

MiAK-MAK ACCREDITATION CONDITIONS (2025)

(For Bachelor of Architecture Programs)

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FOREWORD

“MiAK-MAK Accreditation Conditions” and “MiAK-MAK Accreditation Processes” define the requirements that the architecture program to be accredited is expected to fulfill, and the minimum conditions and process steps that must be followed by the Visiting Team and program Coordinators. For this reason, “MiAK-MAK Accreditation Conditions” and “MiAK-MAK Accreditation Processes” must be evaluated together, taking the scope of the other into consideration.

MiAK expects an architecture program seeking accreditation to develop an educational approach that satisfies the MiAK-MAK Accreditation Conditions and to provide education in a manner that will ensure the “Knowledge, Skills, and Competencies to be Acquired by Graduates.”

The manner and extent of fulfillment of the MiAK-MAK Accreditation Conditions vary depending on the programs that are accredited or are to be accredited. The way these conditions are met, and the requirements are reported may also differ. Furthermore, the programs are obliged to demonstrate their compliance with the MiAK-MAK Accreditation Conditions by providing complete and accurate information.

PROGRAM’S SELF-EVALUATION

The Program’s Self-Evaluation Report is the primary source for the accreditation process. This report must be prepared in Turkish. However, the program may also submit documents in another language when deemed necessary.

The Self-Evaluation Report consists of two sections: “General Information About the Program” and “Teaching and Learning Characteristics of the Program.” At the end of each section, topics are examined in the context of “critique, evaluation, and objectives.”

The program’s Self-Evaluation includes objective data, critical insights, evaluations, and projections that will serve to identify the program’s strengths, weaknesses, opportunities, and threats.

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Programs Applying to MiAK for the First Time:

MiAK may evaluate undergraduate programs awarding an architecture professional degree together with programs awarding graduate and doctoral degrees in an integrated manner.

The program must satisfy the criteria specified pursuant to Article 2.1 of the MiAK-MAK Processes Document. These criteria are:

- Being recognized by the Council of Higher Education (YÖK) and included in central placement by the Measurement, Selection and Placement Center (ÖSYM) of the Republic of Turkey,
- Being a Bachelor’s and/or Graduate Architecture Program,
- The language of application and correspondence for accreditation being Turkish or English,

- Having a sufficient number of students to allow Evaluation and comparison at every level. (This condition does not apply to programs in the process of closing.)
- Having provided uninterrupted education for at least 6 (six) years with the current or equivalent course curriculum and having graduated at least 60 students.

A program whose application is accepted first prepares the Self-Evaluation Report and the Remote Access Folder.

Programs Previously Accredited by MiAK:

For re-accreditation, the program must monitor the expiry of its own accreditation period and the application and completion dates of the accreditation process according to the MiAK-MAK Accreditation Calendar, and submit its letter of intent to MiAK.

The appendix to an accredited program's Self-Evaluation Report must include a copy of the previous Visiting Team Final Report (APPENDIX 5) and copies of the Annual Reports sent to MiAK-MAK following the previous visit along with the MiAK-MAK evaluations of those reports (APPENDIX 6).

The Self-Evaluation Report that the program will submit to MiAK-MAK following its renewal application must also contain explanations addressing the "deficiencies," "problematic" situations, and "flagged" conditions in the previous Visiting Team Final Report.

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. Institution to Which the Program Belongs

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.

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.

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 their relationships with the program 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.

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 members, 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.

1.5. Progress Report and Responses to Visiting Team Findings

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 Final Report.

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

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, the professional chamber, 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 research habits and individual creativity, gain teamwork experience, develop entrepreneurial culture, internalize academic and professional ethical values, and for collaboration and communication, information and technology literacy, and productivity,
- b. The importance placed on and approaches to implementing a learning-centered competency development educational philosophy are explained.

1.6.3. Architecture 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. Architecture 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 the awareness of the public good and social benefit is instilled is explained.

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 Coordinators 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 benefits and adequacy of these participations are explained.

1.7.2. Students

- 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.
- l. Extracurricular activities accessible to students throughout the institution and opportunities to participate in them are stated.

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.

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, laboratories and workshops, and other educational spaces, as well as preparation and work spaces 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.

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 the architecture field in libraries and archives, covering the past two years, is presented 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.

Table 1. LIBRARY RESOURCES						
	Numbers in Collection	Numbers in Reserve	Previous Year Budget	This Year's Budget	Projected Future Budget	Area Covered (m ²)
Books						
Periodicals						
Subscriptions						
Reference Books						
Electronic Periodicals						
Digital Image Files						
Other Electronic Publications						
Slides						
Video						
CD / DVD						
Drawings						
Reports						
Other						

TOTAL						
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Table 2. ARCHIVE RESOURCES						
	Numbers in Collection	Numbers in Reserve	Previous Year Budget	This Year's Budget	Projected Future Budget	Area Covered (m ²)
Books						
Periodicals						
Series						
Slides						
Video						
CD / DVD						
Drawings						
Photo Archive						
Reports						
Other						
TOTAL						

1.9. Financial Resources

The suitability and adequacy of the program budget, if any, or of the payments made for the program from the university 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.

Table 3. REVENUES			
		Fiscal Year	
Revenue Item	Two Years Prior	Previous Year	Visit Year
Revolving Fund Revenue ¹			
Share Deducted from Student Fees ²			
Other ³			
TOTAL			

¹ Amount allocated for the department from the revolving fund and technology transfer office revenues

² Amount allocated for departmental use from the student fees fund

³ Other sources (donations, research projects, travel and expenses from national and international project support, etc.) and amounts

Table 4. EXPENDITURES			
		Fiscal Year	
Expenditure item	Two years prior	Previous year	Visit year
TOTAL			

2. TEACHING AND LEARNING CHARACTERISTICS OF THE PROGRAM

2.1. 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 must 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).

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.

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.

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.

Student performance criteria and their alignment with the curriculum objectives and content determined by the program are important and subject to evaluation by the visiting team.

While programs are expected to impart the defined knowledge and skills to their graduates, no specific educational format or standard form is expected regarding how these criteria are to be satisfied. MiAK-MAK takes the view that each program is free to develop and present its own distinctive pedagogical approach and educational format.

MiAK-MAK 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 (**for each course, it is expected that a minimum of 1 and a maximum of 5 knowledge, skills, and competency correspondences of highest importance are marked in the matrix**),
- 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 projects, assignments, and examination documents.

I) Architecture - Design / Creative Thinking

Architectural education should aim to develop the capacity to question, rethink, conceptualize, design, and realize the relationship between architecture and fields such as culture, art, science, society, environment, and technology, using various means of representation.

- **Critical Thinking:** The ability to question, express abstract ideas, evaluate opposing views, and examine the conclusions reached using similar criteria. **(skill)**
- **Communication:** The ability to read, write, and express ideas effectively for a given purpose; the ability to use various modes of representation to convey design thinking. **(skill)**
- **Research:** The ability to comparatively evaluate, document, and apply information obtained in relation to the design process. **(skill)**
- **Design:** The ability to reproduce design knowledge in the creative thinking process; the ability to reach new and original outcomes in the context of universal design principles such as sustainability and accessibility. **(skill)**

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.

- **World Architecture:** To comprehend world architecture in the context of historical, geographical, and global relations. **(understanding)**
- **Local Architecture / Cultural Diversity:** To comprehend architectural formations and examples belonging to the local geography in the context of historical and cultural relations. **(understanding)**. To comprehend the difference in value judgments, behavioral patterns, and social and spatial patterns that define different cultures. **(understanding)**
- **Cultural Heritage and Conservation:** To comprehend cultural heritage, conservation awareness, environmental sensitivity, and ethical responsibility, as well as conservation theories and methods. **(understanding)**

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:** The ability 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. **(skill)**

- **Social Responsibility:** To comprehend the architect's responsibility to protect the public good, respect historical/cultural and natural resources, and improve quality of life. **(understanding)**
- **Nature and Human:** To comprehend in all its aspects the mutual interaction between natural systems and the design of the built environment and human beings. **(understanding)**
- **Geographic Conditions:** To comprehend 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. **(understanding)**
- **Multiple Crises and Disasters:** The ability to consider natural and human-caused disaster risks (climate crisis, migration, sustainability of natural resources, biodiversity, food and health crises, energy efficiency, etc.); the ability to design in observance of environmental and social adaptation and resilience principles. **(skill)**

IV) Architecture - Technology

Architecture 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:** To comprehend the basic principles of safety and emergency systems at the building and environment scale in conditions such as natural disasters, fire, etc. **(understanding)**
- **Structural Systems:** To comprehend the behavioral principles, development, and applications of static and dynamic structural systems that stand against vertical and lateral forces. **(understanding)**
- **Building Physics and Environmental Systems:** To comprehend 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. **(understanding)**
- **Building Envelope Systems:** To comprehend the basic principles of building envelope materials and systems design, application methods, and their importance. **(understanding)**
- **Building Service Systems:** To comprehend the basic principles of the design of service systems, such as water and electrical installations, circulation, communication, security, and fire protection. **(understanding)**
- **Building Materials and Applications:** To comprehend the principles and standards relating to the production, use, and application of building materials in the context of technological developments, their environmental impacts, and their reusability. **(understanding)**
- **Integration of Building Systems:** The ability to evaluate, select, and integrate structural, environmental, safety, building envelope, and building service systems in design. **(skill)**

V) Architecture - Professional Environment

Architecture 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, teamwork, and leadership abilities.

- **Program Preparation and Evaluation:** The ability 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. **(skill)**
- **Comprehensive Project Development:** The ability to develop and integrate an architectural project at different scales, by considering environmental and building systems and building technologies. **(skill)**
- **Building Cost Consideration:** To comprehend the basic factors relating to building construction and operating costs. **(understanding)**
- **Architect-Client Relationship:** To comprehend 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. **(understanding)**
- **Teamwork and Collaboration:** The ability to work collaboratively within project teams and multidisciplinary groups in order to successfully complete design and construction projects. **(skill)**
- **Project Management:** To comprehend issues such as methods of architectural project acquisition, selection of consultants, formation of project teams, project delivery methods, and service contracts. **(understanding)**
- **Practice Management:** To comprehend the basic principles of the architectural practice process, such as financial management, business planning, quality management, risk management, dispute resolution, arbitration, etc. **(understanding)**
- **Leadership:** To comprehend the methods of organizing and developing building design and construction processes, considering the environmental, social, and aesthetic sensibilities of society. **(understanding)**
- **Legal Rights and Responsibilities:** To comprehend the legal framework that plays a determining role in the architect's professional rights and responsibilities toward society and the employer. **(understanding)**
- **Professional Practice:** To comprehend the role of pre-professional practice in professional development and the mutual rights and responsibilities of the employer and intern. **(understanding)**
- **Professional Ethics:** To comprehend the ethical approaches required for the formation of professional judgments relating to social, political, technological, and cultural elements in architectural design and practice. **(understanding)**

APPENDICES

All appendices must be shared as digital files (in a cloud system) in the Remote Access Folder. These appendices are an integral and inseparable part of the Self-Evaluation Report.

APPENDIX 1. CURRICULUM VITAE OF FULL-TIME AND PART-TIME ACADEMIC STAFF

Each faculty member's curriculum vitae is prepared in **a single format determined by the program**—incorporating YÖKSİS data—and must not exceed two pages. All photo CVs are included in the folder as a combined PDF file.

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

A legible/high-resolution copy of the Matrix must be included in this folder.

APPENDIX 3. COURSES

For each required and elective course, the following must 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.

Student works are filed in the order in which courses appear in the course plan. For each compulsory and elective course, a course file is prepared in a format that the visiting team can easily examine. The course file contains the document showing the knowledge and skills the course aims to impart to graduates, the course content, weekly course scope, activities and assignments, bibliography, sample quizzes and examinations, along with corresponding student works. Each course file contains samples of semester work from a student who achieved a “passing” grade and a student who achieved the “highest grade.”

APPENDIX 4. STATISTICAL INFORMATION

Students (information for the last 2 academic years):

- The ranking of the student admitted to the Program with the lowest score as a result of the university entrance examination in the general score ranking
- Students' preference ranking for the Program
- Number of students enrolled in the first year
- Overall student academic performance for the 1st semester (high honors; honors; passing; failing; dismissed)
- Overall student academic performance for the 2nd semester (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

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

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

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

- Number and budgets of ongoing national and international research and application projects
- Numbers of domestic and international articles and papers, and their averages per academic personnel

Funding (information for the last 2 academic years):

- Program budget allocation and comparison with other program budget allocations
- The program's academic personnel and student budgets

APPENDIX 5. VISITING TEAM FINAL REPORT FROM THE PREVIOUS VISIT, IF APPLICABLE

APPENDIX 6. ANNUAL REPORTS FOLLOWING THE PREVIOUS VISIT AND MiAK EVALUATIONS, IF APPLICABLE

APPENDIX 7. INSTITUTION'S ANNUAL CATALOGUE

(Expected to be prepared to include selected design studio student works.)