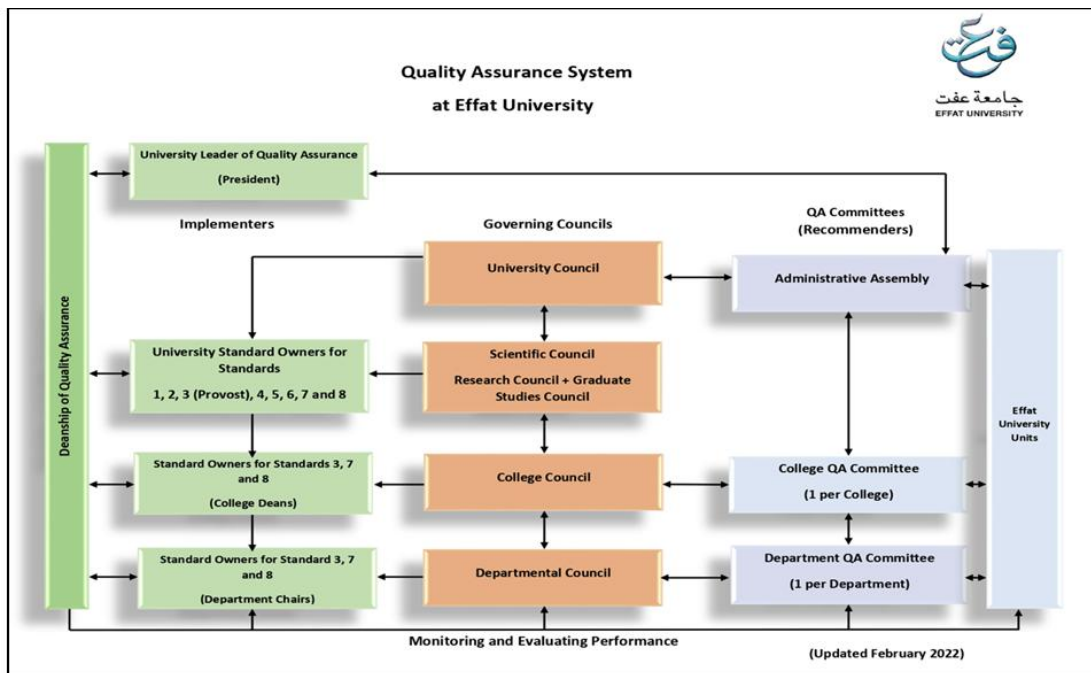


Fig. (27): Quality Assurance System at Effat University



II.2.2 Professional Degrees and Curriculum

Effat University’s College of Architecture and Design offers a **Bachelor of Science in Architecture** (B. Sc. in Arch.) degree that serves as the terminal professional degree in architecture in the Kingdom of Saudi Arabia. This program, for which the university is seeking NAAB continuation/renewal of International Certification, has been designed to align closely with the standards of comparable U.S.-based accredited programs while meeting national licensure and professional eligibility requirements.

Program Recognition and Licensure Eligibility

Graduates of the Architecture Program are immediately eligible for registration as Full Architects with the Saudi Council of Engineers (SCE), which is the national regulatory body responsible for certifying architectural professionals in Saudi Arabia.

Program and Course Organization

The B.Sc. in Arch. degree is structured as a five-year program, consisting of 163 credit hours, distributed across ten semesters. The curriculum is composed of General Studies (42+3 credit hours), and Architecture Core (106 credit hours) and Elective Courses (12 credit hours), see Table 45.

The final approved program ([Appendix 57: ARCH Program Specifications](#)) was reduced from 171 to 163 credits based on benchmarking results. All PLOs were revised accordingly to align with the most updated National Qualification Framework (NQF) and Specialized Academic Standards. Courses were updated to address contemporary issues, like the use of AI and advanced software for architectural design and visualization, including Rhino and Grasshopper, with a focus on building performance, energy efficiency, and building technologies. The internship duration was expanded from 120 to 240 hours, becoming a credited course. This was currently reviewed to replace the internship with CO-OP training as instructed by the Ministry of Education. Thus, the length of the field training extended to 960 hours.

Table (45) ARCH Program Courses’ Categories

Course Category	Credit Hours	Percentage from the Total Study
General Studies and Math	45	27.6%
Architecture Core Courses	106	65.0%
Architecture Elective Courses	12	7.4%
Total	163	100%

General Studies and Math (45 Credit Hours / 27.6% of Degree)

The General Education Program (GEP) is a university-wide liberal arts component and serves as the foundational layer for the architecture curriculum. The GEP consists of 42 credit hours—approximately 25.8% of the total program—structured across four thematic pillars that reflect the university’s IQRA values. Additionally, there is a compulsory math course of 3 Credit hours. GEP Courses are drawn from the humanities, natural sciences, languages, and social sciences. Some of the GEP courses are compulsory and others are electives, see Table (46) below.

Table (46) General Education Program and Math Courses Required for Architecture Program

Category	Sub-category	Code	#	Course Title	Credit Hours	Requirement	Required Hours
Humanities (19 credits)	Creative Arts and Cultural Studies (2 courses)	GDR A	111	Fundamentals of Drama & Theatre	3	1 Elective	3
		GDR W	111	From Drawing to Digital Imaging and Printmaking	3		
		GFIL	111	Fundamentals of Filmmaking and Visual Production	3		
		GMUS	111	Music Appreciation	3		

Category	Sub-category	Code	#	Course Title	Credit Hours	Requirement	Required Hours	
		GART	111	Middle Eastern Art and Architecture	3			
		GPHO	111	Visual Communication, Photography and Design for Non-Majors	3			
		GLIT	111	Modern and Contemporary Arabic Literature	3			
		GLIT	112	Classical Arabic Literature	3			
		GLIT	113	Literature Across Cultures (For Non-English Majors)	3			
		GLIT	114	Introduction to Comics	3			
		GISL	122	Contemporary Islamic Thought	3			
		GISL	123	Muslim World Affairs and Organizations	3			
		GISL	124	World Religious Traditions and Interfaith Dialogue	3			
		GISL	125	Islamic History and Civilization	3			
		GISL	121	Islam and Civil Society	3			Compulsory
	Arabic Language (1 course)	GARB	131	Advanced Arabic Language Skills & Critical Thinking	3	1 Elective	3	
		GARB	132	Advanced Arabic For Professional Purposes	3			
		GARB	131 B	Arabic for Non-Native Speakers	3			
	English Language (2 courses)	GENG	131	Advanced English Language Skills & Critical Thinking	3	Compulsory	3	
		GENG	132	Academic Writing	3	1 Elective	3	
		GENG	133	English for Professional Purposes	3			
		GENG	134	Creative Writing for Non-English Majors	3			
	Foreign Languages and Communication (2 course)	GFRN	141	French I	2	2 Electives	4	
		GFRN	142	French II	2			
		GGER	141	German I	2			
		GGER	142	German II	2			
		GSPA	141	Spanish I	2			
		GSPA	142	Spanish II	2			
		GMAN	141	Mandarin I	2			
		GMAN	142	Mandarin II	2			
		GTUR	141	Turkish I	2			
		GTUR	142	Turkish II	2			
		GITA	141	Italian I	2			
		GITA	142	Italian II	2			
	Social Sciences (8 credits)	Social Structure and Global Awareness (3 courses)	GLAW	151	Society, Law and Public Policy	3	2 Electives	6
			GPSY	151	Introduction to Psychology for Non-Majors	3		
			GPSY	152	Psychology of Social Media	3		
GDIP			151	International Relations and Global Diplomacy	3			
GANT			151	Anthropology: Origin and Development of Human Societies	3			
GJMC			151	Foundations of Modern Journalism and Mass Communication	3			
GHIS			151	History of the Modern Middle East	3			
GARC			151	Introduction to Cultural Archaeology	3			
GECO			151	Principles of Modern Economics and E-Commerce	3			
GPHL			151	Introduction to Philosophy	3			
GMED			151	Modern Media and Social Networking	3			
GCIV			161	Civic Engagement	3			
GCIV			162	Introduction to Fund Raising	3			
GENV			161	People and the Environment	3			
GCUL			161	World Civilizations	3			



Category	Sub-category	Code	#	Course Title	Credit Hours	Requirement	Required Hours
		GGLO	161	Global Citizenship Skills	3		
		GENT	161	Introduction to Entrepreneurship	3		
		GGLO	162	Global Health and Social Care	3		
		GSUS	161	Introduction to Sustainability	3		
		GSEM	100	Research Seminar	2	Compulsory	2
Research (3 Credits)	Research Skills & Innovation (1 course)	GSEM	201	Research, Innovation and Intellectual Property	3	Compulsory	3
Natural Sciences (15 credits)	Physical and Env. Sciences (1 course)	GPHY	171	Foundation in Physics	3	Compulsory	3
	Computer Science and Technology (1 course)	GCS	181	Computer Applications	3	1 Elective	3
		GCS	182	Principles of Computing, Data and Algorithms	3		
		GWEB	181	Introduction to Web Development and Coding	3		
		GAI	181	Introduction to Artificial Intelligence	3		
Quantitative Sciences (2 courses)	GMTH	181 A	Pre-calculus for Architecture	3	Compulsory	6	
	GSTA	181	Introductory Statistics	3			
Math (3 credits)	Quantitative Sciences (1 course)	MATH	101	Calculus 1	3	Compulsory	3
TOTAL							45

Professional Studies (106 Credit Hours / 65% of Degree)

Professional studies constitute the largest portion of the curriculum and are designed to address both National Academic Standards and the NAAB Student Performance Criteria (SPC). The curriculum integrates technical knowledge with design thinking, enabling students to synthesize cultural, environmental, and professional knowledge through a holistic architectural education. The Architecture Core Courses include core theoretical, technical, and studio-based courses that ensure depth and integration in architectural education. Table 47 illustrates the Architecture Core Courses categorized into 7 categories.

Table (47) Architecture Core Courses' Categories

Category	Course Code	Course Title	Pre-requisite	Credit Hours
ARCH Design Studios	ARCH120	Freehand Drawing	None	3
	ARCH111	Architecture Design Studio -1	None	5
	ARCH112	Architecture Design Studio -2	ARCH 111	4
	ARCH213	Architecture Design Studio -3	ARCH 112	4
	ARCH214	Architecture Design Studio -4	ARCH 213	5
	ARCH315	Architecture Design Studio- 5	ARCH 214 & ARCH 252	5
	ARCH316	Architecture Design Studio -6	ARCH 315	5
	ARCH417	Architecture Design Studio -7	ARCH 316 & ARCH 345 Good Standing	4
	ARCH418	Architecture Design Studio -8	ARCH 417, ARCH 451 & Good Standing	5
	ARCH473	Architecture Design studio - 9: Capstone Project -1	ARCH 418 & Good Standing	4
ARCH474	Architecture Design studio -10: Capstone Project-2	ARCH 473 & Good Standing	4	
Computer Based Courses	ARCH150	Computer-Aided Architectural Design -1	None	3
	ARCH256	Computer-Aided Architectural Design -2	ARCH 150	3
	ARCH257	Architectural Visualization	None	2
	ARCH 358	Computer-Aided Architectural Design -3	ARCH 150	3
History & Theory	ARCH233	History & Theory of Architecture -1	None	2
	ARCH333	History & Theory of Architecture -2	ARCH 233	2
	ARCH334	History & Theory of Architecture -3	ARCH 333	2
Urban Design Environment	ARCH345	Urban Design & Landscape Architecture	None	3
	ARCH140	Architecture, Culture & Environment	None	3
	ARCH254	Energy & Design -1	ARCH 140	3



Category	Course Code	Course Title	Pre-requisite	Credit Hours
Building Technologies	ARCH353	Energy & Design -2	ARCH 254	3
	ARCH252	Building Construction	ARCH 112	3
	ARCH253	Structure in Architecture	ARCH 252 & GPHY 171	3
	ARCH354	Structural Integration in Architecture	ARCH 253	3
	ARCH452	Building Technology & Systems	ARCH 354	3
	ARCH451	Working Drawings -1	ARCH 354	3
	ARCH458	Working Drawings -2	ARCH 451	3
Professional Practice and Project Management	ARCH454	Mechanical, Electrical & Safety Systems	ARCH 252	3
	ARCH457	Professional Practice	None	3
	ARCH450	Management of Architecture Projects	ARCH 354	3
	ARCH459	Internship	Departmental Approval	2

The program has been developed as per the benchmarking with national and international universities, PAC meetings, and feedback from stakeholders and the academic partner (Miami University). Table 48 illustrates the Architecture Core Courses of the updated program (163 Credit Hours) with equivalencies with the program (171 Credit Hours) showing the modifications on each course.

Table (48) Architecture Core Courses with ARCH Program (163 credits), aligned to the ARCH Program (171 credits)

Updated ARCH Program (163 Credit Hours)			ARCH Program (171 Credit Hours)			Modifications
CODE	TITLE	CR	CODE	TITLE	CR	
ARCH120	Freehand Drawing	3-0-6	ARCH120	Freehand Drawing	3-0-6	Content & Hours Update
ARCH111	Architecture Design Studio -1	5-2-6	ARCH101	Architecture Design Studio -1	5-0-10	
ARCH112	Architecture Design Studio -2	4-0-8	ARCH102	Architecture Design Studio -2	5-0-10	
ARCH213	Architecture Design Studio -3	4-0-8	ARCH203	Architecture Design Studio -3	5-0-10	
ARCH214	Architecture Design Studio -4	5-2-6	ARCH204	Architecture Design Studio -4	5-0-10	
ARCH315	Architecture Design Studio- 5	5-2-6	ARCH407	Architecture Design Studio -7	6-0-10	
ARCH316	Architecture Design Studio -6	5-2-6	ARCH305	Architecture Design Studio- 5	5-0-10	
ARCH417	Architecture Design Studio -7	4-0-8	ARCH306	Architecture Design Studio-6	5-0-10	
ARCH418	Architecture Design Studio -8	5-0-10	ARCH408	Architecture Design Studio -8	6-1-10	
ARCH473	Architecture Design studio - 9: Capstone Project -1	4-0-8	ARCH471	Architecture Design studio -9: Capstone Project-1	5-0-10	
ARCH474	Architecture Design studio -10: Capstone Project -2	4-0-8	ARCH472	Architecture Design studio -10: Capstone Project -2	5-0-10	New Courses
ARCH150	Computer-Aided Architectural Design -1	3-2-2	ARCH150	Computer-Aided Architectural Design 1	3-2-2	
ARCH256	Computer-Aided Architectural Design -2	3-2-2	ARCH256	Computer-Aided Architectural Design-2	3-2-2	
ARCH257	Architectural Visualization	2-1-2				Content & Hours Update
ARCH358	Computer-Aided Architectural Design -3	3-2-2				
ARCH233	History & Theory of Architecture -1	2-2-0	ARCH231	History of Architecture - 1	3-3-0	
ARCH333	History & Theory of Architecture -2	2-2-0	ARCH232	History of Islamic Architecture	3-3-0	New Course
ARCH334	History & Theory of Architecture -3	2-2-0	ARCH341	Theory of Architecture	3-3-0	
ARCH252	Building Construction	3-2-2	ARCH252	Building Constructions	3-3-0	
ARCH253	Structure in Architecture	3-3-0	ARCH350	Structure in Architecture-1	3-3-0	Content Update
ARCH354	Structural Integration in Architecture	3-2-2	ARCH351	Structure in Architecture-2	3-3-0	
ARCH452	Building Technology & Systems	3-2-2	ARCH352	Building structure & materials	3-3-0	
ARCH451	Working Drawings -1	3-2-2	ARCH455	Working Drawings	3-1-4	New Course
ARCH458	Working Drawings -2	3-2-2				
ARCH454	Mechanical, Electrical & Safety Systems	3-3-0	ARCH454	Mechanical, Electrical & Safety Systems	3-3-0	
ARCH345	Urban Design & Landscape Architecture	3-3-0	ARCH342	Urban Design	3-3-0	Content Update
ARCH140	Architecture, Culture & Environment	3-3-0	ARCH240	Architecture, Culture, and Environment	3-3-0	



Updated ARCH Program (163 Credit Hours)			ARCH Program (171 Credit Hours)			Modifications
CODE	TITLE	CR	CODE	TITLE	CR	
ARCH254	Energy & Design -1	3-3-0	ARCH453	Energy and Design	3-3-0	
ARCH353	Energy & Design -2	3-2-2				New Course
ARCH457	Professional Practice	3-3-0	ARCH457	Professional Practice	3-3-0	Content Update
ARCH450	Management of Architecture Projects	3-3-0	ARCH456	Project Management	3-3-0	
ARCH459	Internship	2		Internship		Change to CO-OP
GSEM201	Research, Innovation and Intellectual Property	3-3-0	ARCH340	Research Methods in Architecture and Urban Design	2-2-0	Integrated in a General Course
			ARCH446	Comparative Architectural Thoughts	3-3-0	Some Components are integrated in other courses, as per benchmarking
			ARCH343	Introduction to Landscape Architecture	3-3-0	
			ARCH444	Housing and Economics	3-3-0	

Electives and Areas of Concentration (12 Credit Hours / 7.4% of Degree)

The architecture program includes 12 credit hours of technical electives (4 courses to be selected by the student from a list of 17 courses), providing students the opportunity to tailor their studies toward areas of interest. Students work with their academic advisors to align elective choices with their professional and academic goals. Table 49 illustrates the list of technical electives.

Table (49) Architecture Technical Electives

Course Code	Course Title	Hours
PHO 161	Photography	3-3-0
ARCH 360	Architectural Education & Practice	3-3-0
ARCH 362	Saudi Traditional Architecture	3-3-0
ARCH 363	Psychology & Sociology in Design	3-3-0
ARCH 260	Lighting & Acoustics Principles	3-3-0
ARCH 366	Advanced Computer-Aided Design	3-2-2
ARCH 368	Special Topics in Architecture	3-3-0
ARCH 460	New Trends in Architecture	3-3-0
ARCH 461	City Planning	3-3-0
ARCH 462	Urban Conservation	3-3-0
ARCH 464	Introduction to Interior Design	3-3-0
ARCH 465	Introduction to Real Estate	3-3-0
ARCH 466	Introduction to Building Economics	3-3-0
ARCH 467	Advanced Housing & Economics	3-2-2
ARCH 468	Advanced Building Skin & Tectonics	3-3-0
ARCH 469	Smart Cities	3-3-0
ARCH 560	History of Islamic Architecture	3-3-0

Study Plan

The Architecture Program spans over five academic years (10 semesters) and comprises 163 credit hours. The program is structured to provide comprehensive education in architecture, balancing general education, professional core courses, technical electives, and practical training. The COOP has been recently integrated into the study plan with a duration of 6 months that span over 2 semesters, in which the students are not allowed to register for any other courses. Table 50 illustrates the updated study plan.



Table (50) Study Plan (163 Credit Hours)

Semester 1			
Course #	Course Title	Pre-requisite	Credits
ARCH 111	Arch. Design Studio -1	None	5
ARCH 120	Freehand Drawing	None	3
	*Computer Science and Technology	None	3
GMTH181A	Pre-calculus A	None	3
GENG 131	Advanced Eng. Language Skills & Critical Thinking	None	3
			17

Semester 2			
Course #	Course Title	Pre-requisite	Credits
ARCH112	Arch. Design Studio - 2	ARCH111	4
ARCH140	Arch., Culture & Env.	None	3
ARCH150	Computer-Aided Architectural Design - 1	None	3
MATH 101	Calculus 1	GMTH181A	3
	English Language 2	GENG131	3
			16

Semester 3			
Course #	Course Title	Pre-requisite	Credits
ARCH213	Arch. Design Studio -3	ARCH112	4
ARCH233	History & Theory of Arch.1	None	2
ARCH252	Building Construction	ARCH112	3
ARCH256	Computer-Aided Architectural Design - 2	ARCH150	3
GPHY171	Foundation in Physics	None	3
GSEM 100	Research Seminar	None	2
			17

Semester 4			
Course #	Course Title	Pre-requisite	Credits
ARCH214	Arch. Design Studio -4	ARCH213	5
ARCH257	Architectural Visualization	None	2
ARCH253	Structure in Architecture	ARCH252 GPHY171	3
ARCH254	Energy & Design -1	ARCH140	3
GSTA181	Introductory Statistics	None	3
			16

Semester 5			
Course #	Course Title	Pre-requisite	Credits
ARCH315	Architecture Design Studio -5	ARCH214 ARCH252	5
ARCH333	History & Theory of Architecture -2	ARCH233	2
ARCH354	Structural Integration in Architecture	ARCH253	3
ARCH353	Energy & Design -2	ARCH254	3
ARCH345	Urban Design & Landscape Architecture	None	3
GSEM201	Research, Innovation and Intellectual Property		3
			19

Semester 6			
Course #	Course Title	Pre-requisite	Credits
ARCH316	Architecture Design Studio -6	ARCH315	5
ARCH417	Architecture Design Studio -7	ARCH315 ARCH345 Good Standing	4
ARCH358	Computer-Aided Architectural Design -3	ARCH150	3
ARCH334	History & Theory of Architecture -3	ARCH333	2
	Foreign Language 1	None	2
GISL121	Islam and Civil Society	None	3
			19

Semester 7			
Course #	Course Title	Pre-requisite	Credits
ARCH418	Architecture Design Studio-8	ARCH417 ARCH354 Good Standing	5
ARCH451	Working Drawings -1	ARCH354	3
ARCH454	Mechanical, Electrical & Safety Systems	ARCH252	3
	Architecture Elective (1)	As per course	3
	Foreign Language 2	None	2
GARB161	Arabic Language*	None	3
			19

Semester 8			
Course #	Course Title	Pre-requisite	Credits
	COOP	Dept. Approval	

SUMMER	ARCH 459	Dept. Approval	2
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Semester 9			
Course #	Course Title	Pre-requisite	Credits
ARCH473	Architecture Design Studio -9: Capstone Project-1	ARCH418 Good Standing	4
ARCH458	Working Drawings - 2	ARCH451	3
ARCH452	Building Tech. & Systems	ARCH354	3
ARCH457	Professional Practice	None	3
	Architecture Elective (2)	As per course	3
	Social Structure and Global Awareness 1	None	3
			19

Semester 10			
Course #	Course Title	Pre-requisite	Credits
ARCH474	Architecture Design Studio -10: Capstone Project -2	ARCH473 Good Standing	4
ARCH450	Management of Architecture Projects	ARCH354	3
	Architecture Elective (3)	As per course	3
	Architecture Elective (4)	As per course	3
	Social Structure and Global Awareness 2	None	3
	Creative Arts and Cultural Studies	None	3
			19

As good practice, the ARCH program aligned all its courses to the SDGs to ensure that ARCH courses tackle the important aspects of sustainability, as shown in the table below. The ARCH program integrated the quality-of-life considerations into the curriculum through the alignment between the courses and SDGs in all syllabi, as shown in Table (51).

Table (51): Alignment between ARCH Courses and SDGs

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
ARCH STUDIOS	Architecture, minimum Bachelor Degree with practical experience	ARCH 120	Freehand Drawing (COLLEGE REQUIREMNT)	3	All SDGs are applicable depending on the assignment theme.	Other	Assignment: Sketching for a selected interior/exterior for a selected theme related to one of these SDGs
		ARCH 111	Architecture Design Studio - 1	5			NA
		ARCH 112	Architecture Design Studio - 2	4	11- Sustainable Cities and Communities	Project	A project about designing a residential house
		ARCH 213	Architecture Design Studio - 3	4	11- Sustainable Cities and Communities	Project	Designing a creative primary school
		ARCH 214	Architecture Design Studio - 4	5	11- Sustainable Cities and Communities	Project	Adaptive Reuse (Repurposing an existing building into a new function)
		ARCH 315	Architecture Design Studio- 5	5	11- Sustainable Cities and Communities	Project	Designing a project addressing the quality of life and well-being
		ARCH 316	Architecture Design Studio - 6	5	11- Sustainable Cities and Communities	Project	Designing a project addressing the quality of life and well-being
		ARCH 417	Architecture Design Studio - 7	4	11- Sustainable Cities and Communities	Project	Designing a project addressing the quality of life and well-being
		ARCH 418	Architecture Design Studio - 8	5	11- Sustainable Cities and Communities	Research	Students research given building typology addressing sustainability and how to apply sustainability principles in their project. This aligns with SDG 11 target 11.9. Implement Policies for Inclusion, Resource Efficiency, And Target 11.6. Reduce The Environmental Impact of Cities

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
		ARCH 473	Architecture Design studio - 9: Capstone Project -1	4	All SDGs are applicable depending on the project theme.	Project	Graduation projects could be aligned with different SDGs based on the theme of the project
		ARCH 474	Architecture Design studio - 10: Capstone Project -2	4	All SDGs are applicable depending on the project theme.	Project	Graduation projects could be aligned with different SDGs based on the theme of the project
Digital Modelling Studios	Advanced Software	ARCH 150	Computer-Aided Architectural Design -1	3	9- Industry Innovation and Infrastructure	Project	Using digital tools (AutoCAD) to enhance the students' capabilities to produce architecture drawings (9.8. Universal Access to Information and Communications Technology)
		ARCH 256	Computer-Aided Architectural Design -2	3	9- Industry Innovation and Infrastructure	Project	BIM Project. The students use digital tools for Building Information Modelling - BIM, such as Autodesk Revit. BIM tools are based on understanding and applying targets of SDG 9, such as: 9.1. Develop Sustainable, Resilient, And Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, and 9.8. Universal Access to Information and Communications Technology.
		ARCH 257	Architectural Visualization	2	9- Industry Innovation and Infrastructure	Poster	Poster Using AI. Students are introduced to new technologies of Artificial Intelligence applications in Architecture - AI, which opens new visions for Sustainable Architecture Education in the age of AI. This aligns with 9.8. Universal Access to Information and Communications Technology.
		ARCH 358	Computer-Aided Architectural Design -3	3	9- Industry Innovation and Infrastructure	Project	Smart Building Skins Fabrication. Students are taught new computational design and fabrication applications technologies in Architecture, which opens new visions for Sustainable Design and Build Education. This aligns with SDG 9, target 9.8. Universal Access To Information and Communications Technology.

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
History and Theory Courses	Architecture	ARCH 233	History & Theory of Architecture -1	2	11- Sustainable Cities and Communities	Other	SDG 11.4: Protect the World's Cultural and Natural Heritage: Raising awareness about architectural heritage.
		ARCH 333	History & Theory of Architecture -2	2	11- Sustainable Cities and Communities	Other	SDG 11.4: Protect the World's Cultural and Natural Heritage: Raising awareness about architectural heritage.
		ARCH 334	History & Theory of Architecture -3	2	11- Sustainable Cities and Communities	Other	SDG 11.4: Protect the World's Cultural and Natural Heritage: Raising awareness about architectural and cultural heritage.
Building Construction and Building Technologies Courses	Building Construction and Building Technologies	ARCH 253	Structure in Architecture	3	9- Industry Innovation and Infrastructure	Project	SDG 9, such as: 9.1. Develop Sustainable, Resilient, and Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, And 9.8. Universal Access to Information and Communications Technology.
		ARCH 252	Building Construction	3	9- Industry Innovation and Infrastructure	Project	SDG 9, such as: 9.1. Develop Sustainable, Resilient, and Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, And 9.8. Universal Access to Information and Communications Technology.
		ARCH 354	Structural Integration in Architecture	3	9- Industry Innovation and Infrastructure	Project	SDG 9, such as: 9.1. Develop Sustainable, Resilient, and Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, And 9.8. Universal Access to Information and Communications Technology.
		ARCH 452	Building Technology & Systems	3	9- Industry Innovation and Infrastructure	Project	BIM Project. The students use digital tools for Building Information Modelling - BIM, such as Autodesk Revit. BIM tools are based on understanding and applying targets of SDG 9, such as: 9.1. Develop Sustainable, Resilient, and Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, And 9.8. Universal Access to Information and Communications Technology.

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
		ARCH 451	Working Drawings -1	3	9- Industry Innovation and Infrastructure	Project	BIM Project. The students use digital tools for Building Information Modelling - BIM, such as Autodesk Revit. BIM tools are based on understanding and applying targets of SDG 9, such as: 9.1. Develop Sustainable, Resilient, and Inclusive Infrastructures, 9.4. Upgrade All Industries and Infrastructures for Sustainability, And 9.8. Universal Access to Information and Communications Technology.
		ARCH 458	Working Drawings -2	3	9- Industry Innovation and Infrastructure	Project	BIM Project. The students use digital tools for Building Information Modelling - BIM, such as Autodesk Revit. BIM tools are based on understanding and applying targets of SDG 9, such as: 9.1. Develop Sustainable, Resilient, And Inclusive Infrastructures, 9.4. Upgrade All Industries And Infrastructures For Sustainability, And 9.8. Universal Access To Information And Communications Technology.
		ARCH 454	Mechanical, Electrical & Safety Systems	3	6- Clean Water and Sanitation	Poster	Assignment: Designing the clean water to a building.
Urban Design	Urban Design	ARCH 345	Urban Design & Landscape Architecture	3	11- Sustainable Cities and Communities	Project	Designing vibrant public places that contribute to sense of community and sociability.
Environmental Design Courses	Architecture	ARCH 140	Architecture, Culture & Environment	3	11- Sustainable Cities and Communities	Project	SDG 11.3: Inclusive and Sustainable Urbanization - Universal Design Project.
					13- Climate Action	Other	SDG 13.3: Build Knowledge and Capacity to Meet Climate Change - Exam.
		ARCH 254	Energy & Design -1	3	7- Affordable and Clean Energy	Research	A research about renewable energy.
		ARCH 353	Energy & Design -2	3	13- Climate Action	Project	Designing for better adaptation for passive strategies and measures in buildings.
Arch Practice Courses	Architecture	ARCH 457	Professional Practice	3	4- Quality Education	Research	Raising awareness about professional practice and building regulations
		ARCH 450	Management of Architecture Projects	3	11- Sustainable Cities and Communities	Project	11.9. Implement Policies For Inclusion, Resource Efficiency
		ARCH 459	Internship	3	8- Decent Work and Economic Growth	Other	Business Plan and career planning

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
	As per course	PHO 161	Photography	3	All SDGs are applicable depending on the project theme.	Other	Assignment could be aligned with different SDGs based on the theme of the assignment.
		ARCH 360	Architectural Education & Practice	3	4- Quality Education	Other	Raising awareness about professional practice and building regulations
		ARCH 362	Saudi Traditional Architecture	3	11- Sustainable Cities and Communities	Other	SDG 11.4: Protect the Worlds Cultural and Natural Heritage: Raising awareness about architectural heritage.
		ARCH 363	Psychology & Sociology in Design	3	11- Sustainable Cities and Communities	Research	Highly considering human psychological needs in design process
		ARCH 260	Lighting & Acoustics Principles	3	11- Sustainable Cities and Communities	Poster	Designing smart lighting plans for residential unit
		ARCH 366	Advanced Computer-Aided Design	3	9- Industry Innovation and Infrastructure	Project	Smart Building Skins Fabrication. Students are taught new computational design and fabrication applications technologies in Architecture, which opens new visions for Sustainable Design and Build Education. This aligns with This aligns with SDG 9, target 9.8. Universal Access To Information And Communications Technology.
		ARCH 368	Special Topics in Architecture	3	All SDGs are applicable depending on the project theme.	Project	Projects could be aligned with different SDGs based on the theme of the project
		ARCH 460	New Trends in Architecture	3	All SDGs are applicable depending on the project theme.	Project	Projects could be aligned with different SDGs based on the theme of the project
		ARCH 461	City Planning	3	11- Sustainable Cities and Communities	Research	Research about topic related to the principles of sustainable cities.
		ARCH 462	Urban Conservation	3	11- Sustainable Cities and Communities	Research	SDG 11.4: Protect the Worlds Cultural and Natural Heritage: Raising awareness about architectural heritage.
		ARCH 464	Introduction to Interior Design	3	11- Sustainable Cities and Communities	Research	Research about green materials in indoor environments.
		ARCH 465	Introduction to Real Estate	3	11- Sustainable Cities and Communities	Research	
		ARCH 466	Introduction to Building Economics	3	11- Sustainable Cities and Communities	Research	

Program Specialization Area	Faculty Specialization	Course Number	Course Name	Credits /Course	SDGs	Activity	Activity Description
		ARCH 467	Advanced Housing & Economics	3	11- Sustainable Cities and Communities	Project	Designing residential projects that align with the Vision 2030 to create sustainable communities
		ARCH 468	Advanced Building Skin & Tectonics	3	13- Climate Action	Research	13.3 Improve education, awareness-raising, and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning
		ARCH 469	Smart Cities	3	11- Sustainable Cities and Communities	Research	Integrate smart technologies and the Internet of Things in designing buildings and cities
		ARCH 560	History of Islamic Architecture	3	11- Sustainable Cities and Communities	Other	SDG 11.4: Protect the World's Cultural and Natural Heritage: Raising awareness about architectural heritage.

CREDIT HOURS DEFINITION AND CALCULATION

Effat University’s educational programs are based on a credit hour system and are completely aligned with the National Qualifications Framework (NQF). Credit hours represent the total engagement time, in class or out-of-class, required to acquire the learning outcomes of the course or the program. In line with the international standards, a credit hour is defined as the total amount of work needed in the classroom, in-person or online, and outside the classroom, per week, for a semester of fifteen weeks to achieve the desired learning outcome of the specified course. The out-of-class work is the total coursework needed to be completed outside the classroom, including tasks and activities such as discussions, study, research, assignments, homework, internship or studio sessions, to achieve the desired level of learning. A credit hour typically consists of:

- One contact hour per week with direct interaction with the teaching staff in the classroom for 15 weeks.
- A minimum of 2 hours per week of out-of-class work for 15 weeks.

Additionally, a ‘contact hour’ refers to the time a student spends in direct interaction with the teaching staff, whether in-person or online, and typically amounts to 50 minutes per real-time session.

Therefore, a 1 credit hour earned at Effat University can adhere to one of the following structures, depending on the nature of the course: Lecture only (1,0,1), Lecture and practicum (1,1,1) or practicum only (0, 2,1), where the first digit represents the Lecture hours, the second represents the practicum hours, and the third represents the total credit hours. The table below provides the total amount of time, per week and per semester, related to each 1 credit hour structure. Table (52) explains the 1 Credit Hour total Coursework Time, and Table (53) explains the 3 Credit Hour total Coursework Time.

Table (52) explains the 1 Credit Hour total Coursework Time

1 Credit Hour total Coursework Time							
Credit hour structure	Class time in Number of Hours		Lab Time in Number of Hours		Out of class time in Number of Hours		Total Time per semester
	Per week	For 15 weeks	Per week	For 15 weeks	Per week	For 15 weeks	
Lecture only (1,0,1)	1 hour	15 hours	0	0	2 hours	30 hours	45 hours
Lecture and Practicum (1,1,1)	1 hour	15 hours	1 hour	15 hours	2 hours	30 hours	60 hours
Practicum Only (0,2,1)	0	0	2 hours	30 hours	2 hours	30 hours	60 hours

Table (53) explains the 1 Credit Hour total Coursework Time

3 Credit Hours total Coursework Time							
Credit hour structure	Class time in Number of Hours		Lab Time in Number of Hours		Out of class time in Number of Hours		Total Time per semester
	Per week	For 15 weeks	Per week	For 15 weeks	Per week	For 15 weeks	
Lecture only (3,0,3)	3 hours	45 hours	0	0	6 hours	90 hours	135 hours
Lecture and Practicum (2,2,3)	2 hours	30 hours	2 hours	30 hours	6 hours	90 hours	150 hours
Practicum Only (0,6,3)	0 hours	0 hours	6 hours	90 hours	6 hours	90 hours	180 hours

It is also worth mentioning that the grading system as sated in Article 37, as it appears in the *By Laws for Undergraduate Study and Examination and Implementation Rules for Effat University* (https://issuu.com/effatuniversity/docs/undergraduate_bylaws_2024_english) (**Appendix 37**), states clearly the methodology of calculating the grades that each student earns in a course. This can be shown in the following fig. (28).

Article 37

The general estimate of the cumulative average when a student graduates based on his cumulative average is as follows:

Level	Out of 5.00	Out of 4.00
Excellent	5.00-4.50	4.00-3.50
Very Good	3.75-less than 4.50	2.75-less than 3.50
Good	2.75-less than 3.75	1.75-less than 2.75
Pass	2.00-less than 2.75	1.00-less than 1.75

Fig. (28): Article 37 of the Examination bylaws stating the methodology of grading

Article 39 states the methodology of assigning the honors and distinction as shown in fig. (29)

Article 39

Honors:

1. First honors will be granted to graduating students who achieve a cumulative GPA of 5.00 - 4.75 (out of 5.00) or 3.75 4.00 - (out of 4.00). Second honors will be granted to graduating students who achieve a cumulative GPA of 4.25 - less than 4.75 (out of 5.00) or 3.25 - less than 3.75 (out of 4.00).
2. In order to be eligible for the first or the second honors the student:
 - a) Must not have failed in any course at the university she/he is currently attending or any other.
 - b) Must have completed all graduation requirements within a period of duration ranging between the maximum and minimum limits for completing the program of study in a college.
 - c) Must have completed %60 or more of the graduation requirements at the university from which she/he graduates.

Fig. (29): Article 39 of the Examination Bylaws states the methodology of assigning honors and distinctions to students.

Article 41 states the minimum requirements for graduation that necessitates students attain at least a cumulative GPA of 2.0, as shown in Fig. (30).

Article 41

A student graduates after successfully completing the graduation requirements in accordance with an approved academic plan, provided her/his cumulative GPA is not less than what is specified by the University Council, and in any case is not less than 'pass.

Fig. (30): Article 41 stating the minimum graduation requirements



PART TWO (II): Section 3- EVALUATION OF PREPARATORY EDUCATION

II.3 Evaluation of Preparatory Education

Effat University is open to applicants from all qualified high school graduates and transfer students from universities recognized by the Saudi Ministry of Education. The Admission to the Architecture program follows As mentioned earlier, Effat University's general admission criteria in accordance with Article 11 of the *ByLaws for Undergraduate Study and Examination and Implementation Rules for Effat University* (https://issuu.com/effatuniversity/docs/undergraduate_bylaws_2024_english), in conjunction with additional ARCH requirements to ensure that applicants possess the necessary skills and aptitude for the field. As published on Effat University website, below are the admission requirements for the Architecture program:

Admissions			
High-School Percentage		Qudurat *(SAT)	Math
Science Section 80%	Art Section 80%	65%	Cut-Score 60%
One of the Following Placement Tests			Additional Department Requirement
iBT TOEFL 53	LNQT 162	IELTS 5.5	Interview Required

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If the applicant does not meet the English level requirement, he/she will be enrolled in **Effat English Academy** (EEA) before enrolling in the Architecture program. The EEA offers English language learning program called Foundation Program. The Foundation Program is composed of eight levels. The foundation level is decided based on the students' results of the placement test and the interview with the admission selection committee comprised of the Department Chair, Dean of the College and a representative of the Admission and Registration Deanship.

A full description of the Foundation Program is available at the external website at:
<https://www.effatuniversity.edu.sa/English/academics/Undergraduate/CoSH/Pages/eea.aspx>

and also in the Undergraduate Course Catalog (pp. 282-297) at:
<https://www.effatuniversity.edu.sa/english/academics/catalogues/pages/default.aspx>

PART TWO (II): Section 4- PUBLIC INFORMATION

II.4.1 Statement on International Certification Degrees

The statement, found in “Appendix 6 in (2019 Conditions for NAAB International Certification)”, is included in the official web page of the program at Effat University website in the link below (NAAB International Certification) Tab, see Fig. (31).

<https://www.effatuniversity.edu.sa/English/Academics/Undergraduate/CoAD/Pages/ARCH.aspx>

Key Fact

Program name BSc Architecture Degree	Program Chair Dr. Tamer N. El Serafi
Program code ARCH	Program length 5 Years
Credit hours 163	

Quick Links

- BSc Architecture Degree
- BSc Design Degree
- BSc Cinematic Arts Degree
- Fact Sheet

Navigation: About the Program, Vision, Mission, and Goals, Educational Objectives, Learning Outcomes, Career Opportunities, Graduation Requirements, Study Plan, **NAAB International Certification**, Fact Sheet, Professional Certifications

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NAAB International Certification 2019 - 2025

Effat University, Department of Architecture has received the International Certification designation from the National Architectural Accrediting Board for the Bachelor of Science in Architecture. ICert was granted in 2019 for a term of six years

The term "International Certification" identifies a program as comparable in educational outcomes in all significant aspects to a program accredited by the NAAB in the United States and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. The designation is valid for six years beginning 1 January of the year in which the final visit (Visit 3) took place. In order to maintain the designation, the program must be visited again in the sixth year of the designation.

Schools with programs identified as International Certification are not formally "accredited" as that term is used with reference to programs in the United States and may not refer to their programs as "accredited" by the NAAB. However, students who graduate from International Certification programs are able to apply for individualized review of their credentials on an expedited basis for purposes of the Educational Evaluation Services for Architects program administered by the NAAB on behalf of the National Council of Architectural Registration Boards.

The following documents are available in the [library or other public area] and also may be downloaded from the Effat University, Department of Architecture

- [2019 Conditions for NAAB International Certification](#)
- [2019 Procedures for NAAB International Certification](#)
- [Visiting Team Report for NAAB ICert visit three](#)
- [Decision letter from NAAB, stating that ICert has been granted](#)
- [Program Self-Evaluation Report for visit three](#)

Fig. (31): Screenshot from Program Webpage Regarding NAAB ICert.

II.4.2 Access to Conditions and Procedures for NAAB International Certification

The ARCH Program provides public access on its web page on Effat University website to both 2019 Conditions and Procedures for NAAB International Certification, see Figure 19 above. The web page is accessible via the link below (NAAB International Certification) Tab:

<https://www.effatuniversity.edu.sa/english/academics/undergraduate/coad/pages/arch.aspx>



II.4.3 Access to Career Development Information

Effat's Career Counseling and Development Office (CCDO) is committed to shaping students and alumni to become leaders of the future by preparing them for future employment and graduate studies. The CCDO helps the students to gain broader exposure to opportunities beyond Effat University. Additionally, it helps students gain access to opportunities for learning and community service, with an emphasis on internships and co-op training. The CCDO maintains a database of alumni CVs, which is shared with potential employers, ensuring continuous engagement between graduates and the job market. It also helps establish the Alumni Association by hold annual events to bring all alumni together to celebrate their successes and seek their support in guiding younger graduates. More information about the CCDO can be found on the university website: [Career Counseling and Development Office | Student Life \(effatuniversity.edu.sa\)](https://www.effatuniversity.edu.sa)

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports

The program provides public access on its web page on Effat University website to:

- The final decision letter from the NAAB,
- The most recent Program Self-Evaluation for visit three, and
- The final edition of the most recent Visiting Team Report,

Please see Figure 19 above. The web page is accessible via the link below (NAAB International Certification) Tab:

<https://www.effatuniversity.edu.sa/english/academics/undergraduate/coad/pages/arch.aspx>

II.4.5. Admissions and Advising

Effat University is open to applicants from all qualified high school graduates and transfer students from universities recognized by the Saudi Ministry of Education. The Admission to the Architecture program follows Effat University's general admission criteria in accordance with Article 11 of the *ByLaws for Undergraduate Study and Examination and Implementation Rules for Effat University* (https://issuu.com/effatuniversity/docs/undergraduate_bylaws_2024_english), in conjunction with additional ARCH requirements to ensure that applicants possess the necessary skills and aptitude for the field. All applicants, regardless of gender or background, are treated equally. Admission decisions are based on a comprehensive review process conducted by the Admissions & Academic Standing Committee (AASC), which is headed by the University President and includes key members such as the Provost, the Dean of the College, and all other academic deans and the supportive deans including the Dean of Admission and Registration, and the Dean of Student Affairs and the Dean of Graduate Studies and Research.

As per Article 11 of the *Bylaws for Undergraduate Study and Examination and Implementation Rules*, below are Effat University general admission requirements:

Article 11

In accordance with the decisions by the Council of Universities Affairs related to the national development in addition to the reports about the supply and demand of the labor market, the University Council, following the recommendation of the Department Councils and the College Councils, decides the admission criteria and the number of accepted students in the academic year.

Implementation Rules

First: An applicant for admission to the University must fulfill the following requirements:

- a. She/he should have the general secondary certificate or its equivalent from inside or outside the Kingdom of Saudi Arabia.
- b. She/he must be of good conduct and behavior.
- c. She/he must successfully pass any examinations or personal interviews as determined by the University Council.
- d. She/he must be medically fit.
- e. She/he must obtain approval from her employer if She/he is working in the public or private sector.
- f. She/he must satisfy any other conditions the University Council may deem necessary at the time of application.
- g. Equivalency requirements must apply to applicants whose secondary school certificates are from outside the

Kingdom.

Second: After the completion of the admission examinations, the Deanship of Admissions and Registration makes a recommendation to admit the candidates who fulfilled the criteria based on the highest scores and the capacity designated by the University.

Third: After the President of the University approves the recommendation, candidates are informed accordingly.

Fourth: Admission will be canceled for candidates who have been informed of their admission but fail to report on the designated time.

Fifth: All newly admitted students are required to complete the preparatory year program before starting their undergraduate study. Students may be exempted from part or the whole program according to the implementation rules of the promotion exams.

As published on Effat University website, below are the admission requirements for the Architecture Program:

Admissions			
High-School Percentage		Qudurat *(SAT)	Math
Science Section 80%	Art Section 80%	65%	Cut-Score 60%
One of the Following Placement Tests			Additional Department Requirement
iBT TOEFL 53	LNQT 162	IELTS 5.5	Interview Required

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In addition to a minimum of 80% in high school percentage, a minimum of 60% in the Math exam, a minimum of 65% in Qudurat/SAT, TOEFL score of at least 525, an IELTS score of at least 5.5, and a LinguaSkill score of at least 162, each ARCH applicant must undergo a personal interview.

Students who have completed coursework at other institutions and who are willing to transfer to the ARCH Program at Effat University may request to transfer their credits as per Articles 23 and 24 of the *Bylaws for Undergraduate Study and Examination and Implementation Rules*. The decision to transfer to a course is approved by the Department under which the equivalent course is taught, based on the course description and a detailed syllabus provided by students from the institution they are transferring from. Transfers are discussed and approved at the Departmental Council based on the approved transfer policies. The decision is then reviewed and endorsed by the CC, the Admissions and Academic Standing Committee (AASC), and then the UC for final approval. The student is then informed by the Department Chair about the final decision. In summary,

to get a transfer of credits for any course taken outside the University, the following provisions must be met (See Fig. (32):

Article 23

The transfer of a student from outside the University may be accepted in the following conditions:

1. The student should be enrolled at a recognized national or international college/university.
2. The student must not have been dismissed from that university for disciplinary reasons.
3. The student must satisfy the transfer provisions as determined by the University Council.

Implementation Rules

All transfer applications are submitted to the Admission & Academic Standing Committee which considers the applications and ensures the following conditions:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. The student must pass all admission tests. 2. The student should have completed the Preparatory Year program in another university or have been admitted to the University as freshman student. | <ol style="list-style-type: none"> 3. If after the transfer, it is discovered that a student has been dismissed from the previous university for disciplinary reasons, the enrolment will be considered canceled as from the date of acceptance of the transfer to the university. 4. The transfer must take place in accordance with the procedures and dates announced by the University. |
|---|---|

Article 24

The College Council reviews the courses taken by the students outside the University based on the recommendations of the departments which offer equivalent courses. The courses evaluated as equivalent will be transferred to the student's record. The University Council determines the regulations of this process including the decision to calculate the transferred courses in the cumulative GPA of the student.

Implementation Rules

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. The student should have obtained grade of C or higher in the course. 2. The course is equivalent in its contents to one of the courses which are included in the Effat University degree requirements. Otherwise, it may be counted as an elective with the approval of the council of the department offering the degree program and the college council concerned. | <ol style="list-style-type: none"> 3. The grade earned by the student in the course is not included in the student's cumulative GPA. 4. Courses taken at two different institutions at the same time are not considered for transfer of credit. 5. Courses taken at another institution simultaneously while studying at Effat University (in the same semester) are not considered for transfer of credit. |
|--|--|

Fig. (32): Rules of Transfer as per Bylaws

- The student should have been enrolled at a recognized national/international college or university.
- The student must not have been dismissed from that college/university for disciplinary reasons.
- The student must satisfy the transfer provisions set by the University Council (UC).
- The student needs to have at least a grade of C in the course to be transferred.
- The content of the course to be transferred should cover at least 80% of the equivalent course taught at Effat University (EU). Otherwise, it may be considered as an elective after the approval of the DC offering the degree and CC.
- The course to be transferred needs to have the same number of credits (or more) as the equivalent course at EU.



- The grade earned by the student in the course is not included in the student's cumulative GPA.
- Courses taken at two different institutions at the same time are not considered for transfer of credit, as well as those taken simultaneously while studying at Effat University.
- The student should have a minimum of 65 credits at Effat University (25 of them in his/her major) to qualify for receiving an Effat University degree (Implementation rules in the Undergraduates Bylaws).

Further guidance is available on the website for transfer students at <https://www.effatuniversity.edu.sa/english/admissions/undergraduate/pages/transfer.aspx>

A full description of the ARCH Program (and other programs offered at the university) ([BSc Architecture Degree Program | Apply Now | Effat University](#)), the admission criteria, and information about the university and its services, as well as other useful information for prospective students and their parents, are available on Effat University's website ([Undergraduate Admissions | Regular Students](#)). Also, overseas students can review the admission processes and requirements at the University's website <https://www.effatuniversity.edu.sa/English/Admissions/overseas/Pages/default.aspx> as well as visiting and auditing students https://www.effatuniversity.edu.sa/english/admissions/undergraduate/pages/visiting_auditing.aspx

This ensures that all students, including potential applicants, are fully informed of the criteria they must meet. See ([Appendix 10: Admission, Registration, and Advising Policies](#)) and ([Appendix 11: Student Affairs Policies](#)).



PART III-PROGRESS SINCE THE PREVIOUS VISIT (applies only to ICert Visit Three and Continuation of ICert Visits)

Progress to Address Not-Met Conditions

The ARCH Program at Effat University submitted the first interim report to address the unmet conditions in November 2022 ([Appendix 68](#)). The first response received is as follows ([Appendix 69](#)) :

“The three-year interim progress report (IPR) for the Bachelor of Science in Architecture submitted by Effat University was reviewed during the April 21-22, 2023, Board of Directors meeting of the National Architectural Accreditation Board (NAAB), and they accepted the IPR as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent Visiting Team Report, but more information is needed.”

Accordingly, the ARCH Program submitted more information in the second interim report submitted in November 2023 ([Appendix 70](#)) . The response ([Appendix 71](#)) . was that:

“The Bachelor of Science in the ARCH Program at Effat University submitted additional information and was reviewed at the April 26-27, 2024, Board of Directors meeting of the National Architectural Accreditation Board (NAAB) and has accepted the additional information submitted for A.6 Fundamental Design Skills and B2. Accessibility and having demonstrated satisfactory progress towards addressing deficiencies identified in the most recent Visiting team Report. The program is required to demonstrate compliance with B.6 Comprehensive Design as part of its continuation of the International Certification visit scheduled for 2025.” The following illustrates the details of the actions taken to date and further demonstrates the steps taken towards the condition of B.6

Condition 1

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

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

See additional commentary under I.3.2 Faculty Credentials, above.

1.1. Corrective Measures

Reference to visit three team assessments that the evidence provided through the courses that were investigated earlier (i.e., 306, 408, and 572) did not reflect the fundamental design skills directly, and therefore, the program tackled these skills in ARCH 101. Accordingly, the Departmental Council has set up an action plan to study the content and restructure courses related to fundamental design skills to ensure effective changes. Accordingly, in Spring 2020, the council delegated two main experienced faculty to take over restructuring the course of ARCH 101 (Architecture Design Studio 1), as a fundamental design course. They proposed a new course content to support students with fundamental design skills prior to their engagement in designing a project. Their approach was to introduce the following design and visual communication principles in the first eight weeks of the semester: Alphabet of lines, orthographic projections, isometric, shade and shadow, working with perspective, architecture drawings, elements of design, and stages of the architecture design process. The new proposed content was given as lectures and supported with class exercises and home assignments in which students are supposed to practice design skills.

In addition, following the first eight weeks of the semester, a small-sized residential project is assigned to the students. In this stage, students are introduced to diagramming elements, relationships, issues, and principles.

The table below shows the comparison between the topics covered in the first eight weeks as delivered in the earlier course and those delivered in the revised course currently. As can be seen in the current course delivery, students start to practice diagramming skills in this stage, and this is evident in their final project submission. In the last part of the course, students apply all the design and graphic skills they acquired in this small project. The table below (54) shows the added content that is integrated into Studio 1.

Table (54): Added content that is integrated into Studio 1.

Week	Previous Content	Current Content
Week 1	Syllabus Overview • Introduction	Syllabus Overview • Introduction
Week 2	• Lecture 01: <u>2d, 3D drawings</u> • Application on 2D, 3D • Model making	Lecture 01: <u>Drawing Tools and the Alphabet of Drawing Lines</u>
Week 3	• Application on 2D, 3D and model making development	Lecture 02: <u>Orthographic Projection</u> • Application on basic orthographical projection • Apply on architectural example
Week 4	Lecture 02: <u>Orthographic Projection</u> • Application on basic orthographical projection • Apply on architectural example	Lecture 03: <u>Isometric Vs Oblique Views</u> • Apply on architectural example- part 1: Dimensional axonometric
Week 5	• Apply on architectural example- part 1: Dimensional axonometric • Apply on architectural example- part 2: Modular axonometric • Model making	Lecture 04: <u>Basics of Perspective Drawing</u> • Apply on two vanishing points perspective examples
Week 6	Lecture 03: An Architectural Plan: walls, windows, furniture and doors details • Drawings (plan)	Lecture 05: <u>Basics of Perspective Drawing (continued)</u> • Apply on two vanishing points perspective examples
Week 7	Lecture 04: An Architectural Section and Elevation • Drawings (elevation), (section). • Mid-Semester Sketch Day	Lecture 06: <u>Shade and Shadow</u> • Apply on architectural example
Week 8	Drawings (elevation, section) development & submission	Lecture 07: <u>An Architectural Plan: Walls, Windows, Furniture, and Doors Details</u> • Drawings (plan) (elevation, section) development & submission Mid-Semester Sketch Day

1.2. Results

Students' projects submitted in Spring 2021, Fall 2021, and Spring 2022 showed a major difference in terms of the design, diagramming, and graphic skills students acquired during this course.

Students' individual assignments showed a more developed focus on design and graphic skills. Six assignments were given to the students to cover: Alphabet of lines, Orthographic Projections, Isometric, Shade



and Shadow, Working with perspective, and Basics of Architecture Drawings. Samples of the added exercises and the project given in ARCH 101: Architectural Studio 1 students' work are shown in [\(Appendix 72\)](#).

NAAB Response: The program provided sufficient information to meet the requirements of this condition. Three examples of High Pass, and Minimum Pass were submitted for six drawing assignments and one studio project generated for ARCH 101 Architecture Design Studio 1. Student work samples demonstrate that each student has achieved the ability as required by A.6 Fundamental Design Skills.

2024-2025 Program Response: The ARCH Program continues to follow this same procedure which has proven successful in enhancing the Fundamental Design Skills of the ARCH students. More examples are provided in [\(Appendix 73\)](#) and to be also added to the visiting team room to illustrate this improvement to assure that this condition is met.

Condition 2

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.

Visit Three Team Assessment: Some evidence of students' understanding was found in ARCH 305 Architecture Design Studio 5, ARCH 306 Architecture Design Studio 6, as well as ARCH 571/572 Capstone Project. Students are adept at identifying accessibility standards and mapping accessible entrances and routes. However, consistent evidence of their ability to design accessible facilities was not found (such as parking spaces and furniture layouts).

Most design solutions were limited to the use of ramps. For example, student work includes renderings showing wheelchair-bound individuals, but the rendered project sites do not indicate how the individual is actively using the spaces (ref. ARCH 306). Also, in coursework, the term "accessibility" (defined as providing independent use by individuals) is often used to describe both "accessibility" and "access" (defined as a characteristic of the site, its connection to the street network, and its relationship to adjacent uses). This frequent and broad misunderstanding may contribute to the absence of the ability to design accessible facilities.

2.1. Corrective Measures

Since Fall 2020, there has been a focus on respecting the accessibility standards within all architectural design studios. For example, students in studio 5 are assigned to research the Saudi Code for Accessibility and they implement the code in their design in terms of accessible ramps, elevators, parking requirements and allocations, WC's, corridors width, etc.

In the current year (2022-2023), we are preparing for the ARCH Program review that is due every five years. In this review, it is recommended that the ARCH 240 course description, objectives, and topics be developed to cover topics related to universal design, including accessibility, that include design references and applications that ensure a safe and inclusive built environment for all individuals. This is shown in the following table (55).

Table (55): the updated description of ARCH 240/140

Course Description and Objectives of the Newly Developed Course
<p>1. Course Description</p> <p>This course is an introductory course that investigates the complex interactions between humans and their environment while emphasizing the social, cultural, environmental, and aesthetic qualities of vernacular architecture that may inform architectural design practice in the 21st century. Students will develop an awareness of issues of environmental sustainability, social responsibility, universal design, human behavior, diversity, and community.</p>
<p>2. Course Main Objectives</p>

By successfully completing this course, the student will be able to:

- Express knowledge about the environment and its relation to the essential human needs.
 - Identify the various aspects of interactions between humans and their environment.
 - Analyze the integral connection between architecture and the environment and the fact that people in the past had a more finely attuned relationship with the natural environment and their local context than we do today.
 - Investigate the qualities of vernacular architecture that may inform architectural design practice today.
 - Develop awareness to current environmental issues and their impact on architecture.
 - Examine the principles of universal design.
-

Topics added to the new developed course

Week 13: Principles of Universal Design**Week 14: Universal Design Applications**

2.2. Results

In response to the received comment regarding this deficiency, the program has provided three examples of high and minimum pass work for each student's work in the enhanced courses with high resolution. In this regard, two main examples have been presented, from ARCH 305 (Architectural Design Studio 5), ARCH 408 (Architectural Design Studio 8), and the ARCH 240 exam. In ARCH 305 and ARCH 408, the architectural drawings created by students have been annotated to indicate the accessibility systems implemented by students for both high and minimum-pass scenarios. Additionally, in ARCH 240, part B of the exam focused on evaluating students' ability to address accessibility requirements for individuals with various disabilities. Three examples of students' responses, each representing high-pass and minimum pass performance, have been provided, as shown in ([Appendix 74](#)).

NAAB Response: The program provided sufficient information to meet the requirements of this condition. The student work samples for ARCH 408 Design Studio 8 and ARCH 472 Capstone Project demonstrate student ability at the level required for compliance with criterion B.2 Accessibility. However, some of the work was generated by teams of students. From the course materials provided for these two courses, it is not possible to determine how the program assesses each student's achievement of B.2. The evidence demonstrating compliance was found in ARCH 240 Section B "Architecture, Culture & Environment" exam, which includes six questions on accessibility. More complete evidence was found in the assignments described in the syllabus and student work samples for ARCH 305 "Architecture Design Studio 5".

2024-2025 Program Response: The ARCH Program continues to follow this same procedure which has proven successful in enhancing the attainment of B2 on Accessibility. More examples are provided in ([Appendix 75](#)) and to be also added in the visiting team room during the continuation of International Certification visit to illustrate this improvement to assure that this condition is met.

Condition 3

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 required 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.9. Structural Systems

Visit Three Team Assessment: In 2018 visit, “Many elements of comprehensive design were evident in student work for ARCH 408 Architecture Design Studio 8 and ARCH 572 Capstone Project. In particular, the team notes the students’ solid work in technical documentation, environmental systems, and structural systems. However, the integration of accessibility, sustainability, life safety, and environmental systems was inconsistent across student projects presented. Graphic representation across multiple scales is not evident.” In 2019 visit, “while elements of comprehensive design were found across many projects, the ability to fully integrate all the required SPC’s across project scales was not found.”

3.1. Corrective Measures

- I. Integrated design was emphasized through lectures delivered by specialized instructors, followed by particular assignments (assignments 5 and 6) in studio 8, in which students have to show evidence of their understanding of the system integration in design, as shown in System integration has also been elaborated on in the final project submission. shows these assignments along with samples from students’ work in the final project, as shown in ([Appendix 76](#)).
- II. In Spring 2020 & Spring 2021, regardless of the pandemic and the switch to the online mode, instructors of the capstone project put more emphasis on the integration of site design, structural, environmental, and safety systems in the project. That was evident in the students’ submissions, which took the form of a booklet this semester instead of the ordinary posters. In this booklet, each student elaborated in her final submission on how she was able to integrate the following components: environmental studies and design decisions, structural systems, MEPF systems, and façade systems. An example of this booklet is shown in ([Appendix 77](#)).

3.2. Results

Capstone projects submitted in Spring 2020, and Studio 8 assignments and projects submitted in Spring 2020 & 2021 have shown integration of systems in design. The course content of Studio 8 included lectures and assignments tackling the integration subject. In Spring 2021, Studio 8 students participated in an academic competition organized by the Architecture and Design Commission, which focused on the design of public libraries that corresponded to the integrated design. Six core values were identified in the competition brief to be achieved through the submitted design solutions. These values included sustainability, innovation, livability, cultural continuity, accessibility and inclusiveness, and authenticity. The competition was a good platform for students to practice how different values can be integrated to generate one design solution. In addition, the studio instructor also emphasized the integration of structural systems, MEPF systems, and façade systems through lectures and examples for each topic. In Spring 2021, one of the students’ works was also selected to be featured in Archprix. This is a biennial competition. It forms an expanding international platform for training colleges and newly graduated, talented designers. It spotlights international trends in architecture, urbanism, and landscape architecture and brings designers together. <http://www.archiprix.org/2021/universities/saudi-arabia>. presents the assignments added in Studio 8 along with samples from students’ work. It also presents a capstone project booklet that reflects the integration of site design, structural, environmental, and safety systems in the project.

NAAB Response: The program did not provide sufficient information to meet the requirements of this condition. The student work samples provided by the program for ARCH 408 Design Studio 8 and ARCH 472 Capstone Project demonstrate student achievement at the level of ability as required by criterion B.6 Comprehensive Design. However, some of the work was generated by teams of students. From the course materials provided, it is not possible to determine how the program assesses each student’s achievement of B.6

2024-2025 Program Response: The ARCH Program continues to follow this same procedure, which has proven successful in enhancing the comprehensive Design Abilities of the students. In addition, the program has been focusing on generating all students’ work in ARCH 408 and ARCH 472 as individual work, not as group work, to help evaluate the skills for each individual in this particular SPC. This is illustrated in ([Appendix 78](#)) and will be further illustrated in all the evidence in binders of these related courses, and also in the SPCs’ evidence.



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