MiAK-MAK ACCREDITATION CONDITIONS (2023)

(For Architecture Undergraduate Programs)
(Approved by 15.02.2021 MiAK Board of Directors, Correction: 25.01.2023 MiAK 2nd Term 3rd Board of Directors Decision No. 1)

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PREFACE

“MiAK-MAK Accreditation Conditions” and “MiAK-MAK Accreditation Processes” define the requirements to be fulfilled by the architecture program to be accredited, the minimum conditions and process steps that must be complied and followed by the Visiting Team and program executives. For this reason, "MiAK-MAK Accreditation Conditions" and "MiAK-MAK Accreditation Processes" should be assessed together by considering the scope of each other.

MiAK expects an architecture program that is required to be accredited to develop an educational approach that meets the MiAK-MAK Accreditation Requirements and to provide education in a way that provides "Knowledge, Skills, and Competencies That Graduates Should Gain".

The manner and level of realization of the MiAK-MAK Accreditation Requirements may vary according to the programs accredited/to be accredited, as well as the meeting of the conditions and the reporting of the requirements may be different. In addition, programs must prove their compliance with the MiAK-MAK Accreditation Conditions by providing complete and accurate information.

SELF-ASSESSMENT OF THE PROGRAM

The Self-Assessment Report of the Program is the main source of the accreditation process. This report should be prepared in Turkish. However, the program may also offer documents in another language if it deems it necessary.

The Self-Assessment Report consists of two sections: "General Information about the Program" and "Teaching and Learning Features of the Program". At the end of each chapter, the topics are examined in the context of "criticism, evaluation, and objectives".

The self-assessment of the program includes objective data, critical opinions, evaluations, and predictions to identify the strengths and weaknesses of the program and opportunities and threats.

Programs Applying to MiAK for the First Time:

MiAK can assess the undergraduate programs that give a profession in architecture and the programs that give master's and doctoral degrees as integrated.

The program must meet the criteria specified in Article 2.1 of the MiAK-MAK Processes Document. These criteria are;

- To be recognized by the Council of Higher Education (YÖK) and to be included in the scope of central placement by the T.R. (Turkish Republic) Student Selection and Placement Center (ÖSYM),
- To have an Undergraduate and/or Graduate Program in Architecture,
- The application and correspondence language for accreditation to be Turkish or English,
- To have provided at least 6 (six) years of uninterrupted education with the current or equivalent course curriculum and to have graduated at least 60 students.

The program, whose application is accepted, first prepares the Self-Assessment Report.

Programs previously accredited by MiAK:

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

The Self-Assessment Report of an accredited program should include a copy of the previous Visiting Team Result Report (Annex 5) and copies of the Annual Reports sent to MiAK-MAK after the previous visit, as well as the MiAK-MAK evaluations related to these reports (Appendix 6).

The Self-Assessment Report, which must be submitted to MiAK-MAK at the end of the accreditation period recognized because of the previous visit to the program, should include explanations of the "deficient", "problematic" and "noticeable" situations specified in the previous Visiting Team Final Report.

1. GENERAL INFORMATION ABOUT THE PROGRAM

In this section, the founding philosophy, history, mission, and vision of the program and the institution it is a part of are included. Information is provided about the disciplinary specificity and autonomy of the program within the institution. The supports provided and expected to be provided by the institution for the development of the program are assessed.

1.1. Institution to which the Program is Affiliated

1.1.1. General Features and History of the Institution

This section contains a brief history of the institution to which the program is affiliated and explanations about the institution.

1.1.2. Mission and Vision of the Institution

This section includes descriptions of the organization's mission and vision and the dates on which they were implemented, renewed, and approved.

1.2. General Features 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 includes descriptions of the mission and vision of the program and the dates on which it was implemented, renewed, and approved.

1.3. Program-Institution Relationship

The administrative organizational structure of the academic unit and the institution in which the program is located is discussed as follows.

In the Self-Assessment Report;

a. The position of the academic unit in which the program is located within the organization chart of the institution and its managerial relations are indicated. The dependencies and flexibilities in these relationships are assessed.

b. The officers involved in managing the program and the administrative structure including their responsibilities are described with a diagram. The work of the officers involved in the management to improve the quality level of the program in the short and long term, their competence, and reasons are explained.

c. The processes of participation of the teaching staff and students of the program in the management and how their participation is organized are indicated.
d. Other programs affiliated with the academic unit in which the program is located and their relations with these programs are explained.
e. Their relations with other units and programs in the institutional structure in which the program takes part are defined.

1.4. Program Self-Assessment Studies

This section briefly describes the program's self-assessment processes, strengths and weaknesses, and progress. A plan for the development vision is presented.

The assessments made by the stakeholders of the program (faculty members, students, graduates, etc.) include surveys on course contents, scopes, delivery styles, and learning outcomes.

The educational approach of the program is prepared as the common opinion of the institution and its methods are indicated.

1.5. Report on Progress and Responses to the Findings of the Visiting Team

The continuity of the accreditation of the program is possible by proving that sufficient work has been done to eliminate the deficiencies identified in the Visiting Team Final Report.

This section contains suggestions and responses to solutions to the "deficiencies", "problematic" and "noted" conditions in the previous Visiting Team Final Report of the program.

1.6. Approach of the Program

In this section, the academic environment, instructors, students, architectural profession, other professional fields, and society, which are the components of the architectural environment, are included in the program's relations.

Within the framework of the mission of the program, the way these components are handled, and the vision, goals, and approaches related to each are defined. The self-assessment and statistical values based on which long-term plans and strategies for future improvements are indicated.

It shows to what extent the program responds to the expectations of the components and environments that include the institution, other educational institutions, professional chambers, and other relevant institutions.

1.6.1. Architectural Education and Academic Scope

In this section, the contribution of the program to the institution and the benefits it provides from the institution are examined.

In the Self-Assessment Report;

a. The tangible benefits and services provided by the faculty members and students of the program to the institution to which they are affiliated in the fields of teaching, academic research and knowledge production, application, and social participation, and their contributions to the areas of social and cultural life,
b. The program's approaches to other educational programs in the institution and the relations, interactions, and collaborations it establishes with these programs,
c. The contribution of lecturers, 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 the teaching staff and staff for the production, application and development of knowledge, and the contribution of the institution in providing human resources to the program are indicated.

1.6.2. Architectural Education and Students

The support provided by the program to students to gain the ability to be leaders and entrepreneurs in their professional lives is shown.

In the Self-Assessment Report;

a. Learning environments and opportunities provided for students' preparation for their professional lives, developing their research habits and individual creativity, gaining experience of working in teams, gaining entrepreneurial culture, internalizing academic and professional ethical values, cooperation and communication, information and technology literacy and productivity,
b. The importance given to the understanding of education aimed at gaining learning-centered competence and the approaches related to its application are explained.

1.6.3. Architectural Education and Professional Environment

The program explains how it prepares its students for professional life on issues such as cultural differences, technological developments, architectural trends, legal regulations, access to information, and diversity of usage possibilities. The professional powers and responsibilities undertaken by architects, joint work with related professions, observing the social benefit in meeting employer requirements, contributing to the development of architecture as a respectable and reliable profession, etc. are specified in the processes of raising awareness among students.

In the Self-Assessment Report;

a. How students understand their roles in environments that require teamwork and the responsibilities of different disciplines,
b. How students are made aware of professional ethics,
c. How the student is informed about the legal conditions in the post-graduation profession registration process and how to gain awareness to fulfill these conditions,
d. How students are provided with the knowledge and skills necessary for professional practice after graduation, awareness for lifelong learning and continuous professional development,
e. The number and proportions of graduates enrolled in the chamber of professions and working in the profession are defined.

1.6.4. Architectural Education and Society

The contribution of the program is indicated in the sensitivity of students to social and environmental problems, in developing their creative thinking about appropriate design and planning decisions, and in developing their ability to produce solutions.

In the Self-Assessment Report;

a. How to question the causes and consequences of various factors that shape the physical environment and how to examine them,
b. How the ability to investigate the methods by which knowledge production will be realized to reduce environmental problems is developed,
c. How the society and public interest awareness is raised
are described.

1.7. Human Resources

The status of human resources in the last two years that will enable students to achieve an acceptable level of education is shown.

1.7.1. Instructors

a. The number of full and part-time instructors and their ratio to each other, the ratio of full and part-time instructors to the total number of students, the ratios of instructors/students for each course, and the ratios of instructors/students for design studio coursesare given. The adequacy of the ratios is assessed by considering the non-educational loads of the instructors.
b. The potential for program managers to devote sufficient time to improving the quality level is described. Secretariat support is assessed.
c. The rules and practices of the course loads of the instructors are explained in proportions that will allow the research and studies to be carried out for their professional development and contributions to society, science, and art. The distribution of the education and other responsibilities given to full-time instructors by the program according to each instructor in the last two years is shown in a table.
d. The support and permissions (participation in scientific meetings, research funds, unpaid leave, etc.) provided to full-time lecturers are explained. The opportunities provided to the instructors for professional development that are beneficial to the program and related environments in the last two years are shown.,
e. The systems of encouraging and rewarding instructors are explained.
f. The criteria for the assignment and promotion of the program and its affiliated institution are specified. The program and the institution's support for these criteria are described.
g. In the last two years, short-term guest lecturers, guest jury members, and those who have participated in the program are given a conference during the semester, and the benefit and adequacy of these participations are explained.

1.7.2. Students

a. The total number of students enrolled in the program is given.
b. Each year, the number of students admitted to the first year of the program and the different student quotas included in this number (foreign students, the first ranked high school graduates, etc.) are indicated.
c. The quotas of students admitted to the minor and double major programs of the program and the number of students enrolled in these programs are given.
d. Student horizontal and vertical transfer conditions and registration conditions for minor and double major programs are explained.
e. Regulations and practices related to student assessment methods are explained.
f. The student academic advising system and its functioning are explained.
g. Student internship regulations, internship places and regulations, post-graduation professional practice, and career planning are explained.
h. The incentives and rewards offered for successful students are explained.
i. Scholarship opportunities and conditions provided to students on a regular basis are indicated.
j. Policies and practices related to domestic and international exchange programs that provide student mobility are specified.
k. The level of meeting the accommodation, nutrition, and health needs of the students is explained in terms of quality and numerical competence.
l. Extracurricular activities that students have access to throughout the institution and the opportunities to participate in them are indicated.

1.7.3. Administrative Staff

An organizational chart of the academic and administrative structure of the program is given. A list of other programs within the same administrative unit is provided and methods of cooperation are described. Information is given about the technical personnel, expert staff, and secretariat qualification to assist the education.

1.8. Learning Environment Resources

1.8.1. Physical Resources

The physical resources required for the architectural education of the program are defined.

For design courses, studio spaces that offer each student their own working space, classrooms that allow different learning techniques, and other spaces and equipment required for learning, teaching, and research are specified by assessing their competence.

It is shown that all venues are accessible and available to everyone.

In the Self-Assessment Report;

a. Design studios, classrooms, seminars, exhibitions, libraries/archives, laboratories, workshops, etc. annotated architectural plan drawings showing the relationship and accessibility of the preparation and working spaces for the teaching staff and the educational spaces are arranged in appropriate dimensions and given.
b. An assessment is made in terms of compliance with the relevant regulations and universal design principles of the structures containing the spaces.
c. The technical and numerical equipment and supporting physical facilities used by students and instructors are recorded and their competencies are assessed.

1.8.2. Information Resources

Library/archive and digital media facilities where students and instructors can easily access the publications (books, reference books, periodicals, reports, etc.), visual resources (drawings, photographs, etc.), and databases required for architectural education and research are specified and their competence is assessed.

The applications made to inform the students about using the library/archive and digital media and improving their resource skills in their studies are explained.

In the Self-Assessment Report;

a. The administrative structures of libraries and archives, their structural relations with the program, and the services they provide to the program are explained.
b. The numerical breakdown of the information sources in the architecture subject areas in the libraries and archives according to their types is given with a table indicating those in the last two years.
c. The appropriateness, timeliness, and availability of information resources in terms of the program's mission, student numbers, and learning objectives are assessed.
d. What has been done for the development of the information resources in the libraries and archives and with which budget opportunities these have been realized are indicated.

Table 1. LIBRARY FACILITIES						
	Numbers in the Collection	**Numbers in Reserve**	**Previous Year Budget**	**This Year's Budget**	**Projected Future Budget**	**Spread Area (m2)**
Book						

Periodical Publication						
Subscriptions						
Reference Books						
Electronic Periodicals						
Digital Image Files						
Other Electronic Publications						
Slides						
Video						
CD / DVD						
Drawings						
Report						
Other						
TOTAL						

Table 2. ARCHIVE FACILITIES						
	Numbers in the Collection	**Numbers in Reserve**	**Previous Year Budget**	**This Year's Budget**	**Projected Future Budget**	**Spread Area (m2)**
Book						
Periodical Publication						
Series						
Slides						
Video						
CD / DVD						
Drawing						
Photography Archive						
Report						
Other						
TOTAL						

1.9. Financial Resources

If there is no program budget, the appropriateness and adequacy of the payments made for the program from the University budget in terms of the mission of the program, the number of enrolled students, and the desired learning objectives are explained and assessed.

a. The fiscal year budget, which describes all resources and the revenues and expenses from those sources, is shown.
b. The 2-year budget estimates to be made by anticipating possible changes in student numbers and income sources are shown.

Table 3. INCOME			
		Financial Year	
Income Item	**Year Before Previous Year**	**Previous Year**	**Visit Year**
Curcilating Capital Budget[1]			
Share of Student Fees[2]			
Others[3]			
TOTAL			

1. Amount allocated for the department from revolving fund and technology transfer office revenues
2. Amount set aside from the student fees fund for the use of the department
3. Other resources (donations, research projects, travel and expenses received from national and international project supports, etc.) and amounts

Table 4. EXPENSES			
		Mali Yıl	
Expense item	**Year Before Previous Year**	**Previous Year**	**Visit Year**
TOTAL			

2. EDUCATION AND LEARNING FEATURES OF THE PROGRAM

2.1. Education Degrees and Curriculum

The program is briefly defined in a way to reveal the contributions of the minor, double major, master's, and doctoral programs as well as the undergraduate program of architecture. In particular, minor and double major programs are explained in the context of the undergraduate program.

The program describes the methods used to create, review, and improve the curriculum. The stakeholders involved in this process – including the student – are indicated. In addition to the compulsory courses, the in-curricular and extra-curricular courses that students can take as electives in the subjects they are interested in should be included in the total course credits. The support of elective courses to the minor education of students should not be ignored.

The knowledge, skills, and competencies gained by each course in the course curriculum are indicated by "learning outcomes" (Annex 3).

2.2. Learning Environment and Level of Success

The program assesses the success of the student in the context of the knowledge, skills, and competence criteria that he/she should gain, and is free to determine the

measurement/assessment methods, learning environment, educational goals, and approaches. The level of knowledge, skills, and competencies of the graduate is shown.

2.3. Learning Culture

The approach of the program to the learning environment and how it is interpreted and applied by the instructors and students are stated in detail. If available, the program-specific course grouping or module approach is explained. It is expected to create an interactive learning environment with theoretical and practical lessons in studios and workshops. The method followed to apply the ethical rules of the academic environment and to raise awareness among the students about these rules is explained.

2.4. Knowledge, Skills, and Competencies that a Graduate Should Gain

In this section, the graduate profile targeted by the Program is defined.

The consistency of the knowledge, skills, and competencies required by graduates with the goals and expectations defined in the vision and mission of the Program is assessed.

The program is obliged to prove that its graduates meet the targeted criteria through the vocational courses included in its curriculum. General courses (university common-pool courses) are not included in this scope. Information is given about the equivalence of the courses taken from other institutions with the courses in the Program.

The program must demonstrate in the Self-Assessment Report and during the visit that each graduate has acquired the knowledge and skills described in the main areas mentioned below. In the programs, some of the knowledge and skills may be more prominent within the framework of the defined mission and vision, as well as new knowledge and skills may be added.

The courses in the educational curriculum of the program and the areas of knowledge and skills that the student should acquire are gathered under 5 basic 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 field includes the knowledge, skills, and competencies within the framework of the subject that architectural education aims to provide to the graduate. These knowledge, skills, and competencies are defined at two levels:

Understanding: It is the capacity for comprehension in which knowledge is internalized. It is the ability to interpret, explain, summarize, compare, classify, in short, internalize the information.

Skill: It is the ability to use the acquired knowledge in different representational environments. It is the competence to choose the appropriate information in the solution of a specific problem and to be aware of the differences in its use.

The Visiting Team also assesses student performance criteria for alignment with the curriculum objectives and contents set by the Program.

While MiAK-MAK stipulates that the Program will provide the identified knowledge and skills to its graduates, it does not specify an educational format or a form for student work to meet these criteria. This releases the program on the subject. In this regard, the program can offer a peculiar educational format.

MiAK-MAK encourages the programs to meet these criteria, to develop and use their own learning and teaching methods, and to consider innovative methods in providing student performance criteria. The program assesses whether students meet these criteria and documents their results.

In the Self-Assessment Report;

- The objectives and content of the program curriculum,
- A matrix showing the relationship of each compulsory course or course group with the criteria for the knowledge and skills expected to be acquired by the students **(at least 1 and at most 5 knowledge, skills, and competency equivalents with the highest importance for each course are expected to be marked in the matrix),**
- The contribution of selected courses in the acquisition of knowledge and skills should be explained.

The purpose of accreditation is to reflect the students' ability to understand the following basic areas and/or to gain skills in these areas for their studies. The level of comprehension and skills that the student should gain in these basic areas should be proven by the projects, assignments, and exam documents they have done.

I) Architecture - Design / Creative Thinking

Architectural education *should aim to develop the capacity to question, rethink, conceptualize, design, and realize the relationship between culture, art, science, society, environment, technology, etc. with architecture.*

Critical Thinking: Ability to question, express abstract thoughts, assess opposing views, and examine the results reached with similar criteria.

Communication: To be able to read, write, and express ideas in accordance with the purpose, the ability to use different representational mediums that can convey design thinking.

Research: Ability to comparatively assess, document, and apply the knowledge obtained about the design process.

Designing: The ability to reach new and original results in the context of universal design principles such as the reproduction of design knowledge in the creative thinking process, sustainability, and accessibility.

II) Architecture - History / Theory, Culture / Art

Architectural education *is carried out with the ability to comprehend the knowledge of examples of architecture, art theories, and practices on a global and local scale in the context of natural, historical, and cultural relations; to raise awareness of protecting cultural heritage with environmental sensitivity and ethical responsibility; it should aim to understand the theories and traditions related to social, cultural and artistic formations in the fields of landscape and urban design.*

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

Local Architecture/Cultural Diversity: To understand the architectural formations and examples of geography in the context of historical and cultural relations. To understand the diversity of value judgments, behavioral patterns, and social and spatial patterns that define different cultures.

Cultural Heritage and Conservation: Understand cultural heritage, conservation awareness, environmental awareness and ethical responsibility, conservation theories and methods.

III) Architecture - Environment / City / Society

Architectural education *should aim to gain an understanding of the natural and built environment in the context of cultural heritage and ecology with a balanced and sustainable approach. Architectural education should also raise awareness to understand urban design, and landscape architecture issues at the level of local and global values, planning strategies, and cultural-economic-political relations.*

Sustainability: The ability to design sustainability using various tools to minimize the undesirable environmental impacts on future generations by using knowledge about the natural and built environment.

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

Nature and Human: Understand all aspects of the human interaction between the design of natural systems and the built environment.

Geographical Conditions: To understand the relations between site selection, settlement, and building design, considering cultural, economic, and social characteristics as well as natural characteristics such as ground conditions, topography, vegetation, natural disaster risk, etc.

IV) Architecture - Technology

Architectural education *should aim to raise awareness about the transformation of information about technical design processes and building service systems into a whole in the design process and to gain design skills.*

Life Safety: Understand the basic principles of safety and emergency systems at the scale of structure and environment in conditions of natural disasters, fires, etc.

Structural Systems: Understand the principles of behavior, development, and application of static and dynamic structural systems standing by vertical and lateral forces.

Building Physics and Environmental Systems: To understand the basic principles of building physics and energy use in the design of physical environmental systems, lighting, acoustics, air conditioning, etc., and the importance of using appropriate performance assessment tools.

Building Envelope Systems: To understand the importance and methods of applying the basic principles of building envelope materials and systems design.

Building Service Systems: To understand the basic principles of service systems design such as water and electrical installation, circulation, communications, security and fire protection, etc.

Building Materials and Applications: To understand the principles and standards related to the production, use and applications, environmental impacts, and reusability of building materials in the context of technological developments.

Integration of Building Systems: Ability to assess, select, and integrate structural, environmental, security, building envelope, and building service systems in design.

V) Architecture - Professional Environment

Architectural education *is designed to develop tactics and design strategies for knowledge production in interdisciplinary studies; have the ability to think creatively, be entrepreneurial, able to take risks; develop an ethical, responsible, and critical attitude towards employers, society, public interest, legal limitations; and should aim to educate professional people with cooperation, teamwork and leadership skills.*

Program Preparation and Assessment: An ability to prepare and assess the architectural project program in the public interest according to employer and user requirements, appropriate samples, spatial and equipment requirements, financial limitations, land conditions, relevant laws, regulations, and design criteria.

Comprehensive Project Development: The ability to develop and integrate an architectural project at different scales, considering the environment and building systems, and building technologies.

Consideration of Building Cost: Understand the key factors related to the cost of building construction and use.

Architect-Employer Relationship: To understand the employer's responsibility to identify and resolve the needs of the owner and user in a way that does not conflict with the public interest.

Teamwork and Collaboration: Ability to work collaboratively with the project team and multidisciplinary teams to successfully complete design and implementation projects.

Project management: To understand the architectural project acquisition methods, selection of consultants, creation of project teams, project delivery methods, service contracts, etc.

Application Management: To understand the basic principles of the architectural implementation process such as financial management, business planning, quality management, risk management, discussion, consensus, etc.

Leadership: To understand the methods of organizing and developing the building design and implementation processes by considering the environmental, social, and aesthetic sensitivities of the society.

Legal Rights and Responsibilities: To understand the legal framework that plays a decisive role in the architect's professional rights and responsibilities to society and the employer.

Professional Practice: To understand the role of pre-professional practice in professional development and the mutual rights and responsibilities of employers and trainees.

Professional Ethics: To understand the ethical approaches required for the formation of professional judgments regarding social, political and cultural elements in architectural design and practice.

ATTACHMENTS:
All attachments should be arranged as a single integrated document divided into ATTACHMENT sections.

ATTACHMENT 1. BIOGRAPHY INFORMATION OF FULL AND PART-TIME FACULT MEMBERS
(It should be arranged as not exceeding 2 pages for each facult member.)

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

ATTACHMENT 3. COURSES
Regarding each compulsory and elective course, a) its definition, b) learning outcomes, c) total hours given weekly and during the semester, d) total expected study time outside of the course, e) prerequisite and prerequisite courses, f) course A list of lecturers who gave during the last two years should be submitted.

ATTACHMENT 4. STATISTICAL INFORMATION
Students (last 2 years information):

- According to the results of the university entrance exam, the place of the student who entered the program with the lowest score in the general score ranking
- Ranking of students' entry to the program
- Number of students enrolled in the first year
- All students - 1st term achievement status (honour; honor; successful; unsuccessful; dismissal)
- All students - 2nd Term achievement status (n. honor; honor; successful; unsuccessful; dismissal)
- Number of incoming/outgoing students with Erasmus and Farabi programs
- Proportion of students graduating within the normal period of education
- Graduation time average
- Foreign nationals and female/male ratios in the total number of students

Faculty Members (last 2 years information):

- Number and rates of academic staff by job titles
- Number and rates of part-time lecturers
- Number of instructor promotions and assignments
- Number of leaving faculty members,
- Weekly workloads of faculty members,

Research and publications (last 2 years information):

- Number and budgets of ongoing national and international research and application projects
- Number of domestic and international articles and papers, and their averages according to the number of lecturers

Financing (last 2 years information):

- The program's budget share and comparison with other programs' budget shares
- Faculty member and student budgets of the program

ATTACHMENT 5. VISITING TEAM RESULT REPORT OF PREVIOUS VISIT

ATTACHMENT 6. ANNUAL REPORTS AND MiAK ASSESSMENTS AFTER PREVIOUS VISIT

ATTACHMENT 7. INSTITUTIONAL ANNUAL CATALOG (It is expected to be prepared to include selected design studio student works.)