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Qatar University

College of Engineering

Department of Architecture and Urban Planning

2025 Visiting Team Report Continuing NAAB International Certification March 24-26, 2025

B. Arch. (160 credit hours)

The National Architectural Accrediting Board

Date of last visit: March 24-27, 2018

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The Visiting Team wishes to thank the University of Qatar faculty, staff, students, and leadership for their consideration and hospitality throughout the NAAB International Certification process. The Team appreciates the extensive work that went into the preparations for this self-evaluation as well as the Team Room and many meetings with individuals and groups from the program. The Program Self-Evaluation Report (PSER) was thorough and well organized. The Team Room exhibition was very well presented.

Our understanding of the program was enhanced by the candor in their responses to questions that emerged during the Team's review and assessment of the Bachelor of Architecture program (B.Arch.). The PSER self-study and our meetings with groups at the Department of Architecture and Urban Planning (DAUP) provided an excellent overview of the conditions, ways that the student performance criteria are successfully completed and how they are demonstrated by student outcomes in their design studio projects and assignments involving other topics. The Visiting Team unanimously agrees that the environment and interaction among faculty, staff, and students is healthy and supportive of the students. Students clearly benefit from the academic foundation they realize in this rigorous program of study and creativity. There is a clear culture of mutual respect, and a strong appreciation for the unique culture of this B.Arch. professional degree major.

As an overview, there is a strong commitment of support for this program across Qatar University. Dating back to the earliest decisions that Qatar University made in moving forward to create a Bachelor of Architecture program has evolved with the benefit of careful consideration. The B.Arch. program provides its students with important skills in the architectural design field and an appreciation for the complexity of architectural practice in the unique setting of Qatar. The commitment to accomplish the launch of a new academic program spans across every scale, from individual faculty members delivering courses to exciting design studios. It was exciting for us to participate with the program faculty, students, and staff providing a sense of the future opportunities that the students will encounter in the profession of architecture and allied professions in the years to come. All of this promising trajectory has come together thanks to the foundation established by many faculty leaders and staff members. Too many people are involved to congratulate everyone involved, yet suffice it to say, it is a credit to everyone for the creative energy of everyone involved in the Department of Architecture and Urban Planning.

Causes of Concern

Physical Resources

Part 1, Section 2.1.2.2

The Visiting Team was impressed with the turnout of students and their insights into the program. We appreciate their candor in sharing concerns during the meeting. They expanded on these concerns with a follow up meeting involving student leaders the next day. Again, while we were very impressed with the clarity and concern about aspects of the Physical Resources, the building (shared with the College of Engineering) is not the problem. Indeed, it is impressive, yet operational issues involved in managing the use and access of working spaces for the students are seriously limited. Activities are compromised by limited studio time and other dynamics of specific studio and classroom use. In other words, the concerns center on operational issues involving space and time management. The Team understands that students have expressed their hope that space can be more equitably available to all students in the program. This may involve a

better coordination of needs among the Engineering students and the needs of the Architecture students. To some extent, the challenges tie to the gender separation with women and men operating in mostly separate parts of the building. How this concern will be resolved will be up to the faculty, students, and administration in coming months leading to a more workable set of arrangements.

The Team notes that more needs to be done to eliminate confusion and unintended complications in studio and course scheduling issues. These have impacted the experience of students navigating their way through the curriculum. Students in this program have clearly identified several of the specific problems that these issues have caused. Some issues are directly implicated in the unintended impacts and limitations on the students who are pursuing their degree. Course scheduling problems are built into the current scheduling scheme. In other words, the physical facility (which is wonderful in so many ways) combined with constraints involving access to USE of the spaces has produced a less than optimal situation. For example students in this program are given only three days a week when they can fully utilize the resources. Many of them would prefer to have access after hours so they can get their work done. They note that there would be demand on the part of students to have access to spaces within the building open beyond 6:00 pm. with built in course scheduling, and overlaps; and the Team believes that collaborative efforts between the program leaders, faculty members, and student leaders can work together to sort out issues, and to set in motion solutions to these logistical and timing issues. The current situation for students causes them to experience courses or studios that are not optimally timed. Some of this is the result of gender allocation of facilities. It seems that the current condition inhibits the students from utilizing facilities in the building during normal hours as well as at times later in the day or evening.

1. Faculty Resources - While it is clear that the College of Engineering provides adequate resources supporting faculty members in the Department of Architecture and Urban Planning, and while some of the resources available to faculty and students are quite impressive, there are some nuanced issues of "balance" that faculty are experiencing. The combination of teaching loads, research, and community services (within the department and beyond) can feel like an overload at times. The faculty and program leadership have an opportunity to explore this issue more fully to determine ways to explore and implement solutions to this concern. The expansion of the program seems to be putting additional pressures on the current faculty body. This condition may limit the educational experience which may necessitate an increase in full-time faculty and/or teaching assistants.

d. Progress Since the Previous Visit

2018 Visiting Team Findings: Not Met: B.5 Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

3. Causes of Concern In their review of building projects from all studios, team members expressed concern over lackluster attention to the principles of accessibility, which derive from the Americans with Disabilities Act of 1990, a civil rights law at the heart of the NAAB student performance criterion B.2. Although the team found perfunctory details and dimensions that indicated the ability to accommodate people with disabilities in the

composition of buildings and sites, closer inspection suggests the need for amplification of this principle as an essential requirement of integrative design

2025 Visiting Team Assessment:

This issue was successfully addressed in the 2025 review. While the SPC of B.5 Life Safety was identified as not met by the 2018 Visiting Team, the SPC was found to be met by the 2025 team in SPC B.3. It should be noted that B.5 was previously associated with Life Safety compliance, Life safety is now associated with B.3 Codes and Regulations.

Evidence for B.3: Code and Regulations can be found in:

ARCT 410 Architectural Design Studio V
ARCT 411 Architectural Design Studio VI
ARCT 510 Comprehensive Design Studio
ARCT 512 Senior Project

X] Met - Progress since the Previous Visit is Met. (see above)

Evidence of student achievement at the prescribed level was found in student work prepared as noted in the sections on Life Safety and Accessibility, the Team found specific evidence of compliance in SPC B.3 and SPC B4 ARCT 410 - Architectural Design Studio 5 and SPC B4 - Technical Documentation ARCT 333 - Construction Drawing and Detailing

Since the 2018 NAAB visit, the architecture program in DAUP has systematically addressed concerns that all architects must have regarding life safety (SPC B.3 - Codes and Regulations) and Accessibility (SPC B.4 - Technical Documentation through curriculum revisions, enhanced assessment rubrics, and expanded course integration). The program has undergone three key phases of improvement:

1. **2018-2020:** Revised the SPC Matrix to embed life safety and accessibility within all design studios and key theoretical courses, updated assessment rubrics, and proposed program expansions.
2. **2020-2021 (COVID-19 Period):** Digitized student submissions for streamlined evaluation, implemented online and hybrid learning, enhanced the Studio Culture Policy, and maintained engagement through public lectures and virtual events.
3. **2022-Present:** Intensified efforts with structured peer-review processes, faculty observations, increased industry engagement, improved student portfolios, and enriched learning tools such as exhibitions, professional lectures, and workshops.

These measures, including expanded outreach, interdisciplinary collaborations, and continuous curriculum refinement, demonstrate DAUP's commitment to addressing previous NAAB concerns and enhancing student learning outcomes.

II. COMPLIANCE WITH THE 2019 CONDITIONS FOR NAAB INTERNATIONAL CERTIFICATION

Part One: Institutional Support and Commitment to Continuous Improvement

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

Part One (I): Section 1—Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program’s pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program’s benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university’s academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described
[] Not Described

2025 Analysis/Review of I.1.1:

The History and Mission of the University, the role of the College of Engineering, and the presence of the Architecture program housed within this College, are well articulated. The institution is aiming to fulfill its educational goals through successive strategic plans that take into account changing needs and demands. The architecture program history is well described in the context of the country that has witnessed spectacular growth over the past 2-3 decades. The current review builds on the Department of Architecture and Urban Planning’s mission. There is a healthy balance that is often difficult to achieve in undergraduate architecture programs given the many demands on their programs as the students explore the intensity and complexity and other fundamental parts of an engaged university. It is also clear that the mission covers the program objectives that include the continued development of the architecture program which embodies general benefits to society, and the role of research in developing a university culture.

As noted in the PSER, the Bachelor of Architecture program started as a program major in Architectural Engineering within the College of Engineering. Through self-assessment and examinations of several options, there was a decision to establish the B.Arch. program for the benefit of the students who enter the University of Qatar for their professional degree program in Architecture. While there are important and compelling areas of overlap between these two fields (and majors), the decision to move forward with the B.Arch. degree was a key moment of clarification about how the program could take its shape most effectively for the benefit of the students. We quote from the PSER as follows:

“It is worth noting that the Bachelor of Architecture Program, B.Arch., was developed in accordance with the recommendations of the International Union of Architects (UIA) through the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Charter for Architectural Education, also known as UIA-UNESCO. Following the NAAB criteria and standards, it translates current international and regional trends into a balanced and responsive curriculum. The content and delivery of the program is dependent on the continuously evolving conditions within higher education while placing a considerable emphasis on regional issues.”

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, engagement, and innovation between

and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

The program must describe how faculty, staff, and students have been able to participate in the development of policies related to learning culture and the ongoing assessment and evaluation of those policies.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Described
[] Not Described

2025 Analysis/Review of I.1.2:

The Learning Culture is well described, with the main emphasis placed on the design studio as the core of the program. The PSEER presents a clear set of guidelines and directives that ensure a healthy environment of learning and exchange of ideas. Design studios are measured in terms of their satisfaction of 4 major components: Context and Theory, Technology, Representation and Communication; which if applied and realized would ensure a comprehensive understanding of the architectural project. The Learning Culture also includes a detailed description of the peer review process and continuous assessment, as well as the role of the DAUP Curriculum Committee (CC) which is a noteworthy factor in developing a collective assessment of the program.

There is a requirement for two summers professional training programme which supports the collective learning experience for students. The concept of "Architects Week" is also a successful activity.

The program has developed other programs and some of this process grows out of an exciting and promising cohort of students. It is important to emphasize the various peer reviews as they relate to development of policies to enhance the learning culture of the students; students to faculty, students to administration, new faculty to existing faculty for review and support:

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

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

[X] Described
[] Not Described

2025 Analysis/Review of I.1.3:

The description provided touches on many issues such as diversity initiatives, the role of the AIAS chapter, extra-curricular activities and events, provision of inclusive learning environments, student advising, etc. which contribute all to the development of an inclusive culture, further evidenced by the diversity of faculty and students, In a country where all citizens have access to education, equity appears to be a condition met at the national level, which translates within this program as a sensitivity to social issues that appear in various studio work.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach to developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach to educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

Described
 Not Described

2025 Analysis/Review of 1.1.4:

The B.Arch. Program effectively integrates collaboration, design, professional development, sustainability, and community engagement into its curriculum. It fosters real-world collaboration through partnerships with industry professionals, such as the Fall 2024 ARCT 410 studio’s work with Architect Sara Al-Sada.

Design studios emphasize civic engagement and address Qatar’s environmental, social, and economic challenges, while site visits and lectures expose students to contemporary architectural trends.

Professional preparation is reinforced through structured internships, senior projects, and comprehensive design studios, ensuring graduates are industry ready. Additionally, sustainability principles are embedded across courses, from climate-responsive design in ARCT 220 to technical coursework in construction and ethics, equipping students with essential environmental stewardship skills.

The program's strong ties to the Qatari community align with the university's mission, ensuring that students engage with regional architectural needs. Moreover, faculty contribute through research, planning, and service initiatives. While the curriculum successfully balances practical application and theoretical knowledge, expanding leadership development, mentorship opportunities, and global design perspectives that further enhance student preparedness for a rapidly evolving architectural and building construction landscape.

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

[X] Described

[] Not Described

2025 Analysis/Review of I.1.5:

This strategic plan framework effectively addresses long-range planning by outlining multi-year objectives aligned with the institutional mission and program culture. It demonstrates a structured approach to continuous improvement through five core pillars: High-Quality Education, Socio-Cultural Centric Design, Sustainability and Research, International Recognition, and Professionalism. Each pillar includes specific objectives, strategies, and measurable key performance indicators (KPIs) to assess progress.

The program ensures continuous improvement by periodically reviewing its curriculum, fostering faculty development, integrating cutting-edge research, and promoting stakeholder engagement. Additionally, the systematic assessment process, including annual evaluations, stakeholder feedback, and advisory board reviews, supports informed decision-making. The integration of industry collaborations, accreditation compliance, and sustainability initiatives further reinforces the program's commitment to long-term excellence in architectural education.

Since its inception, the university has adopted a pioneering role in Qatari society, carrying a mission rooted in its Arab and Islamic identity and humanistic vision. It primarily serves Qatari society in education, knowledge-based foundations, and supporting sustainable development.

The strategic vision has contributed to defining the impact of the university in education, research, and development over strategic periods, reflecting the evolution of its role and reliance on academic and research excellence.

The strategy has also identified a set of core values, serving as guiding principles to steer the university towards realizing its vision and ambitions in an ideal manner.

Strategic Introduction

The university plays a **fundamental role in building national capabilities**, whether through its **faculty members, administrative staff, or graduates**. It has a significant influence on society, given its status as Qatar's primary national university. In addition to its commitment to **human development**, Qatar University's main focus areas include:

- Strengthening its role in **scientific research** and offering **national solutions** to challenges that drive **knowledge advancement, innovation, and social and economic development**.

- Supporting Qatar's **Vision 2030** by contributing to **community building and sustainable growth**.
- Ensuring a **well-organized institutional framework** that supports education and research while responding to **national challenges and community service needs** with **efficiency and quality**.

This strategy was developed through **collaboration, dialogue, and coordination** among **academic and administrative staff, students, alumni, and key national stakeholders** during the strategic planning period. It serves as a **guiding document** for Qatar University's future direction over the coming years.

2. The Adopted Strategic Framework

Qatar University's strategy (2023–2027) was developed based on an evaluation of the university's previous strategy (2018–2023) and a comprehensive analysis of the strategic framework. This ensures alignment with **national needs, relevant sectors, and stakeholders**, while considering **regional and global developments** in education, digital transformation, innovation, and entrepreneurship.

3. Qatar University Strategy

During the **first phase** of the strategic planning process (at the institutional level), the **university's new mission and vision** were established to reflect its strategic directions and future aspirations. Additionally, several **strategic priorities** were identified, which played a key role in shaping the **main focus areas and strategic objectives**, as outlined below:

- **Education and Human Development**
- **Research and Responsiveness to National Challenges**
- **Community and Economic Development**
- **Institutional Governance and Efficiency**

Core Values

Qatar University is committed to a system of **core values** that serve as guiding principles in the development and implementation of its strategy. These values represent fundamental principles that align with the institutional system, creating a **unified framework** for fulfilling the university's mission and vision. The core values include:

- 4.1. Integrity: Qatar University believes in the necessity of **honesty, fairness, transparency, and accountability** among its faculty members, staff, and students, ensuring adherence to the highest professional and academic standards.
- 4.2. Diversity: Qatar University values **intellectual diversity**, respecting the principles and traditions of society while embracing diversity as a **source of excellence**.
- 4.3. Academic Freedom: Qatar University fosters an **environment of free inquiry**, supporting academic freedom in **thought, research, and expression**, guided by wisdom and responsibility.
- 4.4. Authenticity: Qatar University is committed to its **Arab and Islamic national identity**, striving to achieve its mission while preserving its heritage.
- 4.5. Excellence: Qatar University aspires to reach the **highest levels of quality, professionalism, and efficiency** in all its activities.

4.6. Social Responsibility:

Qatar University recognizes its **responsibility toward society**, actively contributing to community service, sustainability, and development. This aspect of professional ethics is well established and conveyed in the PSER, and the team's meeting with students and faculty reinforces the way that these ethical positions permeate the architecture program.

4.7. Innovation:

Qatar University encourages its members to engage in **independent thinking, renewed understanding, free expression, and innovative solutions.**

5. Institutional Performance Indicators List

The institutional performance indicators list includes a set of metrics that reflect the institution's performance and its effectiveness in achieving its mission, vision, and core values. These institutional performance indicators include the following:

- Percentage of Qatari students enrolled in academic programs and courses within the Colleges of Science, Technology, Engineering, and Mathematics (STEM).
- Percentage of Qatari students enrolled in undergraduate programs who meet the university's admission criteria.
- Student retention rate from the first year to the second year and beyond.
- Student retention rate from the second year to the third year and beyond.
- Total research funding value.
- Value of external research funding.
- Value of internal research funding.
- Total revenue from international sources at Qatar University.
- Student density.
- International ranking of Qatar University by independent agencies:
 - QS World Ranking (QS).
 - Times Higher Education Ranking (THE).
- Average time to graduation.
- Graduation rate.
- Student-to-faculty ratio.
- Number of faculty members holding a doctoral degree.
- Number of newly enrolled Qatari students in a given academic year.
- Number of new graduates in a given academic year.
- Employment rate of graduates.
- Qatari male students' employment rate.
- Qatari female students' employment rate.
- Non-Qatari male students' employment rate.
- Non-Qatari female students' employment rate.
- Rate of security breaches and unauthorized data disclosure related to the institution or its users.

I.1.6 Assessment:

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

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

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

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

[X] Described
[] Not Described

2025 Analysis/Review of I.1.6:

The report successfully meets the I.1.6 Assessment criteria by demonstrating a structured and ongoing self-assessment process at multiple levels (university, college, and departmental). It outlines how the DAUP Curriculum Committee, APQA Office, and PLOA Committees systematically review and update the program based on internal and external evaluations, including the Annual Assessment Report (AAR) and Academic Program Review (APR). Evidence of multi-year progress tracking is provided, with specific examples of curriculum improvements, such as enhancements in B2 Site Design and B3 Codes and Regulations.

Part One (I): Section 2—Resources

I.2.1 Human Resources and Human Resource Development: The program must demonstrate that it has appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty; administrative leadership; and technical, administrative, and other support staff.

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

[X] Demonstrated
[] Not Described

2025 Team Assessment of I.2.1:

The PSER provides a comprehensive description of the Human Resources allocated to maintain a sustainable and growing program. The optimum ratio for studios (1:10) is adequate and generous. The faculty composition is well-balanced between male and female faculty. In addition, faculty are provided adequate support for personal development. At the present, there is a bit of a lack in the number of Full Professors (only 1) but this is understandable in small programs, and it is likely that some of the faculty at the Associate level would eventually reach the professor rank.

The program faculty and students are sufficiently supported through the financial arrangements built into the program's baseline funding. Student funding opportunities are available to enhance the experiences that the student encounters during the course of their growth within

the curriculum. Faculty members represent a significant resource for the students, ofcourse, and the program has paid careful attention to the quality and mix of faculty and staff needed to support a five-year B.Arch. program.

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

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

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

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

[X] Demonstrated

[] Not Described

2025 Team Assessment of I.2.2:

The School building is a state-of-the-art facility that provides well-equipped classrooms and studios with all the necessary supporting ancillary spaces. However, the gender-based allocation of spaces poses challenges to architecture students and puts significant pressure on the allocated spaces. There seems to be a shortage of studio spaces for architecture students to full take full advantage of the facility and to extend the opening hours of these studios.

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

[X] Demonstrated

[] Not Described

2025 Team Assessment of I.2.3:

From the material present in the PSER, there appears to be adequate funding for the operations of the B.Arch. program. The position of the Architecture degree within the College of Engineering requires careful calibration between the Program Director of the Architecture program and the Dean of the College of Engineering. The funding stream for the Architecture program channels through the Department of Architecture and Urban Planning whose director is responsible for the administration of the program.

It is important to note that there is a budget line for professional development (faculty and staff) as well as funding that is specifically directed to students through the American Institute of

Architecture Students. These funds are intended to support the senior project as well as extracurricular activities including travel.

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

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

[X] Demonstrated
[] Not Described

2025 Team Assessment of I.2.4:

The report demonstrates that students, faculty, and staff have convenient access to a variety of resources that support architectural education. The Architecture Learning Resource Centre (ALRC) provides access to around 1,200 titles related to various architecture topics, multimedia materials like CDs/DVDs, and subscriptions to significant architectural magazines. Additionally, the ALRC offers architectural databases and other resources through the Main Library's online catalog. The presence of a qualified Architecture Technician/Archivist ensures that students and faculty receive guidance on library resources, digital libraries, research methods, and reference services. This comprehensive setup supports the development of research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.

The program appears to meet the criteria by ensuring equitable access to relevant literature, digital resources, and professional guidance, thereby fostering the research skills required for architecture education and practice.

However, a cause for concern involves the limited access to certain library and lab facilities. Students only have three days during each week to access these spaces - Sunday, Tuesday, and Thursday due to Qatar University policies tied to gender separation.

I.2.5 Administrative Structure and Governance

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated
[] Not Described

2025 Team Assessment of I.2.5:

The Department of Architecture and Urban Planning (DAUP) is positioned within the College of Engineering (CENG) as one of the several departments with the COE Dean in the leadership role for the College. The overall structure and governance model is traditional and suits the needs and ambitions of the Architecture program. There are also valuable adjacencies given the

overlapping interests of Architecture, Planning, Engineering (in its many forms), and the professional communities involved with these disciplines. It appears that Qatar University was strategic in putting together this structure for the early years of the university's existence. As the programs have progressed, aspects have evolved, and this too is characteristic of a university's structure and governance to evolve with the times. This is especially true with programs that are launched and require continual assessment to make sure that the arrangements are working well for the benefit of the students, with adequate support for faculty and staff. The current situation is illustrated in: Figure I.2.5.1 Organization Chart of DAUP and CENG within the Qatar University Administration

There are several committees that are positioned for various needs such as preparations for this I-Cert process, Curriculum, Graduate Studies, Outreach, and more.

One of these committees is involved in the graduate programs of the college including the possibility of a Master's program in Urban Planning which would be positioned as a unit within the Department of Architecture and Urban Planning. Given the connection between Doha's rapid expansion and the Architecture program's situation within this ecosystem, there seems to be a compelling reason why the College of Engineering is considering the potential of graduate programs (Master of Planning degree and/or a PhD program covering these topics. This could enhance and enrich the potential of the College overall, and it would expand the important relationships between Architecture and Urban Planning at this higher level of graduate level courses, research opportunities, and collaboration with entities in the local and national realm of professional practice.

The "Outreach Committee" which brings together students, faculty, and professionals from the community. This has a tremendous potential for the faculty, students, and program leadership to collaborate and this could be particularly important as the graduates of the B.Arch. program transition into the local professional community in various roles. This could prove to be a central resource for architecture firms and recent graduates of the program to begin mentorship or other forms of collaboration early on in their careers.

Already, there seems to be interconnection between architecture and planning, which in turn ties back to the Strategic Plan of these units within the University of Qatar.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Internationally certified degree programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this part. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses institutional quality assurance and national authorization, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering a professional degree program from a preprofessional program and those entering from a non-preprofessional degree program have different needs, aptitudes, and knowledge

bases. In this section, programs are required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences at other institutions have indeed been met.

- **PUBLIC INFORMATION.** The NAAB expects internationally certified degree programs to provide information to the public about International Certification activities and the relationship between the program and the NAAB, admissions and advising, and career information.

Programs demonstrate their compliance with Part Two in four ways:

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

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

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[X] Met

[] Not Met

2025 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 320 Design Methods & Theories, and ARCT422 Research Methods. It is to be noted that ARCT 320 covers a range of topics from design principles to programming, precedents and post-occupancy evaluation.

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

[X] Met
[] Not Met

2025 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 310 Arch. Design 3 and ARCT 512 Senior Project. Design Thinking skills are well covered in these 2 courses through projects that demonstrate students' capacity to analyze a design problem, develop various strategies to address it, and propose potential solutions.

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

[X] Met
[] Not Met

2025 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 320 Design Methods & Theories and ARCT 422 Research Methods in Architecture. ARCT 320 student work shows evidence of ability to analyze complex architectural projects, and select appropriate precedents for study, which demonstrate the ability to gather and assess and compare relevant examples.

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

[X] Met
[] Not Met

2025 Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 310 Arch. Design 3 and ARCT 411 Arch. Design 6. In both of these studios, students demonstrate their architectural design skills effectively through analysis of site conditions, precedents, as well as a contextual analysis leading to concept development and the final design proposal. The process of development confirms the acquisition of architectural design skills.

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

[X] Met
[] Not Met

2025 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 310 Arch. Design 3 and ARCT 311 Arch Design 4, through the application of formal principles including ordering systems.

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

[X] Met
[] Not Met

2025 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 410 Arch. Design 5 and ARCT 411 ARCT Arch. Design 6. In both of these studios there is ample evidence that the use of precedents is covered with elaborate case-studies of projects that have a similarity in terms of program, scale or location to the project under study in that studio.

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

[X] Met
[] Not Met

2025 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 221 History & Theory of Architecture 1 and ARCT 222 History & Theory of Architecture 2, which are both comprehensive surveys of architecture covering both the Western tradition as well as the Islamic tradition. Evidence of students' understanding of History & Culture in relation to architecture is provided through both the standard tests and exams in addition to portfolios of projects that exemplify various works from both traditions.

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

[X] Met
[] Not Met

2025 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 410 Arch. Design 5 and ARCT 512 Senior Project. Projects in these different studios do show a concern for social equity and cultural diversity exploring different projects that address diverse needs and cultural conditions, also paying attention to access to site and buildings.

Realm A. General Team Commentary:

The program demonstrated through a number of theoretical and support courses and through the work of students in select architectural studios that students have mastered the ability to critically analyze sites, programs, and precedents, as a prelude to the development of projects at a variety of levels of complexity. It is clear from the assessment of the various components of Realm A (Critical Thinking and Representation) that students received a comprehensive foundation that allows them to take a critical and analytical position towards any project they encounter, including the ability to communicate their ideas through drawings and models, to analyze the site and the precedents, and to develop significant projects that testify to their mastery of architectural design skills.

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

Student learning aspirations for this realm include:

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

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

[X] Met
[] Not Met

2025 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 311 Architectural Design Studio IV and ARCT511 Senior Project Preparation and Programming. The student work presented in the listed courses demonstrate an ability to prepare a comprehensive program for an architectural project.

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

[X] Met
[] Not Met

2025 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 410 Architectural Design Studio V, ARCT 411 Architectural Design Studio VI, ARCT 510 Comprehensive Design Studio, and ARCT 512 Senior Project. The work completed within the listed courses showcase an ability to conduct detailed examination of site characteristics in facilitation of the successful design product.

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

[X] Met
[] Not Met

2025 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 410 Architectural Design Studio V, ARCT 411 Architectural Design Studio VI, ARCT 510 Comprehensive Design Studio, and ARCT 512 Senior

Project. The work presented in the listed courses reflects an understanding of relevant codes and regulations and an ability to design within the given parameters.

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

[X] Met
[] Not Met

2025 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 333 Construction Drawing and Detailing and ARCT 510 Comprehensive Design Studio. Student assignments in the given courses reveal an ability to develop technically clear drawings and the representation of ideas in the 3D physical environment of model making.

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

[X] Met
[] Not Met

2025 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared ARCT 340 Structure and Architectural Form I (Concrete Structures) and ARCT 341 Structure and Architectural Form II (Steel and Shell Structures). Documentation provided in the listed courses highlights an ability to demonstrate the basic principles of structural systems.

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

[X] Met
[] Not Met

2025 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCT 331 Environmental Control Systems I, ARCT 332 Environmental Control Systems II, ARCT 411 Architectural Design Studio VI, ARCT 510 Comprehensive Design Studio. Student assignments in the listed courses demonstrate an ability to effectively design within the principles of environmental systems design.

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

[X] Met
[] Not Met

2024 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT330 Material and Methods of Building Construction and ARCT 333 Construction Drawings and Details both indicate a basic understanding of all necessary systems and envelopes for the development of a building.

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

Met
 Not Met

2024 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 330 Materials and Methods of Building and Construction ARCT 333 Construction Drawings and Details both respond to the requirements of the understanding of building materials and their assemblies.

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

Met
 Not Met

2025 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for ARCTs 332 Environmental Control Systems and 510 Comprehensive Design Studio adequately provide the materials required to understand the integration of systems into building design.

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

Met
 Not Met

2025 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in student work prepared for ARCTs 510 Comprehensive Design Studio, 511, Senior Project Preparation and Programming, 512 Senior Project more than required provide the tools for specifications, Bills of Quantity, and general financial issues.

Realm B. General Team Commentary: The course material applicable to Realm B criteria has established a solid foundation for the entirety of the Realm B SPC, and evidence of student work supports this. Evidence narratives included with student work provided clear and accurate direction for identifying demonstrations of SPC. Student work covered high pass and minimum pass examples, indicating broad understanding of key material.

Realm C: Integrated Architectural Solutions.

Graduates from internationally certified degree program must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations for this realm include

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

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

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

[X] Met

[] Not Met

2025 Team Assessment of C.1: This criterion addresses Research and multiple systems that require research to understand how these work together through integration between the design intentions, context influences, and technological strategies for integration. The criterion is covered by ARCH 410 - Research in Architecture Design Studio (5), and evidence of Understanding is achieved in this course as well as ARCT 511 - Senior Project Preparation and Programming as part of the Integrated Design Studio at the Ability level.

C.2 **Integrated Evaluations and Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation. Research on building typologies and systems integration are studied and then employed into an integral and developed strategy for a multi-story building. As with many schools, this has been a multi-year process, building on prior years and their experience with this challenging SPB. The program has continually improved over the years because of our commitment to bring these projects to a credible and respectfully level of development in terms of design development and systems integration.

This criterion is covered by a full year of design and design development work on one building project that is design to specifically inspire creative and professional influenced integration of systems and design intentions. These issues are introduced in ARCH 410 - Architectural Design Studio (5) Community, and they are brought to the level of "ability" through a complex design project that demands integration.

2025 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 510 - Integrative Design and ARCH 520 ARCH 512 Integrated Evaluation and Decision-making Process

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

2025 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 510 - Integrative Design and ARCH 520 ARCH 512 Integrated Evaluation and Decision-making Process. These are at the Ability level as part of the Integrated Studio.

[X] Met

[] Not Met

2025 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 510 - Comprehensive Design Studio and ARCT 512 - Senior Project. These are at the Ability level as part of the Integrated Studio.

Realm C. General Team Commentary: This realm addresses the functions that an architecture student needs to engage as they grow intellectually and in terms of knowledge, skills, and applications as developed for and with them through the curriculum. In an important way, this Realm acts as an opportunity for critical thinking through research and synthetic techniques that bring together multiple forces in design and the supporting courses that are necessary for integration in terms of building systems, and many complex relationships across scales in the student's work.

Realm D: Professional Practice.

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

Student learning aspirations for this realm include

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

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

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

[X] Met

Not Met

2025 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 531 Ethics & Professional Practice. There is a professional exit exam based on a course of professional practice and ethics. ARCT 531 explains these relationships.

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

Met

Not Met

2025 Team Assessment of D.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 530 Construction & Project Management, which defines responsibilities relating to Project Management including financial considerations within the firm as well as in the construction process..

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

Met

Not Met

2025 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 531 Ethics & Professional Practice that defines Business Practice where students actually create a business plan.

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

Met

Not Met

2024 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 530 Construction & Project Management and 531 Ethics & Professional Practice which define legal responsibilities.

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

Met

Not Met

2025 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for ARCT 531 Ethics & Professional Practice that elaborates on professional conduct and as noted in D1 is also noted in a final exam. Additional evidence includes topical quizzes as a way to assess individual class sessions within the collective elements of this SPC.

Realm D. General Team Commentary:

ARCT 531 and 530 together adequately define this Realm. In 531, students actually develop business plans, define the development and activities in an architect's office and responsibilities. There is a full lecture series with distinguished guests in 530 to support and extend the knowledge needed for Project Manager activities.

Part II, Section 2: Curricular Framework

II.2.1 National Authorization and Institutional Quality Assurance: The institution offering the internationally certified degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a government ministry or other type of agency.

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

[X] Met

[] Not Met

2025 Team Assessment of II.2.1: [The team's commentary must identify the evidence or the source of the evidence used to make its assessment.]

Qatar University is the only Higher Education institution that offers a Bachelor of Architecture program in the country. The PSER includes documentation such as images of scanned documents from originals of the first and last pages of the Emiri Decree #34 for the organization of Qatar University are included along with the English version.

160 credit hours in ten semesters is demanding. At the same time, the combination of courses and studios provides a well-rounded exposure of architecture as a discipline along with complimentary courses and studios that deepen the student's understanding of design in a literal and philosophical context.

II.2.2 Professional Degrees and Curriculum:

For International Certification, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. Further, the program must demonstrate that the degree awarded at the conclusion of this program of study entitles the graduate to practice architecture in his/her home country, subject to meeting any requirements for experience and/or examination. Internationally Certified degree programs must include (or otherwise acknowledge) general studies, professional studies, and electives.

Curricular requirements are defined as follows:

- **General Studies.** A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.

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

- **Professional Studies.** The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.
- **Electives.** A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.

[X] Met

[] Not Met

2025 Team Assessment of II.2.2: [The team’s commentary must identify the evidence or the source of the evidence used to make its assessment.]

These issues are clearly presented. As noted in the PSER: “... for the architecture core courses, students are required to complete 99 credit hours that comprise architectural design studio courses, as well as theory courses and technical courses with lab components.” In addition, students are required to complete another four major electives of 12 credit hours. In total, students need to complete 99 credit hours that comprise the core architectural content. The sum total of this composition is a well-rounded curriculum with exposure both within the professional content and the electives as part of their general education that support critical thinking.

Part II, Section 3: Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the ICert degree program.

- Programs must document their processes for evaluating a student’s prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

[X] Demonstrated

[] Not Demonstrated

2025 Team Assessment: Not Applicable (as indicated in PSER) - we need to check this. Thus far it is not Demonstrated, and it needs to be.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

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

[X] Met
[] Not Met

2025 Team Assessment of II.4.1: [The team’s commentary must identify the evidence or the source of the evidence the team used to make its assessment.]The university has a career development information center noting the program. Additionally, the university has a Program Fair for high school students and graduate students. On the Web site under admission they explain the program and note there is a “Architects Program Test”. The on-line application details a process for evaluation and discusses “social equity”. They note all of the certifications they have internationally and include NAAB very substantially.

II.4.2 Access to Conditions and Procedures for NAAB International Certification: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available online and accessible by all students, parents, and faculty:

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

[X] Met
[] Not Met

2025 Team Assessment of II.4.2: [The team’s commentary must identify the evidence or the source of the evidence the team used to make its assessment. The University, the College of Engineering, and the Architecture community are fully behind and provide to all interested parties their NAAB Certification from 2018-2024.NAAB and noted it along with other international accreditation and/or certification programs. The students have actually noted it along with AIAS activities. When asked about the certification it seems to be a very published and important program for all concerned.

II.4.3 Access to Career Development Information: In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of internationally certified degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.

[X] Met
[] Not Met.

2025 Team Assessment of II.4.3:

The report section partially meets the criteria for II.4.3 Access to Career Development Information. While it seemed like there might be some gaps, the Team’s meeting with students clearly indicated that they feel supported in this regard by the faculty.

Strengths:

- The report mentions that career development information is available through the QU Career Development Center, which provides counseling, training, internships, sponsorships, and job opportunities.
- It highlights DAUP's participation in career fairs and outreach events, exposing students to professional opportunities.

- A web page reference is provided, which helps students access career-related resources.

Areas for Improvement:

- Architecture-specific career resources, such as professional organizations, and the Internship program mentorship programs, or industry networking could enrich the students' experience
- The availability of career development resources to parents and staff is not explicitly addressed, though it is required by the criteria.
- Faculty involvement and how parents and staff can access these resources.

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

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation¹ Report (formerly titled the Architecture Program Report)
- The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are required to make these documents available electronically from their websites.

[X] Met

[] Not Met

2025 Team Assessment of II.4.4:

While the PSER contains links to the requested information (NAAB Decision Letter, Program PSER, ICERT Procedures, NAAB VTR), the links take the user to PDF pages. The information is also available as a linked digital version of this information is also available.

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

This documentation must include the following:

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

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

II.4.5. Admissions and Advising

Public information about admissions and advising are available in the main QU website under Admission tab. All admission matters are centralized and DAUP main role is to select the successful applicants based on their Architecture Program Admission test (APAT) performances (refer Section PART TWO (II): Section 3).

Undergraduate

There are many reasons why students choose to spend their undergraduate careers at Qatar University. QU is the largest and oldest university in Qatar offering the broadest selection of undergraduate majors and minors from eleven well-respected colleges. The Foundation Program is also available to prepare high school graduates to meet the minimum entrance requirements as set by the various colleges of QU.

Whether you are a prospective first year, transfer, visiting, non-degree, second degree or international student, Qatar University is rich with opportunities. As an undergraduate student

Admission Procedures

Public information about admissions and advising are available in the main QU website under Admission tab. All admission matters are centralized and DAUP main role is to select the successful applicants based on their Architecture Program Admission test (APAT) performances (refer Section PART TWO (II): Section 3).

Undergraduate

There are many reasons why students choose to spend their undergraduate careers at Qatar University. QU is the largest and oldest university in Qatar offering the broadest selection of undergraduate majors and minors from eleven well-respected colleges. The Foundation Program is also available to prepare high school graduates to meet the minimum entrance requirements as set by the various colleges of QU.

Whether you are a prospective first year, transfer, visiting, non-degree, second degree or international student, Qatar University is rich with opportunities. As an undergraduate student

[X] Met

Not Met

Not Applicable

2025 Team Assessment of II.4.5:

The PSER and link to the DAUP website includes the following:

<https://www.qu.edu.qa/en-us/students/admission/undergraduate/>

Admission Procedures

Public information about admissions and advising are available in the main QU website under Admission tab. All admission matters are centralized and DAUP main role is to select the successful applicants based on their Architecture Program Admission test (APAT) performances (refer Section PART TWO (II): Section 3).

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

**The Visiting Team identified the following Conditions as Met with Distinction:
Condition Part 1, Section 1 Identity and Self-Assessment and
I.1.5 - Long Range Planning**

These are identified, because they have been highly influential in the program's early stages with many important elements that have evolved and coalesced into the current form for the program.

Appendix 2: Team SPC Matrix

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

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

NAAB SPC Matrix-08.10.2024

#	Course #	CH	Course Name	Realm A : Critical Thinking & Representation								Realm B : Integrated Building Practices, Technical Skills & Knowledge								Realm C : Integrated Design Solutions Leadership & Practice			Realm D : Professional Practice								
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26		
				A.1. Professional 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 and Decision-Making Etcetera	C.3. Integrative Design	D.1. Stakeholder Role in Architecture	D.2. Project Management	D.3. Business Practices	D.4. Legal Responsibilities	D.5. Professional Conduct		
NAAB iCert 2019 Renewal Visit - SPCs Matrix				A	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	A	A	U	U	U	U	U	U	
Arranged according to study plan				A	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	A	A	U	U	U	U	U	U	U
1	ARCT 110	3	Graphic Communication (1) Graphics – Manual																												
2	ARCT 120	3	Introduction to Architecture and Allied Arts																												
3	ARCT 111	3	Graphic Communication (2) Graphics – CAD																												
4	ARCT 211	4	Architectural Design Studio (1) Programmatic																												
5	ARCT 221	3	History and Theory of Architecture (1) - Early and Western Civilizations																												
6	ARCT 210	3	Perspective, Shade and Shadow																												
7	ARCT 220	3	Climate and Architecture																												
8	ARCT 240	3	Theory of Structures (1)																												
9	ARCT 212	4	Architectural Design Studio (2) Climatic																												
10	ARCT 222	3	History and Theory of Architecture (2) - Islamic/Arab Civilizations																												
11	ARCT 230	3	Materials and Methods of Building Construction (1)																												
12	ARCT 241	3	Theory of Structures (2)																												
13	ARCT 242	3	Surveying for Architects																												
14	ARCT 310	4	Architectural Design Studio (3) Contextual																												
15	ARCT 320	3	Design Methods and Theories																												
16	ARCT 330	3	Materials and Methods of Building Construction (2)																												
17	ARCT 331	3	Environmental Control Systems (1)																												
18	ARCT 340	2	Structures and Architectural Form (1) Concrete																												
19	ARCT 311	4	Architectural Design Studio (4) Complexity																												
20	ARCT 332	3	Environmental Control Systems (2)																												
21	ARCT 333	3	Construction Drawing and Detailing																												
22	ARCT 341	2	Structures and Architectural Form (2) Steel																												
23	ARCT 400	0	Practical Training I: Design																												
24	ARCT 410	5	Architectural Design Studio (5) Community																												
25	ARCT 530	3	Construction and Project Management																												
26	ARCT 411	5	Architectural Design Studio (6) Sustainability																												
27	ARCT 422	3	Research Methods in Architecture																												
28	ARCT 500	0	Practical Training II: Construction																												
29	ARCT 510	6	Comprehensive Design Studio																												
30	ARCT 511	2	Senior Project Preparation and Programming																												
31	ARCT 512	4	Senior Project																												
32	ARCT 531	3	Ethics and Professional Practice																												
E = Evidence				A	A	A	A	A	A	U	U	A	A	A	A	A	U	U	U	U	A	A	U	U	U	U	U	U	U	U	

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