National Architectural Accrediting Board

International Certification

Al Yamamah University
Department Name

2024 Visiting Team Report
Visit Three for NAAB International Certification
November 4-6, 2024

Bachelor of Architecture (160 credit hours)

The National Architectural Accrediting Board

Date of last visit: May 5-8, 2023

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

Contents

I. Summary of Visit

Our scheduled visit was held online from Nov. 4 to Nov. 6, 2024.

The visit was conducted with the most significant ease. The officers of the institutions were available to meet the team on a prearranged schedule. The department's representative ensured that all guests were available to meet with our team as per our schedule and available at a moment's notice if we found any issues that required their participation and expertise.

The students and faculty were assembled in a large group setting, and additional time was set aside for the team to have sufficient opportunity to conduct our inquiries.

The heads of departments and other key operational functions of the department provided our team with an excellent opportunity to understand the interdepartmental operations of the architecture program and recognize the value and commitment they have within Al Yamamah University.

a. Acknowledgements and Observations

On behalf of the NAAB and my team, I would like to thank the Department of Architecture, the College of Engineering and Architecture, and the leadership of Al Yamamah University for their dedication and thoughtful preparation for the scheduled online and digital visit.

Our team would like to thank Dr. Dalia Abdal Fattah, Department Head, and Mr. Anas Hussein for their collaborative leadership in ensuring the required exhibits and students' work were assembled and made available to the team.

To satisfy the certification requirements, we found the program is proactively improving its curriculum in reaction to growth and changes required in skills within the architecture profession.

We found a program that was extremely diligent in ensuring that all documents and additional requests for clarification were responded to expeditiously, assisting our team in our review process.

Our team found that the Al Yamamah University Bachelor of Architecture program benefits from a dedicated academic and administrative leadership team, a passionate faculty, and supportive staff dedicated to building a successful program.

We discovered that Al Yamamah University has developed a thriving co-educational environment that respects the Kingdom's cultural values and allows men and women to share the same faculty, institutional resources, and knowledge sharing in their educations as architects.

We found that a cohort composed of male and female students openly shares resources and seeks advice from their classmates for growth and development within the institution's coed culture.

Our team also became aware that even though the program is relatively young, it is clear that Al Yamamah graduates are seen as an integral part of the Kingdom of Saudi Arabia's architectural community and the public they serve.

We also discovered that, as a private university, the institution meets many academic demands placed by the Ministry of Education while embracing and fostering distinctive diversity among its staff and especially its students.

The NAAB team observed a well-thought-out academic program that balances technical expertise, research, and creative design expectations. However, it is still in the early stages of development.

Our NAAB team would like to thank the alums and local professionals for candidly assessing the program and the graduates.

Our team also found that the alumni and local professionals held Al Yamamah University graduates in high esteem for their technical skills and knowledge of practice.

The team found a program built on a solid, sound, and diverse foundation, ready to prepare its students for the practice of architecture.

We found a program whose SPC A-3 Investigative Skills and SPC B-4 Technical Documentation are being recognized as met with distinction.

With some minor adjustments to its current curriculum and required evidence, we found a program that will further meet all NAAB SPC evidence requirements.

We found a program with a cohort of students who have excellent verbal communication skills and can engage with professionals in a public setting.

We found a university administration that believes in the strength and long-term value of the architecture program brings to the Kingdom of Saudi Arabia.

Again, on behalf of the NAAB and my team, I would like to thank you, and we wish you well on your journey.

b. Conditions/Student Performance Criteria Not Achieved

Conditions Not Described or Demonstrated	Conditions Not Met	SPC Not Met
		A.8 Cultural Diversity and Social Equity **B.3 Codes and Regulations** **B.10 Financial Considerations** **D.1 Stakeholder Roles in Architecture** **D.2 Project Management**

c. Items to Address

2024 Team recommendation:

- **A.8: Cultural Diversity and Social Equity:** Student work and course outlines focus on the history of architecture and the elements of urban planning in the Kingdom. It was hard for the team to decipher where cultural diversity and social equity, and the role of the architect to ensure equity of access, appeared in other countries and societies.

- **B.3: Codes and Regulations:** However, higher-level studio courses (levels 4 and 5) have yet to consistently reflect this knowledge. Only a few samples demonstrated the ability to design systems aligned with local life-safety and accessibility codes in pre-final and final submissions.

- **B.10: Financial Considerations:** The course shows an understanding of the fundamentals of project financing methods, building costs, and contract types and stipulations, particularly for public work, with an emphasis on construction cost estimating. Yet, a limited evidence was found in the coursework addressing the financial implications of life cycle cost and feasibility analysis or construction scheduling and operational costs.

- **D.1: Stakeholder Roles in Architecture:** While the midterm exam in ARC413 Working Drawings and Documentation includes three questions related to the decision-making and review roles of the client and design team in public works contracts. ARC502 Architectural Professional Practice addresses the process and importance of stakeholder analysis in one question of its final exam, as well as the architect's role and responsibilities in various design methods in the midterm. However, both courses should include detailed coverage of the definitions, roles, and responsibilities of each stakeholder throughout the design process and the relationship among them.

- **D.2: Project Management:** Partial information regarding how to adequately address the student understanding of assembling teams and selecting clients or creating work plans, project schedules, and understanding time requirements.

d. Progress Since the Previous Visit

2019 NAAB Condition: **B.1 Pre-Design**
Ability to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Not Met

2023 Team Assessment of B.1: While the visiting team found some student work that met the requirements for achievement in portions of this criterion, other elements, including ''relevant building codes and standards,'' were missing. In ARC 511 Final Architectural Design Project, student work does include zoning analysis but does not appear to go beyond this to codes and standards or to integrate program elements and analysis into an assessment of their implications to the project. The team observed student work in ARC 511 Final Architectural Project that

included building code diagrams and sprinkler plans, but the evidence was not consistent, nor was it clear where this material was originally taught.

2024 Visiting Team Assessment:

X criterion is Met

The team found that the evidence required to meet this criterion was consistent throughout the work that was assigned to meet this criteria. Refer to SPC Section for more info.

2019 NAAB Condition: **B.3 Codes and Regulations**
Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Not Met

2023 Team Assessment of B.3: The team was unable to find evidence that students had demonstrated the level of ability with respect to Codes and Regulations. The course syllabus for ARC 311 suggests this is presented, but student work in ARC 311 Architectural Design 4, in particular, the Spring 2022 Studio Final Jury, Case Studies, and Site Analysis did not demonstrate the required ability.

2024 Visiting Team Assessment:

X Criterion is Not Met

The team found that the evidence required to meet this criterion was not consistent throughout the work that was assigned to meet this criterion. The program needs to reevaluate the content of the studios to ensure that this criterion is included and represented in the students' work.

2019 NAAB Condition: **B.9 Building Service Systems**
Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection
systems
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[X] Not Met

2023 Team Assessment of B.9: Although some aspects of the requirements for understanding of Building Service Systems were evident and are covered in student work in midterms and finals of ARC 303 Technical Installation and ARC 312 Sanitary Installations, the team found little evidence, in these or any other courses, of either course content or student understanding of communication, vertical transportation, or security systems.

2024 Visiting Team Assessment:

X Criterion is Met

The team found that student work provided for ARC 303 - Technical Installation and ARC 312 - Sanitary Installation meet the level of understanding. Coursework from the Fall of 2023 incorporated elements of vertical transportation and

security. Understanding of communications systems remains minimal but acceptable as an understanding.

2019 NAAB Condition: **B.10 Financial Considerations**
Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2023 Team Assessment of B.10: Although the team found evidence that course content is being developed to cover the topics of Financial Considerations, demonstration of student understanding of these is sparse and does not extend to Minimal Pass examples. The student quizzes in ARC 413 Working Drawings and Documentation include two questions about maintenance, yet no evidence was found here or elsewhere in the curriculum addressing ''operational costs and life cycle costs.'' The team did find evidence of a Construction Cost Estimating exercise in ARC 502 Architectural Professional Practice but concluded that this satisfied only a portion of the requirements for this SPC.

2024 Visiting Team Assessment:

X Criterion is Not Met

The team found partial evidence of student achievement for portions of this criteria. The course shows an understanding of the fundamentals of project financing methods, building costs, and contract types and stipulations, particularly for public work, with an emphasis on construction cost estimating. Yet, limited evidence was found in the coursework addressing the financial implications of life cycle cost and feasibility analysis or construction scheduling and operational costs.

2019 NAAB Condition: **D.1 Stakeholder Roles in Architecture**
Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] Not Met

2023 Team Assessment of D.1: Evidence of student achievement at the prescribed level for a narrow aspect of this Condition was found in student work prepared for ARC 413 Working Drawings and Documents, and additional partial evidence was found in work in ARC 502 Architectural Professional Practice. The curriculum - and the corresponding student work examples - appear to focus on types of construction contracting (CM-at-Risk and Design/Bid/Build) plus the development of a Business Plan, but there is little in the way of the actual role or definitions for the various stakeholders addressed in the requirements for this criterion.

2024 Visiting Team Assessment:

X Criterion is Not Met

The team found that the evidence required to meet this criterion was not consistent throughout the work that was assigned to meet this criteria. The

program needs to reevaluate the content of the studios to ensure that the criteria are presented to the students.

2019 NAAB Condition: **D.2 Project Management**
Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Met

2024 Team Assessment of D.2: Evidence of student work at the prescribed level in courses ARC 502 Architectural Professional Practice and ARC 413 Working Drawings and Documentation.

2024 Visiting Team Assessment:
X Criterion is Not Met

The team found that the evidence required to meet this criterion was not consistent throughout the work that was assigned to meet this criteria. The program needs to reevaluate the content of the studios to ensure that the criteria are presented to the students.

2019 NAAB I.2.4 Information Resources
I.2.4 Information Resources (Not Yet Met): As we have noted, the information resources in the program are still in development. Given the complexities of funding for the program, efforts should be made to ensure that the library and other aspects of information resources are planned and enabled to grow to meet the demands of the program. We understand that there is a concerted effort to increase the number of architectural books and periodicals for the library over the next five years.

2024 Visiting Team Assessment:
X Condition is Met

Evidence of the institution and the College of Engineering and Architecture commitment to increase their library offering is on path to completion with their 5-year program. They currently have two designated repositories, one in the main library and the second in the floor where the studios are located.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement
This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participates in

university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2024 Analysis/Review of the History and Self-Assessment: The visiting team was provided the history and self-assessment strategies in the PSER starting on page 2 through page 28 and found the following points:

1. Al Yamamah University (YU) was established in May 2001 as a single college by the Alkhudair family. This marked their second major contribution to education in Saudi Arabia, having pioneered the establishment of the first private schools in Riyadh in 1957. Authorized as an institution of higher learning by the Ministry of Higher Education, Al Yamamah College opened its doors to male students in September 2004 and to female students in September 2006.

2. Since its inception, the university has established itself at the forefront of the competition among private higher education institutions in the Kingdom using English as a medium for instruction.

3. The men's campus comprises the central academic building, the College of Engineering and Architecture building, the grand auditorium, the main library, the students' lounge, a sports club, and a mosque. In addition, YU has been committed to providing female students with educational opportunities that prepare them for their vital role in the emerging Saudi labor market.

4. Since its early beginnings, YU has realized the vital role of the English language in today's world of business, knowledge, and technology and has strategically decided to offer its programs in English. With that in mind, YU started a long-term partnership with the US-based INTERLINK International Institutes to provide the English language preparation program for YU students.

5. YU offers undergraduate and graduate programs in three colleges: the College of Business Administration (COBA), the College of Law (COL), and the College of Engineering and Architecture (COEA).

6. Their mission, as stated, is to provide students with the applied skills necessary for the labor market by instilling leadership skills, self-education, critical thinking, and focusing on the ethics of productive work within an attractive educational environment under the supervision of professional academic staff and professional partnerships according to the highest standards. Their vision is to be the first choice for public and private institutions to attract graduates in the Kingdom of Saudi Arabia.

7. The university has established agreements or memoranda of understanding with the following academic institutions: Syracuse University, Washington State University, George Mason University, the University of Central Florida, and the University of San Diego.

8. The Department of Architecture (DA) was the first department in the College of Engineering and Architecture at YU. In 2013, the Ministry of Higher Education (MOHE), at the time, approved YU's proposal for the architecture program. The DA opened its doors to students in September 2014 and they strive to provide to the region, Saudi Arabia, and beyond, architects who can cope with the challenges of today, are aware of local culture and regional architectural style, and are conscious of industrial and technological innovations worldwide.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must describe how faculty, staff, and students been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described

2024 Analysis/Review of I.1.2: The Department of Architecture promotes a dynamic learning environment that is grounded in respect. The PSER outlines strategies, values, and standards that clearly articulate a positive relationship between faculty, staff, and students.

The program described on-going assessment of policies, such as a written studio culture policy, that is revisited with guidance from a selected group of faculty, staff, and students. The policy emphasizes professionalism, punctuality, transparency, and integrity. When asked about the learning culture at YU, students noted that the collaborative environment was one of the reasons they decided to attend and thus thrive in the program.

A university-wide open-door policy creates a culture at all levels for students to engage with faculty and for faculty to engage with program, college, and high administration. As noted in the PSER and confirmed during the visit, mutual trust between students, faculty, and staff is essential to the Department's learning culture.

Students are encouraged to engage with a range of organizations, including an architecture club that volunteers, invites guest speakers, and arranges site visits. These opportunities outside the classroom foster leadership and prepare students to enter the profession in the Kingdom and abroad. A robust list of past events was included in the PSER, and students emphasized the positive impact these field trips have on their education.

A six-month COOP is a requirement of graduation in all programs at YU, including architecture. Students are placed in a full-time work environment with the assistance of the Career Services Department, which teaches students to build a resume, experience a mock interview, and practice professional preparedness.

Faculty serve as department representatives at the University level including collaboration with Quality Assurance, the Career Services Center, and the Entrepreneurship and Innovation Center. Faculty are also relied upon for their unique expertise as the YU campus continues to develop and evolve. This ranges from producing university media to designing new spaces on campus. Faculty confirmed that there are clear opportunities for professional development and research; supported by a University Center for Teaching, Learning, and Development.

I.1.3 Social Equity: The program must describe how social equity is defined within the context of the institution or the country in which it is located.

- The program must describe its approach to providing faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.
- The program must describe how its graduates have been prepared to be sensitive to differences in gender, culture, and customs, and be encouraged to assume responsibility as professionals in society.

[X] Described

2024 Analysis/Review of I.1.3:

The program outlines commitments to social equity, emphasizing a supportive and inclusive learning environment. The university's Statement of Student Rights guarantees students a conducive learning environment and impartial treatment, while the Nondiscrimination Policy details the rights and obligations of students, employees, and visitors, emphasizing respectful treatment and detailing the investigative and disciplinary process for policy violations.

Educational equity is demonstrated through co-ed instruction respecting cultural sensitivities of Saudi Arabia and merit-based scholarship opportunities, benefiting 39% of students enrolled in the Department of Architecture. The Student Counseling Center provides holistic support, addressing academic and personal needs. Employment equity is reflected in a diverse faculty composition, with 86% international members and a balanced gender ratio.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2024 Analysis/Review of I.1.4:

A. Collaboration and Leadership: The Department of Architecture at YU prioritizes open communication, decision-making skills, and leadership development through structured and extracurricular activities. Courses like ARC 411, ARC412 engage students in group projects and

teamwork, while competitions such as the Marsam Design Award further develop leadership skills.

As part of its continuous improvement efforts, elected student representatives are invited to attend department meetings to provide feedback. Additionally, informal small and large group meetings provide additional opportunities for open dialogue, and various student clubs provide leadership opportunities through workshops and events.

B. Design: The Department of Architecture views design as a multidimensional process, integrating problem-solving and opportunity discovery. Design studios guide students through stages from precedent analysis to final presentation, with increasing complexity each year. The curriculum combines theoretical courses with practical application, addressing environmental, structural, and social aspects of architecture.

The Design Studio Committee ensures project consistency and alignment with academic and professional goals, and external jurors from different backgrounds and professional capacities are invited to provide industry feedback at pin-ups, midterms, and finals.

C. Professional Opportunity: YU's architecture program prepares students for diverse career paths through a structured curriculum and practical experience, including a six-month full-time, 90-credit-hour COOP internship. This internship connects students with reputable firms and focuses on skill development and professional exposure. Courses like ARC 502: Professional Practice enhance understanding of real-world applications. The Career Services Center provides continuous support, offering career guidance, workshops, and networking events, such as the Future Career Expo, to facilitate students' transition to professional practice.

D. Stewardship of the Environment: The Department of Architecture at YU emphasizes environmental stewardship through a curriculum that integrates theoretical knowledge and practical application. Courses like ARC 304 and ARC A426 address climate-responsive design and sustainable building strategies, while design studios such as ARC 301 and ARC 501 implement these principles in real-world contexts. The program encourages passive and active environmental strategies and engages students in initiatives like the Green Living project, promoting sustainability and responsibility.

E. Community and Social Responsibility: The Department of Architecture emphasizes social responsibility through student and faculty involvement in community-driven projects and competitions. Students participate in initiatives like Qiddiya and Tatweer Building Company projects, contributing to urban planning and facade redesigns. They also engage in competitions organized by municipalities, such as the Local Mosque Design and Historic Al Usayfirin Neighborhood projects, addressing social and environmental challenges. The program integrates professional ethics into the curriculum, ensuring graduates are prepared to act responsibly and contribute to their communities as engaged professionals.

I.1.5 Long-Range Planning: An ICert degree program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional and program mission and culture. In addition, the program must describe its process for collecting data and using the data to inform its plan for continuous improvement.

[X] Described

2024 Analysis/Review of the Long-Range Planning: *The visiting team was provided the history and self-assessment strategies in the PSER starting on page 48 through page 53 and found the*

description of the Department's long-range plan – "The architecture program developed its five-year Strategic Plan (SP) where the overall goals are aligned with the strategic plan of the institution. With the participation of all faculty members, the SP focuses on developing the program, improving its infrastructure, elevating the standards, and providing quality education by pursuing international accreditation. These instated strategic goals are carefully crafted to support the vision of the department, enhance the educational environment, encourage research, develop programs, and strengthen the connections of the department with the local community as well as the industry. The plan is continually undergoing annual review to incorporate advancements and enhancements that address current situations and conditions."

Currently, the program has defined 5 distinctive goals, and on pages 50 to 53, the department has created a simple matrix that describes each goal, who is responsible, objectives, description, and baseline of the goal achievement and completion within their 5-year plan. It illustrates that the department is diligently working on reaching 100% integration by the end of their 5-year plan. During our ZOOM sessions, it became apparent that all members of the department leadership are committed to developing a successful architectural program.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Described

2024 Analysis/Review of I.1.6: The University and Department of Architecture are committed to developing a high-quality education and have many forms of quality assurance and self-assessment.

Each year the program is required by the University to assess Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This assessment creates an opportunity for the department to identify strengths, weaknesses, challenges, and potential action.

The PSER describes a layered ecosystem of self-assessment at the department, college, and university level. This includes external and internal inputs such as: Course Assessment, Student Assessment of Courses, Graduation Project Assessment, Student Exit Survey, Faculty Assessment of Courses, NCAAA Evaluation and Recommendations, Academic Advisory Board Insights, Alumni Survey, COOP Assessment. Conversations with administrative leaders at the Department and University confirmed that these assessment practices are working.

The Department also noted that it has started a new form of ongoing assessment for student performance. At specified meetings the coordinator of each design course is asked to present samples of student work and identify strengths and gaps. These interim conversations seem well positioned to continue enhancing student outcomes across the learning journey.

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2024 Team Assessment of I.2.1: The PSER reveals a strong focus on the extensive support provided to both students and faculty within the program. Students benefit from faculty and staff involvement in advising, career guidance, and mandatory internships, which form a key component of the curriculum, requiring six credit hours and six months of practical experience.

The presence of university resources for both faculty and students demonstrates a commitment to the success of each department. Notably, faculty are offered, ''multiple training opportunities, including sessions, seminars and workshops, to provide an outstanding and distinctive intellectual teaching and learning environment.'' Students are offered, ''support from DARSA, which aims to enrich students' lives by creating a supportive educational environment in which to practice and build their skills.''

This resource is valuable for both newer faculty and those seeking to refine their teaching abilities. As the program grows, it is expected that additional faculty will be recruited to maintain or improve the current 1:16 faculty-to-student ratio.

In addition, the Visiting Team confirmed that faculty are well-supported in their research, scholarship, and creative work through conferences, guest lectures, and recognition of the diversity of their research interests. Participation in field studies and study abroad programs further enhances faculty exposure to different cultures and emerging architectural technologies, enriching both teaching and practice.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement on-site learning, then the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2024 Team Assessment of I.2.2:

As with the previous team, based on the video provided, the school has modern, well furnished spaces that contribute to the students' and faculty's ability to teach and learn. This was confirmed during discussions with students, faculty, and administration during the visit. In addition, the administration is willing to add resources and building spaces as the programs expands and they become necessary.

Due to the separation of male and female students, Al Yamamah University has adapted a unique model where there is a semi-transparent screen that divides the studios between genders. The six studios themselves are well organized with large display walls for reviews. After studio time the male and female students can share knowledge with each other.

Their building includes various spaces available for students and faculty to engage in learning: traditional classrooms and seminar rooms, studios, a dedicated architectural library, model-making and printing equipment, and a large auditorium as well as an Architectural Hall used for display of student work.

All faculty have private offices where they can conduct their required activities, including student interactions outside the classroom. The campus has a Main Library, as well as a dedicated Architectural Library with a Construction Materials Lounge. The school is working diligently to increase the number of architectural volumes in the library. Computer labs are provided with equipment that can run the latest architectural software.

Again, as illustrated by the previous NAAB team the institution has an adequate facility to engaged in their pedagogy.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2024 Team Assessment of I.2.3: The Department of Architecture has the full support of the University and the appropriate financial resources to continue to foster student learning and achievement.

The budgeting processes outlined in the PSER was confirmed through conversations with Department and University leaders. At the end of each academic year the Department is responsible for developing a budget for the following year. This initial budget is then reviewed by the College of Engineering Council and advances to the University and University Council for approval.

Financial resources work at two levels:

- University Level - includes student tuition fees, university expenses, university accreditation budget, operational costs, and faculty salaries (individual academic Departments do not play a decision-making role).
- Department Level - includes supplies, equipment, building maintenance, student activities and events, program accreditation, and miscellaneous expenses.

There are processes in place to accommodate unplanned expenses throughout the year. The Department and University both emphasized their commitment to the Architecture Program and did not note any financial concerns in the short or long term. The 2023 - 2024 Architecture Department Budget was 407,500 SAR (Saudi Riyal) equivalent to approximately $109,000 USD (United States Dollar) - this does not include staff salaries, incentives, research, etc.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2024 Team Assessment of I.2.4:

YU provides access to comprehensive literature and visual resources through its Main Library and a dedicated Architecture Library. The Main Library, a short walk from the Department of Architecture, offers 580 architectural titles, with extended hours during peak times and digital access both on- and off-campus. The Architecture Library, located at the College of Engineering and Architecture (COEA) building near studio spaces, includes 1,054 titles, with plans for acquiring 1,000 more books over five years–including the 320 new books added in 2023-2024.Students also have access to the Saudi Digital Library.

Additionally, a Construction Materials Lounge provides hands-on learning resources. Visual materials and student exhibitions further support educational activities. However, there is no mention of a dedicated architecture librarian.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

The 2024 Team Assessment of Al Yamamah University's Administrative and Governance Structure is described in their PSER as follows:

> 1. The university functions with supervision from the Ministry of Education, which sets, plans, and organizes the national educational system.
>
> 2. Governance of the university is vested in an eighteen-member board of trustees headed by the chairman of the board, Mr. Khalid bin Mohammed Al-Khudair.
>
> 3. The board includes the President of the University, six members nominated by the Ministry of Education, and twelve members nominated by the University. The board sets the strategic plans of the university and supervises the university's operations, along with its many duties, such as monitoring the management of the university and its performance.
>
> 4. The President, Prof. Dr. Hussam Mohamed Ramadan, oversees the administration of the university. The President also receives input and advice from the University Council, a senior leadership team consisting of the provost, and all the deans, including the Student Council, a fully elected board consisting of one student from each college.
>
> 5. Overall, the provost, Dr. Waleed M. Abanomi, oversees the university's three colleges, including the COEA. The provost gets input and advice from the Deans Council. While the Dean of COEA, Dr. Hessah A. Alsalamah, oversees academic issues in the college and matters of policy, budget, promotions, and appointments. The Chair of the DA, Dr. Dalia Abdel Fattah, oversees departmental policies, teaching strategies and loads, appointments, and student affairs.
>
> 6. The programs have the following committees that the faculty is actively involved with: examinations committee; academic appeals committee; quality assurance and accreditation committee; design studio committee; transfer committee; documentation committee; graduation committee; and cooperative training committee.

This architecture program appears to operate within a traditional organizational structure that can be found in most architecture programs that the NAAB reviews for certification (international) or accreditation (within the United States).

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE**. This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.

- **Curricular Framework**. This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **Evaluation of Preparatory Education**. The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.
- **Public Information**. The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to ''describe, document, or demonstrate.''
- A review of evidence, artifacts, and observations by the visiting team, as well as through interviews conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, URLs, and other electronic materials.

Part II, Section 1: Student Performance—Education Realms and Student Performance Criteria

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: Graduates from NAAB-accredited programs must be able 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. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 **Professional Communication Skills:** *Ability* to write and speak effectively and use appropriate representational media for both within the profession and with the public.

[X] Met

2024 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 112: Shade/Shadow & Perspective, ARC 101 - Architectural Drawing, and DES 101 - Foundation 1. Written assignments were found in ARC 203 - History of Architecture I, not noted in the SPC matrix. When meeting with students they were enthusiastic and eloquent when reflecting on their design education, the program, and their future.

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

2024 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in ARC111 Basic Design Studio II and ARC511 Final Architectural Design Project. Additionally, other courses offered through the program in the areas of site planning and urbanism, such as ARC402 Landscape Architecture & Site Planning, also demonstrate the students' ability in this criterion.

A.3 **Investigative Skills:** *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2024 Team Assessment of A.3: *Evidence of student achievement at the prescribed level was found in student work prepared for ARC 313 - Introduction to Housing & Urban Design and ARC 411 - Design Studio VI. Additionally, the student work presented in ARC411 demonstrated the student's depth of analysis for a proposed urban context and the built environment.*

A.4 **Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles, and the capacity of each to inform two- and three-dimensional design.

[X] Met

2024 Team Assessment of A.4: *Evidence of student achievement at the prescribed level was found in student work prepared for ARC 401 - Architectural Design V, and ARC 201- Architectural Design Studio I.*

A.5 **Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2024 Team Assessment of A.5: Student work in DES 101/ARC 101 (Architectural Drawing) and ARC 111 (Basic Design Studio II) provided clear evidence of student achievement at the expected level.

A.6 **Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2024 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARC211 Architectural Design 2, ARC401 Architectural Design, and ARC511 Final Architectural Design Project. In these courses, students first analyze site conditions, historical, typological, and cultural considerations, and case studies to inform the design presented at the end of the term.

A.7 **History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2024 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 202 History of Architecture 1, ARC 213 History of Architecture 2, and ARC 214 Theory of Architecture.

A.8 **Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Not Met

2024 Team Assessment of A.8: Evidence of student achievement at the level of understanding was limited and not found in the ARC 203-History of Architecture I, ARC 204-Theory of Architecture I, ARC 313-Intro to Housing and Urban Design, ARC 412- City Planning, and ARC 413-Working Drawing and Doc as listed in the SPC matrix. Student work and course outlines focus on the history of architecture and the elements of urban planning. It was hard for the team to decipher where cultural diversity and social equity, and the role of the architecture to ensure equity of access, appeared.

Realm A. General Team Commentary: All student performance criteria in this Realm A were found to be in satisfactory with NAAB requirements. Especially those areas that focus on critical thinking and visual representation. The virtual visit still presents a challenge to engage the students and determine their verbal competence. The area that focuses on cultural diversity could benefit from expanding their teaching outside the Kingdom.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from internationally certified degree program must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 **Pre-design:** *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2024 Team Assessment of B.1: Student work demonstrating the ability to assess client/user needs, develop responsive architectural programs, and propose site-based design solutions was evident in ARC 401 Architectural Design 5 and ARC 511 Final Architectural Design Project. The ARC 311 Architectural Design Studio 4 syllabus was revised in 2023-2024 to include a lecture on codes and regulations, confirmed by faculty. Updated coursework shows students' ability to analyze codes, standards, and environmental factors relevant to their design projects. Theoretical concepts of space design are assessed in the ARC 204 Theory of Architecture I final exam.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Met

2024 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 402 - Landscape Architecture and Site Planning, including in a final project that requires synthesis within a design proposal. Additional evidence was found in ARCH 501 - Architectural Design 7.

B.3 Codes and Regulation: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

[X] Not Met

2024 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 311 Architectural design Studio for the academic year 2023-2024, after the syllabus was updated to incorporate feedback by the prior NAAB Visit II team.
However, higher-level studio courses (levels 4 and 5) have yet to consistently reflect this knowledge. Only a few student samples demonstrated the ability to design sites, facilities, and systems aligned with local life-safety and accessibility codes in pre-final and final submissions.

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

[X] Met

2024 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in a strong sequence of courses that progress throughout a student's matriculation in the program: ARC 215 - Building Construction I, ARCH 302 - Building Construction II, ARC 403 - Working Drawings, and ARC 413 - Working Drawings & Documentation. Most work in these courses focuses on digital models and students noted a desire for more hands-on training in the creation of physical models.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Met

2024 Team Assessment of B.5: *Evidence of student achievement at the prescribed level was found in student work prepared in ARC 205—Theory of Structure, ARC 215—Building Construction 1, ARC 216—Concrete & Steel Construction, ARC 305—Properties and Strength of Materials, ARC 311—Architectural Design Studio IV, ARC 314—Introduction to Building Technology, and ARC 315—Soil Mechanics and Foundation. Additionally, the program also listed ARCH 204—Building Construction 1 as part of the courses that illustrated the learning outcome.*

B.6 **Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2024 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 213—Introduction to Environmental Control, ARC 304—Introduction to Environmental Control, and ARC 301—Architectural Design Studio III.

B.7 **Building Envelope Systems and Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2024 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 304 - Introduction to Environmental Control. Course content explores the many considerations needed to select appropriate building envelope systems and assemblies.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2024 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in ARC 305 Properties & Strengths of Materials and ARC 314 Introduction to Building Technology at a theoretical level. Additionally, student work submitted for ARC302 Building Construction and ARC511 Final Architectural Design Project demonstrates the application of these principles.

B.9 **Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Met

2024 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in ARCH 303- Technical Installation, and Arch 312 Sanitary Installation.

B.10 **Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Met

2024 Team Assessment of B.10: Evidence of student achievement at the prescribed level was not found in ARC413 Working Drawings and Documentation.

Realm B. General Team Commentary: The team feels that overall compliance with this Realm the institution has shown an increased improvement since its last visit as has developed a strong foundation for full compliance with Realm B SPC. There are a few exceptions that require a little more clarification in the issues of B.3 Codes and Regulations, identifying in the projects the use of codes, and B.10 financial considerations relating to estimating, project budgets, and operational and life-cycle costs. The missing evidence is not a significant impediment for the program to again have a solid foundational program.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree programs must be able to demonstrate that they can synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

- Comprehending the importance of research pursuits to inform the design process.
- Evaluating options and reconciling the implications of design decisions across systems and scales.
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Knowing societal and professional responsibilities

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

C.1 **Research:** *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Met

2024 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARC402 Landscape Architecture & Site Planning (Fall 2022). Additionally, student work in ARC 412 City Planning and ARC413 Working Drawings & Documentation also shows an understanding of this criterion.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2024 Team Assessment of C.2 Evidence of student achievement at the prescribed level was found in student work prepared for ARC511 Final Architectural Design Project VIII and reinforced in ARC412 City Planning.

C.3 **Integrative Design:** *Ability* to make design decisions within a complex architecture project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2024 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 501 - Architectural Design 7. The studio projects present a complex program, and a specific jury dedicated to the integration of building systems.

Realm C. General Team Commentary: the team discover that Realm C is one of the programs strongest compliances to the NAAB Criteria. Research and Integrated applications are met. Al three criteria are essential to the practice of architecture in the Kingdom and abroad.

Realm D: Professional Practice.
Graduates from an internationally certified degree program must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

The internationally certified degree program must demonstrate that each graduate possesses skills in the following areas:

D.1 **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

[X] Not Met

2024 Team Assessment of D.1: Evidence of student achievement at the prescribed level was not found in student work prepared for ARC413 Working Drawings and Documentation and ARC502 Architectural Professional Practice.

D.2 **Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Met

2024 Team Assessment of D.2: Evidence of student understanding for project delivery methods was insufficient and not found in ARC 502 - Professional Practice.

D.3 **Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2024 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARC316-COOP and ARC 502-Architectural Professional Practice

D.4 **Legal Responsibilities:** *Understanding* of the architect's responsibility to the public and the client as determined by local regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2024 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARC413 Working Drawings & Documentation and ARC502 Architectural Professional Practice.

D.5 **Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of local rules of conduct and ethical practice.

[X] Met

2024 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 316 - COOP and ARC 502 - Architectural Professional Practice.

Realm D. General Team Commentary: NAAB realm D is by far one of the most easily achievable as all the criteria are at the level of understanding. The program with a little refinement of their curriculum and academic offerings and course content the program will be able to meet and deliver to their student the few missing pieces of information.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: The institution offering the internationally certified 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 government ministry or other type of agency.

The institution must have explicit, written permission from all applicable national education authorities in that program's country or region. At least one of the agencies granting permission must have a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2024 Team Assessment of II.2.1: The program has provided, as an addendum to the PSER, a letter (in
Arabic, as well as a version translated into English) from the Secretary-General of the Saudi Council of
Engineers (an official body of the Kingdom of Saudi Arabia to the Rector (President) of Al Yamamah
University, indicating the applicable accreditation categories that fall under the Council.

II.2.2 Professional Degrees and Curriculum:

For International Certification, 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. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) 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.

  Nota Bene: If this education is acquired prior to university-level education, the program must describe the system for general studies education in the local context, and how it is substantially equivalent to the requirement stated above.

- **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] Met

2024 Team Assessment of II.2.2:
To earn the Bachelor of Architecture (B.Arch) degree, students complete 160 credits over five years, including 6 credits from the Cooperative Training course (ARC 316).

General Studies: Admission requires a year of pre-university courses in Math, English, and Computer, which can be waived through proficiency tests like TOEFL/IELTS. The curriculum includes 17 general courses (42 credits) in areas such as humanities, social sciences, physics, and statistics, representing 26% of total credits for the undergraduate degree.

Professional Studies: The curriculum consists of 154 credits across architectural design studios, technology, drawing/drafting, history/theory, and urban planning.

Electives: Students select three departmental electives in later years and two out-of-department electives, fulfilling general study requirements and allowing exploration of special interests.

Part II, Section 3: Evaluation of Preparatory Education
The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted 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.

[X] Demonstrated

2024 Team Assessment: The program has demonstrated a thorough process of equitable evaluation of preparatory and preprofessional education at the Department and University level. New student admission criteria are clearly outlined, including requirements for English proficiency with TOEFL, IELTS, or equivalent.

Admission criteria for transfer students and the process of evaluation was clearly outlined in the PSER and verified upon review of several example transfer transcripts. The evaluation rubric includes transcript assessment and alignment with student performance criteria, and where applicable. equivalency with YU offered courses.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following conditions require all ICert degree programs to make certain information publicly available online.

II.4.1 Statement on International Certification of Degrees: In order to promote an understanding of the internationally certified degree by prospective students, parents, and the public, all schools offering the certified degree program must include in catalogs and promotional media the *exact language* found in the *Conditions for NAAB International Certification*, Appendix 6.

[X] Met

2024 Team Assessment of II.4.1: The evidence of adherence to this condition is included in the website link provided in the PSER, indicating that Al Yamamah University is pursuing international certification by the NAAB.

II.4.2 Access to Conditions and Procedures for NAAB International Certification: 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 online and accessible by all students, parents, and faculty

- *2019 Conditions for NAAB International Certification*
- *Procedures for NAAB International Certification* (edition currently in effect)

[X] Met

2024 Team Assessment of II.4.2: The Conditions and Procedures for NAAB International Certification are
publicly available on a website link provided as an addendum to the PSER.

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

[X] Met

2024 Team Assessment of II.4.3: Publicly available career development information has been provided via a link in the PSER to the website of the Career Service Center. Among the listed resources are skills courses aimed at helping students:

- Build their professional CV in a document, as well as current professional platforms (i.e. LinkedIn).
- Build their interview skills (preparation, procedure, following up and others).
- Build their professional writing skills in different genres, i.e. memo writing, e-mail, reports and others.
- Build their presentation skills on different platforms, oral – PowerPoint and others.

- Be aware of the general company professional culture and ethics.

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation[1] Report (formerly titled the Architecture Program Report)
- 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 required to make these documents available electronically from their websites.

[X] Met

2024 Team Assessment of II.4.4: Evidence of the required listed documentation can be found, appropriately housed together, on the Al Yamamah University Department of Architecture website page. A navigation tab for NAAB International Certification directs visitors to the required information.

II.4.5. Admissions and Advising: The program must publicly document all policies and procedures that govern how applicants to the program being reviewed for International Certification are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

[x] Met

2024 Team Assessment of II.4.5: The visiting team was able to find this information in several locations. in the Pser document, in the Al Yamamah University website, and additional PDF Copies were submitted as part of the Virtual visit.

[1] This is understood to be the Program Self-Evaluation Report from the previous visit (if applicable), not the Program Self-Evaluation for the visit currently in process.

Appendix 1: **Conditions Met with Distinction** [list number and title of condition or SPC, along with comments that describe the basis for the team's assessment.

Like the previous team visit the 2024 team found that:

A.6 Use of Precedents: A creative curriculum and evidence of fine work by students engaged in this topic were found in ARC 211 Architectural Design II and ARC 401 Architectural Design 5. The team was equally impressed by the breadth of precedent studies, which extended beyond the region and across different project types.

Appendix 2: Team SPC Matrix

The program is required to provide the team with a blank matrix that identifies courses by number and title on the *y* axis and the NAAB SPC on the *x* axis. This matrix is to be completed in Excel, and converted to Adobe PDF and then added to the final VTR

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

Appendix 3: Visiting Team Roster

Nestor I. Infanzon, FAIA, NCARB
Team chair

Patricia Ramello, AIA, NCARB
Team member

Ryan Gann, AIA
Team member

Trajan A. Baker, NOMA, Assoc. AIA
Team member

Report Signatures

Submitted by

Nestor I. Infanzon, FAIA, NCARB
team chair

Patricia Ramallo, AIA, NCARB
team member

Ryan Gann, AIA
team member

Trajan A. Baker, NOMA, Assoc. AIA
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