

**University of Dammam  
College of Architecture and Planning  
Department of Architecture  
Dammam, Kingdom of Saudi Arabia**

**Visiting Team Report**  
Visit Two for Substantial Equivalency

**B. Arch. (170 credit hours)**

The National Architectural Accrediting Board  
May 4–7, 2014 (1435H)

Year of visit one: 2013 (1435H)

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

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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**I. Summary of Team Findings**

**1. Team Comments and Visit Summary**

It is beneficial to acknowledge differences in Western \ European and Saudi cultures.

Saudi culture is bilingual; the dominant language is Arabic; English is the second. In bilingual society not all printed documents are available in both languages; ergo some documents in the team room were only in Arabic.

Second, Saudi culture is strictly patriarchal; women’s societal roles are different from those in the West. Saudi culture is changing, but slowly. Equal access to comparable professional opportunities is offered; however, a gender-integrated professional society does not currently exist.

Suggested visit three team reading: House, Karen E. *On Saudi Arabia—It’s People, Past, Religion, Fault Lines—and Future*. Vintage Books, 2012.

The team would like to thank Rector Al-Rubaish, Vice Rector Al-Kady, Dean Al-Sudairi, Department Chair Al-Naimi, the faculty and student body, and finally, Professors Ohali and Khan for gracious hospitality and kindness extended during the visit; it would not have been possible without the group’s tireless dedication and patience.

The University of Dammam’s College of Architecture and Planning was one of two original Colleges in King Faisal University, founded in 1975/1395H and inaugurated in 1977, the other being the College of Medicine. Over the past three years, student enrollment in the upper three years of the architecture program has risen from 93 to 103; an increase of over five percent per year. The program’s growth potential is encouraging. In 2013, the College of Architecture and Planning (Departments: Architecture, Building Engineering, Urban and Regional Planning, Landscape Architecture, Interior Architecture) moved into a new campus and into a three-story, 240,000 GSF building on a 465 acre site, housing design studios, classrooms, faculty offices, a model-building shop and testing laboratories (lighting, materials, acoustics, thermal, and instrumentation). The program has ample growth opportunities well into the future.

A current program charge is to raise its stature and benchmark it internationally. The motivation is that within the Kingdom, the role and subsequent value of the Saudi architect to the society is frequently overshadowed by work of expatriate engineers from the petroleum industry. Less than 12% of all design professionals (architects and engineers) in Saudi Arabia are native Saudis—a reality all Saudi’s should acknowledge when viewing the character of the built environment and wondering why it is not more reflective of the rich, historic Islamic culture and tradition.

The architecture program at the University of Dammam has been asked to elevate its delivery to align with similar international programs, and the NAAB model was selected. Although minor differences exist, NAAB’s evaluation sequence for Substantial Equivalency and Continuing Accreditation is essentially the same; however, it is important to note substantial equivalency status is not the same as accreditation.

The team found students to be eager, mature, respectful, and curious. Likewise, faculty are well-educated and care deeply for the students and their advancement.

This is visit two of NAAB's Substantial Equivalency process, the "dress rehearsal" for visit three. It is not unreasonable to anticipate certain aspects of preparation for this visit to be stronger than others. The team room was properly prepared; course summary binders were organized, student work display examples met expectations, and overall the character of the students—their intellect, demeanor, and attitude toward learning—was high.

Students expressed a desire for "hands-on" design-build project opportunities. They also expressed an interest in more challenging design projects to expand opportunities for imagination and rigor; not to imply reducing, but supplementing project types currently assigned. Lastly, students would like to see younger practitioners on the faculty to broaden educational perspectives with real-world experience.

## **2. Conditions Not Met**

### **I.4 Policy Review**

#### **II.1.1 Student Performance Criteria**

##### *Realm A: Critical Thinking and Representation*

A.4 Technical Documentation (A)

A.10 Cultural Diversity (U)

##### *Realm B: Integrated Building Practices, Technical Skills and Knowledge*

B.2 Accessibility (A)

B.4 Site Design (A)

B.5 Life Safety (A)

B.6 Comprehensive Design (A)

B.7 Financial Considerations (U)

B.8 Environmental Systems (U)

B.11 Building Service Systems (U)

B.12 Building Materials and Assemblies (U)

##### *Realm C: Leadership and Practice*

C.3 Client Role in Architecture (U)

C.5 Practice Management (U)

C.6 Leadership (U)

C.8 Ethics and Professional Judgment (U)

## **3. Conditions Not Yet Met**

II.4.1 Statement on Substantially Equivalent Degrees

II.4.4 Public Access to APRs and VTRs

## **4. Causes of Concern**

- A. Subject to the NAAB Board's final recommendation, the team had a concern over the time available to develop work responsive to team findings and the program's readiness for visit three.
- B. The overall quality of the student design projects from high pass to low pass is lower than would be considered acceptable in the United States—i.e., projects noted as high pass would not be ranked thus, and low passes would likely be considered unacceptable.
- C. If the program considers hand-built models important to the learning experience, construction craftsmanship must be improved. The decision to require models lies with the program; however, the quality should meet care and craft standards of the profession.

## II. Compliance with the Conditions for Substantial Equivalency

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

### 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:** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

**[X] The program has fulfilled this requirement for narrative and evidence.**

**Visit Two Team Assessment:** UoD's architecture program actively pursues a pedagogical mission of reflection on the region's cultural heritage through projects focusing on regionally based sites seen in course work in ARCH 502 Design X, Nutaa Oasis, a historic restoration of ancient housing and in Dr. Al-Qahtani's course ARCH 421 focused on Islamic architecture in its diverse, historic, and geographic context.

#### **I.1.2 Learning Culture and Social Equity:**

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

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**

**[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**Visit Two Team Assessment:** Evidence of a supportive learning culture and social equity is seen in guideline documents describing expectations of staff, students and faculty in personal and professional interactions. Goals and objectives found in the guidelines follow:

#### LEARNING ENVIRONMENT

- An academic environment in which students gain knowledge and cultivate self-image(s) through the instructors
- Group learning (groups ranging from 2–3 through 6–8) through studio collaboration (e.g., student and instructor participation in workshops in Bahrain, UAE, and Athens)
- A positive work environment
- Developing time management skills
- Election of faculty studio coordinators
- A positive physical environment
- Defined responsibilities of classroom and studio instructors
- Defined expectations of students
- Student/faculty community involvement (e.g., revitalization of an abandoned settlement as a senior project)

#### SOCIAL EQUITY

- Multiple ethnicities are found in both faculty and students, including Palestinians, Syrians, Jordanians, and Egyptians, which indicates receptivity of other regional cultures.

***1.1.3 Response to the Five Perspectives:*** Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architecture Education and the Academic Community.** *That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.*

**[X] The program is responsive to this perspective.**

**Visit Two Team Assessment:** The architecture faculty is well-educated (over 80% PhDs) and versed in the craft of teaching. Like most faculties, they have intense dialogue over philosophical issues; however, as a whole, they are deeply respectful and supportive of each other. They provide wise, compassionate counsel to the students. Students are comfortable in their relationships; however, they wish for a more age-balance within the faculty.

- B. Architecture Education and Students.** *That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.*

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

**[X] The program is responsive to this perspective.**

Visit Two Team Assessment: Students are prepared to work in global settings; expected to become leaders in the program and, later, the profession; to recognize growth opportunities; to make thoughtful, informed decisions, and to be lifelong learners. Global interaction opportunities include:

Common Program Design IV, concerning landscape design/site planning—a compliment of 120 students visited three sites to study public spaces:

- Academic plaza of King Fahd University (KFUPM) 3.2.2013
- Commercial plaza of Al-Fanateer waterfront in Al-Jubail 6.2.2013
- Neighborhood plaza of AlHejaz community centre in Al-Jubail 6.2.2013

Students in Arch Design VIII made a study/tour to Doha, Qatar, April 2013; a field trip to King Abdullah Foundation, Riyadh (9/2012); and a field trip to Al Taraf Housing in Al-Ahsa (9/2012).

Fifth-year students participated in an Athens study tour organized by Kingdom University Bahrain and ACTO (3/2012).

Students are encouraged to participate in national and international design competitions and studio projects. The department is presently preparing entries to RIBA (Royal Institute of British Architects) Design Studio Competition. Students have historically been recognized for their design ability.

- C. Architecture Education and the Regulatory Environment.** *That students enrolled in the substantially equivalent degree program are provided 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.*

**[X] The program is responsive to this perspective.**

**Visit Two Team Assessment:** The Saudi professional design credential is the university degree. Recognition of this credential is a common practice outside the U.S.; however, it creates uncertain obligations regarding professional roles, responsibilities, and duties post-graduation. In addition, since the program is in an area rife with expatriate petroleum engineers, as a group, they carry a higher standing than architects in the building process. Large engineering/construction firms such as ARAMCO, Halliburton, and Bechtel dominate the engineering (and architecture) service delivery landscape, thereby edging native Saudi architects to the periphery. An unintended consequence of this practice is new buildings that lack context and are insensitive to local culture and historic precedent.

Given an understanding of the above, students are prepared to enter this “unique” environment.

- D. Architecture Education and the Profession.** *That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.*

**[X] The program is responsive to this perspective.**

**Visit Two Team Assessment:** Within the framework of Saudi society, the student population is diverse. Students arrive from Saudi Arabia, Palestine, Kuwait, Syria, and Jordan. They range in age from late teen to early thirties. They clearly understand collaborative roles in the design process in team pairings on third-year design projects. A perspective into the client role in the design and construction process is delivered in course ARAR 0512-313 Advanced Design Methods. By virtue of the program's geographic and cultural context, international practice is the norm.

- E. Architecture Education and the Public Good.** *That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.*

**[X] The program is responsive to this perspective.**

**Visit Two Team Assessment:** Students are eager and enthusiastic about opportunities as architects. They are bright and well-equipped to serve as engaged Saudi citizens. Student Ahmed Baageel scripted and developed a public outreach piece on the value of the architect broadcast on local station MBC1 called Subscribe. It focused on science and art, specifically architectural awareness in the region. Architecture students are interested in community design-build initiatives.

***1.1.4 Long-Range Planning:*** *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**[X] The program's processes meet the standards as set by the NAAB.**

**Visit Two Team Assessment:** The Rector has suggested the program elevate outcomes to benchmark with comparable international standards. Accordingly, in 2008, the program made curriculum adjustments to achieve this objective and are obviously seeking NAAB's SE status pursuant to this objective. The university fully supports the SE process. It constructed a 240,000 GSF building dedicated to architecture, fully equipped with current technology.

The program is in the process of coordinating internal planning objectives with NAAB's five perspectives.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see 1.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*



- *Individual course evaluations.*
- *Review and assessment of the focus and pedagogy of the program.*
- *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**Visit Two Team Assessment:** The program conducts an internal reassessment every 10 years. Recently the architecture program revised its three-year professional curriculum. Students provide course/professor evaluations at the end of each semester. Pursuing the NAAB Substantial Equivalency status is a commitment to continuous assessment and a fine tune of the efficacy of strategic learning objectives.

## PART ONE (I): SECTION 2—RESOURCES

### I.2.1 Human Resources and Human Resource Development

- *Faculty & Staff:*
  - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
  - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human Resources (Faculty & Staff) are adequate for the program.**

**Visit Two Team Assessment:** Faculty research grants are fully funded through the King Abdulaziz City for Science and Technology. Teaching assistants and lecturers are granted full scholarships for study abroad for the full duration of the program. The university encourages research and subsidizes travel and board for faculty members. Faculty research is a requirement for faculty promotion and tenure reviewed annually by the dean.

Faculty promotion requirements are set by the Ministry of Higher Education. All Saudi full-time senior teaching appointments are tenure-track. Faculty promotional rank expectations are clearly delineated. After six years of service tenured faculty can apply for a one-year sabbatical. Unpaid leave is granted to tenured faculty with the consent and convenience of the department and university.

- *Students:*
  - *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
  - *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

#### **[X] Human Resources (Students) are adequate for the program.**

**Visit Two Team Assessment:** Tuition for students admitted to the University of Dammam is free, including a monthly allowance for incidental expenses. Textbooks are free and students receive free housing. Assuming a student's grades are kept up, these offerings are available throughout the student's academic career and through a terminal degree, if pursued.

Traveling and supplemental scholarships are available for study abroad.

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

### I.2.2 Administrative Structure & Governance

- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

**[X] Administrative structure is adequate for the program.**

**Visit Two Team Assessment:** Administrative governance is through the University Council, a body responsible for administrative and financial affairs and application of university policies consistent with university rules and bylaws. Membership includes the Minister of Higher Education (chair), Rector (university president), General Secretary of the Higher Education Council, Vice Rectors of the university, and Deans of the university colleges.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

**[X] Governance opportunities are adequate for the program.**

**Visit Two Team Assessment:** Policy and strategic direction is directed and approved by the University Council, implemented at the university level. Two representatives from each grade level are appointed to the Studio Council, which serves as a forum for commenting on curriculum content and student-specific issues. Studio coordinators within the Studio Council work through the department chair. Faculty/course evaluations are made at the end of each semester.

**I.2.3 Physical Resources:** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are adequate for the program.**

**Visit Two Team Assessment:** The program is completing its first year in a new 240,000 GSF facility housing all departments: architecture, building engineering, urban and regional planning, landscape architecture, and interior architecture. Ample space (16,400 NASF) is available including a space allocation for growth.

**I.2.4 Financial Resources:** *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program.**

**Visit Two Team Assessment:** Practically all universities in the Kingdom of Saudi Arabia are funded by the state, which spends approximately half of total national revenue on education. Budget allocation for the University of Dammam for FY 2013 was \$77.5 million US. Financial resources are adequate to support the program.

**I.2.5 Information Resources:** *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

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

**[X] Information Resources are adequate for the program**

**Visit Two Team Assessment:** Information resources and college catalogue are found on the program's website: [http://www.ud.edu.sa/DU/en/colleges/col\\_engineering/col\\_ap/COL\\_AP\\_DEPT\\_ARCH\\_EN](http://www.ud.edu.sa/DU/en/colleges/col_engineering/col_ap/COL_AP_DEPT_ARCH_EN).

**PART I: SECTION 3—REPORTS**

**I.3.1 Statistical Reports.** *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Number of students enrolled in the substantially equivalent degree program(s).*
  - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
    - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
  - *Number of faculty by rank (e.g., assistant professor, associate professor)*
  - *Number of full-time faculty and part-time faculty*
  - *Number of faculty promoted each year since the last visit*
  - *Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed*

**[X] Statistical reports were provided and provide the appropriate information.**

**Visit Two Team Assessment:** Statistical reports were included in the APR and supplemented during the visit. Certain NAAB statistical requirements weren't applicable (e.g., licensure).

**I.3.2 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>3</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**Visit Two Team Assessment:** Faculty credentials are adequate to deliver the curriculum. Slightly under half of the faculty hold PhDs. Although practice by faculty is not allowed by national mandate; work presented in the faculty exhibit included scholarly publications (books, research papers) that are equivalent examples of professional achievement.

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<sup>3</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4—POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.*

**[X] The policy documents in the team room did not meet the requirements of Appendix 4**

**Visit Two Team Assessment:** Policy documents were not provided in the team room. The team was told they exist, but in many cases are not in writing or are possibly in Arabic.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment<sup>4</sup>:

**Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.

**Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

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

#### **GENERAL COMMENTS:**

- *As presented, areas of the matrix are confusing. Student performance meeting a particular criterion was found in courses not referenced in the matrix, and SPC were not found in courses referenced. Generally, courses in the beginning or preparatory years should meet criterion in Realm A: Critical Thinking and Representation. Professional-year courses are generally found in Realms B and C.*
- *Ensure that all English is correctly spelled on drawings and in binders.*
- *All required course notebooks must also be in English, allowing for a proper assessment by the visiting team.*
- *Evidence on all course syllabi topics should be provided in the proper binders.*
- *A few course binders were not well organized and contained poorly copied evidence, making the review difficult.*

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<sup>4</sup> See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

**Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

**A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of this criterion was found in the drawings of the Psychiatric Hospital in studio course Design II, Arch 122 and final exams in the notebook for Arch 511's Research & Programming. Further, in discussions with students, they are not shy and are good listeners.

**A.2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of satisfaction of this criterion was found in design drawings and written text for the Al-Kobar Business Park project; studio course Arch 501. Although this criterion is deemed Met, the team noted that color palettes used in mid- to upper-level projects are not consistent with "architectural" palettes. While the colors shown may be popular in the local vernacular, a duty of the architect is to lead by design example. Many promising designs are spoiled by poor color choices.

**A.3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence was observed in orthographic drawings of the Villa Project for Design II, course Arch 122 and assignments, term papers, and projects of course Arch 351: Computer Modeling.

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



Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Technical documentation was generally weak and somewhat superficial. A broad understanding of technical drawing principles was not seen. In addition, craftsmanship of hand-built models must improve. The decision to require models is the program's; however, if required, the quality should meet care and craft standards of the profession.

**A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of this criterion was found in the group studies analysis for the Incremental Housing project in Design VII, Arch 401, and the notebook for Arch 511 Research & Programming.

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

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of student ability was found in the design drawings of Design IV, course Arch 202 and Design VII, course Arch 302.

**A.7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of the use of precedents was found in the students' report to Qatar, the Weil Cornell Medical School projects, and site study diagrams in course Design VIII, Arch 402. Evidence was also found in assignments 1-3 in course Arch 332, History and Theory II.

**A.8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of understanding of this criterion was found in abstract design drawings, exercises, case studies, and models of courses Design I, 121 and Design V, 301.

- A.9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of understanding was found in the assignments, term papers, and exams in course Arch 231, Environmental Design I and Arch 421, History and Theory of Architecture III.

- A.10. Cultural 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 on the societal roles and responsibilities of architects.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Cultural diversity was seen within the faculty and student body; however, no evidence was found as a curriculum component.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of student understanding is found in completed assignments and term papers in Arch 511 Research & Programming.

**Realm A. General Team Commentary:** *Realm A covers critical thinking and representation. The understanding and ability levels represented in the work presented are at a minimum level of accomplishment. This is observed in the range of work presented including writing, investigative skills, speaking, drawing, and model making. Further, often design concepts are not advanced beyond an elementary level. Evidence in this realm is typically seen in entry-level, not upper-level design courses.*

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B.1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence was seen in course Arch 502, Design X in developed design drawings indicating climatic studies, site analyses, case studies, space programming, fenestration analyses, and overall master planning.

- B.2. Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Principles of accessibility were only seen on a superficial level in the projects reviewed.

- B.3. Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of student ability in application of sustainability principles was found in student assignments, term papers, and exams in Arch 521 Contemporary Issues in Architecture.

- B.4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Student work reviewed did not indicate a range of abilities designing buildings responsive to traditional or challenging site conditions (legal, topographic, subsurface, utility).

- B.5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

Met  
 Not Yet Met

**[X] Not Met**

**Visit Two Team Assessment:** Student work must clearly reflect a basic understanding of life safety concepts. (fire separation, floor/shaft penetrations, exit locations, exit widths, etc.). None of these concepts was readily apparent in student work reviewed.

**B.6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:**

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

**A.9. Historical Traditions and  
Global Culture**

**B.9. Structural Systems**

**B.5. Life Safety**

Met

Not Yet Met

**[X] Not Met**

**Visit Two Team Assessment:** Students must be able to synthesize critical performance criteria in a single event, project, course or similar assignment at the ability level. No student work observed demonstrated this ability.

**B.7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

Met

Not Yet Met

**[X] Not Met**

**Visit Two Team Assessment:** Financial analysis information viewed was weak and inconsistent.

**B.8. Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

Met

Not Yet Met

**[X] Not Met**

**Visit Two Team Assessment:** Projects reviewed lacked complete, relevant environmental system selections or layouts.

- B.9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of meeting this criterion was seen in exams, term papers, assignments, student PowerPoint presentations, and site visits delivered through Arch 211 Concepts of Structure, Arch 341 Structure I, and Arch 342 Structure II.

- B.10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of understanding of this criterion was found in exams and assignments in Arch 222 Environmental Control Systems and Arch 321 Construction Systems and Assemblage.

- B.11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Building service systems were not apparent on projects reviewed; therefore there was no evidence of their integration into the designs.

- B.12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Wall sections/material selections and building skin relationships were not apparent in building design projects.

**Realm B. General Team Commentary:** *Evidence reviewed for the following SPCs: integrated building practice, technical skills and knowledge does not meet the minimum requirements. An understanding of technical aspects of design, sustainability, life safety, building systems and materials is expected and wasn't evident in the projects reviewed.*

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C.1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of ability is found in the criterion in the student group reports, SWOT analysis and a PowerPoint presentation of Arch 402 Design VIII.

**C.2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of understanding is found in the criterion in the predesign analysis of the housing project for Arch 201 and the predesign analysis and final exam for the housing settlement for Arc 411 Housing and Settlement.

**C.3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Although client relationships in Saudi Arabia are not the same as those in the West, they remain a critical link in the design process. Evidence wasn't observed representing an understanding of this criterion.

**C.4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

- Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of understanding of the criterion is found in the quizzes, final exam and projects for Arch 442 Project Management.

- C.5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence of roles in the management of a Saudi architect's practice was not found; this understanding is essential.

- C.6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** An understanding of leadership skills was not apparent in evidence observed.

- C.7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** The Saudi professional design credential is the university degree, which leads to uncertain obligations regarding professional roles, responsibilities, and duties post-graduation. Students are made aware of traditional contractual relationships in Arch 442. Regulatory and accessibility laws and requirements are covered in Arch 431.

- C.8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence presented did not adequately convey an understanding of ethics and professional judgment.

- C.9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

Met  
 Not Yet Met  
 Not Met

**Visit Two Team Assessment:** Evidence was found in course Arch 502, project Design X.

**Realm C. General Team Commentary:** *Learning objectives in NAAB's Leadership and Practice Realm are modeled to cover production and delivery of architecture in the U.S. society and regulated by licensure bodies, professional organizations, and governmental agencies. In Saudi Arabia, neither architects nor engineers are credentialed, nor do architects have a separately recognized professional organization. Architecture is viewed as a subset of engineering skill and frequently viewed as a trade.*



## PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK

**II.2.1 National Authorization:** *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

Met

Not Met

**Visit Two Team Assessment:** Evidence of the NCAAA (National Commission for Academic Accreditation and Assessment) accreditation was affirmed in discussions with the Rector and Vice Rector. The report was in Arabic.

**II.2.2 Professional Degrees and Curriculum:** *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent 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 a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

*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 (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*
- **Electives.** *A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

Met

Not Met

**Visit Two Team Assessment:** The architecture curriculum of the University of Dammam is delivered in three segments: the first year is the preparatory program covering general studies (33 credits); the second is a joint program covering common basic design subjects (33 credits); the third through fifth years cover professional subjects (103 credits). Electives are available during the fourth and fifth years (12 credits). Curriculum balance by percentage is general studies 24%, professional studies 69%, and electives 7%. The curriculum appears reasonably balanced.

### II.2.3 Curriculum Review and Development

*The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed,*

*approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.*

**[X] Met**

**[ ] Not Met**

**Visit Two Team Assessment:** A University of Dammam internal Accreditation Committee monitors curriculum content and efficacy in relation to strategic academic objectives and accreditation agency protocols (NAAB and NCAAA [National Commission for Academic Accreditation and Assessment]). The university's Consultation Center is an important player in curriculum review; it also includes practicing professionals in the area/region. Major curriculum changes must receive university approval to be implemented. The team found the curriculum review process adequate.

**PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.*

*In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**[ ] Not Met**

**Visit Two Team Assessment:** Students entering the program have little background in visual arts; accordingly, the program carefully reviews incoming students' academic records, then requires rigorous "catch-up" design courses for the first two academic years, leading to a third year threshold admission review to the upper years. All NAAB SPC are met within the U. Dammam curriculum; therefore, evaluations are made at the admissions level.

**PART TWO (II): SECTION 4—PUBLIC INFORMATION**

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

*In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix 6.*

**[ ] Met**

**[X] Not Yet Met**

**Visit Two Team Assessment:** NAAB's statement was found on the department's web page at [www.ud.edu.sa/DU/en/colleges/col\\_engineering/col\\_ap/DEPT\\_ARCH\\_ACCREDIT\\_EN](http://www.ud.edu.sa/DU/en/colleges/col_engineering/col_ap/DEPT_ARCH_ACCREDIT_EN). Appropriate language will be posted if SE status is granted.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

*The 2012 NAAB Conditions for Substantial Equivalency*

*The NAAB Procedures for Substantial Equivalency (edition currently in effect)*

**[X] Met**

**[ ] Not Met**

**Visit Two Team Assessment:** Access to NAAB's SE Conditions and Procedures was found on the Department's web page:

[www.ud.edu.sa/DU/en/colleges/col\\_engineering/col\\_ap/DEPT\\_ARCH\\_ACCREDIT\\_EN](http://www.ud.edu.sa/DU/en/colleges/col_engineering/col_ap/DEPT_ARCH_ACCREDIT_EN).

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

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially*

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

**[X] Met**

**[ ] Not Met**

**Visit Two Team Assessment:** The program informs students of career options and pathways through personal counseling by architecture faculty. Appropriate resources are delivered through this process.

#### ***II.4.4 Public Access to APRs and VTRs***

*In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.*

**[ ] Met**

**[X] Not Yet Met**

**Visit Two Team Assessment:** All of the documents related to the substantial equivalency process (NAAB Conditions and Procedures, SE application, report from visit one, NAAB decision letter after visit one, APR for visit two, and notice of the team and dates for visit two) have been posted on the Department of Architecture's web site at [www.ud.edu.sa/DU/en/colleges/col\\_engineering/col\\_ap/DEPT\\_ARCH\\_ACCREDIT\\_EN](http://www.ud.edu.sa/DU/en/colleges/col_engineering/col_ap/DEPT_ARCH_ACCREDIT_EN). Visit three has not yet occurred; therefore, there are no final NAAB results/reports to post.

**III. Appendices**

**Appendix 1. Program Information**

- A. History and Mission of the Institution and the Program  
University of Dammam, *APR*, page 1
  
- B. Long-Range Planning  
University of Dammam, *APR*, page 18
  
- C. Self-Assessment  
University of Dammam, *APR*, page 20

**Appendix 2. Conditions Met with Distinction**

I.2.3 Physical Resources

I.3.3 Faculty Credentials

B.9 Structural Systems

### Appendix 3. Visiting Team

*Team chair*

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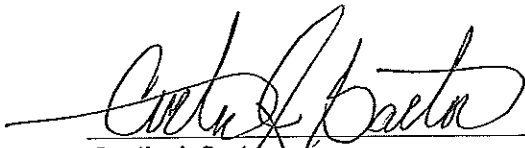
IV. Report Signatures

Respectfully Submitted,



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Marzette Fisher  
Team chair



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Curtis J. Sartor  
Team member



**University of Dammam**  
**College of Architecture and Planning**  
**Dammam, Kingdom of Saudi Arabia**

**NAAB VISITING TEAM (VT) ITINERARY**

**Saturday, May 3**

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16:00                      Fisher, Sartor visit Team Room with Drs. Hussain and Khan.

**WORK DAY 1**

**Sunday, May 4, 2014**

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8:30 – 9:00              Transit to University

9:00 – 9:45              Review - Team Room – VT

9:45 – 10:45            Meeting – VT - Program Head - Dr. Ibrahim al-Naimi's (ofc)

10:45 – 12:00            Tour of Architecture Building, Library, new campus

12:00 – 13:30            Prayer

13:30 – 14:30            Lunch – VT – Faculty

14:30 – 18:00            VT Review of Exhibits – Team Room

20:00 – 22:30            Reception / Dinner – VT – Alumni - Local Practitioners (Host: Dr. Al-Jofi)

**WORK DAY 2**

**Monday, May 5, 2014**

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8:30 – 9:15              Entrance Meeting – Dean (Dr. Al-Sudari) – VT - Dean's Office

9:30 – 10:00            Entrance Meeting - Vice Rector (Dr. Al-Kady) – VT - Administration Building

10:15 – 10:45            Entrance Meeting – Rector (Dr. Al-Rubaish) – VT - Administration Building

11:00 – 12:00            Entrance Faculty Meeting - VT - Team Room – Dept. Conf. Room

12:00 – 12:30            Prayer

12:30 – 13:30            Lunch – VT - Core Faculty

14:00 – 15:00	VT – Studio visits
15:30 – 16:30	Entrance Meeting – Students - VT – Auditorium
16:30 – 17:00	Staff meeting - VT – Shop and laboratory administrators
17:00 – 19:00	Review – VT – Team Room

### **WORK DAY 3**

#### **Tuesday, May 6, 2014**

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8:30 – 12:30	Review - VT – Team Room
12:00 – 12:30	Prayer
12:30 – 13:30	Lunch – VT – Team Room
13:30 – 18:30	Review - VT – Team Room

### **WORK DAY 4**

#### **Wednesday, May 7, 2014**

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8:45 – 9:45 am	VT exit meeting – Program Head - Dr. Ibrahim Al-Naimi
10:00 - 10:30	VT exit meeting Dean (Dr. Al-Sudari) – Program Head - Dean’s office
10:45 – 11:15	VT exit meeting Vice Rector (Dr. Al-Kady) - Administration Building
11:30 – 12:00	VT exit meeting - Faculty, Staff, Students - Auditorium
12:00 – 12:30	Prayer
12:30 – 12:45	VT - return to hotel - rest / pack
23:00	VT transit to airport (Drs. Al-Ohali and Khan)