Al Yamamah University
College of Engineering & Architecture
Program of Architecture
P.O. Box 45180
Riyadh 11512
Kingdom of Saudi Arabia

Program Self Evaluation Report

The Program of Architecture at Al Yamamah University

BSc. Of Architecture (160 Cr.)

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Acronyms:

Kingdom of Saudi Arabia – KSA

Al Yamamah University – YU

College of Engineering and Architecture – COEA

Department of Architecture – DA

National Center for Academic Accreditation and Evaluation– NCAAA

Teaching and Learning Development Centre – TLDC

Student Counseling Center – SCC

Learning Management System – LMS

Ministry of Higher Education – MOHE

Ministry of Education – MOE

Career Services Center – CSC

Cooperative Training Program – COOP

Academic Appeals Committee – AAC

Deanship of Registration and Student Affairs – DARSA

Architecture and Design Commission – ADC

Saudi Digital Library – SDL

Course Learning Outcome – CLO

Program Learning Outcome – PLO

Strategic Plan – SP

Sustainable Development Goal – SDG

Contactor Classification System – CCS

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

PART ONE (I), SECTION 1: Identity and Self-Assessment

I.1.1 History and Mission

Al Yamamah University

I.1.1.1 History

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. In 2008, former Custodian of the Two Holy Mosques, King Abdullah bin Abdulaziz AL Saud, may he rest in peace, issued a royal decree approving the elevation of Al Yamamah College to university status, the culmination of eight years of planning and hard work to establish a distinctive and modern Saudi educational institution that provides both undergraduate and postgraduate education. 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.

YU is located north of Riyadh, on Al-Qassim Highway, and occupies an area of 160,000 square meters. It was designed following the latest standards for educational institutions. 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. The women's campus is the fruit of that commitment, a state-of-the-art campus featuring modern academic and recreational facilities that are fully equivalent to those enjoyed on the men's campus. Built at a total cost of 330 million Saudi Riyals (approximately US$ 88 million), the University's modern campus provides state-of-the-art facilities and innovative instructional designs and curricula offered by faculty from around the world. In 2022, a new university campus was inaugurated in Al Khobar in the Eastern Region with a vision to be a pioneer institution in academia and scientific research. The new campus consists of a central academic building, a grand auditorium, a mosque, a sports club, and a library.

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. INTERLINK International Institutes have offered the English Language Orientation program since 2004 using a project-centered, student-focused method. The aim is to prepare students with the necessary English language proficiency and academic competencies for success at YU and beyond.

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).

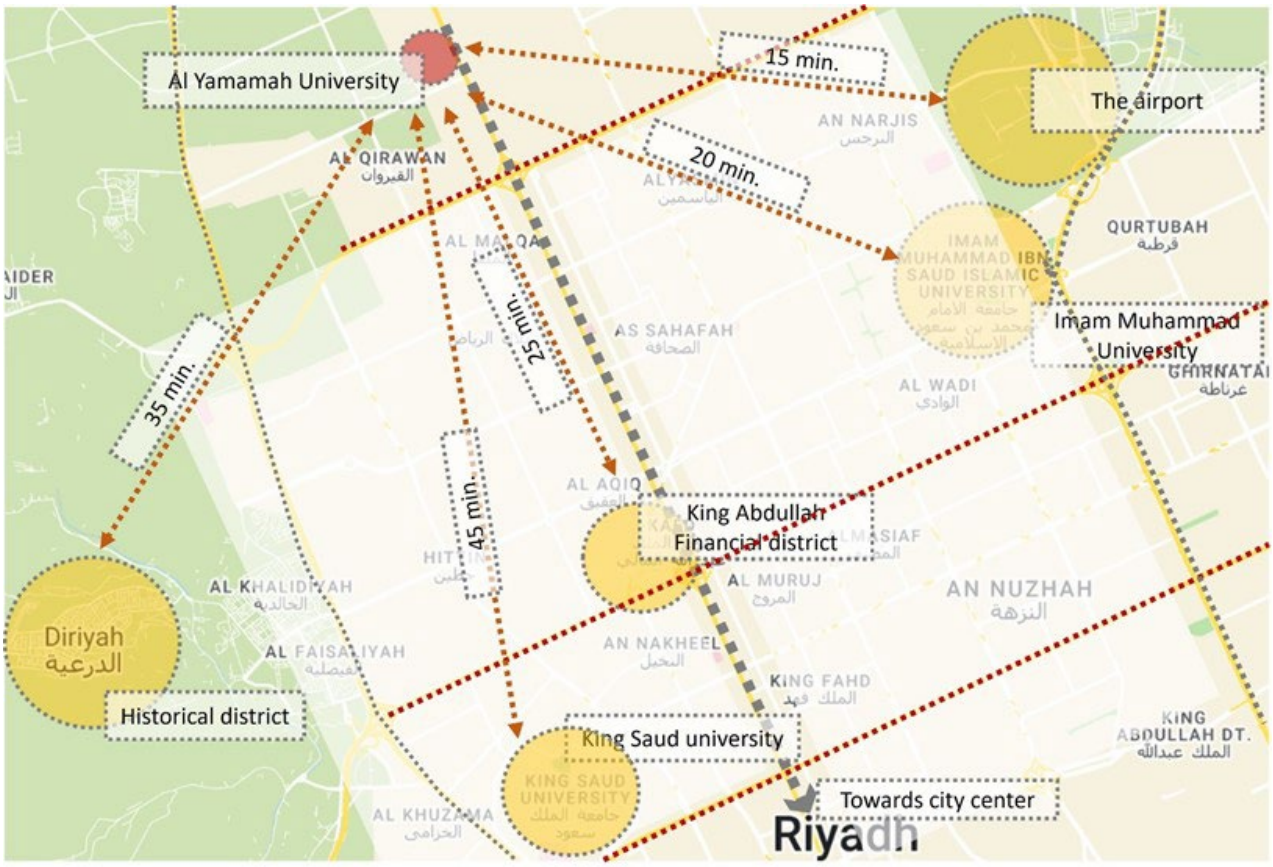


Figure 1 YU Location

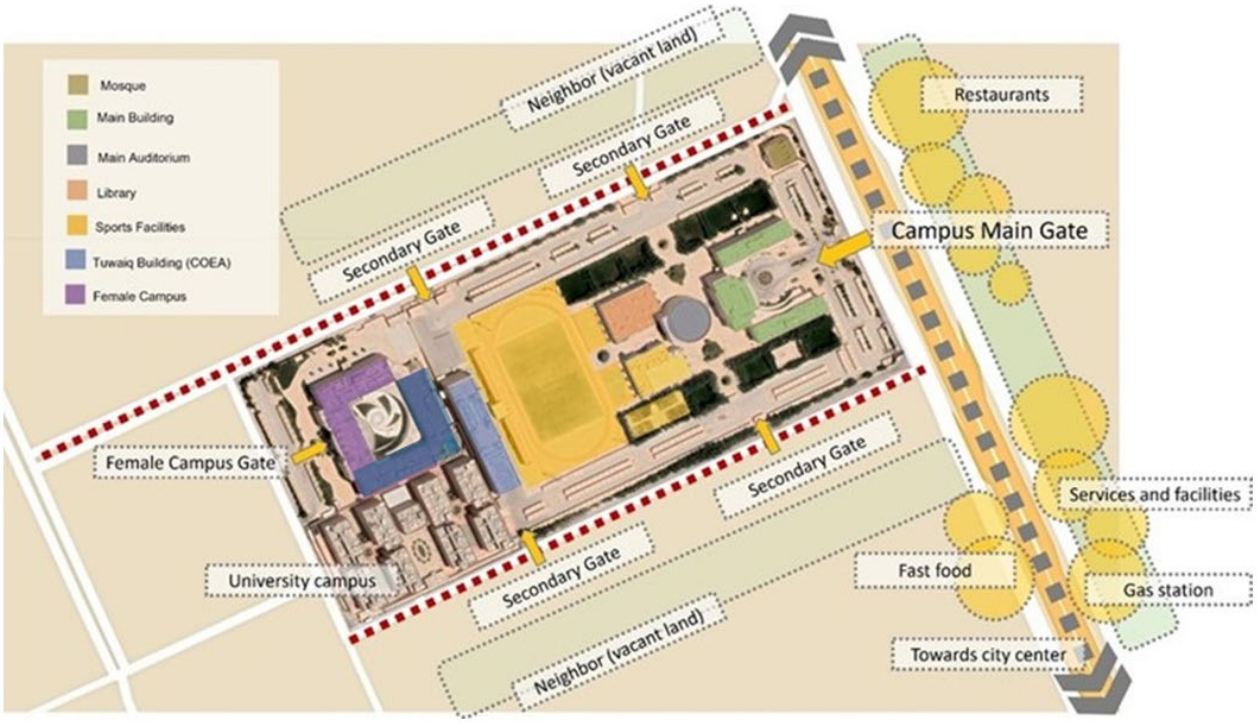


Figure 2 YU Arial View

I.1.1.2 Mission & Vision

I.1.1.2.1 Mission

Providing 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.

I.1.1.2.2 Vision

To be the first choice for public and private institutions to attract graduates in the Kingdom of Saudi Arabia.

University Values

- Promote national values
- Excellence in performance
- Institutional sustainability
- Graduate competitiveness
- Credibility
- Active participation

I.1.1.3 Strategic Goals

YUSG-T1: Distinguished Beneficiary Experience

YUSG-T1.1 Distinguish the University Life: Providing the appropriate and distinguished environment for students that enhances their life skills and works to develop their talents, creativity, and hobbies, enabling students to participate effectively and be ahead in the development of society.

YUSG-T1.2 Strengthening the university's role in society and community: Strengthening and building a solid relationship and a high level of partnership with stakeholders in the community, which enhances the provision of a rich and distinct experience for all.

YUSG-T2: Quality of Teaching & Learning

YUSG-T2.1 Enriching learning and improving the quality of education: Providing a rich educational experience for students with high-quality standards and the appropriate enabling elements that contribute to achieving quality educational outcomes.

YUSG-T2.2 Ensuring the recruitment and participation of teaching staff: The university attracts and develops reputable teaching staff and enables them to participate proactively in teaching and high-quality teaching activities.

YUSG-T3: Competitiveness and Leadership

YUSG-T3.1 Enhancing the student's ability to compete in the market: The university seeks to enhance the educational outputs/ outcomes of the academic programs and provide the necessary training to hone students' skills in line with market needs to enhance the capabilities of graduates in the labor market.

YUSG-T3.2 Improving the academic accreditation and classification of the university: The university seeks to improve its academic performance by strengthening its position among universities and developing its educational outputs to meet the requirements of national and international accreditation.

YUSG-T3.3 Developing the scientific research directed to the community: The university seeks to enhance and improve the level of scientific research by raising the quality of scientific production, supporting the research environment at the university, strengthening scientific companies, and directing research to serve community development.

YUSG-T3.4 Strengthening and promoting academic reputation: The university seeks to improve its academic reputation through effective participation in specialized international conferences and distinguished international partnerships and work to promote and market it as one of the best national universities specializing in business and technology management.

YUSG-T4: Sustainable Investment Growth

YUSG-T4.1 Increasing spread and studied expansion: Based on the results of its work and the careful study of market data, the university seeks to achieve its goals by expanding its programs and academic work and spreading to new regions within KSA to achieve leadership in university work.

YUSG-T4.2 Achieving financial sustainability: The university is working to enhance its financial capabilities to ensure the success of its business and the dynamism of its activities by diversifying sources of income, structuring expenses, and enhancing investments and endowments.

YUSG-T5: Institutional Effectiveness

YUSG-T5.1 Developing business and corporate governance: Building a flexible governmental organization system that ensures the success and sustainability of the university's business and contributes to strengthening education and decision support.

YUSG-T5.2 Empowering Human Capital: The university works to enhance its administrative capabilities to ensure the success of its business by attracting, training, empowering, and motivating employees and working to involve them in continuous development processes.

YUSG-T5.3 Strengthening systems and improving infrastructure: The university seeks to ensure the success of its business and to ensure its sustainability by developing and improving the necessary systems and infrastructure, including enhancing the technology environment, investing in technical programs and systems, and improving facilities and support services.

I.1.1.4 International Relationships and Agreements:

To provide a high degree of educational excellence and a distinguished quality of education, YU maintains several collaborative relationships with prestigious academic institutions, ranked universities, corporations, and government organizations. By promoting the University's graduate and undergraduate programs, exchanging information, supporting international study programs, and enhancing student and faculty exchange possibilities, developing and maintaining such links aims to benefit the members of the YU community. YU has established agreements or memorandums of understanding with the following academic institutions:

- Syracuse University (SU)
- Washington State University (WSU)
- George Mason University (GMU)
- University of Central Florida (UCF)
- University of San Diego

In addition, the university has also partnered with the following Partners:

- Google Cloud Developers Community – GCDC
- Saudi Customs
- Medgulf
- IMA – Institute of Management Accountants
- Saudi Bar Association
- Saudi Council of Engineers
- SCCA – Saudi Center for Commercial Arbitration
- STC
- Saudi Electric Company
- Tatweer Educational Company
- SAMA
- THIQAH
- KPMG
- TAKAMOL
- Saudi Commission for Health Specialties
- National Housing Company
- SITE – Saudi Information Technology Company

- NCP – National Center for Privatization
- General Authority of Zakat and Tax
- King Saud University
- Princess Nourah Bint Abdulrahman University
- Education & Training Evaluation Commission
- Al Rajhi Humanitarian
- TATA Consultancy Services
- ASBAR
- Saudi Alzheimer’s Disease Association
- Oracle Saudi Arabia
- IBM Saudi Arabia
- Cisco Networking Academy
- Interlink International Institutes

History, Mission, and Founding Principles of the College of Engineering and Architecture

I.1.1.5 History

The College of Architecture was established in 2013 and merged with the College of Computer and Information Science in 2018, resulting in the College of Engineering and Architecture (COEA). COEA provides undergraduate programs in architecture, network engineering and security, software engineering, and industrial engineering, as well as a postgraduate program in cyber security.

I.1.1.6 Mission

To provide an outstanding education and innovative scientific research to enhance the field of engineering and architecture in the region

I.1.1.7 College Departments

COEA consists of 4 departments

- Architecture
- Computer Engineering
- Industrial Engineering
- Mathematics & Natural Sciences

I.1.1.8 College organizational structure

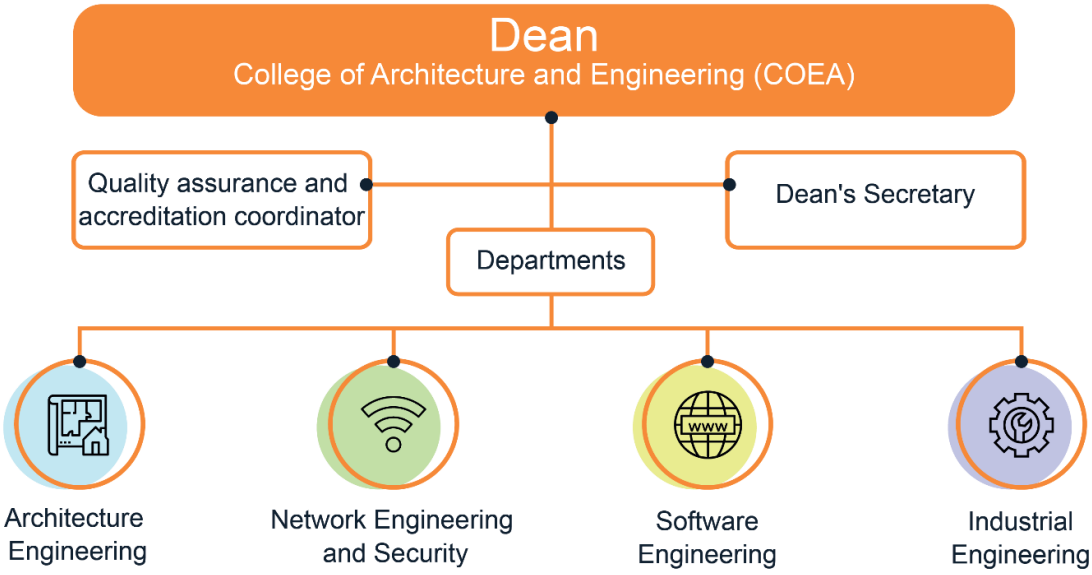


Figure 3 COEA Organizational Structure

Department of Architecture

I.1.1.9 History

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.

I.1.1.10 Mission

To train qualified graduates for professional careers in architecture by providing a high-quality education that improves the built environment in the country while respecting the Saudi nation's unique values and traditions.

I.1.1.11 DA Objectives

The DA aims 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. The department supports architecture students in acquiring the knowledge and skills needed to develop a personal architectural identity and a unique critical mind. Therefore, the department's objectives can be stated as follows:

- Strengthen core focus areas within the program and track advancements in comprehensive architectural technology and research.
- Elevate the profile of the program by providing the highest educational standard.
- Attract and retain a diverse faculty and staff of the highest academic and professional experience.
- Establish a strong relationship between the department and the community.
- To graduate professionals with high efficiency in a wide range of professional practices.
- To fulfill the growing demand for architects in Saudi Arabia and the neighboring countries.
- Foster an interdisciplinary educational environment.
- Incorporate active learning strategies that promote student participation in the educational process.

- Improve the facilities and resources to support high-quality learning, research, and work environments.
- Provide students with support and guidance to enhance the learning experience.

I.1.1.12 The Relationship between DA and YU

COEA comprises three specialized departments (Computer, Industrial Engineering, and Architecture) and a complementary department offering foundational courses such as physics and math. The department's relationship with the university administration is regulated by a structured system based on hierarchy within a professional and formal context.

The department conducts a monthly meeting where faculty members convene to discuss various topics. Those meetings are documented in meeting minutes that the department faculty members sign. The department chair brings forth the department's final decisions to be discussed within the college council. After the college council approves the proposed topics, an official announcement is emailed to the faculty members for the final decisions. However, some topics might be raised to the university council for more discussions and approvals, and accordingly, the final announcements are circulated from the president’s office. In addition to formal communications, the department chair gladly accepts all other communication channels. The department faculty members report their proposals and concerns to the department chair, and then the issues are raised with the Dean for response and action. In addition, the higher management, including the Dean, the Vice-President, and the university President, adopt an open-door policy with any student or faculty member. Everyone works closely with the Dean’s office, with direct contact with the management; they respond to the concerns and act directly to accommodate any considerations in a very supportive and productive work environment.

Faculty members at the DA have different roles in multiple university departments. For example, in collaboration with the Academic Development and Quality Assurance, a department representative coordinates at the university level regarding institutional accreditation by the National Center for Academic Accreditation and Evaluation (NCAAA) as a member of the Quality Assurance committee. The department has another coordinator regarding the students’ 6-month long cooperative training program (COOP), which includes direct collaboration with the Career Services Center (CSC) at the university

level, with great support given in preparing and organizing the university annual employment fair. One of our talented faculty members is the head of the Entrepreneurship and Innovation Center. The center is committed to creating an environment that encourages exceptional talents across various domains by providing a platform for collaboration, knowledge sharing, and skill development to empower YU students to explore their creative potential and innovative ideas and transform them into tangible solutions.

On the other hand, the department is greatly supported by other services departments, such as the IT department, providing access to the university platforms, namely the Learning Management System (LMS) and the university portal (EduGate), and assistance with any technical issues. The Human Resources department submits documents digitally through the MenaMe platform to streamline processes and save time, as all employee requests are automatically managed. Excellent support is dedicated by the deanship of registrations and students' affairs. The registration department cooperates with student/staff schedules, exam schedules, invigilation, and student affairs by supporting the architecture club, dedicating budgets, and facilitating all the proposed and scheduled events. The transportation department provides buses for site visits and off-campus activities. The Center for Executive Education offers professional development events, including workshops, training, and seminars. The Center for Research and Consultancy provides a proofreading service for research publications, in addition to research incentives, funding research grants, and motivating faculty members to participate in conferences by funding the full fees of transportation, accommodation, and publication.

Finally, recreational facilities include the university gymnasium hall (two halls serving male and female staff and students), a football field, basketball, tennis, and paddle courts, and a bowling alley.

I.1.1.13 The Contribution of DA to YU

The DA makes many contributions at the college and university levels. Effective participation can be tracked on multiple levels:

The students' contribution: our architecture students actively represent the department on several occasions and events, whether as organizers or attendees. The motivated students are leading the architecture club. They organize public events and form groups to

cover activities like volunteering, inviting guest speakers, and arranging site visits. Despite the high demand and pressure of architectural courses during the semester, architecture students always find possibilities to manage their time for these fields of interest and attend most of the events around the campus.

The academic staff contribution: the architecture faculty members are active in running various developments and designing new facilities within the campus. Several tasks are usually assigned to two or three faculty members. For example, one faculty member is responsible for producing the university media and represents the DA within the public relations department. Another faculty member is responsible for designing new spaces and facilities. However, these contributions are not limited to architectural design and proposals but extend to cover supervision of the implementation as well. Moreover, a group of faculty members were tasked with evaluating the detailed plans for the new elevators in the main building and ensuring that they meet the requirements before being put into action.

The academic architecture courses: the academic courses are utilized to serve as a development tool for enhancing the existing campus design. Three courses selected the university campus as a suggested site for their proposed architecture projects to allow the students to work on real projects and deal with the clients, their requirements, and users. The first course, ARC 201: Architectural Design Studio I, selected a specific campus spot to design their first architecture building within the site consideration. Choosing the site on campus for junior students serves as a win-win situation. Students could visit the site multiple times and understand the rationale behind the site investigation. In parallel, the university considers the students' architecture proposals and the possibility of implementations to fulfill the students' and the university's needs.

In the second course, ARC 402: Landscape Design, the students were asked to work in groups as a comprehensive team to re-design the university campus site plan, hardscape and softscape in terms of spaces, gathering areas, walkways, parking lots, vegetation, and scape-furniture. These proposals are usually conveyed to the higher management and displayed in the temporary exhibition area on the ground floor. Architecture students tend to present their projects among other university students from different disciplines to share their reflections as campus users for more developments and to accommodate the users' concerns for further design enhancement.

In the third course, ARC 501: Architectural Design Studio VII, students were tasked with designing a recreational facility for the university. The emphasis was on integrating creativity, functionality, and community engagement. The project brief required students to create architectural solutions that seamlessly combine form and function, aiming for a visually appealing, efficient, sustainable, and comfortable space.

Architectural design was the starting point of the project, where students needed to balance aesthetics and functionality. They considered integrating various elements such as a fitness center, swimming pools, sports courts, lounge areas, and outdoor spaces to create an environment that encourages physical activity, social interaction, and relaxation. Sustainability was a priority, leading to the use of eco-friendly materials, energy-efficient systems, and green building practices.

Furthermore, students also integrated electrical and mechanical systems into their architectural design, ensuring a collaborative approach to enhance the building's aesthetics and functionality without detracting from it.

I.1.1.14 Strengths and Accomplishments

YU is an academic institution that aspires to provide a world-class education based on high-quality standards and criteria. To achieve this endeavor, YU gears all the needed resources and establishes a strict educational system with devoted follow-up and continuous revision to all its aspects. In addition to national accreditation by NCAAA, YU is looking to achieve accreditation by prominent accreditation agencies for all its programs. Until now, two of the departments in COEA are accredited by ABET. The other departments are in the process.

Despite its young age, the DA is one of the pioneer architecture departments in KSA that seeks International Certification. This is an indication of a high confidence in the content of the program and its outcomes. Since its establishment in 2013, the department worked hard on building a solid program that aims to provide the students with all necessary knowledge and skills to make them highly qualified and competitive in national and international markets. For the department, being internationally certified by NAAB is essentially needed to affirm its continuous search for quality education in architecture. Furthermore, the architecture program at YU has ten design studios, which makes it one of the most studio-centric programs in the country.

The faculty of the department is a strength point that needs to be highlighted. YU administration eagerly works on attracting high-profile academics and professionals to join the faculty in the department. The list of the department's faculty includes outstanding Professors and instructors who graduated from prestigious national and international universities in the USA, UK, KSA, Egypt, Jordan, Syria, and Lebanon with exceptional achievements in their profiles. This diversity in backgrounds creates a culturally rich environment and helps in granting students a unique learning experience. Furthermore, the department is devoted to preserving a 1:9-12 faculty-student ratio in design studios to be sure that each student receives sufficient time and guidance from their instructors. When it is needed, the department hires highly qualified part-time instructors to preserve this ratio.

The DA builds connections of trust and confidence with its students. The open-door policy adopted by the Dean and the Chair and the friendly and collaborative faculty relationship with the students tremendously helped foster a friendly environment. Students are always

welcome to address any issues or concerns with the Dean, the head of the department, and the faculty members. This can be realized during their office hours, by email, or simply walk-in when possible. To ensure their success with minimal obstacles, a rigorous student supervising system is set up to solve all students' registration problems and close follow-up to their academic progress. Students are also part of the decision-making process. When it is needed, nominated representatives will be invited to attend the department council to keep them updated with all updates in the study plan, course schedule, and any other related concerns and issues.

The Department is keen to provide students with at-cost services to reduce some of their financial burdens and save their time and effort. These services include plotting and model-making equipment (3-D printers). A CNC machine and a laser cutter will soon be available to students in the department's model workshop.

Being connected with the alumni and celebrating their achievements is intensely present in the department's annual activity program. For example, some alumni have been invited to participate in department juries. In addition, some of them had been invited to give talks about their experience after graduation. To be sure about the endurance of this connection, the department is always a part of the annual alumni reunion.

Another strength of the program is the six-month COOP. All students need to complete six months of training as part of their graduation requirements, which is one of the highest in the country. The COOP takes the form of an internship that aims to expose students to the labor market, give them professional experience, develop their skills, and increase their likeability to be hired. The COOP is discussed further in I.1.4.3.

I.1.1.15 Student and faculty statistics

The architecture department is always keen to maintain a decent faculty/student ratio by approaching high-profile faculty members for full-time positions or part-time collaboration. The faculty member list comprises six different nationalities, with Ph.D. and M.Sc. holders from leading universities worldwide with specialties covering major architecture areas. With their years of experience, their knowledge enriches our courses and maintains a high quality of education. Within the past semesters, the department approached highly skilled part-timers to cover specific courses. For example, a professor with almost 30 years of experience from KSU was approached to join our team to teach two courses: an advanced

course: ARC 501: Architecture Design Studio VII, which addresses integrated systems, and ARC 303: Sanitary Installations as a part of his main scope of specialty.

In the academic year 2023/2024, the program has 203 enrolled students, with 14 full-time and 5 part-time faculty members. The faculty/student ratio varies with respect to the course type. In theoretical courses, the ratio is 1:25, and in practical courses, it is reduced to 1:15. However, for design studio courses, the ratio is maintained at 1:9-12.

The number of newly enrolled students has increased by 80% per class over the past two years. This increase indicates the good reputation of the program and the high quality of the education it offers. Our graduates' high employment ratio and ability to compete in the market, with skills to endure career challenges, are another indication of the high quality of the program.

By reviewing the gender statistics for our newcomer students, it was noticed that there was an increase in the number of female enrolled students. Our department is considered one of the few programs that offer an architecture education for female students across KSA and accepts all nationalities. Furthermore, our program allows the students to interact directly with their instructors, males and females, in a conservative, respectful environment.

College of Engineering & Architecture
Department of Architecture
Academic Year: 2023-2024

Academic Staff

جامعة اليمامة
Al Yamamah University

Professors / Associate Professors

Dr. Hikmat Ali

Hikmat H. Ali is a full professor of architecture and former dean of architecture and design at the Jordan University of Science and Technology (JUST). He received his undergraduate degree in architectural engineering from Yarmouk University in Jordan in 1986, and his master's degree in architectural engineering from the University of Jordan in 1992. In 1999, he earned his Ph.D. in architecture from Texas A&M University.

Dr. Waleed M. Abanomi

Dr. Waleed Abanomi is the current Vice President of Al Yamamah University. He is a proficient academic , researcher and an architectural consultant. Attained his Bachelor's degree in Architecture & Building Science at King Saud University, Riyadh KSA, advanced his Master's Degree in Architecture from the University of Arizona, USA, and obtained his Doctorate of Philosophy in Architecture from Cardiff University, United Kingdom.

Dr. Anwar Ibrahim

Dr. Anwar Ibrahim is Associate Professor of architecture. He obtained his undergraduate (1996) and Master's (1999) degrees in Architecture Eng. from (JUST) University. In 2008, he moved to the USA and started his Ph.D studies in Architecture history and theory from the State Uni. New York at Binghamton and earned his degree in 2015. After that, he returned back to Jordan to work as Assistant Professor at the Department of Architecture (JUST) before he was promoted to Associate Professor in 2021.

Assistant Professors

Dr. Majdi Alkhresheh

Majdi Alkhresheh, Ph.D. is an assistant professor in the faculty of Engineering and Architecture(CoEA), department of Architecture and Interior Architecture (AIA). Previously was the Chair and Assistant professor of architecture in the Department of Architectural Engineering, Alhosn University, Abu Dhabi UAE. Prior to that, Alkhresheh worked as assistant professor in Jordanian University of Science and Technology, Mu'tah University and Al-Isra' Private University in Jordan.

Dr. Mayas Ahmad Taha

Assistant professor in the Faculty of Engineering and Architecture, (COEA), Department of architecture and interior architecture (AIA), her research interests include: architectural design, heritage conservation, urban design, landscape design & urban planning. She has more than 14 years of professional experience in teaching university-level courses, practice, and services projects that include projects in the area of construction, landscape projects, and heritage conservations.

Dr. Ibrahim Abdelhady

Dr. Ibrahim Abdelhady is an assistant professor in the faculty of Engineering and Architecture (CoEA), Architecture Department. Previously was in Virginia Tech (USA), Alexandria University (Egypt) and the American University of Cairo (Egypt). He obtained his BS in the architectural design, Alexandria University, Egypt, 1993-1998 (V.Good with Honor). He has Two PhDs in Architecture in the Digital Design and Building information management (BIM).

Dr. Dalia Abdel Fattah

Dr. Dalia Abdelfattah is an architect and researcher in urban affairs. Dalia is an assistant professor and a researcher in UN-HABITAT Programme of Planners for Climate Action. Currently, working as Head of the architecture and interior architecture department (AIA), faculty of engineering and architecture (COEA), Al Yamamah University. In 2018, she obtained her PhD from Cairo University, Egypt, about how to motivate local community to participate in conservation programs.

Dr. Rahma Doheim

Dr. Rahma Doheim is an assistant professor in Architecture. Dr. Doheim has taught and practiced architecture in the USA, UK, and in the Middle East. She received her Ph.D. in the Built Environment from the University of Ulster in the UK., and her Master from the University of West Virginia in the USA. Her research interests lie in Architectural pedagogy, smart cities, Sustainable Mobility, and future city.

Lecturers

Mr. Anas Hussein

Anas Hussein is an Architect with a demonstrated experience of working in the education industry. Mr.Hussein joined YU as a lecturer since 2018,he is skilled in Sustainable Building Design. Strong research professional with a Master of Science (MSc) focused in Sustainable Buildings and Environments from Newcastle University.

Mr. Abdullah Elshafie

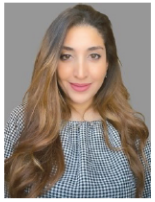
Abdullah Elshafie is an architect who comes from a long line of architects. He is the fifth generation of architects in his family and third generation to teach architecture in Saudi Arabia. He is passionate about architecture especially in the fields of lean construction and construction contracts. He is also interested in the field of construction and risk management.

Ms. Noor Tayeh

Noor Tayeh is a lecturer in the faculty of Engineering and Architecture (CoEA), department of Architecture and Interior Architecture (AIA). She obtained her B.Acrh. in Architecture from The Islamic University-Gaza in 2007, and her MSc. in Architecture, from Jordan University of Science and Technology in 2012.

Ms. Esraa Samman

Esraa is a Saudi expat architect. She studied in Cairo, Boston, & Berlin. She obtained her bachelor & master degrees in Architecture from Wentworth Institute of Technology in Boston. She has worked in various fields as a designer, estimator, faculty member research assistant, and construction site volunteers' supervisor. She has been passionately involved in construction volunteering programs.



Ms. Lara Rahim

Lara Is a highly committed lecturer with a great experience in teaching. A subject matter expert in civil engineering with more than two years hands on experience in the construction field. A master's degree holder in structural engineering and minor in geotechnical engineering from the University of Balamand, Lebanon.

Ms. Mahasen Alqahwaji

Mahasen AlQahwaji is a lecturer in the faculty of engineering of and architecture (COEA). She obtained her bachelor degree in architectural engineering from Prince Sultan university in Riyadh 2017, and her Msc in Advanced Home Futures from Teesside University, UK 2022

Figure 4 DA academic staff

I.1.2 Learning Culture

The Architecture Program at YU is a young yet ambitious program built on educational strategies to train qualified graduates for professional architectural careers. These strategies are summarized in the following:

- *Promoting a dynamic learning environment:* The program aims to enrich the students' learning experience by providing opportunities that engage them in an active learning environment. This has been achieved through sharing and engagement among the different stakeholders, faculty, student body, administration, and staff in every part of the learning process. Furthermore, the program adopts strategies, initiatives, activities, and programs that encourage learning inside and outside the classroom through individual and collective learning opportunities, including site visits and internships.
- *Design studio is the heart of the teaching process:* The program is built around the Design Studio and its logical progression; this is where learning takes place. Through a well-spaced-out studio sequence, cumulatively moving from simple ergonomic and formal aspects to a more complex synthesis of structure, climate, context, and culture. Correspondingly, all other courses are arranged to supplement the studio design objectives. The placement of core courses aligns with their relevance and/or input to studio exercises.
- *Fostering leadership and entrepreneurship:* The vision of YU focuses on the effective preparation of creative and entrepreneurial professionals. The program was established with this vision in mind by incorporating the business element into architectural education. This has been achieved by utilizing the resources of the business school of YU and giving students a chance to take advantage of that through out-of-department electives.
- *Preparing students for the market:* The Saudi market is quite distinctive. It is vibrant, forward-looking, yet conservative, and full of traditional values that must be cautiously considered. As such, the program focuses on studying society's values and traditions and how to enlighten the built environment in the Kingdom. The program adopted unique courses, a Saudi heritage course, and a dedicated traditional design course to reach this goal. In addition, a career skills course to

enrich student job-related skills is offered, in addition to the implemented 6-month COOP.

The Program awards the graduates a Bachelor of Architecture Degree upon successful completion of 160 credit hours in its study plan, including a six-month COOP. The program extends over five years plus a foundation year for students who do not pass the required placement tests. The foundation year includes courses of university requirements and basic communication skills. The architectural courses are spread over the five years after that.

I.1.2.1 Studio Values and Standards

The design studio is a comprehensive multidisciplinary experience that is the core of the mutual relationship between teaching and learning architecture. YU strongly believes in this relationship and, thus, fully supports the transparent engagement between faculty and students to gain trust and respect among all. This trust is the key to providing a successful experience to students and faculty, encouraging creativity and innovation. Our vision of the studio culture is perused by having a set of values and standards in the form of a written policy that guides the behavior of faculty members, staff, and students. Studio culture policy is continuously revised and adjusted with the participation and guidance of a selected group of faculty, staff, and students for assessment and development to sustain it and keep it up to date with the latest academic and professional needs.

I.1.2.1.1 Students

- *Attendance:* Studio attendance is mandatory and crucial for students to obtain valuable information during the studio. Students should arrive at class prepared and on time. When absent or late, the student is required to provide an official excuse. Attendance is governed by the YU Policy on Attendance and DN.
- *Syllabus:* At the beginning of each course, each instructor must discuss the syllabus and upload a soft copy for the students on the LMS. The syllabus must contain the course description, goals and objectives, course content, Student Performance Criteria, learning outcomes, grading distribution and criteria, course plan, and teaching resources. It also provides the instructor's contact information, office hours, and office location.

- *Reviews:* Reviews are significant elements of the studio, usually recurring weekly or bi-weekly. They are conducted in a civil and respectful atmosphere, full of transparency, and devoid of personal matters. Students must complete their tasks on time, considering submission requirements, clarity, and the presentation's standard measurements. Faculty members communicate this information to students in advance. The students are also responsible for managing their time to complete any work they might have for other classes. Therefore, policies regarding missing classes and studios or late submissions are strictly enforced. Students who miss or are late in submitting their work will have to provide excuses deemed valid by their instructor and the department Chair to approve a make-up for the missed review or submission.
- *Documentation:* Students must fully document their work, process, and final product in soft and hardcopy formats. Faculty members communicate the documentation requirements and format to students in advance and might include them in the syllabus.
- *Diversity:* The studio environment is very welcoming to students from different cultural and national backgrounds. This diversity enriches the studio culture and learning experience. Students from multiple nationalities are currently registered, and we seek more diversity each year.
- *Academic Integrity:* At YU, students demonstrate a high level of honesty and moral behavior in the academic setting. It includes avoiding cheating or plagiarism, maintaining academic standards, honesty, and rigor in research and academic publishing. Plagiarism is not tolerated in COEA. All assignments, papers, projects, artworks, and reports must be original. The Plagiarism Check service is available to faculty members to verify the originality of student submissions. Cheating and Plagiarism and Research Ethics policies are also available to students and faculty on the LMS. The examination committee is responsible for overseeing the adherence to academic integrity rules during exams, and any breach of the policies is investigated and dealt with following YU policy.
- *Teamwork:* One of the main pillars of the studio culture that the department focuses on is the essence of teamwork value and skills as an enriching learning experience for students. Some studios mandate group projects to develop students' team spirit

and sharpen their skills in communication, idea generation, and working on a timeline under pressure.

- *Socialization:* Studio working areas are not suitable places for informal student interactions. Multiple lounges and social areas are provided throughout the college and university campus as informal public areas for students' social activities.
- *Time management:* Time management is paramount to a learning and professional working environment. As architecture is a demanding, time-consuming specialty, it is necessary for students to quickly develop an understanding of time management related to workloads and deadlines. With a clear understanding of the course requirements and expectations, students are coached to manage their time by learning to respect deadlines and organize their tight schedules.
- *Gender Aspects:* YU provides equal educational opportunities for male and female students while respecting Saudi values and culture. The design of the studio space incorporates two adjacent spaces with a light partition to provide privacy for each gender while allowing some flexibility for learning and knowledge exchange. The two spaces are easily accessible for the course instructor.

I.1.2.1.2 Faculty

- *Faculty with students:* Faculty members are expected to oversee the studio classes and attend studios on time. In case of an emergency, an announcement needs to be posted on the LMS. Faculty members need to be able to inspire students to learn, engage them in critical thinking, bring forward their expertise, and convey optimism about architecture. Other faculty/student interactions are governed by the Policy on Employee-Student Relationships.
- *Faculty with High administration:* High administration adopts an open-door policy, as faculty are welcome in the Dean's and department Chair's offices to discuss any topic of interest. The YU president conducts regular meetings with faculty members each semester, where various issues and suggestions regarding academic life at the university are addressed.
- *Physical environment:* faculty members have access to an adequate office space that is well-equipped with stationery, laptops, and printers. They receive technical support from the IT department through the help-desk section on the YU website.

Faculty have access to designated communal areas used during breaks and informal gatherings. Meeting rooms are available for formal meetings when needed.

I.1.2.1.3 Students with Faculty

Mutual trust between students and faculty can be built through clear communication on all the essential studio-related issues. The relationship between students and faculty members should be solely based on respect and academic and professional issues. The Academic Appeals Committee (AAC) is responsible for investigating and deciding on any emergent situation between faculty and students. An open-door policy has also been adopted in the department. The students are welcome in the Dean's and the department Chair's office to communicate their concerns regarding any unsolved issues or problems they may have within the context of their courses and academic life.

I.1.2.1.4 Physical environment

- *Cleaning:* The studio must always be clean for a safe and healthy working environment. Each student is responsible for cleaning their workstation and not disposing of any hazardous materials on the floor. Trash cans are provided at each studio, and janitorial staff clean the studios daily. Students are not allowed to keep models in the studio after class. In addition, food is not allowed inside the studio to keep the environment clean and free of offensive odors.
- *Safety:* Safety is a priority at YU; hence, the studios are closed after the university's working hours, and no night protocols are provided. No toxic or dangerous materials or tools are allowed inside the studio. In an emergency, each studio floor includes a first aid box containing all necessary first aid materials. Furthermore, the college includes a full-time medical clinic. Male and female security personnel are present on each floor during working hours.
- *Furniture:* YU provides adequate furniture that is functional, comfortable, adjustable, safe, and clean. Maintenance is arranged regularly for all the furniture. The studio is the space where students research, propose, test, develop, and present design propositions that synthesize material from diverse sources, both inside and outside the curriculum. So, the DA encourages students to continue to work in the design studios outside the designated course hours without the presence of faculty members. Independent studio work is central to their pedagogy but only until 5:00 pm for safety purposes. The rationale is twofold: 1) to support students learning from

each other by reinforcing each other's continued learning, and 2) to reinforce the integrative nature or intent of design studio content.

While the Design Studio is a safe environment where everyone is acquainted with others, for privacy, we strongly encourage students to lock their devices any time they leave their desks or the studio. Students are encouraged to turn off lights and other electronics when not in use. Studio desks are a student's "home base."

Students must respect that they share a single space and that noise travels.

Students are expected to act as good citizens of their studio environments. Conduct of ethics when in a studio environment includes honoring personal boundaries, respecting personal and school property, and maintaining a volume level in the studio that allows all students to work productively. Students are responsible for keeping individual and group workspaces clean, safe, and sanitary and are expected to know how their workspaces affect students and faculty working with them and nearby.

Students are encouraged to use headphones when listening to music, take cell phone calls, or have extended conversations in the student lounge or in any other area. We remind students that most of this is common sense and simple courtesy; communication and respect will go a long way to ensure we can maintain a positive and productive atmosphere in the studio.

I.1.3 Social Equity

I.1.3.1 Expectations for Equity

YU is committed to providing and promoting a friendly, open, positive, and accepting environment for its community members. The Statement of Student Rights outlines the students' entitlement to a conductive learning atmosphere and impartial treatment regardless of the student's race, color, religion, gender, age, or nationality. The Non-discrimination Policy outlines the students', employees', and visitors' rights and obligations regarding treating others and being treated by others with courtesy and respect. The policy also outlines the investigative and disciplinary process for breaches of the policy.

I.1.3.2 Educational Equity

YU is committed to both educational equality and equity. Educational equality is achieved through co-ed education that delivers the same academic quality to both male and female students while respecting the cultural sensitivities of Saudi Arabia.

Educational socio-economic equity is reflected in the scholarship programs offered to students regardless of nationality, ethnicity, or religion. YU takes a holistic approach to ease the financial burdens on less privileged students and their families. This is achieved through the several scholarship programs available for students (YU Distinction Scholarship Program, Sheikh Mohammed Bin Ibrahim Al Khudair Scholarships, the Saudi Ministry of Education Scholarship Program, and the Social Charity Fund Scholarship Program). YU Distinction Scholarship Program rewards high-achieving new students by providing recipients grants of up to 50% of their tuition fees, and the Sheikh Mohammed Bin Ibrahim Al Khudair Scholarships provides enrolled students 5-year scholarships of up to 40% of the tuition fees. The DA enrollment statistics show that 39% of the DA students are on YU scholarships.

Another facet of educational equity is reflected in the services offered by the Student Counseling Center (SCC). The center is a safe space for students seeking individual support, counseling, and guidance. The center also holds seminars on various student-related issues, including well-being and balance, time management, and career skills. The Counseling Center offers support that goes beyond traditional academic counseling; it includes guidance on issues such as behavior, study habits, and home and work problems. Academic psychological counseling is also available.

I.1.3.3 Employment Equity

Employment equity is reflected in the diversity of the faculty members. General benefits (health insurance, tickets…etc.) and Incentives for publications and participation in international conferences are offered to all faculty members regardless of nationality, race, color, or gender. The Department of Architecture faculty members come from six countries (Saudi Arabia, Egypt, Jordan, Syria, Lebanon, & Sudan). The faculty comprises 14% Saudi and 86% International faculty members. The faculty gender distribution is 50% male faculty members and 50% female faculty members. All faculty members work together in a friendly and collaborative environment.

I.1.4 Defining Perspectives

I.1.4.1 Collaboration and Leadership

The DA at YU is committed to promoting individual and institutional leadership roles that drive social development, professionalism, responsibility, and innovation. An excellent and successful learning environment is built upon solid values that create a positive culture for students and staff members. The architecture department is keen to promote a healthy educational experience that enhances the students' leadership skills and helps build and develop team unity and interpersonal skills.

These skills are exercised in courses with group projects, teamwork assignments, and workshops, including academic and professional practice collaboration, and by involving students in real-life projects, competitions, and workshops. In ARC 411: Architectural Design Studio VI, students collaborate in teamwork to produce an urban/master plan for the assigned project. In ARC 412: City Planning, which is aligned with the 2030 vision of the new urban extension for Riyadh city planning, students work in teams to design an actual project that serves the economic and social evolution, including demographic data analysis and site considerations, to propose design alternatives and planning solutions. ARC 502: Professional Practice reiterates standard and innovative ways for architects to work within and provide leadership for the diverse groups of professionals required for building projects. In courses such as ARC 111: Basic Design Studio II, ARC 215: Building Construction I, and ARC 302: Building Construction II, students are encouraged to work in groups within model-making workshops, developing 3D shapes and construction details for brick connections, wood studs, and parquet flooring. Through these specific experiences and many others, students will be taught that architectural design and construction do not happen in a vacuum or as the result of isolated activities.

The program characterizes its collaborative culture and leadership ethos as reinforced by educational and instructional choices within the college, along with promoting leadership among students.

As a part of its continuous improvement efforts, the DA assigned one of our distinguished alumni to the DA advisory board, attending the annual meetings and sharing his reflections regarding his YU undergrad experience and the needs of the labor market. In addition, the students are invited to participate in the department meetings to give an overview and

feedback about their issues and how to better respond to their concerns. The invitation started by nominating a group of students to attend the meetings, and then an election was conducted to allow students to vote for representatives to participate in the departmental meetings regularly.

These practices serve the notion that communication is a key ingredient in creating a healthy and productive learning environment. Therefore, it is best to provide opportunities for students and staff to interact and openly communicate issues and concerns. To this end, the department provides opportunities to communicate by initiating small and large group meetings with the students and staff. Some of these meetings are scheduled, and others are made by the Chair within a routine tour and visiting classes.

The DA provides students with all the assistance they need to develop and support their decisions. Students are encouraged to consult their academic advisors or department chairs regarding their courses, credit hours, and graduation plans. At the beginning of each semester, faculty members communicate with their assigned list of advisees to ensure that each student follows their study plan. Some students may refer to certain instructors for opinions regarding their COOP opportunities, assigned tasks during training, or recommendations and advice for selecting companies and architecture firms.

Setting priorities is one of the main aspects of assisting the students in decision-making, such as respecting deadlines and submitting assignments on time. The LMS allows the students to organize and manage their time by sending notifications for upcoming submissions in different courses. This is important for responsible decision-making and setting priorities; keeping each decision in perspective assists the students in being more adaptable and capable of compromise. Setting timelines for each assignment is part of the decision-making process. It helps develop students' decision-making skills. Students become fully aware of the decision's significant impact on their learning process, preparing them to build their time management skills and responsible decision-making for further challenges.

Students have the chance to practice role-playing activities to develop decision-making skills within the course ARC 413: Working Drawing and Documentation. In this course, students are trained to master the role of the architect in calculating the quantities and the contractor in estimating construction costs for a small building, going through all the steps

and procedures. This practice aids in the development of students' decision-making skills.

The University recognizes the vital role of student clubs and associations in helping students develop their skills, self-empowerment, and leadership. The student clubs fall under the umbrella of the Deanship of Admissions, Registration, and Student Affairs. The Deanship focuses on improving campus life at YU and helping students of different backgrounds meet and learn together. It also creates opportunities for students to participate in extracurricular and external activities with the university's partners. Students are encouraged to be active in clubs and extra-curricular activities devoted to arts, sports, academic and career interests, and volunteering in community service projects. The university offers a wide range of student clubs that cater to all interests:

- Toastmasters Club
- Marketing Club
- Law Club
- Architecture Club
- Environment Club
- IEEE Club
- Management Club
- Media Club
- Debate Club
- Finance Club
- Accounting Club
- Nazahah Club
- Organization Voluntary Team
- Take-one Club
- Google Club

The Architecture Student Club at YU endeavors to enrich students' experience at YU. The club is more like a hub that facilitates channels to conduct all activities, from hosting guest speakers to site visits, workshops, and seminars. Participants benefit from new friendships and valuable opportunities for recreation, self-development, creative expression, and social responsibility. The club is connected to the Events & Activities committee in the department, which provides students with the support needed to plan various events, seminars, and awareness campaigns. However, all the organization,

preparations, and communication channels are created and conducted by the students, enhancing their leadership skills, expanding their network and connections, and promoting more self-confidence and reliability.

In one of the previous activities, the architecture club volunteered in an initiative to improve the facade design of high school buildings in Riyadh with the collaboration of Tatweer Building Company, a governmental project management company responsible for constructing and maintaining governmental educational buildings in KSA. The club is cooperating with Al Turath, a non-profit organization, encouraging students and professionals to preserve urban heritage through the Prince Sultan bin Salman Award for Urban Heritage. The students of the architecture club are working on promoting awareness of National, Arab, and Islamic heritage by participating in forums, seminars, exhibitions, and lectures to spread knowledge and increase community participation.

The department encourages senior students to participate in various competitions, such as the graduation project competition sponsored by the Architecture and Design Commission of the Ministry of Culture (ADC). The ADC introduces the "Marsam Design Award." This accolade celebrates exceptional graduation projects by undergraduate students specializing in Architecture and Design.

Another competition is the Tamayouz Excellence Award in International Graduation Projects. The award is dedicated to architecture, urban, and landscape design students worldwide to submit their graduation projects. The competition showcases top graduation projects globally, celebrating innovation and diverse architectural designs.

I.1.4.2 Design

The program provides students with accumulative design experience supported by relevant theory. Design studios are processing design skill development for a hypothetical project staged as follows:

1. Conducting precedent analysis and case studies to establish a theoretical basis, followed by reviewing architecture standards, codes and regulations, and site and climate analysis to learn the context's limitations and potential.
2. Based on the studio scope, i.e., environment, structure, etc., completing a thorough study of the focus area of design to determine what and how strategies, methods, and systems will be integrated into the design.
3. Generating a design concept based on these studies and building on knowledge and skills from previous studios.
4. Transforming the design concept into a form and functions responding to the project’s functional zoning, users’ requirements, areas, and proportions in a certain order of geometrical logic and volumetric representation.
5. Testing and evaluating the architectural product based on the three first stages, especially the studio focus area, iterations of alternatives are envisioned.
6. The geometric interpretation of the ideas is tested and re-evaluated using 3D depictions and sections.
7. Developing the design by making decisions at the details level of materials, construction details, and proper integration of required building systems.
8. Finalizing the design, using all presentation techniques, graphics, and mesh-editing skills gained from drafting and presentation labs.

Through the ten design studios offered by the program, students will accumulate design skills as new design layers are added each semester. Students will start to identify the scope and extent of the design problem by introducing the requirements of the new layer and its influence on the design. For example, second-year students learn how to create forms while considering the relationship between form and function and how to respond to site conditions. As they advance into the third year, another layer is added; students will be asked to tailor their design to include environmental solutions in the first semester and structural aspects in the second semester. In the first semester of the fourth year, the students are introduced to the various philosophical approaches and design theories. In

the second semester, the students work on an urban design scale project. In the first semester of the final year, the students integrate the various systems into their design project. In the second semester, Graduation Project, the students amalgamate all the acquired knowledge and skills to propose and design their capstone project.

Regarding the design juries (pin-ups, mid-terms, and finals), external jurors are invited from different backgrounds and professional capacities. The idea of having external jurors creates multiple opportunities. First, students present their work to different potential employers. In addition, the practitioners offer feedback and insights from a practical perspective. This reduces the gap between the academic content and the professional practice. In that way, students get better prepared for career challenges and encounters.

As for the type of projects, the architecture department has a Design Studio Committee. One of its responsibilities is to suggest a list of architecture projects to be conducted for each design level. The aim is to ensure consistency and to set architecture projects relevant to the academic level that cover course requirements and learning outcomes. Moreover, the committee maps the design studio projects with the national mega projects and international competitions and seeks to define various projects in terms of complexity and challenges that would serve each design studio's aims and objectives.

I.1.4.3 Professional Opportunity

The architecture students at YU are being prepared for the transition to practicing professionals through six months of COOP. The COOP is offered after completing 90 credit hours within the student's educational program; it requires a full-time work commitment taken alone. The following are the objectives of YU's COOP:

- Initiate and acquire actual practical work experience.
- Implement the knowledge gained in classrooms and link it to job-related practices
- Develop interpersonal and professional skills.
- Enhance analytical, problem solving, and decision-making skills
- Determine clear career path interests

Students are not allowed to take other courses during the COOP training period. In addition, students must be committed to submitting three reports within the specified time frame as per the following:

- The first progress report is due at the end of the second month from the joining date of COOP (Deadline: Last day of Week 8 of the program)
- The second progress report is due at the end of the fourth month from the joining date of COOP (Deadline: Last day of Week 16 of the program)
- The final report is due at the end of the program (Deadline: Last day of Week 24 of the program).

To be eligible to enroll in the Program, students must finish the required credit hours (90). In addition, students must pass the Career Skills course CSK001. The Career Skills course supports and educates students regarding career challenges. The course includes how to prepare their CVs, how to behave in interviews through a series of mockup interviews that help them understand what kind of questions may be asked and how to respond with confidence and character that depicts how they would add value to the party applied in, and finally how to write a professional email language.

Career Services Center Staff responsibilities are to aid the students in the following:

- Accommodate students with companies and guarantee the best training opportunities.
- Revise the program applications from the students and process them.
- Supervise the overall workflow of the program and ensure the quality of the rules and procedures.
- Maintain an updated and accurate record of the students' information and company contact information.
- Provide the students, COOP coordinators, and on-site supervisors with the needed support.

Students must demonstrate self-discipline in terms of daily attendance, dress code, code of conduct, completing the required working hours, following the directions and recommendations of the on-site supervisor, the COOP coordinators, and CSC staff members, and reporting any COOP-related issues to CSC staff members or COOP coordinators.

The expectations between YU, the students, and companies are written as clear objectives for the cooperative training program

- Initiate and acquire actual practical work experience.
- Implement the knowledge gained in classrooms and link it to job-related practices.
- Develop interpersonal and professional skills.
- Enhance analytical, problem-solving, and decision-making skills.
- Determine clear career path interests.

The CSC has an advisory board represented by a faculty member from each college. The advisory board members collaborate with faculty members of each program to facilitate the services provided. The center helps the students and the university's alumni to build a bright career journey that will make a difference in their career path. No matter where students are in their journey, the CSC has the tools and resources to help, from career exploration to skill development. The CSC works with students to discover professional strengths and prepares them for graduate school or full-time employment. The CSC empowers all YU students with professional skills and knowledge to prepare them for career success. It strives to provide students with professional advising and experiential learning through the center's access to local and global potential employers. In addition, it provides direct access to internship and employment opportunities in the labor market.

YU has Companies Criteria for the students' COOP program that must be met that the students will benefit from when they are placed with very well-established companies and can practice what they study in their undergraduate programs. Engineering Contracting & Construction companies classified according to Contractors' Classification System (CCS)-Grades 1,2 and 3 are preferred to ensure that the training company meets their college's requirements. As a guiding principle for the COOP coordinator, the following company selection criteria should be observed for each college:

- A well-known company with a good reputation authorized and classified by the concerned government authorities.
- The training companies must operate for at least three years from the establishment date.
- The core business of the company or, at least, the department in which the student is placed should be related to the student's specialization and academic background.

- The training companies must have an official website and accurate information.
- Family or self-owned businesses are not accepted.

On the other hand, Students are prepared for non-traditional or alternative roles through the courses offered throughout the program that emphasize and focus on structural systems, technical elements, and management aspects. These courses include Building Construction, Engineering Mechanics, Structure, Building Materials and Components, Technical Installations, Contract Documents, Engineering Project Management, and Professional Practice.

In addition, the architecture club gives the students the opportunity to network, lead, and strategize as they plan to host guest speakers, arrange field trips or site visits, and observe projects done or in the process by a well-known company, and organize and impart in workshops that may add value to architects and designers.

As part of its annual plan to support graduate employment opportunities and supply the labor market with promising talents, the CSC at YU launched its annual Future Career Expo 2024 on the campus to provide a comprehensive overview of the various professions and motivate young minds for a successful career. The exhibition opened its doors to prospective graduates and alumni from the university and other universities for three days and provided a unique platform to explore various professions and industries. The CSC held interactive workshops and career guidance sessions with experts to enable attendees to navigate different professional fields and understand the labor market requirements. The event focused on providing career guidance to students and graduates by discussing basic employment and entrepreneurship skills and facilitating communication between the students and participants. This not only supported the students in their future employment and entrepreneurship endeavors but also supported the participating SMEs by providing them with much-needed exposure to the new generation of leaders and entrepreneurs.

I.1.4.4 Environmental Stewardship

Awareness of environmental issues is a crucial prerequisite for good architecture. Starting from the second year, students are expected to be up to environmental challenges. We teach our students that a good architect must be attentive to the environmental problems the world is facing today and help to solve them. The program has theoretical courses and design studios that tackle environmental issues in which passive environmental design

control strategies are encouraged, and designs are matured as a product of good environmental design decisions. Students are asked to give design solutions that belong to the first tier of environmental control, those that cost zero energy, such as proper orientation, the right colors and materials, appropriate layout, natural lighting, ventilation, etc. They are also introduced to the second tier, which costs minimum energy but can be used to minimize dependence on fossil fuels, such as using cooling towers, solar chimneys, evaporative cooling, and green roofs. Unlike the first tier, the second tier will be an essential form generator. Students will be aware that they, as architects, have a major role in seeking to solve the global warming problem by making the right environmental control decisions and using sustainable architectural solutions

The program includes four courses that teach students about environmental challenges, climate change, and using natural resources with less dependence on fossil-fuel energy. Two are theoretical courses, namely, ARC 304: Introduction to Environmental Control and ARC A426: Sustainability in Architecture. Introduction to Environmental Control is a theoretical course that covers the geographic and physical characteristics of the earth, sun, and climate. The key areas of knowledge in this course are heating, ventilation, lighting, and implementing cost-effective environmental strategies, which enable students to advocate for sustainable architecture. Furthermore, it educates students on the appropriate environmental control measures in various climate conditions, specifically focusing on hot, dry, and hot, humid environments.

On the other hand, Sustainability in Architecture is an elective course addressing sustainable architectural design principles. The crucial need to respond to sustainability requirements is emphasized, and strategies to produce near Zero- energy buildings are taught. The two design studios dedicated to environmental design are ARC 301: Architectural Design Studio III and ARC 501: Architectural Design Studio VII. ARC 301 is oriented to environmental control as its major focus. In this studio, students will implement what they learned from the theory class in a geographic context: hot, dry, and hot, humid. Strategies are now translated to design and building elements and will act as form generators. ARC 501 is oriented toward building systems integration. In this studio, students will utilize natural lighting, cross ventilation, wind scoops, smart facades, etc., before integrating the lighting and HVAC system in their building.

Students are always encouraged to engage in multidisciplinary activities related to the Sustainable Development Goals (SDGs), environmental awareness, and sustainability approaches. From this perspective, a group of third-year architecture students who became passionate about the environment proposed an initiative to promote sustainable basic principles at the college and university levels. These enthusiastic students approached the faculty members for assistance in actively starting the initiative. The department has offered all the needed support; several meetings were conducted to discuss their perspective of how they perceive this initiative, to set the goals and objectives, and to plan for the events and activities that they suggest, encouraging and engaging all architecture students in this cause. Architecture education is crucial in dealing with and mitigating the energy consumption and greenhouse gas emissions resulting in the global climate change crisis, hence the significance of this sustainable and eco-friendly student initiative. The Green Living initiative aims to create a generation that takes environmental responsibility towards their community, country, and the world they are living in. The initiative objectives are to engage the Architecture students at YU with this global matter through the SDGs, allow them to communicate with local and international green communities, and teach them to have better awareness and understanding of global issues.

I.1.4.5 Community and Social Responsibility

There are many ways to encourage architecture students to participate effectively in their communities as a core tenant of architecture. DA students have engaged in several projects, events, and occasions that promote public and community projects. Engaging in socially responsible active education is about fulfilling the users' needs and considering their concerns outside of coursework. For example, our students have participated in the "Qiddiya" competition. Qiddiya is an ambitious project in Riyadh, Saudi Arabia, serving as the capital of Entertainment, Sports, and the Arts in Saudi Arabia and worldwide. The competition gave the students an opportunity to participate in one of the project's aspects: theme parks, sports, and concert arenas, arts and sports academies, entertainment venues, motorsport racetracks, as well as outdoor and adventure areas, and a variety of real estate options and community services. The participation in and exposure to the mega project and discussions with the sponsors and external jurors were beneficial to the students academically and professionally.

Another unique event was the soft opening of the renovated terminals 3 and 4 at King Khalid International Airport. The students volunteered in a real simulation as traveling passengers, experiencing the circulation, different zones and functions, luggage backstage circulation, shipment handling… etc. The experience was of a lifetime value, especially for rare mega projects such as airports.

The architecture students participated very fruitfully in an initiative by the Tatweer Building Company and the Ministry of Education to redesign typical school facades. The students interacted with representatives of the community and local users, studied their needs, and proposed design alternatives that fulfilled the users' needs.

A group of DA students participated in a Local Mosque Design Competition in Diriyah, Riyadh Region. One of them was able to win the second place. The competition aimed to engage Saudi Arabia's talented young architects, offering them a unique opportunity to showcase their skills and contribute to the architectural landscape of Diriyah. The winning student designed two identical mosques to be constructed in two locations within Diriyah. The two mosques will be built using traditional Najdi construction techniques and materials. The design represented Diriyah's culturally rich architectural heritage and the region's significance, in addition to serving the local community and visitors. The design aimed to promote Najdi architecture and foster community engagement through the development of Diriyah.

On a larger scale, in Spring 2023, the fourth-year students proposed an urban masterplan within the Redevelopment of the Historic Al Usayfirin Neighborhood Competition as their design project for the ARC 411: Architectural Design Studio VI. The initiative, spearheaded by the Madinah Regional Municipality, entails an urban design competition. Its primary aim is to cultivate an architectural identity for Madinah that resonates with the area's rich heritage and historical significance. The site is 112,000 m^2, located southwest of the Prophet's Mosque, within the Al Usayfirin neighborhood within the historic city center. Tasked with conducting thorough site analysis, the students collaborated to propose comprehensive redevelopment strategies, prioritizing preserving historic elements while enhancing their cultural significance. Working in pairs, they formulated master plans geared towards fostering a pedestrian-friendly environment, crafting detailed designs for public spaces, and refining the architectural elevations of existing structures.

In Spring 2024, the students participated in the Aali Al Riyadh Competition as their design project for ARC 411. The competition, supervised by the Riyadh Region Municipality, aimed to provide urban studies and sustainable solutions in the fields of architecture and urban design to develop the view of Upper Riyadh in the Al Awali District in several entertainment and cultural aspects to support the strategic plan of the Municipality in the areas related to quality projects and enhancing the natural resources of the city. The competition also focused on developing the events industry per the Kingdom's 2030 Vision. This competition depends on achieving a perfect balance between artistic beauty and sustainability. It presented architectural aspects that reflect the uniqueness of the place and contribute to preserving the environment. The design of the overlook/terrace includes careful analysis of the sight and taking full advantage of its natural landscape. Students initiated concept generation, including the development of bubble diagrams and zoning drafts, culminating in the formulation of the final urban design concept for the designated site. This concept was then translated into the Master plan. Later stages involved the project's architectural component, where students designed all structures outlined in the program. The deliverables from this phase included fully rendered and furnished plans, elevations, and sections. Following this, the students proceeded to develop detailed designs for plazas in accordance with the course objectives of cultural diversity and social equity. Concluding the project, the students submitted a detailed Master Plan comprising architectural plans for all structures delineated in the projects and a refined plaza design complemented by 3D visualizations. It is worth noting that one of the participating pairs was shortlisted in the student design category. The final results were not announced at the time of writing this report.

As for the ARC 412 Course, the students participated in the Prince Abdulaziz Bin Ayyaf City Humanization Award, an award created through an initiative between the five major architecture programs in Riyadh. The competition entailed re-humanizing the typical “Mafrooka” neighborhood centers in Riyadh while considering the cultural and socio-economical characteristics of the neighborhoods. The students chose the Al Masif district as the prototype for the design proposals. They conducted a site visit to study the existing conditions of the district center and the pre-existing conditions of buildings, services, and roads. The students also collected data, created an existing situation map, and analyzed the situation to understand the site's strengths, weaknesses, opportunities, and threats.

Then, they generated three proposals for the district’s center with different visions that contribute to the district's humanization and community life revival while considering the importance of maintaining the culture and identity of the district and promoting small business activities. Finally, the students selected and developed one alternative that reflects their awareness of the community's needs and hopes.

In addition, the DA has always been invited to and participated in various national architectural events and exhibitions. For example, the architecture department has been invited to attend exhibitions of new urban cities and current mega projects such as Neom and the Line. Students and staff members had the chance to interact with government representatives from various municipalities and to engage with the local community. The exhibition has offered a great opportunity to explore different provinces around the kingdom and create channels of communication with the local community from each region. Another example is the recent participation in the Earthen Architecture Seminar at Prince Naser Palace, At-Turaif. The seminar was held over two days and included presentations and papers covering vernacular and mud architecture topics.

On the other hand, the DA organizes two exhibitions per academic year. The first exhibition is a permanent biannual one in the architecture exhibition hall, which showcases a curated selection of student projects and provides a visual reference for the students in the following design studios. The second exhibition is a temporary one in the main lobby, which displays new projects on a consistent short-term basis for a duration of two to three weeks.

The DA organizes multiple academic trips. One, usually YU-funded, trip is for high-achieving students, and one is open to all students. In a fall trip, the students went on a funded trip to EXPO 2020 in Dubai. On a Spring trip, the students visited the Ithraa Culture and Exhibition Center, the old city district, and the heritage buildings in Dammam. The students also went on an international trip during the summer vacation to attend an international summer school (Rome 2022) titled Architecture Algorithms for Kinetic Facades. The trip was open to all students. Faculty members supervised all trips, and students had the chance to learn and engage with students from other universities, cultures, and backgrounds, experiencing new dimensions in their academic learning environment and feeling more mature and responsible. The department seeks to follow the

same track in conducting these activities each year.

Finally, the department issues an annual magazine that includes a selection of the students' work and projects throughout the year, in addition to all the site visits, field trips, guest speakers, workshops, the latest research publications conducted by faculty members, and any other events.

Community Engagement Policy

Table 1 Activities supporting the 5 defining perspectives

Collaboration and Leadership

Events

20th Feb. 22: **Architecture Educational Trip to EXPO 2020**

The students had a four-day trip to EXPO 2020, visited most of the significant pavilions, learned about architecture and cultures, and increased their awareness of the places around the world. The trip aimed to interlink theoretical knowledge with the practical field. significance.

3rd Nov. 22: **Saudi Motifs Workshop**

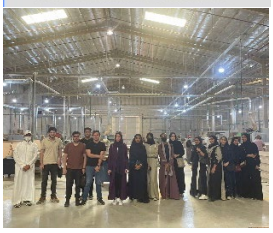
This Workshop introduced the different types of printmaking and the process and techniques of creating uniquely designed hand-painting tools, “Stamps,” implementing Saudi motifs from different regions within Saudi Arabia.

7th Nov. 22: **Metaverse Cities Event**

Cities now choose to emulate themselves in the metaverse beyond their “brick-and-mortar” reality. Real-life cities are built over centuries, yet metaverse cities are arguably built in hours. So how do architects and designers factor topics such as sense of place, citizenship, and heritage into their designs? A public lecture at Riyadh front for businesses.

6th Oct. 22: **Wood Factory Workshop & Tour Trip**

The trip introduced the process of wood designs, manufacturing, and execution techniques for architectural elements such as doors, wall panels, and furniture in Al Faoyzan Industrial City.



6th Oct. 22: **Concrete Factory Tour Trip**

Students of the Architecture department went on a field trip to the Al Tawi Concrete factory to learn about the manufacturing process of concrete, including preparing the raw materials, the mixing process, transportation, and testing in Al Faoyzan Industrial City.

18th Jul. 22: **Rome Summer School**

Algorithm Rome summer school has an advanced computational approach that enables designers and architects to overcome the imposition of prefixed architectural forms in order to enhance performance-driven design and responsive kinetic solutions. The summer school approached the theme of Responsive Parametric Design. Our students learned to utilize software Tools such as Rhinoserus3D and Grasshopper. This presented a unique opportunity with the initiation of the DA fabrication lab and 3D printing unit.

24th Feb. 23: **Architecture Educational Trip to ITHRAA**

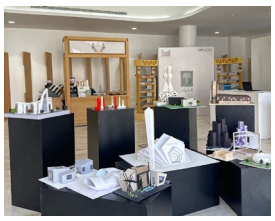
The students went on a four-day trip to the ITHRAA Culture Center in Al Khobar. They also visited the architectural monuments in the Alehsaa area and Tarout Island.

10th Sept. 23: **Cityscape Global**

The students discovered and discussed the latest cutting-edge innovations and projects from leading exhibitors, including NEOM, ROSHN, NHC, Miskan, and many more. This trip provided valuable learning opportunities, helping students understand future housing challenges and opportunities. It fueled their passion and vision to shape tomorrow's built environment.

9th Oct. 23: **Architecture Day**

World Architecture Day is celebrated annually on the first Monday of October in parallel with UN World Habitat Day. In collaboration with the architecture club, students had the opportunity to showcase their innovative projects, participate in hands-on workshops, and engage with industry experts.



7th Feb. 24: **Innovation from Ordinary to Extraordinary" Seminar**

Architecture students ignited their entrepreneurial spirit at a thought-provoking seminar. The talk challenged students to view design thinking through a business lens, equipping them with tools to transform every day ideas into tangible solutions.

6th March 24: **Architecture exhibition**

The College of Engineering and Architecture had the honor of hosting a visit from YU Khobar. The visit was led by Dr. Yazeed Alsuhaibany the Vice President of the University, and Dr. Abdul Salam Al-Sudairi, the Dean of the College of Engineering and Architecture. The visit included a tour of the college facilities, including laboratories, the library, and the permanent exhibition.

9th March 24: **Architecture and Design Educators Forum**

The department faculty members participated in the prestigious Architecture and Design Educators Forum event organized by the Ministry of Culture as part of a collaborative engagement to create a more productive learning environment.

18th May 24: **Tuwaiq Sculpture Symposium**

Architecture students joined the Tuwaiq Sculpture Symposium, brimming with inspiration and newfound artistic insights. The students participated in workshops, engaged with renowned artists, and witnessed the creation of captivating public artworks. The symposium's immersive experience has left an indelible mark on the students, fueling their passion for architecture and its transformative potential in urban environments.

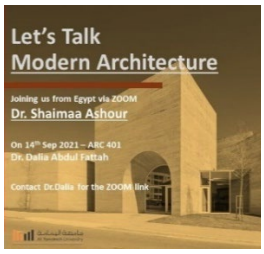
Events

22nd Sept. 21: **National Day Painting workshop**

A painting plate was prepared that reflects the identity of the Kingdom with its modernity and ancient originality. Students participated in group work to design and paint it during a one-day workshop.

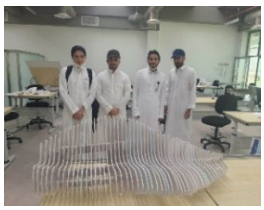
14th Sept. 21: **Guest speaker Let's Talk Modern Architecture**

Lecture about the diversity of architectural products, including educational missions abroad and the affirmation of Egyptian architects in Egypt.



10th April 22: **Modeling Workshop**

The students constructed a 1:1 model consisting of serial planes. The shape was designed digitally through parametric tools and implemented manually. A group of 25 students participated. They worked for 3 hours during class time. Each student cut two planes, and they all worked together to produce the final model.



18th Oct. 23: **Guest speaker Home: how to define dreams well**

. Lecture about The psychological approach in housing architecture design by the Polish architect Maria Sipinsks, CEO of MSD Design.

25th April 24: **Marker Render Workshop**

One of our talented students conducted a rendering techniques workshop. The workshop was open to architecture students of all levels and aimed to enhance presentation skills using marker rendering techniques.

1st May 24: **Designing the Future with AI**

Exploring 3D design and AI rendering techniques workshop by one of our talented students. It was an open call to all architecture students of all levels. The workshop aimed to understand AI applications as a presentation tool.

Professional Opportunity

18th May 24: **Riyadh Art Week**

The students gathered for an engaging workshop where they learned hands-on techniques, explored their creativity, and created stunning clay masterpieces. Guided by skilled instructors, participants delved into the art of shaping clay into intricate forms and discovered the transformative power of surface decoration. This experience fostered a sense of community and ignited a passion for art, inspiring students to continue their creative journey.

19th May 24: **Photography Trip**

The students had an exciting trip to the House of Hype in Riyadh. The location provided a perfect background for them to practice professional photography, capturing stunning shots and enhancing their skills.

Events

30th Nov. 21: **Entrepreneurship Week**

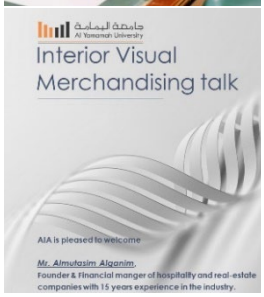
The students participated with an identity message Inspired by the concept of rhythm. This message symbolizes the nature of projects, which go through periods of ups and downs, and most importantly, the incentives for success to continue projects. Work was done on a model that reflects this identity so that the project owner sees his oscillating reflection in the form of an inspiring and beautiful graph.

3rd Nov. 21: **Headquarters of The Human Rights Commission**

Discussed several issues about the relationship that unites the building and the person to search for the architectural role and find solutions that serve the community.

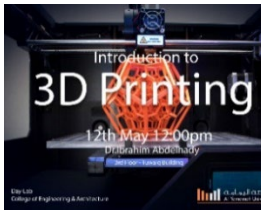
10th Oct. 21: **Public lecture - Interior Visual Merchandising**

A public lecture about retail interior spaces, in terms of arranging furniture and displaying items, from the architectural perspective of function relations and customers' circulation.



12th May. 22: **Introduction to 3D printing Technology**

The Workshop introduced 3D printing as a design tool and model-making implementation. It familiarized the students with the equipment and its technical use. The training allowed the students to follow the instructions and manage the machine to print their projects efficiently and professionally.



15th May 22: **Introducing Lumion 11**

The lecture introduced Lumion 11 tools, including libraries, materials, and landscapes. It also explained how to produce high-quality renders.

27th Oct. 2022: **Distinguished Cities Projects Exhibition**

Visited the Distinguished Cities Projects Exhibition organized by the Ministry of Municipal Rural Affairs & Housing and participated in the accompanying workshops at Riyadh International Convention & Exhibition Center,

17th Nov. 22: **Saudi Build Exhibition**

The students visited the Saudi build exhibition as part of the building construction and working drawing courses. The exhibition specializes in building materials and finishing components. The students had the opportunity to interact with industry professionals, Consultants, Architectural Engineers, solution providers, and suppliers and learn from their solutions at the Riyadh International Convention & Exhibition Center.

22nd Nov. 22: **Delivering Positive Architecture and Urban Environments**

Public lecture about practicing architecture and the gap between academic and field experiences. The lecture aimed to deliver different perspectives about both pre- and post-contract work, overseeing multicultural and multidisciplinary teams on behalf of investors, landlords, end-users, and realtors, to ensure that projects are completed timely, on budget, per best quality standards, profitably and to clients' satisfaction.

10th Sep. 23: **INDEX Saudi Arabia**

Building materials and architecture details in Saudi Arabia, located at the Riyadh Front Exhibition and Conference Center. The three-day event showcases local and international brands, presenting furniture, accessories, kitchens, bathrooms, textiles, surfaces, and workspace products. Alongside the exhibition, the trade show hosts a talks program and networking events.

29th Jan. 24: **The Future Career Expo 2024**

Architecture students attended the Future Career Expo. The Forum focused on employment and entrepreneurship skills, allowing direct communication between participants and students, helping them determine their career paths, inquire about job opportunities, and understand employment requirements from participating entities. The forum enhanced entrepreneurship skills, supported small and medium enterprises, and guided entrepreneurs in developing their projects. All interested young people were invited to participate and gain valuable insights into the future of jobs.

Events

12th Oct. 21: **Public Lecture King Salman Park project**

Designers, construction, and management experts were hosted to discuss the King Salman Park Project. It is a proposed large-scale public park and urban district to be developed in Riyadh, Saudi Arabia. The lecture approached the environmental impact of the green urban space on the quality of life of the condensed city.

18th Dec. 21: **YU ARCH Club Booth at Riyadh Park**

Launching the initiative of introducing Sustainable design as our aspect for this academic year's events.

25th Nov. 21: **Invitation of the Italian Embassy**

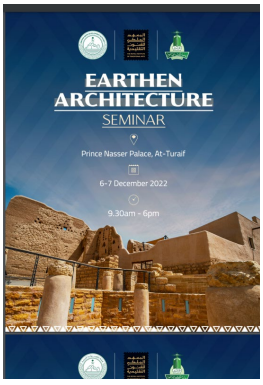
The students attended a sustainability forum by the famous Italian Architect Massimo Iosa Ghini.

2nd Jan. 22: **Environmental Dialogue with the Planning Director of the Green Riyadh Project - Eng. Al-Saawi.**

An enriching dialogue with important and exciting information was presented, inspiring hope, optimism, and pride in Riyadh's environmental and civilized future.

7th Dec. 22: **Earthen Architecture Seminar**

Mud is a natural building material that also acts as good thermal insulation, with additional qualities of fire resistance and soundproofing. Constructing buildings with mud techniques provides comfort for humans and thereby provides a healthy environment with an aesthetic factor.



21st April 23: **In-class Experiment – Classification of Soil**

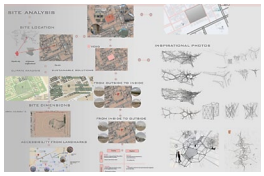
Students Learned about soil classifications. Sieve analysis is a fundamental method used in soil testing to determine the particle size distribution of a soil sample. The process involves passing soil through a stack of sieves with progressively smaller mesh sizes, separating the soil into different size fractions.

30th April 24: **Guest Speaker**

Students had an inspiring talk with Mr. Basem Jaffal (general manager of innovation at ELM company. He is a specialist in building innovators and creative environments.

Events

27th Dec. 22: **Redesigning an existing public garden** Students' worked on redesigning an existing public garden as a community service initiative. DA students participated in designing better design options for a neglected public park.''



7th Feb. 22: **Urban Revitalization Proposal in Al Duhaira District**

The site is located in Riyad's central area in Al Duhaira District. It is part of the historical city center and contains a number of traditional Saudi mud houses. The project aimed to propose development solutions for the deteriorated area based on community participation.

24th March. 23: **Redevelopment of the Historic Al Usayfirin Neighborhood Competition**

Proposed an urban masterplan for the Redevelopment of the Historic Al Usayfirin neighborhood competition. The initiative, spearheaded by the Madinah Regional Municipality, entails an urban design competition. Its primary aim is to cultivate an architectural identity for Medina that resonates with the area's rich heritage and historical significance.

10th Dec. 23: **Local Mosque Design Competition in Diriyah**

Our distinguished student, Faisal Al Ali, participated in a Local Mosque Design Competition in Diriyah, the City of Riyadh, and won second place. The competition aimed to engage Saudi Arabia's talented young architects. The design represented Diriyah's rich cultural and architectural heritage and the region's significance, in addition to serving the local community and visitors. The design aimed to promote Najdi architecture and foster community engagement through the development of Diriyah.

15th Jan. 24: **Aali Al-Riyadh Competition**

The students participated in the Aali Al-Riyadh Competition. The competition, supervised by the Riyadh Region Municipality, aimed to provide urban studies and sustainable solutions in the fields of architecture and urban design to develop the view of Upper Riyadh in the Al Awali District in several entertainment and cultural aspects to support the strategic plan of the Riyadh Municipality in the areas related to quality projects and enhancing the natural resources of the city.

I.1.5 Long-range Planning

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. The following is the Department's SP and the proposed action plan.

ASG1: To be a premier architecture department in Saudi Arabia that delivers high-quality architectural education, fostering the development of top-notch architects equipped with cutting-edge knowledge, innovative thinking, advanced design skills, and creative capacities.

ASG2: Establishing an inclusive and diverse university environment that caters to students' academic, cultural, and behavioral needs while promoting creativity, innovation, and embracing principles of integrity and transparency.

ASG3: Promoting scientific research, with a focus on present-day social and environmental issues and endeavoring to create distinctive and specialized graduate programs

ASG4: Fostering cooperative ties with the local community, forming partnerships and reliable connections with industry and the labor market, with an emphasis on reinforcing the ethical standards of the profession.

ASG5: Achieving international and local accreditation.

Table 2 ASG1

YU Strategic Plan 2023-2028		
Strategic Goal	**Responsibility**	**Outcomes**
To be a premier architecture department in Saudi Arabia that provides a quality architectural education that produces high-quality architects equipped with state of the art knowledge, innovation, and creative abilities.	• Study plan development committee • Accreditation and Quality Assurance Committee • Dean and Head of Departments • Career Center	Graduated students with high competencies, skills, and abilities in architecture who are highly competitive in local and international markets.

Table 3 ASG1 KPIs

No.	Task & Procedures (Objectives)	Code	Description	Baseline	Cost SR
1	A comprehensive curriculum and study plan review to insure its compatibility with local and international updated requirements.	ASG1-KPI 1	An up-to-date study of the required national and international markets' skills and knowledge.	20%	
		ASG1-KPI 2	Case studies of high-reputation schools of architecture on a local and international levels.	30%	
		ASG1-KPI 3	Revising and updating the curriculum and the study plan according to the selected benchmarks.	20 %	
2	Continuous Improvement of faculty skills, capacities, and teaching methods	ASG1-KPI 4	Attending specialized workshops in teaching and assessment methods.	10%	
		ASG1-KPI 5	Attending and participating in workshops and training courses in various related fields of architecture.	%20	100,000
		ASG1-KPI 6	Encouraging faculty on local and international participation in symposiums and conferences.	%20	
3	Hiring high level specialized faculty and professionals	ASG1-KPI 7	Create a criteria system that aims at hiring highly qualified academics.		
		ASG1-KPI 8	Create a program that aims at attracting high-profile professionals to participate in the teaching process. Inviting practitioners to participate in teaching various courses.	10%	
4	Providing students with high-quality training before graduation.	ASG1-KPI 9	Create partnerships and signing collaboration agreements with high-profile firms and companies to train students.	10%	
		ASG1-KPI 10	Searching for international training opportunities and make them accessible for students.	20%	

Table 4 ASG2

Strategic Goal	Responsibility	Outcomes
Establishing a culturally rich and diverse interactive university environment that meets students' academic, cultural, and behavioral needs, and fosters creativity and innovation as well as well as embracing integrity and transparency.	Dean Head of the department Public relationships Faculty Non-curricular activities committee	Students with mature personalities, highly responsible, excellent communication skills and leadership abilities. Friendly and safe teaching environment that encourages learning that is based on trust and confidence.

Table 5 ASG2 KPIs

No.	Task & Procedures	Code	Description	Baseline	Cost SR
1	Improving educational environment and academic activities	ASG2-KPI 1	Conducting lecture series realized by local and international scholars and practitioners	40%	
		ASG2-KPI 2	Organizing exhibitions and academic events.	20%	
		ASG2-KPI 3	Site visits and extracurricular activities that expose students to the professional and practical aspects of architecture.	60%	
		ASG2-KPI 4	Expanding the library collection	50%	1000,000
2	Promoting and emphasizing cultural aspects and needs	ASG2-KPI 5	Organizing and participating in various cultural events	30%	
		ASG2-KPI 6	Organizing educational seminars and workshops on topics other than architecture.		
		ASG2-KPI 7	Organizing student trips to local and national architectural cultural sites and international countries.	20%	
		ASG2-KPI 8	Participation in national and international student-based design competitions.	20%	
3	Behavioral needs, ethics and personality	ASG2-KPI 10	Faculty training workshops on class and studio management and teacher-student relationship		
		ASG2-KPI 11	Lectures and workshops for students on behavioral issues, ethics, and life coaching.		
		ASG2-KPI 12	Collaboration and participation of students in community public services and any other voluntary activities and student organizations. Community Engagement and community services		

Table 6 ASG3

Strategic Goal	Responsibility	Outcomes
Promoting scientific research, with emphasis on contemporary societal issues, as well as developing specialized and unique graduate programs.	Dean Head of the department Faculty Scientific committee	Increase the university national and international rank Attract local possible funded research projects and emphasize local community service through scientific research.

Table 7 ASG3 KPIs

No.	Task & Procedures	Code	Description	Baseline	Cost SR
1	Increasing the publishing rate of the faculty in high-ranked indexed journals.	ASG3-KPI 1	Establishing specialized faculty research teams	20%	
		ASG3-KPI 2	Training workshops and seminars on publication process, indexed journals and websites.	30%	
2	Creating a thriving research-encouraging environment.	ASG3-KPI 3	Working on establishing biannual architectural forum		100,000
		ASG3-KPI 4	formulate and develop policies and incentives that encourage research and national and international publications and participation in national and international scientific venues.	100%	
3	Establishing master's degree program(s)	ASG3-KPI 5	Study the most needed and unique graduate programs		
		ASG3-KPI 5	Proposing a graduate program		

Table 8 ASG4

Strategic Goal	Responsibility	Outcomes
Fostering collaborative connections with local community and constructing partnerships and trustworthy linkages with industry and labor market that emphasize and consolidate the profession's ethics.	Dean Head of the department Faculty Public relationships	Activate the effective socially responsible role of the university and the department. Partnership and collaboration with industry.

Table 9 ASG4 KPIs

No.	Task & Procedures	Code	Description	Baseline	Cost SR
1	Increase the level of community service	ASG4-KPI 1	Active participation in various local events		
		ASG4-KPI 2	Community service initiatives (painting, workshops, renovation, design, consultations, etc.)		
		ASG4-KPI 3	Orienting design projects towards local needs.		

Table 10 ASG5

Strategic Goal	Responsibility	Outcomes
Achieving international and local accreditation.	Dean Head of the department Faculty Public relationships	A study plan with a reputable quality assurance system. Graduates with high competencies on local and international levels. Appealing architecture program that can attract larger number of students.

Table 11 ASG5 KPIs

No.	Task & Procedures	Code	Description	Baseline	Cost SR
1	Preparation for international accreditation in architecture program	ASG5-KPI 1	Searching for reputable international accreditation systems and selecting the most appropriate one.	100%	
		ASG5-KPI 2	Study the status quo of the program and initiate the process of developing it on the base of the conditions and requirements of the selected accreditation program.	100%	
		ASG5-KPI 3	Applying and starting the accreditation process.	75%	
		ASG5-KPI 4	Establishing the necessary digital infrastructure for the documentation process.	20	

I.1.6 Assessment

One of YU's main objectives and aspirations is to develop high-quality educational programs. Assessments and evaluations are integral parts of conducting the quality process for developing academic programs. The faculty members fulfill several quality activities, such as preparing and updating the course learning outcomes (CLO) for each taught course and assessing and evaluating student outcomes every semester. The faculty contributes to the continuous improvement process that includes, in addition to teaching courses, assessing CLOs and Student Outcomes, measuring their level of attainment, collecting the student's feedback, and proposing improvements to enhance the program achievement.

Program Learning Outcomes

In stating its Program Learning Outcomes (PLOs), the architecture program refers to the NAAB's Conditions for International Certification and aligns its PLOs to the five listed realms. Accordingly, the PLOs of the Architecture program are:

- Mastering the design process based on a problem-solving approach, which counts on thorough research and analysis and the ability to make adequate design decisions.

1. Creating a design that interacts with and is influenced by its various contextual aspects and effectively responds to concepts like sustainability, culture, technology, and systems.
2. Producing a comprehensive design project that covers all the professional, practical, and legal requirements based on collaboration and innovation.
3. Demonstrating professionalism in oral presentation and visual communication of design projects using various media and software.

On the other hand, to meet the conditions and requirements of national accreditation by the NCAAA, a more detailed version of the PLOs is created without any substantial differences between the two versions. The NCAAA is a governmental agency that is responsible for academic accreditation and quality assurance in public and private higher academic institutions:
https://etec.gov.sa/en/About/Centers/Pages/Accreditation.aspx

The evaluation process of the CLOs and PLOs is described in the following sections.

A. The Program Learning Outcomes Assessment and Development

YU requires each academic program to perform a yearly strategic reassessment to identify the strengths, weaknesses, challenges, and actions needed to improve the program. In addition to the program assessment as required by the NCAAA, the DA established a process to assess its PLOs for the purpose of continuous improvement and development of the program and educational outcomes. The assessment is an inclusive process that engages students, graduates, faculty, and administration. As described below, the evaluation process is based on internal and external inputs, Figure 5. The internal assessment inputs include course assessment, student assessment of courses, graduation project assessment, the student exit survey, and faculty assessment of courses. The external assessment inputs include the COOP assessment, the alumni survey, the academic advisory board insights, and the NCAAA evaluation and recommendations.

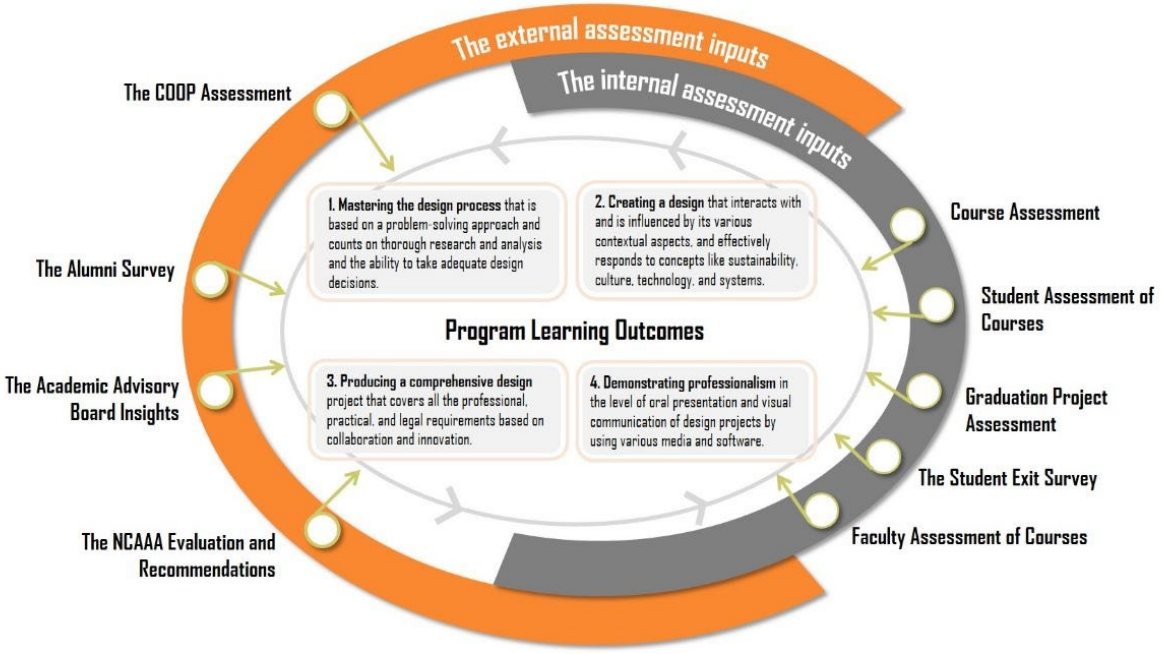


Figure 5 Assessment Procedures

A.1 Course Assessment

Each course in the study plan has its own Course Learning Outcomes (CLOs) described in its course specification file. In return, each course contributes to achieving the program's learning outcomes, as shown in Table 12.

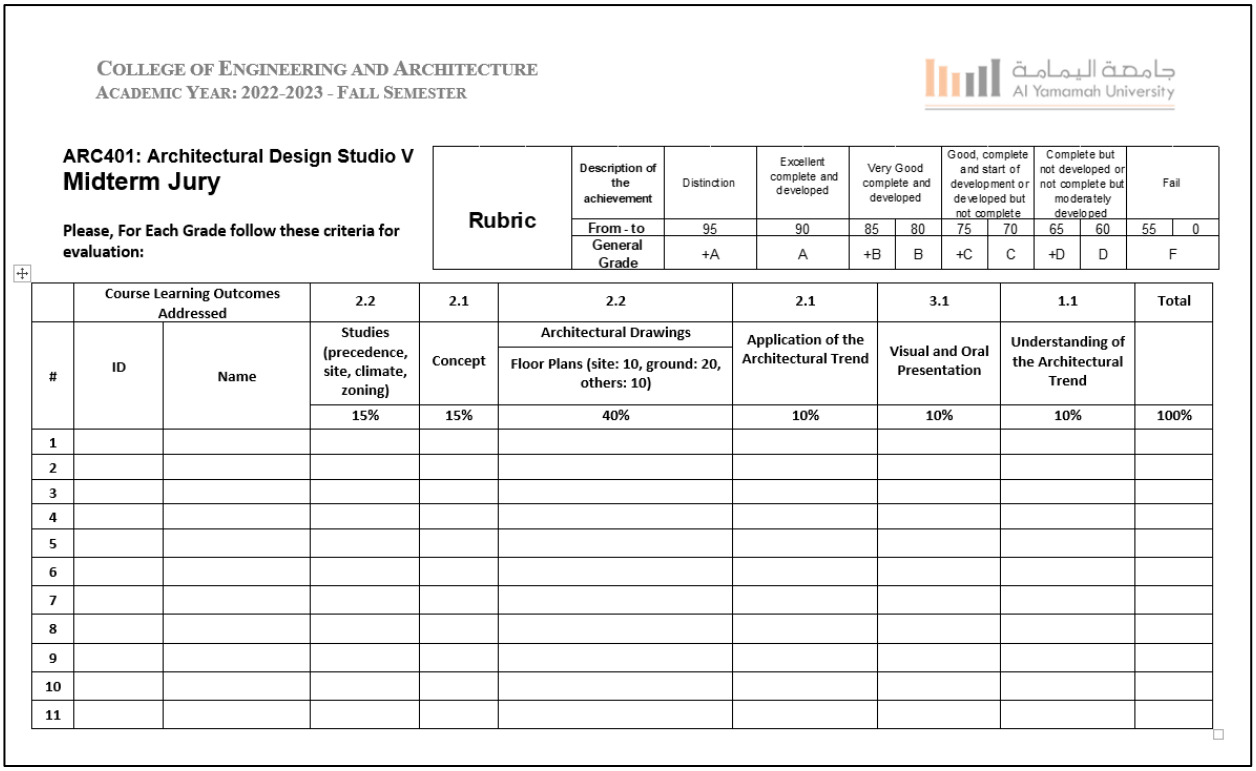
Table 12 The contribution of each course to the Program learning outcomes

#	Learning Outcomes	Assessment Tools	Associated Courses
1	Mastering the design process that is based on a problem-solving approach and counts on thorough research and analysis and the ability to take adequate design decisions.	•Oral defense/discussion. •Instructors critique assessment, •Internal and External Jury assessment	DES 101 - Foundation 1 ARC 111 - Basic Design Studio II ARC 201 - Architectural Design 1
2	Creating a design that interacts with and influences by its various contextual aspects, and effectively responds to concepts like sustainability, culture, technology, and systems.	•Research and Assignment. •Exams and Quizzes. •Oral defense/discussion. •Instructors critique assessment, •Internal and External Jury assessment.	ARC 211 - Architectural Design 2 ARC 203 - History of Architecture I ARC 204 - Theory of Architecture I ARC 205 - Theory of Structure ARC 213 - History of Architecture II ARC 214 - Theory of Architecture II ARC 215 - Building Construction I ARC 216 - Concrete & steel construction. ARC 301 - Architectural Design 3 ARC 302 - Building Construction II ARC 303 - Technical Installation ARC 304 - Intro. to Environmental Control ARC 305 - Properties & strength of materials ARC 311 - Architectural Design 4 ARC 312 - Sanitary installation ARC 313 - Intro. to Housing & Urban Design ARC 314 - Intro. to Building Technology ARC 315 - Soil Mechanics & Foundation ARC 401 - Architectural Design 5 ARC 402 - Landscape Arch. & site planning ARC 403 - Working Drawings ARC 501 - Architectural Design 7
3	Producing a comprehensive design project that covers all the professional, practical, and legal requirements based on collaboration and innovation.	• Research and Assignment. •Exams and Quizzes. •Oral defense/discussion. •Instructors critique assessment, •Internal and External Jury assessment	ARC 411 - Architectural Design 6 ARC 412 - City Planning ARC 413 -Working Draw. & Doc. ARC 502 -Architectural professional Practice
4	Demonstrating professionalism in the level of presenting and communicating design projects orally and visually by using various media and software.	•Exams and Quizzes. •Oral defense/discussion. •Instructors critique assessment,	ARC 101 - Architectural Drawing ARC 112 - Shade/ shadow & perspective. ARC 202 - Digital Media 2 D ARC 212 - Digital Media 3D

The course assessment indicates the level of students' achievement against the course learning outcomes. At YU, the assessment must be formative and summative. The instructor selects the appropriate assessment tools depending on the instructed course (Design, theory, practical). The list of assessment tools includes, but is not limited to, exams, short quizzes, projects, assignments, presentations, or any other activities. The instructor must promptly announce the course assessment to the students in the distributed course syllabus. Except for the exams and quizzes, all the assessment tools can be realized individually or in a group format. According to the YU grading system, the assessment of the students' performance generally is conducted according to the following scales:

- Theoretical courses:
    - Midterm: 20%
    - Coursework: 40%
    - Final Exam: 40%
- Design studio:
    - Midterm: 20% (a phase submission of the assigned project)
    - Coursework (submissions, pin-ups, studio follow-up, sketch designs): 40%
    - Prefinal 10%
    - Final project submission: 30%
- Practical courses
    - Midterm: 20%
    - Coursework (assignments, projects, and quizzes): 40%
    - Final project submission 10%
    - Final exam 30%

In theory and practical courses, formulating the exams' questions should address and test the stated CLOs, which then needs to be reported in a detailed spreadsheet. On the other hand, in design courses, the evaluation includes the instructor and external jury evaluations on a specifically designed form that stipulates the various CLOs of the course in a rubric format. Each student should be evaluated against criteria that depend on the submission type (for example, concept, development, final submission). shows an example of an assessment form for one of the design courses.



COLLEGE OF ENGINEERING AND ARCHITECTURE
ACADEMIC YEAR: 2022-2023 - FALL SEMESTER

جامعة اليمامة
Al Yamamah University

ARC401: Architectural Design Studio V
Midterm Jury

Please, For Each Grade follow these criteria for evaluation:

Rubric	Description of the achievement	Distinction	Excellent complete and developed	Very Good complete and developed		Good, complete and start of development or developed but not complete		Complete but not developed or not complete but moderately developed		Fail	
	From - to	95	90	85	80	75	70	65	60	55	0
	General Grade	+A	A	+B	B	+C	C	+D	D	F	

	Course Learning Outcomes Addressed		2.2	2.1	2.2	2.1	3.1	1.1	Total
#	ID	Name	Studies (precedence, site, climate, zoning)	Concept	Architectural Drawings Floor Plans (site: 10, ground: 20, others: 10)	Application of the Architectural Trend	Visual and Oral Presentation	Understanding of the Architectural Trend	
			15%	15%	40%	10%	10%	10%	100%
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									

Figure 6 Design assessment form.

The faculty members and the academic advisors monitor the students' grades. The grades are published periodically, and the total of the acquired grades are published at least twice per semester: first before the midterms and second before the exams period. If a student's grades drop below a certain threshold, the student is then referred to the academic advisor and/or the SCC. Individual student record files are maintained in the Chair's office for course records, advising, and evaluation.

The department intends to start a new tradition that will enable all faculty to stay updated with the students' design skills, shortcomings and gaps, and the strength aspects in all design courses. To have an overall evaluation of the instructed design courses in a semester, the head of the department will invite the department's faculty to a meeting where the coordinator of each design course needs to present samples of the students' products and discuss the student's performance against the design course SPCs and CLOs. In addition, the discussion needs to include the instructors' observations about the strengths and weaknesses and recommendations for course improvement. The goal is to fill any gaps, improve teaching design courses and the student's performance, and strengthen the collaboration and unity among design courses.

In its efforts to ensure fairness and transparency, YU has an Academic Appeals

Committee (AAC) for each department/college. The AAC reviews the written appeals submitted by students who wish to challenge their grades in a certain course. The appeals are submitted to the Dean or Department Chair, who defers them to the AAC.

The AAC may request the appearance of the student who filed the appeal and the faculty of record before the AAC to review the appeal. The Dean and the Dean of Student Affairs then approve the committee's decision. If the Dean does not approve the AAC decision, they formally inform the AAC, justify their objection, and guide to the appropriate action. The Dean should restrict their judgments to matters of procedure and due process. The AAC member's academic judgment should prevail in all cases where no policy or due process violations occurred.

A.2 Student assessment of courses

Student assessments involve surveys conducted for each major or elective course at the conclusion of each semester. In addition, at the end of each semester, the students complete a course and instructor evaluation form. Each faculty member who delivers a course prepares the assessment of their course. These student evaluations are structured to provide students' perspectives on the course outcomes.

The survey invites students to assess each course outcome on a 1-5 scale, in which 1 is subpar and 5 is excellent. The basis of the assessment is the student's perception of how the course helped them gain the skills and knowledge defined in the syllabus during the semester. The survey results are collected and analyzed by the faculty member who teaches the course, and the results are shown to the coordination group to measure the outcomes of the different courses. The students are asked to evaluate a certain course into six categories: goals, context, content, instruction, feedback and assessment, and overall satisfaction. shows an example of the survey.

Evaluation of the instructor in semester 20221

Faculty : Engineering and Architecture
Department: Architecture
Course : ARC A 422 Architectural Criticism

Instructor: 1151 - Anwar Ibrahim
Activity : Lecture
Registered Count : 6

Section : 52
Evaluated Count 6

م	Course Goals	Strongly Agree		Agree		True Sometimes		Disagree		Strongly Disagree		Arithmetic Average from 5
		Count	%	Count	%	Count	%	Count	%	Count	%	
1	(CG1). The course objectives (the goals/aims) were made clear in the first session of the te	2	33.33	0	0	3	50	0	0	1	16.67	3.33
2	(CG2). The course outcomes (what it intends to achieve) were made clear in the first sessio	2	33.33	0	0	3	50	0	0	1	16.67	3.33
3	(CG3). The course requirements (like attendance, grading, etc.,) were made clear in the fi	2	33.33	0	0	3	50	0	0	1	16.67	3.33
	Overall Percentage											3.33

م	Course Context	Strongly Agree		Agree		True Sometimes		Disagree		Strongly Disagree		Arithmetic Average from 5
		Count	%	Count	%	Count	%	Count	%	Count	%	
1	(CX1). The overall course materials (textbooks, power points, additional readings) meets	2	33.33	0	0	3	50	0	0	1	16.67	3.33
2	(CX2). The overall course assessment (quiz, exams, field work) meets the stated course go	2	33.33	0	0	3	50	1	16.67	0	0	3.50
3	(CX3). The overall course assignment (additional work) meets the stated course goals	2	33.33	0	0	3	50	0	0	1	16.67	3.33
4	(CX4). The overall course students' responsibility meets the stated course goals	2	33.33	0	0	3	50	1	16.67	0	0	3.50
	Overall Percentage											3.42

م	Course Content	Strongly Agree		Agree		True Sometimes		Disagree		Strongly Disagree		Arithmetic Average from 5
		Count	%	Count	%	Count	%	Count	%	Count	%	
1	(CT1). The course subject matter coverage is relevant to course goals	2	33.33	0	0	3	50	0	0	1	16.67	3.33
2	(CT2). The course subject matter achieves the course goals	2	33.33	0	0	3	50	1	16.67	0	0	3.50
3	(CT3). Develops my knowledge in this subject	2	33.33	0	0	3	50	1	16.67	0	0	3.50
4	(CT4). The course subject matter equips me with skills taught in this subject that I can us	2	33.33	0	0	3	50	1	16.67	0	0	3.50
5	(CT5). The course subject matter contributes to my communication skills development	2	33.33	0	0	3	50	0	0	1	16.67	3.33
6	(CT6). The course subject matter contributes to my team working skill development	2	33.33	0	0	3	50	1	16.67	0	0	3.50
	Overall Percentage											3.44

م	Course Instruction	Strongly Agree		Agree		True Sometimes		Disagree		Strongly Disagree		Arithmetic Average from 5
		Count	%	Count	%	Count	%	Count	%	Count	%	
1	(CI1). I am satisfied with the course instructor's knowledge of subject matter	2	33.33	0	0	3	50	1	16.67	0	0	3.50
2	(CI2). I am satisfied with the course instructor's preparation for each class	2	33.33	0	0	3	50	1	16.67	0	0	3.50
3	(CI3). I am satisfied with the course instructor's communication of course materials	2	33.33	0	0	3	50	1	16.67	0	0	3.50

Figure 7 Student course instructor evaluation form

Another survey the students are asked to take is related to the course outcomes. Each student must evaluate their achievement of the course-listed CLOs, Figure 8.

Al Yamamah University
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Course Learning Outcomes Students Perception

Semester : First Semester 2022/20 Instructor : 1151 - Anwar Ibrahim Course : ARC A 422 Architectural Criticism Section : 53 Registered Count: 14

Seq.	Course Learning Outcomes	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree				
		Count	%	Count	%	Count	%	Count	%	Count	%	Sum	average	Students Attainment %
1	Identify types and concepts of criticism.	5	41.67	6	50.00	1	8.33	0	.00	0	.00	12	4.33	91.67
2	Discuss the methods and criteria of architectural projects evaluation	5	41.67	7	58.33	0	.00	0	.00	0	.00	12	4.42	100.00
3	Analyze built works to draw out ideas and view of practice they embody	4	33.33	8	66.67	0	.00	0	.00	0	.00	12	4.33	100.00

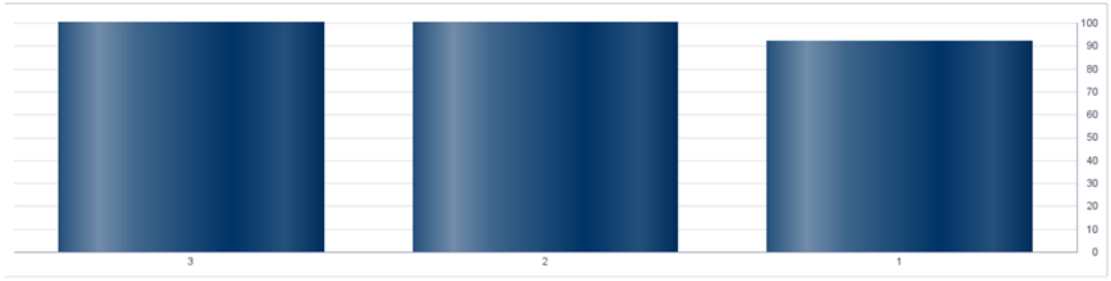


Figure 8 Course learning outcomes student perception

A.3 Graduation Project Assessment

Each student needs to select a realistic project that meets the country's development needs. The jury evaluates the student's ability to conduct a comprehensive design that reflects their skills and attainment level. The student instructor's rubric, final report, and presentation to the reviewing jury are the basis of the graduation project's assessment. Typically, jury members are guest professionals, faculty members from other Saudi universities, and DA faculty members. The requirements for evaluation are based on the required learning outcomes of the program. Every spring semester, the results of the graduation project are reviewed. All practitioners who served on the jury panel provide oral feedback to the course instructor and the Chair with their opinions and comments on the projects.

A.4 Student Exit Survey

Deanship of Admissions, Registration, and Student Affairs (DARSA) distributes exit surveys to graduating students in the absence of faculty and administrators. These surveys are used to collect data from graduating students regarding the level of achievement of the program outcomes. Comments on possible improvements are also obtained. The survey provides essential information for measuring the program outcomes and necessary improvements from the graduates' perspective. The exit survey is conducted with all graduating students.

In addition, the DA Chair conducts casual talks with the graduating students to receive and discuss their feedback on the learning experience in the architecture program at YU. The discussions include topics such as the perception of faculty members, assessment of advising experiences, and problems with courses.

A.5 Faculty Assessment of Courses

Each faculty member assesses each of the outcomes of the instructed course on a scale similar to the one used for the student course assessments. The assessment covers the degree to which the faculty believes the course has enabled students to achieve their objectives during the semester. The survey results are added to the course report prepared by the course instructors.

These reports are discussed in the dedicated departmental meetings to review the course evaluation, the course reports, the proposed improvements, and their effect on other

courses in the curriculum.

A.6 COOP Program Assessment

During COOP, the COOP coordinator (a faculty member) submits the first progress report upon the completion of 8 weeks from the COOP starting date and the second progress report upon the completion of 16 weeks from the COOP starting date. The student's final evaluation forms must be filled out and signed by the on-site supervisor before they are delivered to the COOP coordinator. The on-site supervisor evaluates the student according to the following criteria: commitment to the working hours, communication skills, self-motivation, ability to finish the assigned tasks, problem-solving skills, technical skills, and teamwork skills; Figure 9Upon completing the COOP, the student submits the final COOP report to the COOP coordinator, who evaluates the student's COOP report.

The grading system for COOP is adopted as per the overall YU grading system. The program's assessment is "Pass (P) and Fail (NP)." Pass grades are given to students who complete all the COOP requirements and meet the stated learning outcomes.

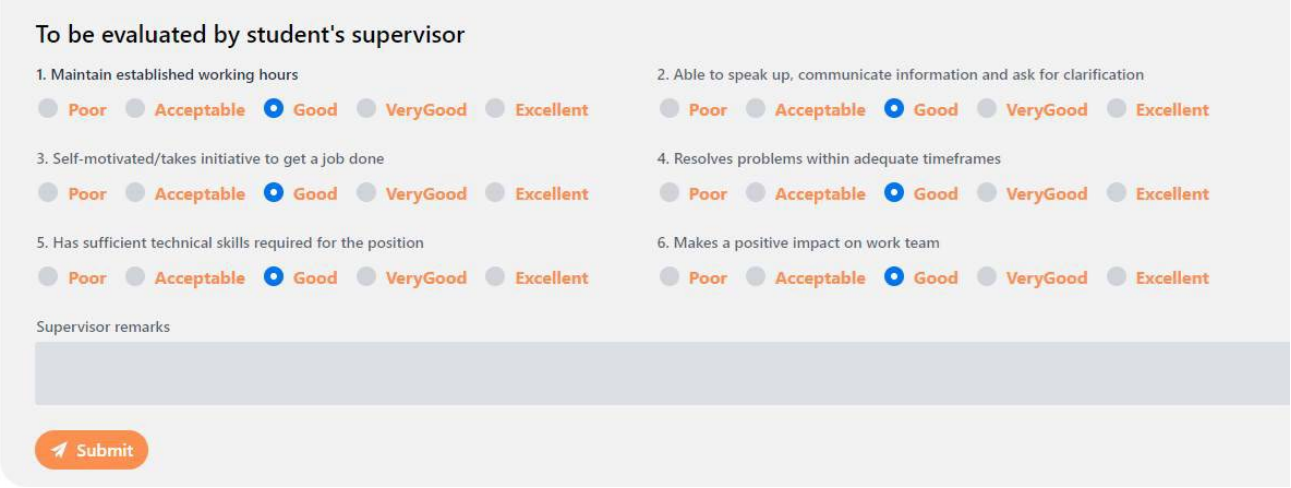


Figure 9 On-site supervisor evaluation form

A.7 Alumni Survey

The university organizes meetings with alumni to get their feedback on the program based on their professional experience in the market. These meetings help the program assess the extent to which the program fulfills market needs. The meetings also serve as an assessment tool for the program objectives and learning outcomes. The Dean and Chair attend these meetings and discuss various topics, including the connection between alumni and course instructors and alumni's opinions of the courses and design studios

based on their professional experience.

A.8 Academic Advisory Board

The Advisory Board of the Department of Architecture was established to offer support and advice to the department. The board is a strong component of the Department and consists of prominent civic leaders who represent diverse capacities throughout the community. The primary tasks of the Board include assistance in furthering the department's mission and goals, engagement in university and community leadership, and support of academic development and community service.

The department conducts annual meetings with the board to review the study plan and discuss the students' performance. For the annual meeting in Spring 2024, where the advisory board expressed admiration for the projects while offering constructive feedback, including:

- In addition to proficiency in digital skills, there is a need to focus on the importance of traditional manual skills for the students.

- Highlighting the essentiality of integrating engineering principles with creative and artistic aspects of architectural design.
- Integrating the Saudi National Identity and cultural context into the designs created by students.
- Encouraging Students to incorporate architectural theory and history into their designs.
- Considering practical aspects like furniture as part of scaling and managing spaces.
- Proper recognition of the space program; students should sustain what is called a tested space program as a very serious document.
- Students should be taught how to evaluate their own work critically and to adopt various perspectives. It is essential for an architect to think independently and creatively rather than simply follow conventions.

A.9 NCAAA Assessment

The NCAAA is a governmental body that has supervised all the academic programs at YU since May 2015. NCAAA employs seven evaluation criteria for accreditation:

- Mission, Goals and Strategic Planning
- Governance, Leadership and Management
- Teaching and Learning
- Students
- Faculty and Staff
- Institutional Resources
- Scientific Research and Innovation
- Community Partnership

NCAAA awards accreditation for seven years. YU had its visit in Spring 2024, with a two-year conditional renewal, where the university had replied to all the comments mentioned in their report and updated all the required modifications.

B. The Program and Curricula Assessment Process

The previous sections illustrated in detail the program assessment procedures and the feedback resources. As previously shown, the assessment process is comprehensive and counts on multiple resources to guarantee its validity. On a micro-scale, the course assessment provides quantitative and qualitative information about the success of each course in achieving its learning outcomes and highlights the deficiencies in each course. The graduation project evaluation provides insights into the general PLOs' level of achievement. The COOP reports, exit survey, Alumni survey, and advisory board insights all provide qualitative and quantitative data that can be used to define the strengths, weaknesses, opportunities, and challenges of the program, thus charting a roadmap for progress and development and deciding the urgencies of change. In the department council meetings, the head of the department reviews the available data and seeks feedback from the council members about any issues or concerns.

Any proposed amendments or changes in the curriculum or CLOs need to be approved by the Department Council, the College Council, and the University Council.

Table 13 reflects the various roles and responsibilities in the process of the program

evaluation and improvements:

Table 13 Program evaluation and improvement - roles and responsibilities

Partaker	Responsibility
Students	Course evaluation through online surveys Exit survey
College and Department Council	Course evaluation reports, reported observations, discussions of educational issues and concerns, proposing changes to curriculum and course descriptions and CLOs.
Department Chair	Follow up the educational process, organizing workshops, raising issues and concerns on educational process.
Academic Development and Quality Assurance Center	Organizing and follow up the program and courses assessment process, providing the needed support and consultation for the Dean, and the Department Chair, organizing workshops on quality assurance subject matter.
Advisory Board	Providing insights and suggestions to improve the program and the quality of the graduates
NCAAA	Improving the quality of education under their seven evaluation criteria and within high standards, with an aim of enhancing the quality of education and the learning outcomes and increase its reputation and competitiveness in national and international markets.
President, and Dean's Council	Enforces program compliance, and reviewing and approving any suggested amendments. Provide the necessary support and logistics to improve the program.

PART ONE (I), SECTION 2: RESOURCES

I.2.1 Human Resources and Human Resource Development

Achieving continuous improvement in the architecture human resources program has been the University's goal since its founding in 2014. Recruitment is governed by the Faculty Recruitment Policy. Appointment needs are evaluated under a qualitative and quantitative balance before each fiscal year. Students are divided with a ratio 1:15; 1 faculty member for 15 students in the program. Faculty members come from diverse countries, each with their own academic background and rank. The program's commitment to recruiting top-quality faculty from all educational and cultural backgrounds is a key factor in enhancing student learning outcomes. This applies as well to the selection criteria for part-time faculty members, especially those covering certain courses that require an instructor with a unique specialty and wide range of experience. The faculty teaching is based on the academic rank. The assigned credit hours are as follows: professor 12 Cr.H, associate professor 14 Cr.H, assistant professor 16 Cr.H, and lecturer 18 Cr.H, and each with dedicated office hours announced in the syllabus and the LMS and posted at their offices.

A key objective of the University is to prepare its faculty to be excellent teachers and scholars recognized as leaders in their fields and disciplines. The university seeks to provide multiple training opportunities, including sessions, seminars, and workshops, to provide an outstanding and distinctive intellectual teaching and learning environment. As a start, YU provides orientation workshops for new faculty members at the start of each academic year to assist its personnel from the beginning. The university's objectives and mission are described during this orientation session. Additionally, all faculty members receive an employee handbook that contains statements outlining important policies, processes, and appropriate behavioral standards for YU workers, as well as pertinent rules and directives to safeguard and guide the employees as they carry out their jobs.

As a private university, YU staff and faculty members' contracts are renewed annually. Faculty members are promoted according to the following criteria as per the Policy on Faculty Promotion Criteria, Rules and Regulations extracted from the MOE's Policy regulating the affairs of faculty in Saudi universities: Scientific production, Teaching, and University and community service.

Furthermore, the university also created the Teaching and Learning Development Center (TLDC) to offer suggestions and directions for enhancing instruction and teacher performance. It serves both faculty and students through different activities to strengthen their learning and development within the University community. It provides a wide array of services dedicated to faculty members. Faculty members are introduced to the TLDC on the first days of joining YU, with the induction on the first days of each semester. There, they learn about academic, procedural, and practical elements of their new academic environment. The TLDC organizes two full days of sessions that give a thorough introduction of the university and prepare faculty for their smooth transition into the YU academic environment. Sessions are organized to address academic procedures, YU departments and centers, research opportunities, teaching practices, and other pertinent issues. The TLDC organizes interdisciplinary training sessions throughout the year about various topics, such as advising, assessment, creativity in the classroom, and others suggested by the faculty.

At the college level, there are various staff development sessions that aim to provide faculty members with training opportunities, such as teaching methods and strategies, soft skills, and presentation techniques. COEA conducted multiple staff development workshops, for example, “A Framework for Professional Practice,” which tackles the ability to plan a unit lesson and involves several instructional decisions, strategies, and methods that can be used, as well as the needed skills. A very beneficial workshop by The IBM Skills Build, explaining How to use IBM software like SPSS, Cognos,…etc.

At the department level, the architecture department offers various training programs, workshops, and events that tackle various disciplines. For example, the DA held a four-day workshop titled “parametric design and digital fabrication.” This workshop included an introduction to Rhinoceros 3D and Grasshopper, modeling, and 3D printing, with tutorials about digital fabrication and laser cutting. Another example is a public lecture on project management, “Delivering Positive Architecture and Urban Environments." The lecture tackled the importance of bridging the gap between academia and professional practice to prepare undergraduate architecture students for early career challenges.

To encourage faculty members' research publication and provide a supportive research environment, the architecture library offers a large number of books and references in multiple categories, with complete access to the Saudi digital library. Moreover, the university supports the research-active faculty members academically and financially by reducing their teaching load by 25% in advance to accommodate more time for research progress and securing funds for publication costs, editing, and processing fees for open-access journals, and conference participation, accommodation, air flight, and registration fees. Furthermore, YU encourages more publications with research incentives of up to 4000 SAR (based on the university policy). In addition to the research grants, YU offers up to 50,000 SAR in funding for research projects to conduct case studies and field-needed investigations. All the university resources are available for staff maximum advantage, on an equal basis, out of fairness and support.

Regarding the supporting departments and admin staff, the university seeks to hire qualified, experienced, supportive candidates to ensure a helpful and productive learning environment. Students can seek support from DARSA, which aims to enrich students' lives by creating a supportive educational environment in which to practice and build their skills. It is also concerned with supporting students' lives in numerous fields and domains other than academic activities, such as helping student clubs implement their planned extracurricular activities, which include cultural, social, sports, and scientific activities. The DARSA provides many services to academic programs and administrative departments by supplying them with the necessary data and information for planning and continued development. It also educates students about registration procedures, examinations, and vacation days, and prepares records and students' overall results. Moreover, DARSA issues the academic calendar, student letters, and graduation certificates. It also assists students who are facing academic challenges with the help of a specialized counselor.

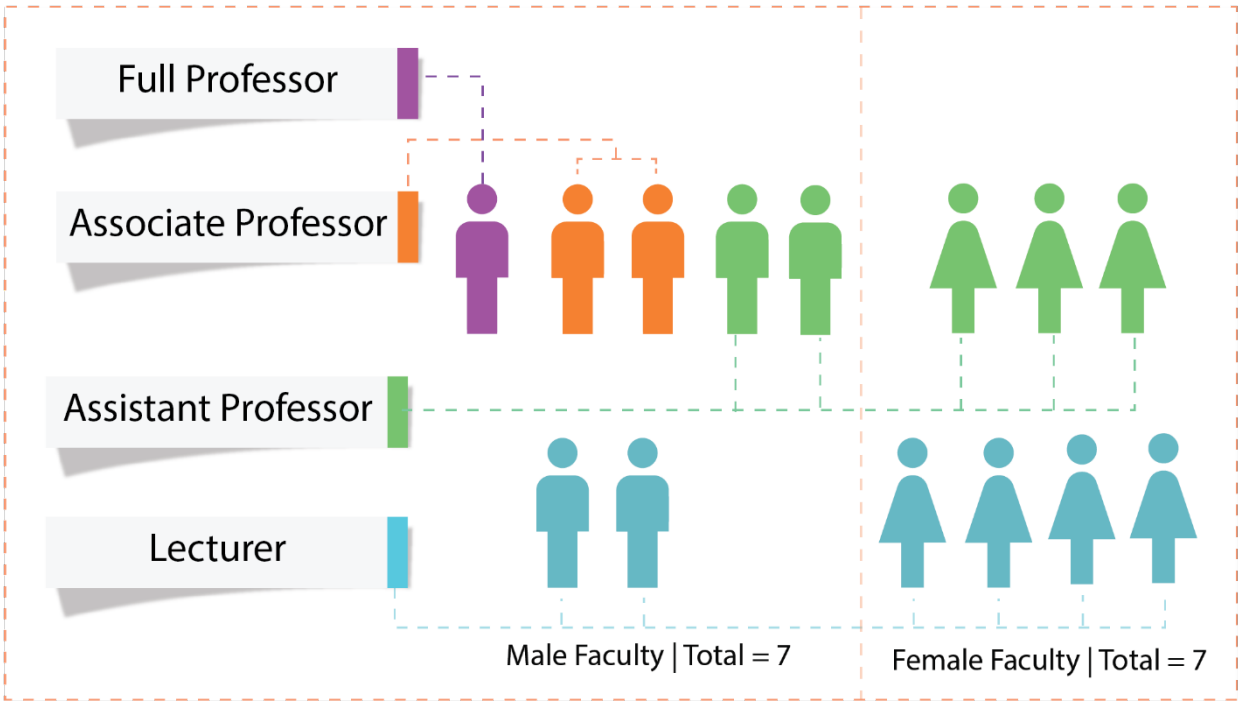
The IT department plays a key role in facilitating the educational process. Each YU student receives an email account and access to the EduGate system for registration and tracking their academic progress, as well as access to the LMS for their courses, granting access to course materials, submissions, etc. YU also provides free unlimited Wi-Fi access throughout the campus. https://yu.edu.sa/resources/it-services/

The CSC provides and oversees student training programs and COOP opportunities. It is an initiative that helps students and the university's alumni build bright career paths that will make a difference. The CSC has the tools and resources to help no matter where they are in their journey. From career exploration to skill development, the goal is to work with the students to discover their professional strengths and to prepare them for graduate school or full-time employment.

One of the important supporting facilities for students is the Student Counselling Center. This center aims to provide students with assistance, help, and guidance with issues and concerns that impact their grades, academics, or mental health. It provides psychological assistance to students facing family issues and struggling with difficulties in their personal lives that affect their educational performance. The center has been working effectively, building trust between the students and the university on a very considerable personal level. The center successfully assisted a multitude of students in overcoming their challenges and put them back on track.

I.2.1.1 Architecture faculty:

Figure 10 DA Faculty Breakdown



I.2.2 Physical Resources:

Physical space is one of YU's main assets that contributes to its mission and vision. The University’s buildings and facilities are managed by the Services Department. It is the University's policy to guarantee that all physical resources provided to all colleges are according to the best international standards.

In addition to the educational facilities, the University encourages students, faculty, and staff participation in extra-curricular activities for an integrative and enriching campus life. YU believes these activities are essential in helping students realize their full potential. For that purpose, the campus of YU accommodates a sports club comprising an indoor volleyball, basketball, and handball court, as well as a bowling alley and a well-equipped gym. Additionally, the outdoor sports facilities feature a soccer field, tennis, paddle, and basketball courts, where regular public sports events are held.

YU aims to offer students comprehensive on-campus services. To achieve this, the Men’s Campus features a student lounge in the library building's hall, providing students with a space to relax and access the internet. To promote a healthy lifestyle among the YU community, a variety of restaurants, cafés, and multiple vending machines are available to offer beverages, sandwiches, and salads with healthy options.

I.2.2.1 College of Engineering and Architecture Building (Tuwaiq Building):

The Program shares a 10,000 m^2 three-story building with the Engineering Departments. The building was inaugurated in 2019 as part of a new development in the university. It is designed to be the centerpiece of the university’s new ambition of enhancing the teaching environment with its unique design and spirit. The building has achieved the spatial quality for an attractive learning environment. It includes design studios, lecture halls and offices for the faculty members, labs of different types, seminar rooms, meeting rooms, and an auditorium designed and furnished according to international standards. The school has co-education classes, a different approach to dealing with gender segregation and cultural sensitivities, but it also allows our male and female students to get their education collectively.

I.2.2.2 Architecture designated spaces in Tuwaiq Building:

The university management provides substantial support, evident by the special position of the architecture program by exclusive allotment of spaces and addressing the program's ambitious requirements. It includes six studios of various sizes and an exhibition space, which are placed on the third floor of the Tuwaiq building. The studio spaces were designed with the user's experience in mind, as all studios have direct access to daylight and are furnished with high-quality equipment. For gender purposes, the studio space is divided by a glass partition, yet both males and females get equal access to education and private space. The program also has access to a total of 34 well-equipped lecture halls.

Additionally, the school maintains fully equipped computer labs .The total number of PCs is 74 units with different specifications as follows:

37 units of HP Z4 G4 Workstation

- System Manufacturer: Hewlett-Packard
- System Model: HP Z4 G4 Workstation
- System Type:x64-based PC
- Processor(s):1 Processor(s) 4 Genuine Intel ~3600 MHz
- Total Physical Memory: 16,300 MB

37 units of Dell OptiPlex 7070Workstation

- System Manufacturer: Dell Inc.
- System Model: OptiPlex 7070
- System Model: Dell OptiPlex 7070
- System Type: x64-based PC
- Processor(s): 1 Processor(s) Installed intel i7-9700 3.00 GHz,3.00 GHz
- Total Physical Memory: 16,300 MB

Table 14 Main Physical Spaces

Function	No.	Floor (Engineering Building)	Exclusive for Architecture	Area. (m^2)
Offices	16	Ground	√	9
Offices	1	Ground	√	70
Toilets	8	All floors	x	9
Meeting Rooms	2	Ground	x	56
Gallery	1	Third	√	408
Studios	3	Third	√	273
Studios	2	Third	√	168
Studios	1	Third	√	336
Computer Labs	2	Second	√	104
Lecture Halls	34	Ground, First & Second	x	80
Architecture Library	1	Third	√	150
Library	1	Main Campus	x	450
Cafeteria	1	Ground	x	450
Indoor Sports Hall	1	Main Campus	x	735
Indoor Gymnasium	1	Main Campus	x	144
Changing rooms	1	Main Campus	x	63
University Auditorium	1	Main Campus	x	1000 seat
College Auditorium	1	Ground	X	200 seats
Clinic	1	Ground	x	20
Food Court	1	Ground, Najd	x	1500

The education system is ever-evolving, with changing norms and expectations. YU is committed to maintaining high standards in its facilities and infrastructure, complementing the changing demand. The University has been very fortunate to largely keep pace with the demands of repair and maintenance of our buildings to keep them in good shape. However, inevitably, building renovations or replacements are necessary. When renovations or new buildings are required, the work is done with sustainability measures in mind.

Printing Lab:

The Digital Printing Lab offers students and professors of the department the opportunity to explore various forms of computer-aided representation in two and three dimensions. The Digital Printing Lab features a range of two-dimensional printers, from simple printers to wide-format plotters. Also, it gives users access to three 3D printers and offers an opportunity to produce prototype studies or three-dimensional parts for models and assemblies. The lab is supervised by full-time technicians skilled in equipment operation who are available to provide coaching and assistance.

Model Workshop

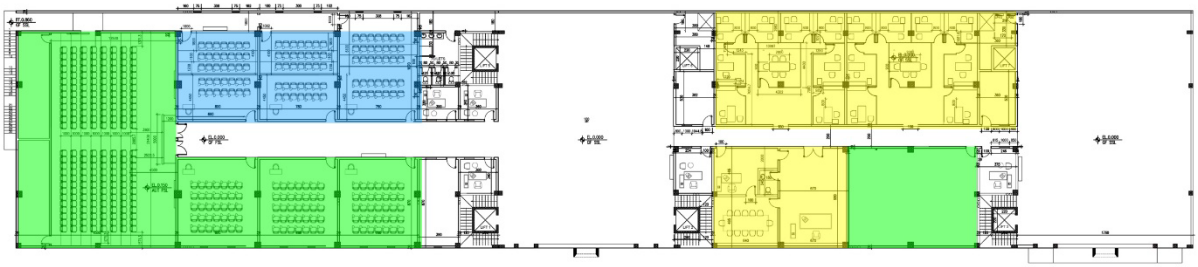
The DA is building up our Model-making workshop to house a wide range of equipment that enables the production of design prototypes and models. The workshop's main aim is to support the learning process in the design studio and other practical courses. Additionally, the program has access to the Department of Industrial Engineering labs, which include benchtop CNC milling machines.

Acoustics Lab

Our Acoustics Lab provides students with a practical learning space for our architecture learning experience. It has the needed equipment for sound-related research, including loudspeakers, headphones, high-quality microphones, and measurement equipment.

Architecture Department Library:

The department recognizes that libraries in today's digital age are not only physical spaces for knowledge but also where individuals and groups come together to study, learn, meet, socialize, interact, and gain access to learning resources and valuable information. Therefore, the architecture library is designed to be friendly, comfortable, and well-equipped to support the faculty, students, and staff of the department in their architecture learning process. The Architecture Library collections include copies of main architecture textbooks and handbooks, as well as the Building Material Samples Collection, which consists of pioneering and sustainable materials. The program is working on improving the library and has allocated a generous US $ 275,000 over five years to secure 5000 architecture books.

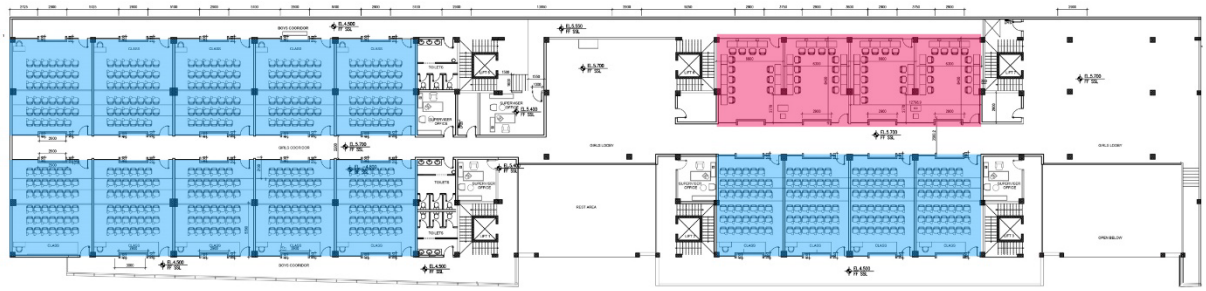


Architecture Areas(Labs, Studios)
Supporting Facilities
Shared Classrooms
Offices

Ground Floor Plan

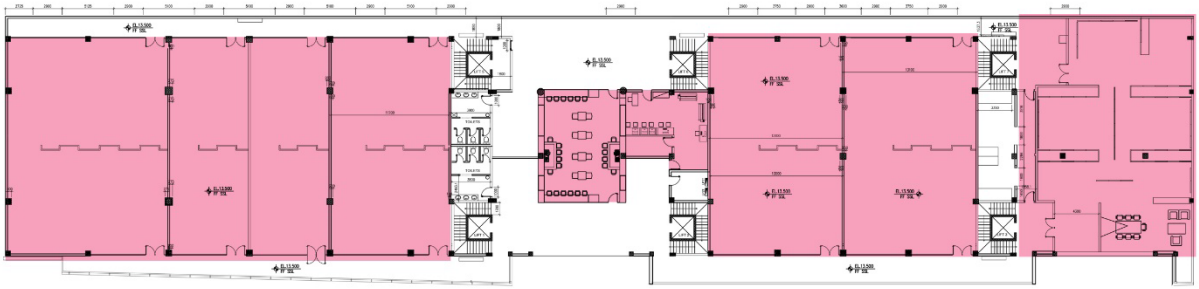
Architecture Areas(Labs, Studios)
Supporting Facilities
Shared Classrooms
Offices

First Floor Plan



Architecture Areas(Labs, Studios)
Supporting Facilities
Shared Classrooms
Offices

Second Floor Plan



Architecture Areas(Labs, Studios)
Supporting Facilities
Shared Classrooms
Offices

Third Floor Plan

Figure 11 Tuwaiq Building Floor Plans

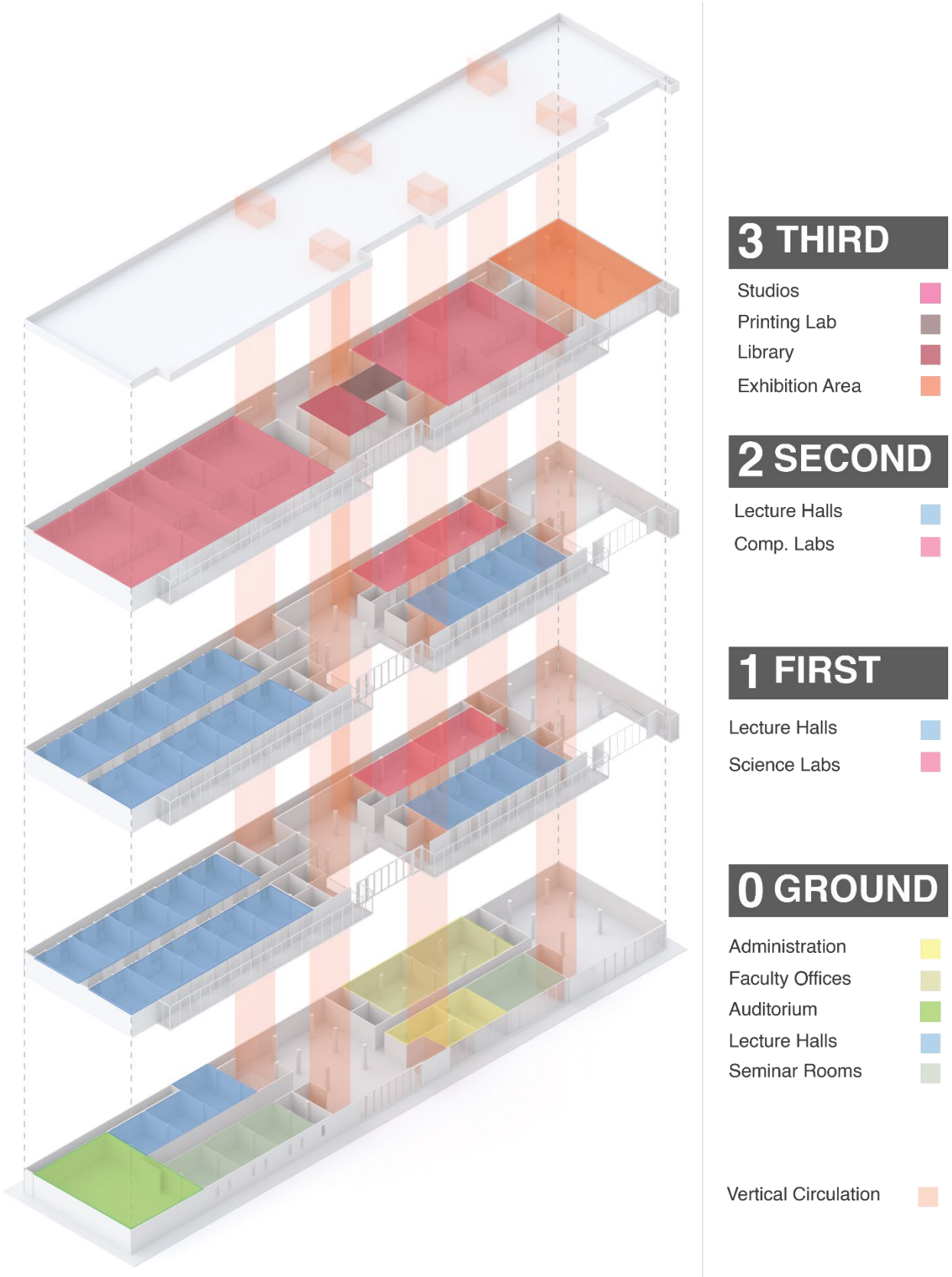


Figure 12 Tuwaiq Building

I.2.3 Financial Resources

COEA is administrated by the Dean, who allocates the departments' annual fund based on annual meetings with the university president. The department Chairs request funding for critical unmet needs within their respective departments. They also discuss any possible budget reallocations and request funding for strategic initiatives. The President aggregates funding proposals and requests and meets members of the board to discuss the inclusion of these requests in the YU annual budget plan. Approved funds are always in alignment with the University's future growth strategies.

The University fully supports the DA. At the beginning of each year, the Dean, President, and members of the Board approve the program's proposal, which includes detailed financial aspects and other details to run the program efficiently according to the University's standards.

The department's financial resources work on two levels: the university level, which includes the students' tuition fees as the main institutional income, university expenses, university accreditation budget, and running costs, in addition to the staff and faculty members' salaries and other allowances (in which the department is not part in such process of decision makings). However, at the department level, the department Chair proposes the annual budget, based on an earlier discussion within the department council, to review the department's needs and essential requirements. These expenses are categorized within main domains:

- Department's supplies & equipment: This might include computers for the architecture labs, with high-quality specifications to run architectural software effectively, new acoustical and lighting meters for the acoustical lab, and expenses for the digital fabrication lab. (3D printer, laser cutter, plotters, and printers). In addition, to renewing the software licenses and purchasing new software programs.
- Building maintenance, improvements, and upgrades: Cladding studios with acoustical panels for sound efficiency, boards for final projects juries, preparation for annual exhibition, staff offices and supplies (printing exams and others)
- Students' activities and events: Travel expenses for students' annual trips (with staff supervision covered within the budget), site visits, workshops, seminars, guest speakers, students attending conferences, and students participating in architecture

competitions (all expenses, including working materials, tutoring fees, catering … etc.)

- Accreditations: The NAAB certification expenses, external consultants, and other allocations.
- Others: It includes any additional expenses needed by the department within the academic year, printing posters for some events, preparing certificates, translating Arabic documents for accreditation purposes …. and others.

The allocated budget for the architecture department for the academic year 2023-2024 is 407500 SAR, equivalent to approximately 109000 $. This allocated budget does not include the staff members' salaries and other allowances, such as incentives, research…etc.

I.2.4 Information Resources

The Architecture Program at YU provides a rich learning environment by providing various information and learning resources, including the main library, the architecture library, and other learning resources.

1.2.4.1 Al Yamamah Main Library:

The Main Library at YU serves as the central hub of knowledge, offering a conducive environment for learning, research, and accessing information essential to all educational pursuits. Located conveniently within a 3-minute walk from the department, the library operates from 8:00 AM to 4:00 PM, but the opening hours are extended as per the students' requirements, especially during exam periods. Additionally, secure online access ensures 24-hour availability for students and faculty. The library utilizes Koha Library Software for cataloging, indexing, and loan management, an open-source system widely used by international university libraries. To access the YU library catalog and manage library dues, students and faculty can use their university IDs and passwords through the link provided at http://library.yu.edu.sa/

The library provides access to read and download online resources through the following databases for current faculty and students only who subscribe through SDL (Saudi Digital Library). These resources can be accessed from on and off campus.

Table 15 Saudi Digital Library Resources

S/N	Database Name	Type	Service Provider
1	Taylor & Francis Books	Books	Saudi Digital Library - SDL
2	Oxford Journals	Journal	Saudi Digital Library - SDL
3	Wiley Online Library	Books, journals, reference works etc.	Saudi Digital Library - SDL
4	Taylor & Francis Online	Journals & Articles	Saudi Digital Library - SDL

Regarding Architecture, the main library at YU provides access to more than 580 titles of architectural print books.

1.2.4.2 DA Library and sample resources:

Due to the particularity of the architecture major and to be more accessible to students during studio time, a decision was made to establish a local library on the architecture studio floor that will act as a study and meeting area for the students and hold architecture books and other learning material.

The new library at the COEA building allows easy access to all faculty, staff, and students, providing direct access to 1054 titles that provide literature and information resources supporting teaching and learning activities. To enhance information resources for the architectural program, the university has a 5-year plan to purchase 1000 books, starting in 2022. This will increase the diversity and scope of the architecture book collection at the university. As we are in the process of building up our architecture library, so far, students have direct access to 1425 printed shelved books, with full access (from campus or home) to the Saudi digital library (the largest database in Saudi Arabia).

The main goal in building up our architecture library is to cover multiple book categories and levels of complexity. In other words, the book titles must support our study plan's main paths, such as architectural design, drawing and drafting courses. The technology courses: building, working drawing, and structure, with various courses, and the needed references to support the students in their learning process of sanitary, technical installation, building technology, environmental design, and professional practice. The

history and theory path; four courses on the second level as fundamentals to learn various interpretations and philosophy beyond geometry. The urban, housing, and planning; books and references covering areas of housing, urban design, landscape, and city planning. And finally, a set of multi-disciplinary titles oriented to the elective realm such as environmental psychology and architecture criticism.

The procedure of purchasing books starts by approving the requested list of books by the Department Council, college council and then the university council. After the final approvals, the list is sent to the university suppliers who submit a quotation for the requested list, the university selects the most suitable offer, and starts the purchasing process which might extend up to 3 months duration for delivery.

Lately, the university's higher management has shown great support for direct purchasing after the approvals of the department, college, and university councils. The department contacts the suppliers directly, shares the list of proposed books, and transfers the claimed payment directly from the university account. in 2023-2024, a total of 320 new books were added to the library collection. In addition, there is an intention to build a large digital architecture library (over 5000 titles) from EBSCO that will be directly available for students to download on-campus and from home.

In addition to the library, we have the Construction Materials lounge (accessed by students and staff), which contains the latest construction and structure materials samples, with brochures, booklets, and flyers of different companies and firms. These samples cover most of our study plan construction courses, ranging from structural steel, insulation materials, and pre-cast concrete samples, and finishing materials such as types of cladding, flooring, suspended ceiling and raised floors, to openings, i.e., doors and windows samples made of wood, metal, and glass. Students can explore the newest materials offered within the construction market and learn all about their workability and advantages.

The architecture program provides diverse visual resources to maintain an ever-growing educational experience and support lifelong learning. These visual resources include the students’ exhibition, in which selected design projects, models, and other various projects are presented. The architecture permanent exhibition is accessible to students and staff throughout the academic year; the displayed projects are updated twice a year (by the

beginning of each semester). Moreover, the departmental magazine presents a full set of drawings for students' design projects at all studio levels. The magazine is published annually in two forms: printed and digital access. In addition to students' projects, the magazine includes reports about all the conducted events during the academic year (workshops, seminars, trips, site visits, and public lectures), in addition to the latest staff scientific publications, with interviews with public figures and significant architects and market representatives.

I.2.5 Administrative Structure and Governance

The University functions with supervision from the Ministry of Education which sets, plans and organizes the national educational system.

Governance of the University is vested in an eighteen-member Board of Trustees headed by the Chairman of the Board of Trustees, Mr. Khalid bin Mohammed Al-Khudair. The board includes the President of the University, six members nominated by the Ministry of Education, and twelve members nominated by the University. Appointed to three-year terms by the Ministry, the Board of Trustees is the main governing entity of YU; the board sets the strategic plans of the University and supervises the University operations, along with its many duties, such as monitoring the management of the University and its performance.

The President, Prof. Dr. Hussam Mohamed Ramadan, oversees the administration of the University. The President leads YU under the guidance of the Board of Trustees and YU Company. The President also receives input and advice from the University Council, a senior leadership team consisting of the Provost and all the deans. The President also receives feedback and recommendations from the Student Council, a fully elected board consisting of one student from each college.

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.

The Dean of COEA, Dr. Hessah A. Alsalamah, oversees academic issues in the college and matters of policy, budget, promotions, and appointments. The Dean gets input and advice from the College Council which consists of department chairs and senior faculty staff in the college.

The Chair of the DA, Dr. Dalia Abdel Fattah, oversees departmental polices, teaching strategies and loads, appointments, and student affairs. The Chair gets input and advice from the Department Council which consists of faculty in the department.

In addition, the Department of Architecture has the following standing committees to handle the different academic tasks:

- Examinations committee
- Academic appeals committee
- Quality assurance and accreditation committee
- Design Studio committee
- Transfer committee
- Documentation committee
- Graduation committee
- Cooperative training committee

جامعة اليمامة
Al Yamamah University
لغدٍ أفضل
A Better Tomorrow

Organizational Chart

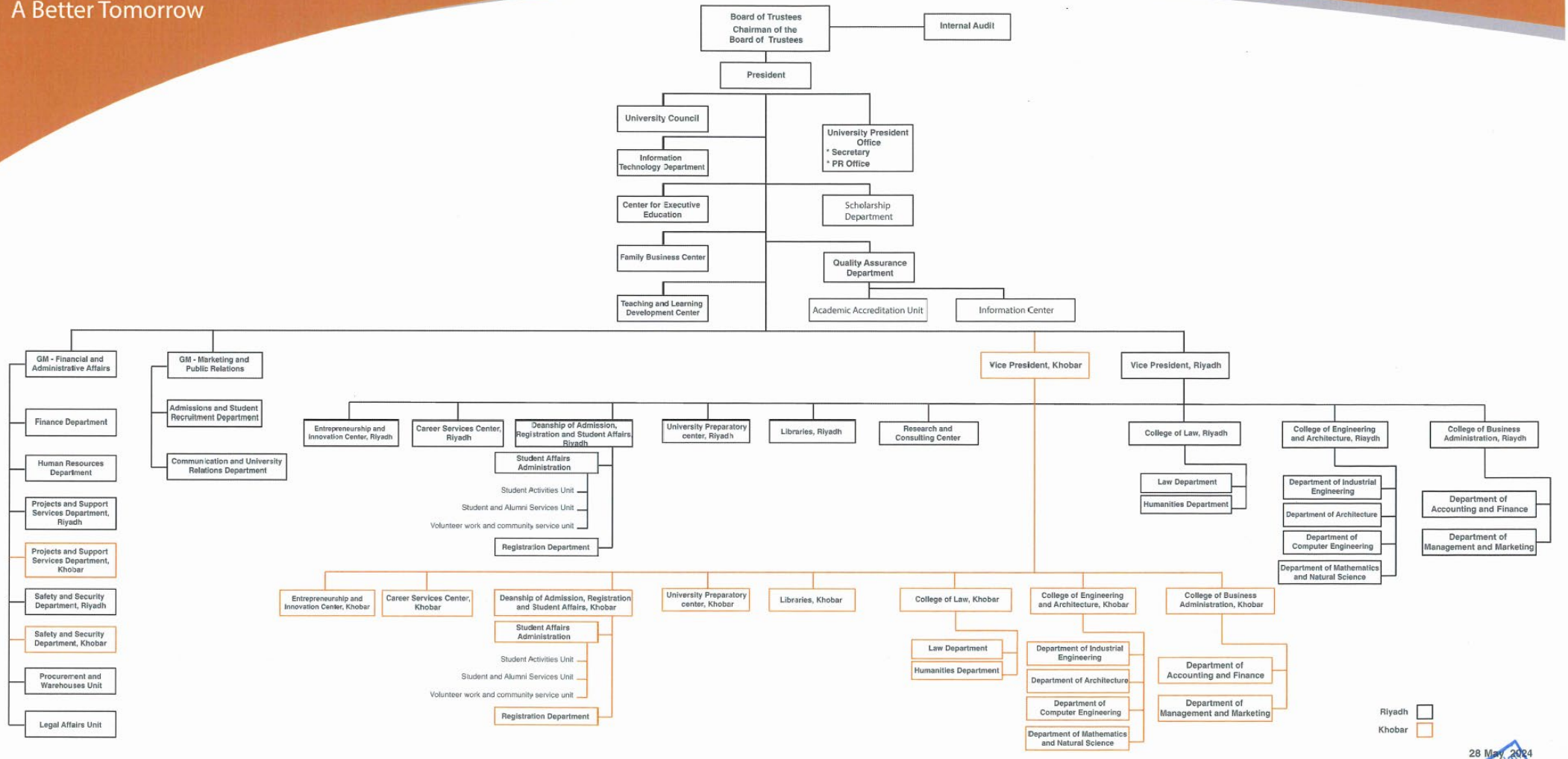


Figure 13 YU Organizational Structure

PART ONE (I), SECTION 3: PROGRAM CHARACTERISTCS

I.3.1 Statistical Reports

A. Program student characteristics

Number of students enrolled in architecture program(s).	203 Students
Qualifications of students admitted in the 20191, 20192, and 20201	High School Certificate *Qudurat* or Equivalent (SAT1) English Proficiency Scores TOEFL, IELTS
Percentage of matriculating students who complete the Architecture degree program within the normal time to completion for each academic year for the past six years	32%
Percentage that completes the Architecture degree within 150% of the normal time to completion	68%
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	High School Certificate (>80%) *Qudurat* or Equivalent (SAT1) English Proficiency Scores TOEFL (6.0), IELTS (550)

The program graduated three classes since its inception. Table 16 describes the number of graduates who were able to graduate within the minimum time (5 years).

Table 16 Students Statistics

Year	18/19	19/20	20/21	21/22	22/23	23/24
Number of graduates	0	12	18	20	20	6
Number of admitted students	26	33	34	38	46	94
Number of students who completed the program in the normal time	0	1	8	6	8	1
Number of students who completed the program in 150% of the normal time	0	11	10	14	12	5

Undergraduate Student Enrollment Profile

The current Architecture enrollment data shows that the department has 203 undergraduate students. This figure is broken down to 115 (57%) Saudi and 88 (43%) international students. The overall gender distribution is 64 (32%) male and 139 (68%) female students. This distribution is also reflected in the Saudi students' gender distribution of 37 (32%) male (students) and 78 (68%) female students. While the international students' gender distribution is 27 (30%) male and 61 (70%) female students.

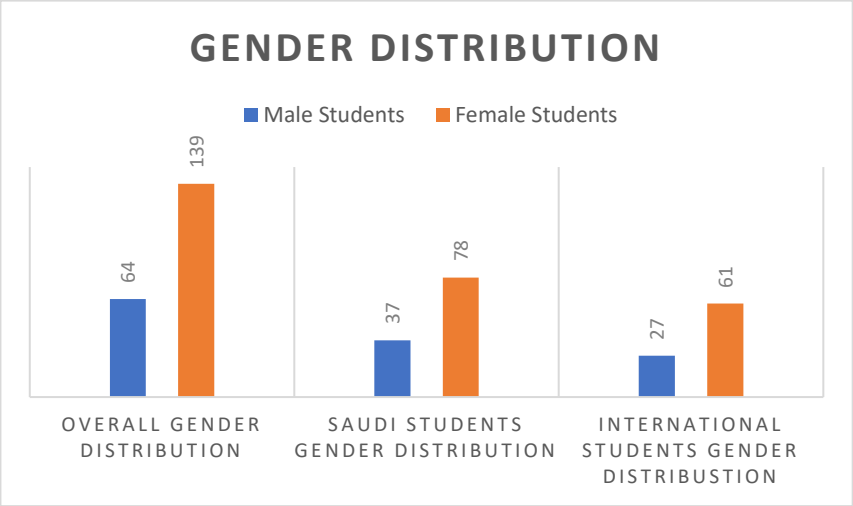


Figure 14 Student Gender Distribution

B. Program faculty characteristics

In the academic year 2023-24, the department has 14 full-time faculty members, 8 of whom are PhD holders and 6 MSc. holders. In addition, the department hires part-timers when needed. The number of part-time instructors for this semester is 5. The numbers of full-time and part-time instructors for the last three years are described in Table 17.

Table 17 DA Faculty Characteristics

Year	Semester	Full-time faculty	Part-time faculty
2023-24	Spring	14	5
	Fall	14	2
2022-23	Spring	13	4
	Fall	13	4
2021-22	Spring	12	3
	Fall	12	2

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two, Section 1 - Educational Outcomes and Curriculum

Student Performance: Educational Realms and Student Performance Criteria

The DA study plan is a comprehensive, multi-stage process built on accumulated layers of knowledge. Courses are interlinked both vertically (across the five years) and horizontally (within each semester and year). The architecture design studios are at the heart of the program, each dedicated to a specific theme and connected in a sequential chain within the course matrix. Through a blend of theoretical knowledge and practical application, students gain a well-rounded understanding of architectural design, technical skills, and the ability to address complex architectural challenges.

Year 1: Foundational Skills

In the first two semesters, junior students focus on learning drawing skills and the basic geometrical principles of architecture. Two core drawing courses are offered:

- ARC 101: Basic Design Studio I – Architectural Drawing: Focuses on two-dimensional projections.
- ARC 112: Drawing II – Shade, Shadow, and Perspective: Covers three-dimensional drawing and rendering.

In tandem with the drawing courses, students take two basic design studio courses:

- DES 101: Foundation I: Deals with two-dimensional geometrical shapes and organizational forms.
- ARC 111: Basic Design Studio II: Provides knowledge about three-dimensional volumes and serial planes.

These courses are structured with two weekly sessions, one for theoretical instruction and one for practical application. This balance ensures that students not only understand the theoretical aspects but also learn how to apply them in real-world scenarios. By the end of the first year, students are skilled in various drawing techniques and can create two- and three-dimensional geometrical shapes, setting a solid foundation for their continued studies.

Year 2: Introduction to Design Projects

In the first semester, ARC 201: Architectural Design Studio I introduces design processes through studio projects. Students begin with simple projects, such as a university campus cafeteria, and gradually advance to more complex projects, such as a residential stand-alone house. This gradual progression ensures students feel a sense of achievement and growth in their design skills. Key concepts include bubble diagrams, zoning, functional relations, and site analysis.

Supporting Courses:

- DES 101
- ARC 101
- ARC 111
- ARC 112

In the second semester, ARC 211: Architectural Design Studio II focuses on traditional architecture with medium-scale projects such as designing a mosque and a community center or elementary school. Lectures enhance students' understanding of cultural and contextual aspects of traditional architecture.

Supporting Courses:

- ARC 203: History of Architecture I: Covers the development of architectural civilizations.
- ARC 204: Theory of Architecture I: Explores architectural theories and their relationship to function and user needs.
- ARC 213: History of Architecture II: Explores the development of architecture in the Muslim world.

Year 3: Environmental Design and Construction

Projects increase in complexity starting in the third year. Accordingly, design studios entail a single project focusing on a specific design aspect and building on the previously acquired skills and knowledge.

In the first semester, ARC 301: Architectural Design Studio III addresses the principals, processes, and skills pertaining to context and climate as determinants that shape the built environment.

Supporting Courses:

- ARC 202: Drawing III – Digital Media 2-D: Teaches computer software such as AutoCAD, Photoshop, and SketchUp.
- ARC 212: Drawing IV: Digital Media 3-D, which introduces various digital presentation techniques.
- ARC 304: Introduction to Environmental Control: Studies the interaction between buildings and climate. It emphasizes the necessity of taking climatic effects in mind when planning and designing buildings to create comfortable built environments.

In the second semester, ARC 311: Architectural Design Studio IV focuses on structure systems, methods of construction, and building materials that affect and inform students to design buildings with integrated structural systems.

Supporting Courses:

- ARC 205: Theory of Structure: Introduces structural analysis, types of structures, and fundamental concepts of structural support.
- ARC 215: Building Construction I: Provides knowledge on building construction basics and structural design.
- ARC 216: Concrete & Steel Construction: Examines the performance characteristics of concrete and steel as construction materials.
- ARC 302: Building Construction II: Focuses on secondary and nonstructural components of buildings.
- ARC 314: Introduction to Building Technology: introduces building technology and its development. It also provides an overview of building material development and innovations

Year 4: Advanced Architectural Concepts and Real-World Urban Projects

In the first semester, ARC 401: Design Studio V explores and interrogates contemporary architectural design philosophies and movements to consider them as an underpinning of design creation and development. The course deals with the design problem through added-up layers of complexity and impacting forces that must be comprehensively considered in the design process.

Supporting courses:

- ARC 402: Landscape Architecture & Site Planning: Covers the fundamentals of landscape architecture and site planning.
- ARC 214: Theory of Architecture II: Focuses on the development of twentieth-century architecture.

In the second semester, ARC 411: Architectural Design Studio VI copes with planning and designing an urban project within an existing or proposed urban context, emphasizing scale, masses, patterns, identity, urban expression, and integration with existing urban fabric.

Supporting Courses:

- ARC 313: Introduction to Housing & Urban Design: Addresses theories and problems related to housing and urban design.
- ARC 412: City Planning: Explores urban, city, and town planning concepts.

Year 5: Integration and Specialization

In the first semester, ARC 501: Architectural Design Studio VII entails a comprehensive project related to real-life problems, integrating building systems: structural, mechanical, and environmental control systems.

Supporting Courses:

- ARC 303: Technical Installation: Introduces mechanical and electrical, safety, and fire protection systems.
- ARC 312: Sanitary Installation: deals with principles and techniques of water supply, plumbing and drainage systems in buildings. As well as concepts of layout design for sanitary utility rooms.

In the second semester, ARC 511: Final Architectural Design Studio VIII entails the development of a project selected from a list of areas of architectural themes proposed by the graduation committee. Students will produce a comprehensive thesis to produce an architectural solution that reflects an overarching skill and knowledge gained throughout the previous semesters. The students will demonstrate competence in design philosophy, analysis, programming, and technical and aesthetical solutions.

Other courses that are more related to construction and practice include:

- ARC 403: Working Drawing: Focuses on construction drawings.
- ARC 413: Working Drawings and Documentation: Focuses on the construction documents, including contracts, quantities, and specifications.
- ARC 502: Professional Practice: presents an overview of the contemporary context and complexities of architectural professional practice.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 National Authorization and Institutional Quality Assurance

Compliant with national standards of professional national accreditation agencies, YU is accredited by the National Commission for Academic Accreditation and Assessment (NCAAA) for the period May 2015 to April 2022, renewed until 2026, and agrees to uphold the NCAAA Standards for Quality Assurance and Accreditation for Higher Education Institutions/Programs.

II.2.2 Professional Degrees and Curriculum:

Curricular requirements are defined as follows:

II.2.2.1 Pre-University courses.

The architecture program has one year of pre-university level courses that are considered as an admission requirement to the program. All incoming students are required to enroll in these courses. These courses can be waived for some students upon submission of supporting documents of TOEFL or IELTS or sitting for placement tests (English, Math, and Computer) to assess their knowledge and proficiency in these areas. According to their performance in these tests the University would decide whether the student is obligated to take these courses (or some of these courses).

Table 18 Pre-university courses (admission requirements) identifies the courses and their credit hours and prerequisites required for general education for offered architecture degree program.

Table 18 Pre-university courses (admission requirements)

Course code	Course name	Credit hours	Course code	Course name	Credit hours
CELP 01 A	Basic Reading and Writing skills	2	CELP 01 B	Basic Communication skills	2.5
CELP 02 A	Elementary Reading Writing Skills 1	2	CELP 02 B	Elementary Communication Skills 1	2.5
CELP 03 A	Elementary Reading and Writing skills 1	2	CELP 03 B	Elementary Communication skills 2	2.5
ORN 01-R	Preliminary Reading Skills	2	ORN 01-C	Preliminary Communication Skills	2.5
ORN 02-R	English Reading Skills	2	ORN 02-C	English Communication Skills	2.5
ORN 03-R	Advanced English Reading Skills	2	ORN 03-C	Advanced English Skills I - Communication	2.5
ORN 04-R	Advanced English Skills II- Reading	2	ORN 04-C	Advanced English Skills II Communication	2.5
ORN 05-R	Proficient Advanced English Skills - Reading	2	ORN 05-C	Proficient Advanced English Skills - Comm	2.5
MTH 001	Mathematics for Management	3	CMP 001	Computer Skills	3
TOTAL		**19**	**TOTAL**		**22**
Total credit hours: 41 CR.		**The curriculum leading to the architecture degree includes Pre-University courses of around 30% of the total number of credits for the undergraduate degree.**			

II.2.2.2 General Studies:

Table 19 General course (YU required courses)

	Domain	Course name	Course code	Pre-Requisite	Credit hours
General Studies	For architecture students, the five-year plan acquires 17 general courses, including general studies in the Arabic and English languages, humanities, sciences (physics, mechanics, and Statistics) They are considered part of the curriculum; however, these courses are outside of architectural studies. Students must have the prerequisite general studies to undertake professional studies.	Social science Elective	XXX	None	3
		English Essay Writing I	ENG101	ORN 05-R	3
		Humanities Elective	XXX	None	3
		Introduction to Statistics	STT102	MTH 001	3
		Physics for Architecture	PHY102	ORN 04-R	3
		Technical Report Writing	ENG201	ENG101	3
		Introduction to Physical Science	PHY201	ORN 04-R	3
		Engineering Mechanics	MEC103	MTH 001	3
		Writing Skills in Arabic	ARB202	None	2
		Communication Skill in Arabic	ARB102	None	2
		Foundation of Islamic Culture	ISL101	None	2
		Foundation of Islamic Economy	ISL201	None	2
		Selected Topics in Arabic	ARB302	None	2
		Work Ethics in Islam	ISL301	None	2
		Topics in Islamic Thought	ISL401	None	2
		Out of Dept. Elect. I	ARC 450	XXX	2
		Out of Dept. Elect. II	ARC 451	XXX	2

Students can choose from the humanities scope one of the three offered courses (Conversational French 1, Saudi Heritage, or Chinese). From the social scope, one of the three courses (Introduction to Social Science, Critical Thinking, or Principles of Psychology). Each of 3 credit hours.

Table 20 Social/humanities electives

Humanities	FRE 106 (Conversational French 1)	3	(3,0,3)
	SOS 101 (Saudi Heritage)	3	(3,0,3)
	Chinese	3	(3,0,3)
Social	SOS 102 (Introduction to Social Science)	3	(3,0,3)
	PHL 101 (Critical Thinking)	3	(3,0,3)
	PSY 101 (Principle of Psychology)	3	(3,0,3)

II.2.2.3 Professional Studies

To qualify for the five-year architecture degree, a student must complete 154 professional studies credits. These professional studies are divided into five main domains (architectural design studio, technology, drawing and drafting, history/theory, urban/housing/planning), in addition to the general courses and the elective courses from inside the architecture major.

The following table identifies the courses and their credit hours required for professional content. These courses are to be completed in 5 years for regular students.

Table 21 Professional study courses

	Domain	Course code	Course name	Credit hours	Pre- Requisite	Years
Professional Studies	Architecture design (49 credits)	DES 101	Foundation 1	2	ORN 03-R and ORN 03-C	Year 1 Sem. 1
		ARC 111	Basic Design Studio II: Principles of Design	3	ORN 03-R and ORN 03-C DES 101 and ARC 101	Year 1 Sem. 2
		ARC201	Architectural Design Studio I (Space)	4	ARC 111, ARC 112, ORN 05-R and ORN 05-C	Year 2 Sem. 1
		ARC211	Architectural Design Studio II Context (Traditional Architecture)	4	ARC 201	Year 2 Sem. 2
		ARC301	Architectural Design Studio III (Climate Control)	5	ARC 211 ARC 212	Year 3 Sem. 1
		ARC311	Architectural Design Studio IV (Structure)	5	ARC 301	Year 3 Sem. 2
		ARC401	Architectural Design Studio V (Design Philosophy)	6	ARC311	Year 4 Sem. 1
		ARC411	Architectural Design Studio VI (Urban Design)	6	ARC 313 ARC 401	Year 4 Sem. 2
		ARC501	Architectural Design Studio VII (System Integration)	6	ARC 303 ARC 314 ARC 411	Year 5 Sem. 1

		ARC511	Graduation Project	7	ARC 402 ARC 501	Year 5 Sem. 2
Professional Studies	Technology (32 credits)	ARC215	Building Construction I	3	ARC 201	Year 2
		ARC205	Theory of Structure	2	MEC103 or PHY102 or PHY 201	
		ARC216	Concrete & steel construction	2	ARC205	
		ARC302	Building Construction II	3	ARC 215	Year 3
		ARC303	Technical Installation	2	ARC 215	
		ARC304	Introduction to Environmental control	3	PHY 102	
		ARC305	Properties and strength of materials	2	PHY 102	
		ARC312	Sanitary installation	2	ARC 302	
		ARC314	Introduction to Building Technology	3	ARC302, ARC305	
		ARC315	Soil Mechanics and Foundation	2	ARC305	
		ARC403	Working Drawings	3	ARC302	Year 4
		ARC413	Working Drawings and Documentations	3	ARC403	
		ARC502	Architectural professional Practice	2	ARC311	Year 5
	Drawing and drafting (11 credits)	ARC 101	Basic Design Studio I: Architectural Drawing	3	ORN 03-R and ORN 03-C	Year 1
		ARC112	Drawing II: Shade/ shadow & perspective drawing	3	ARC101, DES 101, ORN 03-C, ORN 03-R	
		ARC202	Drawing III: Digital Media 2 D	2	ARC112	Year 2
		ARC212	Drawing IV: Digital Media 3-D & Animation	2	ARC202	
	History/Theory (8 credits)	ARC203	History of Architecture I	2	ARC 111, ORN 05-C, ORN 05-R	Year 2
		ARC204	Theory of Architecture I	2	ARC 111	
		ARC213	History of Architecture II	2	ARC 203	
		ARC214	Theory of Architecture II	2	ARC 204	
	Urban/housing/planning (9 credits)	ARC313	Intro. to Housing and Urban Design	3	ARC 301	Year 3
		ARC402	Landscape Architecture and site planning	3	ARC201	Year 4
		ARC412	City Planning	3	ARC311	

II.2.2.4 Elective Studies

Table 22 Elective courses

	Domain	Course code	Course name	Credit hours	Pre-Requisite
Electives	Elective courses within the department (6 credits)	ARC A421	Housing Design	2	ARC 301
		ARC A 422	Architectural Criticism	2	ARC 301
		ARC A 423	Urban Design	2	ARC 301
		IAR 313	Environment and Human Factors	2	ARC 301
		ARC A 425	Architecture Conservation	2	ARC 301
		ARC A 426	Sustainability in Architecture	2	ARC 301
	Total credit hours				154

This is in addition to 6 Cr.H. dedicated to Cooperative Training (ARC 316), for a total of 160 credits for the whole architecture program.

The minimum number of credit hours required for each semester is 12.

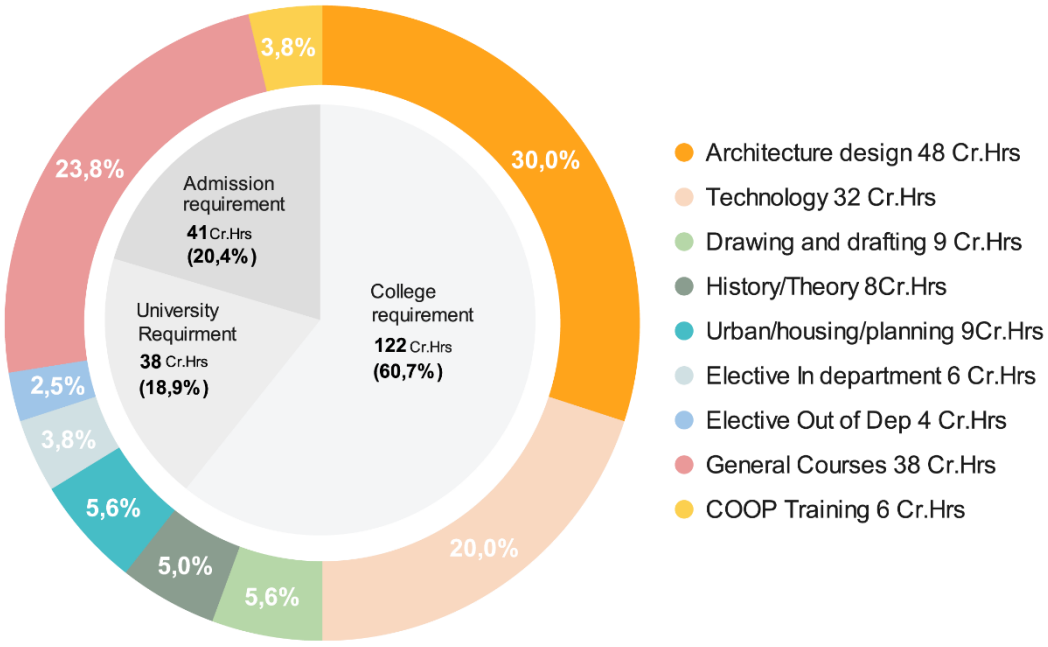


Figure 15 Course Distribution

Title of the degree offered: Al-Yamamah University – College of Engineering and Architecture (COEA): Descriptions of the program: The college offers the following degree programs: **Bachelor of Architecture (B.Arch.)**

The five-year undergraduate degree program in architecture at YU is specially oriented to graduate architects with comprehensive knowledge, problem-solving skills, and creative abilities to produce architectural solutions that respond to human needs and cultural distinctiveness. In addition, it allows students to explore contemporary issues and discourse related to architecture design while preparing students for professional career challenges.

The architecture program enables graduates to productively participate not merely in the building sector but in the national debate on progress, sustainability, and the general well-being of society. The program is devoted to engaging students in the process of gaining artistic, scientific, cultural, and technological knowledge to develop critical thinking, analytical abilities, and technical skills.

Students take ten semesters of design studio courses along with technology, history/theory, drawing/drafting, and design communication courses. This program track provides opportunities in the curriculum in the junior and senior undergraduate years for students to engage in broader educational interests and gain and sustain national and international recognition.

Language of instruction: English. Duration of study: 5 Years. See details of the architecture program https://yu.edu.sa/academics/coea/aia/#info

The following flowchart shows the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives. (Architecture Study plan).

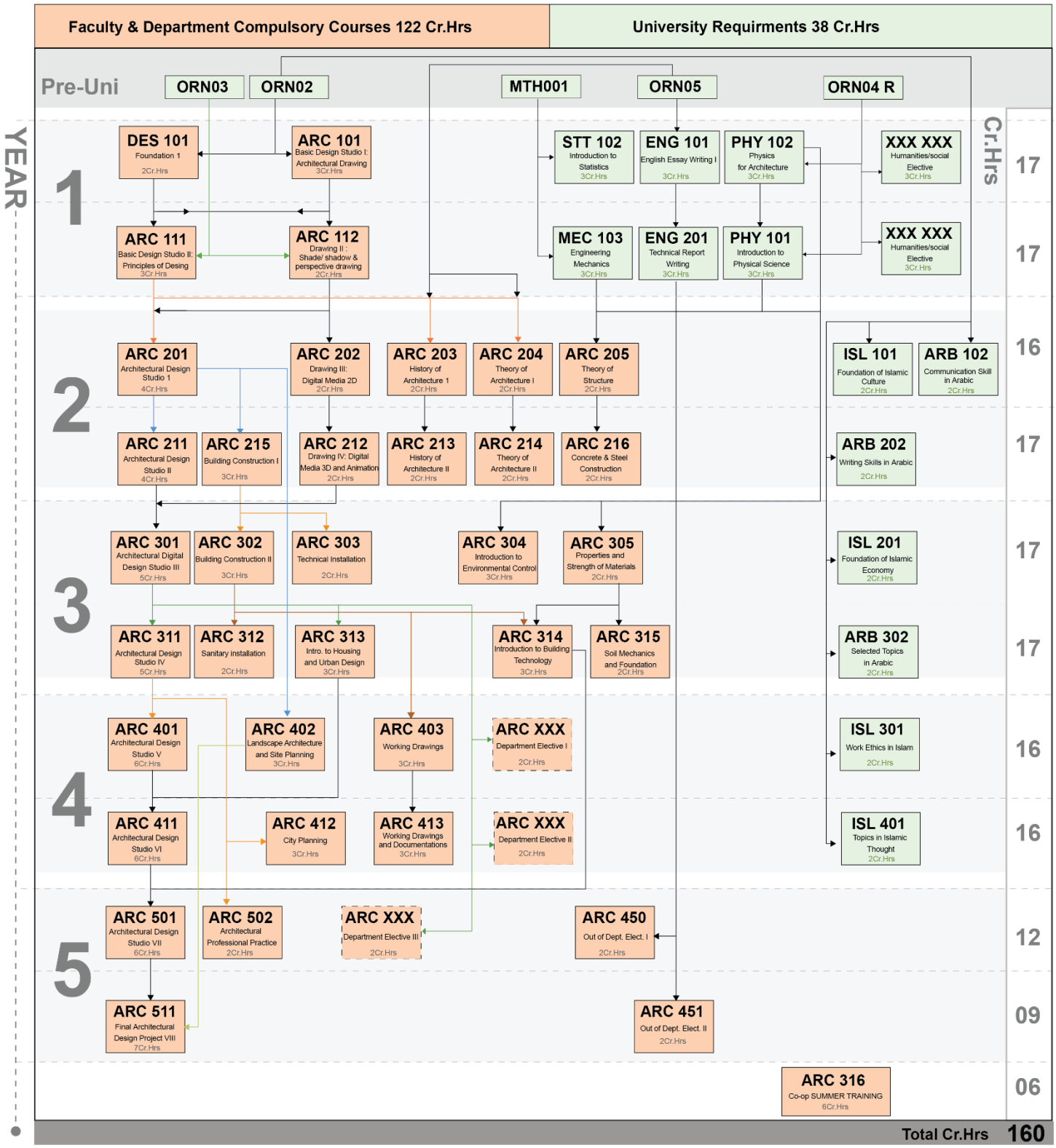


Figure 16 DA study plan

II.2.2.5 Program Delivery Modes

The program is offered on weekdays using traditional lecture/studio/laboratory modes of instruction.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

II.3.1 Introduction to Admission

Applicants planning to join the university start their process by applying through the university website and filling in the online application form. The applicant certifies that they have reviewed the list of rights, duties, and conditions of acceptance, abides by the obligation to comply with what is stated therein, and is responsible for all their actions in contravention of these regulations, admission policies https://edugate.yu.edu.sa/yu/files/applicationAgreement.pdf, and submitting the originals of all required documents (explained within the New Students Admission Criteria).

The applications and admission to the five-year architecture program are processed by the Dean's Office (Dean of Admission, Registration & Students Affairs). Students who are not accepted may also select another major within the College or another.

Undergraduate Admissions to the College of Engineering and Architecture (COEA):

In addition to application to the University, certain documents are required from students interested in entering the College of Engineering and Architecture's First Year Program.

II.3.1.1 New Students Admission Criteria

Saudi Schools

- High School Certificate
- *Qudurat* or Equivalent (SAT1)
- English Proficiency Scores TOEFL, IELTS

International Schools

- High School Certificate or equivalent certificate certified by the relevant authorities
- *Qudurat* or Equivalent (SAT1)
- English Proficiency Scores TOEFL, IELTS

Factors influencing admission into the first-year program include English Proficiency Scores TOEFL 550

II.3.1.2 Transfer Students (Undergraduate Students) Admission Criteria

- The online application form
- High School Certificate
- *Qudurat* or Equivalent (SAT1)
- English Proficiency Scores TOEFL, IELTS (if applicable)
- Provide the Admission Office with a copy of their official academic transcript from their university
- Provide the Admission Office with the course descriptions of the successfully completed courses.

II.3.1.3 Conditions and Requirements for Course Transfer

- The student's university must be recognized by the Ministry of Education.
- The language of instruction in their university must be English
- Students are entitled to transfer a maximum of 50% of the total YU program credit hours.
- The transferred course should be 80%+ equivalent in content and rigor to YU classes.
- The student must have earned a C or higher in the courses they wish to transfer (for bachelor's students)
- The student must not have dropped out of university for more than 4 years.
- The student must not have been dismissed from their university for disciplinary reasons.

Students submit the list of courses covered in their previous studies (Official transcript from home university), stating their results in each course (courses with results of 'F' or' D' are not counted, and students must register for the course again). In addition, a course description is required that explains the course aim and objectives, the course content, the covered topics, the course outcomes, and the book references.

Courses are considered to be equivalent by an authorized committee. The committee members are academic staff, reviewing all the required documents and giving final decisions after a series of meetings and consultations. SPCs of NAAB requirements are met if the students are transferring from a university internationally certified by NAAB, such as KSU, IAU, or DAU. If the student is transferring from a non-NAAB internationally

certified institution, the SPCs are scrutinized by comparing the courses' specifications from the original institutions with those of YU courses. In most cases, the original institution is accredited by NCAAA, the Saudi National Center for Academic Accreditation Agency. The comparison also takes place between the NCAAA's course specifications of the original institution and YU's course specifications.

A personal interview and portfolio are highly recommended although not required. A portfolio should contain samples of the students' previous projects, submissions, research, papers, or presentations. A portfolio may be a folder containing the student's best pieces and the student's evaluation of the strengths and weaknesses of the exhibits. The portfolio should demonstrate the student's creativity and personality.

II.3.1.4 Visiting Students (Undergraduate Students): Admission Criteria

A letter of approval from the home university stating the courses he/she wishes to study.

- Official Transcript from home university

Conditions and Requirements for Application (Visiting Students)

- Fill in the online application form.
- Submit the written approval from the home university. The approval letter must clearly state the course title(s) and course code(s) to be studied.

II.3.1.5 Orientation of new students

COEA conducts an orientation session where students are introduced to the architectural design disciplines. The Dean, the Chair, and the academic staff meet with students interested in the architecture track and explain the Department's program options. This orientation session occurs once by the end of the fall semester for the Spring entry students and once in the summer for the Fall entry students, giving them an introduction overview of the architecture theme for each academic year and what they are about to learn. Starting in the first year, mainly basic principles are approached (Basic design Principles) forms, geometry, 2D and 3D compositions. In the second academic year, the architecture program is oriented to Spatial, Contextual, and Traditional Architecture in terms of zoning, functional relations, and respecting the surroundings. The third year covers the Design Philosophy topics of Climate Control, sustainable and environmental treatments, and structure systems of high-rise buildings and wide spans. The fourth year goes for the macro scale of urban design and addresses the integrated systems of

plumbing, HVAC, and firefighting. The academic journey ends with the ‘graduation project’ that sums up the student’s learning and competence, a prelude to a fulfilling professional career.

II.3.1.6 Undergraduate Advising

Each undergraduate student is assigned to a specific Academic Advisor (a faculty member) who helps students transition from high school to college life. Upon being accepted, students are distributed into groups and assigned to an Academic Advisor. Each academic advisor is responsible for a list of around 20 students, conducting office hours with direct contact for advisory response or via university platforms (LMS) or email. Male academic advisors' offices are located on the ground floor of the COEA building, and female academic advisors' offices are located on the ground floor of the female section. The Advisor prepares an academic plan for each student and tracks their progress until the completion of all degree requirements. In addition, an academic advisor is responsible for providing educational guidance and assistance for students by planning schedules, recommending courses, and determining appropriate educational options for different students. They must also follow through and track the advancement of students.

Regarding career advising, the advisor can recognize the student's strengths and guide them towards options that best match his/her ability and inclination. The advisor assists the student in making decisions concerning personal, educational, and career goals. This requires considerable contact with students through individual interviews, group meetings, and sometimes workshops. Academic Advisors possess extensive knowledge about the architecture academic program, policies, and procedures. They interpret student needs and provide individualized service, as well as deal with students who may be confused or demanding, to assist them with the identification of long-term goals and career plans.

Part Two, Section 4 -Public Information

II.4.1 Statement on International Certification Degrees

The statement on the International Accreditation status is found on the University website on the following link:

Statement on International Accreditation

II.4.2 Access to Conditions and Procedures for NAAB International Certification

A link for the **NAAB International Certification procedures** is found on the University website on the following link:

Procedures for NAAB International Certification

Conditions for NAAB International Certification

II.4.3 Access to Career Services Center

Career Services Center

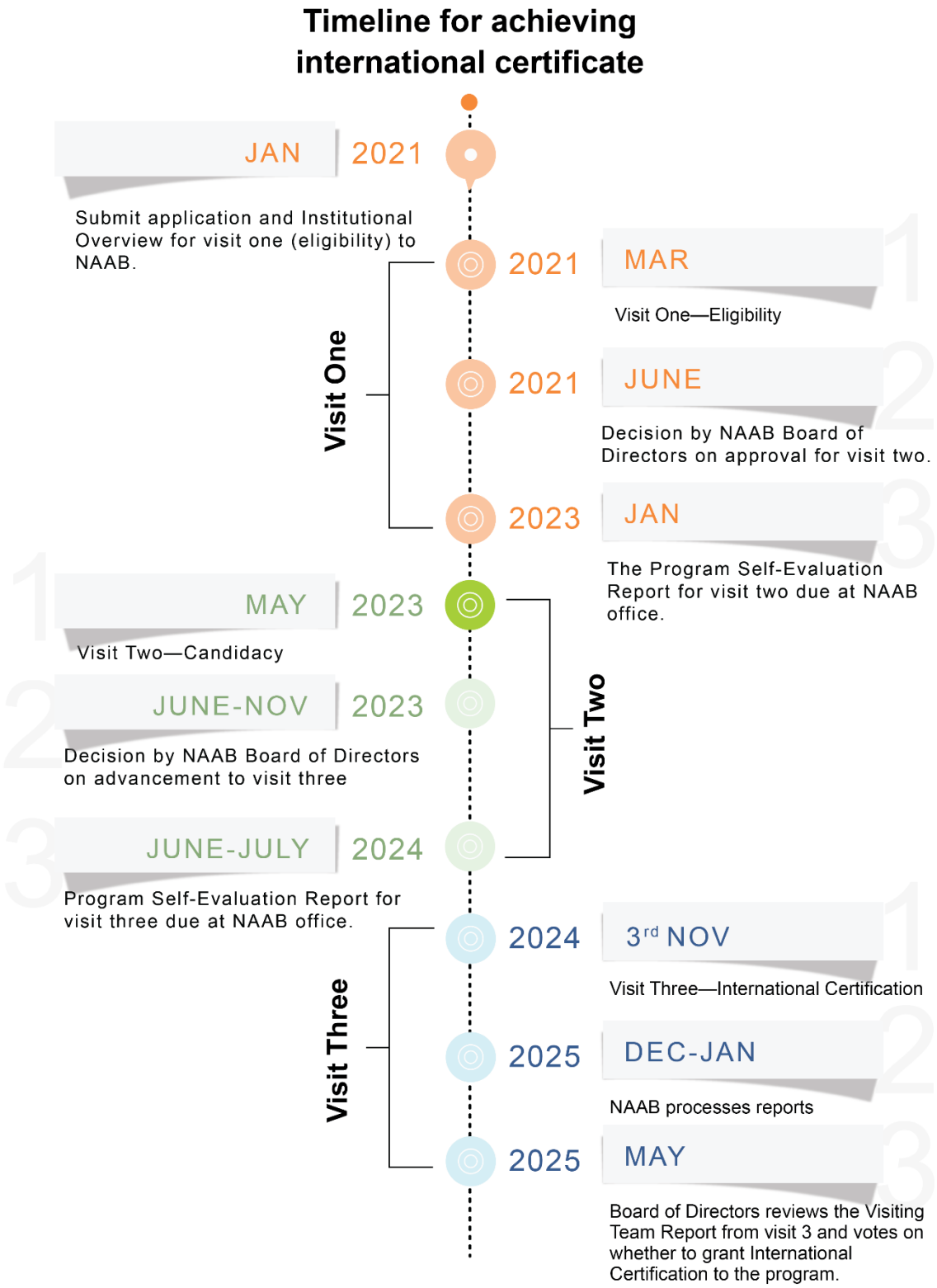
II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports

Program Self-Evaluation Report

Visiting Team Report

PART THREE (III): PROGRESS SINCE THE PREVIOUS VISIT

PART THREE (III), SECTION 1: Timeline for Achieving International Certificate



PART THREE (III), SECTION 2: Responses to Conditions Not Met

The 2023 Team reported 4 SPCs as 'not met' (B.1, B.3, B.9, & D.2) and two SPCs as Not Yet Met/In Progress (B.10 & D.1). Information Resources was reported as Not Met/ in Progress as well. Please notice that some of the reported missing topics are now extensively covered in the updated study plan that is running now in parallel to the current one.

B.1: Pre Design

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.

DA Response: The DA believes that the documentation of these courses was crucial in the assessment of the 2023-Team. The pre-design phase holds significant importance in all design courses, necessitating students to meticulously research and analyze site specifics, applicable codes and standards, and site criteria, particularly when required to choosing a site for their project, such as in the case of ARC 511. Sustainability considerations often emerge during the design phase due to the prior analysis conducted in the pre-design phase.

During the initial design phase of all the design courses, codes and standards have a vital role in the design process, especially at advanced levels. In the pre-design phase, students are tasked with gathering information about the codes and standards relevant to the assigned project building type, which will be influential in the subsequent design phase.

In ARC 511's case, students begin by formulating a project program encompassing elements such as project goals, specific standards, codes, and regulations, client needs, and case studies before developing the project. Submission of a comprehensive thesis containing all this information is mandatory.

ARC 303: Technical Installations covers sprinkler plans and building code diagrams, along with other relevant architectural and mechanical installations. Similarly, ARC 501: Integrated Design extensively addresses the incorporation of codes, standards, and various systems' codes and mechanical installations into architectural design projects. During Visit III, the Department of Architecture will guarantee precise and consistent documentation demonstrating B.1.

B.3: Codes and Regulations:

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 in the Spring 2022 Studio Final Jury, Case Studies, and Site Analysis did not demonstrate the required ability.

DA Response: The DA recognizes this as a documentation issue. As a result, the Department will make sure to precisely highlight the evidence of this SPC in the documentation for ARC 311: Architectural Design IV for Visit III.

B.9: Building Service Systems:

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 313: Introduction to Housing and Urban Design, 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.

DA Response: Taking into account the feedback from the 2023 Team on B.9., the course description for ARC 303: Technical Installation and ARC 313: Introduction to Housing and Urban Design underwent modifications. All previously overlooked topics (vertical transport, security, and fire protection) were integrated into the course content. The DA is dedicated to demonstrating a comprehensive understanding of these subjects in the evidence material for Visit III.

D.2: Building Service Systems:

2023- Team Assessment of D.2

In the review of student work in ARC 502: Architectural Professional Practice, as well as the student mid-term examples in ARC 413: Working Drawings and Documentation, the team did not find evidence at the required level. It appears that the emphasis on Project Management is primarily from the point of view of the contractor as opposed to the project management required of the architect. Minimal Pass examples here showed an inadequate understanding of the topics that were presented in these courses.

DA Response: Considering the feedback provided by the 2023 Team on D.2., the DA took into account the Team's notes in instructing the course. In preparation for Visit III, the DA will ensure that the Minimal Pass samples demonstrate the necessary level of comprehension of the course topics.

B.10: Building Service Systems (In Progress):

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.

DA Response: The DA concentrated on fulfilling all aspects of the B.10 SPC. Additionally, the DA will ensure that exams, quizzes, and assignments assess all aspects of B.10 and exhibit evidence in both High Pass and Minimal Pass samples.

D.1: Stakeholder Roles in Architecture (Not met/in Progress):

2023- Team Assessment of B.10

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.

DA Response: In response to the 2023 Team's feedback on D1., modifications were made to the course material of ARC 502: Architectural Professional Practice to cover the missing topics and points. The DA is dedicated to demonstrating a comprehensive understanding of these topics in the evidence material for Visit III.

I.2.4 Information Resources

2023 Team Assessment of I.2.4:

At this point in the young history of the institution, the main library contains approximately 1,100 books in print pertaining to architecture while the dedicated Architectural Library has a similar quantity. The department has a goal of increasing the library's volumes by 5,000 titles over a five-year period. Students and faculty also have access to several digital libraries. There is also a Construction Materials Lounge associated with the library that allows students to learn about products that are incorporated into the built environment.

While there does not appear to be a specific university librarian assigned to assist the students, the team's meetings with both faculty and students indicate that they value and take advantage of the services offered by the library and information resources. Digital resources are well-supported by administrative staff and university IT services.

DA Response: As indicated in the 2023 Team assessment, this university is a young institution. Despite its young age, the university is diligently working to comprehensively enhance its information resources.

Regarding the DA, the university administration is fully dedicated to bolstering the expansion of the Architecture library. As per PSER, a budget of one million SR ($ 275,000) is earmarked for the development of the department library over a five-year period. Despite facing challenges in book procurement, the DA managed to expand the library collection by 320 new titles of the latest architecture books in various domains in just one year. The library committee has also compiled a significant book list and is in the process of acquiring them as per the plan. Moreover, the university administration is supplementing additional online and digital resources and databases, contributing to the broadening of the university's information reserves. There have been recent negotiations to acquire a digital database of architectural books, providing access to numerous architectural journals and books. It's noteworthy that the expansion of the Construction Materials Lounge linked to the library includes the addition of extra materials and products integrated into the built environment.

SUPPLEMENTAL INFORMATION

Course Descriptions

Architectural Design

DES 101 – Design Foundation I

Course ID & Title	DES 101 - Foundation 1
Total credits awarded	2 Credits – 4 Contact Hrs.
Course Description (Limit 25 words):	This course addresses the study of the basic elements and principles of design. It applies an exploration of problem solving and design elements and principles in 2-dimensional compositions.
Course Goals & Objectives (list):	• Understand the theoretical and practical basic elements of design • Present his/her thoughts and ideas visually as well as orally • Manipulate the principles of plane composition • Produce original designs to illustrate various concepts
Student Performance Criterion addressed (list number and title):	• A.1. Communication Skills • A.5. Ordering Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Main elements and principles of the design (elements V.S principles) (5%) • Elements of the design (point, line, plane, volume, shape ,size ,color ,texture ..) (10%) • Abstraction into basic design elements (20%) • Principles of design (25%) • Form and space in design organization, transformations of the form (20%) • Design organizations (grid, radial, centralized ….) -2D designs (20%)
Prerequisites:	ORN 02R , ORN 02C
Textbooks/Learning Resources:	Textbook: Wucius WONG , Principles of Two-Dimensional Design, 1st edition, Wiley.1972.
Offered (semester and year):	Fall semester / First year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Abdullah Elshafie (F/T) Ms. Esraa Samman (F/T) Ms. Mahasen AlQahwaji (F/T) Ms. Sara Alansary (P/T)

ARC 111 - Basic Design Studio II : Principles of Design

Course ID & Title	ARC 111 - Basic Design Studio II
Total credits awarded	3 Credits – 6 Contact Hrs
Course Description (limit 25 words):	The course deals with the basic concepts and fundamentals of visualization and the design of simple shapes and forms in two and three dimensions. Presentation, communication and other basic visual skills.
Course Goals & Objectives (list):	• Recognize the basic 3d organizations and principles • Develop 3D design compositions and organizations , considering various design principles ,elements and concepts. • Develop basic architectural concept applying a certain 3D organization as part of the idea. • Develop architectural solutions to real simple design problems with sense of creativity. • Illustrate design ideas and concepts using visual and verbal format • Produce 3D models with the surrounding site design taking into account 3D design principles
Student Performance Criterion addressed (list number and title):	• A.2. Design Thinking Skills • A.5. Ordering Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Serial Planes (3D)/ site design (5%) • Wall Structures (Three Dimension) (5%) • Repetition (Three Dimension) (5%) • Prisms and Cylinders (3D) , Polyhedral Structures (3D), Triangular Planes (Three Dimensional) (25%) • Linear Framework (Three Dimension) Linear Layers (Three Dimension) , Interlinking Lines (Three Dimension) (10%) • Final Project: residential projects / studio (50%)
Prerequisites:	DES101, ARC101, ORN 3R, ORN 3C
Textbooks/Learning Resources:	Textbook: Wucius WONG , Principles of Three-dimensional Design, 1st edition, Van Nostrand Reinhold; 1977.
Offered (semester and year):	Spring semester / First year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Dalia Abdal Fattah (F/T) Mr. Abdullah Elshafie (F/T) Ms. Mahasen AlQahwaji (F/T)

ARC 201- Architectural Design Studio I

Course ID & Title	ARC 201 - Architectural Design Studio I
Total credits awarded	5 Credits – 6 Contact Hrs
Course Description (limit 25 words):	The course is an Introduction to the processes of design through studio projects to apply the fundamentals of architectural design development & presentation, with emphases on building form in relation with human scale, activities and furniture as means of creating space.
Course Goals & Objectives (list):	• Recognize the design process, basic design terminologies. • Define spaces with different functions and their formation, relation and requirements. • Apply design principles & spatial organization to arrange architectural spaces. • Develop architectural solutions to real simple design problems with sense of creativity. • Development of communication skills using visual and verbal, formats to express design ideas and research. • Producing manual 3D models & drawings with professional presentation skills
Student Performance Criterion addressed (list number and title):	• A.4. Architectural Design Skills
Topical Outline (including percentage of time in course spent in each subject area):	• Space Analyses Techniques (10%) • Space program (10%) • Municipality Regulations, Ministry requirements.(10%) • Architectural Design Standards .(15%) • Generating the Project Concept (10%) • Design philosophy and process (10%) • Development of Architectural drawings (35%)
Prerequisites:	ARC 111, ARC 112, ORN 05R , ORN 05C
Textbooks/Learning Resources:	Textbook: Residential Design Studio, Robert Philip Gordon, Fairchild Book, 2010
Offered (semester and year):	Fall semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr.Rahma Dohim(F/T) Ms. Esraa Samman (F/T) Ms. Mahasen AlQahwaji (F/T) Dr. Saleh Sugati (P/T) Ms. Sherine Alagamy (P/T)

ARC 211- Architectural Design Studio II

Course ID & Title	ARC 211- Architectural Design Studio II
Total credits awarded	4 Credits – 5 Contact Hrs
Course Description (limit 25 words):	Introduce students to traditional architecture as well as increasing their awareness of the essences and details of such applications. The course focuses on medium scale projects with its functional interactions. Elementary projects are carried out. Final project is manually presented.
Course Goals & Objectives (list):	• Recognize the design process, basic design terminologies, & traditional architectural features. • Outline the space program of medium scale projects & the related architectural standards of each space layout. • Develop strong architectural concept / philosophy stemmed from traditional architecture considering the space layouts organization & the required space program. • Develop architectural solutions to real simple design problems with sense of creativity. • Grounding self-learning, teamwork, and Appreciation to traditional architecture in Saudi Arabia and Arabic world • Development of communication skills using visual and verbal, formats to express design ideas and research. • Producing manual 3D models with professional presentation skills
Student Performance Criterion/ addressed (list number and title):	A.6. Use of Precedents
Topical Outline (including percentage of time in course spent in each subject area):	• Space Analyses Techniques (10%) • Space program (10%) • Municipality Regulations, Ministry requirements.(10%) • Traditional architecture in the kingdom .(15%) • Generating the Project Concept (10%) • Design philosophy and process (10%) • Development of Architectural drawings (35%)
Prerequisites:	ARC 201
Textbooks/Learning Resources:	**Textbook:** Littlefield, D., 2012. Metric Handbook. Oxford: Architectural. **Learning Resources:** Architectural Magazines, e.g. ARCA, DOMUS, AD, JA, TA, AA
Offered (semester and year):	Spring Semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Anwar Ibrahim (F/T) Mr. Anas Hussein (F/T) Ms. Esraa Samman (F/T) Dr. Mansour Alulyat (P/T)

ARC 301- Architectural Design Studio III

Course ID & Title	ARC 301- Architectural Design Studio III
Total credits awarded	5 Credits – 8 Contact Hrs
Course Description (limit 25 words):	The architectural design studio (III) program addresses the principals of concepts, processes and skills pertaining to context and climate as determinants that shape the built environment. The course offers a comprehensive exploration of computer-aided software (2D&3D models).
Course Goals & Objectives (list):	• Recognize the environmental design strategies pertaining to hot dry environments. • Recognize the environmental design strategies pertaining to hot humid environments. • Initiate a concept of an architectural design that incorporates environmental control for hot arid climate. • Apply passive and active environmental control strategies and produce a final comprehensive solution for hot arid climate • Initiate a concept of an architectural design that incorporates environmental control for hot humid climate. • Apply passive and active environmental control strategies and produce a final comprehensive solution for hot humid climate.
Student Performance Criterion/ addressed (list number and title):	• B.6. Environmental Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Space Analyses Techniques (10%) • Space program (10%) • Environmental strategies for hot arid climate and hot humid climate .(25%) • Generating the Project Concept (10%) • Design philosophy and process (10%) • Development of Architectural drawings (35%)
Prerequisites:	ARC 211, ARC 212
Textbooks/Learning Resources:	Textbook: Lechner, N. (2015) 4th ed. Heating, cooling, lighting: Design methods for architects. John Wiley and Sons, Inc. Textbook: Jones, D.L. Architecture and the Environment: Bioclimatic Building Design, Laurence King (1998)
Offered (semester and year):	Fall Semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Dr. Ibrahim Abdelhadi (F/T) Dr. Mayas Taha (F/T) Mr. Anas Hussein (F/T) Ms. Noor Tayeh (F/T)

Course ID & Title	ARC 311 - Architectural Design Studio IV
Total credits awarded	5 Credits – 8 Contact Hrs
Course Description (limit 25 words):	The architectural design studio IV program focuses on structural system, methods of construction and building materials that affects and informs architectural design. By the end of this course students should be able to design buildings that have integrated structural systems.
Course Goals & Objectives (list):	• Recognize different structural systems; their effectiveness for different design demands. • Recognize techniques for resolving spatial problems bounded by integrating structural systems with construction & architectural systems in one building. • Handle interrelationships between structural systems on one hand and building function, form, environmental consideration, and aesthetic on the other hand. • Design comprehensive architectural projects that reflect ability to integrate structural systems in homogeneous solutions.
Student Performance Criterion/ addressed (list number and title):	• B.3. Codes and Regulations • B.5. Structural Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Case studies selection and data collection (10%) • Architectural Program & Volumetric representations (10%) • Guiding Lines, lecture (flooring systems: concrete).(10%) • Guiding Lines, lecture (flooring systems: concrete).(10% • Concept development Integrating structural systems. (10%) • Design philosophy and process (10%) • Development of Architectural drawings (30%) • Detailing of construction elements (10%)
Prerequisites:	ARC 301
Textbooks/Learning Resources:	Textbook: Ching, F. Building Structures Illustrated: Patterns, systems and design, John Wiley & Sons, Inc. 2nd edition, 2014 Textbook: Hadrovic, A. Structural Systems in Architecture, BookSurge Publishing, 1st edition, 2008.
Offered (semester and year):	Spring Semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Dr. Dalia Abdel Fattah (F/T) Dr. Rahma Doheim (F/T) Mr. Abdullah Elshafie (F/T) Dr. Hatem El Shafie (P/T)

ARC 401 - Architectural Design V

Course ID & Title	ARC 401 - Architectural Design V
Total credits awarded	6 Credits – 10 Contact Hrs
Course Description (limit 25 words):	Design studio V concentrates on design philosophy understanding and architectural trends. In general, this studio is a continuation of design projects with more complexity.
Course Goals & Objectives (list):	• Recognize the different architecture trends and it impact on architectural design. • Apply the design principles of the chosen architectural schools or trend in term of the architectural philosophy and spatial organization to organize the architectural spaces. • Develop architectural solutions to the design problems with respect to the different design restrictions. • Develop the student design character by developing their skills in expressing ideas, verbally and visually, for the purpose of self-critique as well as to communicate with/to others.
Student Performance Criterion/ addressed (list number and title):	• A.4. Architectural Design Skills • A.6. Use of Precedents
Topical Outline (including percentage of time in course spent in each subject area):	• Space Analyses Techniques (10%) • Space program (10%) • Understanding of design philosophy and architectural trends 25%) • Generating the Project Concept (10%) • Design philosophy and process (10%) • Development of Architectural drawings (35%)
Prerequisites:	ARC 311
Textbooks/Learning Resources:	Textbook: Jencks, C. (1993) Architecture Today, London: Academy.
Offered (semester and year):	Fall Semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Anwar Ibrahim (F/T) Mr. Abdullah Elshafie (F/T)

ARC 411 - Design studio VI

Course ID & Title	ARC 411 - Design studio VI
Total credits awarded	6 Credits – 10 Contact Hrs
Course Description (limit 25 words):	The course oriented to cope with planning and designing an urban project within an existing or proposed urban context with emphasis on scale, masses, and patterns, identity, urban expression and integration with existing urban fabric. With attention to traditional and historical buildings conservation or re-use.
Course Goals & Objectives (list):	• Recognize the different Urban Design principles and its criteria, concepts, tools and techniques. • Apply the urban design principles on a given project (Residential neighborhood) to organize the architectural and urban spaces, with making attention to traditional and historical buildings conservation or re-use. • Develop architectural solutions to design complex projects and urban spaces, consists of group of buildings, and its problems with respect to the different design restrictions, verbally and visually, for the purpose of self-critique as well as to communicate with/to others.
Student Performance Criterion/ addressed (list number and title):	• A.3. Investigative Skills • A.8. Cultural Diversity and Social Equity
Topical Outline (including percentage of time in course spent in each subject area):	• Space Analyses Techniques (10%) • Space program (10%) • Understanding Urban Design principles (25%) • Generating the Project Concept (10%) • master plan design(10%) • Development of Architectural drawings (35%)
Prerequisites:	ARC 401
Textbooks/Learning Resources:	Textbook: Walkable City Rules: 101 Steps to Making Better Places, Jeff Speck,Island Press
Offered (semester and year):	Spring Semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Mayas Taha (F/T) Ms. Noor Tayeh (F/T)

ARC 501 - Architectural Design Studio VII

Course ID & Title	ARC 501 - Architectural Design Studio VII
Total credits awarded	6 Credits – 10 Contact Hrs
Course Description (limit 25 words):	This design studio introduces comprehensive project related to real life problems. Integration of building systems; structural, mechanical and environmental control systems, is in the core interest of this course. The course incorporates critical monitoring for proposed projects in relation to architectural programming, building science and Technology, structural and construction solutions, and environmental design.
Course Goals & Objectives (list):	• Recognize building systems; architectural, environmental, structural, construction, and installations. • Recognize techniques for resolving planning, spatial and composition problems bounded by the concept of buildings integrated systems. • Create a comprehensive design solution that is programmatically satisfies architectural and building services requirements. • Create a comprehensive design solution influenced by the concept of integrated systems in terms of its visual, aesthetic, and style nature.
Student Performance Criterion/ addressed (list number and title):	• C.3. Integrative Design
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to system types (5%) • Introduces to structure & electro-mechanical types (5%) • Site analysis and condition, case study and program. Research and presentation. (10%) • Architectural project Ideas and philosophy 10% • Development of Architectural drawings (30%) • Systems Integration (40%): Structure 10% , Sanitary 10%, HVAC 10%, lighting 5% and Life Safety 5%
Prerequisites:	ARC 303, ARC 314, ARC 411
Textbooks/Learning Resources:	Textbook: Bovill, C., Architectural Design: Integration of Structural and Environmental Systems, Van Nostrand Reinhold, 2nd edition, 1991
Offered (semester and year):	Fall Semester / Fifth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Dr. Hikmat Ali (F/T) Mr. Anas Hussein (F/T) Dr. Faisal Agabani (P/T)

ARC 511 - Final Architectural Design Project VIII

Course ID & Title	ARC 511 - Final Architectural Design Project VIII
Total credits awarded	7 Credits – 12 Contact Hrs
Course Description (limit 25 words):	In this course each student is required to develop a project selected out of a list of areas of architectural projects proposed by the graduation committee. The student will produce a comprehensive architectural solution that reflects an overarching skill and knowledge gained throughout the previous semesters. The student will demonstrate competence in design philosophy, analysis, programming, technical and aesthetical solutions.
Course Goals & Objectives (list):	• Recognize design potentials and restrictions mandated by design philosophy, site, case studies, and avant-garde architectural trends. • Recognize techniques for resolving planning, spatial and composition problems bounded by design philosophy, program, and site. • Create a comprehensive design solution that is programmatically satisfies architectural and building requirements. • Create a comprehensive design solution influenced by the concept philosophy in terms of its visual, aesthetic, and style nature.
Student Performance Criterion/ addressed (list number and title):	• A.2. Design Thinking Skills • B.1. Pre-Design
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction, definition of terms, and course requirements. 5% • Initiating student design 5% • Architectural program of the project. 5% • Design and presentation of schematic design. 50% • Design Development 20% • Final Project Presentation 15%
Prerequisites:	ARC 303, ARC 314, ARC 411
Textbooks/Learning Resources:	Textbook: Hoke, john Ray (2000): Architectural Graphic Standards. Indianapolis: John Wiley and Sons.
Offered (semester and year):	Spring Semester / Fifth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Ibrahim Abdelhadi (F/T) Dr. Anwar Ibrahim (F/T) Dr. Rahma Doheim (F/T) Dr. Hikmat Ali (F/T)

Drawing and Drafting

ARC 101 - Architectural Drawing

Course ID & Title	ARC 101 - Architectural Drawing
Total credits awarded	3 Credits – 6 Contact Hrs
Course Description (limit 25 words):	The course introduces the student to Fundamentals of architectural drawing; conventions of graphic representation. Skills of drawing plans, sections, and elevations using orthographic and axonometric projection.
Course Goals & Objectives (list):	• Define the basic drawing techniques and conventions of graphic representation. • Recognize the methods of orthographic and axonometric projections. • Comprehend, imagine and draw architectural drawings. • Employ architectural graphic projection methods. • Draw 2D architectural drawings which are present and rendered manually.
Student Performance Criterion addressed (list number and title):	• A.1. Communication Skills
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to drawing techniques and tools (5%) • Line drawings, tone drawings, hatching, rendering & Presentation techniques (5%) • Geometry drawing and scale (15%) • Dimensioning & Lettering (5%) • Orthographic Projection(20%) • Axonometric projection (20%) • Architectural Drawings; plans, sections and elevations (30%)
Prerequisites:	ORN 02R , ORN 02C
Textbooks/Learning Resources:	Textbook: Ching, Francis D. K., Architectural Graphics, John Wiley & sons,6th edition, 2015
Offered (semester and year):	Fall semester / First year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Abdullah Elshafie(F/T) Ms. Esraa Samman(F/T) Ms. Mahasen AlQahwaji (F/T) Ms. Mona Mustafa (P/T)

ARC 112 – Drawing II: Shade/Shadow & Perspective Drawing

Course ID & Title	ARC 112 - Drawing II: Shade/Shadow & Perspective Drawing
Total credits awarded	2 Credits – 4 Contact Hrs
Course Description (limit 25 words):	The course introduces the means of communicating simple forms graphically by transforming visual information into two-dimensional images with shade, shadows & perspective.
Course Goals & Objectives (list):	• Define Concepts of light, Shade and shadows. • Recognize the Principles of architectural perspectives. • Comprehend, imagine and draw Perspective drawings. • Employ different methods for drawing One-point and Two-point perspective. • Communicate effectively in visual form and make use of information and communication resources. • Draw plans, sections and elevations for small houses
Student Performance Criterion addressed (list number and title):	• A.1. Communication Skills
Topical Outline (including percentage of time in course spent in each subject area):	• Line development (hatching, cross hatching, cross-contours, etc.,) (5%) • Isometric & Perspective Comparison(10%) • Two-point perspective :Exterior (25%) • One-point perspective interiors (10%) • Shade and Shadow in One-point perspective and Introduction to rendering techniques (Pencil and color pencil) (5%) • Architectural Drawings: Plans (25%) • Architectural Drawings; sections and elevations (20%)
Prerequisites:	DES101, ARC101, ORN 3R, ORN 3C
Textbooks/Learning Resources:	Textbook: Koller, E. L. Light, Shade and Shadow. Dover Publications, 2008. Textbook: D'Amelio, Joseph, Perspective drawing Handbook, Dover Publication, 2004.
Offered (semester and year):	Spring semester / First year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Anwar Ibrahim (F/T) Ms. Mahasen Alqahwaji (F/T)

ARC 202- Drawing III : Digital Media 2D

Course ID & Title	ARC 202- Drawing III : Digital Media 2 D
Total credits awarded	2 Credits – 5 Contact Hrs
Course Description (limit 25 words):	The course introduces 2D and 3D digital drafting concepts and techniques using AutoCAD (the selected software). Knowledge of the software and its application are delivered through lectures and hands-on tutorials.
Course Goals & Objectives (list):	• Recognize basic techniques of computerized drafting pertaining to two dimensional representations. • Recognize basic techniques of computerized modeling pertaining to three dimensional representations. • Construct two-dimensional drawings of architectural designs. • Construct three-dimensional models of architectural designs. • Develop a complete project professionally.
Student Performance Criterion addressed (list number and title):	• A.1. Communication Skills
Topical Outline (including percentage of time in course spent in each subject area):	• Basic 2D Commands (Tools) (10%) • Editing (move, copy, mirror, etc..) (10%) • Hatching, Text, and Tables (5%) • Printing and title blocks (5%) • Dimensions and Annotations (5%) • Working in three dimensions (5%) • UCS, and basic modeling (5%) • Boolean Operations (5%) • Modifying Solid Models (10%) • Section, and converting 3D to 2D (5%) • Visualization, Views, and Project Documentation (5%) • Final Project (30%)
Prerequisites:	ARC 112
Textbooks/Learning Resources:	Textbook: Omura G. & Benton B., 2016, Mastering AutoCAD 2017 and AutoCAD LT 2017, John Wiley & Sons, Inc.
Offered (semester and year):	Fall semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Anas Hussein (F/T) Ms. Esraa Samman (F/T) Ms. Mahasen AlQahwaji (F/T)

ARC 212- Drawing IV : Digital Media 3-D & Animation

Course ID & Title	ARC 212- Drawing IV : Digital Media 3-D
Total credits awarded	2 Credits – 5 Contact Hrs
Course Description (limit 25 words):	This course introduces different forms of digital representations typically used in architectural projects such as 3D models; computer generated images; animation; and sheet layout design.
Course Goals & Objectives (list):	• Recognize basic techniques of computerized drafting pertaining to two dimensional representations. • Recognize basic techniques of computerized modeling pertaining to three dimensional representations. • Construct two-dimensional drawings of architectural designs. • Construct three-dimensional models of architectural designs. • Develop a complete project professionally
Student Performance Criterion/ addressed (list number and title):	• A.1. Communication Skills
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction; The Basics of BIM (2.5%) • User Interface and Project Organization (2.5%) • The Basic Toolbox / Configuring Templates and Standards) (5%) • Working Multiplatform Modeling and Massing (10%) • Conceptual Design and Topography (10%) • Creating Walls and Curtain Walls (10%) • Modeling Floors, Ceilings, and Roofs (10%) • Creating Stairs and Railings (10%) • Families and Editing Families (10%) • Detailing and Annotation Viewing and rendering (10%) • Animation and Project Documenting and Exporting(10%) • Presentations Techniques(10%)
Prerequisites:	ARC 202
Textbooks/Learning Resources:	Textbook: James Vandezande, Eddy Krygiel, Mastering Autodesk Revit Architecture 2016: Autodesk Official Press, John Wiley & Sons, 2015 ISBN: 1119044650, 9781119044659.
Offered (semester and year):	Spring semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T)

Technology

ARC 205-Theory of Structure

Course ID & Title	ARC 205 -Theory of Structure
Total credits awarded	2 Credits – 3 Contact Hrs
Course Description (limit 25 words):	The course deals with the basic concept of structural analysis techniques, types of structures, loads, supports and reactions. Student learns concepts of equilibrium, stability, calculating centroid, calculating reactions, drawing free-body diagrams, calculating external and internal forces in beams, and trusses. The course also covers calculations of sheer and bending moment.
Course Goals & Objectives (list):	• Identify types of structural systems used in architecture. • Solve for addition and multiplication of forces (moments) as vectors • Compute unknown forces using equilibrium equations (reactions) • Compute centroid • Compute internal forces in trusses • Analyze beams to determine internal forces and draw sheer and bending moment diagrams
Student Performance Criterion addressed (list number and title):	• B.5. Structural Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to theory of structure (5%) • Structural and nonstructural elements and Load transfer (5%) • Vector addition and multiplication (10%) • Calculations of centroid (5%) • Calculations of reactions (10%) • Trusses internal forces (20%) • Beams internal forces (20%) • Shear force and bending moment diagrams (25%)
Prerequisites:	MEC 103 and (PHY 102 or PHY 201)
Textbooks/Learning Resources:	Textbook: Hibbeler, Russell C. Structural Analysis, 8th edition, Prentice Hall Inc. NJ
Offered (semester and year):	Fall semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Lara Rahim (F/T)

ARC 215- Building Construction 1

Course ID & Title	ARC 215- Building Construction 1
Total credits awarded	3 Credits – 5 Contact Hrs
Course Description (limit 25 words):	To enrich the student's theoretical background about the basics of building construction, improve the student's graphical skills on illustrating some building construction details, and to encourage the student's research skills to explore new information about construction field.
Course Goals & Objectives (list):	• Describe different building materials. • Recognize types of foundation. • Recall different structural systems • Design stairs, and concrete floors • Analyze insulation systems.
Student Performance Criterion/ addressed (list number and title):	• B.4. Technical Documentation • B.5. Structural Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to basic elements of buildings(5%) • Building materials (masonry – concrete – wood – steel) (10%) • Types of foundations (shallow – deep foundations) 10%) • Introduction to Reinforced concrete 10%) • Reinforced concrete (columns and walls systems) (10%) • Reinforced concrete (roof and floors systems) (15%) • Stair case (design and construction) (20%) • Steel structure (10%) • Wood structure(10%)
Prerequisites:	ARC 201
Textbooks/Learning Resources:	Textbook: Ching, Francis, Building Construction Illustrated, John Wiley & Sons, 2008. Textbook: Stephen Emmitt and Christopher A. Gorse, Barry's Introduction to Construction of Buildings, Blackwell Publishing, 2005.
Offered (semester and year):	Spring semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Dalia Abdal Fattah (F/T) Dr. Hikmat Ali (F/T) Ms. Noor Tayeh(F/T)

ARC 216- Concrete & Steel Construction

Course ID & Title	ARC 216- Concrete & Steel Construction
Total credits awarded	2 Credits – 3 Contact Hrs
Course Description (limit 25 words):	The course is an introduction to the basic techniques required by practicing engineers for designing structures using steel or reinforced concrete. Introduction of computer programs on design of concrete and steel structures.
Course Goals & Objectives (list):	• Describe the various basic sciences related to the course including structural analysis, structural mechanics, & strength of materials. • Recognize the student to the main items related to R.C. building components. • Recognize steel structure components , steel trusses. • Describe the design procedure for R.C building components. • Explain the design procedure for steel trusses.
Student Performance Criterion/ addressed (list number and title):	• B.5. Structural Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Properties of concrete and reinforced steel (15%) • Loads acting on reinforced Concrete structures (15%) • Analysis and design of beams , slabs , coloumns (15%) • Design of stairs (10%) • Famous steel buildings (7.5%) • Loads acting on steel structures (15%) • Design of steel truss members (7.5%) • Steel covering long spans areas(15%)
Prerequisites:	ARC 205
Textbooks/Learning Resources:	Textbook: Mac Gregor, Reinforced Concrete Mechanics and Design, 3rd edition. Textbook: Jack C. Mc Cormac and Stephen F. Csernak, Structural steel design (5th Edition) 2011.
Offered (semester and year):	Spring semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Lara Rahim (F/T)

ARC 302- Building Construction 2

Course ID & Title	ARC 302- Building Construction 2
Total credits awarded	3 Credits – 5 Contact Hrs
Course Description (limit 25 words):	This course deals with secondary & nonstructural components of buildings; such as floor finishes (terrazzo, wood, marble, carpet, and vinyl); suspended ceilings (tiles, gypsum board); interior partitions (wood, glass, metal, gypsum board); and openings (doors and windows).
Course Goals & Objectives (list):	• Acquire the basic knowledge needed in the construction field. • Recognize different non-structural systems • Describe installation and application process of different finishes and nonstructural building components. • Develop the skills required to make design decisions with respect to the properties of different materials and their installation process. • Produce 2D detail drawings of different finishes with professional presentation skills
Student Performance Criterion/ addressed (list number and title):	• B.4. Technical Documentation • B.8. Building Materials and Assemblies
Topical Outline (including percentage of time in course spent in each subject area):	• The Business of Construction (10%) • Regulations and codes (10%) • Overview of structure, Loads, & stresses (10%) • Structural Vs. Non-structural systems (10%) • Exterior wall finishes (10%) • Interior wall finishes (10%) • Partition walls (10%) • Flooring (10%) • Ceiling (10%) • Openings (10%)
Prerequisites:	ARC 215
Textbooks/Learning Resources:	Textbook: Ching, Francis, Building Construction Illustrated, John Wiley & Sons, 2008. Textbook: Mehta, Madan et. al., Building Construction: Principles, Materials, & Systems,Pearson, 2010
Offered (semester and year):	Fall semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Dalia Abdal Fattah (F/T) Mr. Anas Hussein (F/T) Ms. Sara Alansary (P/T)

Course ID & Title	ARC 303 - Technical Installation
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	This course introduces students to the different mechanical systems utilized in mechanical systems, and electrical systems (lighting, acoustics, power), in addition to safety and fire protection systems.
Course Goals & Objectives (list):	• Define the basic theory and physical concepts of sound and light. • Recognize sound behavior inside, illumination and thermal control in spaces. • Outline different AC systems and control of sound, illumination. • Understand different methods of achieving visual and thermal comfort in buildings. • Validate the illumination and AC calculation.
Student Performance Criterion/ addressed (list number and title):	• B.9. Building Service Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Acoustics and Sound characteristics (10%) • Illumination (natural and artificial) (20%) • Electrical installations (20%) • Air conditioning systems (10%) • Air conditioning economics (10%) • Design of air outlets and ducts (10%) • Design principles for air conditioning (10%) • Safety and fire protection systems. (10%)
Prerequisites:	ARC 215
Textbooks/Learning Resources:	Textbook: Stocker , W.F. and J.W . Jones , Refrigeration and Air conditioning , 2nd edition , MCcgraw- hill 1988
Offered (semester and year):	Fall semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Rahma Dohim (F/T) Dr. Faisal Agabani (P/T)

Course ID & Title	ARC 304 - Introduction to Environmental Control
Total credits awarded	3 Credits – 3 Contact Hrs
Course Description (limit 25 words):	The course studies the interaction between buildings and climate. It emphasis on the necessity of taking climatic effects in mind when planning and design of buildings to create comfortable environments. Development of various methods, tools, and techniques are available for environmental designs.
Course Goals & Objectives (list):	• Identify sustainable design and energy sources. • Identify basic physics principles pertaining to environmental design. • Recognize strategies of passive solar, cooling strategies and thermal comfort conducive to architectural design. • Examine passive and active environmental strategies pertaining to tradition buildings. • Analyze climatic conditions based on climatic data of solar radiation. • Analyze thermal comfort and the relationship of heat, specific and relative humidity using psychometric charts.
Student Performance Criterion/ addressed (list number and title):	• B.6. Environmental Systems • B.7. Building Envelope Systems and Assemblies
Topical Outline (including percentage of time in course spent in each subject area):	• Heating, cooling, and lighting as form-givers in architecture (5%) • Sustainable design and energy sources (5%) • Basic principles (20%) • Thermal comfort (20%) • Climate (10%) • Solar geometry (10%) • Passive solar (10%) • Photovoltaics and active solar (10%) • Shading and light colors(5%) • Passive cooling (5%)
Prerequisites:	PHY 102
Textbooks/Learning Resources:	Textbook: Lechner, N. (2015) 4th ed. Heating, cooling, lighting: Design methods for architects. John Wiley and Sons, Inc.
Offered (semester and year):	Fall semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Mr. Anas Hussein (F/T) Ms. Noor Tayeh (F/T)

ARC 305- Properties and strength of materials

Course ID & Title	ARC 305- Properties and strength of materials
Total credits awarded	2 Credits – 3 Contact Hrs
Course Description (limit 25 words):	This course introduces the basic information and characteristics of different construction materials and its tests used in building construction (aggregate, cement, concrete, steel, reinforced concrete, mechanical properties, durability, hardness of concrete, etc.).
Course Goals & Objectives (list):	• Recognize the basic science related to the course including structural analysis, physics and chemistry. • List the primary advantages & disadvantages of different construction materials. • Identify the basic environmental and weathering effects that affect concrete durability. • Outline the importance of having concrete with high quality in terms of strength & durability. • Differentiate the main types of building materials & understand their basic characteristics. • Recognize the basic differences between different types for concrete mix design and different types of cement
Student Performance Criterion/ addressed (list number and title):	• B.8. Building Materials and Assemblies
Topical Outline (including percentage of time in course spent in each subject area):	• The main factors affecting the construction material physical & mechanical properties (10%) • Aggregates (5%) • Cement (10%) • Steel reinforcement (rebars) (10%) • Admixtures (10%) • Manufacture of concrete, quality control and quality assurance. (20%) • Properties of fresh concrete (10%) • Mechanical properties of hardened concrete (10%) • Nondestructive tests (5%) • Durability (10%)
Prerequisites:	ARC 205
Textbooks/Learning Resources:	Textbook: P.Kumar Mehta , J.M. Monteiro (Concrete microstructure and materials) Mccgraw-Hill 1993
Offered (semester and year):	Fall semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Lara Rahim (F/T)

ARC 312 - Sanitary installation

Course ID & Title	ARC 312 - Sanitary installation
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	This course deals with the systems used in sanitation, water supply and waste disposal, the basic principles and code requirements of typical design of plumbing systems.
Course Goals & Objectives (list):	• Recognize cold and hot water supply and distribution in buildings, and selecting the appropriate system • Recall the knowledge of the use of learning resources and techniques for sanitary installations. • Describe different drainage systems. • Design layout of sanitary utility rooms and sanitary appliances. • Evaluate different sewage treatments in remote areas.
Student Performance Criterion/ addressed (list number and title):	B.9. Building Service Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to sanitary installations in buildings (5%) • Cold and hot water supply and distribution in building (10%) • Sanitary appliances (10%) • Sanitary pipe-work and drainage systems in buildings (25%) • Details of sanitary pipe-work and drainage systems in buildings (20%) • Roof and surface water drainage (10%) • Foul drainage (10%) • Sewage treatment in remote areas (10%)
Prerequisites:	ARC 302
Textbooks/Learning Resources:	Textbook: Hall, F, Essential Building Services & Equipments, Heinemann Newnes, Oxford, 1995
Offered (semester and year):	Spring semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Anas Hussein (F/T) Dr. Faisal Agabani (P/T)

ARC 314- Introduction to Building Technology

Course ID & Title	ARC 314- Introduction to Building Technology
Total credits awarded	3 Credits – 3 Contact Hrs
Course Description (limit 25 words):	The course covers the definition of the difference between science and technology in both theory and practice. The difference between the concept of structure and concept of construction. The course presents a brief review of different systems of construction technology.
Course Goals & Objectives (list):	• Recognize different construction systems. • Outline new technologies in materials and systems. • Relate science with innovations in building technology. • Distinguish the impact of technology on recent trends in architecture and construction. • Respond, verbally and in writing, to questions regarding building technology.
Student Performance Criterion/ addressed (list number and title):	• B.5. Structural Systems • B.8. Building Materials and Assemblies
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to building technology (connection between Science and Technology) (10%) • Traditional concrete construction systems (10%) • New technologies in concrete construction systems (10%) • Prefabrication (Precast- Modular) (10%) • Mechanization (Tilt up construction /Slip form/Table system/ Tunnel system) (10%) • Traditional steel construction systems (frames/Light gauge) (10%) • New technologies in steel construction systems (Space frame/truss/portal frame) (10%) • Long Span Structures (Tensile/Membrane/Shell/Vaults/Arch) (10%) • Nano-Technology & Materials (10%) • New trends in building technology (10%)
Prerequisites:	ARC 302, ARC 305
Textbooks/Learning Resources:	Textbook: Stephen Emmitt and Christopher A. Gorse, Barry's Advanced Construction of Buildings, Blackwell Publishing, 2006.
Offered (semester and year):	Spring semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Ms. Esraa Samman(F/T) Ms. Noor Tayeh (F/T) Ms. Zahraa Abdulhakim (P/T)

Course ID & Title	ARC 315 - Soil Mechanics & Foundation
Total credits awarded	2 Credits – 3 Contact Hrs
Course Description (limit 25 words):	The course is an introduction to basic knowledge and information for architectural engineering in the issue of building foundations behavior of soil under foundation, various types of foundations- bearing capacity of soil, design of shallow and deep foundations.
Course Goals & Objectives (list):	• Recognize the main physical properties of soil • Describe the basic phenomena of stresses propagation inside the soil as well as the stresses redistribution under foundations • Recall the basic terminologies of the theory of soil consolidation and how it affects the settlement of a foundation. • Evaluate the main function of a foundation and the main conditions that should be satisfied when choosing the suitable type of foundation for a particular site and project.
Student Performance Criterion/ addressed (list number and title):	• B.5. Structural Systems
Topical Outline (including percentage of time in course spent in each subject area):	• Basic Physical properties of soil (10%) • Soil classification (10%) • Stress and contact pressure distribution in soil under loaded areas (15%) • Types of foundation (15%) • Settlement (7.5%) • Terazaghi rule and calculation (20%) • Methods of exploration (7.5%) • Problematic soil (15%)
Prerequisites:	ARC 305
Textbooks/Learning Resources:	Textbook: Alkinson J H, Bdransby P.L., Mechanics of Soils : An Introduction to Critical State Soil Mechanic.
Offered (semester and year):	Spring semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Lara Rahim (F/T)

ARC 403- Working Drawings

Course ID & Title	ARC 403- Working Drawings
Total credits awarded	3 Credits – 6 Contact Hrs
Course Description (limit 25 words):	This course aims to explain to students how to prepare execution drawings for simple architectural projects taking into consideration different technical systems & electromechanical installations.
Course Goals & Objectives (list):	• Outline the principles, standards, and guidelines of producing professional working drawings. • Apply suitable applications and building technologies to decide the appropriate buildings materials, finishes, assemblies according to their performance. • Recognize the responsibilities and professional ethics in practicing Architecture during the production of working drawings. • Utilize computer applications and the IT resources in the production of working drawings & construction documents.
Student Performance Criterion/ addressed (list number and title):	• B.4. Technical Documentation
Topical Outline (including percentage of time in course spent in each subject area):	• Types of working drawing (working drawings, workshop drawings and as built drawings) (10%) • Working Drawing Production: Floor Plans (20%) • Working Drawing Production: Reflected Ceiling Plans (15%) • Working Drawing Production: Sections (15%) • Working Drawing Production: Elevations (10%) • Working Drawing Production: Details (Stairs/Dry Wall) (7.5%) • Doors & Windows Drawings (7.5%) • Detail Drawings (Skylight/ Planter-Box) (7.5%) • Tabulated schedules for doors, windows & finishes (7.5%)
Prerequisites:	ARC 302
Textbooks/Learning Resources:	Textbook: Osamu A. Wakita Nagy R. Bakhoum Richard M. Linde, The Professional Practice of Architectural Working Drawings, 5th Edition, John Wiley & Sons, 2017.
Offered (semester and year):	Fall semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Abdullah Elshafie (F/T) Ms. Nour Tayeh (F/T) Ms. Sarah Alansary (P/T)

ARC 413- Working Drawings and Documentations

Course ID & Title	ARC 413- Working Drawings & Documentation
Total credits awarded	3 Credits – 6 Contact Hrs
Course Description (limit 25 words):	This course deals with construction documentation as one of the construction phases, in this course the students are required to prepare construction documents, BOQs and cost estimates to the project.
Course Goals & Objectives (list):	• Recognize the different procurement approaches, including the Public Works Contract. • Understand Government Tenders and Procurement Law and its Implementing Regulations. • Calculate delay penalties according to the Public Works Contract. • Calculate quantities for a project and produce bills of quantities and estimate costs. • Understand the ethics of the bidding process.
Student Performance Criterion/ addressed (list number and title):	• B.4. Technical Documentation • B.10. Financial Considerations • D.1. Stakeholder Roles in Architecture • D.4. Legal Responsibilities
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to the procurement system, and the types of contracts. 30% • Introduction to building specifications 10% • Study of the different methods of quantities calculations 15% • Quantities calculations 20% • Fundamentals of building costs 5% • Government Tenders & Procurement Law 20%
Prerequisites:	ARC 403
Textbooks/Learning Resources:	Textbook: Keith, S. Working Drawings Handbook, Architecture Press, Oxford, 1998.
Offered (semester and year):	Spring semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Mr. Abdullah Elshafie (F/T)

ARC 502 - Architectural professional Practice

Course ID & Title	ARC 502 - Architectural professional Practice
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	The course teach the students the relationships of architecture with allied professions, introduce students to the issues related to the professional practice in the kingdom, assist the students in understanding the legal, ethical, and managerial responsibilities of architects in the professional practice.
Course Goals & Objectives (list):	• Recognize the legal, ethical and professional role of architects. • Awareness of the administrative and leadership role of architects. • Recognize the legal processes involved in setting up of design firm in Saudi Arabia. • Understand basic concepts and characteristics related to Projects, Project Managers, and Project Management.
Student Performance Criterion/ addressed (list number and title):	• D.2. Project Management • D.3. Business Practices • D.5. Professional Conduct
Topical Outline (including percentage of time in course spent in each subject area):	• Development of the profession in the kingdom. (10%) • Architect's professional roles and responsibilities. (20%) • Code of professional conduct and ethics 20% • Types and form of architectural practice (10%) • Starting architecture business. (10%) • Managing architecture firm. (10%) • Project management and delivery. (20%)
Prerequisites:	ARC 311
Textbooks/Learning Resources:	Textbook: Peter Pivens and Bradford Perkins (2003), Architect's Essentials of Starting a Design Firm, John Wiley & Sons, New Jersey.
Offered (semester and year):	Fall Semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Ibrahim Abdelhady (F/T)

ARC 316 - Co-op

Course ID & Title	ARC316- Co-op
Total credits awarded	6 Credits
Course Description (limit 25 words):	The course aims to expose students to practical life. Students will be able to apply the theoretical knowledge they have acquired in the classrooms in real-life.
Course Goals & Objectives (list):	• Outline knowledge related to practical experience in the field of architecture. • Interpret the knowledge learned in the classroom, and link it to the job related practices. • Illustrate analytical problem solving and decision-making skills. • Demonstrate interpersonal and professional skills.
Student Performance Criterion/ addressed (list number and title):	• B.2. Site Design
Topical Outline (including percentage of time in course spent in each subject area):	• Progress report 1: to be submitted on the 8th week after starting the coop. (15%) • Progress report 2: to be submitted on the 16th week after starting the coop. (15%) • Progress report 3: to be submitted by the end of the coop. (40%) • Mid / final evaluation to be submitted by the onsite supervisor (30%)
Prerequisites:	ARC 311
Textbooks/Learning Resources:	N/A
Offered (semester and year):	Fourth year / Fifth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Esraa Samman (F/T)

History/Theory

ARC 203- History of Architecture I

Course ID & Title	ARC 203- History of Architecture I
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	This course is an introduction to the development of architecture through ages, highlighting the factors that contribute to the development of the unique of various cultures & the development of structural systems, materials, construction methods and different building types.
Course Goals & Objectives (list):	• Understand the needs and aspirations of a given period as these were manifested in architectural physical forms. • Analyze architecture through different eras and cultures, Climatically, geographically, religious and technical context. • Distinguish between needs and the factors affecting the architecture lead to diversity in forms and characters of building and urban context.
Student Performance Criterion addressed (list number and title):	• A.7. History and Global Culture • A.8. Cultural Diversity and Social Equity
Topical Outline (including percentage of time in course spent in each subject area):	• Why Studying History • Starting life on Earth • Stone Age • Civilizations around rivers • Mesopotamia • Ancient Egyptian Architecture • Greek Architecture. • Roman Architecture • Byzantine Architecture. • Romanesque Architecture. • Gothic Architecture • Renaissance, and Baroque architecture. • Islamic Architecture (Brief introduction to know its relation to other historical periods)
Prerequisites:	ARC 111
Textbooks/Learning Resources:	Textbook: Ching, F et al, A Global History of Architecture , New York: Wiley 2007 Textbook: Risebero, C. The Story of Western Architecture, London: The Butterworth Group, 2001
Offered (semester and year):	Fall semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Esraa Samman (F/T) Ms. Mahasen Alqahwaji (F/T)

ARC 204- Theory of Architecture I

Course ID & Title	ARC 204- Theory of Architecture I
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	This course introduces concepts and types of theories of architecture, its relationship to function/user needs as bases for architectural design. It defines building elements components and space mass relationship. The course focuses on architectural aesthetics, vocabulary and language of architectural composition, character and style.
Course Goals & Objectives (list):	• Recognize dimensions of architecture such as space, form, structure, and function. • Describe the defining principles for different types of buildings. • Distinguish significant areas that contribute in achieving aesthetics values in Architecture. • Interpret human factors and considerations behind the design of different types of buildings.
Student Performance Criterion addressed (list number and title):	• A.8. Cultural Diversity and Social Equity • B.1. Pre-Design
Topical Outline (including percentage of time in course spent in each subject area):	• Elements of Architecture (points, lines, planes and volumes).(10%) • Forms and their visual effect and applications in Architecture.(10%) • Spaces, the visual field, form-space relationship. (10%) • Circulation in architecture (10%) • The Users- The social activity considerations • (Human needs and Site Factors)(15%) • Aesthetics in Architecture (10%) • Elements of architecture, Principles of design and Structural expressionism.(15%) • Considerations and requirements Residential, offices and commercial Design (20%)
Prerequisites:	ARC 112
Textbooks/Learning Resources:	Textbook: Ching, F et al, A Global History of Architecture , New York: Wiley 2007 Textbook: Risebero, C. The Story of Western Architecture, London: The Butterworth Group, 2001
Offered (semester and year):	Fall semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Anwar Ibrahim (F/T)

ARC 213- History of Architecture II

Course ID & Title	ARC 213- History of Architecture II
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	This course is an introduction to the development of architecture throughout Muslim world. It includes ideas and cultures that influenced the formation of the architectural character in Muslim society.
Course Goals & Objectives (list):	• Outline the architectural physical forms of different Muslim periods. • Analyze architecture through different Islamic periods and cultures. • Distinguish between different regions of the architecture of the Islamic world. • Communicate effectively both orally, visually and in writing through learning the necessary visual vocabulary, needed to present the needs and aspirations of given periods.
Student Performance Criterion/ addressed (list number and title):	• A.7. History and Global Culture
Topical Outline (including percentage of time in course spent in each subject area):	• Early Islamic period, Architecture in the period of Prophet Mohammad (pbuh) • Architecture during the period of the Prophet's (pbuh) Caliphs. • Umayyad Architecture • Umayyad Architecture in Andalusia • Abbasside Architecture and Tolonian Architecture. • Fatimid Architecture • Seljuk, Zenkis and Ayyubid Architecture • Mamluk Architecture. • Ottoman Architecture.
Prerequisites:	ARC 203
Textbooks/Learning Resources:	Textbook: George Michel, Architecture of the Islamic World: Its History and Social Meaning, Published by Thames and Hudson, London 1995.
Offered (semester and year):	Spring semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Ms. Esraa Samman (F/T)

ARC 214- Theory of Architecture II

Course ID & Title	ARC 214- Theory of Architecture II
Total credits awarded	2 Credits – 2 Contact Hrs
Course Description (limit 25 words):	The course focuses on the development of twentieth-century architecture in the western tradition including its social, technological, and conceptual aspects as an introduction to modern architecture.
Course Goals & Objectives (list):	• Recognize the reasons for the development of different architectural movements and trends during mid and late 19th century and the 20th century. • Describe the main architectural characteristics of the studied architectural movements and styles • Criticize the studied architectural movements & styles . • Recognize the philosophy and the ideology of each of the studied architectural movements and how this affected the resulted physical characteristics of the buildings built during that period , compare between various architectural trends in terms of the ideology , physical characteristics.
Student Performance Criterion/ addressed (list number and title):	• A.6. Use of Precedents • A.7. History and Global Culture
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to the late 19th and the 20th century architectural movements (5%) • The Mid and late 19th century architectural movements (10%). • The impact of the industrial revolution on Architecture and urban planning(10%). • Appearance of neoclassical architecture movement.(10%). • Early modernism in western Europe and United States (15%). • Rise of modern architecture movements (20%). • The international style (10%). • Mid-century reactions (10%). • Late modern architecture (10%).
Prerequisites:	ARC 112
Textbooks/Learning Resources:	Textbook: Jencks. C., Architecture Today, London: Academy Editions , London Textbook: Jencks. C., (1991) The Language of post Modern Architecture. Academy Editions. London.
Offered (semester and year):	Spring semester / Second year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Ibrahim Abdelhady (F/T)

Urban/Housing/Planning

ARC 313 - Introduction to Housing & Urban Design

Course ID & Title	ARC 313 - Introduction to Housing & Urban Design
Total credits awarded	3 Credits – 3 Contact Hrs
Course Description (limit 25 words):	This course provides an introduction to housing and urban design; theories, housing problems, social, economic and environmental impact on housing and urban design.
Course Goals & Objectives (list):	• Recognize the principles of Housing and urban design. • Recognize the principles of planning of residential areas. • Analyze and synthesize urban design principles of selected urban design context. • Analyze and synthesize housing principles of selected urban context. • Acquire skills for seeking data from different media and techniques for studying and analyzing urban setting.
Student Performance Criterion/ addressed (list number and title):	• A.3. Investigative Skills • A.8. Cultural Diversity and Social Equity
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction to Housing & Urban Design (5%) • Modern city planning (5%) • Tradition, Radburn, and conventional urban design and housing (15%) • Perceptual dimension of urban design (Elements of city design image (map of Kevin Lynch) (15%) • Morphological dimension of urban design: figure ground studies (15%) • Visual dimension of urban design (5%) • Social dimension of urban design (5%) • Functional dimension of urban design (5%) • Types of housing; units and buildings (15%) • Neighborhood design process (15%)
Prerequisites:	ARC 301
Textbooks/Learning Resources:	Textbook: Carmona, M. Public Places, Urban Spaces: The Dimensions of Urban Design. Routledge, 2nd Edition, 2010. Textbook: De Chiara, J. Time Saver Standards for Residential Development. McGraw-Hill Book Company, 1st Edition, 1984
Offered (semester and year):	Spring semester / Third year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Majdi Alkhresheh (F/T) Ms. Paula Hilal (P/T)

ARC 402 - Landscape Architecture and site planning

Course ID & Title	ARC 402 - Landscape Architecture & site planning
Total credits awarded	3 Credits – 5 Contact Hrs
Course Description (limit 25 words):	The course studies the fundamentals of landscape and the relation between landscape and architectural design in relation to site planning and design. Students are introduced to the study of exterior spaces as they relate to and complement to the building designs.
Course Goals & Objectives (list):	• Define, landscape and site planning and its impact on architectural design, and memorize the land scape theories. • Explain the land scape design principles, elements & the Tools, stages of analysis of sites & landscape. • Develop architectural solutions to the land scape design and site planning problems with taking into consideration to the environmental conditions aspects restrictions. • Apply Complementary elements of landscape and landscape architecture concepts.
Student Performance Criterion/ addressed (list number and title):	• B.2. Site Design • C.1. Research
Topical Outline (including percentage of time in course spent in each subject area):	• Introduction and definitions of Land scape and site planning. (5%) • Discussion of relation between landscape and architectural design (5%) • Landscape theories (10%) • Purpose and importance of sit planning. (10%) • Site analysis and its goals discussion about similar examples. (10%) • Theoretical concepts of environmental conservation. (10%) • Utilization of natural element in landscape. (10%) • The Ecological Balance and Integration. (10%) • The basics of designing a landscape for green areas and parks. (10%) • Classification of green areas in big cities. (10%) • Accessible green spaces. (10%)
Prerequisites:	ARC 311
Textbooks/Learning Resources:	Textbook: Kevin Lynch, Site Planning 3rd edition, MIT Press
Offered (semester and year):	Fall Semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Mayas Taha (F/T) Dr. Dalia Abdelfattah (F/T) Ms. Sara Alansary (P/T)

ARC 412 - City Planning

Course ID & Title	ARC 412 - City Planning
Total credits awarded	3 Credits – 6 Contact Hrs
Course Description (limit 25 words):	The course deals with the different concepts and principles of urban, city and town planning. It furnishes a wide background of the field of planning and its related physical social and economic influencing factors. The course first defines the general concepts of planning, and then it briefly illustrates the history of city planning of different civilizations.
Course Goals & Objectives (list):	• Distinguish among plans, decisions, and actions. • Explain the ways in which plans work and what they accomplish. • Describe when and how plans are made at various scales and scope. • Discuss key ideas of urban spatial structures and morphology. • Apply principles and approaches to planning conflict resolution. • Understand various tools and processes used in analysis and plan making
Student Performance Criterion/ addressed (list number and title):	• A.8. Cultural Diversity and Social Equity
Topical Outline (including percentage of time in course spent in each subject area):	• Levels of planning regional, urban and local and natural environmental studies (10%) • Urban and land use studies (10%) • Socio-economic studies (10%) • Preparation steps for comprehensive and regional plan of cities (10%) • Procedure of existing city planning (10%) • Problem of Informal housing residential areas (10%) • Principles of norms planning of services , neighborhoods design (10%) • Constraints, possibilities, and problems- General analysis of data (10%) • Preparing planning & evaluation alternatives (10%) • Approvals of comprehensive planning (10%)
Prerequisites:	ARC 311
Textbooks/Learning Resources:	Textbook: John M. Levy. (Feb 22, 2008), Contemporary Urban Planning". (8th Edition). Textbook: Hugh Stretton, Urban Planning in Rich and Poor Countries, Published by Oxford University Press, 1978.
Offered (semester and year):	Spring Semester / Fourth year
Faculty assigned (list all faculty assigned during the four semesters prior to the visit):	Dr. Rahma Doheim (F/T) Dr. Abdulaziz Alhassan (P/T)

Faculty Résumés

Name: Waleed Mohammed Abanomi, PhD.

Courses Taught:

- ARC 101 Basic Design Studio 1
- ARC 111 Basic Design Studio 2
- ARC 201 Architectural Design Studio 1.

Educational Credentials

- B. Arch. King Saud University, KSA, 1995.
- M Arch. University of Arizona, USA. 2000.
- PhD. Cardiff University, UK, 2005.

Teaching Experience

- Associate Professor, King Saud University, 2009- Present
- Assistant Professor.College of Architecture and Planning. King Saud University, 2005 2014.
- Teaching Assistant.College of Architecture and Planning, King Saud University, 1996-1997.

Professional Experience

- Vice President of Al Yamamah University, 2018-Present
- Dean of College of Engineering and Architecture, Al Yamamah University, 2015-2018.
- Consultant at the Ministry of Education. Project Management Administration. Kingdom of Saudi Arabia, 2009 – 2015.

Selected Publications and Recent Research

- Abanomi, Waleed. (2018). The Effect of Sunspace on Thermal Performance of Buildings in Hot and Dry Regions, Riyadh City as a Case Study. Journal of King Abdulaziz University: Environmental design sciences.
- Abanomi, Waleed. (2014). The Thermal performance of Double Facades on Architectural Spaces in Arid Regions. Al Baha University in Aqiaq Province as a Case Study. Journal of King Saud University Architecture and Planning. Vol 26, 2014.

Professional Memberships

- Member in the Saudi council of Engineers.

Honors

- Best Professor in Engineering & Architecture. The middle East Education Leadership Awards. World CSR & World Sustainability, October 2017.
- Graduate Student Distinguish Award, Spring.1999. College of Architecture, Planning and Landscape Architecture, University of Arizona. USA.

Name: Hikmat H. Ali, PhD.

Courses Taught:

- ARC 215 Building Construction I
- ARCH 214 Building Materials and Components
- ARC 501 Architectural Design Studio VII
- ARC 511 Final Architectural Design Project VIII

Educational Credentials:

- Ph.D., Texas A & M University, College Station, USA, 2000
- M.Sc., University of Jordan, 1992
- B.Sc., Yarmouk University, 1986

Teaching Experience:

- Professor, Al-Yamamah University, 2023-present
- Professor, Jordan University of Science and Technology, 2019-2023
- Associate Professor, Jordan University of Science and Technology, 2013–2019
- Associate Professor, King Saud University, 2008–2013
- Assistant Professor, Jordan University of Science and Technology, 2000-2008
- Lecturer, Jordan University of Science and Technology, 1993–1996

Licenses/ Registration:

- Jordanian Engineers Association/ Division of Architecture, Amman, Jordan.

Selected Publications and Recent Research:

- Ali, Hikmat, A Abed, A Rababah. 2024, The impact of building regulations on indoor environmental quality: the case of detached houses in Jordan, Archnet-IJAR: International Journal of Architectural Research 18 (1), 102-120.
- Ibrahim, Anwar, Hikmat Ali, Zainab Harahsheh, 2024, Perception beyond sight: Investigating the cognitive maps of congenitally blind individuals in urban environments, Frontiers of Architectural Research, https://doi.org/10.1016/j.foar.2024.02.009
- Ali, Hikmat, M Abdullah, M Wedyan, 2023, Application of machine learning techniques to predict patient's satisfaction of indoor environmental quality in Jordanian hospitals. Journal of Ambient Intelligence and Humanized Computing 14 (10), 13673-13681
- Ali, Hikmat: Quality Assessment of Market Needs for Architecture and Building Science Graduates: Case of King Saud University. Proceedings of the 5th Annual International Conference on Architecture and Civil Engineering (ACE 2017).

Professional Memberships:

- Member of Jordanian Engineers Association
- Associate Member AIA, Chapter of Houston Saudi Engineering Committee.
- Associate Member of Texas Society of Architects.
- ASCAAD - Arab Society for Computer Aided Architectural Design.
- Member of building Technology educator.
- Member of Saudi Green Building Council.

Name: Anwar F. Ibrahim, PhD.

Courses Taught:

- ARC 204Theory of Architecture I
- ARC 401 Architectural Design Studio V

At JUST:

- ARCH 231 History of Architecture I
- ARCH 331 Modern Architecture
- ARCH 591 Graduation Project I
- ARCH 592 Graduation Project II
- ARCH 748 Architecture Theory and Criticism

Educational Credentials:

- Ph.D., State University of New York at Binghamton, NY, USA 2015
- M.Sc., Jordan University of Science and Technology, Irbid, Jordan 1999
- B.Sc., Jordan University of Science and Technology, Irbid, Jordan, 1996

Teaching Experience:

- Associate Professor, Al-Yamamah University, 2022-present
- Associate Professor, Jordan University of Science and Technology, 2015–2022
- Graduate Assistant, Binghamton University, USA, 2008-2012
- Full time lecturer, Al-Balqa Applied University, 1999–2008

Licenses/ Registration:

- Jordanian Engineers Association/ Division of Architecture, Amman, Jordan.

Selected Publications and Recent Research:

- Ibrahim, Anwar, Hikmat Ali, & Razan Rasheed. 2022. Evaluation of nearly zero energy residential buildings design strategies in three climatic zones in Jordan. International Journal of Energy Economics and Policy, 2(5), 378-391, DOI: https://doi.org/10.32479/ijeep.13268
- Abed, Amal, Hikmat Ali, Anwar Ibrahim & Musab Wedyan. 2022. Impact of setbacks on thermal comfort and visual privacy in detached houses in Jordan, Building Research & Information, DOI: 10.1080/09613218.2022.2121906
- Ibrahim, A. F., Attia, A. S., Asma', M., B., & Ali, H. H. (2020). Evaluation of the online teaching of architectural design and basic design courses case study: College of Architecture at JUST, Jordan. Ain Shams Engineering Journal.
- Ibrahim, A., Ali, H. H., & Alqara, W. (2020). The effect of installed photovoltaic panels on the aesthetic perception and evaluation of the mosque architectural form in Jordan. Open House International, 45(4), 449-463.
- Ibrahim, A., Ali, H., Abuhendi, F., & Jaradat, S. (2020). Thermal seasonal variation and occupants' spatial behaviour in domestic spaces. Building Research & Information, 48(4), 364-378.

Professional Memberships:

- Jordanian Engineers Association/ Division of Architecture, Amman, Jordan.

Name: Majdi Alkhresheh, PhD.

Courses Taught:

- ARC 203 History of Architecture I
- ARC 212 Drawing IV: Digital Media 3-D & Animation
- ARC 301 Architectural Digital Design Studio III
- ARC 304 Introduction to Environmental Control
- ARC 313 Housing and Urban Design
- ARC 501 Architectural Design Studio VII
- ARC 511 Final Architectural Design Project VIII

Educational Credentials

- B. Arch., King Faisal University, SA,1987
- M.S. Architecture, University of Jordan, 1995
- Ph.D. Urban Planning and Design. University of Florida, 2007.

Teaching Experience

- Instructor, AlIsra University, Jordan, 1995 – 2001
- Instructor, Mutah Universiy, Jordan, 2001 – 2003
- Assistant Professor, Mutah University, 2007–2014
- Assistant Professor, Jordan University of sc. and tech., 2014-2015
- Assistant Professor, Alhosn University, UAE, 2015–2017
- Assistant Professor, Al Yamamah University, SA, 2017–Present

Professional Experience

- Architect, Local Engineering firms in Jordan, 1990 - 1993

Selected Publications and Recent Research

- Alkhresheh, M. M. (2007). Enclosure as a function of height-to-width ratio and scale: Its influence on user's sense of comfort and safety in urban street space (Doctoral dissertation). The University of Florida, Gainesville, FL
- Alkhresheh MM (2012). Preference for void-to-solid ratio in residential facades. Journal of Environmental Psychology, 32: 234–245.

Professional Memberships

- Jordanian Engineers Association

Name: Mayas Taha, PhD.

Courses Taught:

- ARC 401: Architectural Design V
- ARC 411: Architectural Design VI
- ARC402: Landscape and Site planning
- ARC 403: Working drawings1
- ARC 413: Working drawing 2
- ARCA 425: Architecture Conservation.
- ARC 203: History of Architecture I.

Educational Credentials

- Ph.D., Damascus University, 2017
- Master degree, Aleppo University,2012.
- Bachelor's degree, Aleppo University,2007.

Teaching Experience

- Assistant teacher, Al Etihad University, 2008-2014
- Assistant teacher, Damascus University, 2009-2013
- Lecturer, Damascus University, 2013-2017
- Lecturer, AL-Yarmouk private University, 2014-2017
- Assistant professor, Damascus University & AL-Yarmouk Private University2017-2018
- Assistant professor, Al-Yamamah University, 2018-present

Professional Experience

- Participating in designing several residential and commercial buildings (2008-2013)
- Architect, central office engineering affairs \Damascus University, 2009-2013
- Architect, Department of Engineering Affairs / Faculty of Fine Arts Aleppo University, 2007-2009.

Selected Publications and Recent Research

- Conservation of Architectural Heritage (CAH) 4th Edition, conference, Egypt, Aswan – Luxor, 31-Jan to 3Feb, 2020, "Legal mechanisms for the conservation of architectural heritage in situations of armed conflict, and the assessment of their compliance in certain World Heritage sites in the Arab world"
- Al Yammamah University, YUGEN conference, "The landscape elements of university buildings in Saudi Arabia, and its impact to provide a suitable environment for its users", is being published, 2019

Name: Ibrahim Al Abdelhady, PhD.

Courses Taught:

- ARC 201 Architecture Design Studio I
- IAR 302 Advanced Techniques in 3DMax
- ARC511 Final Architectural Design Project VII
  ARC501 Architectural Design Studio VII
- IAR213 Advanced rendering using Photoshop

Educational Credentials

- PhD, Virginia Polytechnic Institute and State University, 2013
- PhD, Virginia Polytechnic Institute and State University and Alexandria University, Egypt (Channel program), 2009
- MSc, Alexandria University, 2005

Teaching Experience

- Faculty Adjunct, Virginia Polytechnic Institute and State University, 2007-2008 Assistant Professor, Assistant Professor Alexandria University, 2009-2016
  Assistant Professor American University in Cairo (AUC), 2013-2014
- Assistant Professor Dar El.Hekma University, KSA. 2015-2019

Professional Experience

- Intern, Name of Architecture Firm or Other Business/Government Entity, Madrid, 1988–1991
- Project Architect, Gensler, Dubai, UAE, 1992–present

Licenses/Registration

- Egyptian Syndicate of Engineers

Selected Publications and Recent Research

- Abdelhady, Ibrahim & Jones, James “A Comparative Approach to Map BIM Workflow in US Mid-Size Firms Using BPMN and IDEF Methods” Architecture Research Centers Consortium (ARCC), Chicago, USA 2012
- Abdelhady, Ibrahim & Jones, James “Mapping of Building Information Modelling Business Process Model and Related Issues in Both the Schematic Design and Design Development Phases“ The International Journal of the Constructed Environment, Volume 4, Issue 2, pp.1-12

Professional Memberships

- American Institute of Architects
- Egyptian Syndicate of Engineers

Name: Dalia Abdel Fattah, PhD.

Courses Taught:

- ARC 201 Architectural Design Studio 1
- ARC 311 Architectural Design Studio IV
- ARC 215 Building Construction 1
- ARC412 City Planning
- ARC 111 Basic Design Studio 2
- ARC 302 Building construction II

Educational Credentials

- Bachelor of Science, Faculty of Engineering, Architecture Department, Cairo university 2006
- Masters of Science in Architecture (MSc.) Cairo University, 2011.
- Doctor of philosophy in Architecture (PhD.) Cairo University, 2018.

Teaching Experience

- Lecturer, Effat University, 2014.
- Assistant Professor, Arab Academy for Science, Technology & Maritime Transport, visiting lecturer. Faculty of Engineering and technology. Architectural engineering and environmental science, 2015 - 2018.
- Assistant Professor, Cairo University, visiting lecturer. Faculty of Engineering, Architectural Engineering Technology program (AET), 2015 - 2018.
- Assistant Professor, El Yamamah University, 2019–present

Professional Experience

- Architect, Ecoscape (Landscape –planning –Architecture), Cairo, 2006–2014 Project Architect, Land scape design, Planning and urban design.

Selected Publications and Recent Research

- Assessing livability of public spaces in gated and ungated communities using the star model. Journal of engineering and applied science, Vol. 67, No. 3, June 2020, pp.605-624.
- East London University: International Conference for Sustainable Design of the Built Environment, 20-21 December 2017, London, UK.
- - Motivating participation in regenerating sustainable urban neighbourhood open Spaces.
- - Urban Livability Dimensions in the Egyptian New Cities. Case study: Sheikh Zayed city.

Professional Memberships

- An UN-HABITAT-Planners for Climate Action (P4CA Affiliate)
- IGI Global eEditorial Discovery (Reviewer)

Name: Rahma Doheim, PhD.

Courses Taught:

- ARC 112 Shade/Shadow & Perspective Drawings
- ARC 201 Architectural Design Studio I
- ARC 303 Technical Installation
- ARC 423 Urban Design Theories
- ARC 501 Architectural Design Studio VII
- ARC 502 Architectural Professional Practice

Educational Credentials:

- Ph.D. in Architecture and the Built Environment, University of Ulster. Belfast, UK. 2012.
- M.Sc. in Safety Management, West Virginia University. West Virginia, USA. May 2005.
- M.Sc. Courses in Architecture, Arizona State University. Arizona, USA, May 2003.
- B.Sc. in Architectural Engineering, Assiut University. Egypt July 1999

Teaching Experience:

- Assistant Professor, University of AL Yamamah, KSA, 2021 – Present.
- Assistant Professor, University of Business and Technology, KSA, 2019 – 2021.
- Assistant Professor, Effat University, KSA, 2012 – 2019.
- Teaching Assistant, School of Architecture & Design. University of Ulster, UK, 2009 – 2011.
- Lecturer, Department of Architectural Engineering. Assiut University, Egypt, 2005 –2008.

Professional Experience:

- Senior designer (2007-2008). BONIAN Architectural firm. Egypt.
- Research Assistant (2003-2005). West Virginia University. USA.
- Architect (Feb-Aug.2001), Herberger Centre for Design Excellence, Arizona State University. USA.

Licenses/Registration (as appropriate)

- Egyptian Engineers Syndicate (EES), Egypt.
- Association of Egyptian Architects (AEA), Egypt

Selected Publications and Recent Research

- Doheim, R. M., Farag, A. A., & Badawi, S. (2020). Success Measures for Transforming into Car- Free Cities: Recommendations for Implementation. In: Humanizing Cities Through CarFree City Development and Transformation, 232-268.
- Doheim, R.; Yusof, N . (2020). Creativity in Architecture Design Studio. Assessing Students' and instructors' perception. Journal of Cleaner Production, volume 249.

Professional Memberships

- Member at the Charted Institute of Building Services Engineering (CIBSE), UK. [#038291]
- Member of the Association of Egyptian Architects (AEA), Egypt.

Name: Anas Hussein

Courses Taught:

- ARC 401: Architectural Design V
- ARC 301 - Architectural digital Design Studio III
- ARC 304 Introduction to Environmental control
- ARC 211 - Architectural design 2.
- ARC 101 - Architectural Drawing 1

Education Credentials:

- Master of Science Sustainable Buildings & Environments. Newcastle University, UK. 2017.
- Bachelor of Architecture (B.Arch.) King Saud University - Riyadh. K.S.A. 2013.

Teaching Experience:

- Lecturer of Architecture, Al Yammah University (YU), Riyadh. Sep2018- Current
- Lecturer of Architecture, Dar Al Uloom University (DAU), Riyadh. Jan 2018 – Sep 2018
- Teaching Assistant, Dar Al Uloom University (DAU), Riyadh. Sep 2013- Dec 2017

Professional Experience:

- Intern Architect Arabian office for Engineering & Consulting Riyadh. Jun 2012 - Sep 2012
- Intern Architect at Internazionale Marmi e Macchine Carrara Spa Italy. June 2011

Licenses/Registration:

- Architect – Saudi Council of Engineers – Registration no.155977

Professional Memberships:

- International Building Performance Simulation Association - England.
- Saudi Healthcare Architects- Saudi Umran Society.

Name: Abdullah Elshafie

Courses Taught:

- DES 101 Foundation 1
- ARC 111 Basic Design Studio 2
- ARC 311 Architectural Design Studio 4
- ARC 401 Architectural Design Studio 5
- ARC 403 Working Drawing
- ARC 413 Working Drawing and Documentation
- ARC 215 Building Construction I

Educational Credentials

- B. Arch., King Saud University, 2012
- M.Sc. Advanced Construction Technologies and BIM, University of Strathclyde, 2019

Teaching Experience

- Lecturer, Al Yamamah University, 2020-present

Professional Experience

- Architect/Senior Architect, Al Mansouryah General Contracting Co. Ltd., Riyadh, 2013 – 2020
- Architect, Sharat Consulting Engineers, Riyadh, 2012–2013

Licenses/Registration:

- Saudi Council of Engineers
- Egyptian Engineers Syndicate

Professional Memberships

- Saudi Council of Engineers
- Egyptian Engineers Syndicate
- Federation of Arab Engineers

Name: Noor Tayeh

Courses Taught :

- ARC101 Architectural Drawings
- Arch 311 Architectural Design Studio IV
- ARC 411 Architectural Design Studio VI
- Arch 403 Working Drawings I
- ARC215 Building Construction I
- ARC301 Design Studio III

Education Credentials

- MSc in Architecture, Jordan University of Science and Technology- Jordan, 2012
- BSc in Architectural Engineering, The Islamic University of Gaza-Palestine, 2007

Professional Experience

- Part-time lecturer at Al Yamamah University, Sep 2019-Jun 2021
- Lecturer in the College of Architecture & Digital Design at Dar Al Uloom University, Riyadh-Saudi Arabia, Feb 2016- Aug 2019
- Architect at Consultancy Group Pro. Office Riyadh- Saudi Arabia, Oct 2014 – Nov 2015
- Teacher Assistant in The Architecture Engineering Department at Al Faisal University, Riyadh-Saudi Arabia, Sep 2013- Jan 2014
- Graduate Student and researcher at Jordan University of Science & Technology, Sep 2009 – Oct 2012

Licenses/Registration

- ISOC ARP Membership(International Society of City and Regional Planners),2022
- LEED Accredited Professional, LEED Neighborhood Development, 2017

Selected Publications and Recent Research

- Refugee Camps in Gaza: Between Upgrading and Urbicide. Journal of Palestine Studies 51 (3), 3-22
- Urban Regeneration to Reclaim Sustainability in Cities: The Case of Down Town Riyadh, KSA. Proceedings of the Second International Conference for Sustainable Design of the Built Environment (SDBE, 2018 London).

Name: Esraa Samman

Courses Taught:

- ARC 101 Basic Design Studio 1: Architecture Drawing
- ARC 112 Architectural Drawing II
- ARC 204 Theory of Architecture
- ARC 211 Architectural Design Studio II
- ARC 213 History of Architecture II
- ARC 314 Introduction to Building Technology
- ARC 402 Landscape and Site Planning

Educational Credentials

- B. Arch., Wentworth Institute of Technology in Boston, 2016
- M.Arch., Wentworth Institute of Technology in Boston, 2017

Teaching Experience

- Research Assistant, Wentworth Institute of Technology in Boston, 2016–2017
- Private tutor, Freelance in Jeddah, 2019-2020
- Professor, Architecture Lecturer, Alyamamah University, 2021–Present

Professional Experience

- Intern, Habitat for Humanity in Boston, 2014
- Estimator Intern, Modern Floors Inc. in Boston, 2015
- Designer, Bloom Architecture in Boston,2017–2018

Name: Lara Omar Rahim

Courses Taught:

- MEC103 Engineering Mechanics
- ARC 205 Theory of Structure
- ARC 216 Concrete and Steel Construction
- ARC 305 Properties and Strength of Material
- ARC 315 Soil Mechanics and Foundation

Educational Credentials:

- B. Civil Engineering., University of Balamand, 2014
- M.S. Civil Engineering., University of Balamand, 2016

Teaching Experience:

- Math Teacher, Khaled International School, 2016–2017
- Math Coordinator, Dar al Salam School, 2017–2019
- Lecturer, Al Yamamah University, 2021–present

Professional Experience:

- Site Engineer Intern, MAN Enterprise, Lebanon, Beirut 2015
- Site Engineer, Bureau de construction architectural, Lebanon, Tripoli, 2016 Math Teacher, Khaled International School, KSA, Riyadh, 2017
- Math Coordinator, Dar al Salam School, KSA, Riyadh, 2019 Lecturer, AL Yamama University, 2021–present

Licenses/Registration

- Orders of engineers and architects – Lebanon, Tripoli

Selected Publications and Recent Research

- Research on the Effect of beam-column connection stiffness on the lateral behavior of buildings, Group of 3

Name: Mahasen AlQahwaji

Courses Taught:

- ARC 202 Drawing 3 Digital Media 2D
- ARC 201 Architectural Design Studio I

Educational Credentials

- BSc. Architecture Engineering, Prince Sultan University, Riyadh 2017
- MSc. Advanced Home Futures, Teesside University, UK 2022

Teaching Experience

- Teaching Assistant, Al Yamamah University, 2018–2021
- Lecturer, Al Yamamah University, 2022–present

Professional Experience

- Intern, Omrania and Associates, Riyadh, 2016
- Intern, Wetar interiors, Riyadh, 2017
- Designer, Art garage creative agency, 2017-2018

Professional Memberships

- Saudi Council of Engineers
  Professional accreditation in Architecture | Credential ID: 375987

Name: Faisal Agabani, PhD.

Courses Taught:

- ARC 312 Sanitary Installations
- ARC 303 Technical Installation
- ARC 501 Design Studio VII

Educational Credentials

- B.Sc. Arch, University of Khartoum, May 1972
- M. Sc. Environmental Psychology, University of Surrey, U.K. May 1976
- Ph.D. Architectural Design Methodology, University of Sheffield, U.K. Jan 1981.

Teaching Experience

- Assistant / Associate Professor, University of Khartoum 1981 – 1991
- Visiting Professor: U.A.E. University, Oct. 1984 - Jan. 1985
- Assistant Professor: Univ. of Science & Technology, Jordan 1991 – 1993
- Associate Professor and Chairman of Arch. Applied Science University, Jordan, 1993 - 1996.
- Associate Professor, King Saud University, Riyadh, Sep. 1996 till present.

Professional Experience

- Riyadh Techno Valley Project at KSU, Consultant 2007 - 2008

Selected Publications and Recent Research

- “A Strategy for Teaching CAAD, Case Study at Applied Science University", Open House International, Vol. 20, No. 2, 1995.
- “Rationalizing Cost of Sanitary Pipe-work in Affordable Residence”, Second Symposium on Housing, Riyadh, March 2004.
- Quantitative Analytical Study of Air Pollution, an Application of Mathematical Modeling”, Journal of College of Engineering, Assiut Univ., Vol. 32, No. 2, 2004.
- “Curricular Reform and the Impact of ICT on Architectural Education”, The Saudi Journal of Higher Education, Issue 3, Aug 2005 – Jan 2006

Professional Memberships

- Consultant Architect, Register of the Engineering Council, Sudan.

Name: Hatem El Shafie, Ph.D.

Courses Taught :

- ARCH 311 Architectural Design IV

Education Credentials:

- Ph.D. Arch. Eng.), Cairo University, 1994
- M.Sc. Arch. Eng.), Cairo University, 1990
- B.Sc. Arch. Eng.), Cairo University, 1987

Teaching Experience:

- Associate Professor, King Saud University 2005 – present
- Associate Professor, Cairo University 2004 – 2005
- Assistant Professor, Cairo University 1994 – 2004
- Lecturer, Cairo University 1990 – 1994

Professional Experience: Selected Projects:

- 2nd Prize National Architectural Competition for the design of the Egyptian Embassy in Berlin, for the Ministry of Foreign Affairs, Egypt,1998.
- 1st Position, Competition for the rehabilitation, new additions, interior design, decorations and furnishing of the Residence of the Ambassador of the Kingdom of Saudi Arabia in Cairo, Egypt, for the Ministry of Foreign Affairs, KSA, 1996.
- 1st Prize Architectural Competition for the design of the Saudi Arabian Embassy in Cairo & a Residential Building in Giza, Egypt for the Saudi Arabian Government, 1991.
- 2nd Prize in a National Architectural Competition for the design of the Egyptian Syndicate of Engineers Building in Alexandria, Egypt for the Egyptian Syndicate of Engineers, 1989.
- 1st Prize in a National Planning and Architectural Competition for the planning and design of the City of Engineers, New Ameriiah, New Borj Al Arab City, Egypt, 1988.
- 1st Prize in a National Architectural Competition for the design of Misr Insurance Company Residential/ Commercial Building, Giza, Egypt, 1987.
- 1st Prize in a National Architectural Competition for the design of Madinah Residential/ Commercial Building in Alexandria, Egypt for Alexandria Contracting Company, 1987.

Licenses/Registration:

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

Selected Publications and Recent Research:

- El Shafie, H., & Maher, M. (2007). Computers in Architectural Recording: Photogrammetry Method. 4th Intl Conf. of the Dept of Architecture, Faculty of Eng. Cairo Univ.
- El Shafie, H., & Maher, M. (2006). Computers in Architectural Recording: The Tacheometric Method. ArchCairo 2006 – Appropriating
- Architecture - 3rd International Conference of the Dept of Architecture, Faculty of Eng. Cairo Univ.
- El Shafie, H., & Abd Allah, M. (2006). Computer Applications in Architecture: A Pilot Survey of the Usage in Egypt. 3rd Intl Conf. of the Dept of Architecture, Faculty of Engineering. Cairo University: Cairo.
- El Shafie, H. (2005). Computer Applications in Architecture: Form Generation Tools. 2nd International Conference of the Department of Architecture, Faculty of Engineering. Cairo Univ.
- El Shafie, H. (2004). Simulation of Pedestrian Circulation in Dining Halls. 1st International Conference of the Department of Architecture, Faculty of Engineering. Cairo University: Cairo.

Professional Memberships:

- Egyptian Engineers Syndicate, 1987
- Egyptian Society of Engineers, 1987
- The Society of Egyptian Architects – the Egyptian Section of the Intl Union of Architects (UIA), 1987
- Egyptian Society of Planning, 1995
- Federation of Arab Engineers, 2013
- Egyptian eCommerce Committee, 1997
- The Internet Society of Egypt, 1997
- Board member of the Crowd Management Chapter of the Saudi Umran (Built Environment) Society 2020

- Board member of the Architectural programing Chapter of the Saudi Umran (Built Environment) Society 2023

Name: Mansour A. Alulayet, PhD, PMP, LEED GA

Courses Taught:

- ARC 111 Basic Design Studio II
- ARC 201 Architectural Design Studio I
- ARC 211 Architectural Design Studio II

Educational Credentials

- The University of Sydney, Sydney AUSTRALIA. Doctor of Philosophy - PhD in Architecture; 2010 Griffith University, Gold Coast AUSTRALIA
- Master Degree in Engineering with advance studies (Engineering Management); 2006 King Saud University, Riyadh SAUDI ARABIA.
- Bachelor Degree in Architecture and Building Science

Selected Publications and Recent Research

- 2016 Engineering Meeting for Educational Buildings 2016 conference "The Use of Graywater in Education buildings" by Dr. Mansour Alulayet.
- 2015 Architecture and Civil Engineering (ACE) 2015 conference “Towards a New Green
- Framework for Urban Infrastructure, Case Studies of CH2 and the Library at The
- Dock, Melbourne, Australia" by Mansour Alulayet, Richard Hyde, Lindsay Clare and
- Kerry Clare Completed a course in Emotional Intelligence in Action on 18/11/2009,
- Gold Coast, Australia.
- 2012 ASA (ANZAScA) 2012 Conference "The evolution of a framework for Building
- Environmental Assessment (BEA) for green buildings in Saudi Arabia" by Mansour
- Alulayet, Dr. Kriengsak Panuwatwanich, and Prof. Richard Hyde.

Name: Abdulaziz Alhassan, Ph.D.

Courses Taught:

- ARC 412 City Planning

Educational Credentials

- Ph.D. Geography, design and planning, university of Colorado Denver May 2017
- Master of Urban Design, university of Colorado Denver May 2014
- Bachelor of Architecture, king saud university.

Teaching Experience

- Assistant Professor, King Saud University Jan 2022 – present
- Teaching Assistant, King Saud University Mar 2015 – Jan 2022
- Graduate Assistant, University of Colorado Denver Jun 2019 – Dec 2021
- Teaching Assistant, University of Colorado Denver Aug 2017 – Dec 2019

Selected Publications and Recent Research

- Alhassan, A. (2021). “Free for All?”: Gender Equal Rights to Public Space in The Kingdom of Saudi Arabia”. University of Colorado.
- Alhassan, A. (2020). Publicness, Toward A Unified Methodology of Studying Public Space. Paper presented at the Association of Collegiate Schools of Planning.

Honor and Award

- 2017 Hampden corridor at district 4 visioning working groups meeting, Denver, Colorado by councilwoman Kandra black.
- 2017 Hampden corridor, Denver, Colorado presented to city of Denver and southeast Denver community meeting.
- 2012 Best timber structure design, Stuttgart, Germany earned the best timber structure design of an observation tower in black forest, Germany.

Name: Alsaleh T. Sugati, Ph.D.

Courses Taught:

- ARCH 201 Architectural Design Studio I

Educational Credentials

- B. Arch., King Abdulaziz University, KSA, 2014
- M. Arch., Virginia Tech, USA, 2018
- Ph.D., Virginia Tech, USA, 2022

Teaching Experience

- Assistant Professor, Dar Al-Hekma University, 2022-2022.

Selected Publications and Recent Research

- Sugati, A (2022). “Integrating Pure Shadow Lines Into the Architectural Design Process” PHI 2021: “Creating Through Mind and Emotions, Vol. 7.
- Sugati, A (2021). “The Temporality of Modern Sensorial Architecture” Journal of Archi_OI Online Architecture.
- Sugati, A & Jones, J. (2020). “A Method to Assess the Geometric Purity of Shadow Lines: A Case Study of Daylighting Conditions” Journal of Prometheus, Vol. 5.

Name: Sherine Alagamy

Courses Taught:

- ARC 201 Architectural Design Studio I
- ARC 111 Basic Design Studio II
- ARC 112 Drawing 2: Shade/Shadow and Perspective Drawing
- ARC 213 History of Architecture II
- ARC 202 Drawing 3: Digital Media 2D

Educational Credentials

- B. Arch., Faculty of Engineering, Alexandria University, Egypt, 2013
- M.Sc., Faculty of Engineering, Alexandria University, Egypt, 2019

Teaching Experience

- Part-time Lecturer, Al Yamamah University, 2019-2021.
- Part-time Lecturer, Al Yamamah University, 9/2022 - present

Selected Publications and Recent Research

- An Integrated Approach for Analyzing Connectivity inside Atria (Alexandria Engineering Journal, 2019)

Name: Sara Mahmoud Alansary

Courses Taught:

- ARC 111 Basic Design II
- ARC 112 Shade, Shadow, and Perspective drawing
- IAR 203 History of Interior Architecture and Furniture
- ARC 302 Building Construction II ARC
- 402 Landscape Architectural and Site Planning

Educational Credentials

- B.Sc., Architectural Engineering, Ain Shams University, Egypt, 2010
- M.Sc., Ain Shams University, Egypt, 2016

Teaching Experience

- Lecturer (Part time), Al Yamamah University, Spring and Fall 2022
- Lecturer (Part time), King Saud University, KSA, Spring 2022
- Teaching Assistant, Ain Shams University, Egypt, 2012–2016

Professional Experience

- Architect, Engineering Consultants Group ECG/Cairo, Egypt, 2010–2016

Selected Publications and Recent Research

- Understanding Sustainable Development in Architecture – Towards some definitions, Journal of Al-Azhar University Engineering Sector (JAUES), Volume 10, Issue 35, 2015.

Professional Memberships

- Member of the Egyptian Syndicate of Engineers no (26/03293) year 2010

Name: Mona Mustafa

Courses Taught:

- ARC 101 Basic Design Studio 1
- DES 101 Foundation 1

Educational Credentials

- B.Sc. Architectural Engineering, Alexandria University, 2008
- M. Sc. Architectural Engineering, Alexandria University, 2015

Teaching Experience

- Lecturer (part time), Al Yamamah University, 2022-present
- Lecturer, University of Prince Mugrin, Madinah, 2018-2020
- Teaching assistant, Alexandria University, 2012-2016

Professional Experience

- Junior Architect, Omran Office for Studies and Design, Alexandria, Egypt, 2009-2011
- Interior Designer, Wall & Floor Office, Alexandria, Egypt, 2011-2012
- Senior Architect, Omran Office for Studies and Design, Alexandria, Egypt, 2015 – 2017
- Chief Design Officer, AFM Consultants, Madinah, Saudi Arabia, 2018-present

Name: Paula Antoine Hilal.

Courses Taught:

- ARC 313 Housing and Urban Design

Educational Credentials

- B. Arch, M Arch. Lebanese Academy of fine Arts – Sin El Fil Beirut, 2012.
- Urban Planning degree, Academy of Fine Arts of Paris – Saint Denis"
- "Lebanese Academy of Fine Arts – ALBA- Beirut, 2005.

Teaching Experience

- Part time lecturer, Al Yamamah University, Spring 2024

Professional Experience

- Freelancer architect, 2022-now.
- LK interiors / Riyadh-Saudi Arabia, 2015-2018

Selected Publications and Recent Research

- Atelier Beyrouth: Projet Urbain Sarajevo – Beyrouth – Paris Dec 2014
- Sarajevo Urban Overview Oct 2014
- Patrimoine Religieux en Orient Chretien Jan 2010

Professional Memberships

- Member in the Saudi council of Engineers.

Name: Zahraa Abdulhakim

Courses Taught:

- ARC 314 Advanced Building Technology

Educational Credentials

- B.Sc. Architectural Engineering, Prince Sultan University, KSA, 2018
- M. Sc. Engineering Management, Prince Sultan University, KSA, 2021

Teaching Experience

- Lecturer (part time), Al Yamamah University, 2024-present

Professional Experience

- Engineering Manager Assistant / Design Management Coordinator, Al-bawani Co. Ltd, 2022-2024
- Architectural Engineer Al-bawani Co. Ltd, 2018-2022

Professional Memberships

- Member in the Saudi council of Engineers 2018

NAAB SPC Matrix

NAAB SPC MATRIX

A= Ability U= Understanding

NAAB Student Performance Criteria

Course	Realm A								Realm B										Realm C			Realm D				
	A.1. Communication Skills	A.2. Design Thinking Skills	A.3. Investigative Skills	A.4. Architectural Design Skills	A.5. Ordering Systems	A.6. Use of Precedents	A.7. History and Global Culture	A.8. Cultural Diversity and Social Equity	B.1. Pre-Design	B.2. Site Design	B.3. Codes and Regulations	B.4. Technical Documentation	B.5. Structural Systems	B.6. Environmental Systems	B.7. Building Envelope Systems and Assemblies	B.8. Building Materials and Assemblies	B.9. Building Service Systems	B.10. Financial Considerations	C.1. Research	C.2. Integrated Evaluations & Decision-Making Design	C.3. Integrative Design	D.1. Stakeholder Roles in Architecture	D.2. Project Management	D.3. Business Practices	D.4. Legal Responsibilities	D.5. Professional Conduct
LEVEL OF ACCOMPLISHMENT	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
DES 101 - Foundation 1 /ARCH101	■				■																					
ARC 101 - Architectural Drawing /ARCH102	■																									
ARC 111 - Basic Design Studio II		■			■																					
ARC 112 - Shade/ shadow & perspec.	■																									
ARC 201 - Architectural Design 1				■																						
ARC 202 - Digital Media 2 D	■																									
ARC 203 - History of Architecture I							■	■																		
ARC 204 - Theory of Architecture I								■	■																	
ARC 205 - Theory of Structure													■													
ARC 211 - Architectural Design 2						■																				
ARC 212 - Digital Media 3D	■																									
ARC 213 - History of Architecture II							■																			
ARC 214 - Theory of Architecture II							■																			
ARC 215 - Building Construction I												■	■													
ARC 216 - Concrete & steel construc.													■													
ARC 301 - Architectural Design 3														■												
ARC 302 - Building Construction II												■				■										
ARC 303 - Technical Installation																	■									
ARC 304 - Intro. to Environmental Control														■	■											
ARC 305 - Properties & strength of materials																■										
ARC 311 - Architectural Design 4											■		■													
ARC 312 - Sanitary installation																	■									
ARC 313 - Intro. to Housing & Urban Design			■					■																		
ARC 314 - Intro. to Building Technology													■			■										
ARC 315 - Soil Mechanics & Foundation													■													
ARC 316 - Co-op																								■		■
ARC 401 - Architectural Design 5				■		■																				
ARC 402 - Landscape Arch. & site planning										■									■							
ARC 403 - Working Drawings												■														
ARC 411 - Architectural Design 6			■					■																		
ARC 412 - City Planning								■																		
ARC 413 -Working Draw. & Doc.												■						■				■			■	
ARC 501 - Architectural Design 7																					■					
ARC 502 -Architectural professional Practice																							■	■		■
ARC 511 - Final Arch. Design Project		■							■											■						

BRANCH CAMPUSES QUESTIONNAIRE

Name of institution:	Al Yamamah University
Title of degree:	Bachelor of Architecture
Name of program administrator:	Dr. Hessah A. Alsalamah
Name of person completing this form:	Mr.Anas Hussein
Location of branch campus, additional site, teaching site, online learning, or study abroad program:	Not applicable
Distance from main/flagship campus:	Not applicable
Number of courses from professional degree curriculum offered at this site	Not offered

(List all courses: number, title, credits offered) [insert additional rows as necessary]

Course Number	Credits offered	Course Title

Is attendance at the branch campus, additional site, teaching site, study abroad or online program required for completion of the professional degree program?	Not applicable
Who has administrative responsibility for the program at the branch campus?	Not applicable
To whom does this individual report?	Not applicable
Where are financial decisions made?	Not applicable
Who has responsibility for hiring faculty?	Not applicable

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	Not applicable
Does the branch campus have its own curriculum committee?	Not applicable
Does the branch campus have its own admissions committee?	Not applicable
Does the branch campus have its own grievance committee?	Not applicable
Does the branch campus have its own resources for faculty research and scholarship?	Not applicable

Additional Comments:

The program has no branch campuses.