Dar Al Uloom University
College of Architectural Engineering and Digital Design
Program of Architecture

Visiting Team Report

Visit Two for Substantial Equivalency

Bachelor of Architecture

The National Architectural Accrediting Board
April 10-13, 2016

Date of visit one: April 2014

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

The visiting team would like to begin its team comments and visit summary by thanking the students, faculty, and administration of the architecture program at Dar Al Uloom University (DAU) for the hospitality that was extended to the team during its time in Riyadh. Throughout the visit, everyone with whom the team had the pleasure to interact was gracious, friendly, and helpful.

The visiting team commends the effort that went into the preparation of the Architecture Program Report, a document that the team found to be a very helpful and useful introduction to architecture education at DAU.

In a similar vein, it is clear to the visiting team that an extraordinary amount of effort went into preparing the team room, which provided a clear and well-organized presentation of the required material that made the work of the team easier to accomplish.
It is clear to the visiting team that the architecture program at DAU benefits from engaged leadership. This leadership starts with Professor Abdullah Almudimigh, the rector and president of the university. He is committed to the well-being of every student at DAU and is an advocate of the program.

The College of Architectural Engineering and Digital Design (CADD) is stewarded by its dean, Ayman Al Musharaf, and vice dean, Nada Al Nafea. The visiting team was impressed by their dedication to CADD and its students and faculty. The team noted that the supportive and openly communicative environment that the team found to exist in CADD is a reflection of the skills and personality of its leadership.

The chairs of the architecture department, Professor Anna Laura Petrucci and Professor Sultan Alotaibi, are equally exemplary. Both are skilled educators and able leaders of the faculty.

The visiting team found that DAU's program in architecture benefited from an engaged and talented faculty, who demonstrated to the team that they were deeply committed to architecture education. The faculty brings diverse backgrounds from a variety of countries to the program, which enriches the academic environment at DAU.

Finally, the visiting team felt that the students have a number of admirable characteristics. They are articulate, talented, and fiercely dedicated to their educations. Taken as a whole, the students are a very impressive group.

The program, the faculty, and, most of all, the students clearly benefit from the university's bold commitment to equal education for women.

Also impressive to this visiting team are the resources available to the program in architecture, which include:

- The new home for CADD and the architecture program, expected to open next semester, has every indication of being among the finest in the region.
- The program has top-notch computer facilities and large-format printers.
- New digital fabrication tools, when integrated into the studio work, will doubtless improve the use of models as design and articulation tools (an area that the visiting team identified as under-utilized).
- The architecture library is growing robustly.

The visiting team also found laudable the program's commitment to curricular development, self-assessment, and change, which makes the architecture program at DAU flexible and responsivee case.

2. Conditions Not Met

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II.1.1 Student Performance Criteria (9 out of 32)
- A.4. Technical Documentation
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
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- B.7. Financial Considerations
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II.2.2 Professional Degrees and Curriculum

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3. Causes of Concern

Only 5% of the curriculum, 8 credits, is allocated to electives, which makes it difficult for students to complete minors or develop areas of concentration. Further, the heavy course load of 6-7 courses per semester leads to many course preparations for students and faculty.

II. Compliance with the Conditions for Substantial Equivalency

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 (2016): Pages 4 through 8 of the APR outline the history of the university and present its mission statements. This description is followed by a similar history of CADD and the architecture program on pages 8, 9, and 10 and pages 11 through 15 of the APR. Additional information on the history of the program is found on pages 16 and 17 of the APR under the section covering the perspective on Architecture Education and the Academic Community.

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 (2016):

Learning Culture:

Through interactions and conversations with faculty and students, as well as through observations, the visiting team confirms that the program provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the program administrators, students, faculty, and others. Students noted the accessibility and helpfulness of faculty members, and how they challenged students to think and act for themselves. Both students and faculty value the diverse schools of thought among the faculty, which is supported by the program. The faculty members value collaboration with one another and with the students, value their own cooperation between genders, and feel that they contribute to the program's success and are themselves valued.

The APR includes a description of the "studio culture," and the program has created and posted a studio culture policy throughout the building. The genesis of the policy is not clear, and the students with whom the team spoke were unfamiliar with the term or its meaning.

Social Equity:

The program has taken a very strong position on social equity. As the first architecture program in the country to admit females, starting in 2009, it sets a remarkable example, "with social equity between male and female roles of learning and community servicing in common. As long as a student of either gender or any national or social rank has been accepted and enrolled for the program, the candidate holds equity with all others in academic and social terms." Evidence of this position includes the program's provision of symmetrical, equal, but separate facilities and instruction for males and females.

I.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.[1] 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 (2016): In this instance, the visiting team found the information in the APR on this perspective to be unhelpful and of limited use. Nonetheless, during its time at DAU, the visiting team saw consistent examples indicating that the architecture students and faculty contribute in multiple ways to the overall academic community. Examples of faculty scholarship available in the team room indicated that there is an ongoing and sincere, if somewhat limited, commitment on the part of the architecture faculty to develop new curricular subject matter. Community outreach—such as the 2014 national workshop on heritage renovation at the ancient capital of Deraiah, which was sponsored by the architecture program—is a more compelling example of the symbiosis between the program and its academic setting.

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

The architecture program faculty are actively engaged in the design and documentation of construction projects on campus, including the new facilities for CADD and the new School of Dentistry building.

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.

[X] The program is responsive to this perspective.

Visit Two Team Assessment (2016): The team's meeting with the student body, its conversations with individual students, and its discussions with recent alumni all indicated to the visiting team that DAU architecture students are well prepared for a variety of productive careers after graduation. The students appear to be confident and well aware of their distinctive skills and worth.

Further, as the APR states, a core principle of the program is "the policy of architectural education and students on transparency and equity between males and females…." The APR identifies key areas of gender equity, including identical facilities and equal student-to-teacher ratios. Equally important is the fact that this policy of gender equity helps open meaningful opportunities for careers in architecture to female students, who have historically had limited options in the Kingdom of Saudi Arabia.

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 (2016): Page 18 of the APR provides a succinct summary of the regulatory environment in which DAU graduates who remain in the Kingdom of Saudi Arabia will practice. In addition, the courses that support the Student Performance Criteria of Realm C, principally ARC 512-*Professional Practice*, expose DAU architecture students to an overview of the opportunities and responsibilities that exist in their regulatory 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 (2016): As the APR notes, the architecture program at DAU takes regular advantage of its location in a large, modern capital city to bring to the program architects from around the world who are engaged in work in Riyadh. During the visit, the team witnessed this first-hand when it met with eight American architects from HDR who were on campus

reviewing a health care project in an advanced design studio. The internationally known Jordanian architect Rasen Badran is a regular participant in the courses and events of the DAU architecture program. The team also met with local Saudi practitioners, who reported similar involvement with the program. These types of engagement with the professional community are indicative of the environment in the DAU architecture program.

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 (2016): The APR provides a summary of the community engagement efforts made by the architecture community at DAU on pages 19 and 20. Included in this summary is a list of a dozen recent or ongoing programs of community engagement and outreach.

I.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 (2016): The program has a clear mission and vision, which supports the larger institution's mission and culture and has clearly stated objectives. The vision—"to be a leading school of architecture concentrating on creative, sustainable, technological and practical solutions while preserving the cultural and environmental conditions"—is well understood and supported by the faculty and students. The strategic objectives that form the basis of a long-range plan for this very young program evolved from faculty committees' recommendations in the biannual CADD report. Data are collected routinely from multiple sources—including students and faculty, both individually and collectively—to inform future planning and strategic decision making. The visiting team is impressed with the program's clarity of ambition.

I.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 I.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 (2016): The program has demonstrated that it regularly assesses itself, its progress toward its mission, and its progress against multiyear objectives. Progress made since the previous visit includes:

1. Developing the library by increasing the number of books.
2. Adding more labs in the newly added space in the college (to be ready for fall 2016 occupancy).
3. Hiring additional qualified faculty members.
4. Developing more participation in the Saudi community.
5. Revising the curriculum.

The program has used a variety of methods in its assessment, including collecting data about the program, benchmarking the program against peer programs, engaging faculty in regular curricular assessment and modifications, activating thematic course committees composed of faculty for this review, actively enlisting students in program assessment, engaging faculty and students in preparing for the NAAB review, conducting exit surveys and a market assessment, inviting alumni assessment, and conducting an internal assessment of the program's strengths, weaknesses, and challenges. The visiting team notes that the program has made important changes in response to this assessment process, and appreciates the depth and breadth of its self-assessment procedures.

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[2].
  - ☐ 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 and staff) are adequate for the program.

Visit Two Team Assessment (2016): CADD full-time academic staff totals 35 across all three degree programs (ARCH, Graphic Design, and Interior Design), including two administrators with full-time administrative appointments. Twenty of the 35 faculty members are lecturers; 11 are Graphic Design and Interior Design faculty. Seventeen teaching assistants and 5 adjuncts augment this faculty. The APR reports that the student-to-faculty ratio is 13.8 and that the average teaching load is 9.3 credits, with the highest loads carried by teaching assistants and the lowest by full professors. The credit load is a little deceiving, however, because a number of courses are 2-credit courses, which results in heavy course loads. Also, it is unclear how many support staff, research assistants, and lab technicians are in place, if any. Regardless, the quantity of human resources is minimally appropriate to support student learning and achievement.

The quality of the human resources is very good as a result of the goal of hiring faculty members with "respective academic and practical experiences and from different cultural backgrounds and…schools of thought." Most of the faculty hold PhDs from a variety of excellent institutions. Faculty members report that the program supports their attendance at conferences to present their scholarship.

Human resources policies and practices, self-assessment, and quality assurance are overseen by the university administration, specifically the Office of Vice Rector for Quality and Development. This office provides professional development opportunities for faculty and oversees faculty assessment, including the Injadz program of faculty evaluation. Personnel, hiring, review, and promotion procedures and social equity initiatives are not included in the current APR. Regarding social equity and diversity, the gender mix of the program is remarkable, as is the program's place as the first in the Kingdom of Saudi Arabia to offer architecture education for female students.

- *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*

[2] 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.

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 (2016): The student admissions policies and procedures are not clearly stated beyond the following statement in the APR: "Students are eligible to apply for the entry to the architecture program after graduating from the science section of the high schooling system in Saudi. Accepted students are required to take the English placement test for proper distribution among the three-leveled English language skills that terminates with the preparation for taking the IELTS exam at a later stage of the study plan." More information about student admissions, financial aid, and scholarship procedures would have been helpful.

Student diversity in the program sets a benchmark for the country. There is one female student for every two male students. More than 20% of the almost 500 architecture students come from various ethnic and national groups living in the Kingdom.

An academic advising committee composed of faculty trains academic advisors on the various tasks of advising students. Students appear to feel connected to and respect the faculty members who are advising them. Learning opportunities outside of the classroom are provided via workshops, conferences, lectures, consultation services, and community-service projects. Students are active participants in course assessment and curricular improvement through regular meetings with the dean.

I.2.2 Administrative Structure and 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 (2016): As noted in the APR, the architecture program is housed in the College of Architectural Engineering and Digital Design (CADD) of DAU. CADD is one of five colleges at DAU. The architecture program within CADD is led by two chairs, one male and one female, who report directly to the dean of CADD. The dean, in turn, reports directly to the rector, who is also the president of the university. There is no chief academic officer along the lines of the provost's position found in most American universities. This streamlined structure facilitates regular communication between the chairs and the university administration. From the interviews conducted by the visiting team as well as the interaction that was observed, it seemed clear that this system works well and that a spirit of cooperation and accessibility is the norm for the architecture program at DAU.

The program has the freedom to establish its curriculum and structure its program of education, which is a traditional measure of program autonomy. The visiting team also reviewed two other measures of autonomy: financial control, and hiring and promotions. While the program does not draft or administer its budget, as noted in 1.2.4 Financial Resources below, everyone involved in the program that met with the visiting team felt the program was adequately and fairly funded. Hiring decisions are made by the central administration in consultation with the chairs and the dean. Likewise, the chairs and the dean have a meaningful advising role in the decisions made by the central administration concerning faculty contract renewal and promotions.

- **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 (2016): As described on pages 10 and 11 of the APR, architecture faculty participate in the governance of the program through membership in four CADD standing committees: Accreditation and Academic Development, Student Affairs, Extracurricular Affairs, and Academic Advising. These four committees, supplemented by the observed environment of open communication that exists at DAU, provide architecture faculty with meaningful opportunities for participation in program governance and, to a lesser extent, university governance.

  At the time of this visit, several of the architecture students at DAU had recently formed an informal student governance committee. Currently consisting of six or seven individuals with specialized expertise and interests, this group holds promise with respect to providing meaningful governance input from the students.

  The visiting team is unclear as to the level of participation by architecture program staff in the governance of CAAD or the university.

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 (2016): At the time of this visit, the architecture program was housed on multiple levels of the 8-year-old central building of the DAU campus. As required by the university's mission, separate, identical facilities exist for each gender of student. The architecture program currently uses general classroom space for the bulk of its instruction, including technical classes and studios. Multiple studios currently share spaces.

This situation, including the "hot desks," will change dramatically next semester when the program moves into new facilities built specifically for architecture education. The visiting team had an opportunity to tour this new space and observed that it will provide a first-rate venue for architecture education, didactic learning, and scholarship. In addition, the crisp and contemporary design of the new facilities will serve as a beneficial reminder to students of the power of good design to positively affect work environments.

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 (2016): The faculty, students, and administration of the architecture program at DAU all report that they are fully satisfied with the financial report that they receive from the

university. In addition, the central administration voiced a strong commitment to both the financial support of the architecture program and to its stated goal of excellence in architecture education.

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 (2016): The library collection is housed in a central facility that is convenient to both male and female students. At the time of this visit, the number of volumes related to architectural subject matter was approximately 1,200, including 600 titles added in the last year. During its stay, the visiting team reviewed a list on a recent library acquisition order that included two copies each of an additional 1,280 architecturally related titles. DAU is committed to expanding its collection of architecturally related books. The goal of the program is to have 5,000 titles available to DAU architecture students by the end of 2017.

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 do not provide the appropriate information.

Visit Two Team Assessment (2016): The APR provides some, but not all, of the necessary statistical reports. Yet to be included are:

- Program student characteristics.
  - ☐ 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 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

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[3] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as

[3] 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.

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 (2016):
Faculty CVs adequately describe the faculty credentials, and the visiting team found the faculty to be appropriate for fulfilling the educational mission of the institution. A binder exhibiting some of the faculty scholarship was available for review, but an exhibit of faculty work was not provided.

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 (2016): The visiting team did not find the following documents in the team room or in the APR for review:

- ☐ Personnel policies, including:
  - Position descriptions for all faculty and staff
  - Rank, tenure, and promotion
  - Reappointment
  - Social equity or diversity, as appropriate
  - Faculty development, including, but not limited to, research, scholarship, creative activity, or sabbatical
- ☐ Square meters per student for space designated for studio-based learning
- ☐ Square meters per faculty member for space designated for support of all faculty activities and responsibilities
- ☐ Admissions requirements
- ☐ Advising policies, including policies for evaluation of students admitted from preparatory programs where SPC are expected to have been met in educational experiences in non-substantially equivalent programs
- ☐ Policies on use and integration of digital media in the architecture curriculum
- ☐ Policies on academic integrity for students (e.g., cheating and plagiarism)
- ☐ Policies on library and information resource collection development

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[4]:

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.

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.

[4] 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).

- Recognizing the disparate needs of client, community, and society.

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

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence of this ability could be found in the four required English courses. The visiting team found evidence of this ability in our interactions with students and in the team-room material. The 40% of the students who spoke and with whom we interacted in the well-attended student meeting were very articulate. In addition, the writing skills observed in the coursework seemed adequate.

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.

[X] Met

Visit Two Team Assessment (2016): The program asserted that evidence of this ability could be found in DES 101-*Design Foundations 1*, Physics 101, DES 111-*Design Foundations 2*, and ARC 215-*Theory of Structures*. The visiting team found evidence of this ability throughout the design studio courses.

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence of this ability could be found in 16 courses. The visiting team found this ability to be broadly **Met**; however, there was less engagement with digital fabrication tools and physical 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.

[X] Not Met

Visit Two Team Assessment (2016): The NAAB Matrix that the visiting team reviewed did not reference specific courses as meeting this criterion. In response, the visiting team sought examples of technical documentation in ARC 402-*Construction Documents 1*, ARC 402-*Construction Documents 2*, and the work of the design studios. While the technical drawings of a mosque prepared for ARC 402-*Construction Documents 2* in 2014 indicated that care and attention had gone into the preparation of a set of working drawings and the studio work contained compelling graphic representations of design, the visiting team found no examples of the preparation of an outline specification by DAU students. Further evidence indicated that not all DAU students had prepared models, and those that were exhibited in the team room did not demonstrate sufficient investigation of the assembly of material concepts to satisfy this criterion. In addition, the visiting team noted that the first lecture of the fifth-year ARC 511-*Graduation Project* is a basic introduction to the use of models entitled “Making Models,” a topic more appropriately covered far earlier in the curriculum.

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

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence supporting it could be found in six courses. The visiting team found abundant evidence indicating that this criterion had been **Met**, particularly in ARC 502-*Graduation Project Research*.

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

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence of this ability could be found in six courses. The visiting team found broad evidence of this ability throughout the design studio courses.

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.

[X] Met

Visit Two Team Assessment (2016): The program claimed that evidence of this ability could be found in 12 courses, including almost all of the design studios. The visiting team found this SPC to be well **Met**, with the use of case study research in almost all of the design courses.

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.

[X] Met

Visit Two Team Assessment (2016): The program asserted that evidence of this understanding could be found in seven courses. The visiting team found strong evidence of this ability throughout the student work submitted.

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.

[X] Met

Visit Two Team Assessment (2016): The sequence of history courses—ARC 201-*History of Architecture 1,* ARC 213-*History of Architecture 2,* and ARC 312-*Architecture of the Arabian Region*—provides architecture students at DAU with a thorough understanding of pre-19th-century regional and international architectural history. ARC 302-*Theory of Architecture 1* and ARC 313-*Theory of Architecture 2* provide a similarly robust treatment of 19th and 20th century architectural history.

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.

[X] Met

Visit Two Team Assessment (2016): During the visit, the program identified the student work prepared for ARC-403 *Housing & Urban Development,* ARC 413-*Humanities in Architecture,* and ARC 414-*Principles of Urban Planning* as demonstrating that this criterion is **Met**. The visiting team felt that the student work in ARC 403-*Housing & Urban Development* and ARC 413-*Humanities in Architecture* demonstrated an understanding of diverse social needs that was sufficient to satisfy this SPC.

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

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence supporting this SPC could be found in six courses. The visiting team found evidence that this criterion had been **Met** in ARC 502-*Graduation Project Research*, in the case studies of a number of design studio courses, and in the urban design theory content of ARC 403-*Housing & Urban Design*.

Realm A. General Team Commentary: The visiting team found the program to have strong evidence of accomplishment in Realm A: Critical Thinking and Representation. The work of the students illustrates the ability to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. The students are facile with a range of media and impressed the team as being inquisitive and broadly educated.

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.

[X] Met

Visit Two Team Assessment (2016): The program asserted that evidence of achievement of this ability could be found in ARC 417-*Architectural Programming* and ARC 502-*Graduation Project Research*. The visiting team admits some confusion, however, because ARC 417 is *Project Management* and does not include programming or pre-design. In ARC 502, “Architectural

Programming" is covered in a lecture and a home assignment, as is site selection and analysis, and good evidence of this is found in the completed student projects for this course. However, in these projects, the visiting team did not find evidence of any inclusion of a "review of the relevant laws and standards and assessment of the implications for the project." Since the language of this SPC includes "such as," the visiting team found this SPC to have been **Met**.

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.

[X] Not Met

Visit Two Team Assessment (2016): The program indicated that evidence of this ability could be found in ARC 304-*Landscape and Site Planning*, 403-*Housing and Urban Development*, 411-*Comprehensive Design Studio 2*, and 414-*Principles of Urban Planning*. Since student performance at an ability level is required, the visiting team primarily reviewed design course evidence. The evidence was not yet consistent enough in the Comprehensive Design Studios and Graduation Project to assess this criterion as met.

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.

[X] Not Met

Visit Two Team Assessment (2016): The program indicated that the criterion is met in ARCH 305-*Mat. & Const. Assemblies*, ARC 311-*Inter. Design Studio 2*, ARC 404-*Environmental Control,* and 511-*Graduation Project*. ARCH 404 adequately introduces the subject, but the robust evidence of the ability as evidenced in the design projects is inconsistent and often weak. The visiting team assesses this ability as **Not Met**.

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

[X] Not Met

Visit Two Team Assessment (2016): The program indicated that the SPC is met in 11 courses. The visiting team found evidence of significant understanding of soil mechanics in ARC 415-*Soil Mechanics & Foundations*, of site design principles and analysis in ARC 304-Landscape and Site Planning, and of urban/site design principles in ARC 403-*Housing & Urban Design*. However, the team found that, within the design studio projects, evidence of an ability to apply an understanding of and maximize the opportunities of site characteristics was typically weak, as evidenced by upper-level projects without topography, vegetation, sidewalks, workable parking, or vehicular circulation. Thus, this SPC is **Not Met**.

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

[X] Met

Visit Two Team Assessment (2016): The program asserted that evidence of student accomplishment was found in ARC 305-*Mat. & Const. Systems*, ARC 501-*Advanced Design Studio*, and ARC 511-*Graduation Project*. The visiting team did not find any evidence supporting this in ARC

305. In ARC 501 and ARC 511, although most projects illustrated basic principles of life-safety, the evidence was inconsistent.

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	

[X] Not Met

Visit Two Team Assessment (2016): The visiting team reviewed student work from the fourth-year design studios and the graduation project indicating that many architecture students at DAU are able to comprehend the technical aspects of design, systems, and material selection and to integrate them as required by this criterion. The team did not, however, find this successful integration to be present in all the student work, and some projects exhibited noticeable omissions of required material. Further, most of the projects reviewed failed to demonstrate that site planning principles were integrated in any meaningful fashion into designs as required by this criterion.

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.

[X] Not Met

Visit Two Team Assessment (2016): Construction cost estimating is addressed in a lecture in ARC 512-*Professional Practice*. In addition, students at DAU are required to summarize financial considerations as part of their research work in ARC 502-*Graduation Project Research.* However, examples of this work reviewed by the visiting team were too superficial to indicate that all of the architecture students had gained this requisite understanding. Further, there was no evidence of other aspects of the financial considerations of architecture beyond cost estimating (such as life-cycle costs).

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated understanding to be met by ARC 311-*Inter. Design Studio 2*, 404-*Environmental Control*, and 406-*Lighting and Acoustics*. The visiting team found this criterion to be well met in the student work of 404 and 406.

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.

[X] Met

Visit Two Team Assessment (2016): The NAAB Matrix lists seven courses as contributing to the DAU architecture student's understanding of this SPC. The visiting team found sufficient evidence in five of these courses to judge that this criterion is **Met** at the understanding level: ARC 216-*Statics*, ARC 215-*Theory of Structures*, ARC 306-*Structural Analysis*, *ARC* 315-*Concrete & Steel Construction*, and ARC 415-*Soil Mechanics & Foundations*. The visiting team observed that ARC 415 includes a particularly detailed and robust discussion of soil mechanics that is not frequently found in comparable architecture programs.

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.

[X] Met

Visit Two Team Assessment (2016): The program referenced advanced studio courses—ARC 303-*Building Construction 2* and ARC 303-*Building Construction 2*, ARC 402-*Construction Documents 2, and* ARC 404-*Environmental Controls*—as courses in which this criterion is met. The visiting team found that an understanding of the basic principles of building envelope systems was most clearly demonstrated in the student coursework for ARC 404 and was adequate to judge this criterion as **Met**.

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.

[X] Not Met

Visit Two Team Assessment (2016): The NAAB Matrix in the DAU APR indicated that evidence for this criterion was met in the student work prepared for ARC 314-*Sanitary & Technical Installations*, ARC 406-*Lighting & Acoustics*, and the advanced design studios. In addition, the visiting team found related evidence in ARC 404-*Environmental Controls*. The team observed that several aspects of this criterion were extensively treated. These included plumbing considerations and acoustics and lighting, with acoustics and lighting being addressed in a lecture in ARC 404 and in ARC 406. Studio design work indicated an understanding of vertical transportation. While this evidence indicates a commitment to teaching building systems integration, the visiting team found no evidence of an understanding of electrical systems (beyond lighting) and fire protection systems, so this criterion was judged as **Not Met**.

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.

[X] Met

Visit Two Team Assessment (2016): Student work prepared for ARC 202-*Building Construction 1* and ARC 303-*Building Construction 2,* which was reviewed by the visiting team, indicated that the criterion is **Met** by the architecture students at DAU. The coursework in ARC 315-*Concrete & Steel Construction* also contributes to this understanding.

Realm B. General Team Commentary: As noted above in the assessment of criterion B.6 Comprehensive Design, the visiting team reviewed student work indicating that many students in the architecture program at DAU are able to comprehend the technical aspects of design, of building systems, and of material selection. This student comprehension, however, is not yet consistently demonstrated across the broad range of student work. In addition, the visiting team did not find evidence in the course work outlines provided to indicate that some topics related to this realm are covered.

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.

[X] Not Met

Visit Two Team Assessment (2016): The program indicated that evidence of this ability could be found in ARC 213-*History of Architecture*, 401-*Comp. Design Studio 1*, and 411-*Comprehensive Design Studio 2*. Evidence of collaboration with others is found in these design courses, consistently during research and analysis, and often during design. However, evidence of "multi-disciplinary teams to successfully complete design projects" is not yet evident.

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

[X] Met

Visit Two Team Assessment (2016): The program indicated evidence of understanding could be found in ARC 302-*Theory of Architecture*, 403-*Housing & Urban Design*, 413-*Humanities in Architecture*, 414-*Principles of Urban Planning*, and 417-*Project Management*. More than adequate evidence of understanding is found in the projects and examinations of the first four listed courses.

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence of understanding could be found in ARC 417-*Project Management* (incorrectly named on the matrix as "Programming"), 502-

Graduation Project Research, 511-*Graduation Project*, and 512-*Professional Practice*. The visiting team found evidence of understanding in the products of the *Graduation Project* and its research, and in the exams and assignments of the *Professional Practice course*.

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

[X] Met

Visit Two Team Assessment (2016): The program asserted that evidence of understanding could be found in ARC 512-*Professional Practice*. The course ARC 417-*Project Management*, (incorrectly named on the matrix as "Programming" provides adequate evidence of student understanding, through its exams and projects.

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.

[X] Not Met

Visit Two Team Assessment (2016): The program indicated evidence of understanding could be found in ARC 512-*Professional Practice*. While ARC 512-*Professional Practice* is a robust course, the visiting team found this particular understanding is not evident in the course outcomes

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated evidence of understanding could be found in ARC 512-*Professional Practice*. The visiting team found good evidence of understanding in the exams and projects of the Professional Practice course.

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated that evidence of understanding could be found in ARC 512-*Professional Practice*. The visiting team found good evidence of understanding in the exams and projects of the Professional Practice course.

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated evidence of understanding could be found in ARC 512-*Professional Practice*. The visiting team found good evidence of understanding in the exams and projects of the Professional Practice course.

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.

[X] Met

Visit Two Team Assessment (2016): The program indicated evidence of understanding could be found in ARC 512-*Professional Practice* and 401-*Comprehensive Design Studio 1*. The visiting team found evidence of this understanding not only in the aforementioned courses, but also in a number of other design courses and the graduation project research course.

Realm C. General Team Commentary: The visiting team found the program to have strong evidence of accomplishment in most of "Realm C: Leadership and Practice." The Professional Practice course is robust, and a principal source of almost all of the required evidence. Student understanding of the trends and business of architecture as required by C.5, and evidence of the ability for multidisciplinary collaboration as required by C.1, are the only criteria not met in this realm. The visiting team is confident that graduates of this program have a solid understanding of architecture leadership and practice.

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.*

[X] Met

Visit Two Team Assessment (2016): Dar Al Uloom University is accredited by the Ministry of Higher Education of the Kingdom of Saudi Arabia.

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.

- ***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.*

[X] Not Met

Visit Two Team Assessment (2016):
The degree program is as follows:

34% general studies, (consisting of 21% general education [preparatory] courses and13% college requirement courses)
61% professional studies
5% electives

With only 5% of the courses in electives, students may not be able to complete minors or develop areas of concentration, inside or outside the program.

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

Visit Two Team Assessment (2016): As discussed under I.1.5. Self-Assessment Procedures, the program has used a variety of methods in its curriculum review and development, including the following: collecting data about the program; benchmarking the program against aspirational peer programs; charging faculty with regular curricular assessment and modifications; activating thematic course committees of faculty for this review; actively engaging students in program assessment; engaging faculty and students in preparing for the NAAB review; conducting exit surveys and a market assessment; inviting alumni assessment; and conducting an internal assessment of the program's strengths, weaknesses, and challenges. The visiting team notes that the program has made important curriculum changes in response to this assessment.

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.

[ ] Met
[ ] Not Met

Visit Two Team Assessment: The evaluation of Preparatory/Preprofessional Education does not apply to this program.

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.*

[X] Not Met

Visit Two Team Assessment (2016): The DAU website includes language announcing the NAAB visit, and includes the following language: "NAAB is the sole agency that accredits the architecture programs inside the United States." The program has not yet received substantial equivalency, so cannot include all of the language found in NAAB Conditions for Substantial Equivalency, Appendix 6.

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] Not Met

Visit Two Team Assessment:
The visiting team could not find these documents linked to the DAU website.

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] Not Met

Visit Two Team Assessment (2016): Beyond information provided in the Professional Practice course, and the mention by students and in the APR of a Career Day, the visiting team did not find evidence of resources related to a career in architecture.

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.

[X] Not Met

Visit Two Team Assessment (2016): The visiting team did not find evidence of the most recent APR or the report from the first visit on the website.

III. Appendices

Appendix 1. Program Information

A. History and Mission of the Institution and the Program
APR, page 4

B. Long-Range Planning
APR, pages 11-12

C. Self-Assessment
APR, page 20

Appendix 2. Conditions Met with Distinction

The visiting team thinks it is premature for any “conditions met with distinction”.

Appendix 3. Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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Team chair

Katherine Lee Schwennsen, FAIA
Team member