King Saud University
College of Architecture and Planning

NAAB Visiting Team Report
Visit Two for Substantial Equivalency

B. Arch (170 semester credit hours)

The National Architectural Accrediting Board
December 11-14, 2011

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture in the United States. The NAAB began visiting schools for determination of Substantial Equivalency in 2007.

Contents

I.   Summary of Team Findings

1.   Team Comments

This is a program that is supported strongly by the faculty. Their Dean is trained as an architect and is well positioned for the job. He has been very successful in his endeavor to obtain support for this program from the university. Through the dean's efforts, the College has been able to win several national design competitions that have brought them acclaim from many at the universities top leadership. Their success has even been acknowledged by the King of Saudi Arabia for winning one of his special projects, the redesign of the holiest mosque in the world, the Haram Mosque. This popular facility is currently being expanded from its original 7th-century form to accommodate up to 820,000 worshippers in air-conditioned comfort.

The student body is enthusiastic in its support of the program. The students feel they are being trained adequately for their future and understand what additional training in the profession is required of them before they are allowed to practice architecture as licensed professionals.

The university is appreciative of this college and what their design skills bring to the future of this university and the country. They look forward to the continued successes of this program and provide the support needed to bring this college in the level of architectural programs throughout the NAAB purview.

2.   Progress Since the Previous Site Visit

Not applicable

3.   Conditions/Criteria Well Met

A.   The current student/teacher ratio is an extremely good ratio of 1/10.

4.   Conditions/Criteria Not Substantially Equivalent

11. Administrative Structure
13.7 Collaborative Skills
13.13 Accessibility
13.19 Life Safety
13.24 Construction Cost Control

5.   Causes of Concern

II.   **Compliance with the Conditions for Accreditation for Substantial Equivalency**

1.   **Program Response to the NAAB Perspectives**

The professional degree program must respond to the interests of the collateral organizations or their local equivalents that make up the NAAB as set forth by the current edition of the NAAB Conditions for Substantial Equivalency. Each school is expected to address these interests consistent with its scholastic identity and mission. For determination of Substantial Equivalency, the relevant organizations will be unique to the institution.

1.1   **Architecture Education and the Academic Context**

The professional degree program must demonstrate that it both benefits from and contributes to its institution. In the APR, the degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the degree program in terms of intellectual resources and personnel.

SE	Not SE
[X]	[ ]

2011 Team Response: Over the last several years, a number of faculty members have served in national and regional positions that have strengthened the university's standing in the country. The college has officially been recognized as one of the top three colleges within the university, and this has positioned it very well within the academic context to grow and prosper. The college has been involved in research for years and has established a relatively new office, Research Center and Information, which is a part of the university-wide system for research that benefits both faculty and students.

1.2   **Architecture Education and Students**

The professional degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

SE	Not SE
[X]	[ ]

2011 Team Response: The students receive encouragement and support in their future roles as leaders throughout the program, starting with presentations of their work at every juncture in their native Arabic as well as English for a number of non-Arabic speaking faculty from many different countries. These abilities are expected to continue on in the profession after graduation.

1.3   **Architecture Education and Registration**

The professional degree program must demonstrate that it provides students with a sound preparation for the transition to licensure or registration. The school may choose to explain in the APR the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

SE   Not SE
[X]   [ ]

2011 Team Response: Currently, Saudi Arabia has no compulsory licensing examination or legal registration required to practice architecture in the country. The system relies on the colleges of architecture to produce qualified architects. Architecture graduates in this country are required to work for the government or for engineers for a period of four (4) years before obtaining the required documentation from engineers that is needed to become practicing architects. This is discussed often in classes, and the students understand the requirements of qualification. The College has developed a successful process to place its students in professional positions through annual job fairs and other opportunities presented to the College by professional organizations and government agencies.

1.4   **Architecture Education and the Profession**

The professional degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

SE   Not SE
[X]   [ ]

2011 Team Response: The program demonstrates this requirement in its preparation of students for travel to study in foreign countries. The students also learn this though their studies in professional practice. The changing client, regulatory demands, and an expanded knowledge base are well professed in this program. The students are familiar with cultural diversity as much as possible within their culture. As do other students around the world, they, too, push the limits of cultural diversity. Their world has an ever-expanding knowledge base that is seen in the foreign-designed architecture that is transforming their city. The capital is exploding with construction. Their country is vibrant and growing faster than most other counties today. The students have the best of materials and equipment that is seen in any other college of architecture today.

1.5   **Architecture Education and Society**

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to help address these problems with sound architecture and urban design decisions.

SE   Not SE
[X]   [ ]

2011 Team Response: The work displayed demonstrates that the college is preparing its students to fulfill the requirements of this section of this report. This is also evident in the College Vision and Mission statement as well as their long history of working with the capital city of Riyadh and surrounding communities in the manner of a living laboratory that exposes students to the unique culture and society of the Kingdom of Saudi Arabia.

2.   **Program Self-Assessment Procedures**

The professional degree program must describe its self-assessment process specifically with regard to ongoing evaluation of the program's mission statement and how it relates to the NAAB Perspectives. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning.

SE	Not SE
[X]	[ ]

2011 Team Response: The College developed an initial four surveys assessing their program objectives. From that, a structure within three levels was used to develop program outcome; course, curriculum and program. It was recognized that all three levels could not be reached consistently, but it was felt that this effort would lead to a more effective assessment of both direct and indirect tools. Exits surveys were developed for and are provided to graduating seniors. This information gathered has consistently been used to improve their program. An Alumni Day is held each year and a survey is circulated at the end of the day. In team meetings with recent graduates and seasoned professionals, it was clear that they all felt they were well prepared for entry into the work environment. The college also studies, analyzes, and investigates the market required for graduates. This helps in placement of graduates. Even more important is the required sixty (60) days of training of students in private offices or with public agencies. The subsequent surveys of these activities directly help the college verify that students have gained the education required to fulfill the satisfactory training needed to successfully enter the workforce.

3.   **Public Information**

The professional degree program must provide clear, complete, and accurate information to the public by including its catalog and promotional literature language, which explains the parameters of a professional degree program and the role and purpose of the substantial equivalency designation.

SE	Not SE
[ ]	[ ]

This condition is not applicable on a second visit before establishing substantial equivalency.

4.   **Social Equity**

The professional degree program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment to learn, teach, and work within the cultural context of the country/region in which the institution is located. The program must have a clear policy on these matters that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

SE   Not SE
[ ]   [X]

2011 Team Response: Within the cultural context of Saudi Arabia, the College does not adhere to all aspects of social equity. They do not accept females in the study of architecture or on their staff. There was evidence that the College has a history of hiring male faculty from many different countries. Those from foreign countries report that they do not receive any discrimination in their salaries.

5.   Studio Culture

The professional degree program is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

SE   Not SE
[X]   [ ]

2011 Team Response: The emphasis on studio culture is evident throughout the program. There is a strong respectful learning environment with the fundamental values of optimism, respect, sharing engagement, and innovation among all in every activity. The culture requires each student get the attention others receive, and students and faculty appreciate the values as guiding principles of professional conduct. The College has undertaken a number of extracurricular activities including weekly awareness lectures, social gatherings in the form of concerts, field visits, and other sporting and recreational activities that strengthen their studio culture.

6.   Human Resources

The professional degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

SE   Not SE
[X]   [ ]

2011 Team Response: This mature program is sufficiently supported by the university and is staffed adequately to provide the best degree program possible at this time. The Dean has the time and authority to guide the program. He skillfully coordinates the necessary time for university, community and national meetings as well as the political activities required of his position. The Chairman actively manages the day-to-day activities of faculty and students. The faculty/student ratio of 1/10 is very good and is even better when part-time teaching staff and teaching assistants are taken to account. Virtually all faculty hold Ph.D. or doctorate degrees from North American and European universities. All of them were conversant in English. The faculty's teaching load allows them time for research, which they are encouraged to do.

7.   **Human Resource Development**

The professional degree program must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

SE   Not SE
[X]   [ ]

2011 Team Response: The university's published policies and procedures cover all aspects of the institution that apply to students, staff, and faculty.

8.   **Physical Resources**

The professional degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space.

SE   Not SE
[X]   [ ]

2011 Team Response: There is substantial evidence that this College has been provided the physical resources appropriate for a professional degree program. The three floors of space are very adequate for teaching and future growth. The College feels that it is the best-equipped school in the county. They have invested in the latest state-of-the-art equipment and facilities, The University Rector, in a meeting with the team, indicated that this program was one of the best three colleges in the university. Because of this success, the College enjoys an excellent relationship with and support from the Rector.

9.   **Information Resources**

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29 or the local/national equivalent, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution or main campus. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

The architectural librarian and, if appropriate, the professional in charge of visual resources collections must prepare a self-assessment demonstrating the adequacy of the library.

	SE	Not SE
	[X]	[ ]

This College is a mature program with a long history. The architecture library was begun in 1985 as a reading room that was populated with books by faculty and some donated periodicals. Its holdings have grown to a collection of 6,000 books in both Arabic and English. Many subscriptions are evident and government reports were significant. The library is now documenting its old 8-track tapes of previous lectures into digital format. Their collection of city maps from different communities around the country is extensive and stored in flat files for easy access. They have developed a collection of student final projects that is now being used by students to study previous work. In the team's review of the university main library it was observed that it too has a collection of architecture books. Because of the distance from the architecture building, the program is encouraged to develop a plan to address this matter.

10.   Financial Resources

A professional degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

	SE	Not SE
	[X]	[ ]

2011 Team Response: The College is well financed and supported by the administration. Along with other professional colleges in the university, it receives all the financial support needed to meet the requirements of accreditation. The Saudi King Abdullah bin Abdul Aziz's desire is for King Saud University to be recognized as one of the best institutions of higher learning in the world. Because of the College's recent wins of two national architectural competitions, it has gained the respect and full support of the king and the university administration. Their support is equal to other departments within the college. The faculty recently received salary raises, and all were very thankful for this.

11.   Administrative Structure

The professional degree program must be, or be part of, an institution accredited/validated/recognized by a regional accrediting agency for higher education or otherwise by the federal authority on higher and post-secondary education. The degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for substantial equivalency.

	SE	Not SE
	[ ]	[X]

2011 Team Response: Because this is an overseas institution seeking substantial equivalency, this is not applicable at this time.

12.   Professional Degrees and Curriculum

For substantial equivalency, the NAAB requires professional degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a

U.S. institution. This includes a curricular requirement that substantial equivalency degree programs must include general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- *General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least 45 credit hours (45 credits is comparable to 1.5 years of study), or the quarter-hour equivalent, that must be outside architectural studies either as general studies or as electives with other than architectural content.*

  This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement. At least 20% of the credits in the professional architecture degree must be outside architectural studies either as general studies or as electives with other than architectural content.

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

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

	Met	Not SE
	[X]	[ ]

13.   Student Performance Criteria

The professional degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1   Speaking and Writing Skills

Ability to read, write, listen, and speak effectively (in the language of the country in which the program is located)

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: In the visiting team's interactions with students in formal meetings and studio reviews and in informal settings, it was apparent that most students were very capable in verbal communication in English.

Most of the course dossiers presented for team review had either no student outcomes or outcomes only in Arabic. We were unable to fully assess their English writing skills. Upon request, the visiting team was supplied with students' outcomes in ENGL 140 and ENGL 150 as well as the Learning, Thinking & Research course (CI 140) with ample evidence of ability for communication in writing.

13.2   Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The SPC Matrix shows that this criterion is met through communication (CI 140) and math (MATH 140) courses in the preparatory (first) year as well as in the third year statistics (STAT 324) course offered outside the college and in the computer skills course in the department. The visiting team has witnessed evidence of relatively effective critical thinking skills in the design studio outcomes in the curriculum.

13.3   Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: This program requires that students take ARCH 254 Freehand Drawing and ARCH 255 Graphic Skills in their first year. They are not allowed to use computers until after their fourth semester. Even then they develop their studio work in freehand drawings and continue to refine the work using computer software programs. In these as well as in design studio outcomes, the team has been able to discern that students possessed a prudent level of ability to formally convey their design ideas graphically.

13.4   Research Skills

Ability to gather, assess, record, and apply relevant information in architectural course work

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The visiting team has noted that there is ample evidence in course and studio outcomes to conclude that the curriculum is capable of initiating, nurturing, and developing abilities in students to gather, assess, record, and apply relevant information in architectural course work.

13.5   Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: Student work produced in the architecture design studios (ARCH 250 and ARCH 260) in the second year and the urban design course (ARCH 353) and studio (ARCH 360) in the third year of the curriculum demonstrated that students possessed prudent understanding of the fundamentals of visual perception and the principles and systems of order that inform design. The application of these skills in the advanced years was clearly apparent.

13.6   Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The visiting team noted that students possessed an acquired ability to use basic architectural principles in the design of buildings, interior spaces, and sites in architecture design studios (particularly in ARCH 250 and ARCH 260) and in computer skills (ARCH 355), Landscape (ARCH 269), and urban design (ARCH 360) courses.

13.7   Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

	SE	Not SE
	[ ]	[X]

2011 Team Assessment: The visiting team was not able to find any evidence of interdisciplinary collaboration in the course offerings and thus in the student work presented. There were also no student outcomes from collaborative teamwork within the curriculum.

13.8   National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design, and urban design, including the vernacular tradition

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The visiting team noted that many history and theory courses (ARCH 268 and ARCH 368), technical courses (ARCH 350 and ARCH 361), and architecture and urban design studios (ARCH 350 and ARCH 360) conveyed a deep understanding of national traditions and the local regional heritage and vernacular tradition. Furthermore the visiting team believes that the newly established Prince Sultan Bin Salman Chair for Architectural Heritage, as a research realm in the College, will further the work evident in this realm. However the visiting team noted that the influence of this understanding was relatively weakly demonstrated in the advanced design studios.

13.9   Historical Traditions

Understanding of the full range of canons and traditions in Western and non-Western architecture, landscape, and urban design (both ancient and modern), as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The visiting team noted that the level of understanding of Western and non-Western architecture, landscape, and urban design traditions as developed in the history and theory courses (ARCH 268 and ARCH 368) was relatively weak but present compared with the findings for SPC 13.8 National and Regional Traditions.

13.10   Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: Many architecture and urban design projects that came out of the second and third year studios as well as student work produced in the history and theory courses at these years of the curriculum had evidence that students possessed the ability to incorporate relevant precedents into architecture and urban design projects. However, this ability was not thoroughly evident in the more advanced studios.

13.11   Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: In particular, the team noted that the content of and student outcomes from the "Man and Built Environment" course (ARCH 361) was effective in demonstrating a prudent understanding of the relationship between human behavior and the physical environment by the students. This area is also effectively covered in several other courses and design studios such as ARCH 269 and ARCH 360.

13.12   Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: It is clear to the visiting team that the students in this program are well aware of different cultures, and their diverse needs, values, behavioral norms, physical qualities, as well as social and spatial patterns are different from their own. In advanced years of the curriculum many students attend architecture studies abroad in countries such as France, Italy, Germany, Turkey, and Malaysia and appreciate this diversity.

13.13   Accessibility

Ability to design both site and building to accommodate individuals with varying physical and cognitive abilities

SE	Not SE
[ ]	[X]

2011 Team Assessment: The visiting team was unable to find any evidence in course and studio outcomes that showed that students in the program were aware of the accessibility requirements found and enforced in Western societies, and thus none of these norms and requirements were incorporated in their work. In meetings with local practitioners, the visiting team learned that the country has no legislation similar to the ADA in the U.S., save for a limited number of caveats currently used in the issuance of building permits.

13.14   Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

SE	Not SE
[X]	[ ]

2011 Team Assessment: There is a course and a design studio in the third year of the curriculum (ARCH 351 and ARCH 350, respectively) that incorporates sustainable design in content and requirements. In upper level studios principles of sustainable design are central to teaching and learning.

13.15   Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

SE	Not SE
[X]	[ ]

2011 Team Assessment: It is not until the latter part of the curriculum (second semester of the third year) that program preparation is formally introduced in design studio (ARCH 360). However, there was ample evidence of precedent studies in courses and design studios up to this stage. In upper level studios, and in particular the Graduation Project studios, program preparation is a significant undertaking.

13.16   Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

SE   Not SE
[X]   [ ]

2011 Team Assessment: Site conditions are particularly addressed in three specific courses (ARCH 269, SE 251 and ARCH 350) and course files for each have included student outcomes that demonstrated students' ability to respond to natural and built site characteristics in architectural design.

13.17   Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

SE   Not SE
[X]   [ ]

2011 Team Assessment: The curriculum includes a set of structures courses, mostly in the latter part of the curriculum, that addresses this SPC. The student outcomes the visiting team was exposed to contained evidence that the students had developed a conceptual and intuitive sense of these systems.

13.18   Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems; energy use; all integrated with the building envelope

SE   Not SE
[X]   [ ]

2011 Team Assessment: The third architecture design studio (ARCH 350) and concurrently offered Environmental Control course (ARCH 351) deal with environmental systems and require demonstration of an understanding in this area. Studio outcomes and course files have ample evidence to attest to this understanding.

13.19   Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

SE   Not SE
[ ]   [X]

2011 Team Assessment: This SPC is not addressed until the second semester of the fourth year in the curriculum, but many studio outcomes did not demonstrate that students had the understanding of the critical nature of this SPC. The program is encouraged to find curricular means with which Life Safety can be introduced earlier in the program, because the visiting team noted deficiencies in students' outcomes regarding this SPC, particularly in door swings and egress.

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13.20   Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

SE   Not SE
[X]   [ ]

2011 Team Assessment: Similar to SPC 13.19 Life-Safety, this criterion is not addressed until the second semester of the fourth year in the curriculum, except at introductory level in Environmental Control and Building Construction1 courses (ARCH 351 and ARCH 357 respectively) as well as in the third year design studio (ARCH 350). However, student outcomes of the studios in the advanced years demonstrated that the understanding of building envelope systems was effective in their project proposals.

13.21   Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

SE   Not SE
[X]   [ ]

2011 Team Assessment: This SPC is not addressed until the second semester of the fourth year in the curriculum, except at introductory level in Environmental Control and Building Construction1 course (ARCH 351 and ARCH 357, respectively). However, studio outcomes of the advanced studios demonstrated that the students possessed this understanding and were applying it in their proposals.

13.22   Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems; building envelope systems; environmental systems; life-safety systems; and building service systems into building design

SE   Not SE
[X]   [ ]

2011 Team Assessment: This SPC is addressed in the second semester of the fourth year in the curriculum, except at introductory level in Environmental Control and Building Construction1 course (ARCH 351 and ARCH 357, respectively). Student outcomes from advanced studios demonstrated that the students were able to use the ability developed in the earlier courses effectively.

13.23   Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

SE   Not SE
[X]   [ ]

2011 Team Assessment: This SPC is addressed in the second semester of the fourth year in the curriculum, but at an introductory level in Building Materials and Building Construction1 course (ARCH 266 and ARCH 357, respectively). However, the visiting team noted that the student outcomes from advanced studios demonstrated a prudent understanding of this criterion.

13.24   Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

SE   Not SE

[ ]   [X]

2011 Team Assessment: This SPC is not addressed until the second semester of the fourth year in the curriculum, except peripherally in the Building Materials Building Construction1 course (ARCH 357). However the visiting team was unable to find evidence that there is any (or some) understanding of this criterion in any of the studio outcomes.

13.25   Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

SE   Not SE
[X]   [ ]

2011 Team Assessment: The visiting team noted that this SPC was satisfied in design studios in a manner commensurate with the level in the curriculum..

13.26   Client Role in Architecture

Understanding of the responsibility of the architect to elicit, to understand, and to resolve the needs of the client, owner, and user

SE   Not SE
[X]   [ ]

2011 Team Assessment: The visiting team noted that the studio outcomes demonstrated understanding of the client role. In particular the Urban Design studio (ARCH 350) outcomes were found to be exemplary.

13.27   Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections, building assemblies, and the principles of sustainability

SE   Not SE
[X]   [ ]

important
2011 Team Assessment: Student outcomes from ARCH 434 Graduation Project 1 and ARCH 491 Graduation Project 2 in the fifth year of the curriculum demonstrated students' ability to produce a comprehensive architectural project.

13.28   Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

SE   Not SE
[X]   [ ]

2011 Team Assessment: This SPC is addressed in a pair of courses (ARCH 425 Project Management and ARCH 491 Professional Practice) in the last year of the curriculum. The visiting

team noted that the student outcomes from these courses demonstrated a prudent understanding of this criterion.

13.29   Professional Registration

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of architects and clients

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: Saudi Arabia being outside NCARB jurisdiction, this SPC may not be relevant for substantial equivalency of the degree granted by this institution. But the team felt like the program does accomplish this goal within the standards for professional practice in Saudi Arabia. Please refer to the team's comments explaining the professional requirements in section II. 1. 1.3.

13.30   Architectural Practice

Understanding of the basic principles and legal aspects of practice within the context of the country in which graduates may practice architecture. This includes organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration; as well as an understanding of trends that affect practice such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: Similar to SPC 13.28 Architect's Administrative Roles, this SPC is addressed in a pair of courses (ARCH 425 Project Management and ARCH 491 Professional Practice) in the last year of the curriculum. The visiting team noted that the student outcomes from these courses demonstrated a prudent understanding of this criterion.

13.31   Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: The visiting team noted that students demonstrated a prudent understanding of the architect's role in providing design and construction leadership at levels commensurate with the year they were in the program.

13.32   Legal Responsibilities

Understanding of the architect's responsibility as determined by local registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

	SE	Not SE
	[X]	[ ]

2011 Team Assessment: This SPC is particularly addressed in ARCH 357 Building legislation course, and outcomes in this course demonstrated that students had an understanding of architects' legal responsibilities

13.33   Ethics and Professional Judgment

Understanding of ethical issues involved in the formation of professional judgment in architectural design and practice

SE   Not SE
[X]   [ ]

2011 Team Assessment: It is the visiting team's judgment that the overall curriculum facilitates the student to develop a prudent understanding of the ethical issues involved architectural design and practice.

III.   Appendices

Appendix A: Program Information

1.   History and Description of the Institution

 Abdulaziz Al-Saud who was proclaimed King in 1932, laid the foundations for modernizing his Kingdom, when he established an educational system in response to the educational and professional needs of a young nation. King Saud University remains loyal to the Arab and Muslim cultures that have made Saudi Arabia such a unique nation. The University holds dear all human values, where faith and reason inspire the truth and goodness, which are prerequisites for the pursuit of knowledge. It is committed to the highest standards of academics and research, and strives to maintain an open, ethical and caring community that promotes honesty, integrity, respect, fairness, trust, civility and diversity. King Saud University possesses an educational culture that emphasizes intellectual vitality, academic freedom, and the extension of its services and prosperity to benefit the local, national and regional communities.

Prince Fahd, the first Minister of Education who would eventually become the Saudi King himself, announced the establishment of the first Saudi University to be the most prominent house of culture and sciences and be worthy of a country where the light of Islamic faith and civilization emanated. King Saud University, the Kingdom‟s pioneer institute of higher education, was subsequently opened in Riyadh in 1957. His Majesty‟s immediate concern was to build this Saudi university with all its colleges, institutes and laboratories according to the highest of standards. Since that time, King Saud University has gone through many stages of developments and its administrative organization has developed and adapted according to the diverse needs and expanding role of the nation.

King Saud University was established in order to: "Disseminate and promote knowledge in our kingdom for widening the base of scientific and literary study, keeping abreast with other nations in the arts and sciences and for contributing with them discovery and invention", in addition to reviving Islamic civilization and articulate its benefits and glories, along with its ambitions to nurture the young virtuously and to guarantee their healthy minds and ethics."

In 1961-62, women were admitted into the College of Arts and College of Public Administration. The education of females continued both at the undergraduate and post graduate levels, mostly under the Humanities Department and Department of Science and Medical Studies, in two separate women's campuses.

By Royal Decree (1961), King Saud University was granted independent status with its own budget, and the Minister of Education was appointed the Rector of King Saud University, while the administrative positions of Vice Rector and Secretary General were established and each College and institute was required to have a Dean, a Vice-Dean, and a university Council. Control over the Colleges of Engineering and Education, having been under the Ministry of Education in cooperation with UNESCO, is assumed by the University in 1965.

The present King, HRH King Abdullah bin AbdulAziz Al-Saud, The Custodian of the Two Holy Mosques, gives his utmost priority in developing education for the people of the kingdom. Since his accession to the throne 6 years ago, the number of universities in its various stages of completion, has tripled from 8 to 24 and well spread out in the kingdom. For the current year HRH King Abdullah allocated 150 billion SAR for education, of which 9 billion SAR is designated for King Saud University.

According to the Times Higher Education – QS World University ranking, King Saud University is recognized as the top university in the Arab world, and one of the best 300 universities in the world.

The Institute of Higher Education of Shanghai Jiao Tong University lists King Saud University (KSU) as one of the top 400 universities in the world, in its 2010 Academic Ranking of World Universities (ARWU).

Also according to the Webometric research completed by the Conseco Superior de Investigatigaciones (CSIC), King Saud University ranks first in the Arab world and 18th among all Asian universities and the 164th worldwide with regard to visibility and impact.

In 1967, the Architecture Program was founded under the umbrella of the College of Engineering as one of its departments, to become the first academic institution for architectural education in the Arabian Peninsula. In 1984, the College of Architecture and Planning was established and the Department of Architecture moved into these new facilities, and becomes independent from the College of Engineering. King Saud University continues to expand its campus and continues to establish new colleges while developing facilities to link-up its research centers with related industries.

The language of instruction is Arabic. However, all students at King Saud University are required to complete sixteen credit hours of English Language in the ENGLISH 140 & 150 courses of the Preparatory Year.

1.2 Institutional Mission
The following text is from the official mission statement of King Saud University adopted 2010.

Vision:

To be a world-class university and a leader in developing Saudi Arabia‟s knowledge economy.

Mission:
To provide students with a quality education, conduct valuable research, serve the national and international societies and contribute to Saudi Arabia‟s knowledge economy through learning, creativity, use of current and developing technologies and an effective international partnership.

Values:

Based on our Islamic and traditional cultural values, we strive for:

- **Quality and Excellence**

- **Leadership and Teamwork**

  We are committed to promoting individual and institutional leadership roles, which drive social development, professionalism, responsibility, and innovation. Collaboration and cooperation are recognized as necessary means of attaining excellence.

- **Freedom of Inquiry**

  Rigorous and honest intellectual exploration is fundamental to our academic traditions, and reflected in every facet of scholarship at King Saud University.

- **Fairness and Integrity**

  We abide by the principles of social justice, equal opportunity and cultural diversity, holding members of our community to the highest standards of honesty, respect, and professional ethics.

- **Transparency and Accountability**

  We are committed to openly placing our scholarly ideas and works for society and scholars to judge. In our pursuit of excellence, we hold everybody in our community accountable for respecting and upholding our values in all forms of their scholarly activities.

- **Lifelong Learning**

  We are committed to lifelong learning inside and outside the KSU community, ensuring continued intellectual growth and welfare of society.

Strategic Objectives:

1. Establish excellence in all fields of scholarship and research;
2. Maintain a distinctive faculty possessing the highest credentials and abilities;
3. Provide graduate students with the best education and opportunities that will enhance their knowledge, skills and relevant experience.
4. Building bridges locally, nationally and internationally;
5. Provide a supportive learning environment for faculty, staff and students;
6. Ensuring a sustainable environment for the pursuit of excellence;
7. Establishing flexibility and accountability.

1.3 College History:
In 1967, the Department of Architecture and Building Sciences was founded as a department in the College of Engineering. King Saud University became the pioneering academic institution for architectural education in the Arabian Peninsula. The department continued to develop and expand in terms of student population and faculty members, as well as the development of study programs. In 1977 (1397H), a special committee of experts in the field of Architecture and Planning was formed to seek and develop an academic program for an independent College of Architecture and Planning. However, in a Supreme Declaration No 7/2061/m that was issued on 2/4/1984 (30/06/1404), the College of Architecture and Planning was hence established as an independent college within the University. The special committee of experts accomplished its mission and its report was approved by the University Council on 4/4/1984 (03/07/140H).In 20/01/1985 (29/04/1405H),in its first session, the University Council issued a decree to change the college's name to the College of Architecture and Planning, and the Department of Architecture and Building Sciences as one of its departments.
In its 44 years of existence, the College of Architecture and Planning has played an important role in architectural education in the Kingdom of Saudi Arabia.

College Mission:
Provide distinguished education and creative research to serve the profession and society in the field of the built environment.

College Vision:
Achieve worldwide eminence in developing knowledge the field of built environment.

Proposed Strategic Objectives
1. Quality and distinction in the fields of Architectural and Planning education.
2. Enhance the qualifications and abilities of graduates.
3. Achieve an educational environment conducive to learning.
4. Enhance the abilities of academic cadre.
5. Develop an efficient administrative system.
6. Achieve partnership with the society.

Proposed Values:
1. Creativity.
2. Quality.
3. Distinction.
4. Honesty.
5. Leadership.
6. Group work.
7. Professional ethics.

STRATEGIC PLAN OBJECTIVES
A. Quality and distinction in Architectural and Planning education

- Develop common curricula for Academic Departments (Urban Design)
- Participation by Faculty in professional practice
- Academic accreditation of Academic Departments
- Keep abreast with developments in modern learning techniques
- Host distinguished experts and visiting professors
- Recruit distinguished Faculty

B. Enhance the qualifications and abilities of graduates.
- Education accreditation for programs.
- International training programs.
- Academic programs
- Emphasis on learning and research skills for students.

C. Achieve an educational environment conducive to learning
- Utilize space in the College building for the educational process
- Fit out the library, labs and studios with modern installations
- Host specialized exhibitions and hold symposia and workshops

D. Enhance the abilities of academic cadre
-Multiplicity in the faculty expertise
- Participate in professional competitions

- Participation by Faculty in professional practice
- Recruit distinguished Faculty
- Encourage Faculty to attend workshops for skill development

E. Develop an efficient administrative system.
- Enhance the qualifications of administrative staff through training programs
- Programs for incentives and promotion
- Achieve ISO standards

F. Achieve partnership with the society
- Participate in the Deans Council GCC
- Participation by Faculty in professional practice
- "Al-Umran Saudi Association" Headquarters and members of Board
- Establish College Advisory Board
- Cooperation Agreements with institution in the society
- Secondment (sic) of faculty members and Consultations
- Jury of projects and feasibility studies

1.4 Program Background
The architectural program was initiated and designed from a survey done by a committee that reviewed the architectural programs in the United States and came up with the architectural program for King Saud University. Being the pioneer school of architecture in the Arabian Peninsula and in the Gulf region, its graduates represent the leading generation of architects and planners who participated in the establishment of a number of schools and colleges of architecture in the Kingdom and in the Gulf Region.

In the program of Architecture and Building Sciences, there are 50 faculty members (Professors, Associate Professors and Assistant Professors) who are holders of PhD degrees in architecture from prestigious world universities. They all participated in securing several research projects and grants to the department in particular, and to the college in general. A number of them were delegated to governmental and private institutions to assist in the national development and serving the society.

The Architecture and Building Sciences Program awards the Bachelor of Architecture Degree upon successful completion of 170 credit hours in its study plan, and two months of field training. The program also offers a Master of Architecture program (30 credit hours), as well as a Doctor of Philosophy degree program (16 credit hours).

- Since the program was initiated, the Bachelor of Architecture program at KSU was continuous over 5 year duration, which is the internationally accepted norm for architectural education, with an additional period of office experience.

-In the current period, the Bachelor of Architecture program at KSU still has duration of 5 years, but the first year is a foundation year in which the student takes courses of university requirement and basic communication skills and the architectural courses are distributed in the following 4 years.

The architectural program has specialized units that support the study programs and student and faculty work, these units may be classified as follows:

A- Research and Documentation Centre: this includes a research center, consulting unit, housing unit, information and documentation unit and an architecture and building science research station.

B- Laboratories and workshops: These include design studios, computer-assisted design and drawing labs, photographic lab, structure lab, building materials and construction lab, an acoustic, light and thermal lab, an environment and transportation studies lab, a model making workshop, and a virtual reality lab.

C- College Learning Research Center (CLRC): The college library contains about 8000 books and journals. This library is supported and connected electronically with the University central library.

VISION

The Department of Architecture and Building Sciences should be the reference for implementation of contemporary methods of architectural education, professional practice and research for community service. As a leading program of architectural education in the Kingdom and the region, the Department of Architecture and Building Sciences adopts an educational strategy based on the following:

- Keeping abreast with advances in the age of information and knowledge. This is achieved through introduction and use of computer technology in the educational process, and training students and staff to use such technology.

- Keeping abreast with advances in the field of building technology. This is made through the maintaining the relation between academic qualification of the graduate and the advancements in the building industry.

- Maintaining the values of Saudi culture and community traditions through preserving the natural environment and architectural heritage. This is achieved by student gaining skills of analysis, and deduction of the needs of Saudi community.

MISSION:

Being a distinguished architectural school of thought respecting the values and principles of Islam, the department is seeking the leadership role in the field of architectural education in the region. The department seeks to provide the appropriate environment for learning and research, as well as advanced resources to serve the community and promote indigenous contemporary architecture.

OBJECTIVES:
Through the vision and mission of the department, a number of objectives can be identified. These are:

First: General objectives:
- Strengthen and preserve Islamic values and the ethics of architectural profession within the students.
- Help promote the standard of Saudi built-environment.
- Provide students with high levels of knowledge and professional skills in all areas of architecture and building science.
- Link architectural education and scientific research to professional practice and building industry sectors.

Second: Academic plan objectives:

A. Graduate qualified architects, both professionally and academically, who possess the following skills and abilities:
- **Creativity**: in research, programming, design, and skill in contemporary architectural and urban expression.

- **Originality**: in preserving the cultural and architectural heritage and the local natural environment.

- **Adaptability and Development**: the ability to keep abreast with developments in this age of information and the adaptive use of new technology.

- **Leadership**: excel in decision making during the various stages of design and the management and supervision of construction and urban projects, and the ability to resolve contemporary professional issues.

B. Undertake research and studies in the field of development of architecture, building industry and urban environment.

C. Offer professional architectural services to various institutions of the society.

The department has adopted four concepts which will eventually promote implementation of the academic plan and raise the standard of its graduates. These are:

First: Flexibility in the educational system: This is important to cope with fast advancements in this age of information and communication, as well as future technologies.

Second: Emphasis on concept of quality assurance and excellence in learning, and ensure a balance

Third: Develop ingenuity and creativity in education by emphasizing positive concepts of education and positive response to contents of courses.

Fourth: Strengthen and refine our existing curriculum to more effectively integrate and link the various components while simultaneously nurturing ongoing innovation and a pluralism of perspective in studio and classroom.

1.5 Program Self-Assessment

The architecture program has conducted a continuous self-assessment to ensure that the department goals are met in order to raise the standards of its graduates taking into consideration the four concepts stated above.

1.5.1 Strengths and Accomplishment

Based on the Self-Assessment evaluation the program has attained strengths which resulted in the achievement of a better educational environment. These strengths are illustrated as follows:

a) The program is the oldest and the leading architecture program in the region.

The program of Architecture and Building Sciences was the first program in the Arabian Peninsula and the Gulf Region. Its graduates represent the leading generation of architects and planners who participated in establishing schools and colleges of architecture in both the Kingdom of Saudi Arabia and the Gulf Region. The Program graduates are now undertaking top positions in their fields at both government and private sectors.

b) The program has advanced physical resources:

The education environment and facilities in the new college building, with its ample spaces and infrastructure such as students working stations in the studios, class rooms, laboratories, workshops, reading rooms and research center, are furnished with advanced technological facilities which generally satisfy the specification standards for achieving an optimum educational environment.

c) Faculty members and teaching staff

The number of faculty members and teaching assistants and their ratio to students, as well as the scope of their specialization, is excellent compared to similar programs at both national and regional levels. In

recent years a tangible improvement in the number of students admitted coupled with the growth in the number of teaching staff maintained the staff/student ratio at 1:10 to 1:12 which is considerably high compared to International standards. Moreover, faculty members and teaching assistances are characterized by diversity in specialization, professional and cultural backgrounds with different schools of thoughts.

a) Supportive Financial Resources:

The program is highly supported financially by the University. This can be illustrated in terms of faculty hiring, furnishing studios and labs with the latest technological facilities, inviting visiting professors from abroad and supporting the training program for the students to different countries each summer. The training program includes Italy, Germany, Turkey, France and Malaysia.

Also, the program has its own means of raising funds from different sources, first; projects and consultancy services, second; from institutions that have strong relations with the architecture program; third, from the academic and research center whereby the program has two chairs for research, one in Housing and the other in Architectural Heritage.

e) The program has a strong connection and contribution in Community:

The program's contribution to society is through a number of activities. The Architecture and Building Sciences department is the founder of the Al-Umran Saudi Association and, in addition, supports the Saudi Council of Engineers. Moreover, a number of its senior faculty members are delegated or seconded to leading governmental and private institutions, and participate in the development of the society.

The program played a pronounced role in the design and setup of exhibitions at various levels at the University. The program has participated successfully and played its mission in serving the local and regional community. It has participated and won the first prize in two main international competitions, the first was the design of a group of hotels in Medina and the second competition was the Grand expansion of the Holy Mosque by King Abdullah bin Abdulaziz in Mecca. The department has also participated in many other competitions and most of the faculties also work as consultants for both private and public agencies.

The program has also participated in serving the community through its research center which encourages faculty members to serve the community by their research contributions in different areas of the Kingdom development. Research activities are mainly concentrated in indigenous architecture, urbanism and affordable housing.

f) The Program has remarkable Connections with Local and Regional and International institutions:

The program has connection with local, regional and international institutions. Faculties from other architectural programs inside the Kingdom of Saudi Arabia and the Gulf Region universities are invited to attend our school juries and vice versa. Visiting professors are also invited from Europe and US for up to three weeks giving lectures, attending design studios' and reviewing the program. The program initiated and supports student's professional training programs both inside the Kingdom and abroad. Training programs to Germany, Turkey, France, Malaysia and Italy are being conducted every summer to give students international experience and enhance their scope of thinking.

g) Strong Administrative Structure & Support

The architectural program has a strong administrative structure in the form of board of the Council headed by the chairman of the program headed by the Dean of the College, and three vice deans,

academic affairs, administrative affairs and development and quality, they all are headed by the board of the College Council. The program has also a strong support and linkage with the Deanship and the Rector of the University. Upgrading the quality and performance of the program is one of the strong attentions of both the college and university administrations.

h) Attending Conferences and Meetings:
The program encourages faculty members to attend conferences and meetings at local, regional and international levels without discrimination between native and expatriate staff. They all are financially supported equally to attend conference.

Also, the program has organized a number of seminars, workshops and symposiums. A number of international conferences were organized successfully and the last one was organized in January, 2010 titled Technology and Sustainability in Architecture. The conference was a successful international gathering.

1.5.2 Challenges & Plans for Future Directions
a) In preparation to face future challenges, a permanent self-evaluation committee was set-up to continuously monitor and assess the development of the program.

b) Setting up of documentation center for documentation of information and updating data to serve the process of evaluation and modernization.

c) Setting out a strategic plan to upgrade the educational resources in the program.

d) Adopting a plan to allow the program to appoint qualified supporting staff, both technical and administrative.

e) Consolidate the cooperation and community participation programs by developing the policies and methodologies of education in the department.

f) Promote the professional performance of teaching staff by providing avenues for professional practice to acquire technical skills.

g) Link the scientific research policies with the requirements of the community development.

h) Communicate with similar departments, both within and outside the Kingdom, in the field of scientific research and support the idea of 'local research'.

i) Maintaining high standards of teaching for the students.

j) Gaining recognition and Substantial Equivalency from the National Architecture Accrediting Board, (NAAB), to keep the architectural program at King Saud University as the leading program in the region.

k) Continue strengthening the cooperation and connection with both national and international architecture programs.

Appendix B: The Visiting Team

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Appendix C: Visit Agenda

ITINERARY FOR NAAB VISIT 2

Saturday, December 10
7:30 PM   Dr. Fadan Dr. Amer to Airport to welcome the team
                             and drive them to Faisalia Hotel

Sunday, December 11

8:00 AM   Pickup from the Hotel

9:00 AM   Introductory meeting with the chairman of the
                             Program

9:30 AM   Introductory meeting with Dean of the College of
                             Architecture and Planning.

10:00 AM   Tour with the Dean and Chairman in the college studios
                             and labs

11:00 AM   Introductory meeting with Rector of the University

12:00 PM   Lunch in the University Restaurant

2:00 PM   Meeting with the faculty members of the Department of Architecture

3:00 PM   NAAB TEAM OFFICE (The Exhibition Room)

5:00 PM   To the Hotel

8:00 PM   Dinner in the Globe with the Dean, Vice Deans, Chairman, Accreditation
                             Committee.

Monday, December 12

8:00 AM   Pickup from the Hotel

9:00 AM   NAAB TEAM OFFICE (The Exhibition Room)

11.00 AM   Visit to the College Library and University Library
                             (Prof. Mohamed Alhosian)

12:00 PM   Lunch in the University Restaurant

1:00 PM   Meeting with the Students

2:00 PM   NAAB TEAM OFFICE (The Exhibition Room)

5:00 PM   To the Hotel

Tuesday, December 13

8:00 AM   Pickup from the Hotel

9:00 AM   NAAB TEAM OFFICE (The Exhibition Room)

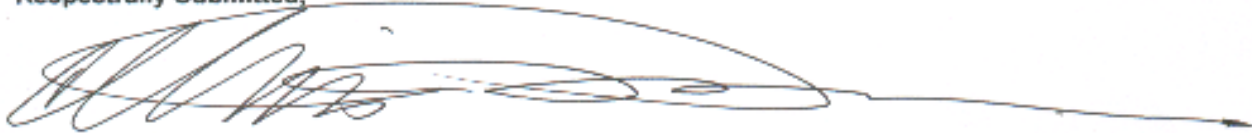| 12:00 PM	Lunch in the University Restaurant
1:00 PM	Meeting with Alumni
2:00 PM	Meeting with Professionals
3:00 PM	Team Office (The Exhibition Room)
5:00 PM	To the Hotel
8:00 PM	Dinner with Dean and faculty members - Saudi Traditional Food

Wednesday, December 14

8:00 AM	Pickup from the Hotel
9:00 AM	Exit meeting with the Chairman
9:30 AM	Exit meeting with the Dean
10:30 AM	Exit meeting with the Rector of the University
8.00 PM	Dinner with Vice Rector, Dean, and Chairman

Thursday, December 15

10:00 AM	A tour in the Traditional City of Riyadh (Museum and market)
2:00 PM	Lunch to be arranged
3.00 PM	To the hotel
7.15 PM	To the airport to take off at 9.05PM to Dubai

IV.   **Report Signatures**

Respectfully Submitted,

Morris Brown
Team chair

Fatih Rifki
Team member