

# **MiAK-MAK**

## **Architecture Accreditation Board**

### **VISITING TEAM FINAL REPORT**

(Title page)

**Full name of the program:**

**Full name of the institution and faculty to which the program belongs:**

**(If applicable) Previous accreditation date of the program:**

**Application date:**

**Visit date:**

**TABLE OF CONTEXT**

|                                                                            |           |
|----------------------------------------------------------------------------|-----------|
| <b>TABLE OF CONTEXT</b>                                                    | <b>2</b>  |
| <b>I. VISIT SUMMARY</b>                                                    | <b>3</b>  |
| a. Positive Characteristics and Observations                               | 4         |
| b. Unmet Conditions (number and titles listed)                             | 4         |
| <b>II. COMPLIANCE WITH MiAK ACCREDITATION CONDITIONS (2025) CONFORMITY</b> | <b>5</b>  |
| 1. GENERAL INFORMATION ABOUT THE PROGRAM                                   | 5         |
| 1.1. The Institution to Which the Program is Affiliated                    | 5         |
| 1.1.1. General Characteristics and History of the Institution              | 5         |
| 1.1.2. Mission and Vision of the Institution                               | 5         |
| 1.2. General Characteristics of the Program                                | 5         |
| 1.2.1. History of the Program                                              | 5         |
| 1.2.2. Mission and Vision of the Program                                   | 5         |
| 1.3. Program-Institution Relationship                                      | 5         |
| 1.4. Program Self-Evaluation Activities                                    | 6         |
| 1.5. Progress Report                                                       | 6         |
| 1.5.1. Responses to Visiting Team Findings                                 | 6         |
| 1.5.2. Responses to Updates in MiAK Accreditation Conditions               | 6         |
| 1.6. Program Approach                                                      | 7         |
| 1.6.1. Architecture Education and Academic Scope                           | 7         |
| 1.6.2. Architecture Education and Students                                 | 7         |
| 1.6.3. Architectural Education and the Professional Environment            | 8         |
| 1.6.4. Architectural Education and Society                                 | 8         |
| 1.7. Human Resources                                                       | 8         |
| 1.7.1. Academic Staff                                                      | 9         |
| 1.7.2. Student Numbers                                                     | 9         |
| 1.7.3. Administrative Staff                                                | 10        |
| 1.8. Resources for the Learning Environment                                | 10        |
| 1.8.1. Physical Resources                                                  | 10        |
| 1.8.2. Information Resources                                               | 11        |
| 1.9. Financial Resources                                                   | 11        |
| 2. TEACHING AND LEARNING CHARACTERISTICS OF THE PROGRAM                    | 12        |
| 2.1. Educational Degrees and Curriculum                                    | 12        |
| 2.2. Learning Environment and Culture                                      | 13        |
| 2.3. Assessment and Evaluation Approach to the Learning Process            | 13        |
| 2.4. Knowledge, Skills, and Competencies to be Acquired by Graduates       | 13        |
| <b>APPENDICES</b>                                                          | <b>23</b> |

|                                                                                                                          |           |
|--------------------------------------------------------------------------------------------------------------------------|-----------|
| APPENDIX 1. CURRICULUM VITAE OF FULL-TIME AND PART-TIME ACADEMIC STAFF<br>(each not exceeding 2 pages)                   | 23        |
| APPENDIX 2. ARCHITECTURE EDUCATION QUALIFICATIONS FRAMEWORK /<br>Knowledge, Skills, and Competencies                     | 23        |
| APPENDIX 3. COURSES                                                                                                      | 23        |
| APPENDIX 4. STATISTICAL INFORMATION                                                                                      | 23        |
| APPENDIX 5. (IF APPLICABLE) VISITING TEAM REPORT FROM THE PREVIOUS VISIT                                                 | 24        |
| APPENDIX 6. (IF APPLICABLE) ANNUAL REPORTS FOLLOWING THE PREVIOUS VISIT<br>AND MiAK EVALUATIONS                          | 24        |
| APPENDIX 7. INSTITUTION'S ANNUAL CATALOGUE (Expected to be prepared to<br>include selected design studio student works.) | 25        |
| <b>III. EVALUATION OUTCOME</b>                                                                                           | <b>26</b> |
| <b>a. Notable characteristics of the Program in relation to MiAK Accreditation Conditions</b>                            | <b>26</b> |
| <b>b. Issues of the Program regarding MiAK Accreditation Conditions</b>                                                  | <b>26</b> |
| <b>c. Visiting Team's concerns about the Program's future performance</b>                                                | <b>26</b> |
| <b>d. Visiting Team's recommendations for future accreditation visits</b>                                                | <b>26</b> |
| <b>VISITING TEAM</b>                                                                                                     | <b>27</b> |
| <b>SIGNATURES</b>                                                                                                        | <b>28</b> |

## **I. VISIT SUMMARY**

### **a. Positive Characteristics and Observations**

### **b. Unmet Conditions** *(number and titles listed)*

## II.COMPLIANCE WITH MiAK ACCREDITATION CONDITIONS (2025) CONFORMITY

### 1. GENERAL INFORMATION ABOUT THE PROGRAM

This section contains the founding philosophy, history, mission, and vision of the program and the institution in which it is housed. Information is provided about the disciplinary distinctiveness and autonomy of the program within the institution. The support provided and expected to be provided by the institution toward the development of the program is evaluated.

#### 1.1. The Institution to Which the Program is Affiliated

##### 1.1.1. General Characteristics and History of the Institution

This section contains a brief history of the institution to which the program belongs and descriptions of the institution.

##### 1.1.2. Mission and Vision of the Institution

This section contains definitions of the institution's mission and vision, along with the dates on which they were implemented, renewed, and approved.

*Note to Visiting Team: Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding the institution's history, mission, and vision. Limit: 1/2 page*

#### 1.2. General Characteristics of the Program

##### 1.2.1. History of the Program

This section contains a brief history of the program.

##### 1.2.2. Mission and Vision of the Program

This section contains definitions of the program's mission and vision, along with the dates on which they were implemented, renewed, and approved.

*Note for the Visiting Team: Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding the program's history, mission, and vision. Limit: 1/2 page*

#### 1.3. Program-Institution Relationship

The administrative organizational structure of the academic unit and institution in which the program is housed is addressed as follows. In the Self-Evaluation Report;

**a.** The position of the academic unit containing the program within the institution's organizational chart and administrative relationships are shown. Dependencies and flexibilities in these relationships are evaluated.

**b.** The administrative structure, including officials involved in program management and their responsibilities, is explained with a diagram. The work done by management officials to improve the quality of the program in the short and long term, their qualifications, and the reasons are explained.

c. The processes by which academic staff and students participate in management, and how this participation is organized, are stated.

d. Other programs affiliated with the academic unit in which the program is housed and the program's relationships with those programs are described.

e. Other units and programs in the institutional structure in which the program is housed and their relationships with the program are defined.

*Note to Visiting Team: Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding the Program-Institution relationship. Limit: 1/2 page*

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

#### **1.4. Program Self-Evaluation Activities**

This section briefly describes the program's self-evaluation processes, strengths and weaknesses, and progress. A plan relating to the development vision is presented. Evaluations by the program's stakeholders (faculty, students, graduates, etc.) cover survey studies related to course content, scope, delivery methods, and learning outcomes. The program's educational approach is prepared as the shared view of the institution, and its methods are stated.

*Note to Visiting Team: Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding Program Self-Evaluation Activities. Limit: 1/2 page*

**Visiting Team Evaluation:** *[NOTE: This evaluation/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

#### **1.5. Progress Report**

The continuity of the program's accreditation is possible through demonstrating that sufficient work has been done to address the deficiencies noted in the Visiting Team Report. The following two subsections define what must be explained in the Self-Evaluation Report.

##### **1.5.1. Responses to Visiting Team Findings**

This section contains the program's proposed solutions and responses to "deficiencies," "problematic" and "flagged" conditions in the previous Visiting Team Report.

##### **1.5.2. Responses to Updates in MiAK Accreditation Conditions**

A summary is provided of changes made in response to new arrangements in MiAK Accreditation Conditions since the previous visit.

*Note to Visiting Team: This section is completed if the program has been previously accredited. Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding the program's responses to the previous Visiting Team's findings and to updates in MiAK Accreditation Conditions. Limit: 1/2 page*

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

## **1.6. Program Approach**

This section covers the program's relationships with the components of the architectural environment: the academic environment, academic staff, students, the architectural profession, other professional fields, and society.

The manner in which these components are addressed within the program's mission, and the visions, objectives, and approaches related to each, are defined. The self-evaluation and statistical values on which long-term plans and strategies for future improvements are based are stated.

The extent to which the program can respond to the expectations of stakeholders and environments, including the institution to which it belongs, other educational institutions, professional chambers, and other relevant bodies, is demonstrated.

### **1.6.1. Architecture Education and Academic Scope**

This section examines the program's contribution to and benefits from the institution in which it resides.

In the Self-Evaluation Report;

- a.** The concrete benefits and services provided by the program's academic staff and students to the institution to which it belongs in the areas of teaching, academic research and knowledge production, practice and social participation, and their contributions to social and cultural life areas,
- b.** The program's approaches to other educational programs in the institution and the relationships, interactions, and collaborations established with those programs,
- c.** The contribution of academic staff, students, and administrators to the state, society, and the social and cultural life of the educational institution,
- d.** The academic and professional opportunities provided to academic staff and personnel for knowledge production, practice, and development, and the institution's contribution to providing human resources to the program are stated.

### **1.6.2. Architecture Education and Students**

The support provided by the program to students toward developing leadership and entrepreneurial skills in their professional lives is demonstrated.

In the Self-Evaluation Report;

- a.** The learning environments and opportunities provided for students to prepare for professional life, develop leadership and entrepreneurial skills, develop research habits and individual creativity, gain cooperative work experience, and internalize academic and professional ethical values,
- b.** The importance placed on and approaches to implementing a learning-centered competency development educational philosophy are explained.

### 1.6.3. Architectural Education and the Professional Environment

The program explains how it prepares its students for professional life in matters such as cultural differences, technological developments, architectural trends, legal regulations, access to information, and the diversity of usage possibilities. Processes for raising student awareness on topics such as the professional authority and responsibilities assumed by architects, collaborations with related professions, consideration of the public good in meeting employer needs, and contributing to the development of architecture as a reputable and trustworthy profession are stated.

In the Self-Evaluation Report;

- a. How students understand their roles in environments requiring teamwork and the responsibilities of different disciplines,
- b. How professional ethics awareness is instilled in students,
- c. How awareness is developed for students to gain knowledge about and fulfill the legal requirements for professional registration after graduation,
- d. How the knowledge and skills required for professional practice after graduation and awareness for lifelong learning and continuous professional development are instilled in students,
- e. The numbers and proportions of graduates registered with the professional chamber and working in the profession are defined.

### 1.6.4. Architectural Education and Society

The program's contribution to students being sensitive to social and environmental issues and developing creative thinking and problem-solving skills regarding appropriate design and planning decisions is stated.

In the Self-Evaluation Report;

- a. How students are enabled to question and examine the causes and consequences of various factors shaping the physical environment,
- b. How the skill to research the methods by which knowledge production that will reduce environmental problems is to be realized is developed,
- c. How awareness of the public good and social benefit is instilled is explained.

*Note to Visiting Team: Write a brief summary based on the data presented in the Self-Evaluation Report and information gathered during the visit regarding the program's relationships with the components of the architectural environment: the academic environment, academic staff, students, the architectural profession, other professional fields, and society. Limit: 1/2 page*

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### 1.7. Human Resources

The state of human resources necessary to ensure that students can receive an acceptable standard of education over the past two years is shown.

### 1.7.1. Academic Staff

- a. The number and ratio of full-time to part-time academic staff; the ratio of full-time and part-time academic staff to the total number of students; faculty-to-student ratios for each course; and faculty-to-student ratios for design studio courses are provided. The adequacy of these ratios is evaluated taking into account the non-teaching workloads of academic staff.
- b. The potential of program administrators to allocate sufficient time to improve quality levels is explained. Secretarial support is evaluated.
- c. The rules and practices for ensuring that academic staff teaching loads are at ratios that allow for the research and work they need to do for professional development and contributions to society, science, and the arts are explained. The distribution of teaching and other responsibilities assigned to full-time academic staff by the program over the past two years, by individual faculty member, is shown in a table.
- d. Support and leave provided to full-time academic staff (attendance at scientific meetings, research funds, unpaid leave, etc.), and the rules for benefiting from these are explained. Opportunities provided to academic staff over the past two years for professional development beneficial to the program and related environments are shown.
- e. Systems for incentivizing and rewarding academic staff are explained.
- f. The appointment and promotion criteria of the program and the institution to which it belongs are stated. The program's and institution's support for these criteria is explained.
- g. Participants as short-term visiting faculty members, guest jury members, and conference speakers during the academic term over the past two years, and the benefit and adequacy of these participations are explained.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### 1.7.2. Student Numbers

- a. The total number of students enrolled in the program is provided.
- b. The number of students admitted to the first year of the program each year and the different student quotas included in this number (foreign national students, high school valedictorians, etc.) are stated.
- c. The student quotas admitted to the program's minor and double major programs and the number of students enrolled in these programs are provided.
- d. Student lateral and vertical transfer conditions; conditions for enrollment in minor and double major programs are explained.
- e. Regulations and practices relating to student assessment methods are explained.
- f. The student academic advising system and its operation are explained.

g. The student internship regulation, internship locations and arrangements, post-graduation professional practice, and career planning are explained.

h. Incentives and awards offered to successful students are explained.

i. Scholarship opportunities are regularly provided to students, and their conditions are stated.

j. Policies and practices relating to domestic and international exchange programs that enable student mobility are stated.

k. The level to which students' accommodation, nutrition, and health needs are met is explained in terms of quality and quantitative adequacy.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### **1.7.3. Administrative Staff**

An organizational chart of the program's academic and administrative structure is provided. A list of other programs within the same administrative unit is provided, and methods of collaboration are explained. Information is provided about the adequacy of technical support staff, specialist personnel, and secretarial staff assisting with education.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

## **1.8. Resources for the Learning Environment**

### **1.8.1. Physical Resources**

The physical resources required for architecture education in the program are defined. Studio spaces offering each student their own dedicated workspace for design courses, classrooms enabling different learning techniques, and other spaces and equipment required for learning, teaching, and research are stated with their adequacy evaluated.

It is demonstrated that all spaces are accessible and suitable for everyone.

In the Self-Evaluation Report;

a. Annotated architectural plan drawings showing the relationships and accessibility of design studios, classrooms, seminar rooms, exhibition spaces, library/archive, computer labs, model-making facilities, and other educational spaces, as well as preparation and workspaces for academic staff, are provided at an appropriate scale.

b. An assessment is made of the buildings containing the spaces in terms of compliance with relevant regulations and universal design principles.

c. An inventory of the technical and digital equipment and supporting physical facilities used by students and academic staff is made, and their adequacy is evaluated.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### 1.8.2. Information Resources

The library/archive and digital environment facilities through which students and academic staff can easily access the publications (books, reference books, periodicals, reports, etc.), visual resources (drawings, photographs, etc.), and databases required for architecture education and research are stated, and their adequacy is evaluated.

Practices for informing students on the use of library/archive and digital environments and developing their skills in using resources in their work are explained.

In the Self-Evaluation Report;

a. The administrative structures of libraries and archives, their structural relationships with the program, and the services they provide to the program are explained.

b. A numerical breakdown by type of information resources in architecture subject areas in libraries and archives, including those from the past two years, is provided in a table.

c. The suitability, currency, and accessibility of information resources in terms of the program's mission, student numbers, and learning objectives are evaluated.

d. What has been done for the development of information resources in libraries and archives, and through what budget facilities this has been accomplished are stated.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### 1.9. Financial Resources

The suitability and adequacy of the program budget in terms of the program's mission, the number of enrolled students, and the learning objectives to be achieved are explained and evaluated.

a. The fiscal year budget explaining all sources, revenues, and expenditures from these sources is shown.

b. Two-year budget projections, anticipating possible changes in student numbers and revenue sources, are shown.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

## **2. TEACHING AND LEARNING CHARACTERISTICS OF THE PROGRAM**

*The program's compliance with MiAK Accreditation Conditions in this area is demonstrated through the following means:*

- *An explanatory report describing, documenting, or demonstrating each of the specified items*
- *The Visiting Team's examination of the submitted evidentiary documents, observations, and interviews conducted during the visit*
- *Examination during the visit of student work demonstrating the Knowledge, Skills, and Competencies to be Acquired by Graduates*
- *Examination of web pages, links, and relevant materials*

### **2.1. Educational Degrees and Curriculum**

The program is briefly defined in a way that reveals the contributions of minor, double major, graduate, and doctoral programs in addition to the Bachelor of Architecture program. In particular, minor and double major programs are explained in the context of the undergraduate program.

The methods used to construct, review, and develop the curriculum in the program are explained. The stakeholders involved in this process—including students—are stated. In addition to required courses, elective courses within and outside the curriculum that students can take in subjects of interest should be included at the required proportion of total course credits. The support that elective courses will provide to students' minor education should not be overlooked.

The knowledge, skills, and competencies primarily imparted by each course in the course curriculum are stated through "learning outcomes" (APPENDIX 3).

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### **2.2. Learning Environment and Culture**

The program's approach to the learning environment and how it is interpreted and implemented by academic staff and students is stated in detail. Any program-specific course grouping or modular approach is explained. It is expected that an interactive learning environment be created in studios and workshops through theoretical and applied courses. The methods followed for implementing academic ethical standards and raising students' awareness of these standards are explained.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### **2.3. Assessment and Evaluation Approach to the Learning Process**

The program explains how it evaluates students' success in the context of the knowledge, skills, and competency criteria they are required to acquire. The program is free to determine its assessment/evaluation methods, learning environment, educational objectives, and approaches; it explains its own distinctive methods and approaches in detail and provides examples; and demonstrates the extent to which graduates have acquired the knowledge, skills, and competencies.

**[ ] Demonstrated**

**[ ] Not demonstrated**

**Visiting Team Assessment:** *[NOTE: This assessment/comment must indicate the sources or evidentiary documents on which the team based its evaluation.]*

### **2.4. Knowledge, Skills, and Competencies to be Acquired by Graduates**

This section defines the graduate profile targeted by the Program.

The consistency of the knowledge, skills, and competencies to be acquired by graduates with the objectives and expectations defined in the Program's vision and mission is evaluated.

The Program is obligated to demonstrate through the professional courses in its curriculum that its graduates meet the targeted criteria. General courses (university common-pool courses) are not included in this scope. Information is provided about the equivalence of courses taken from other institutions with the Program's own courses.

The Program must demonstrate in the Self-Evaluation Report and during the visit that each graduate has acquired the knowledge and skills defined in the main areas specified below.

In programs, some knowledge and skills may be more prominent within the framework of the defined mission and vision, and new knowledge and skills may also be added.

The courses in the program's educational curriculum and the areas of knowledge and skills to be acquired by students are grouped under 5 main headings.

- I) Architecture - Design / Creative Thinking**
- II) Architecture - History / Theory, Culture / Art**
- III) Architecture - Environment / City / Society**
- IV) Architecture - Technology**
- V) Architecture - Professional Environment**

Each area contains the knowledge, skills, and competencies that architecture education aims to impart to the graduate within the relevant subject framework. These knowledge, skills, and competencies are defined at two levels:

**Understanding:** The comprehension capacity through which knowledge is internalized. It is the ability to interpret, explain, summarize, compare, classify, and in short internalize knowledge.

**Skill:** The ability to use acquired knowledge in different representation environments. It is the competency to select the appropriate knowledge in solving a unique problem and to be aware of the differences in its application.

The Visiting Team also evaluates the alignment of student performance criteria with the curriculum objectives and content determined by the Program.

While MiAK expects the Program to impart the defined knowledge and skills to its graduates, it does not specify an educational format or form for student work to meet these criteria. It leaves the program free in this regard. In this matter, the program may present its own distinctive educational format.

MiAK encourages Programs to meet these criteria, to develop and use their own unique learning and teaching methods, and takes into account methods open to innovation in assessing whether student performance criteria are met. The Program evaluates whether students meet these criteria and documents the results.

In the Self-Evaluation Report;

- The objectives and content of the program curriculum,
- A matrix showing the relationship of each required course or course group with the criteria relating to the knowledge and skills students are expected to acquire,
- The contribution of elective courses to the acquisition of knowledge and skills should be explained.

The aim of accreditation is for students to reflect in their work their ability to understand and/or acquire skills in the following core areas. The level of understanding and skill that the student is required to acquire in these core areas must be demonstrated through project, assignment, and examination documents.

*Note to the Visiting Team:*

- I.If a Learning Outcome is not met, the Visiting Team is obligated to find the course(s) in which this outcome is met in the student's work presented beyond the submitted evidentiary documents.
- II.If a Learning Outcome is not met, the Visiting Team assessment must explain why this outcome is not met.

**I) Architecture - Design / Creative Thinking**

**Architecture education**, should aim to develop the capacity to question and rethink the relationship of culture, art, science, society, environment, technology, etc. with architecture; to conceptualize using various representation tools; to design; and to achieve realization. **should aim**.

**Critical Thinking: Skills** to question, express abstract ideas, evaluate opposing views, and examine the conclusions reached using similar criteria.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Communication: Skills** to read and write purposefully, express ideas; use different representation environments to convey design thinking.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Research: Skills** to comparatively evaluate, document, and apply information obtained in relation to the design process.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Design: Skills** to reproduce design knowledge in the creative thinking process; to reach new and original outcomes in the context of universal design principles such as sustainability and accessibility.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

## II) Architecture - History / Theory, Culture / Art

*Architecture education, should aim to impart the ability to comprehend knowledge relating to architecture examples at global and local scales, and to art theories and practices, in the context of natural, historical, and cultural relations; to cultivate a conservation awareness of cultural heritage with environmental sensitivity and ethical responsibility; and to understand theories and traditions relating to social, cultural, and artistic formations in the areas of landscape and urban design **should aim**.*

**World Architecture: Understanding** of the world architecture in the context of historical, geographical, and global relations.

☐ Met

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Local Architecture / Cultural Diversity: Understanding** of the architectural formations and examples belonging to the local geography in the context of historical and cultural relations and the difference in value judgments, behavioral patterns, and social and spatial patterns that define different cultures.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Cultural Heritage and Conservation: Understanding** of cultural heritage, conservation awareness, environmental sensitivity, and ethical responsibility, as well as conservation theories and methods.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

### **III) Architecture - Environment / City / Society**

*Architecture education should aim to impart an understanding of addressing the natural and built environment in a balanced and sustainable manner in the context of cultural heritage and ecology. Architecture education should also impart awareness aimed at understanding urban design and landscape architecture subjects at the level of local and global values, planning strategies, and cultural-economic-political relations.*

**Sustainability: Skills** to use knowledge of the natural and built environment and various tools to design sustainably with the aim of minimizing undesirable environmental impacts on future generations.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Social Responsibility: Understanding** of the architect's responsibility to protect the public good, respect historical/cultural and natural resources, and improve the quality of life.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Nature and Human: Understanding** of the mutual interaction between natural systems and the design of the built environment and human beings in all its aspects.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Geographic Conditions: Understanding** of site selection, settlement, and building design relationships that take into account natural characteristics such as soil conditions, topography, vegetation, natural disaster risk, etc., as well as cultural, economic, and social characteristics.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Multiple Crises and Disasters: Skills** to understand natural and human-caused disaster risks (climate crisis, migration, resource sustainability, biodiversity, food and health crises, energy efficiency, etc.) and to design according to environmental and social adaptation and resilience principles.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

#### **IV) Architecture - Technology**

**Architectural education** should aim to create awareness about the integration of knowledge of technical design processes and building service systems into a whole in the design process, and to develop design skills.

**Life Safety: Understanding** of the basic principles of safety and emergency systems at the building and environment scale in conditions such as natural disasters, fire, etc.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Structural Systems: Understanding** of the behavioral principles, development, and applications of static and dynamic structural systems that stand against vertical and lateral forces.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Building Physics and Environmental Systems: Understanding** of the basic principles of lighting, acoustics, air conditioning, and other building physics and energy use topics in the design of physical environment systems, the importance of using appropriate performance evaluation tools, and the effects of the physical environment on human health, safety, and well-being.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Building Envelope Systems: Understanding** of the basic principles of building envelope materials and systems design, application methods, and their importance.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Building Service Systems: Understanding** of the basic principles of the design of service systems, such as water and electrical installations, circulation, communication, security, and fire protection.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Building Materials and Applications: Understanding** of the principles and standards relating to the production, use, and application of building materials in the context of technological developments, their environmental impacts and reusability.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Integration of Building Systems: Skills** to evaluate, select, and integrate structural, environmental, safety, building envelope and building service systems in design.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

#### **V) Architecture - Professional Environment**

*Architectural education, should aim to train professionals who can develop tactics and design strategies for knowledge production in interdisciplinary work; who have creative thinking skills, are entrepreneurial and risk-taking; who can develop ethical responsibility and a critical stance on employers, society, public benefit, and legal constraints; and who have collaborative and leadership abilities.*

**Program Preparation and Evaluation: Skills** to prepare and evaluate an architectural project program with consideration of the public good in accordance with employer and user requirements, appropriate precedents, spatial and equipment requirements, financial constraints, site conditions, and relevant laws, regulations, and design criteria.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Comprehensive Project Development: Skills** to develop and integrate an architectural project at different scales, taking into account environmental and building systems and building technologies.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Building Cost Consideration: Understanding** of the basic factors relating to building construction and operating costs.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Architect-Client Relationship: Understanding** of the responsibility to identify the needs of the employer, property owner, and user and to resolve them in a manner not conflicting with the public interest.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Teamwork and Collaboration: Skills** of working collaboratively within project teams and multidisciplinary groups in order to successfully complete design and construction projects.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Project Management: Understanding** of topics such as methods of obtaining architectural commissions, selection of consultants, formation of project teams, project delivery methods, and service contracts.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Practice Management: Understanding** of the basic principles of the architectural practice process such as financial management, business planning, quality management, risk management, dispute resolution, arbitration, etc.

**[ ] Met**

**[ ] Not met**

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Leadership: Understanding** of the methods of organizing and developing building design and construction processes in observance of the environmental, social, and aesthetic sensibilities of society.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Legal Rights and Responsibilities:** Understanding the legal framework that plays a determining role in the architect's professional rights and responsibilities toward society and the employer.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Professional Practice:** Understanding the role of pre-professional practice in professional development and the mutual rights and responsibilities of the employer and intern.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Professional Ethics:** Understanding the ethical approaches required for the formation of professional judgments relating to social, political, technological, and cultural elements in architectural design and practice.

☐ Met

☐ Not met

**Visiting Team Assessment:** Evidentiary documents demonstrating that students have acquired the defined Learning Outcome were found in the project/assignment/examination/model/... work numbered ..... (document number) prepared for the course .... (course name).

**Institution Name, Program Name**

*Visiting Team Final Report*

Date of Visit

## APPENDICES

### APPENDIX 1. CURRICULUM VITAE OF FULL-TIME AND PART-TIME ACADEMIC STAFF (each not exceeding 2 pages)

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

### APPENDIX 2. ARCHITECTURE EDUCATION QUALIFICATIONS FRAMEWORK / Knowledge, Skills, and Competencies

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

### APPENDIX 3. COURSES

For each required and elective course, the following should be provided: a) its definition, b) learning outcomes, c) total weekly and in-semester hours, d) total estimated out-of-class study time, e) prerequisite and post-requisite courses, f) a list of academic staff who taught the course over the past two years.

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

### APPENDIX 4. STATISTICAL INFORMATION

#### Students (information for the last 2 years):

- The ranking of the student admitted with the lowest score to the Program as a result of the university entrance examination in the general score ranking
- Students' preference ranking for the Program
- Number of students enrolling in the first year
- Total student 1st term academic standing (high honors; honors; passing; failing; dismissed)
- Total student 2nd term academic standing (high honors; honors; passing; failing; dismissed)
- Number of incoming/outgoing students through Erasmus and Farabi programs
- Proportion of students graduating within the normal duration of study
- Average time to graduation
- Proportions of foreign nationals and female/male students within total student numbers

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

**Academic staff (information for the last 2 years):**

- Numbers and proportions of academic personnel by academic title
- Numbers and proportions of part-time academic staff
- Number of academic staff promotions and appointments
- Number of departing academic staff
- Weekly workloads of academic staff

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

**Research and publications (information for the last 2 years):**

- Number and budgets of ongoing national and international research and applied projects
- Number of domestic and international articles and papers and their averages per academic staff member funding (information for the last 2 years):
- Program budget allocation and comparison with other program budget allocations
- The program's academic staff and student budgets

☐ Demonstrated

☐ Not demonstrated

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

**APPENDIX 5. (IF APPLICABLE) VISITING TEAM REPORT FROM THE PREVIOUS VISIT**

☐ Present

☐ Absent

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

**APPENDIX 6. (IF APPLICABLE) ANNUAL REPORTS FOLLOWING THE PREVIOUS VISIT AND MiAK EVALUATIONS**

☐ Present

☐ Absent

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

**APPENDIX 7. INSTITUTION'S ANNUAL CATALOGUE** (Expected to be prepared to include selected design studio student works.)

**[ ] Present**

**[ ] Absent**

**Visiting Team Assessment:** *[NOTE: If there are deficiencies, they should be noted here.]*

### III.EVALUATION OUTCOME

**a. Notable characteristics of the Program in relation to MiAK Accreditation Conditions**

*(The strengths of the Program are stated by highlighting the positive aspects noted in the visit summary.)*

**b. Issues of the Program regarding MiAK Accreditation Conditions**

*(Items that do not meet or only partially meet the Accreditation Conditions are stated by highlighting the deficiencies noted in the visit summary.)*

**c. Visiting Team's concerns about the Program's future performance**

*(Potential threats to the program's future are stated based on the data in the Self-Evaluation Report and the observations made during the visit.)*

**d. Visiting Team's recommendations for future accreditation visits**

*(Recommendations for improving the conditions the program "partially meets" or areas in which it is "less strong" are stated based on the data in the Self-Evaluation Report and the observations made during the visit. No information is provided regarding the accreditation decision.)*

**VISITING TEAM**

Visiting Team Chair  
Profession, Institution  
Address  
Contact information

Visiting Team Member  
Profession, Institution  
Address  
Contact information

Visiting Team Member  
Profession, Institution  
Address  
Contact information

Visiting Team Observer  
Profession, Institution  
Address  
Contact information

Observer's Observer (Institution)  
Profession, Institution  
Address  
Contact information

Observer's Observer (Student)  
Profession, Institution  
Address  
Contact information

**SIGNATURES**

Visiting Team Chair name, surname

Signature

Date

---

Visiting Team Member name, surname

Signature

Date

---

Visiting Team Member name, surname

Signature

Date

---

Visiting Team Observer (MiAK) name, surname

Signature

Date

---

Visiting Team Observer (Institution) name, surname

Signature

Date

---

Visiting Team Observer (Student) name, surname

Signature

Date

---