

**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.

Criterion 13.13, 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.

SE Not SE
[**X**] []

2012 Team Response:

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)

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

| | |
|-------|--------|
| SE | Not SE |
| [X] | [] |

2012 Team Assessment:

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

| | |
|-------|--------|
| SE | Not SE |
| [X] | [] |

2012 Team Assessment:

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

| | |
|-------|--------|
| SE | Not SE |
| [X] | [] |

2012 Team Assessment:

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

| | |
|-------|--------|
| SE | Not SE |
| [X] | [] |

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[X] []

2012 Team Assessment:

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

SE Not SE
[**X**] []

2012 Team Assessment:

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.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

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

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

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

In 1961-62, women were admitted into the College of Arts and College of Public Administration. The education of females continued both at the undergraduate and post graduate levels, mostly under the

Humanities Department and Department of Science and Medical Studies, in two separate women's campuses.

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

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

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

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

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

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

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

1.2 Institutional Mission

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

Vision:

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

Mission:

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

Values:

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

- **Quality and Excellence**
- **Leadership and Teamwork**
We are committed to promoting individual and institutional leadership roles, which drive social development, professionalism, responsibility, and innovation. Collaboration and cooperation are recognized as necessary means of attaining excellence.
- **Freedom of Inquiry**
Rigorous and honest intellectual exploration is fundamental to our academic traditions, and reflected in every facet of scholarship at King Saud University.
- **Fairness and Integrity**
We abide by the principles of social justice, equal opportunity and cultural diversity, holding members of our community to the highest standards of honesty, respect, and professional ethics.
- **Transparency and Accountability**
We are committed to openly placing our scholarly ideas and works for society and scholars to judge. In our pursuit of excellence, we hold everybody in our community accountable for respecting and upholding our values in all forms of their scholarly activities.
- **Lifelong Learning**
We are committed to lifelong learning inside and outside the KSU community, ensuring continued intellectual growth and welfare of society.

Strategic Objectives:

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

1.3 College History:

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

In its 44 years of existence, the College of Architecture and Planning has played an important role in architectural education in the Kingdom of Saudi Arabia.

College Mission:

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

College Vision:

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

Proposed Strategic Objectives

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

Proposed Values:

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

STRATEGIC PLAN OBJECTIVES

A. Quality and distinction in Architectural and Planning education

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

B. Enhance the qualifications and abilities of graduates.

- Education accreditation for programs.
- International training programs.
- Academic programs
- Emphasis on learning and research skills for students.

C. Achieve an educational environment conducive to learning

- Utilize space in the College building for the educational process
- Fit out the library, labs and studios with modern installations
- Host specialized exhibitions and hold symposia and workshops

D. Enhance the abilities of academic cadre

- Multiplicity in the faculty expertise
- Participate in professional competitions
- Participation by Faculty in professional practice
- Recruit distinguished Faculty
- Encourage Faculty to attend workshops for skill development

E. Develop an efficient administrative system.

- Enhance the qualifications of administrative staff through training programs
- Programs for incentives and promotion
- Achieve ISO standards

F. Achieve partnership with the society

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

1.4 Program Background

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

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

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

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

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

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

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

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

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

VISION

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

- Keeping abreast with advances in the age of information and knowledge. This is achieved through introduction and use of computer technology in the educational process, and training students and staff to use such technology.
- Keeping abreast with advances in the field of building technology. This is made through the maintaining the relation between academic qualification of the graduate and the advancements in the building industry.
- Maintaining the values of Saudi culture and community traditions through preserving the natural environment and architectural heritage. This is achieved by student gaining skills of analysis, and deduction of the needs of Saudi community.

MISSION:

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

OBJECTIVES:

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

First: General objectives:

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

Second: Academic plan objectives:

A. Graduate qualified architects, both professionally and academically, who possess the following skills and abilities:

- **Creativity:** in research, programming, design, and skill in contemporary architectural and urban expression.
- **Originality:** in preserving the cultural and architectural heritage and the local natural environment.
- **Adaptability and Development:** the ability to keep abreast with developments in this age of information and the adaptive use of new technology.
- **Leadership:** excel in decision making during the various stages of design and the management and supervision of construction and urban projects, and the ability to resolve contemporary professional issues.

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

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

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

- First:** Flexibility in the educational system: This is important to cope with fast advancements in this age of information and communication, as well as future technologies.
- Second:** Emphasis on concept of quality assurance and excellence in learning, and ensure a balance
- Third:** Develop ingenuity and creativity in education by emphasizing positive concepts of education and positive response to contents of courses.
- Fourth:** Strengthen and refine our existing curriculum to more effectively integrate and link the various components while simultaneously nurturing ongoing innovation and a pluralism of perspective in studio and classroom.

1.5 Program Self-Assessment

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

1.5.1 Strengths and Accomplishment

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

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

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

b) The program has advanced physical resources:

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

c) Faculty members and teaching staff

The number of faculty members and teaching assistants and their ratio to students, as well as the scope of their specialization, is excellent compared to similar programs at both national and regional levels. In recent years a tangible improvement in the number of students admitted coupled with the growth in the number of teaching staff maintained the staff/student ratio at 1:10 to 1:12 which is considerably high compared to International standards. Moreover, faculty members and teaching assistances are characterized by diversity in specialization, professional and cultural backgrounds with different schools of thoughts.

d) Supportive financial resources

The program is highly supported financially by the University. This can be illustrated in terms of faculty hiring, furnishing studios and labs with the latest technological facilities, inviting visiting professors from

abroad and supporting the training program for the students to different countries each summer. The training program includes Italy, Germany, Turkey, France and Malaysia.

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

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

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

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

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

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

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

g) Strong Administrative Structure & Support

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

h) Attending Conferences and Meetings:

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

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

1.5.2 Challenges & Plans for Future Directions

- a) In preparation to face future challenges, a permanent self-evaluation committee was set-up to continuously monitor and assess the development of the program.
- b) Setting up of documentation center for documentation of information and updating data to serve the process of evaluation and modernization.
- c) Setting out a strategic plan to upgrade the educational resources in the program.
- d) Adopting a plan to allow the program to appoint qualified supporting staff, both technical and administrative.
- e) Consolidate the cooperation and community participation programs by developing the policies and methodologies of education in the department.
- f) Promote the professional performance of teaching staff by providing avenues for professional practice to acquire technical skills.
- g) Link the scientific research policies with the requirements of the community development.
- h) Communicate with similar departments, both within and outside the Kingdom, in the field of scientific research and support the idea of 'local research'.
- i) Maintaining high standards of teaching for the students.
- j) Gaining recognition and Substantial Equivalency from the National Architecture Accrediting Board, (NAAB), to keep the architectural program at King Saud University as the leading program in the region.
- k) Continue strengthening the cooperation and connection with both national and international architecture programs.

Appendix B: The Visiting Team

Team Chair, Representing the NCARB

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Non-voting team member

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Prince Sultan University
Riyadh, Saudi Arabia
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Appendix C: 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

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|---------------|---|
| 5:00pm-6:00pm | School-wide meeting with students Room 1052 |
| 6:00pm-6:30pm | 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 restaurant, 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 Bevin FAIA

C. William Bevin, FAIA, team chair



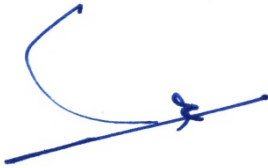
Jack Pyburn, FAIA, team member



Kenneth Schwartz, FAIA, team member



Dakotah Apostolou, team member



Prof. Abdelhafeez Feda, non-voting member
