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Jordan University of Science and Technology
Faculty of Engineering, Department of Architectural Engineering
Irbid, Jordan

2022 Visiting Team Report
Visit Three for NAAB International Certification
March 21-23, 2022

Bachelor of Science of Architecture (169 credit hours)

The National Architectural Accrediting Board

Date of last visit: June 14-16, 2021

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 NAAB visiting team wishes to extend our sincere gratitude to leadership, faculty, staff and students at the Jordan University of Science and Technology (JUST) College of Architecture & Design and particularly its Department of Architecture for all their work in preparing for our visit and for their gracious participation during our three-day virtual visit with them.

The Chairperson of the Department, Dr. Anwar F. Ibrahim was most gracious during the entire duration of our interactions, beginning well in advance of our actual visit, as preparation of the program’s exhibits began and continuing through the culmination of our visit time. We found the exhibits to be well organized and complete; when we had questions, he was always available to provide additional information or simply meet with us to work through them. His time and effort cannot be overlooked in assessing the success of our time with the University. His engagement, on a continuous basis, is evidence of his commitment to the department and the work they are performing on behalf of the university and its students. In similar fashion, the team must also acknowledge the commitment, passion and engagement of faculty and staff to deliver the quality education necessary to provide the foundation for their student’s success.

Most importantly, the result of that commitment is expressed in the achievements of their students. Student work is well organized, thorough, and rich in content. The expression of that work is of the highest quality and clearly conveys that they are prepared to meet the needs of modern practice and those of the environmental, social, political and cultural challenges that face society.

The team also recognizes that the department is founded on the support of university administration. To that end, we also acknowledge the commitment of the President of the Institution, Professor Khalid El-Salem, and Vice-President Professor Wa’il Tyfour, as well as the Dean of the College of Architecture & Design, Professor Hikmat H. Ali, all of whom are equally dedicated to the success of the Architecture program and whose support and advice are instrumental in their success. All three were very gracious in sharing their time with the team and helped us tremendously to understand the present state of the Department, the College and the University.

We found all the faculty, staff, and students we met to be open, responsive to our questions and freely sharing of their views. The time we spent in meetings with each group benefited our understanding of the program. It is clear that all involved share a mutual respect and admiration for the roles and accomplishments of each other.

Unfortunately, due to continuing limitations related to the current health environment and the limitations of virtual environments, the visiting team was only able to spend time with a limited number of students and did not have the ability to freely wander the campus and facilities. However, the tour video, provided as part of visit materials, did give the team a comprehensive introduction and overview of the campus along with a detailed tour of the department’s building and related facilities.

The team commends the entire Institution for their excellent work in preparing their students to join the profession and be successful in society.

b. Conditions/Student Performance Criteria Not Achieved [list number and title of Condition/SPC]

<table>
<thead>
<tr>
<th>Conditions Not Described or Demonstrated</th>
<th>Conditions Not Met</th>
<th>SPC Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.9 Building Service Systems</td>
<td></td>
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c. Items to Address

- Continue development of Building Service Systems to include a more robust presentation of Electrical systems.

d. Progress Since the Previous Visit

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.

2021 Team Assessment of A.1 Not Yet Met: There is some evidence of student achievement at the prescribed level in ARCH 301 Technical Writing & Verbal Communication. However, in examining a number of other cited areas in the SPC Matrix, the visiting team was unable to gain a full picture of how this criterion is being fully satisfied. It is clear that the program has a process in place to further develop these skills and to do a better job of identifying these within the evidence of student outcomes.

2022 Visiting Team Assessment: X [condition/criterion] is Met

Actions taken by the program since the last visit have successfully addressed this SPC. Evidence of student achievement at the prescribed level was found in additional student work prepared for in classes A101 Architectural Drafting, A102.Architectural Drafting, VD102 Visual Communications, A201 Computer Aided Design, and A301 Technical Writing and Verbal Communication.

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.

2021 Visiting Team Assessment of B.6 Not Yet Met: ARCH 353 – Environmental Control Systems 1 and ARCH 452 Environmental Control Systems 2 are identified as satisfying this criterion. These appear to be very good courses and the student outcome evidence points to a solid “understanding” level. However, they do not rise to the level of “ability” as a synthesis issue. The visiting team identifies this as “Not Yet Met” based on the foundational strength already in place and the knowledge that the program recognizes that this is an important area of refinement and improvement. At this time, it is unclear if students possess an ability to apply the conceptual principles presented in the courses to design work. Judging from the work we have seen; it seems that ARCH 412 – Architectural Design VI is the most promising area for greater integration and integrated design work in a design studio. There is some evidence that students have considered these issues; however, there is more that needs to be done and demonstrated to satisfy this criterion.

2022 Visiting Team Assessment: X [condition/criterion] is Met

Evidence of student achievement at the prescribed level related to the understanding of the principles of environmental systems was found in student work prepared for ARCH 353: Environmental Control Systems (I) Temperature and Humidity, ARCH 452: Environmental Control Systems (II) Illumination and Acoustics. Additionally, the Visiting Team has also reviewed upper-level design courses such as ARCH 412 Architectural Design VI course and the graduation project design course (ARCH 592), where indication of ability was found throughout the projects presented. The progress made since last visit (when the SPC was reported Not Met) appears to have resolved prior concerns.
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.

2021 Visiting Team Assessment of B.7 Not Yet Met: ARCH 252 Building Construction II Systems, ARCH 353 Environmental Control Systems I Temperature & Humidity, ARCH 452 Environmental Control Systems II Illumination & Acoustics, and ARCH 412 Architectural Design VI are noted as satisfying this criterion. Course work does not sufficiently showcase an understanding of performance, energy, and material resources. ARCH 252 does appear to provide a basic understanding of aesthetics, moisture transfer and durability as well as appropriate selection and application techniques. The virtual team room does not include clear evidence of how the areas described in the criterion statement are fully covered at the “understanding” level.

2022 Visiting Team Assessment: X [condition/criterion] is Met

Actions taken by the program since the last visit have successfully addressed this SPC. Evidence of student achievement at the prescribed level was found in the classes originally noted and additional class and related student work prepared for in classes: A252 Building Construction Systems II, A353 Environmental Control Systems, A454 Environmental Control Systems II, and A412 Architectural Design.

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.

2021 Visiting Team Assessment of B.9 Not Yet Met: ARCH 456–Mechanical Systems addresses these issues at the “understanding” level. However, it does not cover communications, vertical transport, security, and fire protection. ARCH 452 Environmental Control Systems II Illumination & Acoustics is noted as satisfying some of the topics. Course work shows an understanding of the application and performance of building service systems such as mechanical, plumbing, vertical transportation, and fire protection. However, the student outcomes evidence was not as clear with regard to lighting, communication, and security.

2022 Visiting Team Assessment: X [condition/criterion] is Not Met

Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 456-Mechanical Systems, which is the sole course identified by the SPC Matrix for this criterion. The course now includes topics of vertical transportation at the level of understanding. Additional evidence relative to lighting design was seen in work prepared for ARCH452-Environmental Control Systems II, which covers topics of illumination; however, the team was unable to find evidence demonstrating understanding of electrical systems. As such, the team feels this criterion was Not Met at the time of this visit.
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

2022 Analysis/Review of I.1.1: The university facility has a strong program academically and a special physical working environment (PSER pgs.3 and 50-57). There are international students as well as Jordanians and the university is ranked first in Jordan (PSER pgs.2 and 4). International accreditations, quality assurance, and relationships with universities in the USA, EU, Asia, and the Middle East are very important to the university (PSER p.6). The programs were established 1986 to graduate professionals in specializations necessary for the county. The mission and values are clearly described for the university and the architectural faculty. Specific to the architectural program the mission is to prepare highly qualified planners, architects, and designers who can excel in their community, the nation, and the region with up-to-date understanding of technology as well as humanity in general (PSER p.7).

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

2022 Analysis/Review of I.1.2: The Bachelor of Science of Architecture program at JUST, adopts a clearly defined and developed learning culture, which is based on several policies and principles (PSER, p.20). These policies and principles (i.e., processes) do take into consideration the growing needs and expectations of the students, faculty, and staff to achieve the target mission elaborated by the Architecture Program of providing academic excellence and producing highly qualified architects who can genuinely cater for the market needs of their countries. Based upon teaching-learning exchange practices; the learning culture develops over the comprehensiveness of the architectural design studio, but also connects other theory and practical courses from the curriculum.
JUST strongly believes in this mutual relationship, thus, fully supporting the transparent engagement between faculty and students to gain trust and respect among all (PSER, p.20).

As such the core of the learning culture evolves over the studio culture. Hence, 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. It is also built upon a series of values and standards (PSER, Pp. 21-22) connecting the main contributors/stakeholders of the program- i.e., students-faculty. This was also confirmed during our meetings with faculty and students during the visit.

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

2022 Analysis/Review of I.1.3: JUST systematically breaks down their rigorous procedures in place that allow for an equal educational environment in which each person is given a comparable opportunity to succeed. One precursor to this lies in the vast diversity that coexists at JUST. According to JUST, their student body includes approximately 45 nationalities, 106 students with disabilities, and 56% of female students. Beyond philosophical core values at the center of JUST’s program, they have academic policies in place that tackle everyday equity, diversity and inclusion issues that may arise.

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

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

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

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

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

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

[X] Described

2022 Analysis/Review of I.1.4:
A. Collaboration and Leadership: Opportunities to learn and practice both individually and in a team, environment are present throughout the curriculum as well as in extra-curricular and elective activities
provided for students. The Department of Architecture fosters partnerships and collaborative opportunities with other universities, with government agencies, with the profession and the various communities they serve.

The department and students work with local municipalities to assist in the development of local needs projects whether through planning, urban design, landscape or architecture, carried out either through interactions within specific courses, direct consultation or design committees. These activities serve to emphasize an active leadership role by faculty as well as students. The Special Topics A course, an elective, requires students to complete assignments oriented towards developing a culture of collaboration and entrepreneurship, emphasizing their role as community leaders post-graduation.

Students are encouraged to participate in extra-curricular activities as “leadership volunteers” invited to help plan, organize, and host activities like exhibitions, and external juries. The group also works in local communities doing volunteer work to help improve local public spaces or facilities. Students are also encouraged to participate in their “Student Union” as student representatives, elected by peers.

B. Design: JUST has installed a rigorous architecture program that constantly challenges the pedagogy that is architecture. Every semester has been systematically implemented in a sequential manner that allows the end user to progress through various frameworks while comprehending the architectural process and offering multi-dimensional solutions.

C: Professional Opportunity: This area has improved since Visit 2 with the addition of a new course that includes business development and administration. We also understand the situation with graduating students applying for a license in Jordan through their professional association. Additionally, students are encouraged to apply for internships and advanced degrees and return to the university as lecturers.

D. Stewardship of the Environment: The Architecture Program develops a rigorous approach towards considering the environment, its components and its protection and safeguard by adopting sustainable design principles and procedures. Accordingly, and as reported in the PSER, the Architecture Program genuinely addresses Environmental Stewardship by focusing on two areas: the dynamics and energy use in buildings through their passive and active environmental systems and design courses. This clearly explained and evidenced through deliveries over teaching-learning practices in several theory-practical courses as well as design studio courses (PSER, pgs. 27-28).

E: Community and Social Responsibility: The program’s approach is fully described in the PSER (pgs. 20-21 and 23-31 and specifically Table 4). The team noted the richness with which they develop graduates to be active, engaged citizens who fully understand what it means to be professional members of society.

The program covers all perspectives of what should be required of an architectural and design program specifically for educating students and specific community involvement, being an ethical and responsible member of society, as well as licensure. Students noted the unique and intense requirements for community relationships.

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

[X] Described

2022 Analysis/Review of I.1.5: The program’s planning process for continuous improvement is described in the PSER. The Department of Architecture’s Strategic Plan is developed on a 5-year cycle and is in line with the overall goals of the Institution plan. Since its inception, that plan has focused on
developing the program, keeping abreast of international developments in architectural education, building and information technologies and earning international accreditation. An essential goal of the program is also to attract and hire highly qualified faculty and embraces a policy of awarding scholarships to top students to pursue their masters and doctoral degrees abroad who then return to be hired as tenure track faculty.

The plan includes a detailed list of goals and objectives, with a corresponding action plan. A table of the current 2017-2021 plan is provided in the PSER and provides key performance indicators as well as the current baseline. The program is currently in development of their 2022-2027 strategic plan with active participation of all faculty members and staff.

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

2022 Analysis/Review of I.1.6: The program’s Self-Assessment Procedures and Curricular Assessment and Development processes are fully described in the PSER.

Assessment of student progress is based on a combination of internal and external sources. Internal sources include course assessment forms evaluating each student’s progress, at the end of each semester, the Department Council meets to review grades and student progress. Each student’s progress is reviewed by the Department Chair, also at the end of each semester. External sources include internship evaluations and internship supervisor ratings, alumni surveys and feedback from the program advisory board.

Teaching assessment is achieved in similar fashion with the use of course assessment reports by the faculty to review effectiveness of the course, and direct evaluation by the students measuring the quality of the instructor’s teaching of each course. The latter are administered by the Academic Development and Quality Assurance Center (ADQAC) and is mandatory for all students.

The process of Curricular Assessment follows a similar track, adding the outcomes of the mandatory University Proficiency Exam. All are used to provide quantitative and qualitative data used to measure student levels, define challenges, and give direction for curricular growth. The outcomes are reviewed by both the Chair and the Department Council, which usually provide feedback. Faculty members are involved through regular department meetings and the Department Curriculum Committee, which is responsible for reviewing the committee and providing advice to the Chair on all curricular changes. At the end of this process, the results are submitted to the Vice President and Academic Director for approval of the Academic Council.
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

2022 Team Assessment of I.2.1: The JUST Department of Architecture (DA) has the sufficient human resources to support students' learning and achievement and continuously work to sustain it (PSER, p. 48). The DA team includes tenured faculty members, full-time lecturers, administrative leadership, and technical support staff.

There are 18 faculty members, 10 of them hold doctoral degrees, and eight who work as full-time lecturers and hold master's degrees from local and international universities. The DA/program also includes four studio supervisors who hold BSc. degrees. For further teaching load and as per the needs, the DA appoints part-time lecturers to teach some courses. Based on the DA needs, several master's students (usually four to six students) are hired on a semester basis to work as Teacher Assistants (TAs).

Occasionally, specialists and highly experienced practitioners are invited to participate in teaching some courses and design studios. These practitioners are invited as jurors and crits examiners. By doing so, DA and its Architecture Program develop strong links with local and regional architectural practitioners and industry and enable us a hands-on experience of the students' learning practices.

As per the PSER (pgs. 48-49), the DA prepared a five-year strategic plan to expand its faculty to sustain the department and decrease the faculty/student ratio. In the year of 2019, two faculty members were hired. In the year 2020 and in addition to a visiting professor, two of DA's sponsored students returned from the US after earning their doctoral degrees and were hired in the DA. As the strategic plan 2020-2025 mandates five students to have full scholarships and five faculty members to be hired. DA also encourages diversity in its staff (PSER, p. 49- Table 8).

DA aims to expand its faculty and staff population by developing a five-year strategic plan, inclusive of the hiring strategy. The department's recruitment policy complies with the university regulations and instructions.

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

2022 Team Assessment of I.2.2: The program’s physical resources are demonstrated within the PSER and augmented by the virtual tour provided by the program as part of Visit materials. The modern facilities provide ample spaces to support the pedagogical approach and student achievement, centrally located within the overall university campus. The Department of Architecture spaces include 16 studios, two lecture rooms, four computer labs, faculty and administrative offices, and other support facilities, including several labs such as a model workshop, building materials and construction lab, solar energy, renewable energy, materials strength, instrumentation and thermos-fluid and heat transfer labs. All facilities noted above, with the exception of only two of the studios are located within the three-winged building that houses the College of Architecture and Design. The program recognizes the studio space as being central to their learning culture and embraces their facilities as a communal space for interaction and sharing of knowledge by all.

Beyond the educational spaces, the University provides open facilities for extracurricular activities and other aspects of student life. These include sports fields, semi-Olympic swimming pool, fitness center, various sport courts and a 5,000 seat Olympic stadium with eight tracks. The University also has multiple theaters of varying capacity to host public lectures and other events.

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

[X] Demonstrated

2022 Team Assessment of I.2.3: The financial resources are described in the (PSER p. 57). The university is committed to the architectural, planning, and design program. They supply all requested by the program based on yearly budgets for the three programs that relate to market requirements. Most of the funds are supplied by tuition and fees, workshops, faculty consultations, and other projects. Both the V.P, of the University and the Assistant Dean of the College noted that their financial requirements have substantially been met. They also have a unique program using a scholarship for advanced degrees in foreign universities where for each year a student studies they have to return to the university for two years as a lecturer. This also gives the College the international experience to pass on to their students.

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

2022 Team Assessment of I.2.4: JUST has a vast number of resources at their disposal. This includes a 12,500 square meter area in which their library takes residence. While the library exists to serve the entirety of the University and not just the Architecture program’s needs, it is equipped with state of art
computers, books, virtual assistants, and inter library loaning programs. There is a specific budgetary number that is reserved for constantly updating the library’s resources.

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

**2022 Team Assessment of I.2.5:** The Department of Architecture and its Architecture program are included within the Faculty of Architecture & Design, as part of the JUST administrative structure. The administrative structure of the Jordan University of Science and Technology (JUST) is described in the PSER (PSER pgs.61-64). Detailed accounts, explanation and procedural descriptions are developed over this section of the PSER report. Furthermore, structural organization is developed over Figure 18: The Administrative Structure of JUST (PSER, p. 62).

And more details are accessible over this link (PSER, p. 62):

https://www.just.edu.jo/aboutjust/Pages/Organizational-Structure.aspx
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

2022 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared in classes: ARCH 101 Architectural Drafting, ARCH 102 Architectural Drafting, DV102 Visual Communications, ARCH 201 Computer aided design, and ARCH 301. Technical writing and verbal communications. The PSER notes additional information related to the writing and verbal communications. This material has been added since visit two where this subject was not met.

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

2022 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found mainly in student work prepared for the design course ARCH 312: Architectural Design IV, and also (at basic levels) in ARCH 204: Computer Aided Design II.

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

2022 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared in classes: ARCH 211 and ARCH 212 Architectural Design I, II, ARCH 341 Landscape Architectural, ARCH 411 Architecture Design IV, ARCH 481 Human Behavior and the Built Environment, and ARCH 591-592 Graduation Projects. Presentation in the Landscape class was very adventurous. The depth of investigation and the manner in which it permeates every aspect of the curriculum causes the team to consider this SPC to be one that is Met with Distinction.

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

2022 Team Assessment of A.4: Evidence of student achievement at the prescribed level was found in student work prepared for classes: ARCH 101 Architectural Drafting, ARCH 111 Basic Design 1, ARCH 112 Basic Design 2, ARCH 202 Visual Communication, ARCH 211 and ARCH 212 Architectural Design I, II, ARCH 311 Architectural Design 3. Architectural design skills are embedded within the first three years of their rigorous coursework, building on preexisting knowledge as the semesters progress.

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

2022 Team Assessment of A.5: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 111: Basic Design (1), ARCH 112: Basic Design (2), and ARCH 202: Visual Communication (2). All three courses are delivered at the early Foundation Design levels/years.

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
2022 Team Assessment of A.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 312: Design Studio IV, ARCH 411: Design Studio V, and ARCH 441: Theory of Urban Design. The extent to which the program focuses on the Use of Precedents, and the manner in which it is expressed throughout the work of all courses, raises this SPC, in the team’s opinion to be one that is Met with Distinction.

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

2022 Team Assessment of A.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 231 and ARCH 232 History of Architecture I & II, ARCH 331 Modern Architecture, ARCH 332 Contemporary Architecture, ARCH 333 Architecture in the Islamic Context, ARCH 432 Local Architecture and Heritage Conservation. JUST’s robust program expands throughout a multitude of various architecture typologies, and vernaculars.

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

2022 Team Assessment of A.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 231 and ARCH 232 History of Architecture I & II, ARCH 331 Modern Architecture, ARCH 332 Contemporary Architecture, ARCH 333 Architecture in the Islamic Context, ARCH 432 Local Architecture and Heritage Conservation.

Realm A. General Team Commentary: All SPCs listed under Realm A: Critical Thinking and Representation have been met. Students’ work evidence has shown great achievement over-reaching beyond the required levels. This has been accomplished using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making. The team found that Realm A constitutes one of the strengths of the program deliverables of teaching-learning practices evidenced through students’ work.

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

2022 Team Assessment of B.1: Evidence of student achievement at the prescribed level was found in
student work prepared for ARCH591 Graduation Project I.

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

2022 Team Assessment of B.2: Evidence of student achievement at the prescribed level was found in
student work as noted in classes: ARCH 343 Surveying, ARCH 341 Site Design, ARCH 441 Theory of
Urban Design, and ARCH 541 Planning and Urban Design.

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

2022 Team Assessment of B.3: Evidence of student achievement at the prescribed level was found in
student work prepared for ARCH 454 Working Drawings and Integrated Systems. Despite having only
one course outlined, JUST’s program takes a holistic approach to embedding codes and regulations in
their coursework through presentations, assignments, exams.

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

2022 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in
student work prepared primarily for ARCH 454 Working Drawings and Integrated Systems and in ARCH
204 Computer-Aided Design II. Technical Documentation was also found to be interwoven through
various other courses.

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

2022 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in
student work prepared for ARCH 261 Engineering Mechanics and ARCH 262 Structural Analysis and
Systems and ARCH 252 Building Construction 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.
2022 Team Assessment of B.6: Evidence of student achievement at the prescribed level related to the understanding of the principles of environmental systems was found in student work prepared for ARCH 353: Environmental Control Systems (I) Temperature and Humidity, ARCH 452: Environmental Control Systems (II) Illumination and Acoustics. Additionally, the Visiting Team has also reviewed upper-level design courses such as ARCH 412 Architectural Design VI course and the graduation project design course (ARCH 592), where indication of ability was found throughout the projects presented.

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.

2022 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work classes: ARCH 252 Building Construction II Systems, ARCH 353 Environmental Control Systems I Temperature and Humidity, ARCH 454 Environmental Control Systems II Illumination and Acoustics, and ARCH 412 Architectural Design. The courses related to Environmental subjects cover sustainability and integration of MEP systems related to the envelope. The new depth of study has been added since visit two and makes the material satisfactory.

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.

2022 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 152, ARCH 252, ARCH 352 Building Construction I - Materials, II - Systems, III - Finishes, ARCH 261 Engineering Mechanics, and ARCH 262 Structural Analysis and Systems. The program undertakes a sequential approach to their Building Construction courses, similar to the order of actual construction, focusing on core elements in each semester.

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.

2022 Team Assessment of B.9: Evidence of student achievement at the understanding level was found in student work prepared for ARCH 456 Mechanical Systems, which is the sole course identified by the SPC Matrix for this criterion, evidence of understanding related to electrical distribution systems was not consistently found. The team did note understanding of vertical transportation systems and noted understanding of illumination concepts in this course, as well as in ARCH 452 Environmental Control Systems II Illumination & Acoustics.

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.

2022 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found.
2022 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in classes ARCH 571 Quantities and Specifications, ARCH 432 local Architecture and Heritage Conservation, ARCH 592 Graduate Programs.

Realm B. General Team Commentary: Presentation of topics in this realm is handled well by the Program. The depth of study within the technical aspects of systems and materials is commendable and prepares students to understand constructability, environmental stewardship and to communicate this information well. While topics are robust, there were some minor “misses” within one SPC which caused it to be found Not Met, however, the team is confident the program will resolve these in the short term.

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

2022 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 372: Architectural Analysis and Programing.

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

[X] Met

2022 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in ARCH 592 Graduate Projects II. Ambitious decision making was presented; something I have learned is prevalent in the Middle East. Graphics are well done.

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

[X] Not Met
2022 Team Assessment of C.3: Evidence of student achievement at the prescribed level was found in ARCH 412 & ARCH 592. JUST’s thorough program culminates with the mentioned courses. It is evident that students will apply most if not all of what they have learned while at JUST. There is a systematic breakdown of each design decision involved in a student's work, and it is clear that all students understand what they are putting pen to paper on. However, the team found a lack of clarity around topics of accessibility and life safety, which are not clearly present in terms of application. We also found a bit of inconsistency in the level of competency around these topics, across the wide range of work presented. Understanding of principles are evident in ARCH 412 but not consistently "applied” in ARCH 592.

Realm C. General Team Commentary: The depth and use of research shown by the program at all levels of the curriculum and the resulting ability to use the results of this research to make informed decisions is evident, to varying extents of development in studio work. The team believes the inconsistency noted in their review of C3 is likely not due to a deficiency of any kind but rather results from inconsistent communication of that work. As a result, we are confident that the program will use the outcomes of this visit to continue improvement in this area.

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

2022 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572-Project Management. There is a strong focus on roles in the context of the Project Manager in management of relationships among all stakeholders described but felt there is room for strengthening understanding of the roles of users and the local community.

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

[X] Met

2022 Team Assessment of D.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572 Project Management. There seems to be a high level of understanding demonstrated through the coursework in the manner of exams.

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

[X] Met
2022 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in ARCH 572 Project Management. The work would benefit from expanded depth including items such as Developer and Governmental relationships.

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

[X] Met

2022 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 490: Architectural Training, and ARCH 575: Professional Practice. This SPC would benefit from further development and inclusion in the work of ARCH 572: Project Management.

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

[X] Met

2022 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for A490 Architectural Training, and A575 Professional Practice. While A490 takes on a practicum approach to a college course, an external internship, evidence of this SPC is more heavily found in A575 Professional Practice.

Realm D. General Team Commentary: The realm seems to be satisfied successfully through multiple classes. However, there could be more depth in the relationships between, PM, developers (stakeholders), governmental authorities, and the community.

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

2022 Team Assessment of II.2.1: As demonstrated in the PSER, the Jordan University of Science and Technology is accredited by the Accreditation and Quality Assurance for Higher Education Institutions (AQACHE), an independent agency for the accreditation of Jordanian institutions and the Jordan Ministry of Higher Education (JMHE). Programs are reviewed on a three-year cycle; the programs last review was completed in 2021.

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.

  *NB:* 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

**2022 Team Assessment of II.2.2:** Evidence of this Condition is thoroughly defined and described in the PSER.

**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

**2022 Team Assessment:** Like other Jordanian Universities, the evaluation of preparatory education is handled centrally by a government agency, without involvement of the program. That said, the DA has described the general procedures for evaluation in the PSER (pgs. 86-87).

To be admitted to the DA at JUST, students must have obtained the Jordanian General Secondary School Certificate (high school diploma), or its equivalent and have achieved a minimum GPA (80%) in all cases. Students with a Community College Diploma (CCD) can also be admitted, but in this case, they must take and pass the CCD Comprehensive Examination with a score no less than 70%. The PSER also includes links to the university’s admission pages for additional information related to requirements for CCD holders and transfer students from other universities.
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, programs being reviewed for the ICert designation must include in catalogs and promotional media the exact language found in the Procedures for NAAB International Certification, Appendix 5A.

[X] Met

2022 Team Assessment of II.4.1: The Statement on International Certification of Degrees is available on the program’s website and is in full compliance with requirements of Appendix 5A. A link to that page is included in the PSER, but the link is to the main landing page and further, though easy, navigation is required to find the statement. The direct link to the page containing the statement is:

https://www.just.edu.jo/FacultiesandDepartments/FacultyofArchitectureandDesign/Departments/Architecture/Pages/NAAB%20International%20Certification.aspx

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

2022 Team Assessment of II.4.2: Access to the Conditions and Procedures for NAAB International Certification are provided through links to the appropriate documents found on the webpage:

https://www.just.edu.jo/FacultiesandDepartments/FacultyofArchitectureandDesign/Departments/Architecture/Pages/NAAB%20International%20Certification.aspx

A link to this page is found within the PSER, on p. 8.

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

2022 Team Assessment of II.4.3: Access to Career Development Information can be found on the University’s Career & Services webpage. Information was found using the link:

https://www.just.edu.jo/Units_and_offices/Offices/alumni/Pages/careers-services.aspx

A link to this information is included in the PSER on p.88.
II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports: In order to promote transparency in the process of International Certification in architecture education, the program is required to make the following documents available to the public:

- Most recent decision letter from the NAAB (received after the last visit)
- The most recent Program Self-Evaluation Report (PSER prepared for visit 2)
- 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

2022 Team Assessment of II.4.4: Access to the Self-Evaluation and Visiting Team Reports are provided through links to the appropriate documents found on the webpage:

[https://www.just.edu.jo/FacultiesandDepartments/FacultyofArchitectureandDesign/Departments/Architecture/Pages/NAAB%20International%20Certification.aspx](https://www.just.edu.jo/FacultiesandDepartments/FacultyofArchitectureandDesign/Departments/Architecture/Pages/NAAB%20International%20Certification.aspx)

A link to this page was found within the PSER, on p.88.

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

This documentation must include the following:

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

[X] Met

2022 Team Assessment of II.4.5: Access to Admissions and Advising are provided through links to the appropriate documents found on the University's primary admissions landing page, found at:

[https://www.just.edu.jo/Admission/Pages/default.aspx](https://www.just.edu.jo/Admission/Pages/default.aspx)

That page provides links to find all the varied required information. The team found direct links to each of the above included in the PSER. A link to this page was found within the PSER on pgs.88-90.

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

SPC A.3: Investigative Skills
The depth of investigation and the manner in which it permeates every aspect of the curriculum causes the team to consider this SPC to be one that is Met with Distinction.

SPC A.6: Use of Precedents
The extent to which the program focuses on the Use of Precedents, and the manner in which it is expressed throughout the work of all courses, raises this SPC, in the team’s opinion to be one that is Met with Distinction.
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.
| Semester | Course Code | Course Title | Documented Semesters | A1 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 |
|----------|-------------|--------------|----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| First Year | ARK405 | 3 Architectural Drifting | Fall 2018, Summer 2019, Fall 2019 | x | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK411 | 3 Basic Design I | Fall 2018, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK415 | 3 Visual Communication I | Fall 2018, Spring 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK412 | 3 Basic Design II | Spring 2018, Spring 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK436 | 3 Building Construction 1 Materials | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK438 | 3 Computer Aided Design I | Summer 2018, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK422 | 3 Visual Communication II | Fall 2018, Spring 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK421 | 3 Architectural Design I | Fall 2018, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK435 | 3 History of Architecture I | Fall 2018, Summer 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK481 | 3 Engineering Mechanics | Fall 2018, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK423 | 3 Visual Communication III | Fall 2018, Spring 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK422 | 3 History of Architecture II | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK425 | 3 Building Construction 2 Systems | Fall 2018, Summer 2019, Spring 2020, Summer 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK430 | 3 Technical Writing & Visual Communication | Summer 2018, Fall 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Architectural Design II | Fall 2018, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Modern Architecture | Fall 2018, Summer 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK433 | 3 Surveying | Fall 2018, Spring 2019, Fall 2019, Spring 2020, Summer 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK434 | 3 Architectural Analysis & Programming | Summer 2018, Fall 2019, Summer 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK432 | 3 Architectural Design IV | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK432 | 3 Contemporary Architecture | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Landscape Architecture | Fall 2018, Spring 2019, Spring 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Building Construction 3 Finishing | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Environmental Control Systems 1 Temperature & Humidity | Summer 2020, Summer 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK443 | 3 Architecture in the Islamic Context | Fall 2018, Summer 2019, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Architectural Design V | Fall 2018, Fall 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Theory of Urban Design | Fall 2018, Summer 2019, Fall 2019, Summer 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Environmental Control Systems 2 Illumination & Acoustics | Fall 2018, Summer 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK446 | 3 Mechanical Systems | Fall 2018, Spring 2019, Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Architectural Design VI | Spring 2018, Spring 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK432 | 3 Local Architecture & Heritage Conservation | Spring 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK434 | 3 Working Drawings & Integrated Systems | Spring 2018, Spring 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Human Behavior in Built Environment | Fall 2018, Spring 2019, Fall 2019, Spring 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Architectural Training | Summer 2018, Spring 2019, Summer 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Planning & Urban Design | Fall 2018, Fall 2019 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Qualities & Specifications | Spring 2018, Summer 2019, Summer 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Project Management | Fall 2018, Fall 2019, Summer 2020, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Graduation Project I | Fall 2019, Fall 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Professional Practice | Spring 2020 | | | | | | | | | | | | | | | | | | | | | | | |
| | ARK431 | 3 Graduation Project II | Spring 2018, Fall 2019, Spring 2020 | | | | | | | | | | | | | | | | | | | | | | | |
Appendix 3: Visiting Team Roster

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