University of Bahrain
Department of Architecture and Interior Design

2021 Visiting Team Report
Continuing NAAB International Certification
October 25-27, 2021

Bachelor of Architecture (5 years, 169 credit hours)

The National Architectural Accrediting Board

Date of last visit: April 26-29, 2015

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 review process for International Certification can act as an evolutionary milestone for the institution, and as an opportunity for self-reflection and for further enrichment of the architecture program. On one hand it contributes to the appreciation of the strengths and potentials of the program, and on the other, it is a time for recognition of any missed opportunities, and the continuous strives of the architecture program for excellence.

The NAAB review team members would like to express their deep appreciation for the opportunity they were given to be a part of this major milestone of the University of Bahrain’s Architecture program, and would like to acknowledge the sincere hard work, dedication and collaboration of the key figures of the Architecture department towards making the review process as effective and objective as possible with more fruitful outcomes for the future of the institution, which was conducted from across thousands of miles.

*The Program Self Evaluation Report (PSER)* is always the cornerstone for the visiting team’s familiarity with the institution and the program. The document was very well organized, allowing the basis for the NAAB team to develop a detailed grasp of the Architecture program in the overall context of the university, and the trajectory of its evolution from inception to where it is now. The PSER was methodically conveyed the step-by-step requisite responses to the items of the NAAB Conditions. Additionally, the PSER offered an honest and transparent elaboration and presentation of the facts and strengths. Additionally, it outlined the weaknesses and opportunities that helped the NAAB team in developing the requisite objectivity and the grasp of the nuances of the program, its possibilities, and even the needs and constraints of the institution.

*Leadership:* The visiting team would like to acknowledge and appreciate the support of Dr. JawaherAl-Mudhahki, the newly arriving President and CEO of the University of Bahrain, for her strong interest in the Architecture program and its enriching mission towards a steady growth and advancement within the context of the university. The NAAB team would like to extend a deep appreciation for the worthwhile efforts of the Architecture and Interior Design Department Chair, Dr. Haifa Al-Khalifa, and Architecture Program Coordinator, Dr. Huda Almadhoob for their effective hard-work in preparation of the NAAB review. Additionally, Dr. Fuad Al-Ansari, Dean of the College of Engineering, for his broad vision, depth of understanding, and in leading a thriving program of architecture that has great potential for growth and higher level of advancement and excellence, amidst an interdisciplinary educational environment.

*Faculty:* The program and the students benefit from a diverse and competent faculty that are dedicated to the cause of the institution and the educational needs of the students. They are not only thriving to excel in their own personal development as academic researchers, but also act as role models to students in development and pursuit of higher professional goals and scholarly aspirations. They are truly assets to the Architecture program.

*Students:* The University of Bahrain has an exceptionally diverse, hardworking, inquisitive, and articulate student body with dominance of women. The student body possesses high talent, intellect, aspirations. They have great optimism for future roles as architects and designers in the next generation of the profession and will be competent problem solvers and design thinkers for the good of their society and the Kingdom. Many of them have active roles in their AIAS chapter and would like to be participants in further improvement of the curriculum and in the institutional governance, and development of new policies for the benefit of their architectural program and the institution. Students are highly supportive of their institution and the educational opportunity provided to them. They have a great grasp and understanding of the ways their program and curriculum of architecture can excel and elevate to higher levels of maturity. They are involved in the practice of architecture, particularly upon graduation, and act as competent interns in the local firms, which has helped them develop broader and more mature views and visions in their selected field of architecture as their future career.
b. Conditions/Student Performance Criteria Not Achieved [list number and title of Condition/SPC]

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<th>Conditions Not Described or Demonstrated</th>
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c. Items to Address (Items of Specific Concerns)

1. The 2021 visiting team is concerned about the facility accommodating the current and future growth of the Architecture program. This concern arises from the totality of a gamut of issues with respect to the facility that serves the educational needs and requirements of the Architecture department. Considering that the scattered facilities have been accumulated and adjusted over time as the needs for the program arose, and there is a plan to move the entire College of Engineering, including the program, to new facilities on the main campus in Sakhir, which is subject to pending final financial approval. At this juncture, the team has observed a number of deficiencies in the current facilities at the Isa Town campus. The timeline of the move is still relatively uncertain considering it has been in the works since even before the previous visit in 2015, which caused a lack of development in the current facilities in anticipation of the new ones. Overall, there has been little evidence of planning for the future growth of the program in terms of the facilities they provide. There is more detail related to the deficiencies in section I.2.2.

2. There was no information provided for the years 2019 and 2020, based on Table 20: Summary of Key Financial Figures for Architecture and Interior Design Department.

d. Progress Since the Previous Visit

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

2015 Visiting Team Assessment of B.5 Not Met: The team found an inadequate life safety-related focus in studio design work at all levels. There were issues with egress design decisions, such as exit doors swinging in the wrong direction and a lack of proper enclosures and exits from stairwells.

2021 Visiting Team Assessment:

| [condition/criterion] is Met
| [condition/criterion] is Not Met |

Evidence of student achievement at the prescribed level which was found in student works did not satisfy the NAAB Team to meet the NAAB related SPC requirements.

B.5 Life Safety in 2019 International NAAB Condition is B.3 Codes and Regulations, which is still Not Met. Evidence of student achievement at the prescribed level which was included in students’ work did not satisfy the NAAB Team to meet the NAAB related SPC requirements.

B.7. Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

2015 Visiting Team Assessment of B.7 Not Met: The team found inadequate financial consideration efforts in studio design work at all levels, particularly regarding financial feasibility, operational costs, construction cost estimating, and life-cycle costs.
B.7 Financial Considerations is now B.10 Financial Considerations and is Met based on 2019 Conditions for NAAB International Certification.

2021 Visiting Team Assessment:
[X] [condition/criterion] is Met
☐ [condition/criterion] is Not Met

Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - Architectural Design VI and ARCG 522 - Project Management.
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 multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

[X] Described

2021 Analysis/Review of I.1.1:

The PSER provided a thorough background overview of the architecture program, which started in 1990 as a four-year degree of Architectural Engineering in the Department of Civil and Architectural Engineering. In 1997, the duration of the program was changed from four to five years for more focus on Architecture with added required and elective architectural courses. The new Architecture program started in the 2000-2001 academic year, while still maintaining the title of Architectural Engineering; until in 2004 that the title was changed to B.Sc. in Architecture. While keeping the program intact, in 2019, the University, upon a proposal made by the department changed the title to Bachelor of Architecture, to be in line with the Master of Architecture program offered in 2020.

The vision of the university as a thriving educational institution supporting the College of Engineering and its programs toward achieving its educational goals and receiving recognition in the broader scope of its region is clear.

The mission of the Department and the Architecture Program is clear in offering a comprehensive curriculum of architecture, which is not only focusing on environmental, social and cultural and historical peculiarities of the region but also in the broader context of the region. The program is allowing the graduates to become competent design thinkers, equipped with necessary tools and knowledge to not only be able to demonstrate their creative design ability in a meaningful way, but also possess the know-how to execute them with a high level of technological, managerial and leadership skills.

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] Not Described

2021 Analysis/Review of I.1.2:

The program described many ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities such as through the active AIAS chapter. Though the program has described their policies relating to learning culture, it was very evident from meetings with students, faculty, and administration that the students have not been able to participate in the development of these policies. In fact, many of the students were not even aware of the policies. The administration maintains that policies are often left up to individual faculty members to develop and enforce themselves, instead of a collective, collaborative document that encourages optimism, respect, engagement, and innovation among all members of its faculty, student body, administration, and staff. Their Learning & Teaching Culture Policy (formerly Studio Culture Policy) was originally developed at least 6 years ago and there is no evidence of its ongoing assessment and evaluation. Given that this is such a central tenet to providing a positive and respectful learning environment, this condition is considered not described.

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

2021 Analysis/Review of I.1.3:

Based on the PSER and the interviews the importance of Social Equity is highlighted in the context of the University of Bahrain and the architecture program. University of Bahrain emphasizes the principles of social justice, equal opportunity, cultural diversity, honesty, tolerance, respect and professional ethics to all students and faculty, irrespective of nationality, social and political, cultural and religious beliefs. The program is benefitting from a cross-cultural interaction due to a mixed nationality and gender among students, as well as a diverse faculty body from other Asian, Middle Eastern, European, and North American countries.

The program abides by the University of Bahrain’s Students Rights & Duties Policy, which establishes the rights of all students to get their fair conduct in education and appeals. Additionally, all staff and faculty part-time and Full-time, as well as students are responsible to uphold the key principles of social equity.

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

**2021 Analysis/Review of I.1.4:**

**A. Collaborative Skills:** Per the PSER, and evidence of students’ work and projects, Collaborative Skills and Leadership Roles are exercised in courses with group projects including academic and professional practice collaboration, and by involving students in real life projects as well as competitions in courses such as ARCG 210, 220, 310, 320, 410, 420.

**B. Design:** Per the PSER, and review of the students’ projects, at each level and year of the design coursework, the studios are typically integrated with the theoretical courses for seamless grasp of relevant design concepts and development of more meaningful solutions to design problems. At each level of design pedagogy, there is an adopted methodology of developing understanding and adoption of skills related to design theory and communication, which include architectural writing, development of investigative and inquisitive skills, and precedent studies, as well as contextual analysis. Design studios are considered the forum for application of knowledge and practice of concepts and skills. Students are encouraged to integrate and apply their understanding of aesthetics and tectonics, including systematic elements of their built form with a focus on materiality and environmental factors in their design projects. In each design level, the maturity of theoretical and practical understanding, scale, complexity, and emphasis of the design problem is determined using a set of selection criteria, which are determined by the Architecture Council. This allows for each studio to focus on a particular design issue, such as environmental, cultural, urban, and technical considerations.

**C. Professional Opportunity:** Students are educated on the various roles that architects can perform within Bahrain through coursework in ARCG 521 - Architectural Professional Practice. An introduction to Bahrain’s process for engineering/architectural registration is also presented in the lectures of that course. Additionally, students are required to have a summer internship between years three and four, exposing the students to some of the opportunities for practice.

**D. Stewardship of the Environment:** Given that 70% of Bahrain/GCC’s electricity usage is dedicated to meeting cooling demands, the program pays great attention to ensuring that students graduate with the knowledge to take responsibility for stewardship of the environment and natural resources. Foundations are given with a specially tailored physics course, which serves as a prerequisite to many of the later courses. This course covers the basis of many sustainable elements, such as determining solar azimuth and altitude, solar and wind potential, heat transfer, insulation, photovoltaics, and wind turbines. A number of other core courses deal with topics related to energy efficiency, cooling, ventilating, and lighting, such as ARCG 216 Environmental Systems I, ARCG 226 Environmental Systems II, and ARCG 316 Environmental Systems III. This knowledge is most rigorously applied in ARCG 310 Architectural Design III, where the design emphasis is on environmental solutions. Students working on their graduation projects are expected to show sustainable design measures and solutions. There are also a number of elective courses that focus on the environment and sustainability as well, such as ARCG 555. In recent years, the students have participated in extracurricular activities aimed at increasing their awareness of sustainable practices, such as a book kiosk partnership with AIESEC Bahrain, and the solar decathlon Middle East.

**E. Community and Social Responsibility:** The Architecture Program takes great care to cultivate a sense of responsibility and civic engagement among the students, and to make them aware of the
impacts of architectural design in this evolving context. While this is evident in many design courses, the department also emphasizes the importance and value of going beyond assignments in the classroom through means of research and social engagement. There have been projects such as 'Baitna Baitkum' which involved two professors and twelve students volunteering to help a family in need of a house renovation. This provided practical hands-on experience, while also engaging with the community. A Bahrain parks project, started by faculty members, collects data on areas of hardscape, landscape, etc. to create an online database for planners and government to access and use for future development. It has even been sponsored by the National Initiative for Agriculture Development, which allowed more students and staff to become involved with the project. Having such an active chapter of AIAS (initiated in 2011) is another good source of this social responsibility. The chapter has been very proactive in organizing events on several levels, such as field trips to historical sites, socializing events, public exhibitions and lectures, and technical workshops. There are also a number of research groups that have been established within the department, many of which are interdisciplinary and include internship opportunities for students and recent graduates. These eight groups include topics such as urban planning and housing, environmental design, cultural developments, and transcultural urbanism. These groups are involved in research, workshops, and lectures to professionals, the public, and even high school students to promote the profession of architecture.

**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

**2021 Analysis/Review of I.1.5:**

The PSER described the role of long-range planning in the context of the College of Engineering Strategic Planning based on four initiatives including: 1. Enhancing the Learning Process, 2. Promotion of Research and Postgraduate Learning, 3. Enhancement of College Infrastructure, equipment, facilities, software, and media, and 4. Liaison with outer stakeholders, academic institutions, industry, and the academic world outside of University of Bahrain.

The long range and short-term planning for the architecture program is a continuous process at course level, program level, and at the Department and University level with focuses revolving around development of short courses and workshops focused on certifications, as well as development of a Graduate program and planning for a Ph.D. and upgrading computing facilities and creation of research.

**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

2021 Analysis/Review of I.1.6:

The PSER describes in detail the process by which the program identifies its objectives for continuous assessment, development and improvement within a cycle of six and seven years. The latest revision cycle is in 2021. There are other self-assessment cycles adopted by the department, which is not clear how they rhyme or interfere with each other.

There is a Quality Assurance & Accreditation Center, QAAC, created at the university level and the National Authority for Qualifications & Quality Assurance of Education and Training, NQQA, and other internal advisory, departmental, program and curricular committees to support and assess the program to achieve high level academic quality and accreditation.

The Department of Architecture and Interior Design also utilized the expertise of the Program Industry Advisory Committee (PIAC) and the Student Advisory Committee (SAC) in its curricular assessment and development.

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

2021 Team Assessment of I.2.1:

The faculty consists of well-qualified Bahraini nationals and expatriate staff drawn from various countries and backgrounds. The program recruits well-qualified faculty with either doctoral or master’s degrees in architecture from around the world without discrimination, provided they possess the skills to teach in the English language.

Doctoral degree holders are recruited at the rank of Assistant Professor and have opportunities to be promoted to the ranks of Associate Professors and Professors through experience gained in academic performances, and academic and community service of five years minimum service after each rank. Junior faculty are recruited from the locally qualified Bahraini graduates of the University of Bahrain, who are appointed as Teaching and Research Assistants. They are offered opportunities to pursue higher studies at internationally recognized universities. Faculty members are prevented from engaging in practice, however having had practical experience is considered essential for recruitment.

In recent years, a tangible increase in the number of students admitted coupled with the decrease in the number of teaching staff has led to higher staff/student ratio at 1:17 (full-time and part-time
instructors included). To resolve this issue, six faculty members have been recently recruited with adequate specializations corresponding to the department needs. Additionally, several part-time instructors have been assigned a number of courses based on their specialization and experience.

The University of Bahrain through the Unit for Teaching Excellence and Leadership (UTEL), sponsors international programs, courses, workshops, conferences, and webinars for all faculty. In recent years, many faculty members engaged with UTEL programs for professional development in partnership with the Higher Education Academy, UK, namely NTB (New to Teaching in Bahrain), PCAP (Postgraduate Certificate in Academic Practice) and CPD (Continuous Professional Development) programs. Furthermore, the University often organizes annual conferences with international universities and governmental and private entities such as the Smart Cities Symposium (SCS20 - 3rd-smart cities-2020.) and the International Conference on e-learning (ECONF20) sponsoring faculty participation.

Student support service is a vital part of university’s program, where the introduction of the Student Information System (SIS) is successfully applied to make a comprehensive structure of students’ related issues. The SIS system provides information to students from the inception to completion. In addition, all faculty are available for career guidance and provision of recommendation letters etc.

The department has an “Internship Committee” with an assigned coordinator who liaises with the industry. It is mandatory for all students to attend a two-month internship program in order to complete their total number of credit requirements mentioned in the program. The internship program assigns placement of students in the reputed organizations approved by the university. Students complete their internship during summer break where they need to attend a minimum of 300 training hours for successful completion of the course.

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] Not Described

2021 Team Assessment of I.2.2:

The University of Bahrain has three campuses with the main campus in Sakhir, and additional campuses in Isa Town and Salmaniya. The Bachelor of Architecture program, which is offered by the Department of Architecture and Interior Design within the College of Engineering, has its offices and other facilities located in Isa Town Campus, within a 30-minute drive to the main campus in Sakhir. The facilities serving the Department of Architecture and Interior Design are distributed throughout six buildings: 15, 27, 27a, 28, 33, and 35. These scattered facilities have been accumulated and adjusted over time as needs for the program arose. There is a plan in the works to move the entire College of Engineering, including the program, to new facilities on the main campus in Sakhir. This $100 million (U.S. dollar) project is in the final planning stages and is pending final financial approval. Completion is targeted for 2023. However, the team has observed a number of deficiencies in the current facilities at the Isa Town campus. The
timeline of the move is still relatively uncertain considering it has been in the works since even before the previous visit in 2015, which has led to a lack of development in the current facilities in anticipation of the new ones. The model shop, while greatly improved since the last visit, is still very small and lacking in equipment and space for students to build and assemble models. There are minimal to no printing facilities, which leaves students to print on their own outside campus. Due to limitations in classroom and studio space, the program relies on timetabling, which means that no students receive an assigned desk or dedicated studio space. This, paired with the relatively limited operational hours of campus buildings, creates difficulties for students in both completing their work on campus and storing items in the studios. Students also expressed concerns about the lack of collaborative spaces to gather and work outside of class. Overall, there has been little evidence of planning for the future growth of the program in terms of the facilities they provide. Although program operations have been virtual since the Covid-19 pandemic began and the program has done well in adapting to this change, these physical resource issues will need to be considered as campus activities resume again in the near future.

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

[X] Demonstrated

2021 Team Assessment of I.2.3:

The Department of Architecture and Interior Design, similar to other departments of the University of Bahrain is funded by the Government through setting an annual budget that is further supported by large physical assets that the University owns such as several campuses, land, infrastructure, and buildings. The financial resources of this department are set as part of the whole budget for College of Engineering. Beginning in 2019 all financial resources have been managed centrally at Ministry of Finance & Nation Economy, providing higher degree of integration with the Government, with possibility of further support in case of urgent need on behalf of the department. The fiscal year for the Department ends in December. All financial activities are being screened through the University’s Accounts Departments, ensuring independent governance, monitoring and control accounting reports of financial activities are subject to internal and external audits and further reviews by the Board of Trustees, for ensuring management decisions are aligned with the University strategy, objectives, values, and its best interest. There are student scholarships and grants from the Ministry of Education for outstanding students to cover some parts of tuition fees, besides the direct funding.

The funds for the Architecture and Interior Design Department are mainly used towards personnel costing, including academic training programs and course expenses, for attracting, motivating and training high quality faculty, operation of the department, students support and staff development costs. The indicated $ 2.7 million expenditure of the past few years is not clear as to how it has been specifically allocated and is commensurate with the department. Particularly the table 20, 2017 and 2018, reveals a major imbalance, meaning decline in the standalone expenditure amounts of the Department compared to the consolidated amount of the entire College of Engineering in the years 2015 and 2016. There were no figures provided for the years 2019 and 2020.

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

2021 Team Assessment of I.2.4:
There have once again been significant advancements in the information resources available to students, faculty, and staff, particularly in the number of collection volumes available. The number of architecture titles (NA catalogued) has increased from 1,440 to 1,607, while the titles relating to architecture have more than doubled from 5,414 to 14,410. There are also cooperative agreements with other institutions, including the British Library, that expand access beyond the library’s own collection. Though the Central Library is located on the Sakhir Campus, the Engineering Library at Isa Town Campus accommodates the materials and services to support the College of Engineering, including the Architecture program. Subject Librarians are available to aid in the process of collection development and selecting the appropriate resources. Librarians consult regularly with faculty, staff, and program/department chairs to ensure that needs are being met. The departmental Library and Textbook Committee allows faculty to actively participate in selection of materials, on both an individual and department level. Additionally, there are plenty of physical and digital resources available, such as study rooms, PC computers, Copy Centers, and online library portal.

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

2021 Team Assessment of I.2.5:

The University of Bahrain has its governance and administration organized in a four-tier hierarchy, as defined in Amiri Decree no. 12 of 1986:

1. **Board of Trustees** - Delineates the general strategies, policies and approves and terminates academic programs according to the University. The Board is appointed by His Majesty the King, chaired by the Minister of Education, and includes the University of Bahrain’s President, government ministers, high-ranking government officials and representatives from the private sector.

2. **University Council** - Serves as the executive authority which helps the university’s president to effectively manage the academic and administrative affairs as well as propose and amend the university regulations and pass them on to the Board of Trustees for approval. Approving study plans, granting scholarships, and contracting with teaching personnel are also carried out by the Council. The Council is chaired by the University President and comprises Vice Presidents, all Deans, and three external members nominated by the University President and approved by the Board of Trustees.

3. **College Council** - Sets the colleges educational and admission policies and proposes plans for facilities and equipment. It is chaired by the Dean and comprises all departmental heads, a senior professor from each department and three other public or private sector members nominated by the Dean then eventually approved by the Board of Trustees. Moreover, the director of the Quality Assurance Office (QAO) and some heads of the college committees are normally invited to the meetings of the College Council.

4. **Departmental Council** - Specializes in curricular activities, research, and examinations. It consists of all academic staff in the Department and hold regular meetings chaired by the respective heads of the department. Additional tiers have been added by the University:

5. **Program Council** - In the department of Architecture and Interior Design, since it comprises three programs, organization and coordination of program-level related matters are done through the Program Council, which is headed by the respective program coordinator and consists of all academic staff in the respective program. Student input is required at all institutions and is provided by:
6. **Student’s Advisory Council** - Consists of two students from each level in the program within the College of Engineering. It is responsible for strengthening the links between the students and the Department by providing constructive feedback to enhance the learning environment and to encourage extra-curricular activities and address unforeseen issues.

**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-pre professional 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 clients, 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

2021 Team Assessment of A.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 510 - ARCHITECTURAL DESIGN VII and ARCG 211 - HISTORY OF ARCHITECTURE.

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

2021 Team Assessment of A.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 520 – GRADUATION PROJECT II - DESIGN STAGE.

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

2021 Team Assessment of A.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - ARCHITECTURAL DESIGN VI, ARCG 317 - URBAN DESIGN, and ARCG 211 - HISTORY OF ARCHITECTURE 1.
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

**2021 Team Assessment of A.4:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 410 - ARCHITECTURAL DESIGN V, ARCG 120 - BASIC DESIGN II, and ARCG 510 - ARCHITECTURAL DESIGN VII.

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

**2021 Team Assessment of A.5:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 120 - BASIC DESIGN II and ARCG 410 - ARCHITECTURAL DESIGN V.

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

**2021 Team Assessment of A.6:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - ARCHITECTURAL DESIGN VI, ARCG 510 - ARCHITECTURAL DESIGN VII, and ARCG - 520 - GRADUATION PROJECT II - DESIGN STAGE.

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

**2021 Team Assessment of A.7:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 221 - HISTORY OF ARCHITECTURE II, ARCG 318 - VERNACULAR ARCHITECTURE, and ARCG 323 - ISLAMIC ARCHITECTURE.

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

[X] Met

**2021 Team Assessment of A.8:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 318 - VERNACULAR ARCHITECTURE; ARCG 325 - HOUSING, ARCG 325, and ARCG 320 - ARCHITECTURAL DESIGN IV.
**Realm A. General Team Commentary:**

The students’ evidence of works in various courses addressing this realm reveal a competent understanding, skillful ability, and requisite knowledge of multiple theoretical, social, political, economic, cultural, and environmental contexts. It is clear that they have the requisite skills for data gathering and the ability to assess and investigate the data towards addressing the disparate needs of a client, community, and society. They pertain to the development of abstract ideas and viable design goals, and ultimately provision of architectural solutions, form-making, and representation of design projects.

It is obvious that students are able to use a diverse range of skills to think and convey ideas in multitudes of approaches conveying practical solutions in their architectural problem solving, with more emphasis on practicality and pragmatism as well as design alternatives.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from internationally certified degree programs 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

**2021 Team Assessment of B.1:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 511 - GRADUATION PROJECT I - PROGRAMMING STAGE and ARCG 510 - ARCHITECTURAL DESIGN VII.

**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

**2021 Team Assessment of B.2:** Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - ARCHITECTURAL DESIGN VI, ARCG 510 - ARCHITECTURAL DESIGN VII, and ARCG 520 - GRADUATION PROJECT II.
B.3  Codes and Regulations: *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of local life-safety and accessibility standards.

**[X] Not Met**

2021 Team Assessment of B.3: Although there is evidence of attempts for demonstration of code considerations in courses of ARCG 420 and ARCG 520, most high passing evidence fall short on demonstration of proper understanding of Life Safety, exit requirements, and Zoning regulations. There are detected flaws in exit requirements and insufficiency in demonstrating accessibility standards in High pass projects, although the evidence of teaching those requirements were found in the course teaching materials.

No evidence of student works specific to codes in ARCG 420 or 520. Evidence of code analysis in lecture courses and student works do not fully demonstrate the ability for the execution and integration of those grasped knowledge in the students’ design works of 510 or 520.

Regarding local Codes and Regulations: Team was not able to find any evidence of reference to local life-safety and accessibility standards. Assessment shows an understanding of systems and assemblies responsive to relevant codes and regulations and that there are codes and regulations that designs must conform to, but no reference to those codes or regulations. Evidence reflects ability to evaluate and apply codes and regulations to design sites, facilities, and systems that are responsive - however this seems more limited to zoning and again - no reference to local or regional codes.

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**

2021 Team Assessment of B.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 412 - WORKING DRAWINGS I and ARCG 423 - WORKING DRAWINGS II.

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**

2021 Team Assessment of B.5: Evidence of student achievement at the prescribed level was found in student work prepared ARCG 213 - ARCHITECTURAL CONSTRUCTION I, ARCG 223 - ARCHITECTURAL CONSTRUCTION II, ARCG 420 - ARCHITECTURAL DESIGN VI, and ARCG 520 - GRADUATION PROJECT.

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**
2021 Team Assessment of B.6: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 310 - ARCHITECTURAL DESIGN III, ARCG 216 - ENVIRONMENTAL SYSTEMS I, and ARCG 316 - ENVIRONMENTAL SYSTEMS III.

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

[X] Met

2021 Team Assessment of B.7: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 216 - ENVIRONMENTAL SYSTEMS I, ARCG 313 - ARCHITECTURAL CONSTRUCTION III, and ARCG 423 - WORKING DRAWINGS II.

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

[X] Met

2021 Team Assessment of B.8: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 213 - ARCHITECTURAL CONSTRUCTION I, ARCG 223 - ARCHITECTURAL CONSTRUCTION II, ARCG 313 - ARCHITECTURAL CONSTRUCTION III, and ARCH 423 - WORKING DRAWINGS II.

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

[X] Met

2021 Team Assessment of B.9: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 327 - BUILDING SERVICES SYSTEMS; ARCG 226 - ENVIRONMENTAL SYSTEMS, ARCG 412 – WORKING DRAWINGS I.

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

[X] Met

2021 Team Assessment of B.10: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - ARCHITECTURAL DESIGN VI and ARCG 522 - PROJECT MANAGEMENT.
Realm B. General Team Commentary:
The program’s attempts to provide students a required level of understanding and practical ability of technical knowledge and skills are demonstrated in students’ projects and the outcome of their tests and assignments. However, in application the impact of their decisions on the building and ultimately on the environment is not fully considered, assessed, and the conveyance of technical information is not always within the scope of accuracy. In general, the program provides students with the required level of understanding or ability for subjects in this realm. Skills are demonstrated in most of the individual SPC’s through assignments, examinations, and projects. There is, however, an inconsistent ability to accurately apply that knowledge to building systems’ design solutions. Nor does the impact of these technical decisions upon the environment appear to be fully considered. The building solutions from the standpoint of systematic elements in most cases are copying of systems as form givers, rather than explorations of how those systems work as inherent constituents of the buildings, and how they must be accommodated with respect to other parameters, which these were mainly the cases with respect to application of various structural systems.

Realm C: Integrated Architectural Solutions.
Graduates from internationally certified degree programs 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

2021 Team Assessment of C.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 511 - GRADUATION PROJECT I - PROGRAM STAGE.

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

2021 Team Assessment of C.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 420 - ARCHITECTURAL DESIGN VI, ARCG 510 - ARCHITECTURAL DESIGN VII, and ARCG 520 - GRADUATION PROJECT II - DESIGN STAGE.
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

2021 Team Assessment of C.3: The evidence of achievement and meeting with the requirements of this SPC was partially found in ARCG 420, ARCG 510 and ARCG 520, however, the high passing projects fell short with implementation of active environmental systems, and have flaws with life safety, building envelope systems and assemblies, as well as accessibility requirements.

ARCG 520 student works contained no high pass completed final projects, only two low pass. This makes it difficult to evaluate the student work adequately.

The work seems heavy on analysis, light on adequate drawings, and almost non-existent for systems. Poor life safety throughout all design works, Although ARCG 510 student work shows competent basic code analysis for site and building. ARCG 420 Architectural Design VI focused on research, site analysis and structures as a form giving element. Although the precedent studies and research seem acceptable, the Team was not convinced that there is any solid understanding of the necessary nitty-gritty of structural work. No lighting design beyond selection of fixtures in main spaces. No work showing fire suppression systems. (Code emphasis on fire sprinklers much less than UBC, standpipes similar to UBC). Nothing on security systems.

Realm C. General Team Commentary:
The evidence of the students’ projects and course works related to three major studios ARCG420, 510 and 520 demonstrates that the students are comprehending the importance of research and have a good grasp of investigative skills in their design methodology to inform their design process. Team found that the students are able to competently assess and evaluate options toward reconciliation of the implications of their design decisions. They are able to synthesize variables from diverse and complex systems; they are nurtured as problem solvers that are capable of responding to environmental and societal goals, who are equipped with the knowledge of their professional responsibilities.

However, from the standpoint of execution of the technical knowledge in the integrated studio projects, as is the requirement for this realm, the demonstration of some of the systematic elements of the building, do not provide the necessary evidence for meeting C.3 SPC, as there are insufficiencies in the evidence of the student projects to corroborate that the C.3 SP requirement is not satisfactorily met.

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

2021 Team Assessment of D.1: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 521 - ARCHITECTURAL PROFESSIONAL PRACTICE, ARCG 325 - HOUSING, and ARCG 522 - PROJECT MANAGEMENT.

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

2021 Team Assessment of D.2: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 522 - PROJECT MANAGEMENT; ARCG 413 - CONTRACTS and IMPLEMENTATION OF CONTRACTS.

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

2021 Team Assessment of D.3: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 521 - ARCHITECTURAL PROFESSIONAL PRACTICE.

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

[X] Met

2021 Team Assessment D.4: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 521 - ARCHITECTURAL PROFESSIONAL PRACTICE and ARCG 413 - CONTRACTS & IMPLEMENTATION OF DOCUMENTS.

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

2021 Team Assessment D.5: Evidence of student achievement at the prescribed level was found in student work prepared for ARCG 521 - ARCHITECTURAL PROFESSIONAL PRACTICE and ARCG 399 - ARCHITECTURAL TRAINING.
**Realm D. General Team Commentary:**
Topics related to Professional Practice taught and assessed are quite comprehensive and broadly inclusive of both the Kingdom's and International approaches and practices.

The graduates of the architecture program appear to have sufficient introductory understanding of the business principles for the practice of architecture, including management, advocacy, and the expectation for acting legally, ethically, and critically for the good of the client, society and the public.
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

2021 Team Assessment of II.2.1: The University of Bahrain was created and authorized by Amiri Decree No. 12 of 1986, as amended by Amiri Decree No. 18 of 1999.

The National Authority for Quality Assurance in Education and Training (BQA) reviews all institutions providing education in the Kingdom of Bahrain, including the programs within the University. The most recent review, conducted in April 2016, concludes “There is confidence in the B.Sc. in Architecture offered by the University of Bahrain”. There is no defined term. Additionally, the program is reviewed for Validation under the National Qualification Framework of the BQA. The latest report, dated 29 March 2020, shows that the program meets all of the validation standards with no conditions for a period of five years.

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.
Not Met

2021 Team Assessment of II.2.2: Evidence of the professional degree and curriculum were found in the PSER. The Bachelor of Architecture degree program requires 169 credit hours of coursework and a non-credit summer internship. Of the 169 total credit hours 35 hours, or 21% of the total hours, are requirements or electives outside of architectural studies. Although this was met in the previous reviews, it falls short of the 30% based on the current requirement.

Also, the insufficiency of the electives does not provide the opportunity for the students to develop and pursue an area of concentration and special interest or minor inside and outside of the program. The program does not have a structured component considered for establishing minors.

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 coursework 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.

Not Demonstrated

2021 Team Assessment: The University of Bahrain admits students to the university on the basis of primary criteria of secondary school academic achievements. According to the PSER “the program does not offer advanced standing to students, unless they are transferred from a similar program elsewhere; this rarely happens.”

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.

- Met


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)

- Met

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

2021 Team Assessment of II.4.3: The appropriate resources related to a career in architecture available to all students, parents, staff, and faculty in the Career Guidance Division of the website: http://offline.University of Bahrain.edu.bh/en/index.php/administration/offices/career-counselling-office/career-guidance-division.

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 (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

2021 Team Assessment of II.4.4: The program’s most recent decision letter from the NAAB, Program Self-Evaluation Report and Visiting Team Report have been made available on the website: https://engineering.University of Bahrain.edu.bh/undergraduate/bachelor-of-architecture/.

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

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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.
2021 Team Assessment of II.4.5: Admissions requirements and instructions were found at https://University of Bahrain.edu.bh/admission-requirements/. Additional program requirements were found in the Architecture Handbook: https://University of Bahrainhomesiteprod.s3.me-south-1.amazonaws.com/site-prod/uploads/engg/HANDBOOK_OF_RCHITECTURE_PROGRAM.pdf, and at https://engineering.University of Bahrain.edu.bh/our-departments/architecture-interior-design/. Admissions forms are not applicable as the process is online.

Financial Aid information and instructions were found at https://University of Bahrain.edu.bh/financial-aid/ and in the University of Bahrain Student Guide: https://University of Bahrain.edu.bh/student-services/#student-guide.

Information on advising was found in the University of Bahrain Student Guide and the Architecture Handbook.

No student diversity initiatives were found but seems to be not applicable.
Appendix 1: Conditions Met with Distinction

A.3 Investigative Skills
A.8 Cultural Diversity
B.1 Pre-Design
B.2 Site Design
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.

*(see following page)*
<table>
<thead>
<tr>
<th>Student/Performance Criteria</th>
<th>Architectural Design</th>
<th>Professional Studies</th>
<th>History &amp; Culture</th>
<th>Technical</th>
<th>Technology</th>
<th>Theory and Research</th>
<th>Professional</th>
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<td>A.1. Professional Communication Skills</td>
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Appendix 3: Visiting Team Roster

**Team chair**
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**Team member**
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Architectural Designer
Vision Architecture
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Report Signatures

Submitted by

______________________________
Professor Mitra Kanaani, team chair

______________________________
Harry Falconer, team member

______________________________
Martha Green, team member

______________________________
Elias Agia, team member