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**PROGRAM SELF-EVALUATION REPORT**

**The Program of Architecture at King Saud University**

***Submitted to the National Architectural Accrediting Board (NAAB) for***

***the Renewal of the Substantial Equivalency for the Architecture Program***

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| --- | --- |
| **Rector of the University:** | **Email rectoroffice@ksu.edu.sa** |
| **Prof. Dr. Badran AlOmar** | **Tel. +966114677580** |
|  |  |
| **Program Administrator:** | **Email aalthabt@ksu.edu.sa** |
| **Dr. Abdullah Althabt** | **Tel. +966554911108** |
| **Dean, College of Architecture and Planning** |  |
|  |  |
| **Chief of the Academic Unit:** | **Email tassan@ksu.edu.sa** |
| **Dr. AbdulRahman AlTassan** | **Tel +966503116200** |
| **Vice Dean for Development and quality** |  |
|  |  |
| **Program Chair:** | **Email mkotbi@ksu.edu.sa** |
| **Dr. Mohammad Kotbi** | **Tel +966583733332** |
| **Chair, Department of Architecture**  **and Building Sciences** |  |

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**PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

**PART ONE (I): SECTION 1—IDENTITY AND SELF-ASSESSMENT**

I.1.1 History and Mission:

I.1.1.1. King Saud University in Perspective

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. Originally called Riyadh University, it was renamed King Saud University on its 25th Anniversary, in 1982. 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 development 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, was 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 7 years ago, the number of universities in its various stages of completion, has tripled from 8 to more than 40 universities 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 200 universities in the world.

The Institute of Higher Education of Shanghai Jiao Tong University lists King Saud University (KSU) as one of the top 261 universities in the world, in its 2011 Academic Ranking of World Universities (ARWU).

Also according to the Webometric research completed by the Conseco Superior de Investigatiga ciones (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.

Institutional Vision, Mission, and Values

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 effective international partnerships.

Values:

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

* Quality and Excellence

We hold our values according to extremely high standards, honoring lofty ambitions and the pursuit of excellence through a commitment to the rigorous intellectual standards in teaching, learning and innovation.

* 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. Build bridges locally, nationally and internationally;
5. Provide a supportive learning environment for faculty, staff and students;
6. Ensure a sustainable environment for the pursuit of excellence;
7. Establish flexibility and accountability.

I.1.1.2. College of Architecture and Planning in Perspective:

In 1977, a special committee of experts in the field of Architecture and Planning was formed to seek and develop a truly independent academic College for Architecture. The studies made by this special committee of experts finally completed the mission and its report was approved by the University Council on 16/4/1983 (03/07/1403H). In a Supreme Declaration No 7/2061/m that was issued on 2/4/1984 (30/06/1404H), the College, was established as an independent college within the University. Hence, in 1984, the College of Architecture was created as an autonomous body and it was relocated in the present new facilities and becomes independent of the College of Engineering. In its first session on 20/01/1985 (29/04/1405H), the University Council issued a decree to change the college's name to the College of Architecture and Planning, with the Department of Architecture and Building Sciences as one of its departments. In its 50 years of existence, the College of Architecture and Planning has played an important role in architectural education in the Kingdom of Saudi Arabia.

The College of Architecture and Planning in general and the Department of Architecture and Building Sciences in particular contribute substantially to the University. Over the last several years members of the faculty are serving or have served as Vice Minister of Instructions and Education; Under Secretary of the Ministry of Municipal and Rural Affairs; Chancellor and Vice-Chancellor of Prince Sultan University; Formerly Dean of King Abdullah Institute for Research and Consultation Studies; Former Dean for Admission and Registration at King Saud University ; Former Director of Projects and Maintenance Department, at King Saud University, but now seconded for senior post at King Abdullah for His Parents Organization for Housing; and Vice-Chancellor in-charge of the Department of projects and Maintenance at King Saud University.

On the other hand, the College and the Department have benefited and enjoyed greatly from the patronage, visions and commitments of the leadership of the institution and the country. The leadership of the Kingdom through the Ministry of Education has developed new and expansive plans for the role of higher education as the transforming institution to develop the intellectual capital and human resources of the country to develop the new knowledge-based economy.

Vision:

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

Mission:

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

Values:

1. Creativity.
2. Quality.
3. Distinction.
4. Honesty.
5. Leadership.
6. Group work.

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.
7. Professional ethics.

I.1.1.3. Program of Architecture and Building Sciences in Perspective:

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.

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. The aim is to educate the young population in order to serve in nation building. 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.

Academically, the Program of Architecture and Building Sciences specializes in the educational discourse pertaining to issues of physical development for the community and the society at large and formulate general solutions in the areas of Architecture, building science and built environment. In addition, it also worked as expert advisor or service provider to the community, in conjunction with several government bodies, on various community projects with success. The program also collaborates with international organizations and institutions through its foreign internship programs, providing students places for practical training experiences in three (3) continents - Europe, America & (South-East-) Asia.

The Program awards the Bachelor of Architecture Degree upon successful completion of 170 credit hours in its study plan, and two months of summer training course. 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 its initiation, the program runs on the basis of 5-year duration, which is the internationally accepted norm for architectural education, with an additional period of office experience. Currently, the program is still extended over 5 years, but the first year is a foundation year in which the student takes courses of university requirements and basic communication skills while the architectural courses are distributed over 4 years thereafter.

In the program, there are 55 faculty members (Professors, Associate Professors, and Assistant Professors and lecturers) of whom 51 gained PhD in architecture from prestigious world universities. They all participated in securing several research projects and grants to the program 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 program has specialized units that support the study programs and student and faculty work these units may be classified as follows:

1. Research and Documentation Center: this includes a research center, consulting unit, housing unit, information and documentation unit and an architecture and building science research station.
2. 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.
3. College Learning Resources Center (CLRC): The college library contains about 8000 books and journals. This library is supported and connected electronically with the University central library.

Vision:

Leading program of architectural education in the Kingdom and the region.

Mission:

Providing and developing Architectural education, research and professional practice within Building and sustaining cultural/environmental dimensions, keeping abreast with technological development, maintaining a global intellectual dialogue and exchange expertise with world academic and professional centers of excellence.

The mission explicitly establishes the direction of the general aims towards sustainability of cultural, environmental and technological goals of the department, which are suited to Saudi culture, environment and community values and beliefs. Furthermore, the mission responds to the Strategic Plan of the college that is formulated in accordance with the University Strategic Plan 2030.

Objectives:

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.

Academic Objectives:

1. 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.

1. Undertake research and studies in the field of development of architecture, building industry and urban environment.
2. Offer professional architectural services to various institutions of the society.

Long-term Plan Objectives:

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 between quality and quantity in architectural education.

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.

I.1.2. Learning Culture

The Program 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 achieved through 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 focusing on the needs of the Saudi community.

This Program awards the graduates with a Bachelor of Architecture Degree upon successful completion of 170 credit hours in its study plan, including two months of summer 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).

Currently, the program extends over 5 years, the first is a foundation year in which the student takes courses of university requirements and basic communication skills, and the architectural courses are distributed over 4 years thereafter. At the preparatory year, students are required to take a total of 14 courses with a total of 43 credit hours, as university requirements. These University-wide courses provide shared learning experiences for all students. The courses are taught by faculty from multiple disciplines and are intended to show the clear relationships among multiple disciplinary areas of knowledge. These shared learning experiences continue into the first four semesters of the architecture and planning study plan where both architecture and planning students take 62 credit hours of common college required courses.

At the same time, students also take courses offered by the College of Engineering. Courses from Civil Engineering discipline are SE251 (General Surveying), CE265 (Structural Analysis), and CE378 (Reinforced Concrete). Other courses include ME339 (Mechanical Installations) offered by the Department of Mechanical engineering and PHYS105 (Physics), MATH140 and MATH150 (Mathematics 1 and 2). Also, the architecture students study STAT324 (Statistics 1) offered by the College of Science. In addition to this formal academic relationship, many of the faculty members of these colleges maintain close working relationships and personal ties to architecture faculty members.

Additionally, the program of architecture at King Saud University has specialized units that support the educational process:

1. Research and Documentation Center: This includes a Research Center, Consulting Unit, Housing Unit, Information and Documentation Unit, and an Architecture and Building Sciences Research Station.
2. 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.
3. College Learning Resources Center (CLRC): The college library contains more than 8,000 books and journals. This library is supported and connected electronically with the University Central Library.

The Program has also developed the learning culture through activities and actions such as the followings:

1- The program participated, jointly with the College of Engineering at King Saud University, in the international competition of “Solar Decathlon Middle East 2018”, which was held in Dubai, the United Arab of Emirates. 20 of the selected projects are to be built in one-to-one scale forming an urban community. This experience has prepared students to accept other opinions of the multidisciplinary teams. The project that was submitted by King Saud University team was one of the projects that have been selected to be built in the solar urban community.

2- The students also participated with their design projects in the workshop that was operated by Zaha Hadid Office, and which was held at King Abdullah Research Center, Riyadh. The workshop was organized jointly between the architectural programs at Dar Aluloom University and Prince Sultan University, Riyadh.

3-The program of architecture gives a great attention to the importance of the sites visits. The students of various design studios and technical courses have conducted several visits to various sites in Riyadh, where students can be introduced to the reality of the architectural profession and the related Industry. In 2016-17 visits to heritage sites included Al Daraya old Mosques and the Riyadh National Museum. Also, students in design 5 and design 7 visited projects with high-rise buildings: King Abdullah Financial District in Riyadh, which represents the state-of-the-art technology in the building industry. Several other visits were arranged for students of different design levels to conduct site surveys and analysis, including the sites under construction for real detailing of components and construction methods under the supervision of construction and engineering faculty members of the program.

4- Since 2013, KSU Architecture Program has been organizing bi-weekly lectures series in which faculty members and professionals are invited to give lectures in the college lecture hall. The students attend these lectures to get exposed to different thoughts of academic and professional experiences which develop their understanding and help in preparing them to be professional architects that can successfully satisfy the market’s needs.

5- The College also participates in the yearly career week that is organized collectively by the University. These events host various professional organizations from different disciplines such as Architecture, Engineering, Real Estate, etc. thus allowing students to explore and identify job opportunities and market needs.

The program of architecture strives to provide an environment of respect and open dialogue to assist a positive learning culture for its students and faculty. Central to this environment is the encouragement of divergent views and explorations of a numerous of perspectives to produce socially and culturally responsive design resolution. Much of these activities take place within the studio, which makes it crucial that the program revisits its Studio Culture Policy periodically. The current version for the learning culture driven by the faculty, student participation was encouraged. The Studio Culture Policy which addresses a major aspect of the learning environment has been available and been posted in the entire studios.

I.1.2.1. Studio Culture

The program of Architecture has emphasized on this issue, where the Department Chair Dr. Mohammad Kotbi and Prof. Elsayed Amer, the head of the accreditation committee, have given a series of lectures with all the students, talking about the ethics, principles, conditions, and rules of the studio culture. They gave lectures about the students-to-students relationships, student-to-faculty relationships and the role of each in the studio. The studio culture policy is based on mutual respect whatever the gender, culture, color, religion, and physical abilities. The studio culture encourages students how to think in a creative manner, using the advanced techniques, but without ignoring the environmental and cultural understanding of the society.

The studio culture was based on the following considerations:

1. The design studio is based on the fact that instructors are not suppose to impose ideas on students, but developing their way of thinking to help students to form their architectural personality.
2. The NAAB Committee in the program conductes a regular review visits to all studio designs, at least twice during the semester, to ensure that the studio culture policy is well applied inside the studio, as one of the important objectives of the committee, in addition to applying the NAAB Student Performance Criteria (SPCs).
3. The students are required to respect the work environmnet inside the studio and use all facilities avaiable in the program such as model making and digital laboratories.
4. The students must demonstrate their visual and verbal communication skills throughout the design progress with critical thinking and group discussions with professional attitude.
5. The students must respect the design deliverables in qualitative and quantitative terms with consistency of submission formats.
6. Any plagiarism of design works will be disregarded with student warning of academic dismissal process according to the University Regulations.
7. Behavioral aspects of students must be fully respected by all studio attendants for proper descipline and set up atmosphere of the studio environment.

I.1.2.2. Student Clubs

King Saud University (KSU) encourages its students to join one of the student clubs such as the Reading Club, Graduate Club, Theater Club, Disabled People Club, Entrepreneurs Club...etc. Students, therefore, participate in some of the activities offered by such clubs in the University. These activities, which can be both on-campus or off-campus, are extracurricular that students pursue beside their normal courses of study.

College of Architecture and Planning (CAP) motivates students to take part in some of the activities organized and managed by its Student Clubs. The CAP’s Student Clubs have a vision which states ‘excellence and leadership in student activities and services’. Their mission is to ‘provide outstanding activities so that graduate students are armed with high skills and able to compete aggressively, locally and internationally, through the provision of high quality and constructive activities. Their aim is to ‘achieve quality in all services and activities’. The importance of such clubs is to stimulate the talents of students and hence assist those talented students to proceed in what they are good at. The membership of Student Clubs at the CAP is limited to students.

There are four active clubs in the CAP:

* Departmental Clubs: There are two Departments in the CAP. Each Department is represented by a club. The two specialised clubs are: Architecture Students Club and Planning Students Club.
* Cultural and Social Club.
* Sports Club.

In recent years, the CAP Student Clubs have been recognized for their creativity and innovative activities offered to the college students. The clubs have achieved a number of rewards at the university level. They were in the top three positions of the University Best Student Clubs. Even though students in the CAP are constantly preoccupied by their course works, Student Clubs have been very active. They are enthusiastically providing a variety of short, but creative and effective activities, which kept students involved in these clubs. Furthermore, some activities are directed towards community services. Another great achievement of the Student Clubs in the CAP is publishing a biannual magazine, presenting the best student projects in both departments: Architecture and Building Sciences, and Planning. Examples of the published student’s magazines will be available in the team room.

I.1.3. Social Equity

King Saud University was founded on the principle of the Islamic traditional and cultural values that uphold fairness and integrity in all aspects of life and in social requirements. This principle forms the basic constitution of the University and Colleges. This includes upholding the principles of social justice, equal opportunity,cultural diversity, honesty, respect, as well as professional ethics. Everyone in the College has the same equal opportunities as well as their rightful obligations. In practical terms, the College develops and delivers its policy and programs that support cultural diversity, ethno/racial diversity, physical ability, creed, and participation, in the life, work, and mission of the College.

Employment equity is reflected in the diverse ethno/racial composition in the college at all levels and disciplines. Distribution of incentives is equally offered regardless of nationality, origin, or mother tongue. All faculty members and staff are given wages based on the standard National Policy that is applicable for all government institutions without any kind of discrimination throughout the Kingdom. The table below shows breakdown of College Teaching Staff, Architects, Technicians and General Office Staff by nationality.

|  |  |  |
| --- | --- | --- |
| **Employee Category** | **Saudi National** | **International** |
| Faculty Members | 33 | 22 |
| Teaching Assistants | 45 | 5 |
| Architects | 3 | - |
| Technicians | - | 2 |
| General Office Staff | 42 | 5 |
| Total | 128 | 34 |

The College abides by the “Students’ Rights” policy which established the rights of all students to get fair conduct in education and admissions. The College accepts international students from different parts of the World and admits students with physical disabilities. Male and female students are given equal opportunities and facilities at King Saud University. This can be seen by building a large ‘women-only’ campus, which shows a clear indication of the social equity aspect.

Additionally, at the beginning of 2018, the Architecture program at KSU has initiated and started a Master and PhD programs for female students. These programs are based on the orientation of the National Policy for girls education. This is also one of the decisions to improve the social equity in the Architecture program at KSU.

At the national level, late King Abdullah bin AbdulAziz, has built a new campus for the Princess Noura University, which is the largest ‘women-only’ university in the world. Almost all cities in the Kingdom have a university specially designed for female students, such as Effat University, Dar Alhikmah University, as well as Princess Noura University. These institutions provide professional educational programs for the women of Saudi Arabia. Other universities have also been established for female and male students.

However, King Saud University, as a community of scholars, is committed to the elimination of discrimination in education and the provision of equal opportunity in education. In compliance with kingdom laws and regulation, we do not discriminate on the basis of age, color, disability, gender identity or expression, marital status, national origin, race, religion, gender, sexual orientation, or expert status in any of our policies, procedures, or practices. This non-discrimination policy covers admission and access to, and treatment, in all programs and activities, including but not limited to, academic admissions, financial aid, educational services and employment.

The Department of Architecture initiated Master and Ph.D. Programs for female students. Currently, female students are being lectured in the college of Architecture and Planning, which is a strong indication that the social equity condition has been achieved in our Architecture program. Establishing a new undergraduate program of Architecture for female has been discussed and approved in both the Department Council and the College Council and a proposed building has been assigned.

I.1.4. Defining Perspectives

1.1.4.1. Collaboration and Leadership

Currently, faculty members include senior architects and firm principals are participating in teaching in program of Architecture. In addition to architects, the program of Architecture and Building Sciences also employs mechanical engineers, structural engineers, and project managers as faculty members. The program also invites practitioners to attend the juries and pin-ups of the design studios projects. The breadth of expertise and disciplines represented by those faculty members and guest critics brings a deeper understanding and appreciation to our students with the diverse and collaborative skills and respect the associated disciplines. This combination results in a balance of theoretical, technical, professional, and creative knowledge. Students are prepared for careers in Architecture and a wide assortment of other design or construction-related professions. Such a collaborative multidisciplinary approach provides opportunities for architecture students to broaden their understanding of the profession, accept the other opinions, work successfully in a working team, develop acute awareness of the interaction and interrelationship of associated disciplines, and encourage students to advance their knowledge through a lifetime practice and research.

The College of Architecture and Planning at King Saud University consists of two departments, the Department of Architecture and Building Sciences and the Department of Planning. The former offers the Bachelor of Architecture, while the latter offers the Bachelor of Planning. During the 5-year study plan, architecture students, through required courses and individual electives, take full advantage of academic and other links between the Architecture program and Planning program as well as other programs in the University. As an example of such collaboration, faculty members from the Planning program are participating in teaching our architecture students in one of the design studios, Design 4, producing projects of collaborative skills.

The Riyadh Techno Valley (RTV) is one of the contributions of King Saud University in building partnership with the public and private sectors in the area of knowledge economics. These investments have been clearly identified by the leadership of King Saud University and these expanded missions and goals must be reflected throughout every academic program. The College of Architecture and Planning has been engaged in professional and research efforts for years and has established a relatively new office for Research Center and Information that is a part of the university wide system for research. Therefore, it is clear that King Saud University has made a major investment in this new expanded academic and research mission. The College of Architecture and Planning has been officially recognized as one of the top three colleges within the university and architectural education is positioned very well within the academic context to grow and prosper.

It is worth mentioning, that the Program of Architecture and Building Sciences values its historic role as an incubator of individual leaders and group movements for the betterment of both Arab and Islamic communities. As the Department continues to strive for excellency, it is mindful of several core values which are derived from its enduring historic mission. These core values, in conjunction with the King Saud University vision and mission, are the foundation and motivation for the Program. These values also inform our perspectives on collaboration and leadership, professional opportunities, environmental stewardship, and community and social responsibility.

1.1.4.2. Design

Design thinking processes are introduced to first-year students and continually reinforced throughout the whole program. It is a critical component of architectural study as it presents various sets of related ideas that forecast, illustrate, and express the relationships between factors that influence and support the appropriate design decision-making process outcomes. The faculty members are continuously re-examining the meaning of design as it relates to architectural education at King Saud University. We also view our approach to design as undividable from construction, fabrication, finance, aesthetics, and culture.

The location of the University in the capital city of Riyadh is ideal for attracting guest critics, lecturers, and adjunct faculty. These professionals, both practitioners and academics, possess a wide range of professional experience and disciplines. Guest critics for student final presentations include practicing architects, landscape architects, town planners, historic preservationists, structural engineers, and interior designers. Each year, local architects are invited to the lecture series to highlight regional architecture. Those practitioners also serve as design studio critics. Professionals and practitioners are also invited on the par time basis, to participate in the design studios and some of the theoretical courses to transfer the sense of the markets needs to our students in order to help them to decide their career opportunities for the markets demands. Also, based on the necessity of the interaction with the practical experience and from the participation in the community services, design studies teachers are oriented to give the students projects with real sites and real programs, within the national development plan. Moreover, the clients are invited to attend the juries to discuss the projects with the students and sometimes the client takes the project for implementation. The program of architecture also uses the professional community and construction projects in the city as a field for construction education.

The architecture curriculum is based on the belief that design issues, history, context, technology, and professional practice all influence and affect the architect’s work, which inhabit the civic, social, and professional realms of architecture. Course work covers a range of topics critical to the understanding of the profession including design, construction materials, technology, and professional practice.

The program provides opportunities for students to develop their individual skill and direction in a strong liberal education in Architecture through interdisciplinary studies and dynamic core courses. The course requirements ensure that graduates will be technically competent, critical thinkers who are capable of pursuing multiple career paths within a changing societal context. Core courses develop the skills required in the profession while electives offer students the opportunity to establish their own learning agenda and concentration.

The pedagogic approach to architecture education is centered at the studio. The studio provides the appropriate environment for the assimilation and synthesis of knowledge gained throughout the curriculum by incorporating design and technology with the needs of people. Studio courses provide sequentially challenging projects and are intended to develop the students’ skills to acknowledge, analyze, articulate, and synthesize solutions pertaining to the built environment. In the design studios, instructors are not supposed to impose their ideas on the students, but rather helping them to improve their way of thinking to help them in forming their architectural personality.

In the study plan, all courses are offered twice a year. Students are allowed to choose the instructor they wish to be with, depending on first come first serve basis. The ratios of students to course instructors are 10:1 in design courses, and 15:1 to 25:1 in other courses. The design studio space is available to students 24 hours a day 7 days a week, which fosters this interaction.

The college of Architecture and Planning has utilized the established as well as the extended relationships for the students’ international internship program with variety of professional firms and organizations. Every summer, between 20 and 50 students take their summer external training programs in different countries across the world including US, Germany, Italy, Turkey, France, Malaysia, and Morocco. The training program should be in professional architectural firms for 60 days. Students are usually treated as professional architects. Meanwhile, a faculty member is supervised each group. The summer training aims to train the students in nationally and internationally recognized firms in order to develop their thinking and get them exposed to international experience and thoughts.

1.1.4.3. Professional Opportunity

Given the location of the University at the capital city Riyadh, the Program of Architecture is taking advantage of the dynamic of the city and its living laboratory environment. This can help extending the educational and professional opportunities beyond the classrooms and studios with tangible examples of design and construction practices. Saudi Arabia is witnessing tremendous developments in the construction industry. The position of the program within the capital of Saudi Arabia affords varied and high quality opportunities for our students to watch the implementation of major projects almost everywhere in Riyadh. King Saud University and the Program of Architecture is surrounded by public agencies, private firms, and non-profit organizations, which expand the professional learning environment as well as provide mentoring and employment opportunities. Additionally, the Program of Architecture invites professionals and practitioners from different disciplines of engineering to participate in teaching the design courses and some of the theoretical courses. Practitioners are also invited to serve as design studio critics and guest lecturers. The participation of practitioners can develop the understanding of our students with the professional experiences and prepare them to the professional life. Having this interaction with the practice and practitioners helps our students to be professional architects and hence successfully satisfy the markets demands.

The Program of Architecture also organizes biweekly lectures for our students and faculty, and many of the practitioners and owners of architectural firms are invited to give lectures and present their experiences in the market. The architecture program organizes regular workshops in which representatives from local licensing boards are invited to give presentations on the architectural licensure process. These lectures series and workshops enhance the professional development of the students.

Additionally, the presence of several organizations such as the International Association for Continuing Education and Training (IACET) provides additional resources to support Architecture education at King Saud University. The Internship and Professional Practice courses, among others, connect students with practitioners thereby preparing them for career expectations after graduation. These classes also inform the students of the available worldwide architectural associations, such as the Royal Institute of British Architects (RIBA) and the American Institute of Architects (AIA).

King Saud University Architecture program is an intense 170 credit hour system that is directed at the development of conceptually and technically proficient professional architects. The preparatory year program is critical in terms of developing language and communication skills required to succeed as a professional. In addition to these foundation programs, other courses of the general education are offered (elective courses). Such courses give students the opportunity to explore their unique interests.

Undergraduate Architecture students are required to take the ARCH 491: Architectural Professional Practice course. The course content examines architectural practice within the context of the Kingdom of Saudi Arabia and elsewhere. The course develops an understanding of the profession, including the relationship of the profession to society, as well as the organization and management of the process of providing professional services and the procedures, requirements, and expectations towards future registration as a professional member of the Saudi Council of Engineers.

There is currently no compulsory licensing examination or legal registration required for the practice of Architecture in the Kingdom of Saudi Arabia. The system is dependent upon the educational systems of the College of Architecture and Planning to produce qualified architects. There are, however, registrations through commercial business procedures. Recently, the Saudi government has established professional fundamental exams for architects who want to practice, but not working yet and in the process of studying the professional exams as well. Although the Saudi Council of Engineers has made effort towards licensing and registration, it is yet to be enforced.

The Saudi Council of Engineers is an umbrella organization, which controls engineering practices in Saudi Arabia. It has incorporated architects and the practice of Architecture into its dominion. As such, most practicing architects are members of the Council. As per the rule of the Saudi Council of Engineers, registration to become a professional member of the Council requires 5 years of internship after obtaining the Degree of Bachelor of Architecture from recognized institution of learning.

The Al-Umran Saudi Association (The Saudi Society for Urban Science) which is affiliated to the Union of International Architects (UIA) has been established to unite architects. The Architecture faculty has a good working and professional relationship with both the Saudi Council of Engineers and the Al-Umran Saudi Association. The latter is housed in an office in the College building.

Some faculty members are practicing architects who are either the owner of design firms or a principal in their respective establishments. Their expertise, guidance, and recommendations provide invaluable, current, and relevant information on the requirements for a successful journey toward architectural professional practice. Furthermore, the location of the University within the capital city of Riyadh provides vast opportunities for contact with legislators and others concerned with the issues facing the design and construction industry.

A group of US trade delegate comprised of Architects, who owns consultant offices in the US, have visited Riyadh and met with the Dean and have been briefed on the curriculum and the quality of KSU architectural students. The visit was successful in term of building relationship. Some of the US offices have offered to join the existing cooperation with the other offices in the internship program.

1.1.4.4. Environmental Stewardship

At the national level, the Saudi government has been giving a great attention to the sustainability and renewable energy development programs for all the projects all over the Kingdom. That is clearly remarkable at the national vision of 2030, which is highly supported by his highness the Crown Prince Mohammad Bin Salman. The government has also organized an international competition titled; King Abdullah Sustainable City for Atomic and Renewable Energy, KACARE, to be as an example for sustainable city that the government is intending to implement within the National planning development program of the Kingdom. The Program of Architecture at King Saud University was invited to participate in the competition. The program has participated in the competition through a team formed from faculty members from the program jointly with the most famous architectural firms in Japan, Neiken Sekiee and two professors from Stuttgart University, Germany. The submitted project was chosen as one or the best three selected projects by the government to take the best out of the three to implement. The project is now under construction. The government has also introduced the national Green Building code and which a team of five of our faculty members prepared.

As part of the national planning and orientation, the Architecture program at King Saud University is committed to preparing its students to be fully aware of their decision towards the environment and to be ‘environmentally friendly’. Fundamental to this is teaching green principles and practices which highlight key strategies to reduce the negative environmental impacts of designing buildings (i.e., Arch 351, Studies in Environmental Control teaches the interaction between buildings and climate, considering natural and man-made effects in order to create a climatically comfortable and controlled environment for building users). Additionally, design studios require an understanding of climatic impacts on building orientation as well as topography and other site-specific characteristics on building performance. Other elective courses that focus on sustainability principles and practices are also offered in the program. Courses in sustainable design practices are also introduced.

King Saud University has a committee concerned with sustainability, hence the program’s attention to the environmental stewardship is supported by the University. Students are trained to be aware of these opportunities and have even requested that there be more focus on sustainability in the Department. Students are also able to visit projects in the region and learn about their ethical responsibility to the environment.

The graduates of our program generally select careers within the traditional roles of the profession or through professional services required by the numerous ministries and municipalities that require the services of architects and project managers in the vast array of projects being developed throughout the Kingdom. The studio technical courses, along with multidisciplinary courses, give students the range of curriculum and pedagogical situations to develop the abilities to work effectively in the full range of work settings and with a range of people who have different ideas, beliefs, and cultural heritage.

Additionally, the Architecture program at King Saud University has participated, through the faculty members and students in several competitions related to the environmental practices and sustainable projects (mentioned in section of the community services). As example, our architecture students participated in the national competition that was organized by ‘Aramco’ Oil Company of Sustainable Envelope, 2017. Since sustainability is a very hot topic in this century, the Architecture Program has been constantly targeting the latest standards worldwide. Students in Design Studio 3, who focus on the environmental approach in Architecture together with the students in the environmental control course, attended along with faculty members the International Energy Forum, IEF in Riyadh. Additionally, students visit SABIC Home of Innovation, which is a very green and smart house located at the Riyadh Techno Valley (RTV). Such a visit informs students about the last research on energy conservation and motion sensor technologies.

A questionnaire survey and interviews conducted with both recent and established professionals indicated that the graduates of the Architecture program at King Saud University are generally aware of the environmental impacts, the design intentions to save energy, and the use of renewable energy in their design. They also mentioned that our graduates are very well prepared for the various responsibilities and roles that they are expected to accomplish throughout their careers.

There are unique conditions of the society and culture of the Kingdom of Saudi Arabia. The location of the university in the capital city Riyadh has added more to these already unique conditions of Saudi society and culture. The city has a population of more than 6 million people comprising Saudis and expatriates. The expatriate community is a mix of both Arab and non-Arab from various nationalities. This, therefore, makes it possible for students to benefit from the diversity, cultural heritage, and the background of the communities in the capital city. The mission of the architectural program is respectful of these social and cultural values. Both students and faculty members are also respectful of these cultural values and recognize that it is the responsibility of architects to design an environment that is fully informed by these values.

1.1.4.5. Community and Social Responsibility

The interaction with the community and participating in the development of the Saudi community has always been one of the most important objectives behind the establishment of the architecture program at King Saud University. This was clearly announced in setting the strategic objectives of the program. The Vision and Mission of the program of Architecture and Building Sciences are about making connections with the community, society, and the profession. Design projects in the curriculum present challenging problems related to urban and suburban environments. The program has had the opportunity to be engaged in numerous projects and institutional facilities in Riyadh and elsewhere within the Kingdom, particularly the two holy sites of Mecca and Medina. The program participation in the community services can be illustrated in the followings:

**First:** The architecture program at King Saud University has participated in three major competitions; the first was an international competition for planning and designing King Abdullah Grand Expansion of the holly Mosque in Makah, one of the biggest strategic projects in the world. Our architecture program submitted the winning project. The second competition was at the national scale. It was the design of a group of hotels on the site adjacent to the Prophet Mohammad Mosque for the Endowment of King Abdullah and his parents. The architecture program submitted the winning project and supervised the working drawings process and the project has been built. The third competition was an international competition to collect the best ideas for planning and design of King Abdullah City for Atomic and Renewable Energy. The program participated jointly with one of the famous architectural firms in japan and two professors from Stuttgart University. Our project was one of the best three projects that were selected by the government.

**Second:** The community participation has also been remarkable in orienting the design courses to take projects from reality to solve the community problems. In many cases, public and private developers approach our architecture program to work in their projects through the design studios. The Program of Architecture assigns on of the design studios, based on the scale of the project, and in most cases the projects are taken for implementation.

**Third:** As the oldest and biggest Architecture program in the Kingdom of Saudi Arabia and the first program to achieve the NAAB Substantial Equivalency by NAAB, the program of Architecture at KSU helped the new programs in both private and public universities to achieve the NAAB SE. Some of the new architectural programs at both public and private universities are seeking help and support of the architecture program at KSU. This academic support has been through an educational agreement, in which our faculty members teach in these programs on the part-time basis. This cooperation is part of the participation of the Architecture program at KSU in serving the community. Faculty members are still serving or have served in professional public office.

**Fourth:** The Department of Architecture and Building Sciences at KSU also enjoys good reputation within the local community and the region. In addition to its educational mission, the Department provides many services to the community through its staff. These services include giving consultations to various governmental organizations such as the Ministry of Municipal and Rural Affairs, Ministry of Education, Ministry of Hajj, and King Abdulaziz City for Science and Technology, the Higher Commission for the Development of Riyadh, Higher Commission of Tourism, and others. The program also contributed in educating the community about the role of the architectural profession through the active participation of the staff in various organizations and societies i.e. Al-UMRAN Saudi Association, or through their essays and writings in public media, seminars and public lectures. The Department has established a good reputation through the hard work of the staff and administrative bodies.

Contributions by the College of Architecture and Planning to the community and society at large are also being made through the following research chairs:

* 1. King Abdullah Foundation’s Chair for Developmental Housing.
  2. Prince Sultan Bin Salman Chair for Architectural Heritage.

**Fifth:** The program contributions in serving the community through organizing conferences, meetings, exhibitions and participating in project consultations and competitions; the architectural program has graduated professional architects who serve the society through their positions. Many of the program graduates have taken high positions in the Kingdom and serve the community of Saudi Arabia through different avenues of development. Many of the program graduates are currently serving or have served as Ministers and Deputy Ministers, University Rectors and Deans of Colleges and Heads of Department in the Municipalities.

**Sixth:** The Program of Architecture has initiated the National Saudi Code for Green Buildings. A team was formed and headed by Dr. Khalid Aljammaz and Dr. Waleed Abanomy and the members of the team are Dr. Mohammad Kotbi, Prof. Elsayed Amer, Dr Abdulrahman Albekheet and Eng. Faisal Nasr.

**Seventh**: The Architecture program at KSU has initiated a Master and PhD programs for female, which has started this academic year and this is based on the orientation of the National policy for education for girls. This is also one of the decisions to improve the social equity in the Architecture program at KSU.

**Eighth**: Organizing public lectures and training courses. As a continuing effort for the College to be engaged in community services, the college, through its Deanship and the chairman of the program and selected faculty from the architectural programs organized meetings with a number of organizations, both public and private. The meeting is to discuss the possibility of offering consultancy services and research as well as organizing public lectures and short courses to their employees. These visited agencies include the Ministry of Municipal and Rural Affairs, the Ministry of Housing, Riyadh City Development Commissions as well as several real estate development firms.

**Ninth:** Preparation and grading of promotion written examination papers for employees of the Civil Service Departments in the field of Architecture and Planning.

**Tenth:** Participation and preparation of exhibitions including, but not limited to:

1. Participation, supervision, and implementation of University major exhibitions held under the theme ‘The University and Community Week’.
2. Participation in the exhibition of students of Architecture and Planning and Environmental Design of the Kingdom Universities organized by Al Umran Saudi Association.
3. Annual exhibition held by the Department of Architecture and Building Sciences jointly with the Department of Planning. Student’s projects from various levels are exhibited to the public. The exhibition committee in coordination with the Rendering and Graphics unit, Model Making Unit and the College Workshops, devote great effort to produce an exhibition, which reflects the best image of the college.
4. Participation in the exhibition on Building with Mud organized by the Higher Commission for the Development of Riyadh in coordination with the French Embassy.

**Eleventh**: Architectural Consultancy. The Program of Architecture has conducted several consultation services including, but not limited to:

* Signing a contract with the Ministry of Water & Electricity to evaluate, review design, and prepare the working drawings for the Exhibition Pavilion of the Ministry of Water & Electricity. September 2011 – January 2012.
* Evaluation, review, and design of the complex of Health Sciences Buildings (Private University).
* Submission of a proposal for the development of the Comprehensive Executive Plan for the Traditional Village of Dareiah May 2013.
* Development of Samhan District in Dareiah May 2013.
* Nine faculty members were seconded to act as adjunct administrators and consultants.
* Submission of Consultancy Service Agreements in the respective fields of specialization in cooperation with the Institute of King Abdullah for Research and Consultation to both the private and public sectors. The financial returns to the College were in the form of enhanced facilities and installations.
* Membership in the Council of Tall Buildings and Urban Habitat, based at the Illinois Institute of Technology in Chicago.

**Twelve**: The college participated in the yearly career week that was organized collectively by the university. As usual, the event hosted various professional organizations from different discipline such as Architecture, Engineering, Real Estate, etc. thus allowing students to explore and identify job opportunities and market needs as well as attend the accompanying career workshops and met future employers.

**Thirteenth**: Participation in competitions through the students as following:

1- Students registered in design three are participated in the national competition of designing schools that was organized by one of the Public Agency in 2018. Our pupils have got the second and the fifth award. The wining project is supposed to be developed for implementation. The Ministry of Higher Education attended the observance that was prepared in the declaration of the prizes and he distributed the prizes by himself to the wining students. Also, one of our students wins the third place in the UN competitor (Habitat). The contender title of respect was (my Neighborhood is my responsibility). The plan was presented in Habitat III in Quito, Ecuador last October.

2- The Architecture program participated, in the competition that was organized by the Saudi Ministry of Health, in Health Care Facilities - One Day Surgery Hospital, 2016, with the AWARD for KSU /ARC students. In this competition, the Ministry of Health jointly with KSU required the healthcare design of a One Day Surgery Hospital in Riyadh, with big success for architectural students of KSU. Among the several participant from the Kingdom, KSU was one of 3 universities were selected by the Jury to be admitted to the final exhibition, which was inaugurated by the Ministry of Health.

3- Project submission of KSU/Architecture students in the ‘Aramco’ competition of Sustainable Envelope, 2017. Since the Environment and Sustainability are the mainstreaming of the Century, the Architecture Department has been constantly targeting the latest standards worldwide. The students in level design studio 3 who focus on environmental approach in Architecture, together with the students in the environmental control course, were attending along with the faculty members the International Energy Forum, IEF in Riyadh and visiting the SABIC Home of innovation, thus discovering the last research on energy conservation and motion sensor technologies.

4- As a continuation of the mutual cooperation between the college and the Saudi Commission for Tourism and National Heritage, two national competitions were organized in the field of architectural heritage for the architectural students in all the Saudi Universities

5- The Architecture Program has established a team to participate, jointly with the College of Engineering at King Saud University, in the international competition of “Solar Decathlon Middle East 2018”, which was held in Dubai, United Arab of Emirates. 20 of the selected projects are to be built in one to one scale forming an urban community. The project that was submitted by King Saud University team was one of the projects that have been selected to be built in the solar urban community.

6- In the Architecture program, the students in Design Three course participated in a national competition for Mosques, which was organized by the Endowment Authority for Mosques Urbanization. Thirteen of our students’ projects were included in the best-selected fifteen projects. The projects were also presented in the national conference of Mosque Architecture that was held in the University of Dammam, Saudi Arabia from 5th to 7th December 2016.

Through all these, the program has proven its strong link with the Saudi society which has been one of the main objectives behind the initiation of the program.

I.1.5. Long-Range Planning

In keeping with King Saud University’s mission to provide an excellent professional education and to produce leaders in the Architecture field, the Architecture program continues to expand and intensify. The Architecture Program’s goals for continued improvement are articulated in a number of initiatives that speak to the program’s position and its consequence in the university and the local and global community. The Architecture program is also closely aligned with strategic initiatives in the University and the College. Student learning objectives are identified primarily by faculty with significant attention to the monitoring of trends in Architecture and allied professions. This is an important aspect of maintaining and improving the core curriculum. Assessing our position as a one of the pioneer providers of Architecture education is a necessary exercise as we move forward. The program continued to develop and expand in terms of student population and faculty members, as well as the development of study programs based on the program vision, mission and objectives.

The program vision is based on:

* 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 achieved through 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 focusing on the needs of the Saudi community.

The program objectives have been set up to achieve the long-term planning of the program’s policy including:

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 sciences.
* Link architectural education and scientific research to professional practice and building industry sectors.

Second: Academic plan objectives:

1. 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.

1. Undertake research and studies in the field of development of Architecture, building industry and urban environment.
2. 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:

- 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.

- Emphasis on concept of quality assurance and excellence in learning, and ensure a balance between quality and quantity in architectural education.

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

- 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.

Architecture Department believes that King Saud graduates should be part of building the future of their country and thus the Architecture Program aspires to prepare architects to contribute to the vision of their countries. It is aiming to participate and help to achieve the “Saudi Arabia’s Vision 2030”, which has been adopted as a roadmap for economic and developmental action in the Kingdom. The strategic plan of Architecture Program that has been set by the Department to be achieved and which lay the foundation for the action plan to be followed afterwards are presented here:

1. Quality and distinction in Architectural and Planning education:

- Develop common curricula for Academic Departments.

- 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.

1. Enhance the qualifications and abilities of graduates:

* Education accreditation for the program.
* International training programs.
* Emphasis on learning and research skills for students.

1. Achieve an educational environment conducive to learning:

- Utilize space in the College building for the educational process.

- Equip the library, labs, and studios with modern installations.

- Host specialized exhibitions and hold symposia and workshops.

1. Enhance the abilities of academic staff:

- 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.

1. Develop an efficient administrative system:

- Enhance the qualifications of administrative staff through training programs.

- Programs for incentives and promotion.

- Achieve ISO Standards.

1. Achieve partnership with the society:

- Establish College Advisory Board.

- Cooperation Agreements with institution in the society.

- Delegation of faculty members and Consultations.

- Jury of projects and feasibility studies.

1. Host “Al-Umran Saudi Association” (The Saudi Society for Urban Science) Headquarters and members of Board.

I.1.6 Assessment

A. Program Self-Assessment Procedures

The Program of Architecture and Building Sciences has established an assessment process, which is used for continuous improvement of the undergraduate course of study and the department’s educational operations. KSU requires a yearly strategic reassessment from each academic program to understand the strengths and weaknesses of the program and identify the challenges and actions needed to develop the program. The plan for the assessment of the Architectural Program objectives was first formulated and discussed through gathering discussions between the faculty members and attended by the dean and the program Chair, considering the following guiding principles:

* Assessment targets the program outcomes.
* All faculty members participate in this shared responsibility which is critical to the success of this assessment.
* Participation includes all program constituents (students, alumni, etc.)
* Flexible execution within a standardized framework encourages faculty and student participation.

Guided by these principles, a three-level hierarchical structure is incorporated in the evaluation of the Program Outcomes. These three levels are Course, Curriculum, and Program. The hierarchical approach recognizes the involvement of participants at the appropriate level. Ideally, all parties need to participate actively at all levels, but it is recognized that this ideal approach may not be achieved with ease and become consistent all the times. However, with the three-level approach, an effective interaction among the parties will lead to a more effective assessment. A systematic approach that defines the objectives, the responsible parties, the frequency, and the assessment tool for each level has been developed. It applies a closed loop feedback system principle. At the end of each loop, feedback for improvement is developed, then applied to the system and tested with the participation of all the participants. The assessment tools that are used to evaluate the program outcomes are divided into direct and indirect tools as follows:

**A.1. Direct Tools**

A.1.1. Curriculum Assessment and Development

A.1.2. Graduation Project Assessment

**A.2. Indirect Tools**

A.2.1. Students Exit Survey

A.2.2. Alumni Survey

A.2.3. Market/Employer and Professional Survey

A.2.4. Academic Advisory Board

A.2.5. Professional/Training Survey

The following section presents a discussion of the assessment procedure for each assessment tool. At the end, a summary of the assessment process based on all assessment tools is presented.

A.1.1. Curriculum Assessment and Development

The Department has developed two levels for assessing each course in the study plan. The course level assessment compiles input from individual faculty members teaching a course and the faculty coordinator for each course. In order to minimize inconsistencies in teaching individual courses by different faculty members and to have a coherent structure of core and elective courses in the area, the first level is performed by the faculty teaching the course, and the second level is by a group of coordinators consisting of faculty members who are considered to be specialized in the field of that course.

A detailed summary of the improvement introduced in the course and a set of recommendations are submitted by the faculty in the Course Report. The second level is the coordination groups which meet regularly each semester to discuss: the course assessment, the course reports, the suggested improvements, and their impact on other courses in the curriculum.

The process starts by developing the Course Syllabus (Course plan and description). In developing a course syllabus, the course educational objectives are set first. These educational objectives for each course define the expected outcomes of the course. These may differ from one course to another. This is the case because of the particular nature of each course. Once each course objectives have been derived, the course is designed and delivered. Course assessment tools are then used to collect data indicating whether the course material has been properly delivered to the students or not.

The course outcomes are measured using three indices: Student Assessment, Faculty Assessment, and Quantitative Assessment, as shown below:

**A.1.1.1. Student Assessment of the Course**

Student assessments are surveys filled out at the end of each semester for each major or elective course. Moreover, students also complete the traditional course and instructor evaluations at the end of each semester. This assessment is prepared by each faculty member teaching the course. These student assessments are intended to give the students’ point of view in the program outcomes. We do not expect every class to impact all program outcomes.

The survey asks students to evaluate each course outcome based on a 1-5 scale, where 1 is poor and 5 is excellent. The bases of evaluation should be on student's reaction of how the class has helped him to achieve the abilities, and knowledge as described in the syllabus outcomes over the course of the semester. The results of the survey are collected and analyzed by the faculty member teaching the course, and the result is shown to the coordination group. Scores are evaluated among different courses.

**A.1.1.2. Faculty Assessment of the Course**

Each faculty evaluates each of the course intended outcomes on a scale similar to that used for the student assessment of the course form. The evaluation covers the extent that faculty feels the class has helped the students to achieve its goals through the course of the semester. The result of the survey is added to the Course Report, which is prepared by the course coordinators.

**A.1.1.3. Assessment of Curriculum Outcomes**

The curriculum level assessment is an intermediate level between the course level and the program level assessments. The curriculum level assessment leads to the improvement of Architectural Program curriculum. The results from course assessment procedure of each course are fed into the Department assessment program, which refers to assessment of curriculum outcomes. Each course has specific effect on curriculum development.

The coordination groups that work with individual faculty are responsible for assessment, planning, and improvement of the courses that are taught by these group members. The coordination groups then report the recommendations to the curriculum/academic committee, who evaluates the proposed improvements and their relations to the overall curriculum. The results of the curriculum committee deliberate to evaluate the impact of the recommendations on the program. If the changes are major, then the committee will seek the input of all constituencies by formal and informal means. If the changes are minor, then the committee will report to the Department council meetings.

The curriculum assessment process accumulates the individual contribution from all courses in the architectural program to the program outcomes in order to assess the contribution of the entire curriculum. By mapping the program outcomes to the program objectives, recommendations could be made at the end of the process to improve the program outcomes as well as the program educational objectives.

The procedure followed for preparing course evaluation schemes is as follows:

1. Faculty members are informed of the NAAB related 26 Student Performance Criteria and are asked to prepare their material for the evaluation. They filled in the relevance of their activities to the Department.
2. The results are compiled and processed for each course using course assessment program and compared with the NAAB Student Performance Criteria. The results are fed into the departmental assessment program.
3. The outcomes are discussed at various levels and feedback are produced for the overall action in line with the feedback from other parties.
4. Overall, actions are taken for Departmental issues and Departmental council decision has been secured.

For major curriculum issues, Faculty and University level endorsement are secured and the changes agreed upon are implemented.

#### A.1.2. Graduation Project Assessment

The graduation project is a two-semester course, Graduation Project I (Program) and Graduation Project II (Design). Each student chooses a realistic comprehensive project that meets the needs and requirements of the country's development. The jury system is used to measure student’s capabilities to comprehensive projects which shows the performance skills of the students. The assessment of the graduation projects design is based on the student advisor's grading, final report and the final presentation to the examining jury (externally and internally). Jury members are typically a group of invited professional practitioners, faculty members from other Saudi Universities, and faculty members from other design studios in the program. The assessment criteria are based on the required program learning outcomes. The results of the graduation project are analyzed for the fall and spring of every year. All the professionals that have attended the jury are asked to submit a report stating their opinions and comments about the graduation project.

#### A.2.1. Students Exit Survey

Before the graduation of students, the program distributes an exit questionnaire to students in the absence of faculty members and the program administers. The survey is used to gather information from graduating students on the level of program achievement of its outcomes. Comments of possible improvements and modifications are also solicited. This survey provides valuable information on the program outcomes from the graduating senior students as they are leaving the program and they can report their experiences with the program courses and relations with the faculty members. The exit survey is conducted with all graduation project students, which ranges from 40 to 80 students based on the statistics of the last five years.

Furthermore, each semester, the Dean and the Department Chairman invite graduating seniors to provide feedback on their educational experience in Architectural Program at King Saud University. This discussion includes all topics, including perception of instructors, problems with courses and design studios, and evaluation of advising experiences.

#### A.2.2. Alumni Survey

The program of Architecture organizes regular meetings with the Alumni to listen to their opinions about the program based on their practicing in the market. The program identifies the extent its graduates are satisfying the market’s needs comparing to the graduates of the other programs in other universities. Alumni surveys are an assessment of the program educational objectives and outcomes. The chair of the Architecture Program and the Dean of the College attend these meetings. In these meetings, the discussion includes all topics, including their connection and relation with the program instructors, and listen to their opinions about the courses and design studios in terms of their experience with the practice. The Alumni also get updated with the achievements that have been done in the college. In this gathering day with the Alumni, a questionnaire survey was circulated and collected at the end of the day.

#### A.2.3. Market/Employer and Professional Survey

The Program of Architecture operates a statistical survey to identify the extent to which the market is in need to the freshly graduated architects. The 2016 survey focuses on the strategies of recruitments, employer’s needs, and skill requirements. Another target is to evaluate the performance of our graduates on their job, in either private or governmental sectors. The statistics analysis from our alumni survey shows that 13% of the surveyed graduates are unemployed, but the reason of this is due to the fact that significant number of the respondents have been graduated for less than a year. Therefore, it is more important to investigate how many years the graduates usually spend seeking a job. Our statistics shows that 49% of our graduates spent less than a year looking for a job, and 27% spent more than one, but less than two years looking for a job, which reflects a good status of that matter. However, 16% of our graduates spent three years seeking for a job.

Additionally, the 2017 survey, which was conducted among the graduates of Architecture Program of the year 2016-2017, shows that 26% of the surveyed graduates are unemployed, but the reason of this is due to the fact that significant number of the respondents have been a graduates for less than a year. Therefore, it is important to investigate how many years the graduates usually spend seeking a job. On the other hand, our statistics shows that 74% of the graduates successfully employed within less than 6 months of graduation, which reflects a good status of that matter. *More information about the analysis of surveys will be available in the Team Room*.

The information from this survey has proven its beneficial for the refinement, improvement, and upgrading of our programs. It also provides basis for the comparison of the college curricular and student’s development goals with the needs of market and governmental institutions. This survey is considered as an outlook for the market’s perspective for our graduates.

Also, the college organizes every year a career day in which we invite the practitioners and owners of the architectural firms and contractors. In this gathering the program can get the sense of the markets needs in relation to the learning outcomes of the architecture program. During this gathering, the attendants can tell about the level of our graduates in understanding the market’s needs.

A team formed from faculty members headed by the Vice Dean for Development and Quality has visited some of the public and private agencies to question about the performance of our graduates in terms of their understanding to the market’s demands. The main constructs of the Market Survey study were derived from student performance criteria to assure the capability of the graduates to perform the required jobs. Possessing the knowledge and understanding in addition to acquire the ability to perform the job tasks are the major constructs. The market survey was conducted during December 2017, the response rate to the questionnaire was relatively high (58%).

1. The responses of the employer on the communication and design thinking skills are acceptable, which is probably due to the college’s strong support by providing digital media labs with cutting edge technology that help students in improving their computational digital skills, parallel to manual skills development courses.
2. The responses of the employers showed an acceptable level of performance in the technical skills and knowledge, the understanding of sustainability, and the ability to cost estimate and life cycles analysis systems. However, since we knew the survey result more attention was given to improve on those criteria and a noticeable progress on the student’s outcomes indicate the development of such criteria.
3. The responses of the employer on leadership and practice skills are acceptable. These skills include the ability to apply acquired knowledge, the ability to work with other as team player, among other factors such as punctuality and use of time effectively which was also considered positive scoring 3.3 out of 5.

#### A.2.4. Academic Advisory Board

The board is an advisory body to the College of Architecture and Planning with the objectives of contributing to the continuous improvement of the overall academic programs in accordance with the requirements of the labor market, the guidance of future policy, the assessment of strategic plans, and the communication with the public and private sectors.

Members of the board are key figures in the society, community, and field of expertise; most of whom are graduated from our College. The board is headed by Prince Khalid Bin Abdullah Al Mogren Al Saud member of the Shura Council of the Kingdom. The advisory board was formed by a recommendation from the College Council members and approval of the Rector of King Saud University.

Tasks of the Academic Advisory Board are:

1. To submit proposals that serve the future of the College.
2. To strengthen the relationships between the College and the Public and Private sectors for the benefit of the community.
3. To contribute to the development of programs and curricula according to the requirements of the labor market.
4. To help in the implementation of the College’s strategic plan.
5. To submit proposals that would provide moral and financial support to the College.
6. To contribute to the coordination of joint projects between the College and community sectors for the sake of finding integrative solutions to the problems of society.
7. To propose methods for providing sources of funding for the College's development.

#### A.2.5. Professional/Training Survey

The program requires 60 days of professional training in local private offices or public agencies. Many benefits are expected from the training, which provides the students with the experience of working in a local or international environment abroad. This experience provides a sense achievement that boosts their confidence in working in an international environment, and provides a feedback on the program outcomes through the assessment of the student's professional supervisors.

Since 2008, the College of Architecture and planning started an international training program of up to five weeks, which now covers about seven countries, Germany, Italy, France, Turkey, Malaysia, the US and Morocco. Students spend their training period in one of the prestigious offices under supervision of highly qualified architects accompanied with a faculty member. The College assigns each year a faculty member as a professional training supervisor to each group of students. An evaluation system was adopted through conducting a survey filled by the professional training supervisor. The survey is designed to test achievements of NAAB conditions and student’s performance criteria. The information provided by the architectural supervisors provides valuable feedback to the level of achievement of our student’s abilities and understanding. The professional training supervisors are constituents because the trainees are actually performing services for their organizations, and therefore the education that the students have received up to that point is a deciding factor in determining the level of their performance.

At the end of the training program, students are requested to submit a training report summarizing their training experience. This report is evaluated by the department professional training supervisors. Records of Summer Training for previous years are available for reference in the Visiting Team room. This international program has proven its importance for the students as they are exposed to another type of work experiences and developed their ways of thinking in their design projects, in particular.

**B. Student Progress Evaluation Procedures**

The progress of each student is monitored by faculty and advisors at each step in their academic development. This is one of the primary responsibilities of the Vice Deanship of Development and Quality of the College of Architecture and Planning. In the Architecture Program, students are admitted upon completion of their high school with high quality grades and the completion of an entry examination. The students must complete the preparatory year as required by King Saud University.

Prior to entry into the College of Architecture and Planning, the students must pass an aptitude exam, upon entry into the college; the Vice Dean for Academic Affairs and the Department of Architecture and Building Sciences are responsible for all progress evaluations. Individual student’s record files are maintained in the Vice Dean’s Office, for course records, advising, and evaluation. All records regarding transfer credits, equivalency placement and maintenance of academic standards and progress toward graduation are also maintained in the Vice Dean’s Office.

**C. Strengths, Weaknesses, and Challenges;**

To complete the assessment procedures, it was necessary to identify the strengths, weaknesses, and directions for development and improvements.

**First, the Program Strengths:**

1- International Recognition; the Program of Architecture at King Saud University has achieved the NAAB Substantial Equivalency for six years starting from, January 2013. The program is now preparing for the SE renewal.

2- National Accreditation; the program of Architecture is in the final process to achieving the National Accreditation from NCAAA, the National Commotion Authority for accreditation and assessment.

3- Participation in the National Competitions; the program of Architecture has always been present in all the national competitions and achieved the first and second prizes. For example, the students in the design three level participated in the national competition for school’s design that was organized by the government. Our students scored the second and fifth prizes in this competition and the Ministry of higher education rewarded them.

4- An Optimum ratio between the faculty and students; the program of architecture has been keeping the optimum ratio between the faculty and students. In the design studios, the ratio is 1- 8 to 1-10

5- Enormous physical resources; the program of Architecture has enormous physical recourses, represented in the computer labs, design studios and faculty offices according the international standards, highly advanced virtual reality lab, environmental lab and model making lab and all the facilities and recourses that distinguish the program physical recourses.

6- Distinguished Faculty structure; the program has a great structure of faculty members with PhD from very well-known universities in the world and they came from different culture and different thoughts.

7- National and International programs; the program of Architecture is adopting national and international program for the students. In the international training program 30 to 50 students are sent to have their summer training program, for three weeks in one the following countries; United States, Italy, France, Germany, Turkey, Malaysia and Morocco,

8- Connections with National and international organization and institutions; the Architecture program has done, through the college of Architecture and planning several agreements and collaborations with national and international organizations and firms during the past six years in the areas of training and research activities. Details are attached in the appendix of this report.

9- Biweekly lectures program; the architecture program organizes biweekly lectures for the students and faculty members. Practitioners and professors from different institutions are invited to give lectures. This will give our students the chance to be exposed to different ideas and thoughts that can benefit them in their educational program.

10- Graduate programs for female; the program of Architecture has opened a master program and PhD program for female students following King Saud University orientation to achieve the social equity in giving equal chances for female and male to have their education in the same institution. The Architecture program is now in the process for opening the undergraduate program for female.

11- Supportive financial resources; the program of architecture has a strong financial support by the university and this can be clearly illustrated in hiring faculty members with excellent quality, enhancing the physical resources and supporting the training international program. The University also support the faculty members to attend national and international conferences.

12- Strong Administrative structure; the college of architecture and planning has a very strong and supportive administrative structure, formed from the Dean of the college, vice dean for academic affairs, vice dean for research and graduate studies and vice dean for development and quality. The Dean of the college heads the college council. On the Program level, the chair and the program council head the program.

13- Workshops, in the architecture program; the students have attended many of workshops in which the students from all the architecture programs in Riyadh have attended too. As and examples for this, the workshop that was organized and operated by Zaha Hadid office, in King Abdullah Research Center and the Smart City workshop that was organized by prince Sultan University.

14- Organizing exhibitions; the architecture program has organized many of organizations in which public organizations and private agencies exhibited their research activities and projects.

15- The Students council; the college of architecture and planning has a mazing matured and active elected student’s council. The students’ council has shown an excellent role in the connection between the college and the students and helped the students to form their architectural personality.

**Second, the Program Weaknesses:**

1-Lack of collaborative research activities between faculty members

2- A continuous and accurate markets study survey is needed

3- More supportive quailed staff and technicians are needed.

**Third, the Program Future Directions for improvements:**

1-Renewing the NAAB Substantial Equivalency

2-Achieving the National Accreditation, NCAAA, National Commission for Academic Accreditation and Assessment

3-Maintaining the ratio between the faculty and students at 1-10 to keep on the quality of educational performance

4-Encouraging more research activities by the faculty members.

5-Initating more academic programs inside the architecture program

# Part I, Section 2 – Resources

I.2.1. Human Resources and Human Resource Development

**A. Human Resources**

The Department of Architecture and Building Sciences is committed to providing adequate human resources to support a well-functioning professional degree program that will continue to adapt to the changing requirements of the architectural professions and the industry. The policy has always been oriented to achieving an optimum educational environment. Therefore, the intention is to attract very qualified faculty members from all over the world with different cultures and different schools of thoughts and professional experiences.

There are currently 55 faculty members in the Program, made up of both local and international academics coming from different nationalities and professional backgrounds. These faculty members are highly competent, dynamic, experienced, and predominantly Ph.D. degree holders. They are supported by 15 full-time teaching assistants. Since the last Visit by the NAAB team in 2012, the faculty members have increased. Seven of the Saudi faculty members have obtained their Ph.D. degrees from high ranking American, Australian, Dutch, and British universities and came back to join the faculty members starting from the beginning of fall, 2016. The Architecture Program has graduated five Ph.D. graduates and fifteen with Master in Architecture.

**A.1. Faculty Assignments and Responsibilities**

All full time faculty members are responsible for a minimum of thirty-five hours per week with assignments for teaching, research, academic advising, office hours and service for college and departmental meetings and committees. Teaching loads vary by rank as full professors are assigned 10 credit hours, associates professors 12 credit hours and assistant's professors 14 credit hours. All faculty members are assigned a minimum of eight hours per week for research and six hours for office and advising. Administrator faculty members are provided appropriate release time for their responsibilities.

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| --- | --- | --- | --- |
| List of Faculty Member by Rank | Teaching | Research | Others |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Professors** | 1 | Tarik M. Al Soliman | 15 | 8 | 12 |
|  | 2 | Ali S. O. Bahammam | 12 | 8 | 15 |
|  | 3 | Mohammed AbouElmagd | 14 | 8 | 13 |
|  | 4 | Nasser A. Al Hemiddi | 11 | 8 | 16 |
|  | 5 | Abdul Aziz Saad H. Al Mogren | 2 | 8 | 25 |
|  | 6 | Elsayed M.A. Amer | 13 | 8 | 14 |
|  | 7 | Hazem Mohammed Ewais | 18 | 8 | 9 |
|  | 8 | [Mohammed Ali Bahobil](http://faculty.ksu.edu.sa/5773/default.aspx) | 10 | 8 | 15 |
|  | 9 | [Jamal Shafig Ilayan](http://faculty.ksu.edu.sa/jilayan/default.aspx) | 20 | 8 | 7 |
|  | 10 | [Mohammed S. Hamed Al Ghamdi](http://faculty.ksu.edu.sa/3043/default.aspx) | 14 | 8 | 13 |
|  | 11 | [Saleh Ali Alhathloul](http://faculty.ksu.edu.sa/21549/default.aspx) | 13 | 8 | 14 |
|  | 12 | Mohammed A Al Shraim | 5 | 8 | 22 |

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| --- | --- | --- | --- |
|  | Teaching | Research | Others |

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| --- | --- | --- | --- | --- | --- |
| **Associate** | 1 | Mansour Al Jadeed | Seconded to Dar Al Ulum University | | |
| **Professors** | 2 | Hatem Mohammed El Shafie | 16 | 8 | 11 |
|  | 3 | Ibrahim Rashid Saad Al Jowair | 12 | 8 | 15 |
|  | 4 | Abdul Rahman Abdullah Al Tassan | 3 | 8 | 24 |
|  | 5 | Ahmed Omar Mohamed Sayed | 15 | 8 | 12 |
|  | 6 | Kamarulzaman Yusof | 12 | 8 | 15 |
|  | 7 | Abdullah Mahmood | 12 | 8 | 15 |
|  | 8 | Mahamood Che Hussain | 12 | 8 | 15 |
|  | 9 | [Ghazi Said S. Al Ghamdi](http://faculty.ksu.edu.sa/ghazi/default.aspx) | 10 | 8 | 17 |
|  | 10 | Faisal Abdelgadir Agabani | 20 | 8 | 7 |
|  | 11 | [Imad Eddin Outahbachi](http://faculty.ksu.edu.sa/DR.OUTAHBACHI-IMAD/default.aspx) | 15 | 8 | 12 |
|  | 12 | Waleed Mohammed Abanomi | Seconded to Yamamah University | | |

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| --- | --- | --- | --- |
|  | Teaching | Research | Others |

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| --- | --- | --- | --- | --- | --- |
| **Assistant** | 1 | Abdullah Saleh Al Hussayen | 12 | 8 | 15 |
| **Professors** | 2 | Abdul Rahman M. Al Angari | 8 | 8 | 19 |
|  | 3 | Mohammed A. Rahman Al Omar | 2 | 8 | 25 |
|  | 4 | Mohammed Sherif  El Attar | 17 | 8 | 10 |
|  | 5 | Khaled Mohammed Al Jammaz | 14 | 8 | 13 |
|  | 6 | Ali Said Elsomaili | 15 | 8 | 12 |
|  | 7 | Arsalan Zahurruddin Abid | 10 | 8 | 17 |
|  | 8 | Abdulrahman M. Bakheet | 17 | 8 | 10 |
|  | 9 | Khairi Abdulhafez Marie | 16 | 8 | 11 |
|  | 10 | Ayman Musharraf F. Musharraf | 14 | 8 | 13 |
|  | 11 | Ahmad Mohammad Azmi | 16 | 8 | 11 |
|  | 12 | Khaled Salah Abdul Maged | 3 | 8 | 24 |
|  | 13 | Abdulrahman Ibrahim Omar | 4 | 8 | 21 |
|  | 14 | Ahmed Rushdi Toman | 18 | 8 | 9 |
|  | 15 | Mohammed Ghazi Kotbi | 10 | 8 | 17 |
|  | 16 | Mohammed Abdulrahman Abbad | 6 | 8 | 21 |
|  | 17 | Fawwaz Abdullah Sarraa | Seconded to Al Faisal University | | |
|  | 18 | Fahad Saud Allahaim | 6 | 6 | 8 |
|  | 19 | Mahmood Yusof Ghoneim | 16 | 8 | 11 |
|  | 20 | Faisal Fahad Saleh Sulaiman | 16 | 8 | 11 |
|  | 21 | Mohammed Abdullah Ali Bakarman | 16 | 8 | 11 |
|  | 22 | Jamil Abid | 14 | 8 | 13 |
|  | 23 | Ahmed El Shenawy | 14 | 8 | 13 |
|  | 24 | Naif Al Ghamdi | 14 | 8 | 13 |
|  | 25 | Ghassan Al Falah | 14 | 8 | 13 |
|  | 26 | Ahmed Ghazi Kotbi | 14 | 8 | 13 |

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|  | Teaching | Research | Others |

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| --- | --- | --- | --- | --- | --- |
| **Lecturers** | 1 | Ziad Al Al-Sheikh, | 16 | 8 | 11 |
|  | 2 | Faisal Nasreldin, | 8 | 8 | 19 |
|  | 3 | Mohammad Kaleemullah, | 16 | 8 | 11 |
|  | 4 | Hamad Abdullah Hamad Olayan | 16 | 8 | 11 |
|  | 5 | Alaa Abdullah Ghufaili | 16 | 8 | 11 |

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| --- | --- | --- | --- |
|  | Teaching | Research | Others |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part Time** | 1 | Khaled Bin Mogren Al-Saud,. | 4 | - | - |
| **Lecturers** | 2 | Abulrahman Al-Siri, | 3 | - | - |
|  | 3 | Osamah Mohamed Al Gohari | 6 | - | - |
|  | 4 | Yousef Mohammed Fadan | 2 | - | - |
|  | 5 | Khalid Al Tayyash | 3 | - | - |
|  | 6 | Fahad Shalabi | 4 | - | - |
|  | 7 | Mohammed Al Sabq | 5 | - | - |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teaching | Research | Others |

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| --- | --- | --- | --- |
| **Visiting** | 1 | Ali Al-Shoaibi, M. Arch | Al Bee'a Consultants |
| **Practitioners** | 2 | Mohammed Hadi Al-Barqawi, | Al-Neim Consultants (Co-principal) |
|  | 3 | Mohammad Al-Neim, M. Arch. | Mohammad Al-Neim Consultants |
|  | 4 | Ahmad Bakerman Ph. D. | Dar Al-Montada (Principal) |
|  | 5 | Sameh Abdulhaliem, Ph. D. | Engineering Consultant, KSU  (Accessibility & Life Safety) |

**A.1.1. Position Description for all Faculty**

|  |  |  |
| --- | --- | --- |
| **#** | **Name** | **Position Description (at KSU only)** |
| 1 | Dr. Abdulrahman Altassan | Associate Professor, Vice-Dean for Development and Quality, Head of the Students' Rights Committee, Member of CAD and Project Management Specialty Group, Member of the Humanitarian Relief Architecture Rights Specialty Group. |
| 2 | Dr. Fahad Alluhim | Assistant Professor, Vice-Dean of Academic Affairs, three hours teaching-load per semester in addition to administrative working hours. |
| 3 | Dr. Mohammad Alabbad | Assistant Professor, Vice-Dean of Graduate Studies & Scientific Research, three hours teaching-load per semester in addition to administrative working hours. |
| 4 | Dr. Mohammad Kotbi | Assistant Professor, Chairman of the Department of Architecture and Building Science, three hours teaching-load per semester. |
| 5 | Prof. Tarq Alsuliman | Full professor, fulltime faculty member, 10 hours teaching load per semester, member of Recruitment Committee, member of Comprehensive Exam for Ph.D. students. |
| 6 | Prof. Abdulaziz Almoqrin | Full professor, seconded to Al Ghad Colleges, 3 hours teaching load per semester, Chairman of Prince Sultan Chair for Heritage, Chair of the Scientific Committee for Prince Sultan Chair for Heritage. |
| 7 | Prof. Ali Bahammam | Full professor, fulltime faculty member, 12 hours teaching load per semester, chair of the housing and urban design committee, member of the PhD program committee, consultant to the housing unit, consultant to the architecture heritage unit, member of the Board of Directors of King Saud University Press committee. |
| 8 | Prof. Nasser Alhemiddi | Full professor, fulltime faculty member, 10 hours teaching load per semester- member of the Ph.D. program committee- member of the sustainability committee, member in the comprehensive Ph.D. program committee- academic advisor for group of Ph.D. and Master students. |
| 9 | Prof. M. Abouelmagd | Full professor, fulltime faculty member, 16 hours teaching load per semester - chair of the PhD program committee- member of Arch. design committee- member of history and theories of architecture committee- academic advisor for PhD students- coordinator of design 6 course. |
| 10 | Prof. Elsayed Amer | Full professor, fulltime faculty member, 15 hours teaching load per semester- chair of the accreditation committee - chair of the master program committee- member of the sustainability committee- member in the comprehensive PhD program committee- member of Scientific Committee of Prince Sultan Chair for Heritage, academic advisor for group of 15 students. |
| 11 | Prof. Mohammad Alghamdi | Full professor, fulltime faculty member, 15 hours teaching loads per semester- member of the master program committee- member of the sustainability committee. |
| 12 | Prof. Mohammed Bahobail | Full professor, fulltime faculty member, Chair of the Sustainability Committee- member of the Program Committee – member of the Humanitarian Relief Architecture - member of the Innovation Unit - Academic Advisor for group of 12 students. |
| 13 | Prof. Hazem Mohamed Ewais | Full Professors, fulltime faculty member, 15 hours teaching load per semester - Head of Programs & Courses committee , for National Academic Accreditation (NCAAA), member of the Housing and Urban Design committee, Academic advisor for Undergraduate & PhD students and Scientific committee member in Springer |
| 14 | Prof. Saleh Alhazloul | Full Professors, fulltime faculty member, 12 hours teaching load per semester, member of Ph.D. Program in the Department. |
| 15 | Prof. Jamal Olyyan | Full Professors, fulltime faculty member, 16 hours teaching load per semester, member of Scientific Committee of Prince Sultan Chair for Heritage. |
| 16 | Dr. Mansour Aljadeed | Associate Professor, Seconded to as a Dean of the College of Architectural Engineering and Digital Design at Dar Al Uloom University, member of Scientific Committee of Prince Sultan Chair for Heritage. |
| 17 | Dr. Khaled Salah Abdelmagid | Assistant professor, fulltime faculty member - Head of Development and Quality Unit at CAP-KSU - Chair of the NCAAA accreditation committee of DABS Bachelor program - member of the Architectural Design committee. Member of Practical Training Developing Committee - |
| 18 | Dr. Faisal Agabani | Associate professor, full time faculty member, 19 hours teaching load per semester -  member of 'NCAAA' accreditation steering committee + course file committee -  Course coordinator Studio Design 7, Building Construction 2 and Sanitary Installations - member of Building Technology + Architectural Design specialized groups-  academic adviser for a group of 15 students. |
| 19 | Dr Mohammed Alshraim | Associate Professor, Fulltime Faculty Member, Chairman of the Research Center, Member of the Students' Counseling Committee, Member in the comprehensive PhD program committee, Coordinator of the Human Aspects in Design Committee. |
| 20 | Dr. Osamah Aljohari | Associate Professor, fulltime faculty member, 12 hours teaching load per semester, Chair of the Prize of Prince Sultan Bin Sulaiman. |
| 21 | Dr. Mahamood Che Hussin | Associate Professor, fulltime faculty member, 12 hours teaching load per semester – member of the Housing committee - member of the exhibition for NAAB visit - member of the NCAAA committee. |
| 22 | Dr. Imad Eddin Outabachi | Associate professor, full time faculty member, 16 hours teaching load per semester- chair of Accreditation exhibition committee - chair of History and Theory of Architecture committee – member in scientific committee of prince Sultan Bin Salman for Architectural Heritage Chair - member in student training committee - member in architectural competitions committee - member in NCAAA accreditation committee - member in Almarsad Logo competition Design Committee - academic advisor for a group of 15 students. |
| 23 | Dr. Abdullah Mahmood | Associate professor, fulltime faculty member, 14 hours teaching load per semester, member of NAAB Committee. |
| 24 | Dr. Ibrahim Rashed Saad Aljowair | Associate professor, fulltime faculty member, 12 hours teaching load per semester- chair of the teaching assistants & scholars committee - chair of the selecting teaching assistants committee- member of the housing & urban design committee- academic advisor for group of 2 students. |
| 25 | Dr. Gazi Alabbasi | Associate professor, on sabbatical leave. |
| 26 | Dr. Waleed Abanomi | Associate professor, Seconded to as Vice Rector at Al Yamamh University, Chair of the National Building Code for Green Buildings Committee, Chair of the Consultation Council in the National Building Code. |
| 27 | Dr. Ahmed O.M.S. Mostafa | Associate Professor, full-time faculty member, 12 hours teaching load in undergraduate and graduate programs, graduate design-1 course coordinator, supervise MSc & PhD students, secretary of Architectural department council, chair of staff employment document verification committee, member of master program committee, member of College annual report committee, member of specialty research group for projects’ systems, programming and management, Counsellor for the university and endowment projects |
| 28 | Dr. Kamarulzaman Bin Yusof | Associate Professor, fulltime faculty member, 14 hours teaching load per semester; member of the NAAB Accreditation committee; member of the NCAAA Accreditation committee, Urban Design and Housing Committee, Market Study Survey Committee member., Architectural Design Studio 4 Facilitator, Course Coordinator for ARCH 353 Site Analysis & Landscape. |
| 29 | Dr. Hatem El Shafie | Associate Professor, fulltime faculty member, about 15 hours teaching load per semester- member of the NCAAA accreditation steering committee - coordinator of the architectural design coordinators committee- member of the architectural design group- academic advisor. |
| 30 | Dr. M. Sherif El-Attar | Assistant professor, fulltime faculty member, 16-18 hours teaching load per semester - Course Coordinator of Design 5 (Arch 410) - Course Coordinator of Computer Drafting Skills - 2 (Arch 355) - Coordinator of the CAD and Project Management Specialty Group - Member of the design coordinators committee - Member of the NCAAA Program Committee. |
| 31 | Dr. Khaled Aljammaz | Assistant professor, fulltime faculty member, 14 hours teaching load per semester, Chair of the National Building Code for Green Buildings Committee, Chair of the Consultation Council in the National Building Code, member of the Sustainability Committee. |
| 32 | Dr. Abdulahman Alanqari | Assistant professor, fulltime faculty member, 12 hours teaching load per semester. |
| 33 | Dr. Ayman Almosharraf | Assistant professor, fulltime faculty member, 12 hours teaching load per semester, member of Students Advising Committee. |
| 34 | Dr. Ahmed Azmy | Assistant professor, fulltime faculty member, 20 hours teaching load per semester- chair of the specialized architectural design group in the department - chair of the (NCAAA) accreditation room preparations committee- member of the collage research center – member of the collage aptitude Test preparing committee - member of Assessing Program Intended Learning Outcomes committee- member of collage development and quality committee- member of architectural design coordinators committee - a member of program plan development committee- academic advisor for the collage distinguished and talented Students Program group of 14 students- academic advisor for 2 master students. |
| 35 | Dr. Mahmoud Ghoneem | Assistant Professor, fulltime faculty member, 17 hours teaching load per semester - Head of Courses files committee , for National Academic Accreditation (NCAAA), member of the Architecture Design committee, Scientific committee member in Springer and Elsevier (Urban Climate Journal). |
| 36 | Dr. Abdulrahman Al Ammar | Assistant Professor, fulltime faculty member, 17 hours teaching load per semester, |
| 37 | Dr. Abdulrahman Albekheet | Assistant Professor, fulltime faculty member, 16 hours teaching load per semester, member of the National Committee for the Green Buildings. |
| 38 | Dr. Ahmad Toman | Assistant Professor, fulltime faculty member, 18 hours teaching load per semester- General supervisor of student clubs - member of the Disciplinary Committee - member of the Teaching Assistant Committee - member of Academic Accreditation Committee |
| 39 | Dr. Mohammed A. Bakarman | Assistant Professor, full-time faculty member, 16 hours teaching load per semester, member of Teaching Assistants and Lecturers Unit, and Vice chair of the Saudi Architectural Code for Residential Buildings. |
| 40 | Dr. Jamil Binabid | Assistant Professor, fulltime faculty member, 14 hours teaching load per semester – member of the accreditation committee – member of the sustainability committee – academic advisor to 34 students. |
| 41 | Dr. Naif Alghamdi | Assistant professor, fulltime faculty member, 16 hours teaching load per semester, member of the NAAB Accreditation Committee, member of the National Commission for Academic Accreditation and Assessment (NCAAA) Committee, member of Architectural Design Courses Coordinators Committee, Architectural Design 3 Coordinator, member of the Sustainability Research Group, and Academic Advisor to 34 students. |
| 42 | Dr. Ghasan Alfalah | Assistant professor, fulltime faculty member, 15 hours teaching load per semester, member in Committee for Teaching Assistant Candidates to the Department of Architecture and Building Sciences, Committee for the Protection of Students' Rights, Committee for The student guides for the academic year 2018/2019, Committee for (systems and programming and management of projects) specialized in the Department of Architecture and Building Sciences |
| 43 | Dr. Arslan Abed | Assistant Professor, fulltime faculty member, Coordinator of the Graduation Project 2 course sections, member of the housing and urban design committee, Vice Rectorate Advisor, Chair of the permanent committee responsible for the furnishment of the University’s Colleges and Units, Member of the Internal Audit team for King Saud University’s Endowments. |
| 44 | Dr. Faisal bin Suleiman | Assistant Professor, fulltime faculty member, 16 hours teaching load per semester– Architectural Group Advisor of the Solar Decathlon competition in Dubai 2018- Advisor of sports activities in Architectural and Planning College – Academic advisor to 30 students. |
| 45 | Dr. Youcef Berkani | Assistant Professor, fulltime faculty member, 14 hours teaching load per semester - Head of Statistics committee for National Academic Accreditation (NCAAA), member of the university assessor board. |
| 46 | Dr. Ali S. Smaili | Assistant professor, Full-time faculty member, 15 Hours teaching load/semester (10h design 7, 3h building construction II, 2h architectural form and structure), Chair of Innovation unit, chair of technology and building science committee, chair of architectural competition committee. |
| 47 | Dr. Khairi Marie | Assistant professor, Full-time faculty member, 15 Hours teaching load per semester. |
| 48 | Dr. Mohammed Kaleemullah Mohammed Shafi | Assistant professor / Lecturer, fulltime faculty member, 17 hours teaching load per semester, Member of the committee of preparation and Evaluation of Questionnaires and analysis for NAAB and National Commission for Academic Accreditation and Assessment (NCAAA). Member of the committee of the NCAAA in the Department of Architecture. Member of the CAD and Project Management Specialty Group - Member of the NCAAA Program Committee. Structures Consultant to all Architecture Design courses students in the Department of Architecture. |
| 49 | Dr. Ahmed Kotbi | Assistant professor, Full-time faculty member, 16 hours teaching load per semester, member of the Committee for Teaching Assistant Candidates to the Department of Architecture and Building Sciences, member of the Committee for The students Advising. |
| 50 | Dr. Ahmed Elshennawi | Assistant professor, Full-time faculty member, 16 hours teaching load per semester, member of the NAAB committee. |

**A.2. Faculty-Students Ratio**

The number of teaching faculty and their ratio to students, as well as the scope of their specialization is excellent. In recent years, a tangible improvement in the number of teaching staff has been made in response to the increase in the number of students admitted to the program. The faculty-student ratio of 1:10 has been achieved since the previous visit which was admired by the NAAB Visiting Team to the program in 2012. This ratio of 1:10 is always mentioned in the design studios, while the ratio between faculty and students in the theoretical courses ranges from 1:15-20.

**A.3. Student Statistics: History of Enrollments & Graduates**

At the moment, the College of Architecture and Planning has a total number of 508 students enrolled in the Bachelor of Architecture professional degree program. In addition, 40 students are enrolled in the Master of Architecture program as well as 21 students are pursuing their Ph.D. in Architecture. The illustration is shown in the Table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Active (@ Nov. 2018)** | **Graduated (Since 1972)** | **Total** |
| B. Architecture | 508 | 1620 | 2128 |
| M. Architecture | 40 | 60 | 100 |
| PhD Architecture | 21 | 11 | 32 |
| Total | 569 | 1691 | 2260 |

The table below provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.

The cohort analysis was done for the last four years, as the program is a 4-year program, the only completion rate is provided from the students started in 2013, starting as 94 students and graduating as 29 students. With a completion rate of 31%. However, the withdrawal rate should be analyzed.

Form the analysis of the cohort data, the group that started in year 2013-2014, it is shown that:

* from year 1 to year 2 of the program, 60% of the that group successfully retained to the following year.
* from year 2 to year 3 of the program, 58% of the starting group successfully retained to the following year.
* from year 3 to year 4 of the program, 75% of t the starting group successfully retained to the following year.
* from year 4 to graduation, 87% of the starting group successfully graduated.

That gives an indication that the withdrawal and failing rate is at minimum during the final years. That is mainly caused by the fact that after starting the 3rd year in the program, the students rarely withdrawn or transfer to other programs within the collage.

With another type of analysis on the same cohort groups, it is indicated that on average, the withdrawn trends "including failing" for the cohort group started in 2013-2014 are as follow:

* 40% of that group withdrawn during the 1st year of the program.
* 25% of the group withdrawn during the 2nd year of the program.
* 8.5% of the group withdrawn during the 3rd year of the program.
* 3.3% of the group withdrawn during the 4th year of the program.

This result also confirms that the withdrawal rate is minimum during the latter half of the program, and it is significantly high during the 1st year. It also gives a projection of the completion rate, as 22.5%

**Enrollment Management and Cohort Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **4 Years Ago** | **3 Years Ago** | **2 Years Ago** | **1 Year**  **Ago** | **Current**  **Year of survey** |
| **Student Category** | **2012-13** | **2013-14** | **2014-15** | **2015-16** | **2016-17** |
| 1. Total cohort enrollment | \*PYP | 151 | 90 | 52 | 39 |
| 2. Retained till year end |  | 95 | 63 | 39 | 34 |
| 3. Withdrawn |  | 61 | 38 | 13 | 5 |
| 4. Cohort graduated successfully |  | 90 | 52 | 39 | 34 |
| 5.Total graduated successfully |  | - | - | - | 34 |
| \*PYP stands for Preparatory Year Program | | | | | |

*More details about the University admissions and regulations can be found in Appendix 5.*

**B. Human Resources Development**

Under King Saud University there are extensive policies and procedures that cover all aspects of the institution that apply to all students, staff and faculty. Printed and web-based information is clear and exceptionally well detailed in policies ranging from initial appointments, development opportunities, criteria for advancement and procedures for all academic and administrative actions.

Therefore, under these policies and procedures the Department of Architecture and Building Sciences and the College of Architecture and Planning provide a number of resources and activities to promote the professional growth of students and faculty in the college. In Human Resource Development the Department aspires to the following activities:

B.1. Faculty Training Programs

The university provides training programs and short courses for new faculty members designed to develop their qualifications and experiences in teaching. Also, seminars and lectures are organized, which delivered by experts in the educational development for faculty members about program assessment, student’s evaluation and course assessments in order to gain a better understanding of how to develop the program. Moreover, the program encourages its faculty members to participate in professional practice and, in fact, encourages constructive competition and provides incentives for outstanding performance in community service. The department recruits outstanding professionals to participate in teaching basic skills, and practical and professional courses.

B.2. Learning and Teaching

The Department of Architecture and Building Sciences at KSU enjoys good standing and reputation within the local community and the region. There is high demand for its graduates in the local job market as compared to graduates of other schools of Architecture. This represents a significant indicator of the high quality of learning and teaching processes at the department and college. To keep up this standard, the department regularly assesses the performance of its students and faculty and compares it to that of students of other reputable colleges within the region.

The department also maintains active links and co-operation with relevant institutions in both public and private sectors and periodically reviews its curricula and adjusts its optional specialization courses to better suit the requirements of employment and professional practice.

Of particular importance is that the College of Architecture and Planning provided and developed an Architectural Learning Resource Center (ALRC) with more than 8000 books. It has been developed and upgraded with advanced computers and sitting areas with new furniture and advanced facilities and reading areas and stacks. The ALRC has been stocked with many books and journals as to reach from 2000 to 8000 books. This ALRC is connected to the university central library, which the Program utilizes to follow-up and update the books and references in its section.

B.3. Professional Practice and Consultancy

Universities are the source and support for growth and development of communities, through the use of best scientific principles and methods ever found. This led the College of Architecture and Planning to adopt such goals and apply them in various ways:

* Raising the standard of living through improvement of the environment.
* Utilization of expertise and the caliber of the teaching staff.
* Use of the positive interaction between the education programs in the College and advocate its applications in the real world to improve the built environment.

Accordingly, the idea of establishing the Architectural Consultation Unit was formed to bridge the gap between the College’s various specializations and professional practice, through the cooperation with design and planning consultants in the field. Hence, this unit would be highly specialized in the fields of Architecture and planning to promote the standard and quality of the built environment and the career development of students and faculty.

The aims of this Unit may be summarized as follows:

* To establish a firm link of understanding between the academic facilities of the College of Architecture and Planning and the Architectural Consultation offices for mutual interest of the profession.
* To promote both the teaching faculty and the practicing architects experience in many aspects of mutual development. This has positive impact on the professors’ environment and educational performance.
* To strengthen and accentuate the role of the College of Architecture and Planning and its different branches in the society to take its appropriate position.

B.4. Students in Practical Field and International Summer Training

Practical training is a basic requirement for the program. The Department directs its students at level six or seven semesters to undertake supervised training in professional practice either in the public or private sector. Consultancy and contracting firms, as well as building project units within institutions co-ordinate with the department to recruit students for the training program for a minimum of 60 days. Upon completion of the summer training program the student submits a detailed and comprehensive report which is then evaluated by a special committee and a recommendation submitted to the Faculty Board for approval.

The Department also has an established system for summer training for students in foreign countries such as the United States, Italy, Germany, Turkey, France, Malaysia and Morocco working in international offices to gain different professional and cultural experiences. This international summer training program has proved its success in the student performance. The objectives of the training program as well as the methodology of evaluation of its outcome are periodically reviewed and updated.

B.5. Exhibitions, Visiting Lecturers, and Symposia

The enrichment opportunities for students and faculty are extensive and of high quality. Regional and world professional leaders are regularly brought to the program, Symposia such as the conference on Technology and Sustainability in the Built Environment brought architects and environmental experts from Hong Kong, Los Angles and London and indeed from all continents. The proceeding as well as specific list of exhibitions will be available during the NAAB visits as well as the current exhibition titled "Building with Adobe" providing examples from around the world of exceptional cultural and technical accomplishment.

The program has also invited distinguished professionals and professors from other academic institutions for workshops and public lecturing in the department with faculty and students’ participations and discussions. These workshops and lectures have enlarged the scope of both faculty and students.

I.2.2 Physical Resources

The University buildings and facilities are under the authority of a central organization of the University and the College of Architecture and Planning is not involved in the decisions regarding its administration. However, it is the university's policy to ensure that all physical resources provided to all colleges have to be according the international standards. In fact, it can be said that the Architecture Program is the best and most highly equipped program with physical resources within the GCC. There are ample spaces for design studios, lecture and seminar rooms, as well as laboratories, administration and faculty offices. Each of these is fully furnished and equipped with the latest state-of-the-art equipment and facilities, which enhance teaching and learning environment.

The table below shows a summary of these physical resources. More information about these facilities are illustrated and explained in the following paragraphs.

**List of Resources for General and Architecture Teaching Learning Purposes**

|  |  |  |
| --- | --- | --- |
| **No.** | **General Resources** | **Unit** |
| 1 | Publicity screens | 4 |
| 2 | Auditorium | 2 |
| 3 | Student Activity Room | 1 |
| 4 | Mosque | 1 |
| 5 | Cafeteria | 2 |
| 6 | Plan Printing Shop | 1 |
| 7 | Photocopy Shop | 1 |
| 8 | Stationery Shop | 1 |
| 9 | Vending Machines | 6 |
|  | **Teaching Learning Resources** | Unit |
| 1 | Studios | 21 |
| 2. | Classroom | 16 |
| 3. | Podium | 37 |
| 4 | Smartboard | 29 |
| 5 | Hanging Projector | 33 |
| 6 | Virtual Reality Studio | 1 |
| 7 | Model Making Centre | 1 |
|  | **Computer Lab Resources** | Number |
| 1. | DELL CPU | 85 |
| 2 | DELL MONITORS | 85 |
| 3. | DTK CPU | 88 |
| 4. | DTK MONITORS | 88 |
| 5. | A3 Scanner – Epson 1000 | 7 |
| 6 | Hanging Projector | 5 |
| 7 | HP Printers | 9 |
| 8 | Plotters (A0 Size) | 8 |
| 9 | Scanners (A0 Size) | 2 |

I.2.2.1. Computer Labs

The College has made a very good effort in providing the students and staff with the latest advanced technology in the field of electronic learning. This is reflected in the provision of six computer labs fitted with over two hundred periodically upgraded computer units, equipped with the latest software to support architectural design and planning. The labs also have 8 plotters and 2 scanners of size “A0”.

The computers are linked to a local area network serving the College administration and faculty offices, which are linked to the University Computer Center as well, for internet and intranet services. The center provides all lecture halls, seminar rooms and studios with network connections. Currently the center is preparing an internet lab to provide students with access to the World Wide Web to search for scientific materials.

The computer center offers through a team of specialized staff many courses within the study plan, including GIS, Architectural Design (3), Building Construction (1) Planning Project (5), PL 312, ARCH 224, ARCH 320, PL 310 and ARCH 420. The center also provides printing services for faculty and students using the latest technologies. The built-up area of the computer lab is 428m2.

The Computer Centre provides Wi-Fi internet 24-hour service to all spaces in the College building. Students, faculty and staff use their laptops and tablets to access the internet anywhere in the building through this service. The College provides ample seating areas all around for this and other social purposes.

I.2.2.2. Thermal Lab, Lighting Lab, and Acoustics Lab

These labs perform the acoustical tests, thermal, artificial and natural lighting tests for architectural spaces. Studies are carried out on areas of openings and type of insulation required. Moreover, studies and tests are made for internal spaces, their size and shape, properties of finishing materials and effect of external factors.

The List of Equipment in the Thermal lab, Lighting Lab. and Acoustics Lab are attached in the Supplement. The built-up area for Thermal Lab is 101m2, the Lighting Lab area is 121.3m2 and the built-up area for the Acoustics Lab area is 98.7m2.

I.2.2.3. Photography Lab

The College photography lab serves all the College faculty, staff, technicians and students. The lab predominantly makes use of digital means, but traditional technology is still retained. Such services include:

* Providing instructions and directions related to the art of photography.
* Development of negatives and slide films and copying of slides.
* Enlargement of photographic images.
* Microfilm shooting and printing.
* Documentation of symposium sessions, public lectures and ceremonies with still photography and video.

Each semester the lab documents students' work by photographing distinguished architectural design and planning projects.

I.2.2.4. Structure Lab

The structure lab is equipped with various testing devices to perform the required tests for structures subjected to eccentric loading, bending and shear of simple beams, arches and two-way intersecting grid structures. The lab provides the students with constructive information related to the structural behavior of the building elements subjected to the different forces. Such data and information serve students' knowledge in the related courses. The list of equipment in the Structure Lab is shown in the Supplement. Total floor area of the Structure Lab is 187m2.

I.2.2.5. Building Materials Lab

Different samples of traditional and modern building materials and components are exhibited. It is planned that various tests for strength, stiffness, durability, thermal conductivity, color, assembling and fixing will be performed in the lab. Such tests are important for enriching and widening the scope of students in the related subjects. Total floor area of the lab is 175m2.

I.2.2.6. Transportation and Environmental Studies Lab

The lab is equipped with manual and mechanical devices for traffic counting and vehicles classification according to their size and type, speed, direction and time. Advanced computer network using specialized software are used for analysis of data and results. Also the lab is provided with pollution monitoring devices and measurement of traffic noise. Total floor area is 121m2.

I.2.2.7. Graphical Presentation and Rendering Unit

The unit and its artistic staff provide various services for students and faculty. It aims to develop the artistic skills of students by giving the right advice and consultation on the type of graphic presentation techniques for various project drawings. The unit uses both the traditional manual methods and computer graphics software. The unit designs and produces the College bulletin and symposium pamphlets, and is responsible for arrangement of College exhibitions and production of drawings and other exhibits. Total floor area is 133m2.

I.2.2.8. Photocopying Unit

The unit uses advanced photocopying machines to produce lecture handouts, research papers, examination papers and other documents required by the College administration and faculty. Moreover, the unit is equipped with cutting, trimming and binding machines for production of documents. Total floor area is 100m2.

I.2.2.9. Model Making Workshop

The new modern Model Making Workshop is equipped with all the necessary tools used for shaping, cutting, smoothing, trimming, gluing and welding of the various materials used such as timber, metal, plastic, glass etc. Well trained and qualified technicians supervise and help student to produce their models. The workshop participates in preparing panels and the necessary hangers for College annual exhibition and help in producing and maintaining panels and partitions. Total floor area is 355m2.

I.2.2.10. Virtual Reality Lab

This is the newest lab in College. The Virtual Reality Lab (VR Lab) is a very advanced computer-simulated environments lab that can simulate physical presence in places in the real world, as well as in imaginary worlds. It is extremely useful for research, education, planning, interior and architectural design purposes as well as demonstration for the public.

It is based on visual / audio experiences, displayed through special stereoscopic displays, including a very advanced tracking system of viewer eye movements. Furthermore, virtual reality lab provides remote communication environments.

Researchers and students can interact with a virtual environment by wearing special eyewear glasses and through a seven-meter curved screen. The curved screen is based on three-chip DLP projection technology. The system is provided with two rear projectors generating an image of 4 million pixels’ resolution which produce a uniform bright and uniform colored image. In addition, the system includes a stereo capable professional graphics workstation as master system. It has a high-end graphics card with RAID functionality for data redundancy. Total floor area of the lab is 142m2.

The following plans show the College floor plans, which indicate the distribution of spaces based on the functions (education, research, exhibition, studios, offices...etc.).



I.2.3 Financial Resources

The program of Architecture and Building Sciences is highly supported financially by the University. This can be evidenced from faculty hiring policy, furnishing of studios and labs with the latest technological facilities, inviting visiting professors from abroad and supporting the training program for the students abroad in different countries in each summer.

Also, the program has its own means of raising funds from different sources such as the projects and consultancy services, and institutions and companies that have strong relation with the program. Other sources include the research center and other research activities such as the two chairs for research in a) affordable housing and b) architectural heritage. The financial support can be illustrated through the followings:

I.2.3.1. Students and Faculty

A general overview of financial resources clearly establishes that on a comparative basis the program is supported significantly. Students are supported financially with monthly stipend, accommodation and travel allowances. Basic salary of faculty member exceeds the international standards and there is an annual increment of about 5%. In addition to basic salary, faculty members are also paid transportation and accommodation allowances and are duly compensated for additional teaching load, research or assignments. Special payments for expatriate staffs include international air travel tickets and payment of school tuition fees for their children. Health benefits and assurances are provided for all students and staff members. The comparisons of faculty salaries according to rank are shown in the table below.

I.2.3.2. Comparisons of faculty salary\* according to rank

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Category** | **Average Salary** | **Highest Salary** | **Lowest Salary** |
| Professor | 23565 | 28710 | 18420 |
| Associate Professor | 20735 | 25390 | 16080 |
| Assistant Professor | 16755 | 20745 | 12765 |
| Lecturer | 12335 | 15905 | 8765 |
| Teaching Assistant | 9555 | 12460 | 6650 |

**\***figures in Saudi Riyal (1 USD = 3.77SR)

I.2.3.3. Facilities and Equipment

As presented previously, the facilities are exceptional in terms of adequate space and the maintenance by the university staff is also exceptional. The College of Architecture and Planning has recently invested over two and a half million dollars in new furniture, computers, laboratory and shop equipment and a virtual reality visualization laboratory.

I.2.3.4. General Operating Budget

The general operating budget of the program of Architecture and Building Sciences is almost three hundred thousand dollars per year for general and fixed supplies and operations.

I.2.3.5. Research Center and Chaired Professorships

The Research and Information Center received almost two hundred thousand dollars from the university, for the operation of this critical center. The research mission of the institution is increasing and the college has also received two research professorships to support this mission. The King Abdullah Foundation Chair for Housing Developmental has been established to conduct research in this critical area of development. The Prince Sultan Bin Salman Chair for Architectural Heritage is another critical area of research and cultural preservation in the context of a rapidly developing country.

I.2.3.6. Consultations and Competitions

The faculty is often engaged in winning national and international competitions such as those mentioned previously in Mecca and Medina. These competitions and related consultancies through research and professional practice have averaged between a million and a half to almost the three million SR per year. These resources are significant in their support of the activities of the faculty and student professional education.

I.2.3.7. Special Donations

The program of Architecture and Building Sciences has extensive connections with professional offices, governmental agencies, the construction industry and product suppliers. While donations vary from year to year they have averaged almost nine hundred thousand SR per year. These donations support a wide variety of student studio and special projects.

I.2.3.8. Research Center and Chaired Professorships

The Research and Information Center received almost two hundred thousand dollars from the university, for the operation of this critical center. The research mission of the institution is increasing and the college has also received two research professorships to support this mission.

The King Abdullah Foundation Chair for Developmental Housing has been established to conduct research in this critical area of development. The Prince Sultan Bin Salman Chair for Architectural Heritage is another critical area of research and cultural preservation in the context of a rapidly developing country.

I.2.3.9. Consultations and Competitions

The faculty is often engaged in winning national and international competitions such as those mentioned previously in Mecca, Medina, and King Abdullah City for Atomic and Renewable Energy. These competitions and related consultancies through research and professional practice have averaged between a million and a half to almost the three million SR per year. These resources are significant in their support to the activities of the faculty and students’ professional education.

I.2.3.10. Special budget for accreditations

The university encourages all the academic programs to achieve the accreditation from the related accreditation agency, either nationally or internally or both. This budget may vary from year to another, but last year it was one million RS.

I.2.4 Information Resources

The Prince Salman Library plays a central role to enable KSU to attain an information-rich environment needed in the education of students and the promotion of intellectual, personal and social growth of the whole university community. The commitment of the library is to foster academic inquiry, scholarly communication, and life-long learning by collecting, organizing, and disseminating information to its users. These are essential for the promotion of information and critical thinking skills that are vital to teaching, scholarship research and professional training. The details are as follows:

I.2.4.1. Public Libraries:

Students in the program have access to valuable resources through two public Libraries:

* 1. **Central Library** (Over two million volumes and online accessibility)
     1. Manuscripts
     2. Theses
     3. KSU Local and International Journals
     4. Academic publishing

b) **College Library**

1. 9900 volumes of professional books
2. 54 international periodicals
3. 41 Arabic periodicals
4. Master thesis and doctoral dissertations.

I.2.4.2. Studio Libraries (proposed)

- Reference and handbooks.

- Architectural journals and magazines.

- Sample of students works containing the following:

1. Previous projects.
2. Case studies analysis.
3. Architectural programs.

I.2.4.3. Documentation Center

The Centre contains various digital materials such as:

* Books, journals, reports, unpublished theses and dissertations.
* GIS library: containing satellite images, aerial photos, base maps, digitized projects.
* Slide libraries mainly for history and theory of Architecture
* Educational and documentary movies:
  + - Architecture pioneers.
    - Famous buildings.
    - Famous buildings.
    - Construction techniques
* Building products and material catalogues (CDs and DVDs):
* Local and international competitions.
* Events documentation and photo library:
  + - Conferences
    - Exhibitions
    - Visits
    - Juries
* Student works
  + - Projects
    - Reports
    - Research
* Architectural Computer Software’s/Program’s (for each studio)

I.2.4.4. Faculty Web Pages

The webpages containing a lot of information related to:

1. Staff resumes, publications, and research interests.
2. Course descriptions, objectives, performance criteria and requirements
3. Lectures’ notes and presentations.
4. Samples of student works.
5. Web-based educational resources and links.

I.2.4.5. Research Center

This Centre is to support basic and applied research and provide consultations required by the community. In addition, it supervises research carried out by the faculty members in the college.

I.2.4.6. Research Chairs

1. King Abdullah bin Abdulaziz Foundation's Chair for Housing Developmental Research: The Research Chair is dedicated to specialized scientific and applied studies and research on housing and housing developing issues such as affordable housing, environmental sustainability, improving the qualities of houses and reducing their cost and developing the urban environment of housing projects etc.
2. Prince Sultan bin Salman Chair for Architectural Heritage: This research chair focuses on scientific research related to preservation of cultural heritage. The research chair is organizing an international conference that will be held in from 15 to 19 April, 2019 at King Saud University.

I.2.4.7. Students Projects Magazine

At the end of each semester, the College of Architecture and Planning, through a committee formed to collect the best projects that have been submitted and presented by the students from different design studios in both Department of Architecture and Building Sciences and Department of Planning. These projects are organized in a magazine named (حصاد المشاريع). The University publishes about 150 copies of each issue and distributes it between the college students and faculty members. This documentation allows the students to learn from the projects presented in the magazine. This magazine can be accessed from here (<https://cap.ksu.edu.sa/ar/SP>).

I.2.4.8. Other On-line Resources:

All staff, students, and employee’s workstations are linked to the University’s internet services through secured accounts, thus enabling services such as:

1. E-mail accounts and services
2. Access to different university units and services.
3. Secured access to international scientific digital libraries
4. E-Learning resources.

I.2.5 Administrative Structure and Governance

King Saud University was founded under a Royal Decree, and was accredited, and was validated by the Ministry of Higher Education (which was also the founding organization) which is the highest authority concerning higher education in the Kingdom, hence it is a recognized institution in the whole region. The university also has got the National Accreditation from the National Commission for Accreditation, Assessment Authority.

The autonomy of the University was established according to Royal Decree No. 112, which grants King Saud University independent status having its own budget and responsible for its own governance. The university is given the privilege to promote scholarly research and advance the sciences and arts. The Minister of Education was honored as the first Rector of King Saud University, while the administrative positions of Vice-Rector and Secretary General were appointed with the university council’s approval, and its own Dean, Vice-Deans, and Advisory Council head each college and institute. (1961)

The University including all its colleges was granted the authority to award the relevant academic Degrees for their approved programs. Thus, the College of Architecture and Planning awards one Bachelor degree in Architecture and another Bachelor degree in Urban Planning. The Administrative structure of the College is viewed in the following table.

The College of Architecture and Planning is administered by the College Deanship, headed by the Dean of the College, Dr. Abdullah Althabt and three Vice Deans; Dr. Fahd Alluhaim, the Vice Dean for Academic Affairs, Dr. Abdulrahman AlTassan, the Vice Dean for Development and Quality, and Dr Mohammed Alabbad, the Vice Dean for Research and Graduate Studies. The Department Chair, Dr. Mohammad Kotbi who is also the Chairman of the Department Council, heads the Program of Architecture. There are also different committees support the educational, administrative and cultural activities in the Department.

Each of these committees is headed by a senior professor and one of the main committees is the one for NAAB Substantial Equivalency, headed by Professor Amer, as he has been the chair of this committee since the program of Architecture has started the early communications with NAAB. The assigned members to the committees reflect the policy-making towards the program, with major emphasis on both NAAB Substantial Equivalency and National Accreditation NCAAA. Among the activities of these committees are the program benchmarking for self-assessment and development, follow-up on the development plans of the program, preparing the action plans for accreditation, conducting workshops to the faculty members on NAAB conditions and criteria and procedures, meeting with students to introduce the importance and requirements for NAAB substantial equivalency, meeting with faculty members for the same purposes, and conducting all correspondence with the international and national communications for the programs development and accreditation.

Parallel to the NAAB and NCAAA committees, other committees in the program of Architecture cover a wide range of responsibilities and activities such as Recruitment Committee, Master and Ph.D. committees, in addition to the committees of cultural, academic, and social and sports events. The Committee of Academic Advising designates each enrolled student to an academic advisor who takes the full responsibility of following up the student’s achievement in the program with the proper registration in each semester, offering the advice and resolving any student problems. Moreover, the Committee of Extracurricular Activities has crucial role in the intellectual development of students through covering a wide range of activities such as organizing public lectures operated by the faculty members from the program of architecture and invited professionals and professors from other academic institutions, organizing academic meetings and workshops, initiating public galleries, and conducting field trips for educational and recreational activities.

 Since the program of Architecture has achieved the NAAB Substantial Equivalency by NAAB in January 2013, the program is now concentrating on the renewal of the NAAB SE and at the same time, the program has recently submitted the documents needed for achieving the National Accreditation by the National Commission for Accreditation and Assessment. The Program administrative structure is viewed in the following table.



**Organizational Structure of College of Architecture and Planning**

**Department Chairman**

**Chairman Assistant**

**Secretary**

**Post Graduate Programs Unit**

**Academic Affairs Unit**

**Administrative Affairs Unit**

**General Relations Unit**

1-General Relations

Committee.

1-Master Degree

Committee.

2-PhD degree Committee

3-Programs Development

Committee.

1-Academic Affairs

Committee.

2-Academic

Accreditation

Committee

3-Design Studios

Committee.

1- Administrative Affairs Committee.

2- Teaching Assistants

Committee.

3- Laboratories Committee.

4- Staff Recruitment Committee.

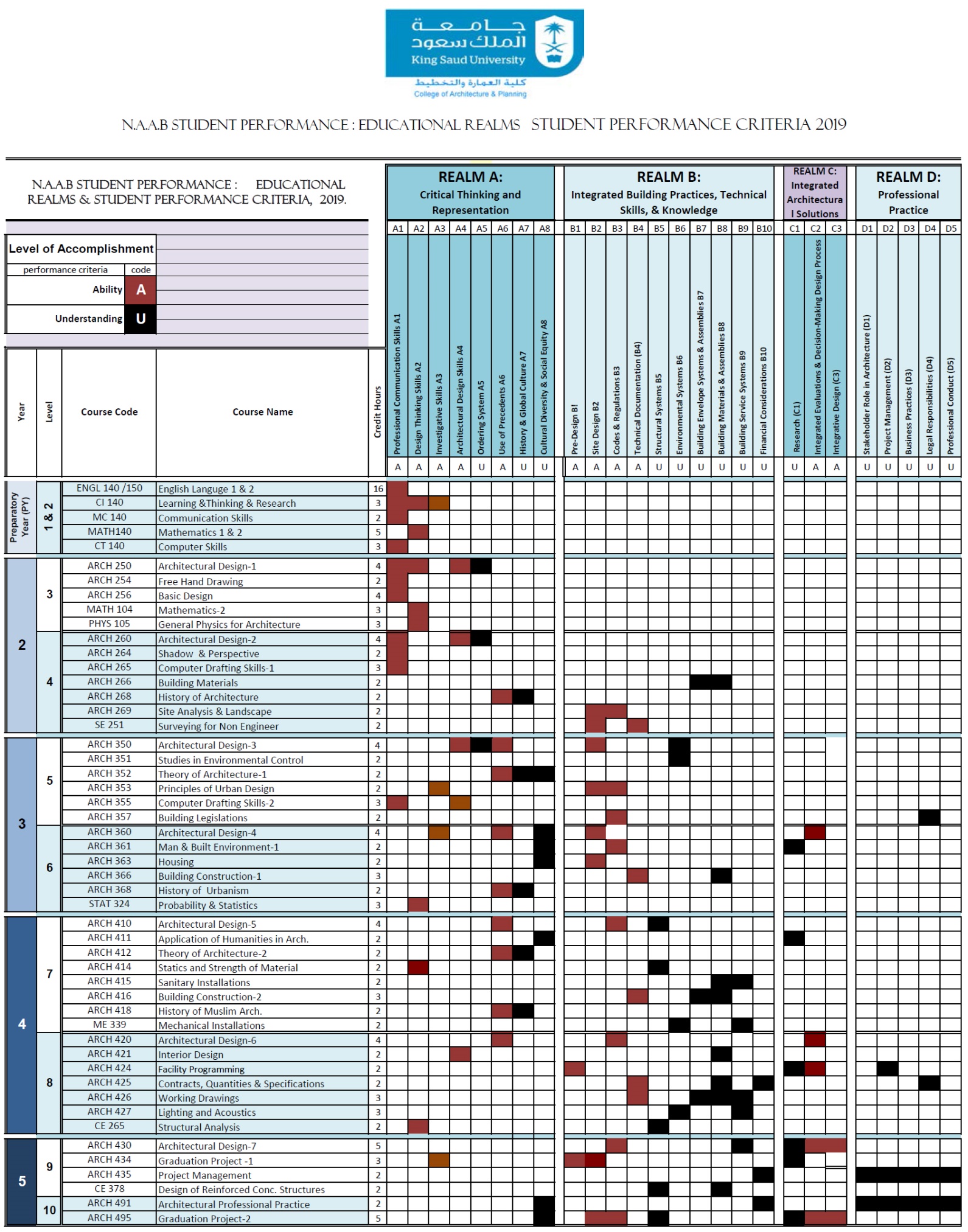
**Organization Structure of Department of Architecture & Building Science**

**Part II, Section 1 – Educational Outcomes and Curriculum**

**II.1.1 Student Performance Criteria**

The professional degree and curriculum fully cover the NAAB Matrix of Student Performance Criteria, which can be seen in the following NAAB Matrix. The criterion of communication skills is covered mainly by the university preparatory program, which intensifies during the first semester of the study plan. Meanwhile, the early stage of the study plan is characterized by the College requirements of basic design and visual communication skills, which are shared among the Architecture and the Planning programs. The core Architecture Program extends in vertical and horizontal distribution of the study plan along the spine of design studio courses. Each theme of the core program progresses in pre-requisite sequence with the comprehensive inter-correlations towards the final stage of the program. This is further enforced by the specialized electives during the last two years of the program, in addition to the two-month summer professional training program.

The matrix below shows an account of how each criterion in the four realms of the NAAB Student Performance Criteria is achieved in the curriculum for the Program.

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# Part II, Section 2 – Curricular Framework

**II.2.1 Institutional Accreditation**

Founded in 1957, King Saud University is a non-profit public higher education institution, which is officially accredited and/or recognized by the Ministry of Education, Saudi Arabia. King Saud University (KSU) is a very large institution in terms of the student body, in which the enrollment ranges between 35,000 and 39,999 students. King Saud University (KSU) offers programs leading to officially recognized higher education degrees such as bachelor degrees, master degrees, and doctorate degrees in several areas of study.

2016 was a momentous celebrated journey for KSU for conducting and submitting the whole re-accreditation exercise on the integrated electronic ITQAN KSU-Quality Management System (KSU-QMS). It was an intense 10-month timeframe which culminated in a paperless submission to the Education Evaluation Commission – National Center for Academic Accreditation and Assessment (EEC-NCAAA). KSU was first awarded its accreditation in 2010 and the university was re-accredited successfully for another 7 years into April 2017.

The National Commission for Academic Accreditation and Assessment (NCAAA) was established in 2004 with responsibility for determining standards and procedures for accreditation and quality assurance and accrediting postsecondary institutions and programs within the Kingdom of Saudi Arabia. The Commission will carry out its evaluations through verification of an institution's self-studies and external reviews. These will consider both the institutions achievements in relation to its mission and objectives, and achievement of necessary standards based on international good practice.

According to the office of the Vice-Rector for Planning and Development, this integrated electronic ITQAN KSU-Quality Management System (KSU-QMS) platform, aims to support and accomplish the KSA Vision 2030 via digital transformations to reduce quality fatigue and increase productivity through better ‘quality-planning-information’ management and performance-based management.

Two publications of reference - ITQAN 2020: Electronic KSU-QMS Handbooks 1 & 2 (4th Edition, May2017) represents the reference mechanisms for all Colleges, Departments and Programs, to adhere in any self-evaluation exercise. Hence, quality assurance or self-evaluation exercises for all constituents are reliant upon the advanced KSU-QMS references, making the quality presentation consistent throughout the University organization. Any development pertaining to affairs of the Program, its Faculty, Staff, Student or maintenance, are coherently in conformity with KSU-QMS criteria to maintain and achieve its quality objectives.

**II.2.2 Professional Degrees and Curriculum**

Prospective students applying to the King Saud University’s College of Architecture and Planning require a high school General Certificate of Education (Science Option) with a minimum 90% pass grade as decided by the College Council. The candidate is also required to pass an aptitude and skills test held by the College to qualify for admission.

The initial curriculum for the program of architecture was based on studies done on a number of colleges of architecture in the United States of America, by a group of professors from King Saud University. The curriculum was founded on the reasoning that design studies, liberal Studies, technology studies, and social studies, have a compounding influence on the intellectual and professional ethics of architects. The course work covers the range of topics that is critical to the understanding of the profession. This includes studies of design and creativity, building systems and building elements, technology and its applications in architecture, theories and philosophies of architecture and art, professional practice and building by-laws. Given all that, plus an offering of a wide range of electives throughout the Colleges and Departments within the University system, graduates of this program have a good spread of diverse knowledge to serve both their social and professional obligations.

Being situated in the capital city of Riyadh, King Saud University’s Department of Architecture is ideally located to draw a constant row of guest critics, adjunct faculty, or experienced professionals from all over the world. Students of the King Saud University’s Architecture program, is taught by a mix of highly qualified and experienced academicians from local and international origins. The architecture faculty is also well endowed with experienced practitioners, who are concerned with educating these students with a balanced theoretical, technical, professional and creative knowledge in the civic, social, and professional realms of architecture.

Graduates of the King Saud University College of Architecture and Planning are trained to take up careers in architecture and a wide range of other design, construction, or other architecture-related professions or businesses. The uniqueness of the practice of architecture in Saudi Arabia requires no licensing examination or legal registration as exists elsewhere. The system is dependent upon the educational systems provided by the local university’s colleges of architecture to produce qualified architects. However, there are related umbrella organizations like the Saudi Council of Engineers where many of the nation’s architects are registered with. By virtue of its history and humble beginnings in the College of Engineering, the professional tie between engineers and architects seem well established. The Architectural community has an effective form of ruling regarding professional practice.

The Al-Umran Saudi Association (The Saudi Society for Urban Science) was founded by the faculty of the College of Architecture and Planning and has its Riyadh base office in the College. The association is forging affiliation with the Paris based UIA - *Union internationale des Architectes*, (International Union of Architects). The association is a scientific organization managing the various areas of architectural science for the purpose of creating distinctive models for the local urbanization environment in a way complying with the social obligations for the betterment of society in the region. All students and faculty are members of this association, by virtue of the College of Architecture and Planning. It is the organization for the Architectural and academic community that is vigorously involved in various professional issues pertaining to architecture and urbanism, and also architectural programs for the community.

Special committees within the Department of Architecture and Building Science was set up to review and develop the study program for the Bachelor of Architecture degree, and subsequently approved by the Departmental Board in its 12th session of the academic year 2002/03AD (1423/24H). The program curriculum was last reviewed in the 2009/2010 academic year with the objective of ensuring quality and meeting with the professional demands, while keeping abreast with the advancements in technology and to prepare students for “globalization” in the new millennium. The program of Architecture and Building Sciences awards its graduates the Bachelor of Architecture degree upon successful completion of 170 credit hours as prescribed in the study plan for the program. The Department also offers a Master of Architecture degree (M.Sc.), as well as a Doctor of Philosophy in Architecture (Ph.D.) which was commenced in the academic year 2003-04AD (1425/26H).

Being the pioneer school of architecture in the Arabian Peninsula and the Gulf region, its graduates represent the leading generation of architects and planners in the Kingdom. Some of its pioneer graduates helped establish new schools and colleges of architecture in other regions of the Kingdom, some others are holding senior portfolios in the government, while others are successful individuals in private and professional sectors. All in all, the graduates of King Saud University’s College of Architecture and Planning are currently in diverse positions of importance in service to the community and in nation building.

**PII.2.2.1 Outline of the Curriculum for Bachelor of Architecture.**

The Bachelor of Architecture Program comprises two basic components: 1). "Foundation/Theoretical Curriculum" and 2). "Professional / Social Curriculum". Both curricula aim at reinforcing and developing the students' ability in knowledge, skill, personality and professionalism. The study Plan essentially contributes towards the fulfillment of both the academic and social realms.

The structural organization of the study plan is founded on the following bases:

**A. Knowledge and training component**:

The reviewed plan of study is designed to include the following basic knowledge and training aspects:

* Basic Skills and Design.
* Science and Technology.
* History, Theory and Humanities.
* Languages and Islamic Culture

The Basic Skills and Design component is considered to be the backbone of the study plan accounting for 34% of the credit hours and 46% of the contact hours.

Field training in Professional Practice is an important requirement of the Bachelor Program. The study Plan prescribes a compulsory training period of not less than 60 days in a reputable organization, set directly after the sixth semester level.

**B. Common semester levels:**

The study plan dedicates the first four semester levels to common courses shared by the Department of Architecture and Building Science with the Department of Planning. This is followed by Architecture specialization courses for the six remaining semester levels, which include specialized block option courses concentrated in the last four semesters.

The establishment of four common semester levels in the first four (4) semesters for all students before they stream into architecture or planning specialization is due to the following reasons:

* Optimum utilization of material, spatial and human resources in the college.
* Reinforcement of common knowledge and enhancing cooperation among graduates of both specializations, through maximum contact period of study and contact with faculty members.

This period of time also allows freshly enrolled students ample time to comprehend the various field of study in the college before deciding on a specialization.

**C. Field and practical training:**

The field training is allocated between the sixth and seventh semester levels. Students in the Architecture Program undertake practical training in professional offices in foreign locations in Europe and the Far-East and the United States, to observe and gain experiences from the different cultural environment and different practice ethics.

Objectives of the field training program are manifold. These are summarized below:

* To expose students to the more practical aspects of architecture in a professional environment;
* To interact in a professional office environment, while enhancing creativity, skills, and the practical aspects of the profession.
* To enhance the students’ creativity, knowledge and skills and be able to promote such abilities in the coming semesters before graduating.

**Study Plan Description**

Students are required to successfully pass 170 credit hours of study period and 60 days of summer training in an office, to graduate. This can be accomplished during ten semesters (five years); Distribution of course units are as presented in the table that follows:

**General Distribution of Courses**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Requirements** | **No. of courses** | **Credit Hrs.** | **%** | **Contact Hrs.** | **%** |
| 1 | University | 6 | 12 | 7.06 % | 12 | 4.7% |
| 2 | Preparatory Year | 9 | 31 | 18.24 % | 61 | 23.9% |
| 3 | College | 24 | 63 | 37.06 % | 93 | 36.3% |
| 4 | Department | 21 | 56 | 32.94 % | 82 | 32.0% |
| 5 | Block option | 4 | 8 | 4.70 % | 8 | 3.1% |
| **Total** |  | **64** | **170** | **100%** | **256** | **100%** |

University Requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Credit Hrs.** | **Course Name** | | **Course ID Code** |
| 1 | 2 | Language skills | | ARAB 101 |
| 2 | 2 | Expository Writing | | ARAB 103 |
| 3 | 2 | Introduction to Islamic Culture | | IC 101 |
| 4 | 2 | Islam and the Construction of Society | | IC 102 |
| 5 | 2 | The Islamic Economic System | | IC 103 |
| 6 | 2 | Foundations of Islamic Political System | | IC 104 |
|  | **12 (12)** | **Total** |  | |

Preparatory Year Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Credit Hrs. (Contact Hrs.)** | **Course Name** | **Course ID Code** |
| 1 | 1 | Health & Fitness | CHS 150 |
| 2 | 8 | English Language 1 | ENG 140 |
| 3 | 8 | English Language 2 | ENG 150 |
| 4 | 3 | Learning, Thinking & Research Skills | CI 140 |
| 5 | 2 | Communication Skills | MC 140 |
| 6 | 2 | Mathematics 1 | MATH 140 |
| 7 | 3 | Mathematics 2 | MATH 150 |
| 8 | 3 | Computer skills | CT 140 |
| 9 | 1 | Entrepreneurship | ENT 101 |
|  | 31 (61) |  |  |

College Requirements

| **No.** | **Course ID** | **Course Name** | **Credit Hrs. (Contact Hrs.)** | **Prerequisites** |
| --- | --- | --- | --- | --- |
| 1 | MATH 104 | Mathematics 3 | 3 | - |
| 2 | PHYS 105 | General Physics | 3 | - |
| 3 | ARCH 250 | Architectural Design 1 | 4(0+8 Studio) | - |
| 4 | ARCH 254 | Free Hand Drawing | 1(0+2 Studio) | - |
| 5 | ARCH 255 | Graphics Skill | 4(0+8 Studio) | - |
| 6 | ARCH 260 | Architectural Design 2 | 4(0+8 Studio) | ARCH 250  ARCH 255 |
| 7 | ARCH 264 | Shadow & Perspective | 2(1+2 Studio) | ARCH 254  ARCH 255 |
| 8 | ARCH 265 | Computer Drafting Skills 1 | 3(0+3 Studio) |  |
| 9 | ARCH 266 | Building Materials | 2 | - |
| 10 | ARCH 268 | History of Architecture | 2 | - |
| 11 | ARCH 269 | Landscape | 2 | - |
| 12 | ARCH 350 | Architectural Design 3 | 4(0+8 Studio) | ARCH 260 |
| 13 | ARCH 351 | Studies in Environmental Control | 2 | PHYS 105 |
| 14 | ARCH 352 | Theory of Architecture 1 | 2 | - |
| 15 | ARCH 353 | Principles of Urban Design | 2 | - |
| 16 | ARCH 355 | Computer Drafting Skills 2 | 3 | ARCH 265 |
| 17 | ARCH 357 | Building Legislations | 2 | - |
| 18 | ARCH 360 | Architectural Design 4 | 4(0+8 Studio) | ARCH 350 |
| 19 | ARCH 361 | Man and Built Environment 1 | 2 | - |
| 20 | ARCH 363 | Housing | 2 | - |
| 21 | ARCH 366 | Building Construction 1 | 3(2+2 Studio) | ARCH 266 |
| 22 | ARCH 368 | History of Urbanism | 2 | - |
| 23 | SE 251 | Surveying for Non Engineers | 2 | - |
| 24 | STAT 324 | Statistics | 3 | - |
| **Total** | | | **(63) 93** |  |

Department Requirements

| **No.** | **Course ID** | **Course Name** | **Credit Hrs. (Contact Hrs.)** | **Prerequisites** |
| --- | --- | --- | --- | --- |
| 1 | ARCH 410 | Architectural Design-5 | 4(0+8 Studio) | ARCH 355 ARCH360 |
| 2 | ARCH 411 | Application of Humanities | 2 | ARCH 361 |
| 3 | ARCH 412 | Theory of Architecture 2 | 2 | ARCH 352 |
| 4 | ARCH 414 | Statics and Strength of Materials | 2(1 + 2 Studio) | PHYS 105 |
| 5 | ARCH 415 | Sanitary Installations | 2 | ARCH 366 |
| 6 | ARCH 416 | Building Construction 2 | 3(2+2 Studio) | ARCH 366 |
| 7 | ARCH 418 | History of Muslim Architecture | 2 | ARCH 268 |
| 8 | ARCH 420 | Architectural Design-6 | 4(0+8 Studio) | ARCH 410 |
| 9 | ARCH 421 | Interior Design | 2 | - |
| 10 | ARCH 424 | Facility Programming | 2 | - |
| 11 | ARCH 425 | Contracts, Quantities, and Specifications | 2(1+2 Studio) | ARCH 416 |
| 12 | ARCH 426 | Working Drawings | 3(2+2 Studio) | ARCH 416 |
| 13 | ARCH 427 | Lighting & Acoustics | 3 | PHYS 105 |
| 14 | ARCH 430 | Architectural Design-7 | 5(0+10 Studio) | ARCH 420 ME 339 CE 265 |
| 15 | ARCH 434 | Graduation Project 1 | 3(2+2 Studio) | ARCH 420  ARCH 424 |
| 16 | ARCH 435 | Project Management | 2 | ARCH 425 |
| 17 | ARCH 491 | Professional Practice in Architecture | 2 | - |
| 18 | ARCH 495 | Graduation Project 2 | 5(0+10 Studio) | ARCH 430 |
| 19 | CE 265\* | Structural Analysis for Arch. | 2(2+1) | ARCH 414 |
| 20 | CE 378\* | Design of Reinforced Concrete Structures | 2(2+1) | CE 265 |
| 21 | ME 339\* | Mechanical Installations | 2 | - |
| **Total** | | | **56 (82)** |  |

\* Courses offered by College of Engineering

**Practical Training (Optional Requirement)**

| 1 | 999 ARCH | Practical Training | 0 | - |
| --- | --- | --- | --- | --- |

Block Options

# Architectural Design Option

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs.** | **Prerequisites** |
| 1 | ARCH465 | Application of Humanities in Architecture | 3 | - |
| 2 | ARCH 466 | Form and Structure in Architecture | 3 | - |
| 3 | ARCH 475 | Contemporary Theories of Architecture | 3 | - |
| 4 | ARCH 485 | Vernacular Architecture | 2 | - |
| Total | | | 11 |  |

**Building Science Option**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs.** | **Prerequisites** |
| 1 | ARCH 467 | Working Drawings | 3 | - |
| 2 | ARCH 468 | Structural Systems in Architecture | 3 | - |
| 3 | ARCH 477 | Computer-Aided Concrete Structure Design | 3 | CE 378 |
| 4 | ARCH 487 | Modern Construction Techniques | 2 | - |
| Total | | | 11 |  |

**Electives 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs.** | **Prerequisites** |
| 1 | ARCH 431 | Advanced Computer Applications | 2 | - |
| 2 | ARCH 432 | History of Interior Design & Furniture | 2 | - |
| 3 | ARCH 433 | Urban Design Skills | 2 | - |
| 4 | ARCH 436 | Contemporary Construction Techniques | 2 | - |
| 5 | ARCH 437 | Bldg. Perform Evaluation - CAD | 2 |  |
| 6 | ARCH 438 | Vernacular Architecture | 2 |  |
| 7 | ARCH 439 | Project Management Law | 2 |  |
| Total | | | 14 |  |

**Electives 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs.** | **Prerequisites** |
| 1 | ARCH 441 | Form & Structure | 2 | - |
| 2 | ARCH 442 | Furniture Design & Internal Treatments | 2 | - |
| 3 | ARCH 443 | Theory of Urban Design | 2 | - |
| 4 | ARCH 446 | Advanced Structural Systems in Architecture | 2 | - |
| 5 | ARCH 447 | Building Integrated Renewable Energy | 2 |  |
| 6 | ARCH 448 | Islamic Architecture | 2 |  |
| 7 | ARCH 449 | Project Administration | 2 |  |
| **Total** | | | 14 |  |

**Electives 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs** | **Prerequisites** |
| 1 | ARCH 451 | Art Appreciation | 2 | - |
| 2 | ARCH 472 | Materials & Textiles | 2 | - |
| 3 | ARCH 463 | Cities in Environmental Perspective | 2 | - |
| 4 | ARCH 456 | Building Economics for Architecture | 2 | - |
| 5 | ARCH 457 | Sustainability in the Built Environment | 2 |  |
| 6 | ARCH 458 | Urban Sites Restoration | 2 |  |
| 7 | ARCH 459 | Advanced Project Management | 2 |  |
| **Total** | | | 14 |  |

**Electives 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course ID** | **Course Name** | **Credit Hrs.** | **Prerequisites** |
| 1 | ARCH 461 | Architectural Criticism | 2 | - |
| 2 | ARCH 482 | Advanced Lighting Techniques | 2 | - |
| 3 | ARCH 473 | Cities in Social Perspective | 2 | - |
| 4 | ARCH 476 | Computer Appl. in Reinforced Concrete | 2 | - |
| 5 | ARCH 471 | Bldg. Energy Conservation & Management | 2 |  |
| 6 | ARCH 478 | Architecture Restoration | 2 |  |
| 7 | ARCH 469 | Facilities Management | 2 |  |
| **Total** | | | 14 |  |

|  |
| --- |
|  |

# Part II, Section 3 – Evaluation of Preparatory Education

**PII.3. Evaluation of Preparatory Education**

**The Preparatory Year Education adopts the annual system in which students have to complete all the requirements in one academic year (2 semesters + an exceptional summer semester) with a GPA not less than 3 out of 5.  In case a student does not complete all the PY education requirements in one academic year, or if his/ her cumulative GPA is less than 3 out of 5, he/she shall not be promoted to his/ her college of choice.**

**New students enrolled in the Preparatory Year are admitted into one of three (3) tacks according to the program of study they want to do after this preparatory year. Students intending to go into Architecture & Planning studies are streamed into the ‘**Engineering and Science Colleges Track’. The tracks have two optional groups of studies.

**Study plan for Science Colleges Track: Example of Group One Courses.**

**First Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course Code** | **Course Name** | **Credit Hours** | **Contact Hours** |
| 1 | ENGS 104 | Academic English 1 | 6 | 15 |
|  | or ENGS 105 | or Academic English 1 | 6 | 12 |
|  | or ENGS 106 | or Academic English 1 | 6 | 6 |
| 2 | MATH 101 | Differential Calculus | 3 | 5 |
| 3 | CT 101 | IT Skills | 3 | 4 |
| 4 | ENT 101 | Entrepreneurship | 1 | 1 |
| 5 | ARAB 100 | Writing Skills | 2 | 2 |
| Total | | | 15 | 27 or 24 or 18 |

**Second Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course Code** | **Course Name** | **Credit Hours** | **Contact Hours** |
| 1 | ENGS 111 | Academic English 2 | 6 | 15 |
|  | or ENGS 112 | Academic English 2 | 6 | 12 |
|  | or ENGS 113 | Academic English 2 | 6 | 6 |
| 2 | STAT 101 | An Introduction to Probability & Statistics | 3 | 4 |
| 3 | CHEM 101 | General Chemistry | 4 | 5 |
| 4 | CUR 101 | University Skills | 3 | 3 |
| 5 | EPH 101 | Fitness & Health Education | 1 | 2 |
| Total | | | 17 | 29 or 26 or 20 |

**Study plan for Science Colleges Track: Example of Group Two Courses**

**First Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course Code** | **Course Name** | **Credit Hours** | **Contact Hours** |
| 1 | ENGS 104 | Academic English 1 | 6 | 15 |
|  | or ENGS 105 | or Academic English 1 | 6 | 12 |
|  | or ENGS 106 | or Academic English 1 | 6 | 6 |
| 2 | MATH 101 | Differential Calculus | 3 | 5 |
| 3 | CT 101 | IT Skills | 3 | 4 |
| 4 | ENT 101 | Entrepreneurship | 1 | 1 |
| 5 | ARAB 100 | Writing Skills | 2 | 2 |
| Total | | | 15 | 27 or 24 or 18 |

**Second Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Course Code** | **Course Name** | **Credit Hours** | **Contact Hours** |
| 1 | ENGS 111 | Academic English 2 | 6 | 15 |
|  | or ENGS 112 | Academic English 2 | 6 | 12 |
|  | or ENGS 113 | Academic English 2 | 6 | 6 |
| 2 | STAT 101 | An Introduction to Probability & Statistics | 3 | 4 |
| 3 | CHEM 101 | General Chemistry | 4 | 5 |
| 4 | CUR 101 | University Skills | 3 | 3 |
| 5 | EPH 101 | Fitness & Health Education | 1 | 2 |
| Total | | | 17 | 29 or 26 or 20 |

However**, to gain entry into the CAP, students will also have to satisfactorily pass the CAP entrance qualification tests and passing all criteria as set, and after getting approval from the Deanship of Admission and Registration.** The Program is designed to offer the students a balanced knowledge and skills between design, humanities and technical and practical courses. The main stream of courses is the 8 design studio experience which has two (2) wings; humanities courses from one side and technical and practical courses from the other side. The Preparatory Year is followed by two (2) foundation years as College requirements, comprising mainly of architecture related courses. This is then followed by another two (2) years of specialized courses in architecture.

The main objectives of the professional degree program is to equip graduates with all requisite knowledge and skills which will enable them for direct entry into the profession of architecture at the local, regional and international levels. In this respect it is very important to accomplish the Student Performance Criteria addressed by NAAB.

# Part II, Section 4 – Public Information

**Public Information**

All information regarding the Program and the Department of Architecture and Building Science appears in the website of King Saud University ([www.ksu.edu.sa](http://www.ksu.edu.sa)), and linked to the College of Architecture and Planning (<https://cap.ksu.edu.sa/en>) and the Department (<https://cap.ksu.edu.sa/en/architecture-and-construction>).

In all these web sites, the Architecture Program is clearly described for all prospective students and for the public at large to view. All information regarding the NAAB "Substantial Equivalency" status of the program, is also clearly published in all documents of the university and the college in recognition of the merit of this international award. The definition of NAAB Substantial Equivalency is always referred or linked.

At the College level, faculty members and students were all informed about NAAB Substantial Equivalency and how to access the NAAB web site in special meetings for this single purpose. They were also informed about NAAB Conditions and the Students Performance Criteria through lecture instances as described in the following:

* Discourse on NAAB conditions and procedures in two separate public lectures for the faculty and students of the program.
* Discourse given by the NAAB visitors during the first NAAB site visit to the program in October 2010, to the whole program, including faculty and students.
* Two public lectures given by Professor Elsayed Amer, the Chair of the NAAB Accreditation Committee; one to the faculty and the other one to the students.
* Other occasions during the design studio, where the faculty at least once opened the web site of NAAB Substantial Equivalency programs and reviewed it with the students, emphasizing the Student Performance Criteria.
* NAAB Substantial Equivalency principles of Studio Culture are posted in all the design studios.

**II.4.1 Statement on Substantially-Equivalent Degrees**

The Bachelor of Architecture (B.Arch.) program (<https://cap.ksu.edu.sa/en>) offered by King Saud University’s Department of Architecture & Building Science is a ‘Substantial Equivalency’ program that was awarded in January 2013, by the NAAB ([www.naab.org](http://www.naab.org)). It is now at the final stages of submitting the Program Self- Evaluation Report to the NAAB for the renewal of the Substantial Equivalency.

The term “substantial equivalency” ([www.naab.org/international/substantial-equivalency/](http://www.naab.org/international/substantial-equivalency/)) identifies a program as comparable in educational outcomes in all significant aspects to a U.S.-based program accredited by the NAAB 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 or the SE renewal visit) took place. In order to maintain the designation, the program must be visited again in the sixth year of the designation.

The NAAB visiting teams conducted three site visits to the Program of Architecture & Building Science, College of Architecture & Planning, and after the third visit, NAAB rewarded the Substantial Equivalency (SE) designation to the Architecture Program at King Saud University (KSU) in January 2013 for six years.

**II.4.2 Access to NAAB Conditions and Procedures for Substantial Equivalency**

The NAAB Conditions and Procedures documents are electronically available to all students, faculty, and the public on the King Saud University’s website. Links are provided on the College web site (<https://cap.ksu.edu.sa/en>).

**II.4.3 Access to Career Development Information**

King Saud University students and graduates have access to career development and placement services that help them to develop, evaluate, and implement career, education, and employment plans. This information is introduced in multiple locations on the KSU site. An initial set of links is included along with admissions materials to present the full context of licensure requirements to potential applicants considering the professional degree (<http://www.ksu.edu/admissions/resources.html>) and (<http://news.ksu.edu.sa/en/node/102488>).

A Career Resources page on the KSU website is provided to further outline rules and requirements for licensure in greater detail (<http://www.ksu.edu/programs/career_resources.html>). The page includes a brief explanation of the path to Architectural licensure in Riyadh, and provides multiple links to NAAB, NCAAA, and Saudi Architects Board Resources for understanding required steps and processes: This section is completed with the help of the Architect Licensing Advisor, whose role and actions in support of student Career Development is described above in Part I.2.1 Human Resources. This information on the website is reinforced by presentations made by the Architect Licensing Advisor during Career Open Day and orientations held in the college. The college community is well informed in advance via email and announcements as well as information posters in the main lobby area of the college.

The KSU website for Deanship is also linked to a more specific site about career and training. In this regards the link to Deanship of Skills Development also avails information by following this link: (<http://dsd.ksu.edu.sa/en>).

The College also has a Job Board with job listings relayed to the supervisor-in-charge, by prospective employers or firms to the Department Staff, Faculty, or the Architect Licensing Advisor. Here in the college, an ‘Architect Licensing Advisor’ for KSU, is available for assistance or with any query about the ‘Intern Development Program’ (IDP program), exams and licensure, or career situations. The college Student body is well informed of the support services by the college, for any career support or opportunities.

**II.4.4 Public Access to PSER’s, APR’s, and VTR’s**

To promote transparency in the process of Substantial Equivalency in Architecture Program, CAP makes the following documents electronically available for viewing and download from the this link: (<https://cap.ksu.edu.sa/en>)

* 2019 Conditions for Substantial Equivalency
* 2014 (2015) Procedures for Substantial Equivalency
* The current PSER for 2019
* Architecture Program Report APR for Visit 2
* Architecture Program Report APR for Visit 3
* Visiting Team Report for Visit 2 (VTR 2)
* Visiting Team Report for Visit 3 (VTR 3)

Hardcopies of the above documents, corresponding reports, and assessment are available in the Library of the Department of Architecture & Building Sciences for public viewing. Copies are also available in the Dean’s Office and the Department Chair’s Office.

The prepared Self-Assessment Report has been distributed and reviewed by all the faculty members in the Department Council. Comments obtained from all faculty were very valuable to the report.

**II.4.5 Admissions and Advising**

The Deanship of Admissions and Registration, KSU (<https://www.ksu.edu.sa/en/ksu-admin>) has a very comprehensive website for all potential students wanting to apply, enroll or browse and or for any other inquisitive public who want to do research for future guidance. This 61-year old higher education institution has a selective admission policy based on entrance examinations. The admission rate range is 70-80% making this Saudi Arabian higher education organization a somewhat selective institution. International students are most welcomed to apply for enrollment. Admission policy and acceptance rate may vary by areas of study, degree level, student nationality or residence and other criteria.

Public information or Student guidance is made available in a comprehensive online information system, accessible to the public and prospective students to view on its web links. KSU provide a broad range of student services and facilities including disability support system. Students with special needs can report any obstacles, whether electronic or structural, that hinder their movement or studies in the campus.

Still, a comprehensive collection of information on official KSU published CD/DVD (called Electronic Basket) for the public or visitors to the University, is made available from the University/College office as public handouts. The CD/DVD contains all required information and system information, about the University and its Administration, its Colleges, the Rules of Study, Student Rights and Obligations, Student Rights Protection, Academic Excellence, Pre-enrolment information, Colleges and Programs of Studies etc. The table below shows a summary of the pre-admission information for the public to be aware of:

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| **Category** | **Conditions** |
| Gender Admission | Men and Women (coed) |
| International Students | International applicants are welcome to apply for admission |
| Admission Selection | Based on entrance examinations |
| Admission Rate | 70-80% based on entrance examinations |
| Student Enrollment | 35,000-39,999 total |
| Academic Staff | 4,500-4,999 total |
| Library | Available |
| Housing | Available, selective |
| Sport Facilities | Available |
| Financial Aids | Available |
| Study Abroad | Available |
| Distance Learning | Available |
| Admission Office | PO Box 5733 Riyadh 11432 +966 (1) 4677822 |

Source link: https://www.4icu.org/reviews/4177.htm

**II.4.6 Student Financial Information**

The students of KSU are among the most privileged students. They receive stipends for their enrollment to study at the university. Stipends and their dispense policy can be accessed at the Deanship of Admissions and Registration link (<https://dar.ksu.edu.sa/en/stipend>). A Student with special needs will be provided disability allowance, which is divided into two categories: the first category includes students with severe disability, and the second category includes students with moderate disability (<https://dar.ksu.edu.sa/en/SpecialNeeds>). The university also provide subsidized food costs in its catering eatery within the campus for students and staff. Health benefits and other assurances are provided for all students and staff and their family members too.

The College of Architecture and Planning provide a necessary equipment’s and stuff for architectural drawings for each student free-of-charge at the beginning of the enrollment. Additionally, the College provides financial aids to those students who have limited resources.

**Course Descriptions: In accordance with the SPC matrix (PII.1.1)**

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| **Number & Title of Course :** | **ENGL 140: English Language Skills 1 (8)** | |
| **Course Description :** | **ENGL 140,** The coursefocuses on General English i.e. the use of the language as an effective means of communication in many contexts, social situations and for different purposes. |
| **Course Goals & Objectives :** | **At the end of the Preparatory Year’s Intensive English Programme, students should be able to:**   * Reach an advanced level of English language proficiency. * Communicate effectively in English in various situations and for different purposes. * Acquire essential academic skills and study habits necessary for academic success. |
| **SPC addressed :** | Speaking and Writing Skills (A1) |
| **Topical Outline :** | General English (100%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook:  * *Touchstone*, the famous English teaching book series, which is published by Cambridge University Press. The book series are edited and printed specifically for PY-KSU  1. Learning Resources:  * Macmillan English Campus |
| **Offered :** | * ENGL 140 course which is a prerequisite obligatory course for all the students. * *1st semester / 1st year (Level 1)* |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Abdullah BaniAbdelRahman |

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| **Number & Title of Course :** | ENGL 150: English Language Skills 2 (8) |
| **Course Description :** | **ENGL 150, The program focuses on English for Academic Purposes (EAP) and English for Specific Purposes (ESP).** |
| **Course Goals &**  **Objectives :** | **At the end of the Preparatory Year’s Intensive English Programme, students should be able to:**   * Prepare for and take an international English proficiency examination (IELTS or TOEFL) with a minimum score attainment (5 in IELTS or 500 in TOEFL). |
| **SPC addressed :** | 1. Speaking and Writing Skills (A1) |
| **Topical Outline :** | 1. English for specific purposes. (50%) 2. English for Academic purposes (50%) |
| **Prerequisites:** | ENGL 140 |
| **Textbooks/Learning Resources:** | 1. Textbook:   *Touchstone*, the famous English teaching book series, which is published by Cambridge University Press. The book series are edited and printed specifically for PY-KSU   1. Learning Resources:  * *Macmillan English Campus* |
| **Offered :** | ENGL 150 course which is a prerequisite obligatory course for all the students.  2nd semester / 1st year (Level 2) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Abdullah BaniAbdelRahman |

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| **Number & Title of Course :** | **CI 140: Learning, Thinking and Research Skills. (3)** |
| **Course Description :** | The course introduces basic information students need in areas of learning, thinking and research at university level. |
| **Course Goals & Objectives :** | 1. Apply speed-reading strategies at the university.  2. Apply abstracting and mind-mapping strategies at the university.  3. Apply effective study and thinking skills.  4. Apply scientific method of problem solving and meta-cognitive skills in daily life.  5. Use research tools in research preparation and research writing. |
| **SPC addressed :** | 1. Professional Communication Skills A1. 2. Design Thinking Skills A2 3. Investigative Skills A3 |
| **Topical Outline :** | * Speed Reading Skills-10%. Study Skills box- 10%. * Mind Mapping Skills -10%. * Test Taking preparation skills -10%. * Problem Solving Skills-10%. * Creative thinking skills-10%. * Critical thinking skills 10%. * Meta-Cognitive Skills-10%. * Argumentative Thinking Skills-10%. * Research concept and tools-10%. * Information search skills-10%. * Research writing skills-10% . * Discussing a sample research paper-10% |
| **Prerequisites:** | None. |
| **Textbooks/Learning Resources :** | 1. Textbook: Learning, thinking and research Skills, Preparatory Year, KSU, 2012.  2. Learning Resources: Anderson, N (2002): The Role of Meta-cognition in Second Language Teaching and Learning, Eric Digest:ED463659 |
| **Offered :** | Preparatory Year |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mohamed Awad Al-tartouri |

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| **Number & Title of Course :** | **MC 140- Communication Skills (2)** | |
| **Course Description :** | The course realizes concepts of Communication skills between individuals and groups, self-esteem leadership, voluntary work, self-marketing and positive and effective use of technology. |
| **Course Goals & Objectives :** | 1. The basic knowledge that students need in communication.  2. Students are trained to apply communication skills to their professional life.  3. Acquire skills that allow students to build a strong relationship with their selves and others.  4. The use of modern technology in communication.  5. Developing cognitive, interpersonal, and numerical skills to improve communication. |
| **SPC addressed :** | 1. Professional Communication Skills A1. |
| **Topical Outline :** | * Concepts of the communication process, and its components-8%. * Skills of self-discovery- 8%. * Body language and personal communication skills-8%. * Techniques, especially in communicating with others-8%. speaking skills of Aministrator-8%. * Dialogue skills-8%. Safety communication Skills with others8%. * Skills to access the personal quality-8%. * Leadership skills and decision making-8%. * Skills of volunteer work-8%. * Electronic communication skills-8 |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources** | 1. Textbook: Communication Skills Textbook.  2. Learning Resources: Campbell, B. (2003). The naturalist intelligence. Seattle, WA: New Horizons for Learning. |
| **Offered :** | Preparatory Year |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Emad Ramadan Mustafa Ali |

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| **Number & Title of Course:** | **MATH 140:  Introduction to Mathematics 1 (2)** | |
| **Course Description :** | MATH 140, The course **gives the student a more integrated approach to Equations, Functions, Additional Topics in Analytical Geometry, System of Equations, Inequalities, and Matrices.** |
| **Course Goals & Objectives :** | * To equip students with the mathematical skills to help them pursue their academic study competently. (We want a student competent in the basics of mathematics). * To contribute to laying a solid foundation for sound mathematical thinking to solve mathematical problems which has a positive effect on the way students deal with real-life situations. (We want a flexible mind). * To realize the concept of life-long learning by providing students with self-learning skills. * To instill positive attitudes into students towards learning mathematics and enjoying its magic and mystery. (We want a fun learning). * To create a mathematical environment that encourages creativity and cooperation among students and shows the beauty and wonder of mathematics. |
| **SPC addressed :** | * + - 1. **Design Thinking Skills A2** |
| **Topical Outline :** | 1. **Equations and Inequalities (**29**%)** 2. **Functions (21%)** 3. **Exponential and Logarithmic Functions (14%)** 4. **Trigonometric Functions (14%)** 5. **Additional Topics in Analytical Geometry (7%)** 6. **System of Equations and Inequalities, Matrices (14%)** |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook: Precalculus:  * Raymond A. Barnett, Michael R.  Ziegler and Karl E. Byleen: Functions and Graphs (McGraw Hill), 6th Edition. 2008 (A Custom publication to KSU)  1. Learning Resources: Internet.  * <http://www.mhhe.com/barnett> |
| **Offered** | 1st semester / 1st year (Level 1) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mahmoud El-khateeb. |

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| **Number & Title of Course :** | **MATH 150:  Mathematics 2 (3)** | |
| **Course Description :** | MATH 150, The coursefocuses on **Limits, Continuity and Differentiation** |
| **Course Goals & Objectives :** | * To prepare the student for advanced placement in college calculus. * To contribute to laying a solid foundation for sound mathematical thinking to solve mathematical problems which has a positive effect on the way students deal with real-life situations. * To realize the concept of life-long learning by providing students with self-learning skills. * To instill positive attitudes into students towards learning mathematics and enjoying its magic and mystery. |
| **SPC addressed :** | 1. **Design Thinking Skills A2** |
| **Topical Outline :** | 1. Review Precalculus (6%). 2. **Limits and Continuity** (20%). 3. **Differentiation** (47%). 4. **Applications of Differentiation** (27%). |
| **Prerequisites:** | MATH 140 |
| **Textbooks/Learning Resources:** | 1. Textbook: **Differentiation**:  * Robert T. Smith and Roland R. Minton: Calculus, early transcendental functions, Third Edition, 2008. (A Custom publication to KSU)  1. Learning Resources: Internet.  * <http://www.mhhe.com/math/calc/smithminton> |
| **Offered :** | 2nd semester / 1st year (Level 2) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ayman Khashan |

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| **Number & Title of Course :** | **CT 140:  Computer Skills (3)** | |
| **Course Description :** | CT 140, The course expands the students' knowledge about Computers, Operating System, Word Processing, Spreadsheet, Presentation Graphics. |
| **Course Goals & Objectives :** | The course aims to:   1. Enhance and encourage the eradication of computer illiteracy. 2. Expand the students' knowledge about information technology (IT) and increase their proficiency in using computers and its applications. 3. Guarantee that all computer users know the different uses and best features of personal computers. 4. Increase the productivity of all workers who need to use their computers at work. 5. Create better outputs from the investment in the field of information technology. 6. Providing all people with an accredited qualification that allows them to be part of the information society regardless of their nationality |
| **SPC addressed :** | * 1. Professional Communication Skills A1 |
| **Topical Outline :** | 1. All About Computers (10%). 2. Operating System (10%). 3. Internet (10%). 4. Making IT work (10%). 5. Word Processing (20%). 6. Spreadsheet (17%). 7. Presentation Graphics (13%). 8. Elective (10%). |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook:   We have got our own Learning Content Management System (LCMS) called ERA (e- Learning Revolution for All).   1. Learning Resources:   The ERA is provided to the students over the web, so the students can access it from anywhere and with ease.   1. Other learning material  * A CD is provided to the students with the set of books. This CD contains the exercise files and useful information and other resources for the course. |
| **Offered :** | 1st semester / 1st year (Level 1)  2nd semester / 1st year ( Level 2 ) |
| **Faculty assigned (in the previous 4 semesters):** | DR. Adil Alaskar |

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| **Number & Title of Course:** | **ARCH 250: Architectural Design 1 (4)** | | |
| **Course Description:** | This studio focuses on Principles of two and three dimensional, principles design, and Practice in using colors, and its effects on visual perception and psychology. | |
| **Course Goals & Objectives:** | 1. Gain knowledge related to the principles of two and three dimensional, in addition to colors, and its effects on visual perception and psychology. 2. Ability to use graphic and design standards. | |
| **SPC addressed:** | 1. Professional Communication Skills A1. 2. Design Thinking Skills A2 3. Architectural Design Skills A4 4. Ordering System A5 | |
| **Topical Outline:** | 1. Introduction, definition of terms, and course requirements. | 7% |
| 1. Two and three dimensional design principles. | 14% |
| 1. Color effects on visual perception and psychology. | 14% |
| 1. Design sketch. | 7% |
| 1. Main and secondary semester projects. | 58% |
| **Prerequisites:** | None | |
| **Textbooks/Learning Resources:** | Learning Resources:   1. Wong Wucius, Principles of Three Dimensional Design, Van Nostrand Reinhold Co., NY,1977. 2. Wong Wucius, Principles of Two Dimensional Design, Van Nostrand Reinhold Co., NY,1977. 3. Van Hagen Earnst,Itter Elements of Color. Van Nostrand Reinhold Co., NY. 4. Wong Wucius and Wong Benjamin, Visual Design on the Computer, Van Nostrand Reinhold Co., NY, London, 2001. 5. Peter. Tom and Sue Goodman, Manual of Graphic Techniques, Charles Scribner’s sons, New York, 1983. 6. Solid Works 99, User’s Guide and Tutorial Manual. | |
| **Offered:** | 1st & 2nd semester / 2nd year (Level 3) | |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Osama Al-Gohary  Dr. Mohammed Ghazi Kotbi  Dr. Amr Abdullah Bagneid  Dr. Ahmed Mohammed Azmi  Dr. Mohammed Abdulrahman Al Abbad  Dr. Faisal Fahad Saleh Suleiman  Mr. Hamad Abdullah H. Al Olayan | |

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| **Number & Title of** **Course :** | **ARCH 254: Free Hand Drawings (2)** |
| **Course** **Description:** | The course is based on training on free hand sketching without using engineering drawing tools. Training on drawing proportions and object relations and visual qualities. |
| **Course Goals & Objectives :** | 1. Understand theoretical issues related to developing and improving free hand 3-dimentional sketching skills.  2. Learn proportions and objects relations, as well as expressions of visual characteristics& rendering. |
| **SPC Addressed :** | * 1. Professional Communication Skills A1 |
| **Topical Outline :** | 1. Practice the single line drawing 10%  2. Improving free hand 3-dimentional sketching skills 20%  3. Learning proportions and object relations 20%  4. Practices the expressions of visual characteristics and application of rendering 50% |
| **Prerequisites:** | None |
| **Textbooks/Learning**  **Resources:** | 1. Textbook:Robert W. Gill , The Thames &Hudson , Rendering with Pen &Ink, Thames &Hudson, .2004.  2. Learning Resources:  - The Leovards Collection, The Fundamentals of Drawing, Published by Vincana.  - Swanwick, Ronald, Drawing Landscape, Search Press Ltd. 2001. |
| **Offered :** | 1st semester- 2nd year (Level-3) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Mohamed Abouelmagd  Dr. MAHAMOD BIN CHE HUSSAIN  Dr. AYMAN MUSHARAF M. ALMUSHARAF  Dr. USAMA AL GOHARY  Dr. AHMED MOHAMED AZMY  Dr. MOHAMMED HUSSEIN IBRAHEEM |

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| **Number & Title of** **Course:** | **ARCH 256: Basic Design (4)** | |
| **Course Description:** | The course and studio focuses on Principles of two and three dimensional, principles design, and Practice in using colors, and its effects on visual perception and psychology. | |
| **Course Goals & Objectives:** | 1. Ability to use graphic and design standards. 2. Gain knowledge related to the principles of two and three dimensional, in addition to colors, and its effects on visual perception and psychology. | |
| **SPC Addressed:** | * + 1. Professional Communication Skills A1 | |
| **Topical Outline:** | 1. Introduction, definition of terms, and course requirements. |  |
|  | 1. Two and three dimensional design principles. |  |
|  | 1. Color effects on visual perception and psychology. |  |
|  | 1. Design sketch. |  |
|  | 1. Main and secondary semester projects. |  |
| **Prerequisites:** | None |  |
| **Textbooks/Learning**  **Resources:** | Learning Resources:  1- Wong Wucius, Principles of Three Dimensional Design, Van Nostrand Reinhold Co., NY,1977.  2- Wong Wucius, Principles of Two Dimensional Design, Van Nostrand Reinhold Co., NY,1977.  3- Van Hagen Earnst,Itter Elements of Color. Van Nostrand Reinhold Co., NY.  4- Wong Wucius and Wong Benjamin, Visual Design on the Computer, Van Nostrand Reinhold Co., NY, London, 2001.  5- Peter. Tom and Sue Goodman, Manual of Graphic Techniques, Charles Scribner’s sons, New York, 1983.  6- Solid Works 99, User’s Guide and Tutorial Manual. | |
| **Offered:** | 1st semester / 2nd year (Level 3) | |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ahmed El shenawy | |

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| **Number & Title of Course:** | **ARCH 260: Architectural Design 2 (4)** | |
| **Course Description:** | This studio focuses on elaborating two projects and two design sketches. Students develop a model into a functional building. In the second one they design a residential unit. | |
| **Course Goals & Objectives:** | The ability to use the basic mass formation (three dimensional) with emphasis on functional performance for architectural spaces elements.  Emphasis on the manual skills acquired in the previous phases.  Ability to use graphic and design standards for architectural elements regularly. | |
| **SPC addressed:** | 1. Professional Communication Skills A1 2. Architectural Design Skills A4 3. Ordering System A5. | |
| **Topical Outline:** | Introduction, definition of terms, and course requirements. | 7% |
| Preparing and presenting the architectural program of the term projects. | 14% |
| Design and presentation of first project. | 23% |
| Design and presentation of second project. | 42% |
| Various Support lectures depending on the selected design projects. | 14% |
| **Prerequisites:** | ARCH 250, ARCH 255 | |
| **Textbooks/Learning Resources:** | Ernst Neufert, Architects' data 2nd ed, New York, 1980. | |
| **Offered:** | 1st & 2nd semester / second year (4) | |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Osama Al Gohary  Dr. Ibrahim Al Jowair  Dr. Mansour A Al Jadeed  Dr. Yousef M. O. Fadan  Dr. Ahmed Rushdi A Toman  Dr. Amru Abdullah Bagneid  Dr Faisal Fahad Saleh Suleiman  Dr. Fawwaz Abdullah Saraa  M. Ziyad Hussain Al Shaikh  M. Mohammed Abdullah Bakarman  M. Hamad Abdullah H. Al Olayan  M. Alaa Abdullah Al Ghofaili | |

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| **Number & Title of Course :** | **ARCH 264 Shadow and Perspective** |
| **Course Description:** | Learning the Perspective drawing techniques and Shadow projections on architectural drawings, two and three –dimensional. |
| **Course Goals & Objectives P:** | 1. Development of visualization skills. 2. Three- dimensional drawings. 3. Shadow and shade projections. |
| **SPC addressed :** | 1. Professional Communication Skills A1 |
| **Topical Outline :** | 1. Perspective drawing techniques (56%) 2. Shades and shadows projection (35%) 3. Exercises and quizzes 9% |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Martin, Leslie, Architectural Graphics, second edition, Mac Milan Publishers, London. 2. E. L. Koller Light, Shade & Shadow. |
| **Offered :** | 1st & 2nd semester/ 2nd Year 2 (Level 4) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ghazi Said A Al Ghamdi  Dr. Mohammad Ghazi A Kotbi  Dr. Khaled Salah S Abdel Maged  Dr. Mohammed Abdul Rahman Abbad  M. Imad Yahya Al Owaini |

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| **Number & Title of Course :** | **ARCH 265 - Computer Drafting Skills 1 (3)** |
| **Course Description:** | The course introduces computer modeling, CAD drafting concepts and the implementation of two-dimensional drawing techniques through hands-on experience. |
| **Course Goals & Objectives :** | 1. Implement typical drafting concepts found in many CAD programs. 2. Work efficiently and comfortably with the selected drafting packages. 3. Apply pertinent drafting techniques to accelerate the process, while maintaining accuracy and readability of the drawings. |
| **SPC addressed :** | * 1. Professional Communication Skills A1 |
| **Topical Outline :** | 1. Course introduction, definition of terms, and course requirements. (7%). 2. Basic drawing and editing commands (35%). 3. Layering and grouping commands (14%). 4. Annotating and dimensioning (14%). 5. Layouts and printing (14%) 6. Presentation and coloring techniques (14%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook:Yarwood, A. (2010)Introduction to AutoCAD 2011: 2D and 3D Design. Elsevier, Netherlands. ISBN: 978-0-08-096575-8 |
| **Offered :** | 1st & 2nd semester/ 2nd year (Level 4) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mohamed Sherif T. El-Attar  Dr. Ayman Mohammed Khateeb  Dr. Mohammed Abdul Rahman Omar  M. Faisal Nasuruddin Abdullah  M. M. Kaleemullah M Shafiq |

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| **Number & Title of Course :** | **ARCH 266 – Building Materials (2)** |
| **Course Description :** | A brief analysis of the main and secondary building materials, properties products used in construction, stone, block, concrete, metal, glass, fiber reinforced materials and insulation materials, etc. |
| **Course Goals & Objectives :** | 1. Introduce building materials properties. 2. Introduction to simple construction and training in building construction drawings. |
| **SPC Addressed :** | 1. Building Envelope Systems & Assemblies B7 2. Building Materials & Assemblies B8 |
| **Topical Outline :** | 1. Introduction 2. Stone 3. Wood 4. Concrete 5. Metal 6. Block 7. Ceramics 8. Fiber-reinforced Products 9. Glass 10. Plastics and Rubber 11. Insulation |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook: P.C.Varghese, Building materials, Prentice, Hall of India.2006 2. Learning Resources:    1. M.Barakat, Construction Materials and standard testing. Dar Alrateb Beirut. 1984    2. Emmitt, S. & Gorse, C.: Barry’s Introduction to Construction of Buildings, Blackwell, 2005    3. Evert, Materials , Mitchell’s London1983.    4. Foster, J.S., Structure and Fabric Part 1 , Mitchell’s London1983. |
| **Offered** | 1st & 2nd semester/ Second year (Level 4) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ayman M F Al Musharraf  M. Ziyad Hussain Al Shaikh |

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| **Number & Title of Course** | **ARCH 268 – History of Architecture (2)** |
| **Course Description**  **(limit 25 words):** | The Course include explanation and detailed Analysis for the following Topics:   * Prehistoric architecture. * Ancient architecture, (Egyptian, Mesopotamia, Persian, Greek, Roman, and Byzantine). * Medieval architecture (Romanesque and Gothic, Renaissance). |
| **Course Goals & Objectives (list):** | In the end of this course the student will be able to:  1. Extract values and architectural concepts from the history of architecture.  2. Define the architectural works through different eras.  3. Improve the ability for creativity through understanding the progress of architectural works in each era. |
| **SPC addressed :** | * + 1. Use of Precedents A6     2. History & Global Culture A7 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the Subject through an introductory lecture and given handouts.  1- Lectures 80%,  2- Group work Researches 10%  3- Discussion & Presentation 10% |
| **Prerequisites:** | None |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Lecture materials are used as main reference & Fletcher's, S., A History of Architecture, 19th edition, London: The Butterworth Group, 1987.  2. Learning Resources:  - Ching, F., et al, A Global History of Architecture (New York: Wiley, 2007)  - Arnold, D., Reading Architectural History (London: Routledge, 2002)  - Carr, E. H., What is History? (London Macmillan, 1981 and subsequent editions.)  - Fernie, E., Art History and its Methods: A Critical Anthology, (Phaidon Press, 1995)  - Watkin, D., The Rise of Architectural History (London: The Architectural Press, 1980) |
| **Offered (semester and year):** | 1st & 2nd Semester / 2nd year (Level 4) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mahmoud Yousef Ghoneem  Dr. Khairi A. M. Marei  Dr. Youssef Mohamed EL- Bagoury  Dr. Usama Al Gohary |

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| **Number & Title of Course** | **ARCH 269 – Site Analysis & Landscape** | | |
| **Course Description**  **(limit 25 words):** | Site Analysis and Landscape Design course views the project site and its surrounding context, as a base for research and analysis, at the pre-design stage.  Students are introduced to the principles that make up the creative composition in any Landscape project. | | |
| **Course Goals & Objectives (list):** | 1 ability to identify the visible and non-visible factors, elements that make up the information, from the site.  2. undertake good site analysis and make clear analytical outcome.  3. theoretical principles to enable students incorporate the knowledge and skills in their major studies with reasoning creativity. | | |
| **SPC Addressed** | * + 1. Site Design B2   1. Codes & Regulations B3 | | |
| **Topical Outline (include percentage of time in course spent in each subject area):** |  | PERCENTAGE OF TIME IN COURSE | |  | | |
| Identifying Site Information, Diagramming and information analysis | | 10 hrs | 33% |
| Principles of Landscape Design | | 14 hrs | 47% |
| Briefing, quiz time, tests time, and research discussions | | 6 hrs | 20% |
|  | GRADING | | | |  |
| Research Assignments, Quiz and Tests | | | 50% |
| Class participation | | | 10% |
| Final Exam | | | 40% |
| **Prerequisites:** | ARCH 260 | | |
| **Textbooks/Learning**  **Resources** | 1. Textbook: BaHammam, Omar (Translator). With people in Mind, in Designing and Managing Every Day Nature, by Kaplan, Steven and Rachal, (in Arabic Language). King Saud University, Riyadh 2009.  2. Motloch, John L. Introduction to Landscape Design. Van Nostrand Reinhold, New York, 1991  3. White, Edward T. Site Analysis. Architectural Media, Tuscon, Arizona  4. Learning Resources: Harris, Charles W; Dines, Nicholas T; Time Saver Standards for Landscape Architecture, McGraw Hill Publishing, New York, 1998. | | |
| **Offered (semester and year):** | 1st semester / 3rd year (Level 5) | | |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Omar S. BaHammam  Prof. Hazem M. Ewais  Assoc Prof Ziad Alameddine.  Assoc Prof Kamarulzaman Yusof | | |

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| **Number & Title of Course :** | **SE 251 – Surveying for Non Engineers (2)** |
| **Course Description:** | The course is based on teaching the student the basics of surveying measurements, horizontal and vertical distances, simple computations of areas and volumes and using surveying tools for field measurements. |
| **Course Goals & Objectives:** | 1. Ability to apply knowledge of mathematics, science and engineering. 2. Ability to carry out field work using surveying instruments. 3. Ability to function in multi-disciplinary team |
| **SPC Addressed** | 1. Site Design B2 2. Technical Documentation B4 |
| **Topical Outline :** | 1. Course introduction, definitions, surveying types and applications (14%). 2. Distance measurements, tools, how to construct as built drawing and maps. Sources and types of measurements errors. (14%). 3. Area computations form field data and from maps. (14%). 4. Differential Leveling: Levels, Booking data and level computation (23%) 5. Applications of Leveling (profiles and contouring) - Cross-sectional area and Volume Computation and Land Grading (28%) 6. Introduction to Electronic Distance Measurement and Total Station,(7%) |
| **Prerequisites:** | Math 107 |
| **Textbooks/Learning Resources:** | 1. Textbook: "Surveying with construction applications" by B. F. Kavanagh. 2. Learning Resources: "Introduction to Geomatics" by: P. Wolf and C. D. Ghilani |
| **Offered:** | First semester / Third year |
| **Faculty assigned (in the previous 4 semesters):** | - Dr. Ayman Aguib  - Dr. Ismat AlHassan  - Eng. Ragab Al Gammal |

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| **Number & Title of**  **Course** | **ARCH 350 – Architectural Design-3 (4)** |
| **Course Description**  **(limit 25 words):** | The course introduces elements of environmental building design/basics of  Sustainability in building's design through a practical building design exercise. |
| **Course Goals & Objectives (list):** | 1. Influences of Natural Environmental elements on Architectural design.  2. Applying basics of environmental design.  3. Applying design and drawing skills in previous projects.  4. Sound sustainable, structural and economical grounds for building design. |
| **SPC addressed :** | 1. Architectural Design skills A4  2. Ordering system A5  3. Use of precedents A6  4. Site design B2  5. Environmental system B6 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the projects through an introductory lecture and given handout with the project requirements in terms of building activities, space allocations, any technical or environmental requirements and a structured work plan for the development o the project along a specified time framework.  1- The project natural and environmental factors is conveyed through Design development in the Studio Work 50%,  2- Lectures 10%,  3- Critique session 15%,  4- Group work 10%,  5- Visits to college library, visit to proposed project site 5%,  6- Similar examples from books and visits to real projects 10%. |
| **Prerequisites:** | ARCH 260 |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Common Architectural Standards references.  2. Learning Resources: Architectural Magazines, e.g. ARCA, DOMUS, AD, JA, TA, AA |
| **Offered (semester and year):** | 1st semester / 3rd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Naser Alhemmiddi  Prof. Mohamed Alghamdi  Prof. Elsayed Amer  Dr. AbdelRahman Albekheet  Dr. Mohamed Bakerman  Dr. Naif Alghamdi  Dr Faisal Alsoliman  Arch. Ziaad Alsheekh |

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| **Number & Title of**  **Course** | **ARCH 351 – Studies in Environmental Control (2)** |
| **Course Description**  **(limit 25 words):** | This course provides the knowledge to understand the interaction between Architecture and climate elements and the basic knowhow and appreciation for passive design strategies and sustainable architecture. |
| **Course Goals & Objectives (list):** | 1. Analyze Climate elements and understand their influence in building design.  2. Have a basic knowledge of thermal comfort and thermal indices.  3. Understand how the building relates to and interact with thermal environment.  4. Understand and Appreciate Passive cooling strategies.  5. Understand and Appreciate sustainable and green Architecture. |
| **SPC Addressed** | * 1. Environmental Systems B6 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about course outline a structured work plan through an introductory lecture:  1- Architecture and Climate Interaction Lectures 25%,  2- Climate Data Analysis and Passive Design Lectures 25%,  3- Principals of Heat Transfer lectures 25%,  4- Principals for Sustainable Architecture letures 25%. |
| **Prerequisites:** | PHS 105 |
| **Textbooks/Learning**  **Resources** | Norbert Lechner, Heating, Cooling, Lighting Sustainable methods for Architects. John  Wiley and sons, inc, New York.2.  Learning Resources: USGB, Architectural Magazines, e.g. ARCA, DOMUS, AD, JA, TA, AA |
| **Offered (semester and year):** | 1st semester / 3rd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Mohamed Alissan Alghamdi  Prof. Khalid Bin Abdullah Al Saud |

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| **Number & Title of Course :** | **ARCH 352 – Theory of Architecture 1 (2)** |
| **Course**  **Description :** | This course concentrates on renaissance age, 18th and 19th centuries and modernism period. Emphasis shall be on works and trends of pioneers throughout those eras. |
| **Course Goals & Objectives :** | 1. A knowledge base of diverse intellectual trends in architecture. 2. Explain the reasons for the change of trends. 3. Architectural criticism. |
| **SPC addressed :** | 1. Use of Precedents A6 2. History & Global Culture A7 3. Cultural Diversity & Social Equity A8 |
| **Topical Outline :** | 20. Course introduction (7%).  21. Renaissance age (14%).  22. Architecture of 18th and 19th centuries (14%).  23. Art Nouveau, De Stijl, Constructivism, Expressionism and Futurism (21%).  24. Bauhaus, Functionalism, International Style and Organism (28%).  25. Regional modernism (Hassan Fathy and Alto) (14%). |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook: Riseberro, B.(2006) The Story of Western Architecture, The MIT Press, Cambridge, Massachusetts. 2. Learning Resources: Internet. |
| **Offered :** | 1st & 2nd semester/ 3rd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Mohammed Abouelmagd  Prof. Jamal Shafiq Ilayan  Dr. Khairi A Marei |

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| **Number & Title of**  **Course** | **ARCH 353 – Principles of Urban Design (2)** |
| **Course Description**  **(limit 25 words):** | The Course focus on analysing the City urban fabric, which include buildings blocks and open spaces. Definition of different levels of design as well as study the process of perception and  impressions in the light of the various visual analysis of the constituent elements of the urban centre. |
| **Course Goals & Objectives (list):** | In the end of this course the student will be able to:  1. Explains the nature of the process of urban design and objectives, as well as the ratios of physical and visual in the urban design as well as mental impressions in construction and components of the mental map.  2. Configure the relationship between building blocks and spaces.  3. Configure of spaces and its sequences, hierarchy, dimensions, details, forms and their relationships.  4. Visualizing the perception of the four dimensions (focus on the element of time). |
| **SPC addressed :** | 1. Investigative Skills A3 2. Site Design B2 3. Codes & Regulations B3 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the Subject through an introductory lecture and given handouts  1- Lectures 70%,  2- Group work Project 15%  3- Presentation & Critique sessions 15% |
| **Prerequisites:** | None |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Lecture materials are used as main reference & Time Saver Standards for  Urban Design Architecture  2. Learning Resources:   NACTO, Urban Street Design Guide, Island Press, 2013.   Beatley, Timothy, Green Cities of Europe, Island Press, 2012.   Spreiregen, Paul D., AIA, Architecture of Towns & Cities.   Lynch, Kevin. "City Image and Its Elements." In Image of the City.   * Cambridge, MA:MIT Press, 1960. |
| **Offered (semester and year):** | 1st & 2nd Semester / 3rd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Hazem M. Hamed Ewais  Dr. Kamarulzaman Bin Yusof |

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| **Number & Title of**  **Course** | **ARCH 355 – Computer Drawing Skills-2 (3)** |
| **Course Description**  **(limit 25 words):** | The course develops computer-modeling skills through understanding basic concepts related to the representation of design projects, and implementing 3D modeling, presentation, and basic evaluation techniques. |
| **Course Goals & Objectives (list):** | 1. Understand basic concepts related to computer representation of design projects.  2. Implement 3D digital modeling, presentation, and basic evaluation techniques.. |
| **SPC addressed :** | 1. Professional Communication Skills A1 2. Architectural Design skills A4 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | a. Introduction, definition of terms, and course requirements. 5%  b. Introduction to computer applications in design. 5%  c. Basic concepts related to: 80%  - Preparation and representation of 3D digital models.  - Management and organization of 3D models.  - Visualization and rendering of 3D models  - Evaluation  d. Quizzes and exams 10% |
| **Prerequisites:** | ARCH 265 |
| **Textbooks/Learning**  **Resources** | 1.Recommended Textbooks:  Cantrell, Bradley, and Natalie B. Yates. (2012) Modeling the Environment: Techniques and  Tools for the 3D Illustration of Dynamic Landscapes. Wiley  Latest reference books or Digital Manuals related to computer applications.  2. Learning Resources:  Autodesk - <http://www.autodesk.com/>  Chaosgroup, V-ray - https://[www.chaosgroup.com/](http://www.chaosgroup.com/) Graphisoft, ArchiCAD - <http://www.graphisoft.com/>  Trimble, Sketchup - <http://www.sketchup.com/> |
| **Offered (semester and year):** | 1st semester / 3rd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mohamed-Sherif T. El-Attar  Arch. Faisal Nasr |

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| **Number & Title of Course:** | **ARCH 357: Building and Urban Legislation (2)** |
| **Course Description:** | * History, terminologies, domains, and principles of building and urban legislations, controls, as well as planning norms of Islamic built environment. * Political, social, health, security principles, and environmental and esthetic values. * The administrative framework at national, regional and local levels. |
| **Course Goals & Objectives:** | * Ability to use the building and urban legislation in the Kingdom. In addition, it presents the role of various governmental sectors in urban planning and its regulations at the national, regional and local levels. * Ability to use the building and urban legislation with emphasis on functional performance for urban form elements, * Ability to use building and urban legislation and design standards for urban form & architectural elements regularity including accessibility by people with special needs and life safety. * Evaluation of current building and urban legislations through monitoring the performance of the built environment. |
| **SPC Addressed:** | 1. Codes & Regulations B3 2. Legal Responsibilities D4 |
| **Topical Outline:** | 1. Orientation and theoretical background to the course and general introduction to building legislation. (7%) 2. Clarifying the building legislation and functional structures of Saudi Arabia and municipalities as well as other governmental institutions of international cities. (14%) 3. Discuses the guidelines of determining building and urban legislation, and the role of regional council in the decision-making of the local and regional planning and its relationship with other levels. (21%) 4. Explanation of the theories and models of building and urban legislation and applying international design regulations as well as the Islamic laws and legislation in planning , design, and urban form. (42%) 5. Discusses selected issues of national and international building legislation. (14%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Smart growth zoning code: a resource guide. 2. Zoning book-Massachusetts 2004. 3. City of Austin: Traditional neighborhood development. 4. Growing Smart: Legislative Guidebook, 2002 Edition.  * أنظمة البناء والعمران، الإدارة العامة للتخطيط العمراني، أمانة مدينة الرياض. * وزارة الشئون البلدية والقروية، "الضوابط والمعايير التخطيطية لإعداد مخططات تقسيمات الأراضي"، أمانة مدينة الرياض، الإدارة العامة للتخطيط العمراني، 1415هـ. * وزارة الشئون البلدية والقروية، "دليل تخطيط الأحياء السكنية"، 1418هـ. |
| **Offered:** | Level 5 / Third Year |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Dr. Esam Aldin Osman  Prof. Dr. Osama Saad Khalil |

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| **Number & Title of**  **Course** | **ARCH 360 – Architectural Design-4 (4)** | |
| **Course Description**  **(limit 25 words):** | The course is concerning with Planning and designing an urban project within an existing or proposed urban context, with emphasis on scale, masses, urban issues and patterns, identity and urban expression. | |
| **Course Goals & Objectives (list):** | 1. The application of urban principles  2. Ability to design a complex and exterior spaces | |
| **SPC addressed :** | * + - 1. Investigative Skills A3       2. Use of Precedents A6       3. Cultural Diversity & Social Equity A8       4. Site Design B2       5. Integrated Evaluations & Decision-Making Design Process C2 | |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the projects through an introductory lecture and given handout with the project requirements in terms of Site location, project requirements and any technical or environmental requirements and a structured work plan for the development o the project along a specified time framework.  1- Project Briefing & Team selection (Site Visit & Data Gathering, Analysis of information data & Site issues, Preparation of Analysis drawings) - Group work 20%  2- Similar examples from books and visits to real projects 10%.  3- Design Development Phase - Master plan Layout (Discussion of concept & issues, Development of Layout concept, Presentation of Conceptual Layout idea) 25%  4- Final Development of Master plan (Development of Detail Master plan layout) 30%  5- Submissions & Critique sessions 15% | |
| **Prerequisites:** | ARCH 350 | |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Time Saver Standards for Urban Design Architecture  2. Learning Resources:   NACTO, Urban Street Design Guide, Island Press, 2013.   Beatley, Timothy, Green Cities of Europe, Island Press, 2012.   Spreiregen, Paul D., AIA, Architecture of Towns & Cities.   Lynch, Kevin. "City Image and Its Elements." In Image of the City. | |
| **Offered (semester and year):** | 1st & 2nd semester / 3rd year (Level 6) | |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Hazem M. Ewais  Dr. Kamarulzaman Bin Yusof  Dr. Mahmoud Y. Ghoneem  Dr. Ahmed Toman  Dr. Sameer Alwattar  Dr. Aymen Eissa  Dr. Ibrahim Balouz  Dr. Abdulelah Al Mayouf | |
| **Number & Title of Course :** | | | **ARCH 361: Man and the Built Environment (2)** |
| **Course**  **Description :** | | | The course defines the natural and built environments and approaches to deal with. It also explains interaction within architecture through studying the theories of perception, cognition, and mental maps. |
| **Course Goals & Objectives :** | | | 1. Understand environmental impacts of the interaction between man and his environment at all levels of architectural and urban settings. Such as pollution, climatic change, noise, accessibility and life safety. 2. Focus on mutual effect between environmental conditions and man (like privacy, territoriality and personal space) |
| **SPC addressed :** | | | Cultural Diversity & Social Equity A8  Codes & Regulations B3  Research C1 |
| **Topical Outline :** | | | 1. Approach 7.5% 2. Definitions and theories and environmental cost 23% 3. Pollution and treatments 15.5% 4. Society and built environment 7.5% 5. Theories of perception, cognition, and mental maps, and way finding   and accessibility 15.5%   1. Individual spaces and territoriality 15.5% 2. Work spaces and work environment 15.5% |
| **Prerequisites:** | | | N/A |
| **Textbooks/Learning Resources:** | | | Textbook   1. [McAndrew, F. T. (1993). Environmental psychology. Pacific Grove, CA: Brooks/Cole. [Arabic translations, 2002, Kuwait University Press.]](http://www.amazon.com/exec/obidos/ASIN/0534193080/understandi0d-20)   Learning resources   1. Waziri, Yahya, Islamic Architecture and Environment, Alam El Maarifa (304), Kuwait 2004. |
| **Offered:** | | | 2nd semester, 3rd year (Level 6) |
| **Faculty assigned (in the previous 4 semesters):** | | | Dr. Aymen Eissa Abdulhamid |

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| **Number & Title of Course :** | **ARCH 363 Housing (2)** |
| **Course**  **Description :** | The course focuses on issues related to public housing for the poor groups of the society. |
| **Course Goals & Objectives :** | 1. Introduce student to housing concepts. 2. Explore housing problems, polices, programs, and strategies. 3. Analysis and evaluation of housing projects |
| **SPC addressed :** | 1. Cultural Diversity & Social Equity A8 2. Site Design B2 |
| **Topical Outline :** | 1. Course introduction and definitions (7%). 2. Introduction to housing (7%). 3. Forces affecting imbalance of housing demands and supplies (14%). 4. Housing problems, polices, programs, and strategies (35%). 5. Analysis and evaluation of housing projects (7%). 6. Public housing in KSA. (30%). |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Text book: Charles Abrams, “Man’s struggle for shelter in an urbanizing world”, 1974. 2. Learning resources:    1. “Housing without houses”    2. “The defensible space” |
| **Offered :** | 1st & 2nd semester/ 3rd year (Level 6) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ibrahim Rashed Al Jowair  Dr. Khairi A Marei |

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| **Number & Title of Course :** | **ARCH 366 Building Construction I (3)** |
| **Course Description :** | The main purpose of the course is to introduce students of architecture to the fundamental principles that govern how buildings are erected. Providing a more expansive survey of building construction by adding coverage of structural steel and reinforced concrete (cast in place and pre cast). |
| **Course Goals & Objectives** | * Introduce students to type of loads and load path * Introduce students to type of building structure * Introduce students to structures, their function and types * Teach students about main structural elements and components and their assembly. |
| **SPC addressed** | 1. Technical Documentation B4  2. Building Materials & Assemblies B8 |
| **Topical Outline :** | * Introduction to building types * Load types and their effects on the structures (relationship between Stress- Strain * Main concrete structural elements (cast in situ), types * Slab types * Precast reinforced concrete and their assembly * Portal Steel Frame and assembly * Types of Foundation |
| **Prerequisites:** | ARCH 266 |
| **Textbooks/Learning Resources:** | * [Building Construction Handbook, Eighth Edition](http://www.amazon.com/Building-Construction-Handbook-Eighth-Chudley/dp/1856178056/ref=sr_1_5?s=books&ie=UTF8&qid=1292577507&sr=1-5) by Roy Chudley and Roger Greeno BA(Hons.) (Apr 5, 2010) * [External Components (Mitchell's Building) (v. 1)](http://www.amazon.com/External-Components-Mitchells-Building-v/dp/0582212553/ref=sr_1_2?s=books&ie=UTF8&qid=1292577668&sr=1-2)by Michael McEvoy(Mar 1996)[Barry's Introduction to Construction of Buildings](http://www.amazon.com/Barrys-Introduction-Construction-Buildings-Stephen/dp/1405188545/ref=sr_1_2?s=books&ie=UTF8&qid=1292577761&sr=1-2) by [Stephen Emmitt](http://www.amazon.com/Stephen-Emmitt/e/B001HPD7D4/ref=sr_ntt_srch_lnk_2?qid=1292577761&sr=1-2)(Feb 16, 2010) |
| **Offered:** | 1st & 2nd semester/ 3rd year (Level 6) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Ali SaeedSmaili,  Dr. Mansour A Al Jadeed  Dr. Khalid Mohammed Al Jammaz  Dr. Mohammad Ghazi A Kotbi  Dr. Mahmoud Yousef M Ghonim  M. Arsalan Z. Abid |

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| **Number & Title of Course:** | **Arch 368 – History of Urbanism (2)** |
| **Course Description:** | The course introduces students to world architecture and urbanism from prehistory to Renaissance. It helps understanding the various cultural, technological and aesthetic ideas through history. |
| **Course Goals & Objectives:** | 1. Give the student a basic comprehension of the significant attitudes, philosophies, and theories of the periods under scrutiny and their relevance in the contemporary urban planning fields of theory and practice. 2. Explore the interrelation between urban planning and the environment on which it rests, placing the character of physical form in its social-historical context. 3. Develop a comprehension of the needs and aspirations of a given epoch as these were manifested in physical form, as well as to the reception of urban ideas in such epoch and their impact on current thinking |
| **SPC addressed:** | 1. Use of Precedents A6 2. History & Global Culture A7 |
| **Topical Outline:** | Course Introduction and terms definition Population & Human Settlements ; The Early Cities | | 7% |
| Monuments: Egyptian Development ,city of Urban form , Irak Development city of Urban form city of Ur White Temple at Ur, Ziggurat at Ur, Palace of Assurnasirpal (Nimrud), Palace at Khorsabad, city of Babylon, Ishtar Gate, Persepolis, | | 14% |
| Greek urban form, Etruscan and early Rome, Christian and Byzantine, Romanesque, Gothic, Renaissance and Baroque. Rome And the Empire, Mediaeval Urbanism & Towns | | 65% |
| Midterm Exam | | 7% |
| Middle era , Islamic Urbanism Research Later developments & Final discussion | | 7% |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | Morris ,A, E,J , History Of Urban form – New York – John Wiley & Sons , 1986  The City In History – Lewis Mumford  Printed Lecture Notes |
| **Offered** | 1st & 2nd semester/ 3rd year (Level 6) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Jamal Shafiq Ilayan |

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| **Number & Title of Course:** | **STAT 324 – Probability and Statistics (3)** |
| **Course Description:** | This course introduces the basic principles of probability and statistics, descriptive and inferential statistics, data analysis, in addition to the theory of probability. |
| **Course Goals & Objectives :** | 1. Introduce the statistical theory and data analysis 2. Present the descriptive statistics ( central tendency and variability analysis 3. Present inferential statistics (correlation coefficient, regression, analysis of variance. 4. Introduce the probabilistic theory, set theory, probability distribution, binomial distribution, random variables. |
| **SPC addressed:** | 1. Design Thinking Skills A2 |
| **Topical Outline :** | 1. Course introduction, definition of terms, and course requirements. (7%). 2. Probability theory (20%). 3. Descriptive statistics and data presentation through graphs (20%). 4. Inferential statistics (30%). 5. Analysis using statistical packages (23%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook: T.T. Soong, (2004) Fundamental of Probability and statistics for engineers. John Wiley and Sons Ltd. |
| **Offered :** | 4th semester / 2nd year |
| **Faculty assigned (in the previous 4 semesters):** | To be assigned by Department of Statistics |

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| **Number & Title of**  **Course** | **ARCH 410 – Architectural Design-5 (4)** |
| **Course Description**  **(limit 25 words):** | This studio focuses on the design of multifunctional and mixed-use projects related to the public or private sector. Students are required to submit their final design presentation using computational tools. |
| **Course Goals & Objectives (list):** | 1. Gain knowledge and skills to design multifunctional and mixed-use projects.  2. Learn basic architecture programming concepts.  3. Apply acquired computer skills in the preparation and presentation of the proposed designs. |
| **SPC addressed :** | 1. Use of precedents A6 2. Codes & Regulations B3 3. Structural Systems B5 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Based on the initial brief of the project, students apply their research skills to construct a design study that is developed into a working program. They implement this program and develop their own design concepts. Students undertake one or two projects during the semester, in addition to two sketch designs.  1. Introduction & course requirements. Initiate student design groups3.5%  2. Architectural project research and analysis (Basic architectural program). 14.3%  3. Field trip 3.5%  4. Project development at different phases. 50%  5. Lectures related to the project’s design issues. 7%  6. Sketch design 3.5%  7. Juries (5 Evaluations) 17.9% |
| **Prerequisites:** | ARCH 355, ARCH 360 |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Common Architectural Standards references.  2. Learning Resources: Architectural Magazines, e.g. ARCA, DOMUS, AD, JA, TA, AA |
| **Offered (semester and year):** | 1st semester / 4TH year (Level 7) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. M. Sherif El-Attar  Dr. Ahmed Omar Mostafa  Dr. Imad Outa Bashi  Dr. Khairi Marei  Dr. Khaled Salah Abdelmagied  Dr. Mahmoud Ghoniem  Dr. Mohammad Bakerman  Prof. Mohammad Bahobial |

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| **Number & Title of** **Course** | **ARCH 411 – Application of Humanities in Architecture (2)** |
| **Course Description**  **(limit 25 words):** | The course develops and enhances students’ knowledge and understanding of human behavior and its interaction with built environment. It gives a brief review of the of human behavior and how naturally it occurs in physical surroundings using reference to studies developed in the areas of psychology, anthropology, sociology, communication, etc. It also reviews some building types to introduce students to the mutual relationship  between architectural design and human behavior in such settings. |
| **Course Goals & Objectives (list):** | 1.recognize human behavior and the effect of human interaction with built environment.  2.understand the human behavioral patterns related to buildings and their surroundings, e.g. personal space, territoriality, group membership, cue searching, etc.  3.know how to use behavioral science in the design process  4.learn to analyze human behavior and evaluate architectural spaces. through appropriate research approaches, using data collection methods effectively, e.g. field observations interviews, questionnaires. |
| **SPC addressed :** | 1. Cultural Diversity & Social Equity A8 2. Research C1 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | The course focuses on eight areas of interactive human behavioral patterns that are important to designers and architects specifically. These behavioral aspects are: friendship formation, group membership, personal space, territoriality, communication, personal status, cue searching, personal safety. Then the students take special settings, such as living spaces, schools, shopping malls, and focus on how behavioral considerations interact with human behavior in such settings.  Student learn how to conduct preliminary research and undertake practical field studies to apply their knowledge of behavioral patterns in the analyses of architectural settings.  4. Lectures 70%,  5. Group discussions and critique 10%,  6. Exams and Quizzes 10%,  7. Group visits to selected nearby buildings 10% |
| **Prerequisites:** | ARCH 361 (Man & Built Environment) |
| **Textbooks/Learning**  **Resources** | 1. Deasy, C. & Laswell, T. *Designing Places for People: "A Handbook on Human* *Behavior for Architects, Designers and Facility Managers"* (Arabic Version) King Saud University. 2017.  2. Bell, Paul A., Greene, Thomas C., Fisher, Jeffrey D., Baum,. *Environmental*  *Psychology*. Psychology Press. 2006 |
| **Offered (semester and year):** | 1st semester / 4th year (Level 7) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Abdulaziz Almogren  Dr. Mohammed Alshraim |

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| **Number & Title of Course :** | **ARCH 412 – Theory of Architecture 2 (2)** |
| **Course Description:** | This course concentrates on late- Modernism and post- Modernism. Emphasis shall be on works and trends of pioneers throughout those eras. |
| **Course Goals & Objectives** | 1. A knowledge base of diverse intellectual trends in architecture. 2. Explain the reasons for the change of trends. 3. Architectural criticism. |
| **SPC addressed :** | 1. Use of Precedents A6 2. History & Global Culture A7 |
| **Topical Outline :** | 1. Course introduction (7%). 2. Sculptural Form(7%). 3. Archigram and Metabolism (14%). 4. Twenties Revivalism and Slick Tech(14%). 5. Monumental Expressionism and High- Tech (14%). 6. Deconstruction (7%). 7. Historicism, Straight Revivalism and New Vernacular (21%) 8. Metaphoric and Post- Modern classicism (14%) |
| **Prerequisites:** | ARCH 352 – Theory of Architecture -1 |
| **Textbooks/Learning Resources:** | 1. Textbook: Jencks, C. (1991) The language of post-Modern Architecture, London: Academy. 2. Learning Resources: Internet. |
| **Offered :** | 1st & 2nd semester/ 4th year (Level 7) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Khairi A Marei |

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| **Number & Title of**  **Course** | | **ARCH 414 – Statics and Strength of Material (2)** |
| **Course Description**  **(limit 25 words):** | | Statics: Vector analysis of forces and moments, equilibrium of coplanar force systems, determination of centroids and moments of inertia and other elasticity constants and laws of friction.  Strength of materials: Axial stress and strain, bending and shear stresses in beams, stress strain relations and Hooke's law. Torsion, elasticity curves, and deflection of beam. |
| **Course Goals & Objectives (list):** | | 1. State the fundamental principles used in the study of mechanics.  2. Define magnitude and direction of forces and moments and identify associated scalar and vector products.  3. Draw free body diagrams for two- and three-dimensional force systems.  4. Solve problems using the equations of static equilibrium.  5. Compute the moment of force about a specified point or line.  6. Determine unknown forces, moments and couples acting on objects in equilibrium.  7. Analyze simple trusses using the method of joints or the method of sections.  8. Determine the location of the centroid and the center of mass for a system of discrete particles and for objects of arbitrary shape.  9. Calculate moments of inertia for lines, areas, volumes, and laws of friction. |
| **SPC Addressed** | | 1. Design Thinking Skills A2 2. Structural Systems B5 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | | Students are briefed about the subject physics, mathematics and statics through an introductory lecture and given handouts. The course material, HW and other course relate information is supplied to the student using the Black Board interface software.  1- Class participation Lectures 50%,  2- Exams 20%,  3- Project 10%,  4- Group discussion 10%,  5- Quiz 10 % |
| **Prerequisites:** | | PHYS 105 |
| **Textbooks/Learning**  **Resources** | | 1. Textbook: Engineering Mechanics Statics (7th Edition) - J. L. Meriam, L. G. Kraige  2. Learning Resources:   Hibbeler, R.C., Engineering Mechanics, Statics, 13th edition in SI units Prentice Hall   Program [www.mdsolids.com](http://www.mdsolids.com/)   Online material may also be provided.   RMIT Library Subject Guide: <http://rmit.libguides.com/civileng> |
| **Offered (semester and year):** | | 2nd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | | Dr. Mohammed Kaleemullah |
| **Number & Title of** **Course** | | **ARCH 415 – Sanitary Installations (2)** | |
| **Course Description**  **(limit 25 words):** | | Introduce the students to sanitary appliances, principles of water supply, plumbing systems and sewage disposal, through lectures and hands-on experiences. | |
| **Course Goals**  **& Objectives**  **(list):** | | 1. Explain theoretical issues related to design of sanitary facilities, water supply, plumbing systems and sewage.  2. Train the students to design and detail sanitary facilities and plumbing. | |
| **SPC addressed :** | | 1. Building Materials & Assemblies B8 2. Building Service Systems B9   B.3.Codes and Regulations: Design sanitary facilities accessible to people with special needs. | |
| **Topical Outline (include percentage of time in course spent in each subject area):** | | 1. Introduction to water supply and sanitary installations (10%).  2. Hot and cold water supply and storage (15%).  3. Sanitary appliances (15%).  4. Exercise on layout design of sanitary facilities (15%).  5. Plumbing systems (15 %).  6. Exercise on plumbing systems (15 %).  7. Foul and surface water drainage (15%). | |
| **Prerequisites:** | | ARCH 366 – Building Construction I | |
| **Textbooks/Learning**  **Resources:** | | 1. Textbook: Hall, F., Essential Building Services and Equipment, Hienemann Newnes, Oxford  2. Burberry, P., "Environmental Services", Batsford Academic and  Educational Ltd., London1997.  3. Barry, R. “The Construction of Buildings” , Vol.5 Building series, Third Edition, Blackwell Science ltd.UK. 1998. | |
| **Offered (semester and year):** | | 1st semester-4th year (Level 7) | |
| **Faculty assigned (in the previous 4 semesters):** | | Dr. Agabani (Coordinator) | |

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| **Number & Title of Course:** | **ARCH 416 – Building Construction 2 (3)** |
| **Course Description (limit 25 words):** | Secondary building elements and components: the principles of their design, types, performance, construction and installation through lectures, reports, site visits and practical exercises. |
| **Course Goals & Objectives (list):** | 1. Explain theoretical issues related to design of building components, their functional performance and construction, and their dimensional coordination. 2. Train the students to select and detail various building components and finishes. |
| **SPC addressed :** | 1. Technical Documentation B4 2. Building Envelope Systems & Assemblies B7 3. Building Materials & Assemblies B8 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | 1. Introduction to building components and finishes, their properties; the materials used and assembly and fixing procedures (10%). 2. Dimensional coordination and application to building elements and components (5 %). 3. Types and properties of partitions, ceilings, and types of floor finish (15%). 4. Openings, doors and windows, types, functional requirements and assembly details (10%). 5. External facings and claddings with stone, precast-concrete panels, and types of curtain walls (15%). 6. Thermal insulation, damp-proofing and rainwater drainage (5 %). 7. Practical exercises and reports (40%). |
| **Prerequisites:** | ARCH 366 – Building Construction I |
| **Textbooks/Learning Resources:** | 1. Textbook: Blanc A., Mitchell’s Internal Components, Pearson Education Limited. England, (1994) 2. Textbook:Blanc A., Mitchell’s External Components, Pearson Education Limited. England, (1994) |
| **Offered (semester and year):** | 1st & 2nd semester/ Fourth year (Level 7) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Faisal Agabani  Dr. Ghazi Said A Al Ghamdi  Dr. Mohammed Nabil M. Ghonim |

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| **Number & Title of Course:** | **ARCH 418 - HISTORY OF MUSLIM ARCHITECTURE (2)** | |
| **Course Description:** | The overall development of Islamic Architecture and Urbanism until the beginning of the 17th century. The course is based on studying selected monuments from both religious and secular spheres of the Islamic world. | |
| **Course Goals & Objectives:** | 1- Enable students to analyze Muslim architecture through different Islamic eras within the geographical, climatically, religious and technical context.  2- Understand the design principles that formulated Muslim architecture, | |
| **SPC addressed:** | 1. Use of Precedents A6 2. History & Global Culture A7 | |
| **Topical Outline:** | Course Introduction | **7%** |
|  | Honorable Prophet's era & The Khalifs eras | **14%** |
|  | Umayyad / Abbasids / Ayyubids / Fatimid / Salukis / Mammluki  /Ottoman | **58%** |
|  | Architectural developments and extensions of AL haram alsharif- Mecca & Almadeena | **7%** |
|  | Midterm Exam | **7%** |
|  | Later developments & Final discussion | **7%** |
| **Prerequisites:** | ARCH 368 - History of Urbanism | | |  |
| **Textbooks/Learning**  **Resources:** | 1- Textbook:  Abdul Elkader Alrihawi, Architecture in Islamic Civilization, Jeddah,  1990.  2- Learning Resources:  John, Hoag: Islamic Architecture. Harry N. Abrams Inc., Publishers, New York, 1975.  Renata Holod, Hassan-Uddin Khan, The Contemporary Mosques, London, 1997. | |
| **Offered** | 1st semester / 4rd year (Level 7) | | |  |
| **Faculty assigned (in the previous 4 semesters):** | Associate Prof. Dr. Imad Outahbachi | | |  |

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| **Number & Title of Course:** | **ME 339 – Mechanical Installations (2)** |
| **Course Description:** | Introduce students to different air-conditioning systems and equipment, preliminary load estimation and duct sizing. Vertical transportation system selection and design. Interaction between these systems and architectural design is emphasized. |
| **Course Goals & Objectives:** | 1. To familiarize the student with different air conditioning systems, their advantages, disadvantages, applications and how they affect and interact with building architectural design. 2. Enable the student to select elevators (type, size, capacity, speed and number) and locate and arrange them in a given building. |
| **SPC addressed:** | 1. Environmental Systems B6 2. Building Service Systems B9 |
| **Topical Outline:** | 1. Introduction to mechanical refrigeration (7%). 2. Unitary air conditioning systems including packaged units (15%). 3. Central air conditioning systems (13%). 4. Air distribution and mechanical ventilation in buildings (15%). 5. Psychrometry and evaporative cooling (15 %). 6. Air conditioning load estimation methods (15%). 7. Elevator Selection (20%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Stein, B. and Reynolds, J., Mechanical and Electrical Equipment for Buildings, J. Wiley & Sons, New York, N.Y., 9 th ed., 2000. 2. Harris, J., Modern Air Conditioning Practice, McGraw Hill, New York, N.Y, 1984. |
| **Offered:** | 1st semester, 4th year (Level 7) |
| **Faculty assigned (in the previous 4 semesters):** | Prof.Mohamed Zedan  Dr. Obida Zeitoun |

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| **Number & Title of** **Course** | **ARCH 420 – Architectural Design-6 (4)** | | | |
| **Course Description**  **(limit 25 words):** | This course introduces study of building complex projects dealing with non-conventional cultural, social and symbolic issues and attempting to link them to urban tissue (public facilities of multifunctional nature). | | | |
| **Course Goals & Objectives (list):** | 1. Utilize knowledge gained from history and theories of architecture courses  2- Application of rules, traditions and architecture languages.  3 - Explore ideas and philosophies of different schools of thought, in order to help student develop his own architectural personality. | | | |
| **SPC addressed :** | 1. Use of Precedents A6  2. Codes & Regulations B3  3. Integrated Evaluations & Decision-Making Design Process C2 | | | |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the projects through an introductory lecture and given handout about the project objectives and a structured work plan for the development of the project along a specified time framework.  Introduction to course 06% Project; studies and analyses ( group work) 13% Developing design brief 06% Concept developing 25% Design developing 35%  Final presentation developing 15% | | | |
| **Prerequisites:** | ARCH DESIGN 5 | | | |
| **Textbooks/Learning**  **Resources** | . Textbook: Common Architectural Standards references.  . Learning Resources: Architectural Magazines, e.g. ARCA, DOMUS, AD, JA, TA, AA  • Drexter. (1980), “TRANSFORMATION in MODERN ARCHITECTURE”. The  Museum of Modern Art, II west, 53 street, Newyork, NB. Y 10019 printed in U.S.A.  • Jncks, C. (1988)”DECONSTRUCTION:THE PLEASURE OF ABSENCE” in A.d . Profile 72, Deconstruction in Architecture” Vol. 58&quot;..  • Portoghesis, P. (1984), “POSTMODERN: THE ARCHITECTURE OF THE POST – INDUSTRIAL SOCIETY”, Rizzali International Publications Inc. Fifth Avenue New York.  • THE THAMES AND HUDSON ENCYCLOPAEDIA OF 20TH CENTURY | | | |
| **Offered (semester and year):** | 1st semester / 3rd year (Level 5) | | | |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Mohamed Abouelmagd  Prof. Jamal Aloulaian  Dr. Abdallah Alhusain  Dr. AbdelRahman Alangari  Dr. Khaled Salah  Dr. Khairi Marri  Arch. Zeiad Alelshik | | | |
| **Number & Title of Course:** | | | **Arch 421 – Interior Design (2)** | |
| **Course Description:** | | | Understanding interior design methods by going through the classical and modern styles, studying, space, color, light and furniture style effects on interior design. | |
| **Course Goals & Objectives:** | | | 1. Defining the basics of Interior design and understanding its concepts & domains. 2. To introduce ways of expressing interior design elements. | |
| **SPC addressed:** | | | 1. Architectural Design Skills A4 2. Building Materials & Assemblies B8 | |
| **Topical Outline:** | | | 1- Course Introduction. | 7% |
| 2- Space arrangement and circulation. | 13% |
| 3- Understanding color theory and its usage. | 10% |
| 4- Lighting (natural & artificial). | 10% |
| 5- History of furniture design | 15% |
| 6- Applications on Architectural spaces. | 20% |
| 7- Introducing way of Expressions & Models. | 25% |
| **Prerequisites:** | | | None | |
| **Textbooks/Learning Resources:** | | | Textbook:  Ching, F.D.K. & Binggeli, c., Interior Design Illustrated,2nd ed. (2005).  John Wiley & Sons, Inc.  Learning Resources:  Kilmer, Rosemary & Kilmer, W.O. Designing Interiors(1992).Thomson  Learning Inc,: New York, NY.  Panero, J. & Zelnick, M. Human Dimensions and Interior Space  ( 1989 ) Watson Guptill Publications: New York, NY. | |
| **Offered** | | | 2nd semester- 4thyear (Level 8) | |
| **Faculty assigned (in the previous 4 semesters):** | | | Dr. Yossif Al Bajori | |

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| **Number & Title of Course:** | **ARCH 424: Facility Programming (2)** |
| **Course Description:** | Historical review of the development of facility programming;  Analysis of user’s needs, activity & functional scenarios, & finally, spatial requirements.. |
| **Course Goals & Objectives:** | 1. To be able to analyze user needs. 2. To transform user needs into functional & spatial requirements. |
| **SPC addressed:** | 1. Pre-Design B1 2. Research C1 3. Integrated Evaluations & Decision-Making Design Process C2 4. Project Management D2 |
| **Topical Outline:** | 1. Introduction to facility programming. 20% 2. Facility programming services. 10% 3. Data collection & analysis. 30% 4. Program stages & examples. 25% 5. Report synthesis. 15%. |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | * 1. Al-Mogren, A.S.:Architectural Programming & Pre-Design Manager (in Arabic), Scientific Publication, King Saud University(2007)..   2. Duerk, Donna: Architectural Programming- Information Management for Design Professionals, Van Nostrand Reinhold(1993).   3. Kumlin, Robert: Architectural Programming, Creative Techniques for Design Professionals (1993).   4. Pena, W.M. & Parshall, S.A.: Problem Seeking: An Architectural Programming Premier, 4th ed.,(2002).. |
| **Offered (semester and year):** | 1st & 2nd semester/ 4th year (Level 8) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Tarek M. Soliman  Dr. Hatem Mohammed El Shafie |

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| **Number & Title of Course:** | | **ARCH 425: Contracts, Quantities, and Specifications (2)** |
| **Course Description (limit 25 words):** | | Introduction to the types of contract and contract procurement systems, types of estimating and the relationship between choices of procurement method, design (contract drawings) and specification to cost estimating. |
| **Course Goals & Objectives (list):** | | 1. To understand the fundamentals of contracts, types of building contract and types of contract procurement systems.  2. To understand the type of estimating used at different stages of project development.  3. To appreciate the consequences of using alternative design solutions and method of contract procurement and specifications on project/building cost.  4. To develop skill in estimating/quantities calculation of simple building project. |
| **SPC/ addressed:** | | 1. Technical Documentation B4 2. Building Materials & Assemblies B8 3. Financial Considerations B10 4. Legal Responsibilities (D4) |
| **Topical Outline:** | | 1. Introduction to contract and contract procurement systems - 30% 2. Types of estimating and cost calculations - 20% 3. Function and use of project directives (plan and specifications) in preparation of cost estimates - 10%   4. Quantities calculations and pricing - 40% |
| **Prerequisites:** | | - |
| **Textbooks/Learning Resources:** | | * وزارة الشئون البلدية والقروية "المواصفات العامة لتنفيذ المباني" الرياض 1423ه * وزارة المالية والاقتصاد الوطني "نظام المنافسات والمشتريات الحكومية - الصادر بالمرسوم الملكي رقم (م58) وتاريخ 4/9/1427هـ" مطبعة الحكومة، 1427هـ. * وزارة المالية والاقتصاد الوطني "اللائحة التنفيذية لنظام المنافسات والمشتريات الحكومية - الصادر بالمرسوم الملكي رقم (م/58) وتاريخ 4/9/1427هـ - صدرت هذه اللائحة بقرار وزير الماليةرقم (362) وتاريخ 20/2/1428هـ" مطبعة الحكومة، 1428هـ * وزارة الشئون البلدية والقروية, الإدارة العامة للشئون الإدارية والمالية " نموذج عقد أشغال عامة - حسب ما تضمنه قرار مجلس الوزراء الموقر رقم 136 وتاريخ 13/6/1408هـ" مطبعة الحكومة، 1408هـ. * Ivory, H., Advanced Building Measurements, London, 198 * The Aqua Group, Tenders and Contracts for Building, Granada, London 1982 * The Aqua Group, Contract Administration for Architects & Quantity Surveyors, Collins 1986 * Keith Collier, Estimating Construction Costs: A Conceptual Approach, Prentice Hall, 1984. * John J. Scott, Specification Writing: An Introduction, Butterworth, London, 1984. |
| **Offered (semester and year):** | | 1st & 2nd semester/ 4th year (Level 8) |
| **Faculty assigned (in the previous 4 semesters):** | | Dr. Abdullah Mahmood |
| **Number & Title of Course:** | **ARCH 426: Working Drawings (3)** | |
| **Course Description:** | The Course focus on choosing an Architectural project to prepare and present its working drawings for site implementation (plans, sections, elevations, stairs, Architectural details and finishing and opening schedules… etc). With Integration of sanitary and mechanical installations into plans. Each phase of the project has submission requirement, The course ends with submitting Full working drawing Package. | |
| **Course Goals & Objectives:** | In the end of this course the student will be able to:  1. Develop a preliminary design project into a design capable of implementation, based on knowledge of design studio courses, building construction, and sanitary and mechanical installations.  2. Develop architectural design project into working drawings stage.  3. Train student to prepare technical data, specification, schedules of finishes and architectural details.  4. Design of architectural details | |
| **SPC addressed:** | 1. Technical Documentation B4 2. Building Envelope Systems & Assemblies B7 3. Building Materials & Assemblies B8 4. Building Service Systems B9 | |
| **Topical Outline:** | Students are briefed about the Course and its requirements through an introductory lecture and given handouts.  1- Lectures 10%  2- Developing preliminary architecture design drawings into working drawings. 50%   1. Developing engineering systems 20% 2. Developing architectural details 10% 3. Presentation & Critique sessions (for the different phases) 10% | |
| **Prerequisites:** | None | |
| **Textbooks/Learning Resources:** | Text book:  Wakita, O.A.: The Professional practice of Architectural Working Drawings, John Wiley& Sons (1995).  Learning resources:   * + Wiggins, G.E.: A Manual of Construction Documentation, Whitney Library of Design (1989).   + Liebing, R.W.: Architectural Workings, John Wiley& sons (1990).. | |
| **Offered:** | 1st & 2nd semester/ 4th year (Level 8) | |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Mohamed Abouelmagd  Prof. Elsayed Amer  Dr. Mahmoud Ghoneem | |
| **Number & Title of Course** | | **ARCH 427 – Lighting and Acoustic (3)** |
| **Course Description (limit 25 words):** | | This course studies the fundamental theory for the design and provision of a sustainable yet comfortable visual and audio environment in buildings. |
| **Course Goals & Objectives (list):** | | 1. The role of light and sound in the built environment.  2. The process of acceptable design for light and sound in buildings.  3. Introducing tools/instruments used in light /sound measurements. |
| **SPC addressed :** | | 1. Environmental Systems B6 2. Building Service Systems B9 |
| **Topical Outline :** | | 1. Introduction, Lighting – Acoustic and Architecture, Fundamentals of lighting and acoustics in buildings. Measures, units and definitions 30%  2. Quality, Quantity of Illumination and Acoustical Design of Halls. 21%.  3. Natural Light Design (Sustainable Lighting), Daylight Calculations 10%.  4. Artificial Lighting Fixtures and layouts 4%.  5.Noise Control Basics and Fundamentals 12% |
| **Prerequisites:** | | ARCH 250 and ARCH 255 |
| **Textbooks/Learning Resources:** | | 1.Lighting Textbook: أسس الإنارة المعمارية، أ.د. محمد عبد الفتاح عبيد، مطابع جامعة الملك سعود،الرياض  2.Acoustic Textbook،سعود صادق حسن ، مطابع جامعة الملك سعود الإضاءة والصوتيات في العمارة  Learning Resources:Architectural Lighting, Egan &Olgyay, McGraw Hill 2d Edition. |
| **Offered (semester and year):** | | 1st & 2nd semester/ 4th year (Level 8) |
| **Faculty assigned (in the previous 4 semesters):** | | Dr. Abdel Rahman Elbakheit |

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| **Number & Title of** **Course** | **CE 265 – Structure Analysis for Architecture (2)** |
| **Course Description**  **(limit 25 words):** | To provide the student with structural analysis techniques. Emphasis will be placed on  hand calculation, engineering judgment and understanding the behavior of structural elements and systems applied in architecture. |
| **Course Goals & Objectives (list):** | 1. Stability and Determinacy of Structures.  2. Analysis of Trusses, Beams and Rigid Frames.  3. Analysis of Cables and Arches.  4. Calculation of Deflection. |
| **SPC addressed :** | 1. Design Thinking Skills A2 2. Structural Systems B5 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the subject statics through an introductory lecture and given handouts. The course material, HW and other course related information is supplied to the student using the BlackBoard interface software.  1- Class participation Lectures etc. 50%,  2- Exams, 20%,  3- Project 10%,  4- Discussion 10%,  5- Quiz 10 % |
| **Prerequisites:** | ARCH 414 |
| **Textbooks/Learning**  **Resources** | 1. Textbook: Hibbeler, R.C., Engineering Mechanics, Statics, 8th edition in SI units  2. Learning Resources:   Hibbeler, R.C., Engineering Mechanics, Statics, 13th edition in SI units Prentice Hall   Engineering Mechanics Statics (7th Edition) - J. L. Meriam, L. G. Kraige   Program [www.mdsolids.com](http://www.mdsolids.com/)   Online material may also be provided.   RMIT Library Subject Guide: <http://rmit.libguides.com/civileng> |
| **Offered (semester and year):** | 2nd year (Level 5) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mohammed Kaleemullah |

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| **Number & Title of Course** | **ARCH 430 Architectural Design – 7 (5)** |
| **Course Description (limit**  **25 words):** | Comprehensive design of complex a building, considering the  integration of the various engineering systems: structural, electrical, mechanical and life safety plan, and their application in the project design, while achieving high efficiency and sustainability. |
| **Course Goals & Objectives (list):** | 1) Study the impact of the various engineering systems in buildings  on the project design.  2) Ability to select the appropriate systems and integrate them into architectural design of a complex or large span building. |
| **SPC addressed :** | 1. Codes & Regulations B3 2. Building Service Systems B9 3. Research C1 4. Integrated Evaluations & Decision-Making Design Process C2 5. Integrative Design (C3) |
| **Topical Outline (include percentage of time in course spent in each subject area):** |  Introduction to comprehensive design of high efficiency and  sustainable buildings (10%)   Site analysis, case study and program research + site visit (20%)   Architectural/structural design (30%)   Systems integration: mechanical, electrical, life safety (30%)   Presentation of final project (preferably in REVIT) (10%) |
| **Prerequisites:** | Arch 420, CE 265, ME 339,Arch 427 |
| **Textbooks/Learning**  **Resources:** | 1- Allen, E., the Architect's Studio Companion, John Wiley & Son  (1989).  2- Bovill, C., Architectural Design: Integration of Structural and  Environmental Systems, VNR (1991).  3- Moore, F., Environmental Control systems, McGraw Hill (1993). Lioud, J.D., Architecture and the Environment, Laurence King (1998). |
| **Offered (semester & year):** | 1st semester-5th year (Level 9) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Agabani (Coordinator),  Dr. Smaili,  Prof. Bahobeil,  Dr. Al-Jamaz,  Dr. Albakeit,  Dr. Al-Musharaf,  Dr. Al-Hosain,  Dr. Abid,  Dr. Ghonim,  Dr. Kaleemullah |

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| **Number & Title of Course:** | **ARCH 434 Graduation Project -1 (3)** |
| **Course Description:** | This course concentrates on program preparation for the graduation project. Each student is required to choose his own project, collect data and define his design problem by studying the functional and spatial requirements of his project. |
| **Course Goals & Objectives:** | * Help students to select proper graduation projects. * Guide students through selection and analyzing similar projects. * Help each student to define his design problem. * Make sure that students understand major design guidelines of their projects. * Guide students to implement ideas, methods and techniques of architectural programming that were studied in previous courses to develop an architectural program for their graduation projects. |
| **SPC addressed :** | 1. Investigative Skills A3 2. Pre-Design B1 3. Site Design B2 4. Research C1 |
| **Topical Outline:** | 1. Selection of project, location and size and collection of precedents. 20% 2. Data collection to define building type and context in more details. 20% 3. Determination of the functional, spatial requirements and sizes of the different spaces. 40% 4. Determine critical issues affecting the design program. 10% 5. Establish guidelines for design criteria. 10% |
| **Prerequisites:** | ARCH 424 |
| **Textbooks/Learning Resources:** | * Hershberger Robert. Architectural Programming and Pre-design Manager,1999, McGraw-Hill. (1999)   Learning Resources:   * Duerk, Donna Architectural Programming-Information Management for Design, John Wiley & Sons, inc. (1993). * White Edward T. Site Analysis. Architectural Media. (2000). |
| **Offered:** | 1st & 2nd semester/ 5th year (Level 9) |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Tarik M Al Soliman,  Prof. Jamal Shafiq Ilayan,  Dr. Hatem Mohammed El Shafie,  Dr.Abdul Rahman Abdullah Al Tassan  Dr. Ahmed Omar Mohammed Sayed,  Dr. Mohammed Nabil M. Ghonim,  Dr. Abdul Rahman M. Angari,  Dr. Abdullah Saleh Al Hussayen,  Dr. Mahmoud Yousef M Ghonim,  M. Abdulrahman M. Al Sari, |
| **Number & Title of Course:** | **ARCH 435: Project Management (2)** |
| **Course Description (limit 25 words):** | The course introduces students to the field of project management through observation of its key concepts and theories, knowledge areas and best practices. |
| **Course Goals & Objectives (list):** | 1. To gain knowledge of the fundamentals of Project Management. 2. To gain understanding of the key areas of knowledge required in managing a project. 3. To gain basic skills in the use of project management tools for project problem solving (project planning, scheduling, monitoring and control). |
| **SPC Addressed:** | 1. Financial Considerations B10 2. Stakeholder Role in Architecture D1 3. Project Management D2 4. Business Practices D3 5. Legal Responsibilities D4 6. Professional Conduct D5 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | 1. Introduction to Project Management (20%) 2. Project Initiation (10%). 3. Project Planning (40%). 4. Project Execution/Implementation (15%) 5. Project Monitoring and Control (10%) 6. Project Review and Close-out (5%) |
| **Prerequisites:** | None |
| **Textbooks/Learning Resources:** | 1. Textbook: Maylor, Harvey, Project Management, Pearson Education Limited, England, 4e, 2008.. 2. Learning Resources:- Klastorin, Ted, Project Management: Tools and Trade-offs, John Wiley and sons, 2004. 3. Meredith, J.R. & Mantel Jr., S.M. Project Management: A Managerial Approach. John Wiley and sons (4th Ed., 2000). 4. Hendrickson, C., Project Management for Construction, Dept. of Civil Engineering, Carnegie Mellon University, Pittsburgh, 2008. 5. A Guide to the Project Management Body of Knowledge (PMBOK@ Guide). English/Arabic edition. |
| **Offered (semester and year):** | 1st & 2nd semester/ 5th year (Level 9) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Abdullah Mahmood  Dr. Mohammed Abdul Rahman Al Abbad |

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| **Number & Title of**  **Course** | **CE 378 – Design of Concrete Structures (2)** |
| **Course Description**  **(limit 25 words):** | Provide the knowledge of materials and properties and techniques of mixing and placing.  Analysis and design of R. C. Beams. Design of slabs. Design of short columns. Design of square footings. |
| **Course Goals & Objectives (list):** | 1. To understand the composition and properties of concrete.  2. To become familiar with the proportioning, mixing and testing of concrete.  3. To become familiar with the use of the "Building Code Requirements for Reinforced  Concrete, ACI 318-89.  5. To understand the principles of analysis and design. |
| **SPC addressed:** | 1. Structural Systems B5 2. Building Materials & Assemblies B8 |
| **Topical Outline (include percentage of time in course spent in each subject area):** | Students are briefed about the subject Structure Systems and Concrete Materials through an introductory lecture and given handouts. The course material, HW and other course related information is supplied to the student using the BlackBoard (Learning Managemen System) interface software.  1- Class participation Lectures etc. 50%,  2- Exams, 20%,  3- Project 10%,  4- Discussion 10%,  5- Quiz 10 % |
| **Prerequisites:** | CE 265 |
| **Textbooks/Learning**  **Resources** | 1 Textbook: Design of Rienforced Concrete, Jack C. Mc Cormac 10th Edition ACI 318-14 Code Edition  2. Learning Resources:  1. ACI Building Code Requirements for Reinforced Concrete  2. Concrete Technology By: Dr. Eng. Habib Zein Al - Abidien  3. Design of Reinforced Concrete Structures By: Dr. Eng. Habib Zein Al - Abidien  4. Design of Reinforced Concrete Structures By: Henry J. Cowan  5. Design of Reinforced Concrete By: Goerge Winter & Arther H. Nilson  6. Reinforced Concrete Fundamentals, SI Version By: Phil M. Ferguson |
| **Offered (semester and year):** | 1st Semester 4th year (Level 9) |
| **Faculty assigned (in the previous 4 semesters):** | Dr. Mohammed Kaleemullah |

|  |  |  |  |
| --- | --- | --- | --- |
| **Number & Title of Course :** | | **ARCH491 – Professional Practice in Architecture (2)** | |
| **Course Description:** | | The course examines the legal, ethical and managerial roles and responsibilities of architects in the practice of architecture. | |
| **Course Goals & Objectives:** | | The goal is to generate student’s understanding and appreciation of architecture practice by examining the following:   1. The general role and responsibilities of an architect at various stages of projects. 2. The process involved in setting up of an architectural design firm in the Kingdom of Saudi Arabia. 3. The legal, ethical and managerial matters related to achieving excellence in providing professional architectural services. | |
| **SPC addressed :** | | 1. Cultural Diversity & Social Equity A8 2. Financial Considerations B10 3. Stakeholders Role in Architecture D1 4. Project Management D2 5. Business Practices D3 6. Legal Responsibilities D4 7. Professional Conduct D5 | |
| **Topical Outline :** | | 1. Course Introduction – Course schedule and assignment, development of the profession in the KSA, Influence of the Saudi Council of Engineers (10%). 2. Roles and Responsibilities - Architect’s professional roles and responsibilities at various stages of project, code of professional conduct and ethics, types and form of practice (50%) 3. Starting Own Practice – Reason for starting own firm, registration and licensing requirement for starting own design practice in KSA (10%). 4. Managing Own Practice – Marketing and sale, financial management, negotiating fees and contracts, organization and personnel, resources and support, planning for excellence (30%). | |
| **Prerequisites:** | | None | |
| **Textbooks/Learning Resources:** | | 1. Textbook: Peter Pivens and Bradford Perkins, Architect’s Essentials of Starting a Design Firm, John Wiley & Sons, New Jersey, 2003. 2. The Architecture Student’s Handbook of Professional Practice, 14th Ed. John Wiley& Sons, 2008. 3. The Architects in Practice, John Wiley & Sons, 2010. 4. Other Learning Resources:  * Saudi Council of Engineers (SCE) [www.saudieng.org](http://www.saudieng.org) * Ministry of Municipal and Rural Affairs [www.momra.gov.sa](http://www.momra.gov.sa) * Saudi UMRAN Society [www.umransociety.com](http://www.umransociety.com) * American Institute of Architects (AIA) [www.aia.org](http://www.aia.org) | |
| **Offered :** | | 1st & 2nd semester/ 5th year (Level 10) | |
| **Faculty assigned (in the previous 4 semesters):** | | Dr. Ibrahim Rashed Al Jowair  Dr. Mohammed Abdul Rahman Omar | |
| **Number & Title of** **Course** | **Arch 495 – Graduation Project (2)** | |
| **Course Description**  **(limit 25 words):** | A selected comprehensive architectural design project reflecting skills, intellectual and communication skills that were gained through the department curriculum focusing on architectural design, interior design, urban design, building technology, building performance, heritage and conservation, and project and construction management. | |
| **Course Goals & Objectives (list):** | 1. Defining the design problem  2. Development of architectural concept  3. Preliminary design  4. Development of preliminary design  5. Development of schematic design  6. Study of mass and exterior elements | |
| **SPC addressed:** | 1. Cultural Diversity & Social Equity A8 2. Site Design B2 3. Codes & Regulations B3 4. Structural Systems B5 5. Research C1 6. Integrated Evaluations & Decision-Making Design Process C2 7. Investigate system C3 | |
| **Topical Outline (include percentage of time in course spent in each subject area):** | 1. Introduction, definition of terms, and course requirements. Discussion about each student project (7%).  2. Formation and presentation of the architectural concepts and ideas of the project (13%).  3. Design and presentation of schematic architectural design (20%).  4. Preliminary Design (20%).  5. Design Development (20%).  6. Final Project Presentation (16%).  7. Project Criticism and Grading (4%). | |
| **Prerequisites:** | ARCH 494 | |
| **Textbooks/Learning**  **Resources** | 1. Ching, Francis, Interior Design Illustrated,  2. Corqudate, Charles. The History of Interior Decoration.  3. Weale, Croake & weat Environmental Interiors.  4. Hoyt, Charles. Interior Spaces Designed. | |
| **Offered (semester and year):** | 2nd semester / 5th year (Level 10) | |
| **Faculty assigned (in the previous 4 semesters):** | Prof. Ali Bahammam | |

**Faculty Resumes:**

**Name: Ali Bahammam**

**Courses Taught (2008 – 2018):**

ARCH 495: Graduation Project.

Supervising dissertation research work for Master and Ph.D. students.

**Education Credentials:**

D. Arch., University of Michigan, A. Alfred Taubman College of Architecture and Urban Planning (formerly School of

Architecture), Ann Arbor, Michigan, USA, 1992.

M. Arch., McGill University, School of Architecture Montreal, Quebec, Canada, 1987.

B. Arch., King Saud University (formerly Riyadh University), Collage of Engineering, Dep. of Architecture, Riyadh, S.A. 1981.

**Academic & Administrative Experience:**

Full Professor, Collage of Architecture and Planning, King Saud University, 2003 to present.

Editor-In-Chief, Journal of Architecture and Planning, King Saud University, 2012-2016.

Representative of the College of Architecture and Planning in the University Council of Post-Graduate Study, 1999-2003.

Representative of the Department of Architecture and Planning in the Research and Information Center,1999-2001.

Associate Professor, Collage of Architecture and Planning, King Saud University,1998-2003.

Chairman of the Department of Architecture and Building Science, King Saud University, 1993-1996.

Assistant Professor, Collage of Architecture and Planning, King Saud University, 1992-1998.

Teaching Assistant, Department of Architecture, King Saud University, 1981-1983.

**Scientific Awards:**

Award of Fourth Arab Housing Conference for best research papers, 2016

GCC-Housing Award for the best research work that contribute to the development of the housing sector, 2015.

**Licenses/Registration:**

Not Applicable

**Professional Experience: from 2000 till today**

Jury member of the thirteenth session of the Arab Towns Organization Awards for architecture and cities’ greening and

beautification (Doha - State of Qatar), 2017.

Member of the Scientific committee for of the Conference of Technology and Sustainability in the Built Environment in

King Saud University, 2008.

Member of the Competition Concept development team for increasing the Mattaf capacity in Makkah (Haram) Holy

Mosque, 2008.

Committee member for the neighborhood design competition (A Neighborhood … Residence & Life) Organized by

Arriyadh Development Authority (ADA), 2005-2007.

Jury member for the design competition for Saudi Houses (Affordability and Sustainability) Organized by Arriyadh

Development Authority (ADA), 2004.

Jury member for the competition of Planing 2000 Housing Units in Hafer Al-Baten for Military Personals of King Khaled

Military Camp, 2003.

Jury member for the competition of Designing Two Housing Projects in Al-Shaban and Al-Hessi, in Tabuk Region, Saudi

Arabia, 2003.

Consultant to King Abdulah Bin Abdulaziz Foundation for Housing Development, 2003-2006.

Chairman of the Scientific committee for Housing Symposium 2 (Affordable Housing) in Riyadh, (ADA), 2003.

Chairman of the technical committee for developing the Architectural section of the Saudi National Code, 2002.

Chairmen of the Affordable Dwelling Workshop, Symposium of the Housing Future in the City of Arriyadh, (ADA), 2001.

Chairmen of the scientific committee for evaluating the submitted papers to the Symposium of the Housing Future in the

City of Arriyadh, (ADA), 2001.

Chairmen of the jury committee for the architectural competition of Kuwait National Petroleum Company head-office –

Ahmade, Kuwait, 2000.

Consultant to the High Commission for the Development of Arriyadh, Arriyadh Development Authority.

Responsibilities: establishing and directing a specialized housing unit, to formulate the future housing police of Riyadh,

1997-2010.

**Selected Publications and Recent Research:**

Author or coauthor of fourteen books.

Published 30 research papers, 1995-2018

**Name: Tarik M. Al Soliman**

**Courses Taught (2008 – 2018):**

Arch 424: Arch Programming

Arch 434: Graduation Project (1), Program

Arch 590: Research Methods

Arch 599: Selected Topics in Arch. Res.

Arch 691: Selected Topics in Arch. Res.

Previous Courses: Arch. Design, Man & Env., Post Occupancy Evaluation

**Education:**

Arch. D. Univ. of Michigan, 1981

M. Arch, Univ. of Washington, 1978

B. Arch, King Saud Univ., 1975

**Teaching Experience:**

Teaching Assistant, Dept. of Arch., KSU, 1975 – 1976

Assistant Prof., Dept. of Arch., KSU, 1982 – 1988

Associate Prof., Dept. of Arch., KSU, 1989 – 1993

Professor, Dept. of Arch., KSU, 1993 – Present

**Administrative Posts:**

Secretary of Scientific Council, KSU, 1995 – 2009

Dean, College of Arch. & Planning, KSU, 1988 – 1990

Chairman, Dept. of Arch, KSU, 1986 – 1988

Head of Research Center, Coll. of Arch & Plan., KSU, 1985 – 1986

**Scientific Membership:**

Member, Scientific Council, KSU, 1992 - 2009

Head, Promotion Committee, Scientific Council, KSU, 1995 - 2009

Member, Scientific Council & Head of Promotion & Tenure Committee, Prince Sultan Univ., 2010 – Present.

Member, Scientific Council & Head of Promotion Committee, Princess Noura Univ., 2012 – 2014.

Member, Scientific Council, Shaqra Univ., 2015 – Present.

**Research Interest:**

Educational Facilities.

Arch. Programming.

Social Changes & Built Env.

**Name : Mohamed Abou Elmagd**

**Courses Taught (2016 – 2018):**

ARCH 352: Theory of Architecture 1.

ARCH 420: Architecture Design 6.

ARCH 426: Working Drawings.

**Education Credentials:**

B.ScArch ,Alazhr University-Cairo, 1973.

M.ScArch ,Alazhr University-Cairo, 1979.

Ph.DArch ,Strathclyed University-Glasgow 1987.

**Teaching Experience:**

Lecturer: Alazhr University-Cairo, 1973 - 1979.

Assistant Professor :Alazhr University-Cairo, 1988.

Associate Professor: Alazhr University-Cairo, 1994.

Professor: Alazhr University-Cairo, 1999.

Professor: King Saud University-Riyadh, 2004

**Professional Experiences:**

Practitioner architect 1973. Consultant architect 1999.

Owner of MAGDCONSConsultantsArchitect, Engineers founded 1999. Cairo. 37 years of experience in all consultancy aspects; design, tender and contracting document and supervision.

**Licenses/Registration:**

Practitioner Architect (4851-2. Egyptian Engineers Syndicate,1973).

Consultant Architect (2-793. Egyptian Engineers Syndicate,1999).

**Selected Publications and Research:**

“Trends In Current Architecture Theory & Practice “. Proceedings of MIU International Conference, Cairo, Egypt.

“Expert Systems & the Externalization Of Knowledge In Architecture “.URISA, Edmonton, Canada.

“Simulating The Interaction With Clients And Users In Architecture Education Journal of Al Azhar University, Engineering Sector ISSN;1110-6409 Cairo, Egypt.

“Postmodern Architecture Trends In Egypt” Book,The Supreme council for culture, Egypt.

**Professional Memberships:**

Egyptian Engineers Syndicate,

Egyptian Architects Society

**Name: AbdulazizSaad Al-Mogren**

**Courses Taught (2016 – 2018):**

ARCH 411: Applications of Humanities in Architecture

**Education Credentials:**

B. Arch., King Saud University, 1984

M.Arch., University of Houston, Texas, USA

D.Arch., University of Michigan, Ann Arbor, USA

**Teaching Experience:**

Assistant Professor , King Saud University, 1992 – 2001

Associate Professor, King Saud University, 2001 – 2007

Professor, King Saud University, 2007-todate

**Professional Experience:**

Team Leader for Consultant:

Design review and development, College of Sciences & Administrative Building Al-Quaseem University.

Design review and development, College of Medicine, Al-Quaseem University

Design review and development, Girls Campus, King Saud University

Design Two School Buildings, Ministry of Education

Design review and development, Public Housing, Gurnata Campus 270 housing units) Riyadh

**Licenses/Registration:**

Not Applicable

**Selected Publications and Recent Research:**

Commissioned by the Ministry of Education research projects on developing educational facilities standards and space program requirements.

Commissioned by KACST to do a national research project on understanding the needs of physical handicapped students in public school buildings

Author of more than 30 research and books publications on issues concerned with educational facilities, hospitals, architectural learning and programming.

**Professional Memberships:**

Al-Umran Saudi Association,

National Committee of Educational Technology & Techniques

Saudi Engineering Committee.

**Name: Elsayed Amer**

**Courses Taught (2008 – 2018):**

ARCH 351: Studies in Environmental Control ARCH 350 : Architectural Design Studio ARCH 494 : Graduation Project

ARCH 426: Working Drawings

MARCH 501: Applied subjects in Architecture

**Education Credentials:**

Ph.D., in Architecture, University of Liverpool, England, 1987. Master in Urban Planning, Alexandria University, Egypt 1981

Diploma in Architecture, Madrid University, Spain, 1976

B. Arch. (grade Distinction, top of Egypt Graduates of 1975) Alex. University, 1975

**Teaching Experience:**

Assistant Prof., Department of Architecture, Alexandria University, 1988-1990

Assistant Prof., Faculty of Architecture, Beirut Arab University, 1991-1995

Associate Prof., Department of Architecture, Alexandria University 1995-1998

Professor, Department of Architecture, Alexandria University 1998-2000

Professor, Architecture Department, Kuwait University (2000-2008) Chairman (2003-2007) Professor, College of Architecture and Planning, King Saud University, 2008-till today

**Professional Experience: from 2000 till today**

- 1st. Prize, Intl’ Competition of the Heritage Village of Kuwait, 2004.

- 1st. Prize, Intl’ Competition of Planning & Design of Khiran Sustainable City In Kuwait. 2005

- 1st. Prize, Intl’ Competition of the National Bowling Center, Kuwait, 2006

- 1st. Prize, Intl’ Competition of Planning & Design, Sobah Al Ahmad City, Kuwait, 2007

- 1st. Prize, Intl’ Competition in the Cities 6 and 7 in the Desert of Kuwait, 2008

- 1st prize, National competition of King Abdullah endowment Project, Al Medina,SA, 2008, Member in a team from the, College of Architecture & Planning, KSU.

- 1st Prize, Inter. Competition for King Abdullah Grand Expansion of the Grand Mosque, Mecca, 2010, member of a team headed by Prof. Almogren, College of Architecture and Planning, KSU.

- Participating in an International competition King Abdullah City for Atomic and Renewable Energy, 2012, through a Team headed by Prof. Almogren, college of Architecture and Planning, KSU and Nikken Sekkei , Japan.

**Licenses/Registration**:

Not Applicable

**Accreditation;**

Substantial Equivalency, 1st and 2nd visits, for the Architecture program, Kuwait University, 2008

Accreditation Team for Architecture program, California Polytechnic University, US, 2011

Accreditation Team for Architecture program, Roger William University. US, 2012

Substantial Equivalency for the architecture program at KSU, 2013

**Selected Publications and Recent Research:**

1- Amer, Elsayed, 2018, Heritage Architecture and Identity in Saudi Arabia, paper accepted and published in the proceeding of the conference; the fourth conference, Arts and community services, College of Fine Arts, South University, Egypt.

2-Amer,Elsayed , 2016, The sustainable City Experience and Development in Saudi Arabia, case study of king Abdullah City for sustainability and Innovation, Paper accepted for the sustainable development conference: Green Technology, Renewable Energy and Environmental Protection, Pangkok, Tailand, 5-7, july,2016

3-Amer, Elsayed , Muharam, Ashraf and Al-Hemiddi, Naser, 2015, Impact of Plant Height and Irrigation on Thermal Performance of Extensive green Roofs in Riyadh City, Paper accepted in the International Conference on Engineering and Natural Sciences(ICENS), New York, USA, 2015

**Professional Memberships:**

Member in Egyptian Engineering Syndicate

Member in Egyptian Architecture Cooperative

**Name: Hazem Mohamed Ewais**

**Courses Taught (2008 -2018):**

ARCH 269 : Site Analysis & Landscape

ARCH 353 : Principles of Urban Design.

ARCH 360 : Architecture Design 4 (Urban Design Studio) ARCH 463 : Cities from Environmental Perspective

ARCH 699 : Thesis Proposal Preparation for PhD.

**Education Credentials:**

B. Arch: Faculty of Fine Arts, Alexandria University, Egypt, 1975

M. Arch: Faculty of Fine Arts, Alexandria University, Egypt, 1981

Ph D. in Planning & Urban Design: Civic Design Dept. University of Liverpool, England, 1988

**Teaching Experience:**

Assistant Professor: Faculty of Fine Arts, Alexandria University, Egypt 1988 – 1991

Assistant Professor: Faculty of Architecture, BAU, Lebanon 1991 - 1995

Associated Professor: Faculty of Fine Arts, Alexandria University, Egypt 1995 – 2001

Assistant Professor: Faculty of Architecture, BAU, Lebanon 2001 – 2003

Professor of Urban Design: Faculty of Fine Arts, Alexandria University, Egypt 2003 - 2004

Professor: King Saud University, 2004 – today

**Professional Experience:**

Many Housing Projects for both private and public sector.

Many architectural and urban design competitions including public buildings and recreation areas.

**Licenses/Registration:**

Member of the Division of Architectural Egyptian Engineering Syndicate.

Member of the Egyptian Architects Association.

Member of the Egyptian Planner Association.

**Selected Publications and Recent Research:**

Translation of a Book, (2012) Authored, by Jon Lang, (2005), URBAN DESIGN A TYPOLOGY OF PROCEDURES AND PRODUCTS, Architectural press, London, ISBN 07506 66285

The Role of Urban Design in the Formulation of Archeological and Historical Sites in Alexandria (The Site of Maria)

The Impact of Islamic Urbanization on South Europe Urbanization Character.

Rehabilitation of Historical Areas and their Role in the Future of Cities (Case Study the City of Alexandria).

Evaluation of Street Performance in Urban Areas.

Housing in the Late Roman Republic (27 BC – 479 AD) a Historical and Architectural Review.

The International Costal Road and its Impact on the development of North Delta.

**Professional Memberships:**

Member of the Division of Architectural Egyptian Engineering Syndicate. Member of the Egyptian Architects Association.

Member of the Egyptian Planner Association.

**Name: Mohammed Ali Bahobail**

**Courses Taught (2016 – 2018):**

ARCH 410 : Architecture Design 5.

ARCH 430 : Architecture Design 7

**Educational Credentials:**

BSc in Architecture & Planning, King Saud University, College of Architecture & Planning, Riyadh, Saudi Arabi1986

MSc in Environmental System,University of Kansas, School of Engineering, Lawrence, Kansas, U. S. A. 1991

PhD, in Environmental Control & Computer, Strathclyde University, College of Engineering, Glasgow, Scotland 1995

**Teaching Experience:**

Assistant Professor, Department of Architecture and Building Science,

College of Architecture & Planning, King Saud University.1995- 2006

Associate Professor, Department of Architecture and Building Science,College of Architecture & Planning, King Saud University.2006- Present

**Professional Experience:**

Consultant for Department of Maintenance, King Saud University. 2007

Member of referred supervision committee, High Commission for the Development of Riyadh 2006

Chairman of the scientific team of Building Standardization, King Abdullah research and consulting Institute. 2005

**Selected Publications and Recent Research:**

Mosques and Sustainable Traditional Technique, Seminar International, Heritage Conservation and Development in Educational Practice,( University Mentouri, Constantine. 2009).

Designing Home with Standard Components (Research Center-College of Arch. & Planning, KSU, 2009)

**Professional Memberships:**

Saudi Society of Science Architecture.

Saudi Council of Engineers.

**Name: Jamal Shafiq Ilayan**

**Courses Taught (2016 - 2018):**

ARCH. 230 Architectural Design 6.

ARCH. 450 Architectural Design 5.

ARCH. 458 Urban Conservation

ARCH. 368 Urban History

ARCH. 148 Architectural History

ARCH. 621 Comprehensible Theory in Architecture

ARCH. 352 Architectural Theory

ARCH. 432 Architectural Project

ARCH. 600 Theses

ARCH. 148 Architectural

**Education Credentials:**

PhD. Rome University - Italy 1996

H. D. Rome University - Italy 1990

B. Naples University – Italy 1986

**Teaching Experience:**

Professor, King Saud University 2016 – to date

Associate Professor, King Saud University 2007 –2015.

Assistant Professor, King Saud University 2005 – 2007

Assistant Professor, Yarmouk University 2001 - 2004

Research Assistant and Lecturer – Naples University – Italy 1996 - 2000

**Professional Experience:**

Conservation Consultant for Castle Fahed restoration - Daryyah

Conservation Consultant for Castle Ibrahim restoration – Daryyah

Presentation and Preservation Works at Umm ArRasas (listed in the International Heritage Listing) Financed by: European Commission MEDA Program 2004.

Consultant of Restoration Manger and Museum Manager of the Abu Jaber Salt – Jordan 2004.

Urban Rehabilitation of Corso Umberto I e Piazza Spirito, Analyses, Interpretation and Presentation of two important areas in the historic city center of Marano di Napoli 1999.

**Licenses / Registration:**

Jordanian Engendering Union - Amman

Italian Architects Union – Naples

**Selected Publication and Recent Researches:**

Cultural Heritage Conservation, To an Arab School of Conservation and Management of the Cultural Resources

Architectural and Structural elements analysis in Mud Buildings in Darayya

**Professional Membership:**

Al Umran Saudi Association - Riyadh

ICOMOS International Counsel on Monuments and Sites member, Paris, France.

A.I.C.A.T. Italian Cultural Association of Molding Architecture, Rome, Italy.

**Name: Mohammad Alissan Alghamdi**

**Courses Taught (2016 - 2018):**

ARCH 351: Studies in Environment Control.

ARCH 350: Design Studio III.

**Education Credentials:**

Ph.D. of Architecture, Newcastle upon Tyne University, Newcastle, United Kingdom (1994)

Master of Architecture, McGill University, Canada (1988)

Bachelor of Architecture, College of Engineering, King Saud University, KSA (1981)

**Teaching (& Supervision) Experience:**

Deputy Dean of King Abdullah Institute for Research and Consulting studies, KSU, (September 2002 – August 2005).

Dean of King Abdullah Institute for Research and Consulting studies, KSU, (September 2005 – August 2008)

Executive Director and head of Design team for the Saudi Pavilion at EXPO 2010, Shanghai, China (September 2008- February 2011).

**Research and Publications:**

Successfully completed 42 research consultancies and research studies for Public and Private Organizations in Saudi Arabia. (Cumulative grant valued more than SAR 100 Million).

Published and presented research & academic work in refereed Journals and Conferences (15), and Books (4) at International and National levels.

**Professional Memberships:**

Member, Saudi Council of Engineers, KSA.

Life Membership of Saudi Umran Society, Since 1994

**Name: Salleh Ali Al Hathloul**

**Courses Taught (2016-2018):**

ARCH 495 : Graduation Project 2

**Education Credentials:**

Ph.D. in Architecture.& Environmental Studies, MIT, 1981.

MAUD, Harvard University,1975

B. Arch, King Saud University,1972

**Teaching Experience:**

2004-present Professor, Department of Arch .K.S.U.

1984-2004 Part time teaching, Department of Arch. K.S.U.

1989-2002 Visiting Prof.(intermittently), Ecole National d'UrbanismeUniversity du 7 Nov. Carthage, Tunis.

1981-1984 Assistant Proessor& Chairman, Department of Arch. K.S.U.

**Professional Experience:**

2005-present, CEO, S. Alhathloul Development .Co., Riyadh, K.S.A.

1984-2004 , Deputy Minister for Town Planning, Ministry of Municipal & Rural Affairs, Riyadh.

- Served as a member in the boards of directors for several Government Organizations, i.e. Riyadh Development Authority, Mecca Development Authority, Hail Development Authority and the Royal Commission for Al-Jubail & Yanbu.

-Served as a member of the jury for the Organization of Arab Cities` Award; a member of the 1998 Award Master jury, the AgaKhan Award for Architecture; a jury member in several arch. competitions within KSA during the past 30years.

**Licenses/ Registration:**

Registered architect & planner, Saudi Engineers Society since 2004.

**Selected publications and Recent Research:**

Dr. Saleh Al Hathloul is a Saudi Arabian educator and a critic in the field of Architecture and Urbanism with interests in the epistemology of knowledge, the general issues of structural changes in society, and futurist studies. He is an author of 3 books and more than 50 articles in the field of architecture &Urbanism

**Professional Memberships:**

Member, ISoCaRP,

Al Umran Saudi Association.

**Name: Mohammed Abdulaziz Alshraim**

**Courses Taught (2016 – 2018):**

ARCH 361 : Man and the Built Environment.

ARCH 363 : Housing.

ARCH 411 : Application of Humanities in Architecture.

**Educational Credentials:**

B.Arch. College of Architecture and Planning, King Saud University, Riyadh, KSA 1987.

M.Arch. University of Kansas, Lawrence, KS, USA.1991.

Ph.D. in Architecture, Georgia Institute of Technology, Atlanta, GA, USA. 2000.

**Teaching Experience:**

Assistant Professor of Architecture, Department of Architecture and Building Sciences, College of Architecture and Planning, KSU, Riyadh, Saudi Arabia, 2000 – present.

Teaching Assistant - Department of Architecture and Building Sciences, College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia, 1987-1988.

**Professional Experience:**

Editor-in-chief, Alosrah Magazine, Riyadh, 2002-2006

Architectural and Engineering Consultant, Signtech. Riyadh & Jeddah, 2009.

Behavioral consultant, lahaonline.com, 2007- present.

Editorial advisor, Aldeerah Magazine, Al-Umran Society. Riyadh, 2007- present.

Vice Dean, College of Architecture and Planning, KSU, Riyadh, Saudi Arabia, 2009to date.

Editorial Committee Member of the Research Center at the College of Architecture and Planning, KSU, Riyadh, Saudi Arabia, 2007- present.

Consultant &Researcher, Center for Higher Education Research & Studies, 2009 to date.

**Licenses/Registration:**

N/A

**Selected Publications and Recent Research:**

Alshraim, M. Annexes in domestic space. Research center at the College of Architecture and Planning, King Saud University, Riyadh, 2008.

Alshraim. M. Privacy in the Arabic Culture: Review and Analysis. Journal of King Saud University 22, Architecture and Planning (1), 2010.

Alshraim, Mohammed. Islamic Decorations: Their Genesis and Philosophy. First international conference for Urban & Architectural Heritage in Islamic Countries: Its Role in Cultural & Economic Development. Saudi Commission for Tourism and Antiquities. Riyadh. 2010

Alshraim, Mohammed. Interchangeable Use in Domestic Space. Journal of Gulf and Arabian Peninsula Studies (Forthcoming).

**Professional Memberships:**

Al-Umran Saudi Association

**Name: Mansour Abdulaziz Al-Jadeed**

**Courses Taught (2016 – 2018):**

ARCH 260 : Architectural Design 2

ARCH 366 : Building Construction 1.

**Education Credentials:**

Ph.D. in Architecture, Cardiff University, U.K., 1994

M.S.E., University of Michigan, Ann Arbor, U.S.A., 1989

B.Arch. (with Honors), King Saud University, 1985

**Teaching Experience:**

Associate Professor, King Saud University, 2004 – todate.

Assistant Professor, King Saud University, 1994 –2004

**Professional Experience:**

Team Leader for Consultant:

Supervisor of the General Directorate of Design & Studies, Vice Rectorate for Projects, King Saud University.

Full Time Consultant for Designs & Studies, General Administration of Projects & Maintenance, King Saud University.

Executive Director of the Reviewing Committee for the Designs of King Khalid University's Campus in Abha, King Abdullah Research & Consulting Institute.

Team Leader for design review and development of many projects on campus (such as KSU Medical City, Documentation Center, Arabic Language Institute, etc).

Part time consultant for High Commission for the Development of Riyadh on Earthen Architectural Center in Dereyiah.

Supervisor of the renovation of Al-Bujaree traditional district at Dereyiah.

**Licenses/Registration:**

Not Applicable

**Selected Publications and Recent Research:**

An Experiment in Teaching Urban Renovation through Summer Training of Students.

Jurisprudence Control for Mosque Architecture and Maintenance.

Mud Architecture in Arab & Western Countries.

Indigenous Architectural Styles of South Western Region of Saudi Arabia.

Earthen Architecture: Between Historical Experience & Future Expectation.

**Professional Memberships:**

Al-Umran Saudi Association.

Saudi Engineering Committee.

**Name: Hatem M. S. ElShafie**

**Courses Taught (2005-2018):**

ARCH 410 Architectural Design 5

ARCH 424 Facility Programming

ARCH 425 Contracts, Quantities and Specifications

ARCH 426 Working Drawings

ARCH 430 Architectural Design 7

ARCH 431 Comp Applications in Architecture

ARCH 434 Graduation Project 1

ARCH 495 Graduation Project 2

ARCH 503 Advanced Architectural Research & Design

ARCH 596 Computer Applications in Building Technology and Management

**Education Credentials:**

1994 Ph.D. Arch. Eng.), Cairo University.

1990 M.Sc. Arch. Eng.), Cairo University

1987 B.Sc. Arch. Eng.), Cairo University

**Teaching Experience:**

2005 - Now Associate Professor, Dept. of Architecture and Building Sciences, KSU.

2004 - 2005 Associate Professor, Dept. of Architecture, Faculty of Engineering, Cairo University.

1994 - 2004 Assistant Professor, Dept. of Architecture, Faculty of Engineering, Cairo University.

1990 – 1994 Lecturer, Dept. of Architecture, Faculty of Engineering, Cairo University.

**Professional Experience: Selected Projects:**

1. 2nd Prize National Architectural Competition for the design of the Egyptian Embassy in Berlin, for the Ministry of Foreign Affairs, Egypt, 1998.

2. 1st Position, Competition for the rehabilitation, new additions, interior design, decorations and furnishing of the Residence of the Ambassador of the Kingdom of Saudi Arabia in Cairo, Egypt, for the Ministry of Foreign Affairs, KSA, 1996.

3. 1st Prize Architectural Competition for the design of the Saudi Arabian Embassy in Cairo & a Residential Building in Gizah, Egypt for the Saudi Arabian Government, 1991.

4. 2nd Prize in a National Architectural Competition for the design of the Egyptian Syndicate of Engineers Building in Alexandria, Egypt for the Egyptian Syndicate of Engineers, 1989.

5. 1st Prize in a National Planning and Architectural Competition for the planning and design of the City of Engineers, New Ameriiah, New Borj Al Arab City, Egypt, 1988.

6. 1st Prize in a National Architectural Competition for the design of Misr Insurance Company Residential/ Commercial Building, Gizah, Egypt, 1987.

7. 1st Prize in a National Architectural Competition for the design of Madinah Residential/ Commercial Building in Alexandria, Egypt for Alexandria Contracting Company, 1987.

**Licenses/Registration:**

Registered Architect, Syndicate of Engineers, Architectural Eng. Section, Cairo, Egypt.

**Accreditation:**

1. 2012 till now - Member of the NCAAA Sub-Committee for Standards 6, 7 & 8 at the Dept. of Architecture and Building Sciences

Program, KSU.

2. 2015 till now - Member of the Steering Committee for the Accreditation application of the Program of the Dept. of Architecture and

Building Sciences, KSU to the National Center for Academic Accreditation and Assessment,

**Selected Publications and Recent Research:**

1. El Shafie, H., & Maher, M. (2007). Computers in Architectural Recording: Photogrammetry Method. 4th Intl Conf. of the Dept of Architecture, Faculty of Eng. Cairo Univ.

2. El Shafie, H., & Maher, M. (2006). Computers in Architectural Recording: The Tacheometric Method. ArchCairo 2006 – Appropriating Architecture - 3rd International Conference of the Dept of Architecture, Faculty of Eng. Cairo Univ.

**Professional Memberships:**

1987 Egyptian Engineers Syndicate

1987 Egyptian Society of Engineers

1987 The Society of Egyptian Architects – the Egyptian Section of the Intl Union of Architects (UIA)

1995 Egyptian Society of Planning

2013 Federation of Arab Engineers

1997 Egyptian eCommerce Committee

1997 The Internet Society of Egypt.

**Name: Ibrahim R. S. Aljowair**

**Courses Taught (2016 – 2018):**

ARCH 260: Architecture Design 2.

ARCH 363: Housing

ARCH 491: Professional Practice in Architecture.

**Educational Credentials:**

Doctor of Architecture, University of Michigan, Ann Arbor, USA, 1990

M. Arch., University of Idaho, USA, 1984

B. Sc., University of Riyadh, College of Engineering, Riyadh, Saudi Arabia, 1980

**Teaching Experience:**

Associate Professor, King Saud University, Riyadh, from 28/3/1428 – to date.

Assistant Professor, King Saud University, Riyadh, from 10/4/1411 until 27/3/1428.

Teaching Assistant, King Saud University, Riyadh, from 2/9/1400 until 9/4/1411.

**Professional Experience:**

N/A

**Licenses/Registration:**

N/A

**Selected Publications and Research:**

"The costly housing design & building practices and its role in increasing the total building cost". Symposium on Housing -2 in Riyadh, Riyadh Development Authority. 2005.

"The scope of application of general & specific handicapped services regulations in major buildings in the city of Riyadh".Symposium on Disabled People Transport. 2005.

"The scope of Saudization in Engineering & Consulting Firms licensed and registered to practice in the city of Riyadh". Journal of The Gulf & Arabia Peninsula Studies, 2006.

"The reality and expectation of thermal insulation of housing buildings: the case of Riyadh Saudi Arabia". Journal of Engineering Sciences, University of Assiut, Egypt, Vol. 34 No. 5, 2006.

"The role of roads, streets, and intersections' design in increasing traffic-circulation problems:The case of King Saud University campus". Journal of King SaudUniversity – Architecture and Planning, 2007.

"The over design of housing unit structure in the city of Riyadh and its role in maximizing the cost of the structural elements: An architectural point of view". Research Center College of Architecture and Planning, 2007.

"Architect's Professional Practice Manual", Translation to Arabic language.King Saud University, Riyadh, 2009.

The relationship between the period of waiting for the prayer and the cost of lighting and air conditioning of the mosque: A case study of mosques in Riyadh city". Journal of the Gulf and Arabia Peninsula Studies, 2009.

"The effects of design elements on the success or failure of housing projects: A case study of multi-story housing buildings". Journal of Al Azhar University Engineering Sector, 2009.

**Professional Memberships:**

Saudi Institute of Architects

**Name: Abdulrahman Abdullah Altassan**

**Courses Taught (2016 - 2018)**

Arch 434: Graduate Project 1

**Education Credentials:**

1995: Ph. D. in Architecture, A. Alfred Taubman College of Architecture and Urban Planning, University of Michigan, Ann Arbor, USA.

1988: M. Arch, A. Alfred Taubman College of Architecture and Urban Planning, University of Michigan, Ann Arbor, USA.

1984: B.S. in Architecture, College of Engineering, King Saud University (formerly, Riyadh University), Riyadh, Saudi Arabia.

**Teaching and Supervision Experience:**

Associate Professor, King Saud University, Riyadh, Saudi Arabia, 2007- to date

Assistant Professor, King Saud University, Riyadh, Saudi Arabia, 1995- 2007

Teaching Assistant, King Saud University, Riyadh, Saudi Arabia, 1984- 1986

**Research Supervision and examination committees:**

Supervised 1 Ph. D. Dissertation, 3 M.S. Thesis, and examine 2 Ph. D. Dissertations

Professional Experience:

Vice Dean for Development and Quality, College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia, 2016- to date

Deputy Minister for Buildings, Ministry of Education, Saudi Arabia, 2014- 2016

Director General of Projects, Ministry of Higher Education, Saudi Arabia, 2012- 2014

Consultant for Director General of Projects, Ministry of Higher Education, Saudi Arabia, 2010- 2012

Vice Dean for Academic Affairs, College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia, 2006- 2010

General Supervisor of College Labs, College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia, 1996- 2010

**Research and Publications:**

12 research were published in refereed journals and conferences.

Chairman of the developing team of Saudi Architectural Construction Code 2007

**Professional Experience:**

N/A

**Licenses/Registration:**

N/A

**Professional Memberships:**

N/A

**Name: Ahmed Omar M.S. Mostafa**

**Courses Taught (2001 – 2018):**

ARCH 214: Computer Skills-01.

ARCH 224 Computer Skills-02

ARCH 315: Landscape Architecture

ARCH 410: Architectural Design Studio

ARCH 434: Graduation Project-1

ARCH 441: Project Management

ARCH 596: Computer Applications in Building Technology and Management

**Education Credentials:**

Ph.D., in Architectural Engineering, Cairo University, Egypt, 2001.

M.Sc., in Architectural Engineering, Cairo University, Egypt, 1994

B.Sc., in Architectural Engineering, Cairo University, Egypt, 1986

**Teaching Experience:**

Associate Professor, College of Architecture and Planning, King Saud University, 2007-till today

Assistant Professor, College of Architecture and Planning, King Saud University, 2001-2007

Teaching Assistant, College of Architecture and Planning, King Saud University, 1994-1998

**Professional Experience:**

Owner Rep., Counsellor, Design and Construction Projects, June, 2017 to Present.

Owner Rep., VP for Design and Studies, King Saud Endowment, King Saud University, 2010-2017.

Owner Rep., Arch. Team member, Haram Expansion Project, Ministry of Higher Education, 2009-2010.

Owner Rep., Counsellor, KSU Project Directorate, 2003-2009.

Owner Rep., Head of Planning Dept., 6th Oct. for Dev. & Investment (SODIC), Egypt, 1998-2001.

**Selected Mega Projects and awards:**

2010: King Abdullah Grand Expansion of the Grand Mosque, Mecca (Inter. Competition, 1st prize), Competition team member headed by Prof. Abdul Aziz Al-Megren, College of Arch.& Planning, KSU, (1st prize).

2008: King Abdullah endowment Project, Al Medina, SA (National competition of, 1st prize), Member in a team from the, College of Architecture & Planning, KSU.

2010-2017: King Saud University Endowment Project, King Saud University, VP for Design and Studies. (Mixed- use project of 12 bldgs.: Hotels, hospitals and office buildings),

1998-2001: Beverly Hills Project, SODIC, Egypt, Head of planning and Landscape department (a 1.75 million sqm mega-urban community comprised of mixed-use residential villas, townhouses, and apartments, a sports club, two international schools, a medical center, and retail outlets).

**Selected Publications and Recent Research:**

Mostafa, Ahmed and Naeem, Mohamed, 2018, Computer Aided Environmental Control, Paper accepted for 7th International Conference on Advances in Computing, Electronics and Communication (ACEC), Kuala Lumpur, Malaysia.

Mostafa, Ahmed and Kahtany, Majed, 2017, Developing procurement system for government construction projects in Saudi Arabia, Journal of Al-Azhar University Engineering Sector (eJAUES) ISSN: 1110-6409.

Kahtany, Majed and Mostafa, Ahmed, 2017, Prioritizing the treatment of government projects’ failure causes during the bid and award stages, Journal of Al-Azhar University Engineering Sector (eJAUES) ISSN: 1110-6409.

El-attar Sherif and Mostafa, Ahmed, 2009, Information Sustainability in Knowledge Intensive Environment, Paper accepted for International conference on Technology and Sustainability in the Built Environment, King Saud University, Riyadh, SA, 2009.

**Professional Memberships:**

Egyptian Engineering Syndicate.

Saudi Council for Engineers.

The IRED Institute of Research Engineers and Doctors.

**Name: Kamarulzaman Bin Yusof**

**Courses Taught (2008 – 2018):**

ARCH 255: Architectural Graphic Skills

ARCH 269: Introduction Landscape Architecture

ARCH 353: Principles of Urban Design

ARCH 470: Architectural Studio 06 Urban Design

ARCH 360: Architectural Studio 04 Urban design

ARCH 503: Post Graduate Thesis Advisory

**Education Credentials:**

Diploma Arch., InstitutTeknologi MARA, 1980

Bach. Arch., University of Newcastle, New South Wales, Australia, 1985.

M. Sc.Urban Design, (Pratt Excellence Cert.); Pratt Institute, Brooklyn, New York, USA. 1999

Cert. Modernisation of Japan, IATSS Forum, Suzuka, Japan. 1990

Cert. Architecture & Development, Lund University, Sweden. 1991

NAAB “Substantial Equivalency”; Architectural Program Report [APR]; 20012 -

NCAAA Program Accreditation Report ; 2016 -

**Teaching Experience (1986 - to date )**

Associate Professor, King Saud University, 2008 – to date

Associate Professor, University Teknologi MARA, 2001 –2008 (Cert of Merit)

Lecturer, University Teknologi MARA, 1986 – 2000

Adjunct Professor, UiTM/University of Science & Technology, Sana’a, Yemen. 2005 – 2007 (Coordinator for Collaboration between UiTM/USTY)

Design Lecture Series: Courses for Technical Assistants in Public Works Department, Malaysia.

Nationwide ‘MARA’ Entrepreneurship Lecture : “Design Matters” Lecture series.

**Professional Experience[1978 – to date]:**

Designer/Design Architect for Architectural Consultant Practise(1978 – 2008):

Design of residential developments, private residences and mass public housing.

Design Projects for Retail-Commercial Establishments, Light-Industry buildings, Mixed-Use Development projects; Institutional, & Educational Buildings

Supervised working drawings and Shop-Drawings;

Meetings with professional Clients and Project Consultants.

Interior Design Consultancy for offices and private residences.

**Selected Publications and Recent Research:**

Public Theme Parks: Implementation Guidelines for Design and Proposal, for Department of City & Regional Planning, Malaysia. (1999- 2000).

A survey of Squatter Houses, Illegal Industrial Premises and illegal Small Bussiness Premises, Shah Alam Municipal District,

for Shah Alam City Council, (1998).

Glossary of Terminology for the Built Environment. Co-author, Publisher: DBP, Malaysia. 1994.

Research - Architecture Malpractice and Residential Designs: The case of Villa-type houses in the city of Riyadh. Unpublished. 2015.

College Bulletins (co-author):

* Series of DABS Annual Bulletin: 2009-2010; 2010-2011; 2013-2014; 2014-2015.
* Series of VDDQ Yearly Bulletin: 2010; 2011; 2012;

**Professional Memberships:**

Board of Architects Malaysia - (Reg: AG/K 42; 1978 -2008\*); (Reg: ID/K 4; 2010 – 2012\*);

Malaysian Society of Interior Designers - Corporate member No: CM388; (2006 – 2012\*);

Malaysian Institute of Interior Designers –Corporate Member No: M210; 2011-to date)

**Name: Abdullah Mahmood**

**Courses Taught (2016 - 2018):**

ARCH 425: Contract, Quantities & Specifications

ARCH 435: Project Management

ARCH 491: Architectural Professional Practice

ARCH 576: Special Topics In Building Economics & Project Management

**Education Credentials:**

Ph.D. (Building) Heriot-Watt University, Edinburgh, United Kingdom (1992)

Master in Construction Management, Washington University in St. Louis, USA (1984)

B.Sc.in Housing, Building & Planning Hons.USM, Penang, Malaysia (1981)

**Teaching (& Supervision) Experience:**

Associate Professor, King Saud University, 2008 - to date.

Associate Professor, University of Science Malaysia, 1996 - 2008.

Lecturer, University of Science Malaysia, 1984 - 1995.

Research Supervision - successfully supervised 3 PhD and 34 M.Sc. students.

**Professional Experience:**

Secretary, Quality Assurance Advisory Committee, College of Architecture & Planning, King Saud University, 2009 - 2012)

Secretary, Campus Planning & Physical Development Committee, University of Science Malaysia, Feb. 2000 – May 2008.

Chairman of Construction Management Program, Feb. 1999 – Dec. 2006.

Head of Finance Section, Panel of Specialist for the Development of Course Modules For Construction Managers, Construction Industry Development Board Malaysia 2004 -2006.

Deputy Dean, School of Housing, Building & Planning, USM (October 1994 – June 1998).

**Research and Publications:**

Successfully completed 15 research consultancies and research studies for Public and Private Organizations in Malaysia. (Cumulative grant valued more than RM15 Million).

Published and presented research & academic work in refereed Journals and Conferences (30), Research Reports (13) and Books (2) at International and National level.

**Professional Memberships:**

Member, Project Management Institute, USA. Since 2003.

Treasurer, MiCRA (Management in Construction Researchers Association, MALAYSIA), September 2002 – October 2005.

Member, Association of Researcher’s in Construction Management, UK. Since 1990.

**Name: Mahamood Che Hussin**

**Courses Taught (2008 – 2018):**

ARCH 254: Freehand Drawing

ARCH 255: Architectural Graphic Skills

ARCH 260: Architectural Design 2

ARCH 350: Architectural Design 3

**Education Credentials:**

Diploma in Architecture, UTM, Malaysia, 1975

B. Arch., University of Auckland, New Zealand, 1980

M. Arch., University of Nottingham, United Kingdom, 1992

**Teaching Experience:**

Associate Professor, UniversitiTeknologi Malaysia, 2000 – 2007

Associate Professor, SPACE UTM, Kuala Lumpur (part-time), 2001-2006

Associate Professor, King Saud University, 2008-todate

**Professional Experience:**

Architect, Development Office, UTM, Kuala Lumpur, 1980-1985

Senior Architect, Development Office, UTM, Skudai, Johor, 1985-2000

**Licenses/Registration:**

Not Applicable

**Selected Publications and Recent Research:**

Design Criteria for Socially Conducive Campus Environment for Higher Education

Establishment in Malaysia

**Professional Memberships:**

Lembaga Arkitek Malaysia

Malaysian Structural Steel Association

**Name: Fahad Saud Allahaim**

**Courses Taught (2016 – 2018):**

ARCH 350: Architectural Design Studio

ARCH 430: Architectural Design Studio

ARCH 239: Architectural construction - for civil students

ARCH 456: Buildings Economics

**Education Credentials:**

Ph.D., in Architectural and Engineering Economist, University of Sydney, Australia, 2016.

Master in Design Science (Building Technology and Facilities management) University of Sydney, Australia, 2011

Bachler of Architecture and Building Science, King Saud University, 2004

**Teaching Experience:**

Assistant Prof., College of Architecture and Planning, King Saud University, 2016-till today

Lecturer, College of Architecture and Planning, King Saud University, 2014-2016

Teaching Assistant, Faculty of Engineering and IT, University of Sydney, 2013-2016

Teaching Assistant, Faculty of Architecture and Planning, University of Sydney, 2009-2010

Teaching Assistant, College of Architecture and Planning, King Saud University, 2006-2014

**Professional Experience: from 2004 till today**

2017 Assistant Professor (2/2017present) College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia. www.ksu.edu.sa

2017 Head of Community Service and Business Development Unit (3/2017 – till present) College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia. www.ksu.edu.sa

2018 A member of Legal Engineering Committee Higher Education Fund, hef.gov.sa

2018 A member of Advisory Committee of the National Saudi building Code (3/2018 - present) National Committee for the Saudi Building Code, sbc.gov.sa

2018 Chairman of the Technical Committee of Saudi Housing Code (3/2018 - present) National Committee for the Saudi Building Code, sbc.gov.sa

2018 Vice Dean for the Academic Affaires (4/2018present) College of Architecture and Planning, King Saud University, Riyadh, Saudi Arabia. www.ksu.edu.sa

**Awards: from 2000 till today**

2013 Awarded 3rd prize in ‘Research Conversazione 2013-for best research poster of complex system and project management’.

2009 A certificate of the Dean’s List of excellence in academic performance, Faculty of Architecture, Design and Planning, University of Sydney.

2009-2010 Obtained academic distinction certificates, for my academic performance in my Master Degree from The Royal Embassy of Saudi Arabia Culture Mission in Australia.

2005 Obtained a distinction & an Innovative Engineering prize at AlManama, Bahrain Kingdom.

2004 Obtained the second position among graduating batch from the Architectural and Building Sciences Department & College of Architecture & Planning, King Saud University

2000-2004 Obtained a range of academic distinction certificates, for my academic performance in my Bachelor degree from King Saud University.

**Licenses/Registration**:

Professional Architect, Saudi Council for Engineers SCE, Saudi Arabia.

Professional Engineer, RICS, Australia.

**Selected Publications and Recent Research:**

Allahaim, F. and Liu, L. (2014) ‘Improving the cost forecasting accuracy through classification of main causes of cost overrun in infrastructure project – illustration using Saudi Arabia survey data’, KAUST-Sydney Joint Symposium: Enhancing Research Collaborations in Energy, Water and Materials, KAUST, Thuwal, Jeddah, The Kingdom of Saudi Arabia, April 1011, 2014.

Allahaim, F.S. and Liu, L. (2015) ‘Causes of cost overruns on infrastructure projects in Saudi Arabia’, International Journal of Collaborative Enterprise, Vol. 5, Nos. 1/2, pp.32–57.

Allahaim, F., Liu, L. and Kong, X. (2016) ‘Developing a risk based cost contingency estimation model based on the influence of cost overrun causes’, CIB World Building Congress 2016 (CIB WBC 2016), May 30 – June 3, 2016, Tampere, Finland.

Allahaim, F. and Liu, L. (2016) 'Improving the cost forecasting accuracy through classification of main causes of cost overrun in infrastructure project – illustration using Saudi Arabia survey data', Ph.D. Thesis, Faculty of Engineering and IT, The University of Sydney.

**Professional Memberships:**

Member in Saudi Council for Engineers SCE.

Member in RICS.

Member in Saudi Umran Council.

**Name: Faisal Agabani**

**Courses Taught (2008-2018):**

ARCH 266: Building Materials

ARCH 366: Building Construction – I ARCH 416: Building Construction – II ARCH 415: Sanitary Installations

ARCH 424: Facility Programming

ARCH 460: Architectural Design – 7

ARCH 420: Architectural Design – 6

ARCH 350: Architectural Design – 3

ARCH 441 Structure & Architectural Form ARCH 434: Graduation Project Program ARCH 495: Graduation Project Design

**Education Credentials:**

Ph. D. in Architectural Design, University of Sheffield, U.K. 1981

M. Sc. In Environmental Psychology, University of Surrey, U.K. 1976.

B.Sc. (Honors) Architecture, University of Khartoum, 1972.

**Teaching Experience:**

Associate Professor: College of Arch & Planning, King Saud University, 1996 till present.

Associate professor and Chairman: Dept. of Architecture, Applied Science University, Amman, Jordan, 1993 -

1996.

Assistant Professor: Univ. of Science & Technology, Jordan Sep. 1991 - Sep. 1993 .

Visiting Professor: U.A.E. University, Oct. 1984 - Jan. 1985

Assistant Professor: Dept. of Architecture, Univ. of Khartoum 1981 – 1991 (& Chairman)

**Professional Experience:**

1. Architectural Program: 1.Girls University Campus, KSU, (30,000 Students), 2. Al-Jouf University Campus. 3. Prince Sultan Advanced Technology Research Centre KSU. 4. Riyadh Techno Valley Command Center Building at KSU, for RTV, KSU, December 2007, 5. University of Dammam Campus, Colleges, Library, Administration, Deanships, Sports and Utility Facilities, June to Sep. 2011 for ministry of Higher Education.

2. Architectural Program & Concept Design for Royal Commission for Jubail & Yanbu:

Jubail University College Campus, August 2007 – Jan 2008, Jubail Industrial College Expansion, Mar - June 2008. Jubail Technical Institute Expansion Project, May - Aug 2008, College of Chemical Engineering Technology, Jubail Industrial College, Nov 2008 - July 2009, Training Center and Auditorium, Jubail Industrial College, November 2010.

**Selected Research and Publications:**

1. "Samad and North Jordanian Villages", the International Symposium on Conservation of Architectural Heritage, Jordan University, Amman, Nov. 1993.

2. “A Strategy for Teaching CAAD, Case Study at Applied Science University", Open House International, Vol. 20,

No. 2, 1995.

3. “Rationalizing Cost of Sanitary Pipe-work in Affordable Residence”, Second Symposium on Housing, Riyadh, P.

853, March 2004.

4. Quantitative Analytical Study of Air Pollution by CO in Central Amman, an Application of Mathematical Modeling”,

Journal of College of Engineering, Assiut Univ., Vol. 32, No. 2, 2004.

5. “Curricular Reform and the Impact of ICT on Architectural Education: Case Study at King Saud University”, The

Saudi Journal of Higher Education, Issue 3, Aug 2005 – Jan 2006.

6. "A Guide for High-Performance Design for Buildings in Riyadh Techno Valley Project at KSU", A Design Manual published by RTV. Joint authors: Sharag-Eldin, Adil (Kent State University) & Agabani, Faisal (KSU), September 2008.

**Professional Memberships:**

Design Research Society (DRS), United Kingdom (1976-83)

Sudanese Architects Society, Sudan.

**Name**: **Imad Eddin Outahbachi**

**Courses Taught (2008 – 2018):**

ARCH 260: Architectural Design - 2

ARCH 348: History of Muslim Architecture

ARCH 418: History of Muslim Architecture

ARCH 148: History of Architecture

ARCH 410: Architectural Design – 5

ARCH 420: Architectural Design – 6

ARCH 521: Principles of Designing Facilities and Installations

ARCH 495: Graduation Project

**Education Credentials:**

Ph.D., University of Rome, La Sapienza, Roma, Italy, 1995

Diploma in Restoration, University of Florence. 1985

B. Sc., Arch., Damascus University, 1983

**Teaching Experience:**

Assistant Professor, Damascus University, 1996 – 1999

Assistant Professor, King Saud University, 1999 – 2010

Associate Professor, King Saud University, 2010 – up to date

**Professional Experience:**

Team Leader for Consultant:

Consultant, Saudi Commision for Tourism & Antiquities, Riyadh.

Alsaha Office, Architectural, Engineering & Planning Consultants, partnership, Riyadh

Consultant, Saudi Commision for Tourism & Antiquities, Riyadh.

Consultant, Al-Otaishan Office, Architectural, Engineering & Planning Consultants, Riyadh.

C.B. Center (Creating & Building Center). Own office in Damascus. The firm provided full- service multidiscipline architectural engineering services.

Chief of Design Department in Berardi - Housing and Prefabrication Company - (home sweet home), Ponte San Giovanni, Italy.

Director of Engineering Department at Ministry of Endowments (Awqaf) in Damascus. Participate at different projects of conservation and restoration of historical buildings and also new constructions.

Architect at Dept of Architecture and Engineering in Ministry of Awqaf in Damascus.

**Licenses/Registration:**

Not Applicable

**Accreditation:**

Accreditation Team Substantial Equivalency for the architecture program at KSU, 2013

**Selected Publications and Recent Research:**

*The Form: From Mosques' Minraret At Domat Aljandal To Fosters' Faisalia Tower At Riyadh,* Il progetto No 35, periodical of architecture, in Italian and English, Rome, Italy,

**Professional Memberships:**

The Syrian Architects Society, Damascus Syria.

Saudi Council of Engineering, Riyadh, KSA.

The Saudi Umran Society, board member, Riyadh, KSA.

Order of Syrian Engineers Damascus, Syria.

**Name: Abdullah S. Al-Hussayen**

**Courses Taught (2016 -2018):**

ARCH 420: Architectural Design 6.

ARCH 434: Graduation Project 1.

ARCH 495: Graduation Project 2.

**Educational Credentials:**

PhD in Architecture, Department of architecture, Edinburgh University, UK

Master of Architecture. Department of architecture, University of Idaho, USA

B.Arch. Department of architecture, King Saud University – KSU (formerly: Riyadh University)

**Teaching Experience:**

Assistant professor, Department of architecture & Building Sciences, College of Architecture & Planning, (KSU) 1996 – to date.

TA, University of Idaho, USA

TA, Department of architecture, KSU (formerly: Riyadh University)

Professional Experience:

2009-2011: Professional Consultant, Key member at one of the most important civic strategic project in the world (located in KSA)

2004-Present: Professional Consultant at King Abdullah Institute for Consultancy & Research KSU

2004-2009: Professional Consultant at Vice Presidency for Projects at KSU

2008-2009 Professional Consultant at Al-Rajhi Projects Counsel

Participation in several consultancy tasks for other governmental and private sectors

**Licenses/Registration:**

(None)

**Selected Publications and Recent Research:**

Architecture and The Cultural Conflicts (Research paper, In progress)

Translating a book titled: Architecture 101: A Guide to the Design Studio, by Andy Pressman (in progress)

**Professional Memberships:**

Al-Umran Saudi Association

Charitable Association for Engineering Services

**Name: Mohamed-Sherif Tawfik El-Attar**

**Courses Taught (2016 - 2018):**

ARCH 265: Computer Drawing Skills-1

ARCH 355: Computer Drawing Skills-2

ARCH 410: Architectural Design - 5

ARCH 596: Computer Applications in Building Technology and Management

**Education Credentials:**

Ph.D. Arch. Al-Azhar University, Cairo, Egypt, and Cal Poly State University, San Luis Obispo, CA, USA. 1997

M.A. Arch. Al-Azhar University, Cairo. 1988

B.A. Arch. Al-Azhar University, Cairo. 1980

**Teaching Experience:**

2004 – present Assistant Professor, King Saud University.

1998 – 2004 Assistant Professor, Al-Azhar University,

1998 – 2003 Visiting Professor, Misr International University, Cairo.

1998 – 2003 Visiting Professor, Cairo Higher Institute for Computers, Information & Management, Department of Architecture, Cairo.

1989 – 1993 Lecturer, Department of Architecture, Faculty of Engineering, Al-Azhar University, Cairo.

1981 – 1988 Teaching Assistant, Department of Architecture, Faculty of Engineering, Al-Azhar University, Cairo.

**Professional Experience:**

1998 – 1999 Architect - Private practice

1990 – 1993 Private practice

1986 – 1988 Head of the Architectural Design Group - Gafaar Engineering Consultants (GEC)

1982 – 1984 Private practice

1981 – 1982 Architect - (PAC), Cairo, Egypt.

1980 – 1981 Architect - Engineering and Consultation Office

**Selected Publications and Recent Research:**

El-Attar, M. Sherif T. (2012) “Sources of architectural modulation” in Modulation in Architecture Design(Ed.) Bahammam, A., Research Center, College of Architecture and Planning, King Saud University, Riyadh, KSA.

Salama, Ashraf and El-Attar, M. Sherif T. (2010)."Student Perceptions of the Architectural Design Jury," in ArchNet-IJAR: International Journal of Architectural Research, vol. 4, issues 2/3 (July-November, 2010).

El-Attar, M. S. and Sayed, A. O. (2010) "Sustaining Information in a Knowledge Intensive Environment" [Conference on Technology & Sustainability in the Built Environment, 3-6 January 2010], College of Architecture and Planning, King Saud University, Riyadh, KSA

**Professional Memberships:**

1980 Syndicate of Egyptian Engineers - membership (514491)

**Name: Khaled M Aljammaz**

**Courses Taught (2016 – 2018):**

ARCH 366: Building Construction 1.

ARCH 430: Architecture Design 7.

**Education Credentials:**

B. Arch.: King Saud University, 1998;

G. Certificate: University of Southern California, Los Angeles, USA, 2003;

M. Building Sciences: University of Southern California, Los Angeles, USA, 2003;

PhD. In Architecture and Building Sciences.: University of Newcastle, UK, 2006.

**Teaching Experience:**

Assistant Professor, King Saud University, 2007 – now

**Professional Experience:**

1998-1998: Teaching Assist., Technical and Vocational Training Corporation , Riyadh

1998-1999: Teaching Assistant, Technical and Vocational Training Corporation, Riyadh.

2009-2010: Head of The Environmental and Sustainability team in the third Saudi expansion for the Holy Mosque, Mecca,KSA;

2008-2009: The Chairman Board of King Abdullah Bin Abdulaziz Foundation' Chair for Developmental Housing - Architectural Research,

2007-2011: Assistant Professor – Environmental design & Construction Technology King Saud University, college of Architecture and Planning, Department of Architecture and Building Sciences, Riyadh, Kingdom of Saudi Arabia.

**Licenses/Registration:**

Not Applicable

**Selected Publications and Recent Research:**

Aljammaz, Khaled. (2002). Determine The Optimum Block Type For Use in Saudi Arabia. Department of Architecture. Los Angeles, University of Southern California: 119.

Aljammaz, Khaled. et.al (2003)."Elements for Sustainable Lunar Colony in the South Polar Region." Science and Technology Series 108(AAS 03-767): 515-527

Dudek, S and Aljammaz, K (2004).Sustainable Housing Construction Materials in the City of Riyadh, Kingdom of Saudi Arabia.Sustainability of the Housing Projects, Italy, World Congress, University of Trento, International Association for Housing Science.

Aljammaz, K. (2006) An Approach for the assessment of Sustainability of Construction Materials. School of Architecture, Planning and Landscape, Newcastle University

Aljammaz, Khaled M. (2007). An Approach for the assessment of Sustainability in Construction Materials: Case of Riyadh City. Sustainability of the Housing Projects, World Congress on Housing Science, Melbourne Austrlia, International Association for Housing Science.

**Professional Memberships:**

Member of Al Umran Saudi Association

Member Saudi Council of Engineers

Member of Tau Sigma Delta Honor Society in Architecture and Allied Arts

Member of Phi Kappa Phi Honor Society

**Name: Ali Saeed Smaili**

**Course taught (2016-2018):**

Studio 7 (systems)

Building construction I

Architectural form and structure (Elective)

**Educational credentials**

Architecture, Lebanon 1999

Master in civil engineering, France 2001

PhD in lightweight structures, France 2004

**Teaching Experience**

2002-2004: College of architecture of Languedoc-Roussillon, France

2005-2007: Lebanese university and LIU, Lebanon

2008-until now: King Saud university, Saudi Arabia

**Licenses/Registration**

Order of architects and engineers, No. 23869, Lebanon

Tensinet membership, No 19953, Belgium

**Selected publications and recent research:**

Smaili A., Pliage/dépliage de Système de tenségrité, DOCTISS, 2 mars 2004, Montpellier, France.

Smaili A., Motro R. and Raducanu V., New concept for deployable tensegrity systems, Structural mechanisms activated by shear force, International Conference for Shell and Spatial Structures from Models to Realization, September 20-24, 2004, Montpellier, France.

Smaili A. and Motro R., Foldable/Unfoldable Tensegrity Systems, Journal of the International Association for shell and Spatial Structures, January 2005.

Smaili A. and Motro R., Foldable/Unfodable Tensegrtiy Systems by Self-Stress Cancellation, International Conference for Shell and Spatial Structures, June 2005, Budapest, Romania.

Smaili A. and Motro R., Folding and Unfolding of Curved Tensegrity Systems by Finite Mechanism Activation, IASS-APCS International Conference for Shell and Spatial Structures, Beijing, China.

Smaili A. and Motro R., Circular & Spherical Foldable/Unfoldable Tensegrity Systems by Finite Mechanism Activation, Journal of the International Association for shell and Spatial Structures, November 2007.

Motro R.(Ed.), Ali Smaili, Flexible composition materials, In architecture, construction and interior Book. Birkhauser, Switzerland, ISBN 978-3-7643-8972-7, 2013.

**Professional Memberships:**

N/A

**Name: Abdel Rahman Elbakheit**

**Courses Taught (2008 – 2018):**

ARCH 351: Climate and Architecture ARCH 350: Architectural Design - 3

ARCH 427: Lighting and Acoustics

ARCH 420: Architectural Design - 5

ARCH 430: Architectural Design -7

ARCH 571: Architectural Systems Integration

**Education Credentials:**

B.Sc. in Architecture, University of Khartoum, Sudan, 1994

M.Sc. in Renewable Energy & Architecture, Nottingham University UK, 2002

Ph.D. Nottingham University, UK, 2007.

**Teaching Experience:**

Professional Teaching Certificate, KSU 2012

Assistant Professor, King Saud University, Since 2009

Part time Lecturer, Nottingham University 2003-2007

**Professional Experience: from 2000 till today**

Professional Architect 1995 – 1998 in Sudan Professional Architect 1998 – 2001 in Saudi Arabia Part time Architectural Staff since 2003 – 2007 in UK

Some Prizes in International Design competitions and Academic Competitions

**Licenses/Registration**:

Consultant Architect 2008, Sudanese Engineering Council, Khartoum. RIBA I.2005

**Accreditation;**

Substantial Equivalency for the architecture program at KSU, 2013

**Selected Publications and Recent Research:**

Elbakheit, AR. 2018a. "A FRAMEWORK TOWARDS ENHANCED SUSTAINABLE SYSTEMS INTEGRATION INTO TALL BUILDINGS DESIGN." Archnet-Ijar International Journal of Architectural Research 12 (1):251-265. doi: 10.26687/archnet- ijar.v12i1.1272.

Elbakheit, AR. 2018b. "Effect of turbine resistance and positioning on performance of Aerofoil wing building augmented wind energy generation." Energy and Buildings 174:365-371. doi: 10.1016/j.enbuild.2018.06.025.

Elbakheit, A.R.2014. "Factors enhancing aerofoil wings for wind energy harnessing in buildings." Building Services

Engineering Research & Technology 35 (4):417-437. doi: 10.1177/0143624413509097.

Wind induced vibrations In Tall buildings and Wind turbines, Book chapter. Bioclimatic Tall Buildings, Jubail City planning Conference.

Cultural and Environmental influence on Tall buildings in the Middle East, Journal.

Why Tall Buildings? The Potential of sustainable technologies in high-rise Buildings, High-rise Journal. Architectural Façade Design with Photo Voltaic Using CFD, SET Conference.

Effect of Duct width in ducted photovoltaic facades. CTBUH congress conference.

Evaluation of Photovoltaic Building Integration and Optimization of Tilt Angles in Riyadh City Hot Dry Climate. Journal. Design Optimization of Building integrated Photovoltaic using CFD.

**Professional Memberships:**

Council of Tall Buildings and Urban Habitat

**Name: Khairi Marei**

**Courses Taught (2016-2018):**

ARCH 412: Theory of Architecture -2.

ARCH 352: Theory of Architecture -1.

ARCH 268: History of Architecture.

ARCH 363: Housing

ARCH 513: Selected Topics in History and Theory of Architecture.

**Education Credentials:**

Ph.D. Hannover University, Hannover, Germany (1992).

Diploma in Architectural Engineering, Hannover University (1988).

**Teaching (& Supervision) Experience:**

Design – Theory and History of Architecture, King Saud University, Riyadh, KSA (2011 ow).

Architecture Design – Theory and History of Architecture, An Najah National University, Nablus, Palestine (1995 – 2011).

Petra University, Architecture Design, History of Architecture and Theory of Modern Architecture, Amman, Jordan (1994 – 1995).

Architecture Design, History of Architecture and Theory of Modern Architecture, Nablus, Palestine, (1993–1994)

**Research and Publications:**

International Forum on Islamic Architecture and Design: Ideas, Innovation and Sustainability. Engineering College, University of Sharjah, UAE.(2008).

Community Reorganization and Empowerment: An Alternative Model to Physical Change. Urbanistica pvs, Journal of the University of Roma, n 42/43, August 2006.

Architectural Education: Academic Education and Community Requirements. Engineering Education Conference, College of Engineering and Technology, Polytechnics University, Hebron, Palestine. (2005)

**Professional Membership:**

German Academic Exchange

Jordan Engineering Association

Participating in community organizing courses

School of Architecture and School of Social Work McGill University, Montreal, Canada, 1998 – 1999.

Managing University Partnership

Participating in Managing the Partnership between An Najah University/Palestine and Trier University/Germany.

**Name: Khaled Salah Abdelmagid**

**Courses Taught (2016 - 2018):**

ARCH 264: Shade and Perspective

ARCH 254: Freehand Drawing

ARCH 410: Architectural Design 5

ARCH 420: Architectural Design 6

ARCH 421: Interior Design

**Education Credentials:**

Associate Professor, Dept. of Architectural Engineering – Faculty of Engineering – Assiut University, Assiut, Egypt (2012).

Ph.D. - University of Architecture, Civil Engineering and Geodesy (UACG) – Sofia, Bulgaria (2005).

M.Sc. - Dept. of Architectural Engineering – Faculty of Engineering (FOE) – Assiut University (AU) , Assiut, Egypt (2000).

B.Sc. Dept. of Architectural Engineering – Faculty of Engineering (FOE) – Assiut University(AU), Assiut, Egypt (1993).

**Teaching (& Supervision) Experience:**

Head of Development and quality unit - college of architecture and planning – KSU – KSA (2016-2018).

Coordinator of The Steering Committee of National Saudi Accreditation “NCAAA” - dept. of architecture and building sciences – college of architecture and planning – KSU – KSA (2014-2018).

Director of Quality Assurance Unit- Faculty of Engineering - Assiut University (2010-2012)

Executive Manager of “Faculty of Engineering Development and Rehabilitation for Accreditation” Project (FOED Project) – as a part of Education Development Fund (2007-2011).

Coordinator of “Interior Design/Architecture Engineering” Program - Faculty of Engineering - Assiut University (2019-2012).

General Coordinator of primary strategic plan 2010:2015 - Faculty of Engineering - Assiut University (2010).

Reviewer in many scientific journals, conferences and forums.

**Research and Publications:**

Have 26 published research papers in many architectural journals and conferences (2003-2017).

A member of a research project titled by "Methodology of total development for small and medium sized towns in the Upper Egypt", project funded by Academy of Scientific Research and Technology – Egypt (2007-2008).

Supervisor of 2 Ph.D. students and 5 M.Sc. students - Faculty of Engineering - Assiut University (2006-2016).

**Professional Memberships:**

Member of Saudi Umran society – Saudi Arabia (2015).

Member of Center of Engineering Studies and Consulting – Faculty of Eng.- Assiut (2005-2018).

Membership of Arab Society for Computer Aided Architectural Design (2003).

Membership of Egyptian Architects Association. – Egypt (1993).

Membership of Engineering Syndicate of Egypt ‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏‏(**1993).**

**Name: Ahmad Toman**

**Courses Taught (2008 – 2018):**

ARCH 250: Architectural Design-1

ARCH 255: Architectural Graphics Skills

ARCH 260: Architectural Design-2

ARCH 360: Architectural Design-4

**Education Credentials:**

Ph.D., in Architecture, University of King Saud University, 2012.

Master in Urban Planning, University of King Saud University, 2006

B. Arch. University of King Saud University, 1994

**Teaching Experience:**

Assistant Prof., Department of Architecture, Alexandria University, 2012- till today

**Professional Experience: from 1994 till today**

Member of the Specialized Committee for Housing and Traditional Architecture

Member of the Steering Committee for the National Accreditation of the Department of Architecture and Building Sciences, Faculty of Architecture and Planning, NCAA

General Supervisor of the student clubs in the College of Architecture and Planning. The clubs have won the first rank at the university level for the last three years, respectively.

Chairman of the Preparation Committee, and the competition of designing the logo of the celebration of the fiftieth anniversary of the establishment of the Department of Architecture in the Faculty of Architecture and Planning at King Saud University.

**Licenses/Registration**:

Saudi Society for Urban Sciences No: 32545P

**Accreditation;**

Substantial Equivalency for the architecture program at KSU, 2013

**Selected Publications and Recent Research:**

Toman, Ahmad, 2018, Study: A proposed methodology to develop comprehensive design standards for mosque, experience of Saad and Abdulaziz Al Moosa endowments as a model, paper accepted and published in the Journal of Jazan University. Kingdom of Saudi Arabia.

Toman, Ahmad, 2017, Study: Directions of architectural education in the universities of Saudi Arabia., paper accepted and published in the Journal of Jazan University. Kingdom of Saudi Arabia.

Toman, Ahmad, 2016, Study: The Evolution of Interior Elements of The Contemporary Mosque, Compared with the Mosque of The Messenger of Allah (PBUH), and their Impact on The Design Phase: Riyadh City as a case study., paper accepted and published in the Journal of King Abdulaziz University. Kingdom of Saudi Arabia.

**Professional Memberships:**

Member in Charitable Society for Engineering Services

**Name: Mohammad Ghazi KOTBI**

**Courses Taught (2016 - 2018):**

ARCH 260: Architectural Graphic skills

ARCH 264: Shadow and Perspective

ARCH 266: Building Materials

ARCH 410: Architectural Design 4

**Education Credentials:**

PhD in Sustainable development from the University of New South Wales, Sydney, Australia (2014)

Master of Architectural Design from the University of New South Wales, Sydney, Australia (2006)

Bachelor of Architecture and Building Science from King Saud University, Riyadh, Saudi Arabia (2002)

**Teaching (& Supervision) Experience:**

Assistant Professor, King Saud University, 2014-to date

Lecturer, King Saud University, 2006-2014

Teaching assistant, King Saud University, 2002-2006

**Research and Publications:**

Kotbi, M.G.; King, S.I. and Prasad, D. (2008), Green Buildings priorities in Arriyadh, Saudi Arabia. CD-Proceeding of the 3rd lnternational Solar Energy Society Conference, Sydney, Australia, 25-28-November 2008 .

Kotbi, M.G.; King, S.I. and Prasad, D. (2010), How to test Fanger's PMV model in a field study?, proceeding of Conference, Adapting to change: New Thinking on Comfort, Windsor, UK, 9-11April2010

Kotbi, M.G.; King, S.I. and Prasad, D. (2011), Investigating thermal comfort models. Proceeding of World Sustainable Buildings Conference SB11, Helsinki, Finland, 18-21-October 2011.

Kotbi, M.G.; King, S.I. and Prasad, D. (2012), Validating Fanger's PMV model in a real field study. Proceedings of 7th Windsor Conference: The Changing Context of Comfort in an Unpredictable World, Windsor, UK, 12-15April 2012.

Kotbi, M.G. (2014), Investigating thermal comfort models. PhD thesis, the University of New South Wales 2014.

**Professional Memberships:**

Member of the Saudi Umran Society, Saudi Arabia, Since 2017

**Name: Mohammed A. Alabbad**

**Courses Taught (2016-2018):**

ARCH 245: Free Hand Drawings.

ARCH 250: Architectural Design-1.

ARCH 255: Drafting Skills.

ARCH 260: Architectural Design-2.

ARCH 435: Project Management.

**Education Credentials:**

Ph.D. – Construction Management - University of Reading, Reading, United Kingdom (2014).

MSc - Construction Management, University of Reading, Reading, United Kingdom (2006).

B.Sc. - Architecture & Building Sciences, King Saud University (KSU), Riaydh, Kingdom of Saudi Arabia (2003).

**Teaching (& Supervision) Experience:**

Assistant Professor, College of Architecture and Planning, King Saud University, KSA.

Vice-Dean of Graduate Studies and Scientific Research, College of Architecture and Planning, King Saud University, KSA.

Drafting Skills-ARCH 255- Course Coordinator.

Lecturer, The University of Reading, School of Construction & Management, Reading, United Kingdom.

**Research and Publications:**

NONE

**Professional Memberships:**

NONE

**Name: Mahmoud Yousef M. Ghoneem**

**Courses Taught (2017 -2018):**

ARCH 265: Basic Design.

ARCH 268: History of Architecture.

ARCH 360: Architecture Design 4 (Urban Design Studio). ARCH 410 : Architecture Design 5.

ARCH 426: Working Drawings. ARCH 434 : Graduation Project (1).

**Education Credentials:**

B. Arch: Faculty of Fine Arts, Helwan University, Egypt, 2000

M. Arch: Faculty of Fine Arts, Helwan University, Egypt, 2004

PhD. in Architecture: Faculty of Fine Arts, Helwan University, Egypt, 2011

PGD. in Urban Management: Institute of Housing and Urban Development Studies, Erasmus University, Netherlands, 2014

PGD. in Disaster Management: National Institute of Rural Development &PR, Hyderabad, India, 2016.

**Teaching Experience:**

Demonstrator: Faculty of Fine Arts, Helwan University, Egypt 2001 - 2005

Lecturer: Faculty of Fine Arts, Helwan University, Egypt 2005 - 2011

Assistant Professor: Faculty of Fine Arts, Helwan University, Egypt 2011 – 2016

Assistant Professor: Faculty of Engineering, Misr international University (MIU), Egypt 2013 – 2014

Associated Professor: Faculty of Fine Arts, Helwan University, Egypt 2016 – Now

Visiting Professor (Teaching Grant): School of Art and Design, Cardiff Metropolitan University, UK 2016

Assistant Professor: Faculty of Architecture and Planning, King Saud University, KSA 2017 - Now

**Professional Experience:**

18 years of profession experience in Architecture, landscape and Urban Design, I participated in more than 40 projects with different Types, such as Hotels & Resorts, Commercial, Residential & Recreational and other Miscellaneous projects inside Egypt & in the Middle East.

**Licenses/Registration**

Consultancy certificate from Egyptian Engineering Syndicate in 2016.

**Selected Publications and Recent Research: (more than 10 Published peer-review papers)**

Ghoneem, Mahmoud, 2016, "Planning for Climate Change, Why does it Matter? (From Phenomenon to Integrative

Action Plan", Elsevier, Procedia - Social and Behavioral Sciences, Volume 216, Pages 675-688.

Ghoneem, Mahmoud, 2015, "Mainstreaming Climate Change management Actions into Development Planning, Challenges and Opportunities" - 4th International Conference on Human & Environmental Security in the Era of Global Risks (HES2015), 25-27 November 2015, Agadir, Morocco.

Ghoneem, Mahmoud, 2013, "The Early Warning Application role in facing the Environmental Crises and Disasters

-Preliminarily risk management strategy for the greater city of Cairo " - Institute of Architecture and Urban & Spatial

Planning of Serbia (IAUS), Belgrade, Serbia, 22-25 May 2013. ("SPATIUM" International Review, No.29. ISSN: 1450-569X).

Ghoneem, Mahmoud, 2013, "A Methodology for Mitigating the Effects of the Micro Climate Changes related to the urbanization inside developing countries main Cities - Cairo as a case study" - 2nd International Scientific Conference “Regional Development, Spatial Planning and Strategic Governance”, Institute of Architecture and Urban & Spatial Planning of Serbia (IAUS), Belgrade, Serbia, 22-25 May 2013. (ISBN: 978-86-80329-76-5)

**Professional Memberships:**

Member of the Division of Architectural Egyptian Engineering Syndicate. (Consultancy certificate from in 2016).

Member of the Egyptian Architects Association.

Member of the Federation of Arab Engineers

**Name: Abdurahman I. Ammar**

**Courses Taught (2012 – 2018):**

ARCH 265: Computer Drafting Skills 1

ARCH 435: Project Management

ARCH 410: Architectural Design Studio 5

**Education Credentials:**

Ph.D. in Civil and Environmental Engineering, Construction Engineering and Management, University of Wisconsin, Madison, Wisconsin, 2001.

Master of Science in Civil Engineering, Construction Engineering and Management, Washington University, St.

Louis, Missouri, 1991.

Bachelor of Science in Architecture and Planning, King Saud University, Riyadh, Saudi Arabia, 1986.

**Teaching Experience:**

Assistant Prof., Engineering Training Programs, Institute of Public Administration, 2001, 2012.

Assistant Prof., College of Architecture and Planning, King Saud University, 2012 till today.

**Professional Experience: from 2001 till today:**

Assistant Vice Rector for Projects, King Saud University, (2013 till present).

Assistant Professor, King Saud University, (2012 till present).

Consultant for the Saudi Commission for Tourism & Antiquities in the 1st International Conference for Urban

Heritage in the Islamic Countries, (2010).

Courtesy Faculty at Oregon State University, Corvallis, Oregon, USA, (2007-2008).

Coordinator of the Construction Engineering and Management Programs Sector. (2002-2004)

**Licenses/Registration**:

Not Available.

**Accreditation;**

Head of the team of Standard 7, Facilities and Equipment, during the renewal of NCAAA Accreditation for King

Saud University, 2017.

**Selected Publications and Recent Research:**

Indicator Variables Model of the Firm’s Size-Profitability Relationship of Electrical Contractors Using Financial and Economical Data, Journal of Construction Engineering and Management, April, 2003.

The status of in-house and contractual maintenance in the public sector, problems and solutions, Conference at IPA 2006.

In-House and Outsourcing Maintenance Works in the Public Sector, in Saudi Arabia, IPA Research Center 2008.

The Relationship Between Business Sector and Maintenance Contract(s): a Comparison Between the Cities of Riyadh and Salem, (The Journal of King Saud University, March, 2010).

Translating a book entitled "FAST Creativity & Innovation by Charles W. Bytheway" from English to Arabic language. IPA Research Center (2015).

**Professional Memberships:**

Saudi Council of Engineers, Consultant Engineer, Saudi Arabia.

SAVE International, Associate Value Specialist, AVS, United States of America.

**Name: Faisal F. Bin Sulaiman**

**Courses Taught (2017-2018)**

ARCH 250: Architectural Design Studio

ARCH 251: Architectural Design Studio

ARCH 255: Architectural Design Studio

ARCH 256: Architectural Design Studio

ARCH 260: Architectural Design Studio

ARCH 350: Architectural Design Studio

**Education Credentials**

PhD. in Urban Design, Newcastle University, Newcastle city, United Kingdom, 2017

Master in Architecture. SCAD, Savannah, GA, The United States, 2012

Bachelor in Architecture & Building Sciences King Saud University (KSU), Riyadh, Kingdom of Saudi Arabia, 2008

**Teaching Experience:**

Assistant Prof., Department of Architecture, King Saud University, 2017-till today

Lecturer, Faculty of Architecture, Newcastle University, 2016

Lecturer, Department of Architecture, King Saud University, 2016

Teaching Assistant, Department of Architecture, King Saud University, 2008-2016

**Professional Experience from 2008 till today**

Consultant of Urban Planning and Design, UN- Habitat, The United Nations for Human Settlements, 2018

Consultant of Urban Design, MOMRA- Ministry of Municipal and Rural Affairs, 2018

Architect, Al-Maskan Engineering Consultants Company, Riyadh, KSA, 2013-2014

Committee member of King Saud University, Al-Harm Al-Makke expansion Project, 2009

Faculty Advisor in the participant KSU team in the solar decathlon middle east 2018, 2017-2018

Architect, Riyadh Municipality and Irqah Municipality.

**Licenses/Registration**

Not Applicable

**Selected Publication and Recent Research:**

Awarded certificate for participating in the 8th Saudi conference. Queen ElizabethII conference center, London, United Kingdom ( 31st Jan- 1st Fab 2015)

**Professional Memberships:**

Member in Saudi Engineering Authority

**Name: Mohammed Abdullah Bakarman**

**Courses Taught (2008 – 2018):**

ARCH 255: Graphics Skills

ARCH 260: Architectural Design Studio-2

ARCH 350: Architectural Design Studio-3

ARCH 410: Architectural Design Studio-4

**Education Credentials:**

Doctor of Philosophy in Architecture (Ph.D), University of Kansas, USA, 2017. Master of Architecture, University of Kansas, USA, 2015

Master of Architecture (Concentration on Urban Design), Savannah College of Art & Design, U.S.A, 2011

Bachelor of Science in Architecture & Building Science, King Saud University, Riyadh, Saudi Arabia, 2004

**Teaching Experience:**

Assistant Prof., Department of Architecture & Building Science, King Saud University, 2017 – Present

Lecturer, Department of Architecture & Building Science, King Saud University, 2014 – 2017

Teaching Assistant, Department of Architecture & Building Science, King Saud University, 2004 – 2008

**Professional Experience: from 2004-2018**

Part-Time Architect, Raseel Properties (Real Estate Dept.), 2005-2008

Vice Chair, Technical Committee, Saudi Building Code for Residential Buildings (Architectural Code), 2017- Present.

Supervisor of Students’ International Training Program in The United States, University of Kansas, 2017

Trainer, the Requirements of Saudi Architectural Code, Ministry of Municipality & Rural Affair, Medina, Saudi Arabia, March 11-15, 2018

**Presentations:**

“The Optimization of the Urban Form to improve the microclimate in Hot-Arid Climates: A Case Study of Riyadh, Saudi Arabia, TREMCO (Roofing and Building Maintenance Firm, Kansas City, MO), Sept. 22, 2015

“The Optimization of the Urban Form to Improve the Microclimate in Hot-Arid Climates: A Case Study of Riyadh, Saudi Arabia”, BIM Pulse 2015 Symposium, Overland Park, KS. Sept. 24, 2015

“The Optimization of the Urban Street Geometry to Achieve Comfortable Outdoor environments and Reduced Cooling Energy Demand, Walter P Moore (Engineering Firm, Kansas City, MO), Feb. 08, 2016

“The Optimization of the Urban Street Geometry to Achieve Comfortable Outdoor environments and Reduced Cooling Energy Demand”, SADP Research Symposium 2016 (*School of Architecture, Design & Planning, the University of Kansas, Lawrence, KS), April 22, 2016*

“How the Urban Canyon Geometry Influences the Microclimate and the Surface Temperatures in Hot-Arid Climatic Zones: A Case Study of Riyadh, Saudi Arabia”, BINM (*Architecture and Design Firm, Kansas City, MO), August 29, 2016*

**Workshops & Forums:**

Participation in Startup School @KU Seminar “How to Start a Start-up”, The Center of Entrepreneurship, University of Kansas, KS, Sept. 28 – Nov. 18, 2016

Participation in Facilities Management Forum (FM Expo), Dubai, United Arab Emirates, Sept. 23-25, 2018

**Publications:**

Bakarman, M.A., 2014, "The Impact of Urban Form on Buildings’ Energy Performance in Hot-Arid Climates." Paper presented at the The First International Conference on Energy & Indoor Environment for Hot Climates, Doha, Qatar, 24-26 February 2014.

Bakarman, M.A., 2015, "The Influence of Height/Width Ratio on Urban Heat Island in Hot-Arid Climates." *Procedia Engineering* 118 (2015): 101-08.

Alobaydi, D., Bakarman, M., and Obeidat, B., "The Impact of Urban Form Configuration on the Urban Heat Island: The Case Study of Baghdad, Iraq." *Procedia Engineering* 145 (2016): 820-27.

Bakarman, M., and Chang, J., "The Effect of Urban Geometry on the Microclimate in Hot- Arid Climates: A Case Study of Riyadh, Saudi Arabia." Paper presented at the PLEA 2016, Los Angeles, CA, 11-13 July 2016.

**Professional Memberships:**

American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)

Member of the Technical Committee for updating the Saudi Building Code (Architectural Code)

**Name: Jamil Bin Abid**

**Courses Taught (2008 – 2018):**

ARCH 250: Architectural Design 1

ARCH 256: Basic Design

ARCH 254: Freehand Drawing

**Education Credentials:**

Ph.D., in Architecture, Illinois Institute of Technology, Chicago, USA, 2017

Master of Building Science, University of Southern California, Los Angeles, USA, 2010

Graduate Certificate in Landscape Architecture, University of Southern California, Los Angeles, USA, 2010

Bachelor of Architecture, King Abdul Aziz University, Jeddah, 2005

**Teaching Experience:**

Teaching Assistant., Department of Architecture, University of Southern California, Los Angeles, USA, 2009-2010

Teaching Assistant., Department of Architecture, Illinois Institute of Technology, Chicago, USA, 2012-2016

Guest Lecturer, Department of Architecture, Monterrey Institute of Technology, Mexico City, Mexico, 2013

Assistant Prof., College of Architecture and Planning, King Saud University, 2018-till today

**Professional Experience: from 2000 till today**

Designer and Photographer – Cesar Haro, Los Angeles, USA, 2017 - 2018

Architect - Terry Guen Design Associates, Chicago, USA, 2017 – 2017

Architect and Researcher - SOM, Chicago, USA, 2015 – 2016

Designer - Pargari Design, Inc., Los Angeles, USA, 2010 – 2011

Architect & Project Manager Assistant - Tarik Abdullah Aliriza Consultant Engineers, Jeddah, Saudi Arabia 2006 – 2008

**Licenses/Registration:**

Not Applicable

**Accreditation;**

LEED AP BD + C

**Selected Publications and Recent Research:**

Binabid, Jamil. (2017). Green Facades in Arid Climate: Effects on Buildings Energy Consumption. (Doctoral Thesis), Illinois Institute of Technology.

Binabid, Jamil. (2010). Vertical Gardens: The Study of Vertical Gardens and Their Benefits for Low-Rise Buildings in Moderate and Hot Climates. Published at BESS: High Performance Building Enclosures - Practical Sustainability Symposium.

**Professional Memberships:**

Member in American Institute of Architects

**Name: Ahmed El shenawy**

**Courses Taught in King Saud University:**

ARCH 250: Architectural Design-1

ARCH 255: Architectural Graphic Skills

ARCH 256: Basic Design (Course Coordinator)

**Education Credentials:**

Ph.D., in Building, Civil and Environmental Engineering, University of Concordia, Canada, 2013. M.sc. in Master in Architectural Engineering, Tanta University, Egypt 2005

B. Arch. (Graduation project Degree: Excellent – Ranking 1st project) Tanta University, 1997

**Teaching Experience:**

Demonstrator – Tanta University, 1997 – 2005

Lecturer Assistant– Tanta University, 2005 – 2007

Research and Teaching Assistant– Concordia University, 2007 - 2013

Assistant Professor – Tanta University, 2013 – 2018

Assistant Professor – King Saud University, 2018 – till today

**Professional Experience:**

Professional Architect (Design, Working Drawings and Presentation Media) from November 1997 till now

Work samples in the design department, Zuhair Fayez Partnership, Kingdom of Saudi Arabia, include:

Najran Domestic Airport, Najran

50 Branches for Al-Rajhi Bank, Kingdom-wide

Regional Management Building for Riyad Bank, Jeddah, Al-Khobar

Taibah Teaching Hospital, Madinah

King Faisal University Teaching Hospital, Al-Ahsa

King Khaled University Medical Campus, Abha

Oncology Center, Dhahran

King Khalid University

**Licenses/Registration**:

Not Applicable

**Awards/Scholarships**

Scholarship granted by the high minister of education of Egypt to study towards a doctorate of philosophy in building Engineering for up to four years.

Tuition waiver program, additional requirements for foreign students 2010.

Quebec extra tuition exemption scholarship for Egyptian students.

Scholarship for Academic Distinction, Faculty of Engineering, Tanta University, Egypt 1993-1997

**Selected Publications and Recent Research:**

Elshenawy, A., Zmeureanu, R., (2013) Exergy-based index for assessing the building sustainability. Building and

Environment 60, 202-210

El-Shenawy, A., Zmeureanu, R., (2011) Exergy-based index of building sustainability: definition and case studies.

World Sustainable Building Conference, Helsinki, Finland.

**Professional Memberships:**

Member in Egyptian Engineering Syndicate

International Building Performance Simulation Association (IBPSA) International Building Performance Simulation Association, (IBPSA-Egypt)

Centre for Zero Energy Building Studies (CZEBS) Member in Athena Sustainable Materials Institute

**Review Responsibilities**

Reviewer for Elsevier's journals (Building and Environment)

Reviewer for several conferences such as:

CCTC 2013, the 3rd climate change technology conference that has been held at Concordia

University, Montreal, QC.

ISF 2015 Conference, the 4th International scientific forum “Education, Climate Change and economic development”, University of Oxford, United Kingdom

Editorial Board member of Journal of Architectural Environment & Structural Engineering Research

**Name: Naif Alghamdi**

**Courses Taught (2018):**

ARCH 255: Architectural Graphics Skills

ARCH 350: Architectural Design Studio

**Education Credentials:**

Ph.D. in Architecture (Sustainability in University Campuses), Delft University of Technology, the Netherlands, 2018

M.Sc. in Advanced Architectural Studies, University College London, United Kingdom, 2012

M.Sc. in Project and Enterprise Management, University College London, United Kingdom, 2011

B.Arch. (Distinction) King Saud University, Saudi Arabia, 2007

**Teaching Experience:**

Assistant Professor, Department of Architecture and Building Science, King Saud University, 2018-Present

Lecturer, Department of Architecture and Building Science, King Saud University, 2016-2018

Teaching Assistant, Department of Architecture and Building Science, King Saud University, 2007-2016

**Professional Experience: from 2000 till today**

Part-time Architect, Architectural Department, Otaishan Consulting Engineers, Saudi Arabia, (Dec. 2007 – Mar. 2008)

Part-time Architect, Project Management Agency, King Saud University, Saudi Arabia (Jun. 2007 – Sep. 2007)

**Accreditation;**

Not Applicable

**Selected Publications and Recent Research:**

Alghamdi, N. (2018), “Space, like time, is money: Evaluating space utilisation in Saudi Arabian universities”, in Filho, W. L. (eds.), *The University Campus of the Future: Connecting the nexus energy, climate and sustainable development in university operations*, World Sustainability Series, Springer International Publishing AG, Cham, Switzerland.

Alghamdi, N. (2018), University Campuses in Saudi Arabia: Sustainability Challenges and Potential Solutions, Vianen, the Netherlands: PROEFSCHRIFTMAKEN.

Alghamdi, N. (2018), “Calm before the storm: Assessing climate change and sustainability in public universities in Saudi Arabia”, in Filho, W. L. (eds.), *Handbook of Climate Change Communication*, World Sustainability Series, Springer International Publishing AG, Cham, Switzerland, pp. 317-340.

Alghamdi, N. (2018), “Knowledge and awareness of sustainability in Saudi Arabian public universities”, in Filho, W. L. (eds.), *Handbook of Sustainability Science and Research*, World Sustainability Series, Springer International Publishing AG, Cham, Switzerland, pp. 103-127.

Alghamdi, N., Den Heijer, A., and De Jonge, H. (2017), “Assessment tools’ indicators for sustainability in universities: An analytical overview”, *International Journal of Sustainability in Higher Education*, Vol. 18 No. 01, pp. 84-115.

Alghamdi, N. (2015), “Higher education in Saudi Arabia: Achievements, challenges and opportunities edited by Larry Smith and Abdulrahman Aboummoh”, *International Journal of Higher Education Research*, Vol. 69 No. 06, pp. 1019-1021. Alghamdi, N. (2014), “Managing the university campus: Information to support real estate decisions by Alexandra den Heijer”, *International Journal of Educational Management*, Vol. 28 No. 05, pp. 610-612.

**Professional Memberships:**

Member of Society of College and University Planners (SCUP)

Member of Saudi Council of Engineers (SCE)

Member of Saudi Umran Society of Architects (SUSA)

**Name: Ghasan Abdulmajeed Alfalah**

**Courses Taught (2018):**

ARCH 430: Architectural Design Studio

ARCH 250: Architectural Design Studio

ARCH 254: Free Hand Drawings

ARCH 256: Basic Design

**Education Credentials:**

Ph.D., in Building Engineering, Concordia University, Canada, 2018.

Master in in Building Engineering, Concordia University, Canada, 2014

Bachelor in Architecture and Building Science, King Saud University, Saudi Arabia, 2009

**Teaching Experience:**

Teaching Assistant, College of Architecture and Planning, King Saud University, 2009-2017

Lecture, College of Architecture and Planning, King Saud University, 2017-till today

**Professional Experience: from 2000 till today**

Developer and Consultant, Department of maintenance and operating, Aljuf University, Riyadh, Saudi Arabia, 2010

Architect, Architecture Department, Consultancy Group, Riyadh, Saudi Arabia, 2009

Architect Intern, Department of Dar’iyyah District Development, The High Commission of the development at Alriyadh, Riyadh, Saudi Arabia, 2007

**Licenses/Registration**:

Not Applicable

**Accreditation;**

Not Applicable

**Selected Publications and Recent Research:**

1.Dr. Hikmat Ali, Ghasan Alfalah, (August, 2010), “Sustainable architectural application in the gulf states – post occupancy evaluation, Case study of Kingdom of Saudi Arabia. Presented in seventeenth symposium on improving buildings systems in hot and humid climates” 17th Symposium for Improving Building Systems in Hot and Humid Climates, Austin, TX, U.S.A.

**Professional Memberships:**

The Saudi Umran Society, Riyadh, Saudi Arabia

Saudi Council of Engineers, Riyadh, Saudi Arabia

**Name: Mohammed Kaleemullah**

**Courses Taught (1988-2018):**

ARCH 414: Statics and Strength of Materials CE 265: Structure Analysis for Architecture CE 378: Design of Concrete Structures – I

ARCH 430: Architecture Design 7 (Engineering Systems)

ARCH 476: Computer Applications in Reinforced Concrete Design.

**Education Credentials:**

Ph.D. (Systems Integration) University of Hyderabad, India (2005)

M.S. (Structural Systems), King Fahd University of Petroleum & Minerals, Dhahran, Saudi Arabia (1988) B.S. ( Civil), Osmania University, Hyderabad, India (1983).

**Teaching/Reseasrch Experience:**

Lecturer/Assistant Professor: (April, 2009 – till today) College of Architecture & Planning King Saud University, Riyadh.

Researcher/Teaching Assistant: (July 1988 – April, 2009) College of Architecture & Planning King Saud University, Riyadh.

Research Assistant ( With Master of Science): (Dec. 1984 – July, 1988) Civil Engineering Department , King Fahd University of Petroleum and

Minerals (KFUPM), Dhahran, Saudi Arabia.

Lecturer: (Jan. 1984 – Sept. 1984) Civil Engineering Department, College of Engineering & Technology, Osmania University, Hyderabad, India.

Site Engineer (April,1983 – Jan.,1984) , Hyderabad, India

Responsibilities: Design and Supervision of multistoried Commercial Complex in heart of Hyderabad City. Andhra Pradesh Wakf Board

**Professional Experience & Supervision:**

Attended the symposium on Geographical studies in Andhra Pradesh State, India, in Jan 1984.

Worked in the Research Centre of the college during 2000-2007 assisting the development of research center and the then projects in research

Centre of college of Architecture.

Setting up of Materials and Structure Laboratories.

Responsible of Materials and Structure Laboratories 1988-2013.

Involved as a consultant in the field of structures for students of All Studios and for faculty members in the college in general.

Involved helping the Student’s Research Projects especially in concrete technology.

Worked as a main team member in the Conference on “Symposium on Mosque Architecture” held in Jan, 2000 organized by College of

Architecture and Planning, King Saud University.

Participated in the conference on: Technology & Sustainability in the built Environment, January 2010, in reviewing the research papers.

Assisting in Research projects of the department i.e. “Effect of Rust and Corrosion on bonding of Rebar” & “FERROCENT Structures “ in KFUPM, Sponsored by King Abdul Aziz City for Science and Technology (KACST, Saudi Arabia.)

Participated in the activities of NAAB an achievement for the College.

Designed of several multi-storey projects for structures, using STAAD Pro Software in various places.

**Research, Publications, Reviews and under publication:**

M. Kaleemullah, “Influence of Corrosion and Cracking on Bond Behavior and Strength of Reinforced Concrete Members”, ACI Structural Journal, Vol. 87 No. 2, March-April,1990, pp. 220-231

M.Kaleemullah, “*Effect of Epoxy Coating of Reinforcing Bars on their Bond Behavior with Surrounding Concrete*”, Proceedings of 3 rd

International Conference on Deterioration and Repair of Reinforced Concrete in the Arabian Gulf, 21-24 Oct.,1989, Bahrain, pp. 369-380.

Research under Publication:

M. Kaleemullah, “*Phenomenon of Using Vertical Holes in the Concrete Beam, Effects on Structure behavior and Architecture*”.

Papers Reviewed, “Impact *of Glazing to wall ratio in various climatic regions: A case Study” being published in KSU Journal*.

**Professional Memberships:**

Member, Engineers Council of India, India. Since 1990.

# Appendices

**Appendix 1: Statement on Substantially Equivalent Degrees**

**Appendix 1.1: Visiting Team Reports**

**Appendix 1.1.1: VTR for Visit 2**

**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.*

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1. **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**

1. 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.

**.**

**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.

**The Visiting Team**

Team Chair

Morris Brown, MFA, AIA

Texas Tech University College of Architecture

9050 Viscount Blvd., Suite A625

El Paso, Texas 79901

Office: 915.594-2030

Email: [morris.brown@ttu.edu](mailto:morris.brown@ttu.edu)

Professor Fatih Rifki, PhD

School of Architecture

Montana State University

406 994 4290

Email: [Rifki@montana.edu](mailto:Rifki@montana.edu)

**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**

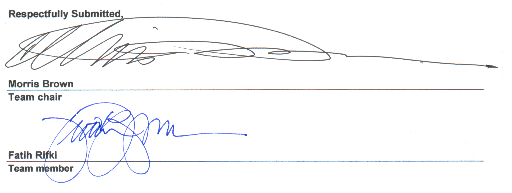
10:00 AM A tour in the Traditional City of Riyadh (Museum and market)

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**

****

**Morris Brown**

**Team chair**

**Fatih Rifki**

**Team member**

**Appendix 1.1.2: VTR for Visit 3**

**King Saud University**

**College of Architecture and Planning**

**NAAB Visiting Team Report**

Visit Three for Substantial Equivalency

**B. Arch. (170 semester credit hours)**

The National Architectural Accrediting Board

October 13–17, 2012

*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 a 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.*

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**I. Summary of Team Findings**

**1. Team Comments**

**The team wishes to thank the administration, faculty, staff, and students at King Saud’s College of Architecture and Planning (CA&P) for their many hours of preparation for the visit. Our special appreciation is extended to Dean Al-Mogren, Dr. Fadan, Dr. Al-Jadeed, Dr. Bachi, and Dr. Amer who were clearly open and candid in their communication of information regarding the program, the university, and more importantly the influence of their Islamic heritage/culture upon the architectural pedagogy. It was apparent that the**

**College of Architecture and Planning was highly ranked within the King Saud University**

**community, and as the visit progressed it became even more apparent that the CA&P was also highly regarded within the Royal Family of Saudi Arabia. The visiting team did its due- diligence in questioning these influences and the resulting impact each had on the architecture curriculum and program focus. At the outset Dr. Al-Mogren and his staff instilled within the team the confidence that all questions were acceptable and important**

**to our understanding of their program within the context of the NAAB’s Conditions for Substantial Equivalency, and as a consequence, all questions were respectfully asked, and completely and candidly answered.**

**The team found several items of note:**

**1. The Team Room: The Team Room was organized in a manner that presented a clear roadmap for the team’s information gathering efforts, as well as a clear presentation of the architectural program focus. Student models, exhibits, and course binders were well organized, allowing the team to spend its time reviewing, rather than searching, for information. A well planned Team Room is the critical first element to a successful visit, and the team considered the efforts put into the preparation of the CA&P Team Room exemplary.**





**2. The Student Body: Throughout the visit the team had the opportunity to interact with students, observing their interaction with each other and the faculty. While initially reserved, the students quickly warmed to the team’s presence at the college and within a very short period they were a “normal” architecture student body: intelligent, energetic, interactive, and very communicative – formally and informally. It was obvious that the student body reflected the high academic standards established by King Saud University and the College of the Architecture and Planning.**

**3. The Faculty: The team found the entire college community respectful and supportive of each other – faculty to their students, and especially the students to their faculty. In addition to their individual educational credentials (the vast majority having PhDs), the faculty were also quite active in the practice of architecture within the Kingdom of Saudi Arabia. Kingdom regulations do not prohibit the college faculty from joining together and participating in project**

**competitions, nationally and internationally, as the King Saud University College of Architecture and Planning. The college recently competed, and won, two highly acclaimed competitions, the first being a group of hotels as Endowment of King Abdullah bin Abdul Aziz in Al-Madinah Almunawarah, and the second the Grand Expansion of King Abdullah Bin AbdulAziz for the Grand Mosque at Makkah. Both projects were very complex in planning and design and reflected the depth of design talent represented by the college faculty. It is also important to note that selected students also participated in the competition preparations, reflecting the respect, trust, and confidence the faculty have for their students.**

**4. The Administration: As a result of the college administration’s standing within the university, greater Riyadh region, and the Royal Family, the college enjoys good standing and great flexibility in its educational endeavors. Contributions by the College of Architecture and Planning to the community and Kingdom society at large are being made through two notable research chairs:**

• **King Abdullah Foundation’s Chair for Developmental Housing**

• **Prince Sultan Bin Salman Chair for Architectural Heritage**

**Without question the College of Architecture and Planning is well positioned within the King Saud University and is considered a premier college within its academic community. While most programs have suffered financial impact from the ongoing global recession, King Saud University has experienced an increase in funding and because of its standing within the university, the College of Architecture and Planning has benefited as well. The university administration was openly proud of the college’s ranking within the Gulf region’s architectural programs and pointedly expressed high expectations for its future.**

**2. Progress Since the Previous Site Visit**

**Condition 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.*

**Previous team report (2011)**: Because this is an overseas institution seeking substantial equivalency, this is not applicable at this time.

**2012 Visiting Team Assessment:**

**The team found evidence in the information presented by the program that the deficiencies noted in the previous team report for Condition 11, Administrative Structure, have been corrected and the Condition is now MET.**

**Criterion 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

**Previous team report (2011)**: 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 team work within the curriculum.

**2012 Visiting Team Assessment:**

**The team found evidence in the organizational structure of specific studio projects, as well as during discussions with students and faculty that the deficiencies noted in the previous team report for Criterion 13.7, Collaborative Skills, have been addressed. The SPC is now MET.**

**Criterion13.13, Accessibility**: *Ability to* design both site and building to accommodate individuals with varying physical and cognitive abilities

**Previous team report (2011)**: 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.

**2012 Visiting Team Assessment:**

**The team found evidence in the studio projects that the deficiencies noted in the previous team report for Criterion 13.13, Accessibility, have been corrected. The SPC is now MET.**

**Criterion 13.19: Life Safety**: *Understanding of* the basic principles of life-safety systems with an emphasis on egress

**Previous team report (2011)**: 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.

**2012 Visiting Team Assessment:**

**The team found evidence in the studio projects and student course work that the deficiencies noted in the previous team report for Criterion 13.19, Life Safety, have been corrected. The SPC is now MET.**

**Criterion 13.24: Construction Cost Control**: *Understanding of* the fundamentals of building cost, life-cycle cost, and construction estimating

**Previous team report (2011)**: 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.

**2012 Visiting Team Assessment:**

**The team found evidence in the student course work that the deficiencies noted in the previous team report for Criterion 13.24, Construction Cost Control, have been corrected. The SPC is now MET.**

**3. Conditions/Criteria Well Met**

**1.1 Architecture Education and the Academic Context**

**1.2 Architecture Education and Students**

**13.8 National and Regional Traditions**

**13.9 Historical Traditions**

**13.17 Structural Systems**

**13.23 Building Materials and Assemblies**

**4. Conditions/Criteria Not Substantially Equivalent**

**All Conditions/SPC were found to be Substantially Equivalent**

**5. Causes of Concern**

**Communication of college policies regarding elective selection: The course curriculum in the College of Architecture and Planning allows students in their 5th year take 2-2 credit hour elective courses per semester equating to four elective courses for a total of 8 credit hours. While the credit hours are identified as “electives,” students are given a choice of**

**seven architecturally related courses in each of the four elective offerings. Students expressed concern that they were restricted in their ability to take electives of their own choosing; when in fact the college has a policy in place endorsed by the university to accommodate personal preference electives. The Bachelor of Architecture degree is 170 credit hours and is in compliance with the mandatory 45 non-architectural electives required by Condition 3.12 Professional Degrees and Curriculum of the 2009 Conditions for Substantial Equivalency, having multiple opportunities for students to take advantage of self-selected elective including the 8 credit hours noted above.**

**At issue is the student’s knowledge of the existing policy. The team recognizes the importance of students having a choice in their elective selection and recommends the college administration and faculty advisors make every effort to ensure the students are informed of their options, and the procedures for choosing their option.**

**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.*

**2012 Team Response:**

SE Not SE

[ **X** ] [ ]

**King Saud University is a prestigious, comprehensive research university with a distinguished history within the Kingdom of Saudi Arabia and the Gulf region. The study of architecture in the university is equally prestigious, with high standards for both students and faculty. Within the College of Architecture and Planning, the architecture program enjoys academic autonomy, excellent support, and significant recognition from the university’s administrative leadership. Past and current Rectors have demonstrated important support for the college with programs and financial support incentives to continue their process of**

**advancement. The current Dean has an excellent relationship with the university’s central administration, where there is a robust combination of governance dynamics at work throughout every level of the institution.**

**The team finds Condition 1.1, Architecture Education and the Academic Context, to be WELL MET**

**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** ] [ ]

**2012 Team Response:**

**The school provides abundant support and encouragement to the students as characterized by its positive environment. The program provides funding for three student committees: Cultural Activities, Social Activities, and Sports. A Student Advisory Council meets regularly with the administration. In addition, there is a Student Council with a clear structure and strong leadership. The council consists of two elective representatives from each class from each year in the program. The council receives concerns from the collective student body and/or individual students and then communicates those concerns directly to the school administration with the goal of resolution. The student council can bring issues to the King Saud University administration as well. The university Rector meets with student council presidents from each college once a semester.**

**The student council has recently developed a big brother mentoring program and provides introduction lectures and seminars for freshman students. The students are encouraged by the faculty and administration to share in decision making, offer new ideas, and to shape their studies.**

**The school provides generous financial incentives and support for the students. This includes free access to technology, reduced cost of printing and textbooks, paid monthly stipends from the government, and free study abroad internships after the third year. The study abroad internship program requires students to complete 60 days of work in a foreign office. Foreign summer training opportunities include Turkey, Malaysia, Germany, France, and Italy. The students provide a report and an anonymous evaluation of the firms where they work.**

**Students who do not participate in the study abroad program intern in local offices within the Riyadh architectural and construction community.**

**The school also provides full academic scholarships for program teaching assistants to study abroad for their master’s and doctorate degrees. This, in addition to the summer abroad internship, exposes students and future program instructors to the international context of practice and diversity.**

**The team finds Condition 1.2, Architecture Education and the Students, to be**

**WELL MET**

**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** ] [ ]

**2012 Team Response:**

**The Kingdom of Saudi Arabia has no required licensure/registration for the practice of architecture at either the national, regional, or local city level. The process of producing “architects” is dependent solely upon the architectural education systems within the Kingdom. Once a student has graduated, there are certain procedures that the individual must comply with to practice, i.e., commercial business procedures and membership in the Saudi Council of Engineers (architecture has been, and remains, under the dominion of the Council of Engineers). Efforts toward licensing/registration have been put forth by the Council and are ongoing. As per rule of the Council, professional membership requires 5 years internship after obtaining the degree in architecture from a recognized institution of learning. The Al-Umran Saudi Association (The Saudi Society for Urban Science) does recognize architects, and was established with**

**the purpose of uniting architects; however, the actual procedure for practice, such as it is, falls within the auspices of the Saudi Council of Engineers.**

**With regard to the student’s knowledge of the “practice” process, the CA&P is well populated with faculty members who are practicing architects. Their expertise, guidance, and recommendations provide the students with relevant information on the requirements for a successful journey toward architectural professional practice.**

**Within the context of the practice of architecture within the Kingdom of Saudi Arabia and the Gulf region, the team finds Condition 1.3, Architecture Education and Registration, to be MET**

**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** ] [ ]

**2012 Team Response:**

**Students are prepared for their roles and responsibilities within the context of cultural diversity through the diverse international education/experience credentials of the program faculty reflected in the course work and international travel and study opportunities afforded students. Focused course work, as well as summer in-office work experiences, provide specific preparation for architecture practice and its changing landscape. All students participate in a 60-day requirement for in-office experience after their third year and prior to graduation via either the study abroad internship program or local office internship program. This in-office program affords an opportunity to link coursework understanding with direct practice experience.**

**The team finds Condition 1.4, Architecture Education and the Profession, to be**

**MET.**

**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** ] [ ]

**2012 Team Response:**

**The program demonstrates that it meets the requirements of equipping students to deal with ever evolving social and environmental issues in various courses that deal with the unique social, cultural, and environmental considerations of the Kingdom of Saudi Arabia. The college’s active participation in activities with local societies, dealing with heritage and social issues, ensures that students have a good exposure to these issues.**

**During discussion students voiced a desire to see even more opportunity for greater engagement with community work and service.**

**The team finds Condition 1.5, Architecture Education and Society, to be MET.**

**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** ] [ ]

**2012 Team Response:**

**Self-assessment takes place through a number of processes leading to a healthy system of continual improvement. Work toward NAAB Substantial Equivalency has contributed to a process of focus and refinement in the curriculum as have other initiatives within the College. Surveys have been used to focus attention on the specific market for King Saud University graduates, further positioning the program for relevance and effectiveness in supporting and leading the building program in the Kingdom. Faculty members operate in a teamwork approach that has led to a great deal of consensus. Students have ample opportunities to participate in and contribute to ideas that can advance the school’s work.**

**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

[ ] [ **X** ]

**2012 Team Response**:

**King Saud College of Architecture and Planning is seeking “substantial equivalency” and not NAAB “accreditation.” The team found the following on the college website:**

**“The Architecture Program is in the final phase of the National Architectural Accreditation Board Substantial Equivalency accreditation process. Visit One and Visit Two were successfully made in October 2010 and October 2011 respectively. The program is now waiting for Visit Three which is expected to be in October 2012. The Program is now continuing its preparations to welcome the NAAB guests for the final visit.”**

**After discussion the team concluded that including the word “accreditation process” within the context of the “National Architectural Accreditation Board Substantial Equivalency” description is confusing and misleading. This wording was found in at least one of the college’s websites. The term “accreditation” should be deleted from all college information when referencing NAAB 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** ]

**2012 Team Response:**

**In light of Saudi Arabia’s social heritage and cultural norms with respect to gender separation in higher education, the college does not adhere to all aspects of Condition 4**

**Social Equity as defined by the NAAB. Women may not enroll in the College of Architecture and Planning or in a majority of the other units within King Saud University. While gender diversity is problematic, the college does hire male faculty from many different countries as well as accepts students from outside the Kingdom of Saudi Arabia.**

**This diversity of faculty and students brings important global perspectives to the program**

**and should be embraced and reinforced by the college administration. During discussion the team was informed that non-Saudi faculty is treated with complete parity with native Saudi faculty in terms of salary and promotion opportunities.**

**The team recognizes and respects all Kingdom traditions as well as the governing powers of the country’s ruling body to decide such matters. However, within the clearly delineated**

**definition of “Social Equity” as accepted by the NAAB and how it applies to international programs in architecture seeking Substantial Equivalency, the team finds Condition 4, Social Equity not met.**

**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** ] [ ]

**2012 Team Response:**

**The college has a Studio Culture Policy in place that was developed by the administration without input from students, and it is posted throughout the college. Both students and faculty are aware of the policy and appear to have embraced its content. Design studios exhibit a positive and respectful learning environment, and with a 1:10 faculty/student ration in each studio, there is an active engagement of 1-on-1 discussion between individual faculty and students during the entire studio period.**

**Each design studio is equipped with a computerized podium, ceiling-mounted projector, a wall-mounted smart touch screen, and adequate furniture. In an effort to better accommodate the student’s personal storage needs, the school designed unique storage compartments for each studio area and had them manufactured in Germany. Overall, there is a clear commitment from the school to provide and promote an accommodating, positive, and respectful educational environment for the students and faculty.**

**While the team clearly found Condition 5 met, we felt it important to have a discussion with the administration regarding the history of the Studio Culture Condition, the rationale for**

**its existence within the Substantial Equivalency Conditions, and more importantly the intent that Studio Culture becomes an ongoing discussion involving the students, faculty, and the administration. The administration appreciated the history lesson and indicated its intent to make Studio Culture an ongoing priority.**

**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** ] [ ]

**2012 Team Response:**

**The program demonstrates adequate support for human resources. All of the requisite administrative positions are present to ensure effective leadership and support for the program. As noted earlier, teaching loads are reasonable and faculty/studio ratios are excellent. This combination ensures that students have the opportunity to progress through the program and into the profession of architecture very effectively. The faculty**

**brings extensive professional and international educational experience, all having either a master’s or PhD level degree. This distinction in their education credentials affords a global perspective to their work as educators, architects, and researchers in the Kingdom of Saudi Arabia.**

**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** ] [ ]

**2012 Team Response:**

**Students and faculty enjoy tremendous opportunity for career development and experiences that enrich their respective roles at the CA&P. Students are very well supported in their work, and the summer abroad internship program in particular is commendable. Faculty has clear guidelines for their advancement up the university’s academic ranks. Of particular note, the faculty enjoys full financial support from the university for personal conference travel as well as their creative work.**

**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** ] [ ]

**2012 Team Response:**

**The CA&P moved from being located in the College of Engineering into its new facility approximately 5 years ago. The new building is more than three times larger than the program’s former location. It is roughly 27,000 square meters, or 270,000 square feet on three levels. The space affords abundant physical resources within the college. The program continues to provide students adequate individual desk space and each faculty member with large, individual offices. There are lecture and seminar spaces that accommodate up to 100 students. While the architecture building has a modest auditorium, the college has access to larger auditorium space when needed.**

**Classrooms are furnished with smart boards and projectors. There is a large modeling shop equipped with two laser cutters, a 3D printer, and paint booth. The modeling shop is run by technicians free of charge to students. There are several printing rooms with large- format plotters and a stationary room. Students also have access to multiple computer labs, thermal lab, lighting lab, acoustic lab, photography lab, structures lab, building materials lab, transportation, and environmental lab.**

**The college, through funds raised from successful competitions awards, has also built a nicely equipped virtual reality lab. A seven-meter screen, with special eyewear, displays three-dimensional images. The college, also through out of budget funds from competitions awards, has provided an architecture library consisting of 6,000 titles within the building for ease of student access.**

**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** ] [ ]

**2012 Team Response**:

**Students have access to library and visual resources through the University Central Library (2 million+ volumes) as well as a CA&P Library (8,000+ volumes). The CA&P Library is housed within the architecture building for ease of student access. This library was initiated and is being expanded by the Dean through various funding sources. This library includes reference and handbooks, architectural journals and magazines, and samples of former studio work.**

**As further demonstration of the college’s student focus, a wide variety of architecture books and publications are periodically offered for sale to the students at substantial discount. This is organized through the student council and the sales are done within the student lounge periodically.**

**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** ] [ ]

**2012 Team Response:**

**The architecture program enjoys significant financial support, allowing students and faculty to pursue their work effectively and with tremendous opportunities. The administration has a history of demonstrating considerable and continuous investment in its physical and human resources. Both King Saud University and the CA&P appear to be responsive and proactive in their financial support for both the students and faculty.**

**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** ] [ ]

**2012 Team Response:**

**National Commission for Academic Accreditation and Assessment (NCAAA), a unit of the Ministry of Higher Education, is the agency charged with recognizing institutions of higher learning within the Kingdom of Saudi Arabia. King Saud University has been recognized**

**by the NCAAA within the past year. As such, the CA&P is part of a duly recognized institution of higher learning. The degree program in architecture has autonomy with the larger university framework comparable with other programs.**

**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.*

SE Not SE

[ **X** ] [ ]

**2012 Team Response**:

**While the team finds Condition 12, Professional Degrees and Curriculum, met,**

**there are issues of curricular communication within the CA&P that are a “Cause for**

**Concern.” See the team’s discussion of this issue in I.5 Summary of Team**

**Findings, Causes of Concern, at the beginning of this report.**

**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)

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence of 13.1 Speaking and Writing Skills in Arabic in CUR (CI) 140: Learning, Thinking and Research. The team also found minor examples of writing skills in English in ENGL 150: English Language Skills 2.**

**The students’ ability in listening and speaking in both Arabic and English was evidenced in interaction with the students in both the formal student meeting as well as the numerous informal student/team gatherings.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.2 Critical Thinking Skills are met quantitatively in the course studies of MATH 140: Introduction to Mathematics, MATH 150: Mathematics Calculus, and STAT 324: Probability & Statistics. Critical Thinking Skills in the use of abstract ideas in the formulation of well-reasoned conclusion was found in ARCH 424: Facility Programming.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.3 Graphic Skills are met in studio projects of ARCH 250: Architecture Design-1; ARCH 254: Free Hand Drawings (1); and ARCH 264: Shadow and Perspective.**

**13.4 Research Skills**

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

SE Not SE

**2012 Team Assessment:**

[ **X** ] [ ]

**The team found evidence that the requirements of 13.4 Research Skills are met in the course studies and studio projects of ARCH 491: Professional Practice in Architecture and ARCH 495: Graduation Project-2.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.5: Formal Ordering Skills are met in the studio projects of ARCH 250: Architectural Design 1 and in ARCH 260: Architectural Design 2. Urban design principles and associated ordering systems are also covered in certain studios.**

**13.6 Fundamental Design Skills**

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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.6 Fundamental Design Skills are met in the studio projects of ARCH 250: Architectural Design-1 and ARCH 260: Architectural Design-2.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.7 Collaborative Skills are met in the course studies and studio projects of ARCH 353: Principles of Urban Design and ARCH**

**360: Architecture Design-4.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.8 National and Regional Traditions are covered beyond the Kingdom of Saudi Arabia in several architectural history and theory courses. A special focus on Islamic architectural traditions was evident in ARCH**

**418: History of Muslim Architecture. Student work shows evidence of understanding as well as excellent instruction in ARCH 418.**

**The team considers 13.8 National and Regional Traditions WELL MET**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.9 Historical Traditions are met in course studies of ARCH 268: History of Architecture and ARCH 368: History of Urbanism.**

**The sequence of courses including ARCH 268: History of Architecture, ARCH 352: Theory of Architecture-1, ARCH 368: History of Urbanism, ARCH 412: Theory of Architecture-2 and ARCH 418: History of Muslim Architecture demonstrate an understanding of the full spectrum of Western and non-Western traditions including the climatic, technological, socioeconomic, and other cultural factors that shaped them.**

**The team considers 13.9 Historical Traditions WELL MET**

**13.10 Use of Precedents**

*Ability to* incorporate relevant precedents into architecture and urban design projects

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.10 Use of Precedents are met in studio projects of ARCH 420: Architecture Design-6. Additional evidence was found in numerous courses including ARCH 352: Theory of Architecture-1, ARCH 368: History of Urbanism, and ARCH 412: Theory of Architecture-2.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.11 Human Behavior are met in the course studies of ARCH361: Man and the Built Environment and ARCH 411: Application of Humanities 2.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.12 Human Diversity are met in course studies of ARCH 411: Application of Humanities, ARCH 361: Man and the Built Environment; and ARCH 363; Housing. The student summer internship training augments the course work through exposing student to various cultures around the world.**

**13.13 Accessibility**

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

cognitive abilities

**2012Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.13 Accessibility are met in studio projects of ARCH 269: Site Analysis and Landscape and ARCH 495: Graduation Project-2**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.14 Sustainable Design are met in course studies and studio projects of ARCH 351: Environmental Control and ARCH 350: Architectural Design 3**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.15 Program Preparation are met in course studies and studio projects of ARCH 424: Facility Programming and ARCH 434: Graduation Project 1.**

**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** ] [ ]

**2012 Team Assessment:**

**The team found evidence that the requirements of 13.16 Site Conditions are met in course studies and student projects of ARCH 363: Housing and ARCH 269: Site Analysis and Landscape.**

**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** ] [ ]

**2012 Team Assessment:**

**The team found evidence that the requirements of 13.17 Structural Systems are met in the course studies of ARCH 414: Statics and Strength of Materials, CE 265: Structural Analysis, and CE 378: Reinforced Concrete.**

**The curriculum includes a set of courses that enhance students’ understanding of the structural system in buildings. They include Statics and Strength of Materials, Structural Analysis, and Design of Reinforced Concrete Structures. In addition, a number of elective courses support this area. They include Form and Structures, Advanced Structural Systems in Architecture, Computer Applications in Reinforced Concrete Design, and Contemporary Construction Techniques. The application of the Structural Systems principles is clearly shown in the project of Design Studio 7 and the Graduation Project.**

**The team considers 13.17 Structural Systems WELL MET**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.18 Environmental Systems are met in course studies and studio projects of ARCH 430: Architectural Design-7 and ARCH 427: Lighting and Acoustics**,

**13.19 Life-Safety**

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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.19 Life Safety are met in studio projects of ARCH 430: Architectural Design-7 and ARCH 495: Graduation Project-2.**

**13.20 Building Envelope Systems**

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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.20 Building Envelope Systems are met in course studies and student projects of ARCH 416: Building Construction-2 and ARCH 426: Working Drawings.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.21 Building Service Systems are met in course studies and student projects of ARCH 415: Sanitary Installations, ME 339: Mechanical Installations, and ARCH 430: Architectural Design-7**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.22 Building Systems Integration are met in studio projects of ARCH 430: Architectural Design-7 and ARCH 495: Graduation Project-2.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.23 Building Materials and Assemblies are met in the course studies and student projects of ARCH 266: Building Materials, ARCH 366: Building Construction-1, ARCH 415: Sanitary Installations, ARCH**

**416: Building Construction-2, ARCH 425: Quantities and Specifications and CE378: Reinforced Concrete**

**The team considers 13.23 Building Materials and Assemblies WELL MET**

**13.24 Construction Cost Control**

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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.24 Construction Cost Control are met in course studies of ARCH 425: Contracts, Qualities, and Specification.**

**13.25 Technical Documentation**

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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.24 Construction Cost Control are met in the course studies and student projects of ARCH 426: Technical Drawings, ARCH 430, Architectural Design-7 and ARCH 495: Graduate Project-2 and met for specifications in ARCH 425: Quantities and Specifications.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.26 Client Role in Architecture are met in the course studies of ARCH 491: Project Practice and ARCH 421: Interior Design.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.27 Comprehensive Design are met in the studio projects of ARCH 430: Architectural Design-7. Design -7 combines work from earlier semesters in technical courses and early design studios to emphasize the creative opportunities and constraints in developing a building concept to a higher level of resolution than is often the case in academic design studios.**

**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** ] [ ]

**2012 Team Assessment:**

**The team found evidence that the requirements of 13.27 Architect’s Administrative Roles are met in the course studies of ARCH 491: Project Practice.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**As noted earlier in this report, the Kingdom of Saudi Arabia does not have requirements for obtaining licensure /registration for the practice of architecture. There is however a 5- year mandatory internship requirement for graduates before they can be members of the Saudi Council of Engineers, the umbrella organization which controls the practice of engineering, of which the practice of architecture is included. During discussion it was evident to the team that the students understood the process.**

**With regard to “understanding” the rights and responsibilities of architects and clients, the team found evidence that the requirements of 13.29 Professional Registration are met in the faculty discussions and course studies of ARCH 491: Professional Practice.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.30 Architectural Practice are met in the course studies of ARCH 491: Professional Practice.**

**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

**2012 Team Assessment:**

SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.31 Leadership are met in the course studies of ARCH 491: Professional Practice.**

**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.

**2012 Team Assessment:** SE Not SE

[ **X** ] [ ]

**The team found evidence that the requirements of 13.32 Legal Responsibilities are met in the course studies of ARCH 491: Professional Practice.**

**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** ] [ ]

**2012 Team Assessment:**

**The team found evidence that the requirements of 13.33 Ethics and Professional Judgment are met in the course studies of ARCH 491: Professional Practice.**

**The Visiting Team**

*Team Chair, Representing the NCARB*

C. William Bevins, FAIA FreemanWhite

8845 Red Oak Blvd. Charlotte, NC 28217

Phone: 704-586-2313

Email: [wbevins@freemanwhite.com](mailto:wbevins@freemanwhite.com)

*Representing the AIA*

Jack Pyburn, FAIA

Lord, Aeck + Sargent, Inc.

1201 Peachtree Street, NE Atlanta, GA 30361-3500

Phone: 404-253-1400

Email: [jpyburn@lasarchitect.com](mailto:jpyburn@lasarchitect.com)

*Representing the ACSA*

Kenneth A. Schwartz, FAIA

School of Architecture, Tulane University

New Orleans, LA 70118

Phone: 504-314-2361

Email: [kschwartz@tulane.edu](mailto:kschwartz@tulane.edu)

*Representing the AIAS*

Dakotah Apostolou

Taliesin, 5481 County Highway C Spring Green, WI 53588

Phone: 413-835-1267

Email: [dkish87@yahoo.com](mailto:dkish87@yahoo.com)

*Non-voting team member*

Abdel Hafeez Feda

Vice President for Academic Affairs and Research

Prince Sultan University Riyadh, Saudi Arabia Email: [feda@psu.edu.sa](mailto:feda@psu.edu.sa)

**Visit Agenda**

**King Saud University**

**College of Architecture and Planning**

**Riyadh, Saudi Arabia**

**NAAB – Substantial Equivalency – Third Visit**

**October 13-17, 2012**

**Bachelor of Architecture (B. Arch)**

**Team Members:**

C. William Bevins, FAIA – team chair, representing NCARB Kenneth Schwartz, FAIA – representing ACSA

Dakotah Apostolou, – representing AIAS Jack Pyburn, FAIA – representing AIA

Prof. Abdelhafeez Feda– Non-voting member

**General Visit Information: Hotel:** Ritz-Carlton Hotel Riyadh

**Team Room:** Room G065

**Thursday – October 11**

8:45am Dr. Fadan and Dr. Amer to Airport to meet and welcome Mr. Bevins and Mr.

Pyburn

**Friday – October 12**

6:25pm Dr. Fadan and Dr. Namir to airport to meet and welcome Mr. Schwartz

8:50pm Mr. CheHussin and Mr. Al Thenayyan to airport to meet and welcome Mr.

Apostolou

**Saturday – October 13**

Team Members at Hotel

3:30pm **Bevins review of Team Room with Director**

Dr. Al-Morgren (Dean)

Dr. Al-Jadeed (Program Director) Dr. Bachi

Dr. Fadan

Dr. Amer

5:00pm - 6:15 **Team Meeting**

Member introductions, orientation, and APR review/comments

6:15pm – 6:30 Travel to dinner

6:45pm – 8:00 **Team dinner with program representatives**

At the Al Orjouan, Ritz-Carlton Hotel

**Sunday – October 14**

7:30am-8:45am **Team Breakfast**

At the Al Orjouan, Ritz-Carlton Hotel

Attending Breakfast: Prof. Al-Mogren - Dean

Dr. Al-Jadeed – Program Director

Dr. Fadan – Vice Dean for Development & Quality

Dr. Amer – school representative

8:45am – 9:00am Travel to Architecture Building

9:00am-10:00am **Initial review of Team Room** (team only)

Complete APR review, Team member work assignments, assembly of issues and questions

Team Room

10:00am -11:00am **Presentation of Architectural Program**

1. Dr. Al-Jadeed (Program Director)

2. Dr. Al-Gohary (Former Director) Team Room

11:00am-12:15pm **Overview of Team Room**

Presentation of student work, Team Room layout, etc. Dr. Al-Jadeed (Program Director)

Program Faculty will be giving the overview of Team Room**:**

Dr. Imad Outah Bachi

Dr Amer

12:15pm – 12:30pm Travel to lunch

12:30pm – 1:45pm **Lunch**

Room 2146

Attending Lunch:

1. Dr. Al-Jadeed (Program Chairman)

2. Dr. Fadan (Vice-Dean for Development and Quality)

3. Dr. Al-Jammaz (Vice-Dean for Academic Affairs)

4. Dr. Heikal

1:45pm – 3:15pm **Tour of Facilities and Visit studios**

Prof. Al-Mogren (Dean)

Dr. Al-Jadeed (Program Director)

3:15pm-4:30pm **Team Work Session**

Review of student work, exhibits and records

4:30pm – 5:30pm **Entrance Meeting with Faculty**

Room 1052

5:30pm – 6:30pm **Team Work session**

Review day’s activities, discuss Monday’s agenda

8:30pm – 10:30pm **\*\* Team Only Dinner**

Location: At the Globe, Al Faisaliah Hotel

1. Prof. Al-Mogren ( Dean ).

2. Three Vice-Deans

3. Dr. Al-Jadeed (Program Director )

4. Five selected Faculty members

\* Visit Studio will only be on Sunday because Design Studios are scheduled in Sunday & Wednesday.

\*\*We propose to have a dinner at the Globe restaurant at the highest tower in Riyadh where you can view Riyadh city seen during the night while dining.

**Monday – October 15**

7:30am – 8:45am **Team Breakfast**

At the Al Orjouan restaurant , Ritz-Carlton Hotel

Tel: +9661 8028333

1. Dr. Al-Jadeed

2. Dr. Al-Gohary

3. Dr. Amer

8:4500am -9:00am Travel to Architecture Building

9:00am – 10:15am **Team Work Session**

Continue review of student work, exhibits and records

Prepare for entrance meeting with Provost

10:15am – 10:30am Travel to KSU Rector’s Office

10:30am-11:30am **Entrance meeting with the University’s Chief Academic Officer.**

Prof. Badran A. O. Al- Omar – Rector of KSU

11:30am – 11:45am Travel back to Architecture Building

11:45am-12:00pm **Meeting With Program Administrators**

1. Prof. Al-Mogren

2. Dr. Fadan

3. Dr. Al-Jammaz

4. Dr. Al-Jadeed

12:00pm-1:15pm **Lunch**

Lunch with full-time faculty. College Cafeteria

1:15pm-4:00pm **Team Work Session**

Continue review of student work, exhibits and records

Lecture classes, library, etc.

4:00pm-5:00pm **Presentation of Special Programs**

Team Room

1. Dr El Sayed Amer will be presenting on College Projects

2. Dr. Imad Outahbachi will be presenting on summer training program

5:00pm-6:00pm **School-wide meeting with students**

Room 1052

6:00pm-630pm Team Room

6:30pm-8:30pm **Reception with administrators, faculty, students, alumni and invited professionals** College Cafeteria.

**Tuesday – October 16**

7:30am-8:45am **Team only Breakfast**

At the Al Orjouan resturant, Ritz-Carlton Hotel

Tel: +9661 8028333

8:45am – 9:00am Travel to Architecture Building

9:00am-12:00pm **Team work session**

Continue review of student work, exhibits, and records lecture classes, library (librarian), etc.

12:00pm- 1:15pm **Lunch with student representatives**

Room 2146

1. Mr. Fahad Al Thenayyan (president of student council ).

2. Five other students representatives

1:15pm-6:00pm **Team Work Session**

Complete review of student work, exhibits and records lecture classes, library etc.

Meet with Director, Administrators, selected faculty as necessary

Draft VTR, determine substantial equivalency recommendation

6:00pm – 6:15pm Travel to dinner

6:15pm-7:30pm **Team only Dinner**

At the Al Orjouan restaurant, Ritz-Carlton Hotel

Tel: +9661 8028333

**Wednesday – October 17**

7:00am-7:45am **Team only Breakfast**

At the Al Orjouan restaurant, Ritz-Carlton Hotel

Tel: +9661 8028333

8:00am-8:45 **Exit meeting with the School Administrator**

1. Prof. Al-Mogren

2. Dr. Al-Jadeed

3. Dr.Fadan

4. Dr. Al Jammaz

9:00am-10:00am **Exit meeting with the university’s**

**Chief Academic Officer**

Prof. Al-Omar – Rector

10:00am – 10:15am Travel to Architecture Building

10:15am-10:30am Team preparation for exit meeting with faculty, administrators and students

Team Room

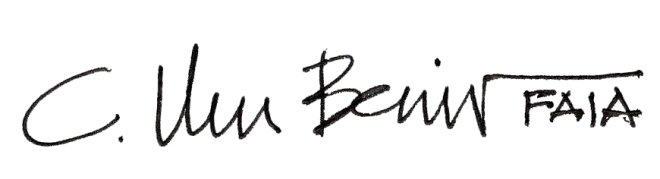
10:30am -10:45am Travel to Auditorium

10:45am-11:30am **School-wide exit meeting with faculty, Administrators, and students**

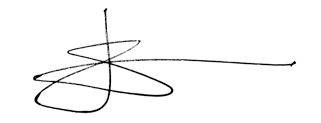
Main Lecture Theatre (room 1052)

11:30am-12:00pm **Team Visit concluded**

**IV. Report Signatures**



**C. William Bevins, FAIA, team chair**



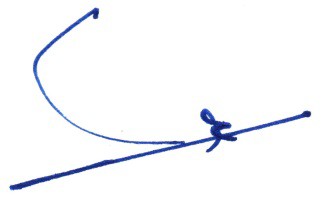
**Jack Pyburn, FAIA, team member**



**Kenneth Schwartz, FAIA, team member**



**Dakotah Apostolou, team member**



**Prof. Abdelhafeez Feda, non-voting member**

**Appendix 2: National and International Agreements and Connections**

The agreements and collaboration that the College has made with other national and international organizations and firms during the past six years could be summarized in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **The institution** |  | **The agreement** |
| 1 | **Snøhetta:**  International architecture, landscape architecture, interior design and brand design office based mainly in Oslo, Norway. |  | An academic cooperation that is related to training and research activities. Further fields of cooperation may be developed throughout the cooperation and by mutual consent. |
| 2 | **Saudi Art Association:**  A non-profit cultural organization that is concerned with fine arts. It takes in charge |  | A mutual agreement to collaborate in areas of visual arts, including drawing, painting, sculpture, calligraphy, photography and other forms of creative arts. It is aimed to utilize the expertise and facilities available to the Association for the benefit of Architecture students. Likewise, the college would host some of the art events organized by the Association and their artists. |
| 3 | **Bunyan Women's Charity:**  An enabling charity that is focused on empowering poor family, especially women. |  | Staff members involved in the charity’s housing support project. This includes evaluation of housing status for low-income families in neighborhoods of downtown Riyadh. It also involves providing consultative assessment about the alternative housing for those in need. |
| 4 | **National Urban Heritage Center:**  A national center that is based within the Saudi Commission for Tourism and National Heritage. It is concerned with protecting urban heritage and developing its potentials, to support national identity. |  | A comprehensive cooperation agreement that aims to utilize the capabilities available to both parties. The College is invited to utilize the studies and strategies available to NUHC and encouraged to participate with staff and students studies related to urban heritage. Some opportunities are made available to students in the form of short applied courses as well as internship in their actual projects. |
| 5 | **Charitable Society for Engineering Services:**  A non-profit organization that aims to provide free technical and engineering support to charity projects and low-income groups. |  | A mutual agreement was reached to open the opportunity for the college’s staff and experts to get involved and support some of the Society’s project, especially in housing projects. |
| 6 | **Institute for Design and Construction:**  Architecture firm that is based in Stuttgart, Germany. |  | Provide internship opportunities to the college’s students. |
| 7 | **Beer Architektur Städtebau:**  Architecture firm that is based in München, Germany. |  | Provide internship opportunities to the college’s students. |
| 8 | **Desmone Architects:**  Architecture firm that is based in Pittsburgh, PA, USA. |  | Provide internship opportunities to the college’s students. |
| 9 | **Wight & Company**:  Architecture firm that is based in Darien, IL, USA. |  | Provide internship opportunities to the college’s students. |
| 10 | **Harding Partners**:  Architecture firm that is based in Chicago, USA. |  | Provide internship opportunities to the college’s students. |
| 11 | **RTA Architects**:  Architecture firm that is based in Colorado Springs, CO, USA. |  | Provide internship opportunities to the college’s students. |
| 12 | **Desmone Architects**:  Architecture firm that is based in Pittsburgh, PA, USA. |  | Provide internship opportunities to the college’s students. |
| 13 | **BURKETTDESIGN**:  Architecture firm that is based in Denver, CO, USA. |  | Provide internship opportunities to the college’s students. |
| 14 | **Wight & Company**:  Architecture firm that is based in Chicago, IL, USA. |  | Provide internship opportunities to the college’s students. |
| 15 | **School of Architecture and Design, University of Kansas**:  Academic institution that teach Architecture and Design, that is based in KS,USA. |  | Provide internship opportunities to the college’s students. |
| 16 | **Studio Schiattarella**:  Architecture and Urban heritage preservation firm that is based in Rome, Italy. |  | Provide internship opportunities to the college’s students. |
| 17 | **Peddle Thorp and Walker**:  Architecture firm that is based in Sydney, Australia. |  | Provide internship opportunities to the college’s students. |
| 18 | **Tropman & Tropman**:  Architecture firm that is based in Sydney, Australia. |  | Provide internship opportunities to the college’s students. |
| 19 | **The Prince's School of Traditional Arts**:  A foundation that support creative community, housing and regenerating neiborhood. It is based in London- UK. |  | Provide internship opportunities to the college’s students. |
| 20 | **Pomeroy Studio**:  Architecture, design and planning studio that is based in Singapore. |  | Provide internship opportunities to the college’s students. |
| 21 | **EMBA Estudi Massip-Bosch Architects**:  Architecture firm that is based in Barcelona ,Spain. |  | Provide internship opportunities to the college’s students. |
| 22 | **IDOM**:  Architecture firm that is based in Bilbao, Spain, |  | Provide internship opportunities to the college’s students. |

In addition to that, the College at large have mutual consensuses with over 60 public and private agencies to host our students for summer training in an annual basis.

**Appendix 3: Students Statistics and Characteristics**



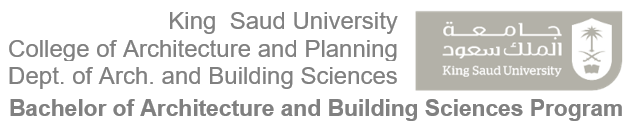
**ANNUAL PROGRAM REPORT**

**For**

**B.Sc. of Architecture and Building** **Science Program**

**Academic Year**

**2016-2017 / 1437-1438**



**Annual Program Report**

|  |
| --- |
| 1. Institution **King Saud University** Date of Report **January 2018** |
| 2. College/Department **College of Architecture and Planning, /  Department of Architecture and Building Science** |
| 3. Dean  **Dr. Abdullah Ahmed Althabt** |
| 4. List All Campus Branch/Locations (approved by Ministry of Education or Higher Council of Education).   |  |  |  | | --- | --- | --- | | Campus Branch/Location | Approval By | Date | | **Main Campus:**  **College of Architecture and Planning, KSU** | **Ministry of Higher**  **education** | **1967** | |

**A. Program Identification and General Information**

|  |
| --- |
| Program title and code  Code: **ARCH** Title: **Bachelor of Science in Architecture and Building** **Science** |
| Name and position of persons completing the APR  **Dr. Mohamed Ghazi Kotbi - Program Coordinator - Head of the Architecture and Building Science Department** |
| Academic year to which this report applies. **2017** |

**B Statistical Information**

|  |
| --- |
| **88**  1. Number of students who started the program in the year concerned: |
| **80**  2. (a) Number of students who completed the program in the year concerned:  Completed the final year of the program:  **80**  **N/A**  Completed major tracks within the program (if applicable)  **N/A**  2. (b) Completed an intermediate award specified as an early exit point (if any) |
| 3. Apparent completion rate.  **90.9 %**  (a) Percentage of students who completed the program,  (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)  **N/A**  (b) Percentage of students who completed an intermediate award (if any)  (e.g. Associate degree within a bachelor degree program)  (Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).  Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).   * **There are no special or unusual factors affected the apparent completion rates.** * **The number of transfers between college programs was normal and very minor.** * **Some of the students are not able to complete the program in 8 semesters.** |
| 4. Enrollment Management and Cohort Analysis (Table 1)  **Cohort Analysis** refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).  A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.  **Cohort Analysis** (Illustration):  **Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.  **Enrollment Management and Cohort Analysis Table 1.**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | | | | **4 Years**  **Ago** | **3 Years Ago** | **2 Years Ago** | **1 Year Ago** | | **Current Year** | | **Student Category** | | | | **2012-13** | **2013-14** | **2014-15** | **2015-16** | | **2016-17** | | 1. Total cohort enrollment | | | | **\*PYP** | **151** | **90** | **52** | | **39** | | 2. Retained till year end | | | |  | **95** | **63** | **39** | | **34** | | 3. Withdrawn | | | |  | **61** | **38** | **13** | | **5** | | 4. Cohort graduated successfully | | | |  | **90** | **52** | **39** | | **34** | | 5.Total graduated successfully | | | |  | **-** | **-** | **-** | | **34** | |  |  |  |  | | | | |   7. Destination of graduates as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).  **Dec. 2017**  Date of Survey  **58** %  **46**  **80**  Number Surveyed Number Responded Response Rate %   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Destination | Not Available for Employment | | Available for Employment | | | | Further Study | Other Reasons | Employed in Subject Field | Other Employment | Unemployed | | Number | **0** | **0** | **31** | **3** | **12** | | Percent of  Respondents | **0%** | **0%** | **67.5 %** | **6.5 %** | **26 %** |   Analysis: List the strengths and recommendations  **The cohort analysis was done for the last four years, as the program is a 4 years program, the only completion rate is provided from the students started in 2013, starting as 94 students and graduating as 29 students. With a completion rate of 31%. However, the withdrawal rate should be analyzed.**  **Form the analysis of the cohort data, the group that started in year 2013-2014, it is shown that:**   * + **from year 1 to year 2 of the program, 60% of the that group successfully retained to the following year.**   + **from year 2 to year 3 of the program, 58% of the starting group successfully retained to the following year.**   + **from year 3 to year 4 of the program, 75% of t the starting group successfully retained to the following year.**   + **from year 4 to graduation, 87% of the starting group successfully graduated.**   **That gives an indication that the withdrawal and failing rate is at minimum during the final years. That is mainly caused by the fact that after starting the 3rd year in the program, the students rarely withdrawn or transfer to other programs within the collage.**  **With another type of analysis on the same cohort groups, it is indicated that on average, the withdrawn trends "including failing" for the cohort group started in 2013-2014 are as follow:**   * + **40% of that group withdrawn during the 1st year of the program.**   + **25% of the group withdrawn during the 2nd year of the program.**   + **8.5% of the group withdrawn during the 3rd year of the program.**   + **3.3% of the group withdrawn during the 4th year of the program.**   **This result also confirms that the withdrawal rate is minimum during the latter half of the program, and it is significantly high during the 1st year.**  **It also gives a projection of the completion rate, as 22.5%**  **On the other hand, on December 2017 a survey was conducted among the graduates of the year 2016-2017 only, the statistics from our alumni survey shows that 26% of the surveyed graduates are unemployed, but the reason of this is due to the fact that significant number of the respondents have been a graduates for less than a year, therefore, it is more important to investigate how many years the graduates usually spend seeking a job. Our statistics shows that 74% of our graduates successfully employed within less than 6 months of graduation, which reflects a good status of that matter.**  **Further study on some kind of focus group should be conducted on whoever is still seeking a job, to determine the reasons of this. It could be related to their GPA score or their own preferences of the suitable job. The results of this recommended study could be reflected on an action plan.**  **Also, it is important for the program to maintain this high performance standard, with a plan to improve our graduates to be able to find a career within less than two years.** |

**C. Program Context**

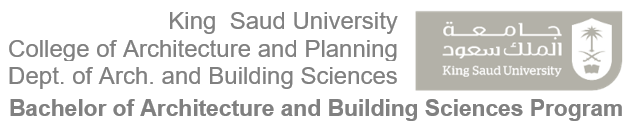
|  |
| --- |
| Significant changes within the institution affecting the program (if any) during the past year.  No significant changes has been made within the institution.  Implications for the program  **N/A** |
| 2. Significant changes external to the institution affecting the program (if any) during the past year.  No significant changes has been made external to the institution.  Implications for the program  **N/A** |

**D. Course Reports Information Summary**

|  |
| --- |
| 1. Course Reports Results.  (a.) Describe how the individual course reports are used to evaluate the program.   * **Several “specialized group” have been established within the department, according to the academic discipline of each faculty member. Each group has the responsibility to improve and steer a group of courses related to their disciplines.** * **The course reports of the related courses to each group. If needed, the group shall write their recommendations and action plan to the department board.** * **On the other hand, Course reports are the main source of the program learning outcomes assessment.** * **Recently, a questionnaire is designed to ask the students of every section about the learning outcomes of the course, and how much do they agree or disagree that the LOs are met. The results should be analyzed within each course report.** |
| (b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.   1. Completion rate analysis:   **For the total courses, the completion rate is:**   * **Passing: 90%, failing "including absent": 10%.** * **From the total number of 5602 commencing students in all courses, there were 497 dropout cases "8.9%".**   **When comparing this completion rate with the completion rate of each course in the program, the majority of the courses reached over 80% completion rate. However, there was one course that indicate a completion rate less than 80%.**  **The courses are:**   * **268ARCH:73%**   **This course has the biggest failing rate in the program for the second year in a raw. Therefore, an action should be made to investigate the reasons.**   1. (2.) Grade distribution analysis:   **For all the courses, the grades are distributed as follow:**   * **A:18%** * **B:30%** * **C:26%** * **D:16%** * **F:11%**   **The following table shows the grade distribution of all courses:**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **COURSE** | | **COMMENCING** | **ATTEND** | **A** | **B** | **C** | **D** | **F** | **PASSED %** | | 239 | Arch | 117 | 115 | 55 | 47 | 7 | 5 | 1 | 99% | | 250 | Arch | 162 | 135 | 48 | 52 | 22 | 3 | 10 | 93% | | 254 | Arch | 172 | 147 | 20 | 37 | 37 | 24 | 29 | 80% | | 255 | Arch | 153 | 133 | 40 | 51 | 27 | 5 | 10 | 92% | | 260 | Arch | 160 | 137 | 25 | 35 | 34 | 19 | 24 | 82% | | 264 | Arch | 148 | 121 | 37 | 43 | 16 | 13 | 12 | 90% | | 265 | Arch | 153 | 141 | 29 | 37 | 31 | 22 | 22 | 84% | | 266 | Arch | 145 | 135 | 10 | 48 | 53 | 13 | 11 | 92% | | 268 | Arch | 149 | 130 | 8 | 23 | 27 | 37 | 35 | 73% | | 269 | Arch | 148 | 125 | 7 | 32 | 36 | 38 | 12 | 90% | | 350 | Arch | 131 | 119 | 24 | 49 | 20 | 19 | 7 | 94% | | 351 | Arch | 164 | 139 | 7 | 19 | 38 | 47 | 28 | 80% | | 352 | Arch | 150 | 138 | 20 | 30 | 37 | 32 | 19 | 86% | | 353 | Arch | 137 | 127 | 18 | 48 | 38 | 16 | 7 | 94% | | 355 | Arch | 164 | 140 | 25 | 29 | 37 | 32 | 17 | 88% | | 357 | Arch | 138 | 111 | 23 | 28 | 37 | 20 | 20 | 97% | | 360 | Arch | 135 | 131 | 28 | 59 | 33 | 5 | 6 | 95% | | 361 | Arch | 147 | 126 | 15 | 34 | 26 | 28 | 23 | 82% | | 363 | Arch | 131 | 121 | 22 | 40 | 27 | 11 | 21 | 83% | | 366 | Arch | 150 | 131 | 19 | 21 | 37 | 28 | 26 | 80% | | 368 | Arch | 159 | 139 | 15 | 23 | 34 | 43 | 24 | 83% | | 410 | Arch | 116 | 106 | 18 | 36 | 36 | 8 | 8 | 92% | | 411 | Arch | 112 | 104 | 18 | 23 | 25 | 26 | 12 | 88% | | 412 | Arch | 123 | 116 | 18 | 28 | 40 | 21 | 9 | 92% | | 414 | Arch | 127 | 120 | 21 | 21 | 28 | 34 | 16 | 87% | | 415 | Arch | 116 | 106 | 5 | 21 | 34 | 30 | 16 | 85% | | 416 | Arch | 124 | 113 | 15 | 34 | 27 | 24 | 13 | 88% | | 418 | Arch | 130 | 124 | 17 | 41 | 42 | 16 | 8 | 94% | | 420 | Arch | 109 | 96 | 17 | 39 | 23 | 5 | 12 | 88% | | 421 | Arch | 120 | 114 | 16 | 29 | 39 | 17 | 13 | 89% | | 424 | Arch | 118 | 113 | 10 | 23 | 32 | 34 | 14 | 88% | | 425 | Arch | 101 | 99 | 34 | 30 | 24 | 6 | 5 | 95% | | 426 | Arch | 102 | 96 | 21 | 30 | 28 | 15 | 2 | 98% | | 427 | Arch | 114 | 109 | 11 | 25 | 34 | 27 | 12 | 89% | | 430 | Arch | 110 | 105 | 21 | 28 | 32 | 15 | 9 | 91% | | 431 | Arch | 16 | 14 | 7 | 4 | 1 | 0 | 2 | 86% | | 432 | Arch | 40 | 40 | 9 | 19 | 7 | 4 | 1 | 98% | | 433 | Arch | 75 | 75 | 21 | 24 | 18 | 10 | 2 | 97% | | 434 | Arch | 103 | 100 | 15 | 27 | 33 | 19 | 6 | 94% | | 435 | Arch | 114 | 113 | 27 | 48 | 33 | 2 | 3 | 97% | | 436 | Arch | 24 | 21 | 4 | 5 | 7 | 0 | 5 | 76% | | 437 | Arch | 7 | 7 | 0 | 2 | 2 | 2 | 1 | 86% | | 438 | Arch | 56 | 56 | 11 | 26 | 9 | 7 | 3 | 95% | | 441 | Arch | 14 | 10 | 2 | 2 | 3 | 3 | 0 | 100% | | 451 | Arch | 53 | 50 | 11 | 22 | 9 | 6 | 2 | 96% | | 456 | Arch | 21 | 20 | 0 | 8 | 12 | 0 | 0 | 100% | | 458 | Arch | 13 | 11 | 2 | 5 | 3 | 0 | 1 | 91% | | 461 | Arch | 45 | 45 | 14 | 14 | 12 | 2 | 3 | 93% | | 463 | Arch | 67 | 66 | 1 | 23 | 32 | 7 | 3 | 95% | | 477 | Arch | 35 | 35 | 17 | 9 | 6 | 3 | 0 | 100% | | 491 | Arch | 90 | 87 | 13 | 39 | 24 | 8 | 3 | 97% | | 495 | Arch | 94 | 93 | 24 | 38 | 27 | 4 | 0 | 100% | | **TOTAL** |  | **5602** | **5105** | **915** | **1508** | **1336** | **815** | **548** | **90%** |   **For the courses "individually", the majority of the courses did not raise any alert or a concern regarding the grade distribution, however, as usual, the courses should be compared with the trend of previous years.**  **Some courses showed noticeably large percentage of "D" grades compared to the norm of 16%, such as:**   * **268ARCH (28%) “In level 2”** * **351ARCH (34%) “In level 3”** * **414ARCH (28%) “In level 5”** * **424ARCH (30%) “In level 6”**   **It should be noticed that for the courses 268ARCH, 414ARCH, and 424ARCH this trend occurred in the previous year (2015-2016) and an investigation should be made to identify the reason for this.**   1. Trend analysis (a study of the differences, changes, or developments over time; normally several years):   **Trend study was conducted for the previous four years, including the completion rate and grade distribution for all the courses.**  **When comparing the grade distribution analysis of the last four years, it is clear that there is a similarity in the grade distribution. However, in this year, the percentage of grade (A) has increased to 18% comparing with 16%, 13% and 13% for year 2016,2015 and 2014 respectively. The following charts shows each year separately.**   |  |  | | --- | --- | |  |  | |  |  |   **Charts show the last four years.**  **The following chart shows a comparison of the grade distribution between the last four years.**  **Chart compares the last four years.**  **For individual courses, on average of for years** (Attachment.1)**, it is clear that the course**268ARCH**is the lowest in terms of completion rate, with only 80%, it is also the lowest in this year (1438) with only (73%). This could mean that an investigating should be done urgently to compare the completion rate and grade distribution for different lecturers of the same course within the last four years, then, to compare the normal distribution for the data. It is important to know if the problem is in a faculty member or in the course itself. Also, the final exam questions should be examined to have a better understanding before any judgments. Action plan would take place according to the results of the investigation.**  **For the other course that raise concerns about the completion rate last year,**266ARCH**, it is noticed that in the previous 4 years, the completion rate is 83%, however, in this year, the completion rate reached 92% very similar to the average of the program. Therefore, no action should be done for 266ARCH.**  **The attached file** ([Attachment.2](https://itqan.ksu.edu.sa/files/Generals/CAP-KSU-Accreditation%20Documents/1-%20Department%20of%20Architecture%20and%20Building%20Science%20(DABS)/1-%20B.Sc.%20of%20Architecture%20&%20Building%20Science%20Program/National%20Accreditation%20Documents/6-%20Program%20Report/1436%20-%201437%20&%202015%20-%202016/Grade%20distribution%204%20years.pdf)-1) **shows charts for grade distribution for the total grades for every course for the previous four years.  Also, the grade distributions for each course for the recent year (2017) is attached** (Attachment.2-2)**.**  **From the charts in both reports, it is shown that most of the courses have the same grade distribution as this year's distribution. Also, the completion rate is comparable to the rates in this year.**  **For this year, the charts of the courses 427ARCH and 414ARCH surely showed improvement in the percentage of "D" grades comparing to the average of the previous four years. However, the courses 268ARCH, 351ARCH and 424ARCH still raising an alarm. The course 268ARCH had 25% “D” grades on the average of four years, and increased to 28% in this year. Also, the course 351ARCH percentage of “D” grades jumped from 23% in the last four years to 34% in this year. However, the course 424ARCH maintained the same percentage of “D” grades of 30% when comparing this year with the previous four years, which still raise an issue. Students should be surveyed and the course specifications should be reviewed with the assessment tools to determine what are the reasons of that trend.** |

|  |
| --- |
| 2. Analysis of Significant Results or Variations (25% or more).  **There are no major variations (more than 25%) between this year's results and the previous four years' results. Although, because of the fact that sometimes students undertake some particular elective courses in the program in small numbers, it is normal that the grade distribution could depart from the normal distribution, because of the size of the sample, therefore no major action should be taken in that case.**  **However, it is important to keep tracking annual results and record any unusual results.** |

**Appendix 4: Alumni Surveys**

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**A report of the Alumni Survey Results**

**of**

**Bachelor of Architecture and building Science Program**

**For the academic year 2016-2017**

**By**

**Statistics and Surveys Committee**

**Dept. of Architecture and Building Science**

**CAP-KSU**

**November 2017**

**PROGRAM INTENDED LEARNING OUTCOMES (PILOs)**

**In this guide, each relevant field of study is addressed at the specific levels expected of bachelor’s degree graduates. The expected learning outcomes for graduates with a bachelor’s degree are in the broad categories of**

* **Knowledge**
* **Cognitive Skills**
* **Interpersonal Skills and Responsibility**
* **Communication, Information Technology and Numerical Skills, and**
* **Psychomotor Skills**

1. **Knowledge: The program add to me the ability to**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q1. Memorize a body of knowledge, principles and theories in architecture and related disciplines.** | | | | | | | | |
|  | | | | |  | | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | | **N/A** | **Total** |
| **26.1%** | **69.6%** | **4.3%** | **0%** | **0%** | | | **0%** | **100%** |
| **97.9% of the students have obtained the memorizing capacity of the body of the architectural knowledge, principles and theories. This shows a satisfactory sign in this kind of intended learning outcome.** | | | | | | | | |
| **Q2. Recognize different factors and circumstances and its effects on architecture** | | | | | | | | |
|  | | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | | **N/A** | **Total** |
| **21.7** | **47.8** | **26.1** | **8.7** | **0** | | | **0** | **100%** |
| **78.3% Recognize the factors and their effects on architecture** | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q3. Recognize the processes and procedures used in designing buildings, landscape and interior** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **21.7** | **47.8** | **26.1** | **4.3** | **0** | | **0** | **100%** |
| **82.6% Recognize the processes and procedures of designing building** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q4. Recognize basics and requirements of the different fields of professional practice** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **17.4** | **43.5** | **21.7** | **8.7** | **8.7** | | **0** | **100** |
| **71.8% Know the requirements of professional practice.** | | | | | | | |

1. **Cognitive Skills:The program add to me the ability to:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q5. Criticize architectural design of either existing buildings or his own designs.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **34.8** | **56.5** | | **4.3** | | **4.3** | | **8.7** | | | | **0** | | **100** | |
| **93.5% Shown making criticizing on the design and the existing buildings** | | | | | | | | | | | | | | |
| **Q6. Undertake Analytical and evaluative investigations and studies in an issue using a range of information technology and other sources** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **8.7** | | **21.7** | | **43.5** | | **4.3** | | **21.7** | | | | **0** | | **100** |
| **52.2% Go for Analytical and evaluative investigations using information technology and other sources.** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q7. Use theoretical knowledge, principles, and standards in different aspects of professional practice** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **13** | **30.4** | | **47.8** | | **8.7** | | **0** | | | | **0** | | **100** | |
| **67.3% Use their theoretical knowledge, principles, standards in professional practice** | | | | | | | | | | | | | | |
| **Q8. Design different types of buildings as well as its landscape and outdoor environment** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **21.7** | | **52.2** | | **8.7** | | **13** | | **4.3** | | | | **0** | | **100** |
| **67.3 % Are capable of Designing the different buildings.** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q9. Compose creative and innovative solutions and design Alternatives** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **26.1** | **39.1** | | **26.1** | | **8.7** | | **0** | | | | **0** | | **100** | |
| **67.3 % Are capable of creative and innovative solution to their design alternatives.** | | | | | | | | | | | | | | |
| **Q10. Use routine procedures appropriately in architectural design and different contexts** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **8.7** | | **21.7** | | **43.5** | | **4.3** | | **21.7** | | | | **0** | | **100** |
| **52.2% of the students use procedures properly in the design contexts and concepts.** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q11. Demonstrate imagination capabilities, three-dimensional and spatial thinking.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **30.4** | **47.8** | | **13** | | **4.3** | | **4.3** | | | | **0** | | **100** | |
| **52.2% Are capable of demonstrating imagination, three-dimensional and spatial thinking.** | | | | | | | | | | | | | | |
| **Q12. Prepare execution documents and working drawings for buildings** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **13** | | **43.5** | | **30.4** | | **8.7** | | **4.3** | | | | **0** | | **100** |
| **52.2% Are able to prepare the required documents.** | | | | | | | | | | | | | | |

1. **Interpersonal Skills and Responsibility**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q13. Work in a group either as a leader or as a member in different situations and issues.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **34.8** | **30.4** | | **17.4** | | **4.3** | | **8.7** | | | | **4.3** | | **100** | |
| **73.9% of the students like to work in a group** | | | | | | | | | | | | | | |
| **Q14. Demonstrate responsibility for self-learning and life-long learning.** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **30.4** | | **34.8** | | **26.1** | | **8.7** | | **0** | | | | **0** | | **100** |
| **78.3% Demonstrate reponsibility for getting new information and self-learning.** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q15. Manage tasks, time, and resources effectively.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **26.1** | **47.8** | | **8.7** | | **13** | | **4.3** | | | | **0** | | **100** | |
| **78.3% Know manage their time, tasks and resources.** | | | | | | | | | | | | | | |
| **Q16. Run evidence based research for resolving difficulties and issues.** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **30.4** | | **39.1** | | **8.7** | | **8.7** | | **8.7** | | | | **4.3** | | **100** |
| **73.9% Know trouble shooting their difficulties and issues** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q17. Reflect ethical responsibility and basic values in different professional practices.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **26.1** | **47.8** | **26.1** | **0** | **0** | | **0** | **100** |
| **87.0% Know ethical responsibility in their professional practices** | | | | | | | |

**Communication Information Technology and Numerical Skills:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q18. Communicate effectively both orally and in writing to different kinds of audiences..** | | | | | | | | | | | | | | |
|  | | | | | | | |  | | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **26.1** | **43.5** | | **17.4** | | **4.3** | | **4.3** | | | | **4.3** | | **100** | |
| **78.3% Of students know effectively the communication orally and in writing** | | | | | | | | | | | | | | |
| **Q19. Prepare effective presentations and reports for projects and different issues appropriate for differing issues and audiences.** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **39.1** | | **43.5** | | **8.7** | | **4.3** | | **4.3** | | | | **0** | | **100** |
| **87.0% Are able to Prepare effective presentations and reports for projects and different issues** | | | | | | | | | | | | | | |
| **Q20. Use appropriate ICT in gathering, interpreting and communicating information and ideas.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **21.7** | | **43.5** | | **17.4** | | **8.7** | | **8.4** | | | | **0** | | **100** |
| **73.9% Use appropriate ICT in gathering, interpreting and communicating information** | | | | | | | | | | | | | | |
| **Q21. Apply statistical or mathematical techniques relevant to an issue or a problem creatively in interpreting information and proposing solutions.** | | | | | | | | | | | | | | |
|  | | | | | | | |  | | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **13** | **17.4** | | **34.8** | | **21.7** | | **8.7** | | | | **4.3** | | **100** | |
| **47.8% of students Apply statistical or mathematical techniques relevant to an issue or a problem.** | | | | | | | | | | | | | | |

**Psychomotor Skills:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q22. Draw manually different types of architectural drawings.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **21.7** | **43.5** | **17.4** | **13** | **4.3** | | **0** | **100** |
| **73.9% Are able to draw manually the architectural drawings** | | | | | | | |
| **Q23. Make Physical models.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **4.3** | **52.2** | **26.1** | **13** | **4.3** | | **4.3** | **100** |
| **69.6% of the students have experience in model making.** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q24. Use different types of manual instruments, tools or equipment.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **47.8** | **26.1** | **8.7** | **4.3** | | **0** | **100** |
| **73.9% of Students know using different types of manual instruments, tools and equipments.** | | | | | | | |

**Representation of PILOs by Bar Chart**

**Knowledge (PILOs 1.1 to 1.4)**

|  |
| --- |
| **1.1. Memorize a body of architectural knowledge, principles and theories. ..** |
| **1.2. Recognize different factors and circumstances and its effects on architecture.** |
| **1.3. Recognize the processes and procedures used in designing buildings etc…..** |
| **1.4. Recognize basics and requirements of the different fields professional practice.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge** | **PILO-1-1** | **PILO-1-2** | **PILO-1-3** | **PILO-1-4** |
| **Strongly Dis-agree** | **0** | **0** | **0** | **8.7** |
| **Do Not Agree** | **0** | **8.7** | **4.3** | **8.7** |
| **Neutral** | **4.3** | **26.1** | **26.1** | **21.7** |
| **Agree** | **69.6** | **39.1** | **47.8** | **43.5** |
| **Strongly Agree** | **26.1** | **26.1** | **21.7** | **17.4** |
| **N/A** | **0** | **0** |  |  |
| **Agree ratio** | **97.9** | **78.3** | **82.6** | **71.8** |

**Cognitive Skills (PILOs 2.1 to 2.8)**

|  |
| --- |
| **2.1. Criticize architectural design of either existing buildings or his own designs.** |
| **2.2. Undertake Analytical and evaluative investigations ….** |
| **2.3. Use theoretical knowledge, principles, standards in professional practice.** |
| **2.4. Design different types of buildings as well as its…..** |
| **2.5. Compose creative and innovative solutions and design Alternatives.** |
| **2.6. Use routine procedures appropriately in architectural design and different contexts.** |
| **2.7. Demonstrate imagination capabilities, three-dimensional and spatial thinking.** |
| **2.8. Prepare execution documents and working drawings for buildings.** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cognitive Skills** | **PILO-2-1** | **PILO-2-2** | **PILO-2-3** | **PILO-2-4** | **PILO-2-5** | **PILO-2-6** | **PILO-2-7** | **PILO-2-8** |
| **Strongly Dis-agree** | **0** | **21.7** | **0** | **0** | **0** | **21.7** | **21.7** | **21.7** |
| **Do Not Agree** | **4.3** | **4.3** | **8.7** | **8.7** | **8.7** | **4.3** | **4.3** | **4.3** |
| **Neutral** | **4.3** | **43.5** | **47.8** | **47.8** | **47.8** | **43.5** | **43.5** | **43.5** |
| **Agree** | **56.5** | **21.7** | **30.4** | **30.4** | **30.4** | **21.7** | **21.7** | **21.7** |
| **Strongly Agree** | **34.8** | **8.7** | **13** | **13** | **13** | **8.7** | **8.7** | **8.7** |
| **N/A** |  |  |  |  |  |  |  |  |
| **Agree ratio** | **93.5** | **52.2** | **67.3** | **67.3** | **67.3** | **52.2** | **52.2** | **52.2** |

**Interpersonal Skills and Responsibility (PILOs 3.1 to 3.5)**

|  |
| --- |
| **3.1. Work in a group either as a leader or as a member ….** |
| **3.2. Demonstrate responsibility for finding new information and self-learning** |
| **3.3. Manage tasks, time, and resources effectively.** |
| **3.4. Use evidence based research for resolving difficulties and issues.** |
| **3.5. Reflect ethical responsibility and basic values in different professional practices.** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Interpersonal Skills and Responsibility** | **PILO-3-1** | **PILO-3-2** | **PILO-3-3** | **PILO-3-4** | **PILO-3-5** |
| **Strongly Dis-agree** | **8.7** | **0** | **4.3** | **8.7** | **0** |
| **Do Not Agree** | **4.3** | **8.7** | **13** | **8.7** | **0** |
| **Neutral** | **17.4** | **26.1** | **8.7** | **8.7** | **26.1** |
| **Agree** | **30.4** | **34.8** | **47.8** | **39.1** | **47.8** |
| **Strongly Agree** | **34.8** | **30.4** | **26.1** | **30.4** | **26.1** |
| **N/A** | **4.3** | **0** |  | **4.3** |  |
| **Agree ratio** | **73.9** | **78.3** | **78.3** | **73.9** | **87.0** |

**Communication Information Technology and Numerical Skills(PILOs 4.1 to 4.4)**

|  |
| --- |
| **4.1. Communicate effectively both orally and in writing …** |
| **4.2. Prepare effective presentations and reports for projects and different issues…** |
| **4.3. Use appropriate ICT in gathering, interpreting and communicating information…** |
| **4.4. Apply statistical or mathematical techniques relevant to an issue or a problem**  **creatively in interpreting information and proposing solutions .** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication Information Technology and Numerical Skills** | **PILO-4-1** | **PILO-4-2** | **PILO-4-3** | **PILO-4-4** |
| **Strongly Dis-agree** | **4.3** | **4.3** | **8.4** | **8.7** |
| **Do Not Agree** | **4.3** | **4.3** | **8.7** | **21.7** |
| **Neutral** | **17.4** | **8.7** | **17.4** | **34.8** |
| **Agree** | **43.5** | **43.5** | **43.5** | **17.4** |
| **Strongly Agree** | **26.1** | **39.1** | **21.7** | **13** |
| **N/A** | **4.3** |  |  | **4.3** |
| **Agree ratio** | **78.3** | **87.0** | **73.9** | **47.8** |

**Psychomotor Skills (PILOs 5.1 to 5.3)**

|  |
| --- |
| **5.1 Draw manually different types of architectural drawings.** |
| **5.2 Make physical models.** |
| **5.3 Use different types of manual instruments, tools or equipment.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Psychomotor Skills** | **PILO-5-1** | **PILO-5-2** | **PILO-5-3** |
| **Strongly Dis-agree** | **4.3** | **4.3** | **4.3** |
| **Do Not Agree** | **13** | **13** | **8.7** |
| **Neutral** | **17.4** | **26.1** | **26.1** |
| **Agree** | **43.5** | **52.2** | **47.8** |
| **Strongly Agree** | **21.7** | **4.3** | **13** |
| **N/A** |  |  |  |
| **Agree ratio** | **73.9** | **69.6** | **73.9** |

**Conclusion: (As individual PILOs)**

**The participant are from Alumni of various courses and different specialities and they were 23 altogether. The table-1 shows the average opinions about the individual PILOs.**

**Table-1: Shows the average of percent opinion of individual PILOs.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PILO-1** | **PILO-2** | **PILO-3** | **PILO-4** | **PILO-5** | **Average** |
| **Strongly Disagree** | **1%** | **1%** | **1%** | **3%** | **4%** | **2%** |
| **Do Not Agree** | **7%** | **4%** | **4%** | **7%** | **12%** | **7%** |
| **Neutral** | **20%** | **25%** | **20%** | **20%** | **29%** | **23%** |
| **Agree** | **45%** | **40%** | **39%** | **38%** | **40%** | **40%** |
| **Strongly Agree** | **28%** | **29%** | **35%** | **33%** | **17%** | **28%** |

**Conclusion: (As overall PILOs)**

**It is clear from the following PI chart that the large number of people are that of the opinion of Agreeing (80.5%) of overal PILOs the most of the learning outcomes.**

**Table-2: Shows the average percent of opinion of overall PILOs**

|  |  |
| --- | --- |
|  | **Average** |
| **Strongly Disagree** | **2%** |
| **Do Not Agree** | **7%** |
| **Neutral** | **23%** |
| **Agree** | **40%** |
| **Strongly Agree** | **28%** |

**The following pages and diagrams show the other part of the questions regarding evaluations of Program Curricula, Program Delivery and Assessment, Learning Resources and Facilities and equipment and there are General question regarding the program and institution.**

**Program Curricula**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q25. The program offers knowledge that uses most recent development in the area in his course.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **4.3** | **34.8** | | **34.8** | | **17.4** | | **4.3** | | | | **4.3** | | **100** | |
| **56.5% Agree the Program Curricula** | | | | | | | | | | | | | | |
| **Q26. The program offers varied skills that can learn from courses** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **8.7** | **60.9** | | **13** | | **13** | | **4.3** | | | | **0** | | **100** | |
| **Agreeing Percentage 82.1%** | | | | | | | | | | | | | | |
| **Q27. The program provided the opportunity to choose between several courses** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **8.7** | **26.1** | | **26.1** | | **26.1** | | **4.3** | | | | **0** | | **100** | |
| **Agreeing percentage : 49%** | | | | | | | | | | | | | | |
| **Q28. Provide appropriate academic guidance during my study** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **4.3** | **8.7** | | **21.7** | | **17.4** | | **39.1** | | | | **8.7** | | **100** | |
| **Agreeing percentage: 24%** | | | | | | | | | | | | | | |
| **Q29. Computer applications took into consideration the latest technological developments** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **0** | **17.4** | | **13** | | **34.8** | | **8.7** | | | | **0** | | **100** | |
| **Agreeing percentage: 23.9%** | | | | | | | | | | | | | | |
| **Q30. The program developed my critical thinking skills and problems solving** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **26.1** | **52.2** | | **21.7** | | **0** | | **0** | | | | **0** | | **100** | |
| **Agreeing percentage: 89.15** | | | | | | | | | | | | | | |
| **Q31. The program developed my decision-making abilities** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **21.7** | | **56.5** | | **17.4** | | **0** | | **4.3** | | | | **0** | | **100** |
| **Agreeing percentage: 86.9%** | | | | | | | | | | | | | | |
| **Q32. The program provided opportunities for networking and cooperation with appropriate labor market players.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **8.7** | **30.4** | | **21.7** | | **13** | | **8.7** | | | | **17.4** | | **100** | |
| **Agreeing percentage: 50%** | | | | | | | | | | | | | | |

**Program Delivery & Assessment**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q33. Program Instructors provided appropriate guidance when I needed to it.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **39.1** | **39.1** | **21.7** | **0** | **0** | | **0** | **100** |
| **Agreeing percentage: 89%** | | | | | | | |
| **Q34. Program Instructors showed enthusiasm and interest in what they teach.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **34.8** | **52.2** | **13** | **0** | **0** | | **0** | **100** |
| **Agreeing percentage: 93.5%** | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q35. Program Instructors make efforts to check that students understood the material taught.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **21.7** | **47.8** | **17.4** | **8.7** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 78.2%** | | | | | | | |
| **Q36. Program Instructors Use technical faculty offer effectively in teaching courses.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **17.4** | **39.1** | **26.1** | **13** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 63%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q37. Program Instructors encouraged students to discuss scientifically.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **30.4** | **39.1** | **17.4** | **8.7** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 78%** | | | | | | | |
| **Q38. Course Instructor has knowledge of the course contents.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **34.8** | **34.8** | **30.4** | **0** | **0** | | **0** | **100** |
| **Agreeing percentage: 84.8%** | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q39. Program Instructors evaluate student performance fairly and objectively.** | | | | | | | | | | | | | | |
|  | | | | | | | | |  | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **21.7** | **39.1** | | **21.7** | | **4.3** | | **13** | | | | **0** | | **100** | |
| **Agreeing percentage: 71.7%** | | | | | | | | | | | | | | |
| **Q40. Course Instructor used a variety of methods in teaching courses.** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** |
| **13** | | **26.1** | | **39.1** | | **17.4** | | **4.3** | | | | **0** | | **100** |
| **Agreeing percentage: 58.65%** | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q41. Course Instructor used a variety of methods in assessments courses.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **8.7** | **39.1** | **26.1** | **17.1** | **4.3** | | **4.3** | **100** |
| **Agreeing percentage: 60.85%** | | | | | | | |
| **Q42. Course Instructor provided the opportunity for students to discuss their performance on tests assessments.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **30.4** | **26.1** | **21.7** | **13** | **4.3** | | **4.3** | **100** |
| **Agreeing percentage: 71.4%** | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Q43. Interaction of Program Instructors with students through the Internet.** | | | | | | | | | | | | | | |
|  | | | | | | | |  | | | | | | |
| **Strongly Agree** | **Agree** | | **Neutral** | | **Not Agree** | | **Strongly Not Agree** | | | | **N/A** | | **Total** | |
| **4.3** | **26.1** | | **26.1** | | **26.1** | | **13** | | | | **4.3** | | **100** | |
| **Agreeing percentage: 43.5%** | | | | | | | | | | | | | | |
| **Q44. Program Instructors encouraged students to become active learners.** | | | | | | | | | | | | | | |
|  | | | | | | | | | |  | | | | |
| **Strongly Agree** | | **Agree** | | **Neutral** | | **Not Agree** | | | **Strongly Not Agree** | | | **N/A** | | **Total** |
| **8.7** | | **30.4** | | **39.1** | | **21.7** | | | **0** | | | **0** | | **100** |
| **Agreeing percentage: 58.7%** | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q45. Program Instructors provided feedback onstudent performance.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **17.4** | **39.1** | **17.4** | **17.4** | **4.3** | | **4.3** | **100** |
| **Agreeing percentage: 65.2%** | | | | | | | |

**Learning resources, facilities and equipment**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q46. Suitable facilities offer for extracurricular activities (cultural, social and sports)** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **34.8** | **26.1** | **21.7** | **0** | | **4.3** | **100** |
| **Agreeing percentage: 60.9%** | | | | | | | |
| **Q47. Suitable Computer labs facilities for use.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **34.8** | **26.1** | **21.7** | **0** | | **4.3** | **100** |
| **Agreeing percentage: 61%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q48. Suitable and update Computer software for use in labs facilities.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **26.1** | **17.4** | **8.7** | **21.7** | | **13** | **100** |
| **Agreeing percentage: 48%** | | | | | | | |
| **Q49. Technical support is available to support students.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **4.3** | **13** | **34.8** | **13** | **17.4** | | **17.4** | **100** |
| **Agreeing percentage: 35%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q50. The required educational resources were available in my studies when I needed them.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **4.3** | **39.1** | **34.8** | **13** | **8.7** | | **0** | **100** |
| **Agreeing percentage: 60.8%** | | | | | | | |
| **Q51. The library's information resources are available whenever you need them.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **34.8** | **21.7** | **8.7** | **17.4** | | **4.3** | **100** |
| **Agreeing percentage: 58.7%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q52. Classrooms were suitable for learning.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **34.8** | **39.1** | **8.7** | **8.7** | **4.3** | | **4.3** | **100** |
| **Agreeing percentage: 78.3%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q53. Laboratory equipment and laboratories were suitable for learning.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **21.7** | **39.1** | **13** | **13** | **8.7** | | **4.3** | **100** |
| **Agreeing percentage: 67.3%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q54. suitable places to perform prayers.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **82.6** | **17.4** | **0** | **0** | **0** | | **0** | **100** |
| **Agreeing percentage: 100%** | | | | | | | |
| **Q55. Health services were available to meet my needs.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **21.7** | **30.4** | **13** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 50%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q56. Photography centers and student services within the university provided the appropriate services.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **17.4** | **26.1** | **26.1** | **13** | **13** | | **4.3** | **100** |
| **Agreeing percentage: 56.6%** | | | | | | | |
| **Q57. Restaurant and coffee shops provided adequately.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **13** | **8.7** | **17.4** | **26.1** | | **21.7** | **100** |
| **Agreeing percentage: 30.4%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q58. Adequate parking was available for student cars.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **0** | **4.3** | **8.7** | **4.3** | **47.8** | | **34.8** | **100** |
| **Agreeing percentage: 8.7%** | | | | | | | |
| **Q59. Facilities are adapted to the needs of students with special needs.** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **17.4** | **30.4** | **21.7** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 45.6%** | | | | | | | |

**Questions in General**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q60. What is your assessment of the quality of the course?** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **39.1** | **34.8** | **21.7** | **4.3** | **0** | | **0** | **100** |
| **Agreeing percentage: 84.8%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q61. What is your assessment of your level of satisfaction with your student life?** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **34.8** | **26.1** | **30.4** | **4.3** | **4.3** | | **0** | **100** |
| **Agreeing percentage: 76.1%** | | | | | | | |
| **Q62. What is your assessment of faculty performance?** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **43.5** | **34.8** | **21.7** | **0** | **0** | | **0** | **100** |
| **Agreeing percentage: 89.2%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q63. What is your assessment of the quality of academic and professional guidance you receive?** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **13** | **8.7** | **21.7** | **30.4** | **26.1** | | **0** | **100** |
| **Agreeing percentage: 32.6%** | | | | | | | |
| **Q64. Satisfaction of the overall educational experience that received by the program** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **47.8** | **39.1** | **8.7** | **4.3** | **0** | | **0** | **100** |
| **Agreeing percentage: 91.3%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q65. Availability of Suitable Guidance for placement** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **0** | **17.4** | **13** | **30.4** | **39.1** | | **0** | **100** |
| **Agreeing percentage: 23.9%** | | | | | | | |
| **Q66. Provision of Job fair day** | | | | | | | |
|  | | | | |  | | |
| **Strongly Agree** | **Agree** | **Neutral** | **Not Agree** | **Strongly Not Agree** | | **N/A** | **Total** |
| **0** | **8.7** | **21.7** | **26.1** | **43.5** | | **0** | **100** |
| **Agreeing percentage: 19.6%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q. - If you were allowed to start the study again, would you join the College of Architecture at King Saud University?** | | | | | | | |
|  | | | | |  | | |
| **yes** | **no** |  |  |  | |  |  |
| **78.3** | **21.7** |  |  |  | |  |  |
| **Agreeing percentage to study again: 78.3%** | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Q.. Do you recommend your colleagues to study in the Department of Architecture at the Faculty of Architecture at King Saud University?** | | | | | | | |
|  | | | | |  | | |
| **yes** | **no** |  |  |  | |  |  |
| **73.9** | **26.1** |  |  |  | |  | **100** |
| **Recommend the other other candidates agreeing percentage: 73.9%** | | | | | | | |

|  |
| --- |
| **Recommendations for improvements** |
| * **Reviewing assessment methods used in courses to minimize subjective marks.** * **Decreasing the theoretical courses number** * **Developing the experimental part to be the essential and decreasing the theoretical studies.** * **Reviewing study period, academic plan and improving it.** * **Linking theoretical study and the practical aspects out of the university.** * **Decreasing no. of courses to increase the chance to study details, lighting …etc.** * **Rehabiliting students to the labor market after graduation** * **Adding new software Such As Rivit, Raino and adding elective courses for the rendering skills.** * **Replacing the old professors by the fresh professors.** * **Reviewing the content of some similar courses such as “landscape design” and “Studies in environmental control”** * **Teaching Rivit instead of ArchiCad** * **Training the student to render projects.** * **Adding English Language to the program.** * **Participating on profession events** * **Participating on governmental project** |

**Statistics and Surveys Committee**

**Dept. of Architecture and Building Science**

**CAP-KSU**

**Appendix 5: University Conditions for Admissions and Cheating**

**Admission**

Since the start of the academic year 1428/1429H, the admission of students was performed electronically. Electronic admission starts by applying via the internet and ends by sending the acceptance letter and files of those who accepted through express mail freely. Using this system, students do not need to come personally to the college unless personal interview is a requirement.

**First: Conditions for Admission**

The following requirements have been stipulated for the admission of the new student:

1. Must obtain a secondary school certificate or of equal period study duration in each is 15 weeks in equivalent from inside or outside the Kingdom of Saudi Arabia.

2. Must be Saudi or son of a Saudi mother

3. The secondary school certificate should not be more than five years old and the Rector of the University may give exemption from this term if there are good reasons.

4. Should be with good conduct and behavior

5. Should successfully pass the interview conducted by the Senate.

6. Should be medically fit

7. Should obtain approval from his employer allowing him to study if he is working at private or public sector.

8. Should fulfill any other terms fixed by the Senate

9. Must not be dismissed from another university for disciplinary or educational reasons.

The trade-off between the applicants who meet all the conditions were in accordance with the acceptance criteria, which include the grade obtained in secondary and testing of capacity added to this is achievement test for admission to the health and engineering colleges as well as to pass a personal interview for some colleges.

**Second: The procedures governing the electronic application**

The procedures governing the application are as follows:

1. Entering tests conducted by the National Center for measurement and evaluation in higher education.

2. Read the conditions for admission through the portal (electronic gate) or the site of the Deanship of Admission and Registration on the Internet.

3. Filling the application through the portal to accept in the specified period for that.

4. After expiry of the period set for the electronic application, admission will depend on the comparison between the applicants, who meet all the conditions and automatically according to the rates, as required by the different colleges.

5. The requirement to pass the personal interview for admission to some colleges.

6. Trade-off between the applicants and the applicants in the light of competitive achievement and their indicators, which includes the cumulative percentage of public and the degree of the achievement test and the degree of testing capabilities.

7. Finally results will be announced and candidates could enter through the portal to know the outcome of the nomination and help will be provided by e-mail and text messages (SMS) via mobile phone.

**Cheating**

Cheating is a violation of the Student Code of Conduct. Cheating shall include but is not limited to:

• Using or referring to notes, books, devices or other sources of information during an Academic Evaluation when such use has not been expressly allowed by the faculty member who is conducting the examination;

• Copying another student's answers or allowing another student to copy one’s answers on an Academic Evaluation;

• Acting as substitute for another or utilizing another as a substitute during an Academic Evaluation;

• Preprogramming a calculator, cell phone, or other device to contain answers or other unauthorized information for exams;

• Using unauthorized materials, prepared answers, written notes, or concealed information during an exam;

• Allowing others to do an assignment or portion of an assignment for you, including the use of a commercial term‐paper service;

• Submission of the same assignment for more than one course without prior approval of all the instructors involved;

• Forgery of another student's signature on the attendance sheet.

Note that full details of the University conditions of Admissions and cheating will be available in the Team Room.

**Appendix 6: University Certificate for Institutional Accreditation**

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