2019

Yıldız Technical University
Department of Architecture

Architecture Program Report for 2019 NAAB Visit for Substantial Equivalency

Visit Three

Bachelor of Architecture
Year of the Previous Visit: October 2015

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Abbreviations

YTU	Yıldız Technical University
DoA	Department of Architecture
CoHE/YÖK	Council of Higher Education
AAB/MIAK	Architectural Accrediting Board
UCTEA/TMMOB	Union of Chambers of Turkish Engineers and Architects
CAT/MO	Chamber of Architects of Turkey (Architectural Division of UCTEA)
CREQ/EKSİP	Continuous Rehabilitation of Education Quality
USIS	Undergraduate Students Information System
EAAE	European Association for Architectural Education
ENHSA	European Network of Heads of Schools of Architecture
CIB	International Council for Research and Innovation in Building and Construction
UIA	Union of International Architects
RIBA	Royal Institute of British Architects
EU	European Union
ECTS	European Credit Transfer System
IAD	Introduction to Architectural Design
GP	Graduation Project
YEM	The Building Industry Center
MOBBIG	Communication Group of the Department Heads of Architectural Schools
CPDC/SMGM	Continuous Professional Development Center
SSAC / OSYM	Student Selection and Allocation Center
HEIE/YKS	Higher Education Institutions Exam

Please note that some abbreviations such as CoHE/YÖK are given both in English and Turkish abbreviated form sperated from each other with / (dash) punctiation. For CoHE/YÖK i.e. CoHE (Council of Higher Education) stands for the English abbreviated expression of Yüksek Öğretim Kurulu (YÖK) in Turkish. In the body text, those abbreviations can appear as CoHE, or as CoHE/YÖK, which for both cases indicate exactly the same meaning.

Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity and Self Assessment

I.1.1. History and Mission

Yıldız Technical University (YTU)
In this section, the history of Yıldız Technical University (YTU), and DoA as an affiliated academic program of the Faculty of Architecture in YTU is presented.

Yıldız Technical University (YTU) is one of the seven state universities located in Istanbul. Currently, YTU consists of 10 Faculties, 2 Graduate Schools, and 2 Vocational Schools hosting more than 30,000 students. YTU is not only the third oldest university in the country but also one of the prominent one.

http://www.bologna.yildiz.edu.tr/index.php?r=institution/description EN *

YTU was founded in 1911 and as a state university, has gone through different stages marked by legislative developments. These stages are stated briefly on a chronological base below:

Kondüktör Mekteb-i Alisi (The Conductors/Technicians School of Higher Education) 1911-1922:
A higher education institute was founded in 1911 in order to meet the requirement of civil technicians (previously known as conductors) for Public Works Section of the Municipality. The Conductors School of Higher Education school adopted the curriculum of “Ecole de Conducteur” in Paris and was affiliated with the Ministry of Public Works. The institute started accepting students on August 22, 1911.

Nafia Fen Mektebi (The School of Public Works) 1922-1937:
The Conductors School was renamed as Nafia Fen Mektebi (The School of Public Works) in 1922. In 1926, the duration of education was increased to 2.5 years in 1926 and to 3 years in 1931.

İstanbul Teknik Okulu (ITO) (Istanbul Technical School) 1937-1969:
Following the increase in the number of public facilities and the requirements for technical services, a new Law of legislation (article 3074) was issued on 19 December 1936, which came into effect by 1 June 1937, ordered the closure of the Nafia Fen Mektebi. The same legislation orderedthe foundation of the Technical School (formerly known as Nafia Fen Mektebi) to supply workforce for the need of technical officers and professional engineers. The school had a 2-year program for technical officers and a 4-year program for engineering. The school buildings provided at that time are still in use todaysome of them are the annexesof the Yildiz Palace.

* Through the progress of this APR, EN indicates that the link refers to a document in English. TR indicates that the link refers to a document in Turkish. A translator will be provided for the documents in Turkish for the visiting team's convenience on demand.

In the early period of the school, the students' of the Construction and Mechanical Science departments graduated as technical officers and engineers. Starting from 1942-1943 academic year, Electrical Engineering and Architecture departments were founded under the Department of Engineering. After that, a new legislation was issued in September 26,1941 ordered the transfer of the Istanbul School of Professional Engineers and the Technical School from the Ministry of Public Works over to the Ministry of National Education. In June 7, 1949 The Ministry of National Education ordered the foundation of the Cartography and Land Survey Engineering Department. The formal education started in the 1949-1950 academic year, which was the first institution for engineers in this field in Turkey. In the 1951-1952 academic year, the Department for the Education of Technicians was terminated.

İstanbul Devlet Mühendislik ve Mimarlık Akademisi (İDMMA) (Istanbul State Engineering and Architectural Academy) 1969-1982:
Istanbul Technical School was reorganized as an autonomous higher education and research institution (article:1184) on 3 June 1969. The legislationdefined the formation of State Engineering and Architectural Academies. In 1971, a new article was issued in order to close special vocational schools affiliating engineering schools within the Istanbul State Engineering and Architectural Academy.

Yıldız Üniversitesi (Yıldız University) Period 1982-1992:
In 1982, Istanbul State Engineering and Architectural Academy and its affiliated schools of engineering, together with the related faculties and departments of the Kocaeli State Engineering and Architecture Academy and the Kocaeli Vocational School were merged under Yıldız University with with the new legislation (artile41 dated June 20, 1982).

The new university under the lead of the Rectoratewas compesed of the departments of Science-Literature and Engineering, the Vocational School in Kocaeli, a Science Institute, a Social Sciences Institute and the Foreign Languages, department of Atatürk Principles and the History of Revolution, Turkish Language, Physical Education and Fine Arts departments.

Yıldız Teknik Üniversitesi (Yıldız Technical University, YTU) 1992 and on:
In July 3, 1992 "Yıldız Üniversitesi" (Yıldız University) was renamed as "Yıldız Teknik Üniversitesi" (Yıldız Technical University, YTU) (article 3837). The Engineering Faculty was divided into four faculties and restructured into Faculty of Electricity and Electronics, Faculty of Civil Engineering, Faculty of Mechanical Engineering and Faculty of Chemical and Metallurgical Engineering. YTU also included Faculty of Economics and Administrative Sciences within its organization. The Kocaeli Faculty of Engineering and the Kocaeli Vocational School were seperated from YTU and was restructured as Kocaeli University.

http://www.yildiz.edu.tr/en/page/history EN

In YTU, the language of education had been in Turkish prior to the academic year of 1998-99. From this date on, a compulsory one-year English preparation class was added to the curriculum of bachelor degree programs. In the bachelor program

30% of the curriculum of the courses the teaching language was in English where the rest of 70% the teaching language was in Turkish. In 2003-2004 academic year, this practice of “compulsory one year English preparation class and 4 years of 30% English education” was repealed and “compulsory one year English preparation class and 4 years of Turkish education” was applied. Starting from 2012-2013 academic year, some of the programs initiated 100% English education. In DoA, %100 English program was established in 2013-2014 academic year.

Today YTU consists of;
10 Faculties
(Electrical and Electronic Engineering, Arts and Design,, Chemical and Metallurgical Engineering, Economics and Administrative Sciences, Civil Engineering, Mechanical Engineering, Naval Architecture and Maritime Engineering, Architecture, Art and Design, Education)
2 Institutes
(Institute of Natural and Applied Sciences and Institute of Social Sciences)
2 Vocational Schools
(School of Foreign Languages, School of National Palaces and Historical Buildings)

4 departments in affiliation with Rectorate
(Ataturk’s Principles and History of Turkish Revolution, Turkish Language and Informatics and Physical Education)

http://www.yildiz.edu.tr/en/page/units EN

According to statistics of the 2017-2018 academic year, academic education in YTU takes place with 923 students registered to associate degree, 24613 to bachelor degree and 11033 to graduate degree, 36569 students in total.
http://www.ogi.yildiz.edu.tr/ogi/1/Öğrenci-İstatistikleri/75 TR (The link provides a list. The second item on the list provides an excel chart. Total number of students can be found in the second tab from the right, line 409.)

Mission of YTU
YTU's mission is to create a university which pioneers education, scientific research, technological development and artistic work aimed at the progress of society and the increase of the quality of life within an understanding of national and international solidarity; and educates creative, enterprising, questioning and ethical students equipped with universal values, who constantly update themselves, aim for lifelong learning and are capable of analysis and synthesis.

Vision of YTU
YTU's vision is to become one of the most-preferred world universities with our educational, research and cultural environment.
The mission and vision of YTU given above are determined and validated by University Senate decision with no. 2 and date 31.10.2002 / 16 and revised with the University Senate decision with the date and no. 01.03.2007 / 04.
http://www.yildiz.edu.tr/en/page/mission EN

Department of Architecture
During the 19th century in the reign of Sultan Mahmud Han II, the Ottoman Empire while going through a reorganization and reformation period, realized exclusive

reforms in the civil higher education in compliance with the recently growing necessities of the state. The highway and the railroad demand of the Empire, led to the necessity of schools for the education of engineers, architects and technicians who would work on the realization of the railroad and highway designs and projects.

One of these schools, the High School of Roads, Crossings and Bridges* was inaugurated in 1874 in Galata Palace under the provision of Ministry of Roads, Crossings and Bridges†. To complete the railway network connecting Istanbul to Europe, Hejaz, Iran and Russia more conveniently and rapidly, the conductor (technician) education given within The High School of Roads, Crossings and Bridges was separated into two and with its reduced three years education plan, another school started to provide education in a building on Divanyolu with the name of The Technician High School of Roads, Crossings and Bridges‡.

The architectural education was realized through special courses within this school, which constitute the foundations of YTU Department of Architecture (DoA). Those courses continued when the name of the school was changed into Public Works Science School§. In 1937 as the first technical school regarding the project of the Minister of Education Hasan Ali Yücel's "a technical school for every city", our institution started to provide education within the premises of Yıldız Palace. In the academic year of 1942-1943 the architecture education became a four-year based Architecture Division within the Istanbul Technical School.

A one-year graduate educational program started in 1959-1960 in the division of architecture. When Istanbul Technical School was reorganized into Istanbul State Academy of Engineering and Architecture in 1969, the Division of Architecture became a department and the masters degree education was organized under a two-year program. Istanbul State Academy of Engineering and Architecture was transformed into Yıldız University in 1982 following the new legislation by the Higher Education, then was renamed as YTU in 1992. In 1982, with the establishment of the Faculty of Architecture, the sub-departmental unit of Urbanism became a separate department by the legislation of the Higher Education. The faculty with its three departments of Architecture, Urban Design and Regional Planning and Restoration of Cultural Property was revised into its current position.

http://www.mim.yildiz.edu.tr/mim/1/Tarih%C3%A7e/16 TR

Our Department, which has been conducting a four-year education since 1942, contributed in the development of Turkey's professional progress in Architecture with over 7000 alumni. With more than 70 years of educational tradition YTU Department of Architecture (DoA) has aimed to provide a quality and future based education in national and international levels. Architects graduated from YTU DoA, have always been active members of the society in research and innovation with

* "Turuk-u Muabir Mekteb-I Alisi" with its name in the next periods the The Academy of Engineers ("Hendesehane-i Mülkiye/Mühendisin-i Mülkiye Mektebi"
† Turuk-u Muabir
‡ Turuk-u Muabir Kondüktör Mekteb-i Alisi
§ Nafıa Fen Mektebi

their sophisticated intellectual profiles. Today YTU DoA conducts education in bachelor and masters degree programs with its 60 faculty members.

Main Fields of Architectural Expertize in B.Arch Degree Program:
Building Design and Theory,
Building Science and Technology,
History of Architecture,
Restoration.

YTU DoA serves nine Masters and Ph.D. Degree program units within YTU Institute of Science and Technology:

Architectural Design,
Building Research and Planning,
Computer Aided Architectural Design,
Building,
Housing Production and Construction Management,
Building Physics,
Building Physics without thesis
History and Theory of Architecture,
Building Survey and Restoration,
http://www.bologna.yildiz.edu.tr/index.php?r=program/master EN

The graduate programs include masters degree programs with thesis (four semesters, 120 ECTS credits), masters programs without thesis (three semesters, 90 ECTS credits) and PhD programs (eight semesters, 240 ECTS credits). According to the institutional statistics, in 2017-2018 spring semester 1118 students are registered in the B. Arch. degree program conducted in Turkish language. 240 students are enrolled in 100% English B.Arch degree program. 762 students are registered in master programs with thesis and 36 students are registered in master programs without thesis. 220 students are also enrolled in PhD programs (Table 1).

Table 1: Number of Students in Bachelor and Graduate Programs in Architecture

	Total Number of B.Arch. Students		Total Number of Master Students		Total Number of PhD Students
	30% English	100% English Pr.	With Thesis	Without Thesis	
	1118	240	731	31	220
Total	**1358**		**982**		

Since its establishment our department is in joint work with universities worldwide. We are continuing our collaboration with ERASMUS+ Lifelong Learning Program within the EU Higher Educations Qualifications Framework. With the responsibility of being a rooted prescriptive institution of higher education, our department supported the local exchange program FARABI since 2006 and started to work within MEVLANA, which is another program aiming the exchange of students and faculty between higher education institutions in Turkey and abroad.

With its numerous studies on the implementation and monitoring of the international education standards, our department is a member of EAAE

(European Association for Architectural Education), ENHSA (European Network of Heads of Schools of Architecture) and CIB (International Council for Research and Innovation in Building and Construction).

The accreditation process of YTU DoA dates back to 1998. YTU DoA has been declared “very successful” in Educational Quality Evaluation-Accreditation work carried out by Council of Higher Education with international participation (Mc Gill University, Canada, and İstanbul Technical University, İstanbul) in 1997-1998 Academic Year.

In 2009 the Architectural Accrediting Board (AAB) that is an organization affiliated to the Union of Chambers of Turkish Engineers and Architects (UCTEA), found YTU DoA eligible for accreditation for 6 years with its bachelor program. The accreditation was renewed for another six-years period in June 2017 and is valid until June 2023. YTU DoA has applied to NAAB Substantial Equivalency in June 2013.

Our department, beside its formal educational program organized in accordance with its vision and mission, provides extra-curriculum opportunities for students to develop themselves in terms of profession, social life and culture through seminars, symposiums, congresses, exhibitions, workshops, competitions and many more events in national and international levels.

Program’s Mission

The valid vision and mission of the Architecture Program was formulated according to the SWOT analysis, prepared with the participation of external and internal stakeholders during the activities of the program “Continuous Rehabilitation of Education Quality, CREQ”, of which YTU Rectorate determined the main principles. The outcome of the program were published in the Architecture Department Education Program Report (May, 2003), approved by Department and Faculty boards. The report was presented to the Rectorate and approved by the decision of YTU Senate on 25 July 2003.

The mission of YTU Architecture Faculty Architecture Department is as follows:
“To be equivalent to national and international criteria in education; to be competent in theory and practice; to be able to create environments that is able to be responsive to aesthetical, technical, ecological, economic, cultural, historical, social, environmental, and etc. necessities; to raise intellectual and specialist architects who can consider necessary factors, who are creative, researcher and have innovative thinking, who have the ability and knowledge of theory, design and practice, who can cooperate at international level, who can adapt to the dynamisms of the present era, who have ethical values; and to raise faculty members who can generate knowledge in basic fields of architecture, who research and relate theory with practice, who are leaders, role models and authorities at national and international levels, and who have ethical values.”
http://www.mim.yildiz.edu.tr/en/mim/1/Vision---Mission/134 EN

Architecture Program Curriculum
In this section, USIS (Undergraduate Students Information System) Education Program and Bologna program, which are in effect in YTU DoA curriculum are presented.

USIS Education Program
There are several changes made in the education program of YTU Architecture Faculty Architecture Department, in accordance with the changes in the historical evolution, as stated in the historical development process of the University and the Department of Architecture (DoA)

The revision and Self-Assessment processes of the Architectural Education Program started with “Continuous Rehabilitation of Education Quality, CREQ”, the main principles of which were determined by YTU Rectorate and initiated in 2001. The new education program USIS, which also engaged an automated informational network to University's education was accepted by YTU Senate decision on 25 July 2003. The operational outline of the USIS Network has been given in detail in *Part II, Section 2.3. Curriculum Review and Development*, under the *USIS Network* topic, with expansion schemas of varying authorizations reserved for the students, the faculty and departmental administrators including the departmental executive staff. In this sense, USIS refers to both an educational program and a network based informational system. The aim of CREQ was to institutionalize a contemporary education program special to YTU. According to this aim, the main theme of the project was “to evaluate programs and revise them according to the evaluation results, to establish rehabilitation mechanisms and to make the necessary preparations for national and international accreditation.”

“Institutional and Educational Targets of DoA”, constitutes the foundation of the USIS Education Program. The targets determined with CREQ are as follows:

Institutional Targets
To provide a contemporary education for raising individuals who learn the ways to reach knowledge, who can continuously improve themselves, who can adapt to the dynamisms of the contemporary age, who are sensitive to the changing needs of today’s society and the environmental conditions, and who have an intellectual perspective;

To provide an educational and cultural environment, in which the academic staff and students can maintain self improvement according to their interests and talents, by organizing conferences, exhibitions, workshops and trips to enhance institutional cooperation in different fields of architecture.

Educational Targets
To educate architects who can consider architectural problems at analytical, conceptual and practical levels; who are able to develop individual approaches in different architectural contexts; who are able to reflect their ideas to practice and make independent decisions within professional ethics; who can contribute to production in social, cultural, economic, scientific and technological fields and use their knowledge for the advantage of the society and the humanity; who are able to become an authority in different fields like education, research and practice at

international standards; who have a leading personality; and to integrate these architects into world architecture.

USIS education program is developed according to certain knowledge and skills determined in the aim of the program. Course groups as well as their ratio within the whole are established according to the aim of the USIS education program. The conditions proposed for the architectural education by institutions such as UIA, RIBA, EU and NAAB are taken into consideration while designing the distribution of the course groups.

Bologna Program
Bologna Process in YTU
Bologna Process is a structural reform process that aims to create the European Higher Education Area. It is an international collaboration of many institutions on higher education and the result of the political will of 48 member countries. For all these countries, the main goal is to increase staff and students' mobility and to facilitate employability in the European Higher Education Area.[*] With this process it is also aimed to make Europe, including Turkey, a more desirable place for higher education and employement opportunities compared to other regions in the World. The Bologna Process aims to establish a balance between the diversity and unity. The target is to preserve the unique differences between higher education systems while making them comparable and compatible. This way it is planned to facilitate transfers from one country or one higher education system to the other, therefore increasing the mobility of students and faculty members as well as employement.

The main targets of the Bologna Process were listed in the Bologna Declaration (1999) as thus:
1. Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system
2. Adoption of a system essentially based on two main cycles, undergraduate and graduate. (In 2003 Berlin Declaration, it was agreed that besides two cycles the higher education should have the doctorate level as the third cycle, therefore starting from this period three cycled system was adopted as one of the main targets of the Bologna Process.)
3. Establishment of a system of credits – ECTS: European Credit Transfer System- as a proper means of promoting the most widespread student mobility.
4. Provide and promote the mobility of students, teachers, esearchers and administrative staff.
5. Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.
6. Promotion of the necessary European dimensions in higher education.
http://www.ehea.info/media.ehea.info/file/Ministerial_conferences/02/8/1999_Bologna_Declaration_English_553028.pdf EN

According to these targets, YTU has reorganized all of its programs and courses within Qualifications Framework in the European Higher Education Area and National Qualifications Framework in the European Higher Education Area in

[*] For more details on the Bologna Process see http://www.ehea.info EN

Turkey. The indicators of this system, European Credit Transfer System (ECTS) Label ve Diploma Supplement (DS) Label was granted to YTU by the related commissions of EU in June 2013. Since then, Bologna Process has been succesfully practiced in YTU, being revised and updated according to the continous improvement principle.

European Credit Transfer and Accumulation System
ECTS is a tool of the European Higher Education Area (EHEA) for making studies and courses more transparent and thus helping to enhance the quality of higher education. ECTS is a credit system designed to make it easier for students to move between different countries. Since they are based on the learning achievements and workload of a course, a student can transfer their ECTS credits from one university to another so they are added up to contribute to an individual's degree programme or training.

ECTS can be applied to all types of programs, whatever their mode of delivery (school-based, work-based), the learners' status (full-time, part-time) and to all kinds of learning (formal, non-formal and informal). The system is used across Europe for credit transfer (student mobility) and credit accumulation (learning paths towards a degree). It also informs curriculum design and quality assurance.

Institutions which apply ECTS publish their course catalogues on the web, including detailed descriptions of study programs, units of learning, university regulations and student services. Course descriptions contain learning outcomes (what students are expected to know, understand and be able to do) and workload (the time students typically need to achieve the learning outcomes), expressed in terms of credits. In most cases, student workload ranges from 1,500 to 1,800 hours for an academic year, and one credit corresponds to 25-30 hours of work. Credit transfer and accumulation are helped by the use of the ECTS key documents (course catalogue, learning agreement, and transcript of records) as well as the Diploma Supplement.
Source and more information:
https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-system-ects_en EN

In Bologna program, the minimum grade point average (GPA) in the first cycle (bachelor) is 2.00 out of 4.00 and in order to graduate, the minimum passing grade for all courses –except for Graduation Thesis- is DC. For Graduation Thesis the minimum passing grade is CC.* Minimum ECTS required for graduation is 240 in a bachelor program. In addition, the students need to complete their compulsory internships in the determined period and quality.

The institutional and educational objectives of YTU DoA was influential on the reorganization of the curriculum according to the Bologna process. The objectives of DoA are listed below.

Objectives
Yıldız Technical University, Faculty of Architecture, Department of Architecture aims to educate architects with the following attributes;

* See Section II.2 for achievement grades.

- To be competent in the fields of theory and practice; to be able to create environments meeting the aesthetical, technical, ecological requirements, to have creative, analytical, innovative thinking skills,
- To provide an interdisciplinary collaboration to have professional ethics, continuing training, to be sophisticated, self-confident, honest, in peace with the society and himself, able to self-criticize, unbiased and authentic,
- To understand the relations between people and buildings, assess the building and the environment they're located, the building-space relations in accordance with human scale and requirements, to have the awareness and responsibility including the architectural heritage,
- To have the ability meeting the aesthetical and technical requirements within the design process,
- To have knowledge about Architecture Theory and History and related arts, technologies and human sciences.
- To have knowledge on planning process, urban design and planning
- To have knowledge about fine arts affecting architectural design quality
- To have an idea and knowledge about architectural profession and the architects role in society
- To have knowledge about methods regarding research and evaluation on architectural design
- To have knowledge about structural systems, construction technology, construction techniques and engineering problems in building design
- To have knowledge about physical environment problems and technologies regarding comfort conditions
- To have knowledge about industrial sectors, organizations, regulations and processes regarding the transformations of design concepts and user requirements into buildings and combination of architectural plans with a general planning,
- To have knowledge about sustainable design, environmental preservation and improvement,
- To have knowledge about project financing, project management and cost control,
- To have knowledge about research methods and reporting techniques which act as an integral part of architectural education.

http://www.mim.yildiz.edu.tr/en/mim/1/Objectives/135 EN

The DoA curriculum and educational outcomes were modified in accordance with ECTS defining the program outcomes in line with its mission.

Program Outcomes

According to the educational and institutional targets, DoA program outcomes were determined in Bologna Process as:

1. Research and Critical Thinking Ability: The program gives ability to reach, record, evaluate and apply information, to express abstract thought, to asses opponent views and to test criteria and standards

2. Graphic Representation Ability: The program gives ability on architectural design and presentation skills using both traditional methods and computer aided technologies at every stage of the design process

3. Legal Responsibilities, Ethical and Professional Judgment: The program provides awareness on legal responsibilities of an architect on

subjects that affect design issues such as public health, property rights, zoning and housing regulations, user requirements and rights.

4. Understanding of Historical Sites and Preservation: The program provides awareness on historical sites and their preservation, and gives knowledge on essential techniques required for documentation and restoration of historical monuments and sites.

5. Understanding of World Architectural History: The program gives insight on architecture, landscape architecture and urban design; and global and vernacular values, climatic, technological, socio-economic and cultural factors that affect their development and sustainability and to comprehend the effects of historical heritage.

6. Formal Composition and Design Skills: The program gives insight on the development and application of visual perception and presentation skills in architectural and urban design and gives ability to apply architectural principles on site, building and interior level.

7. Environmental Systems and Sustainable Design: The program gives insight on basic principles of environmental systems and sustainable design skills for protection of natural and artificial resources, healthy buildings and built environments

8. Structural Systems: The program gives insight on principles of structural systems, behavior of structures to vertical and horizontal forces, development and applications of contemporary structural systems

9. Integration of Building and Service Systems: The program gives ability to asses, select and integrate structural, environmental, roofing and service systems such as plumbing, electricity, vertical transportation, communication, fire protection and safety.

10. Building Materials and Their Applications: The program gives insight on production of building materials and their components, implementation principles and standards.

11. Construction Management and Application Skill: The program gives insight on organization of architectural office, business planning, marketing, financial and project management, risk reduction and leadership and provides awarness on globalization that affects the basic principles of profession, its diversity and expanding boundries.

http://www.bologna.yildiz.edu.tr/index.php?r=program/view&id=50&aid=38 EN

In 2013-2014 academic year, the first Bologna curriculum had gone into effect. Every five years the Bologna program is required to be updated. In 2017-2018 fall semester, the revised DoA Bologna curriculum was approved. The curriculum determined according to the requirements of the program outcomes and Bologna system is given in Table 2.

One aspect of the curriculum revision in 2018 was introduction of Occupational Health and Safety 1 and 2 compulsory courses according to the requirements Council of Higher Education*. In addition, the groups of elective courses were reorganized.† In 2013 curriculum, the electives were divided into six groups, however through time it was realized that having such a divergent range of electives was not very productive for the students with the feedback of academic

* See http://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf TR
† The ratio of elective courses in the curriculum is still 30% as in 2013 curriculum.

staff and the students. The number of electives opened in each semester was not enough for students and there were differences in the number of electives allocated for each group (since there cannot be too much divergence in speacilizations in the bachelor level). Thus, elective courses were separated into three groups: (1) design, (2) building technology and (3) history and culture. During 2017-2018 academic year, new electives were opened for each of these groups. In addition, social electives were revised during the curriculum revision.
http://bologna2018.yildiz.edu.tr/index.php?r=program/view&id=50&aid=38 EN

The requirements of the current curriculum is taking 45 compulsory courses, 17 elective courses and completing 90 days of internship. The ratio of elective courses in the currriculum is 30%. The elective courses are divided into two: social elective courses (6) and professional elective courses (11), which are listed in Table 3. There are three internships for 30 work days each and each internship is evaluated with 3 ECTS.

In 2013-2014 academic year YTU DoA has also started a dual education with the same curriculum in which the teaching language is 100% in English in one and 30% in the other. In 2017-18 academic year, 144 students were admitted to 30% English program, while 52 students were admitted to 100% English program.

YTU provides a one-year of preparatory English courses by the Vocational School for Foreign Languages to all its enrolled students (both 30% and 100% English conducted programs). The School of Foreign Languages evaluates the proficiency tests in English each year and ones who pass can continue to their enrolled programs.

Table 2: 2018 DoA Curriculum

1. YEAR - 1. TERM	3. YEAR - 1. TERM
Turkish Language 1	Architectural Design 4
Advanced English I	History of Architecture 3
Mathematics	Building Physics 1
Introduction to Architectural Design	Structural System Design 2
Princip.of Atatürk and Hist. of Mod.Turkey I	Urban Pl.and Urban Dev. Law
Architectural Presentation Techniques	Elective 1-1
Building Theory and Design 1	Elective 2-1
Basic Design	Elective 3-1
1. YEAR - 2. TERM	3. YEAR - 2. TERM
Building Theory and Design 2	Architectural Design 5
Turkish language 2	History of Architecture 4
Princip. of Atatürk and Hist. of Mod. Turkey II	Building Physics 2
Advanced English II	Proc. and Prog. in Mod.Constr. Ind.
Architectural Design 1	Analysis of Historical Buildings
Statics and Strenght of Materials	Elective 1-2
Building Materials	Elective 2-2
Constructional Elements of Building 1	Elective 3-2
2. YEAR - 1. TERM	4. YEAR - 1. TERM
Computer-Aided Design	Architectural Design 6
Reading and Speaking in English	Internship 3
Social Elective 1-2	Conservation and Restoration
Architectural Design 2	Constr. Man.t and Economics
History of Architecture 1	Installation Knowledge
Structural Analysis in Architecture	Elective 1-3
Constructional Elements of Building 2	Elective 2-3
Internship 1	Social Elective 1-6
Occupational Health and Safety 1	
2. YEAR - 2. TERM	4. YEAR - 2. TERM
Introductory Computer Sciences	Architectural Design 7
Social Elective 1-3	Graduation Thesis
History of Architecture 2	Business English
Structural System Design 1	Elective 3-3
Social Elective 1-4	Elective 1-4
Social Elective 1-5	Elective 2-4
Architectural Design 3	
Internship 2	
Occupational Health and Safety 2	

Table 3: Elective Courses in DoA Curriculum

PROFESSIONAL ELECTIVES
GROUP 1: DESIGN
Design Thought with Concepts in Architecture
Integrated Design in Building Information Modeling
Scale and Representation in Architecture
Modeling
Modelage
Aquarelle Technique
Freehand Drawing
Perspective and Shadow
Sketching Techniques
Architectural Environment and Psychology
Landscape Design in Architecture
Barrier-Free Architecture
Space Concept in Architecture
Building Information Modelling
Design Ideas and Infographic Presentation in Architecture

Proportion in architecture
Architectural Photography
Computer Aided Design
Architectural Animation
Socio-Cultural Themese in Architectural Design
Architectural Approaches to New Building Design in Existing Environments
House and Cultural Sustainability
Architecture and Coastal Zone
Shape Grammars
Continuity in Architecture
Design Principles of Stadium Buildings
Architectural Design Culture Context
Istanbul with Drawing
GROUP 2: BUILDING TECHNOLOGY
Evaluation of Structural Wastes in Structure Life Process
Proction-Use Cycle Of Building Materials
Reinforced Concrete in Architecture
Noise Control in Architecture
Production and Consumption Process of Space
Design of Steel Structures
Earthquake Factor in Design
Structural Problems in Transformation of Residences
Fire Protection in Buildings
Water and Humidity Problems
Building-Health Relation
Timber Usage in Buildings
Solar Control
Heat-Humidity
Daylighting
Lighting
Climatic Building Design
Topographical Surveying in Architecture
Application in Architecture and Planning
Alternative Energy Use in Architecture
Construction Technology
Standardization and Modular Coordination
Construction Project Management
Construction Site Management and Organization
Structural Systems of Multi-Storey Building
Large Spanning Structures
Advanced Concrete Technologies in Architecture
Rehabilition of Buildings
Facade Systems of Buildings
Contemporary Structural Systems
Passive Heating Systems
Risk in Architecture
Room Acoustics
Interior Colour Design
Life Cycle in Architecture
Construct of Structural Systems In Electronic Environment
Statistics for Applied Science
GROUP 3: HISTORY AND CULTURE
Space and History in cinema
Historical Gardens
Current Approaches In Cultural Heritage Preservation
World architecture after 1970's
History of Construction
Turkish art

Urban Archeology
The Period of Sinan the Architect
History of Architecture Profession
Turkish house and ıts conservation
The İslamic Architecture in Middle East
Modern Architectural Heritage
History of Architectural Thought
Current architects
Modernity problematics in Design and Art
Conservation and tourism
19th century building and architects in İstanbul
Westernization Period of İstabul
Interior decoration of 19th century buildings
SOCIAL ELECTIVES
Political Developments and Social Movements in Twentieth-Century
Philosophy of Science
Communication in Contemporary Society
Environment and Ecology
Democracy Culture Principles and Institutions
Philosophy of Education
Economic Policies and Applications
Introduction to Philosophy
Human Rights
Istanbul: Past, Present, and Future
Cultural Studies and Identity
Modernity and Consumer Society
The Social Structure of Ottoman Empire
Introduction to Psychology
Political Ideologies: Theory and History
Political Philosophy
Sociology
History and Cinema
Women in Social Transformations
Social Structures and Historical Transformations
History of Art
History of Science
History of Architecture
History of Civilization
Introduction to History of Art and Architecture
Archeology
Introduction to German Language Skills
German Language Skills
Advanced German
Reading &Speaking in German
Business German
Education of Basic Techniques in Basketball
Education of Basic Techniques in Korfball
Soccer and Basic Movement Teaching
Education of Basic Techniques in Volleyball
Education of Basic Techniques in Handball
Tennis Technic and Tactic Education
Principle figures of the folk dances
Education of Fundamental Swimming Techniques

I.1.2.Learning Culture and Social Equity

The university rectorate is comprised of the rector, who is a senior professor at YTU, and three vice rectors, specialized on different domains, such as education, research and planning, and administration. Currently, Prof. Dr. Göksel Ağargün is appointed as the vice rector related with education and curricular matters. According to the administrative structure of YTU, there are various boards for representing the faculty, the academic staff and the students at different levels: University Executive Board, Senate, Faculty Board, Faculty Executive Board, Department Board and Academic Board.

The University Executive Board, the highest decision-making body in YTU for administration, is comprised of the rector and the deans of all faculties in YTU. The student representative of the university can also join the board meetings without a right to vote. The Executive Board of YTU is responsible for preparation of the strategic plan and evaluation of the university performance.

The Senate is the highest body in YTU for academic matters and constitutes of the rector, vice rectors, deans of all faculties, heads of all institutes, as well as a representative chosen from the academic staff from each faculty. The student representative of the university can also join the board meetings without a right to vote. Currently, Prof. Dr. Gülay Zorer Gedik, the Architecture Faculty dean, and Prof. Dr. Can Binan, are appointed to attend the Senate as the faculty representatives.

At the faculty level, the Faculty Board is involved with curricular matters and comprises of the dean, the sub-department chairs, as well as representatives of professors, associate professors, assistant professors and research assistants. At the Department level, the Department Board meeting is held every week with the Department head, vice heads, sub-department chairs and research assistant representative. The sub-departments also meet regularly and discuss the issues regarding curricular matters. All academic staff in a sub-department is expected to participate in the meetings.

YTU Strategic Plan in effect today was prepared and approved in 2016 and is valid until 2020. The process for the preparation of the current Strategic Plan (2016-2020) was initiated with the collection of individual plans prepared by all the academic units. These plans were presented to the Directorate of Strategic Development. The process continued with the evaluation of individual plans by the Academic Evaluation and Development of Academic Quality Board. In addition to the individual plans, statistical information regarding the present condition of the university and surveys for self-evaluation of the university that are applied to academic staff, students and administrative staff, are evaluated to support the formulation of the Strategic Plan. In addition, DoA is currently working on developing a more comprehensive strategic plan, which is explained in detail in Section I.1.4. Long Range Planning.

YTU 2016-2020 Strategic Plan:
http://www.stg.yildiz.edu.tr/images/files/Yildiz%20Teknik%20Universitesi%202016-2020%20Stratejik%20Plani.pdf TR
Directorate of Strategic Development:
http://www.stg.yildiz.edu.tr/ TR

The diversity of the student profile is determined by the national and international agreements with numerous higher education institutions, which creates a multi-cultural environment supporting social equity. There were 10 incoming students from European universities with the ERASMUS+ student exchange program in 2017-2018 academic year. The ERASMUS+ bilateral agreements between YTU DoA cover 38 institutions within European countries and the listed number of students subject to exchange in 2017-2018 academic year is 38. Each year, a varying number of students enroll to YTU DoA for a one or two term period with the ERASMUS+ student exchange program. ERASMUS+ Bilateral Agreements can be viewed from:
http://www.eu.yildiz.edu.tr/sayfa/3/MİMARLIK-FAKÜLTESİ/155 TR

Additionally, FARABI student exchange program covers the national higher education institutions in different cities of Turkey and the number of incoming students with this program was 10 for the academic year 2018-2019.
http://www.farabi.yildiz.edu.tr TR

MEVLANA student exchange program cover the exchange of students between YTU DoA and Turkic Republics, Balkan Counties, Countries of former Soviet Russia, and Far East.* http://www.mevlana.yildiz.edu.tr/en EN

There are also free mover exchange students from around the world, international lateral transfer students (students transferring to YTU DoA from international architecture schools) and students who are designated by the Council of Higher Education and have an international architecture degree with less than 240 ECTS†. Apart from those exchange program agreements, the DoA designates a quota of different numbers of students for foreign students and students with Turkey scholarship‡ (in total 18 students for DoA, 6 students for DoA in English). The exams for foreign students (FSE) are conducted by the Foreign Students Office of YTU each year in mid-July. The quota for the number of national students in the SPT/AYT conducted by the SSAC/ÖSYM is 144 for the 2017-2018 academic year for DoA and 52 for English DoA, including the quota for first ranking students§. The number of total students accepted to the Architectural Department and the percentages of national and international students are given below. According to 2017-2018 data, 225 students are enrolled annually in YTU DoA (Table 4). In addition, in the Table 5, a more the detailed inventory of enrollment types is presented.

* MEVLANA student exchange program countries: Albania, Azerbaijan, Bosnia and Herzegovina, Macedonia, Ukraine, Malaysia, China.
† In order to be officially accredited as an architect, these students need to take additional courses as required by the Council of Higher Education.
‡ Turkey shcolarship is offered to all country citizens except for Turkey. https://www.turkiyeburslari.gov.tr/EN
§ According to the Law no 2547 on Higher Education, a limited quota is allocated for first ranking students who participate and found eligible in the Departmental Allocation Exam.

http://www.ogi.yildiz.edu.tr/images/files/3-Yıllara Gore Ogrencı Kontenjanları ve Yerlestırılen Ogrencı Sayıları (Guncelleme 20_11_2017)(1).xlsTR (The link provides an excel chart. The information related to Department of Architecture can be found in 2017-2018 tab, lines 76-77).

Table 4: Student Diversity for 2017-2018 Academic Year[1]

Student Diversity (2017-2018)	Numbers	%
Departmental Allocation Exam SPT/AYT (conducted by SSAC/ÖSYM)	140	62,3%
Quota for first ranking students*	4	1,8%
Vertical transfer	11	4,9%
Lateral transfer (national and international)	6	2,7%
Lateral transfer from other departments of YTU	4	1,8%
Double major	11	4,9%
Lateral transfer	10	4,4%
Foreign Students Exam (FSE) Conducted by YTU Foreign Students Office**	15	6,7%
Students with Turkey scholarship	1	0,4%
ERASMUS Student Exchange Program (International) incoming students	10	4,4%
FARABI Student Exchange Program (Nation Wide) incoming students	10	4,4%
Free Movers	3	1,3%
Number of Total Students Enrolled Annually	225	%100

(1) http://www.ogi.yildiz.edu.tr/images/files/3-Yıllara Gore Ogrencı Kontenjanları ve Yerlestırılen Ogrencı Sayıları (Guncelleme 20_11_2017)(1).xls TR

Table 5: Enrollment Types of Students for 2017-2018 Academic Year

2017-2018 Department of Architecture Types of Students	Architecture	Architecture (English)
2017-2018 SPT/AYT by SSAC/ÖSYM		
Published in the guidebook	140	50
Number of first ranking students in the guidebook	4	2
Total	**144**	**52**
2017-2018 Number of Students Placed by Student Selection and Allocation Center (SSAC/ÖSYM)		
Placed with 2017 SPT/AYT	144	52
Registered from Placed with 2013 SPT/AYT	144	52
Total	**144**	**52**
Students From Foreign Nationalities		
Foreign Students Exam (FSE) Quota	18	6
Registered from FSE	15	4
Scholarship of Ministry of Education	-	-
Students from Turkic Republics	-	-
Turkey scholarship	1	0
Total	**16**	**4**
2017-2018 Vertical Transfer		
Published in the guidebook	11	4
Placed with Vertical Transfer Exam (VTE)	11	4
Total	**11**	**4**
2017-2018 Lateral Transfer Between Universities		
Quota (national & international)	10	-
Registered	6	-
2017-2018 Lateral Transfers within the University		
Quota	8	5
Registered	4	0
2017-2018 Double Major		
Quota	55	18
Registered	11	0
2017-18 Lateral Transfers Placed with Central Placement Grade		
Quota	42	15
Registered	10	1
TOTAL NUMBER OF REGISTERED STUDENTS	202	61

http://www.ogi.yildiz.edu.tr/images/files/3-Yıllara Gore Ogrencı Kontenjanları ve Yerlestırılen Ogrencı Sayıları (Guncelleme 20_11_2017)(1).xlsTR (The link provides an excel chart. The information related to Department of Architecture can be found in 2017-2018 tab, lines 76-77).

As for academic integrity against cheating and plagiarism, in 1999 Academic Ethics Commission was established with the initiative of YTU Rectorate and the Senate. This Commission consists of five members of YTU academic staff, appointed by the Senate. The mission of Academic Ethics Commission is to advise the Rectorate for ethical issues within the university, as well as to publicize and disseminate scientific ethical norms.
http://www.aek.yildiz.edu.tr/ TR

Studio Culture
Architectural design studio is one of the most important tools to develop design thinking for architectural education. The skill of finding design solutions and gathering information from various fields about a design problem are provided to students within the scope of studios. In the studios, it is aimed to clarify the given problems to the student and discuss form-function-environment relations in the studio. Another main target of the studio is to discuss the physical and social aspects of each project.

The studio allows the discussion of different ideas of projects by means of relating both the architects with the students and the students with each other. In this sense, a kind of design system, which attempts to investigate all aspects of the project and aims to create a dynamic discussion environment with regard to design studios, which is conducted by the whole Architecture Department, is adopted. Project system is performed as design studios beginning from Introduction to Architectural Design (IAD) studio of first semester to Graduation Project (GP) of eighth semester.

The aim of studio culture is to achieve a design studio system which is formed both according to inner dynamics of project groups and studio group instructors from the early design phase to the final product phase within the definitions of the building program determined by the coordinator, the studio supervisors and the jury members. Definition of the different levels of design problem by student, contribution of inner-critics and different disciplines (seminars, conferences, etc.), discussions on theoretical approaches and methods of problem solutions are parts of the studio culture. In addition, continuous usage of classrooms is an important feature that supports working in the design studios.

Studio culture reflects the polyphony of architectural profession and enriches the design process with the projects developed through different perspectives. The fundamental objectives of studio works are summarized as follows:

- to discuss and evaluate the design products with studio supervisors, jury members and professionals at different platforms,
- to produce different approaches of design,
- to encourage active participation of students,
- to produce a creative, inquiring and participating student profile.

Architectural Design Courses and the Studio Work

Studio work, as an indispensable part of architectural education, constitutes the basis of the architectural curriculum. Design courses cover 46 credit hours out of 160 hours of architectural education in the curriculum with a total rate of 28.75% from MIM1011 Introduction to Architectural Design to MIM4012 Graduation Project (Architectural Design 7).

MIM1011 Introduction to Architectural Design course is the beginning of Architectural Design courses in which the knowledge through out the architectural education is interpreted around a design problem and turned into a design proposal. Taken each and every single educational term, Architectural Design courses are compulsory for each student and are qualified as the spine of architectural education. Each Architectural Design course is the prerequsite for the following one, that is to say each Architectural Design Course have to be taken in a sequence and only one can be taken per every single semester.

In Architectural Design Courses, students are expected to associate and use the knowledge that they acquired in theoretical courses presented in the curriculum. Besides the association of different information acquired from those domains, in Architectural Design, the elaboration and interpretation of the design idea is expected which differs according to the nature of the design problem, the changing environmental input and the personal choices of the Architectural Design course students.

Taking a look at the history of the architectural design, one can observe the legacy of Ecolé des Beaux-Arts in France and Bauhaus design school in Germany on the instruction of the Architectural Design Studio. The educational methods of those historical schools involve the transfer of knowledge and experience of the scholars and professionals well acquainted with the different forms of arts in a master and apprentice relationship. Studio education however, has evolved in time into a process where the tutor and the tutee cooperatively construct the knowledge of design and architecture. The production of knowledge in the studio is not limited with the personal capacitance of the tutor. The studio tutors do not impose a design idea but lead the design process and lay the options before the participants of the studio. Alternatives are explored collectively. However, the responsibility to opt for an alternative is of student’s.

Studio demands a regular and steady participation. That is why the Architectural Design Courses are appointed with local credit hours for practical study indicated in the curriculum. Students are required to participate in at least 80% of the credit hours of the studio.

Studio education implies the development of an architectural design in line with the defined design problem, program and outcome. Through this process seminars, excursions, readings and discussions are introduced in the studio work. A significant part of this process is the critiques brought about by the group instructors of the studio. Apart from the group instructors, a coordinator is responsible from each Architectural Design Course for every single semester starting from MIM1011 Introduction to Architectural Design to MIM4012 Architectural Design 7. The main responsibility of the Architectural Design Studio

Coordinator is to organize student groups and group instructors, their spatial and curricular requirements and activities. To support the progress of Architectural Design process in the studio, the coordinators organize field trips to design sites, thematic seminars, workshops, etc. The coordinators determine the theme and approach of the design studio in collaboration with the group instructors in compliance with the aim and content determined in the curriculum of YTU DoA. Generally the Architectural Design studio groups are composed of 10-15 students.

Studio education also requires the evaluation of the projects within the periods predefined in the course program. The evaluation of the architectural design product is achieved by reference to a juridical evaluation. A Jury is established to represent a collective critical review comprised of studio tutors and invited scholars and professionals. Jury session, unless otherwise acknowledged, is open to review of all students. In general, two being in the midterm and one at the final stage of the design, three Jury sessions are held each term.

DoA Studios are considered a place for collectivity where the participation and contribution of each individual is regarded essential to the acquisition of the architectural knowledge and experience.

MIM4012 Architectural Design 7 of 4th year 8th semester is a turning point for the education process of the students of DoA. It is carried out as an independent, controlled dissertation project. The faculty members who want to supervise MIM4012 Architectural Design 7 present their proposals including the design studio theme and architectural program to the DoA at the beginning of each semester. The number of students and graduation studios, the content and the equivalency of graduation studios are examined in coordination meetings organized by the DoA. Each group is arranged with an average of 30 students, though this number can vary each semester. At least 2 midterm juries are performed in MIM4012 Architectural Design 7 as recommended by the Department. The composition of jury members includes scholars and professionals form different fields of expertise in architecture.

I.1.3.Response to the 5 Perspectives

A. Architectural Education and the Academic Community

Teaching: YTU DoA is mostly associated with Department of Urban and Regional Planning. Besides contributing to the academic curriculum of DoA, Department of Urban and Regional Planning offers some formal and informal activities (seminars, exhibitions etc.).

YTU DoA is also associated with Department of Civil Engineering. On the other hand, informal activities of the Faculty of Art and Design have opened a new perspective not only for their students and academic staff, but also for Architecture Department students and academic staff. Besides, our Department has relations with Mechanical Engineering and Electrical-Electronics Engineering Faculty, Faculty of Arts and Design, School of Foreign Languages in terms of joint courses. In addition, academic staff of our Department also gives courses at mentioned departments. Faculty members of our Department make contributions to some private and state universities as well.

Besides teaching activities, our faculty is engaged with the development of architectural education with regard to its changing nature. Therefore, our Department participates in MOBBIG (Communication Group of Heads of Architecture Departments) annual meetings since 1996.
http://www.mobbig.org/) TR
"Architecture and Education Congress" organized biannually by the Architecture faculties in Turkey and Chamber of Architects of Turkey (CAT) since 2001:
http://www.mo.org.tr/mek/ TR
EAAE (European Association for Architectural Education) is also followed by our department on international level:
http://www.eaae.be/wp/ EN

Community engagement and service: YTU DoA academic members actively participate in expertise reports, Municipality counseling, training programs in Continuous Education Center; work as representatives of UCTEA and involve in memberships in ICUS (International Center of Urban Studies), Research Center of Historical Peninsula and TAMIR (Research Center for Preservation of Historical Heritage). With its curricular organization, public seminars, conferences, exhibitions and collaboration with international and national organizations, YTU DoA is actively involved with the urban and architectural environment. As mentioned in Section I.1.2, DoA faculty staff participates in various administrative boards within the university, namely the University Executive Board, the Senate, the Faculty Board, the Faculty Executive Board, the Department Board and the Academic Board.

DoA academic staff contribute to international collaboration in education and research with various world-wide recognized institutions, such as ICOMOS (International Council of Monuments and Sites), CNRS-INHA (Le Centre National de la Recherche Scientifique), IASS (International Association for Shell and Spatial Structures), CIB (International Council for Research and Innovation in Building and Construction); as well as national collaboration with İstanbul Bilgi University, Istanbul Technical University, Tekirdağ University, Kocaeli University, Bahçeşehir University and other institutions to organize workshops, seminars, conferences, etc. These activities improve the intellectual structure of the architecture program as well as provide establishment of collaborations beneficial for the society.

Scholarships: Apart from the Higher Education Student Loans and Dormitories Institution that serves as a part of the Ministry of Youth and Sports and provides support for higher education students across Turkey, in order to help students who have economic constraints and to motivate them by rewarding their success, YTU has its own scholarship system. Student Counsellorship and Advisory Center (ÖREM) was established in YTU for answering students' need in scholarships, accommodation, social and psychological counseling.
http://www.bursburosu.yildiz.edu.tr TR

Apart from YTU scholarships, YTU Foundation (YTUV), YÜMFED (Yıldız Association for Architecture, Education and Culture), Alumni Association (YTUMED), Çağdaş Yıldızlılar Foundation (ÇYD) provides scholarships as well. Besides these, Student Counsellorship and Advisory Center (ÖREM) coordinates the scholarships offered by other foundations, institutions and persons outside the university and helps the students in need to receive them. To receive these

scholarships, although the student's academic standing has an effect, these scholarships are not rewards given to successful students, but rather, they are supports offered to students who have difficulty in pursuing their education.
http://www.ytuv.org TR

Scholarships may be as much as to provide the student's monthly expenditure such as food, lodging, course material, clothing, transport, etc. The scholarships are offered according to the student's economic condition and in some cases, the student may receive more than one scholarship. At the beginning of each academic year, during the registration period, from over 4000 students who apply for scholarship, 2000 are chosen via computational elimination and are invited for an interview, thus the ones that are definitely in need are tried to be spotted.

B. Architectural Education and Students

Students of YTU DoA are capable of living in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected. As presented in the Statistical Reports *(Part I, Section 3.1)* and in the Human Resources section *(Part I, Section 2.1)* of this APR, majority of the YTU DoA students are elected from the first percentile of the young members of population by the Student Election and Allocation System (SEAE/ÖSYS) regulated by the Council of Higher Education (CoHE) of Turkey.

YTU DoA provides its students with a diversified educational and cultural medium which is nurtured by Social Electives (electives from the complete list of electives of non-architectural departments from arts and humanities to social and applied sciences and linguistics) and facilities provided in the various campuses of YTU located in different locations of Istanbul. As an integrated Global City, Istanbul provides a cultivated setting for the students of Architecture. In YTU DoA, the curriculum is so designed that students get use of this asset of the city through excursions to international construction sites and in situ lectures and seminars. Speeches given by leading professionals that author latest architectural practices also enrich the architectural accumulation of students. The extra-curricular events and activities are enlisted in the resources section of this APR *(Part I, Section 1.2).*

In respect to its nature, architectural education has to be carried out in one on one basis with students. This relation has a multi-dimensional structure both in educational and professional perspectives. The academic staff of YTU DoA aim to provide an architectural education compatible with the individual learning pace of the students as well as to develop leadership skills and teamwork that are necessary for being a competent professional. The typical faculty-student ratio provided in the studio is 1:14, in order to achieve an efficient interactive learning medium for the students. Starting from the first year, the students get to meet professionals from the fields of architecture and fine arts and visiting lecturers from different countries. In addition, internship and exchange programs in Turkey and abroad, provided by various programs, such as LLP Erasmus Plus Program, bilateral agreements made with other countries, and IAESTE (International Association For the Exchange of Students For Technical Experience) allow the students to have international experience both in the academic and the professional realm.

In DoA, one of the main targets of architectural education is to improve the individual and collective learning pace of students by utilizing innovative teaching methods. For the development of investigative skills of analysis, research and resourcefulness, students are frequently exposed to research assignments in both theoretical courses and design studios. Sharing their individual works with their peers contributes to the introduction of new ideas, to the enhancement of presentation and public speaking skills, which also helps the improvement of individual communication and self-evolution of the students. Improving student teamwork provides significant benefits in terms of future professional life; taking into account that architectural product is the sum of the joint efforts of different expertise fields. The ability to carry out teamwork is encouraged through formal and informal education such as workshops, excursions, seminars, exhibitions, etc. Students are oriented to do teamwork in theoretical courses as well. Composition of work groups gives students the opportunity to improve themselves in sharing the workload, practicing leadership and communication. In design studios, producing a part of a teamwork project transforms the architectural design into a collective production. Such teamwork activities facilitate the improvement of certain skills, such as collaboration, task sharing, and time management. The teamwork is also supported by informal activities organized by the faculty of DoA, various national and international institutions as well as YTU DoA students, as explained in detail in Section I.1.2.

YTU architecture students also attend workshops organized by various institutions and research centers (UCTEA, EASA, ICUS, AURA, etc.) that are announced in public spaces and websites by posters by the department.

Such events provide a significant contribution to strengthening of institutional commitment, organization ability, teamwork and leadership of students as well as to adapting to their profession. To participate in design competitions in groups is also beneficial to the development of the skills listed above. Study desks placed in common areas in the faculty building allow students to perform activities for exchanging ideas at the same or different levels of education. The faculty is transformed into a living architecture medium particularly before and during juries and project submissions.

The above-mentioned structure does not only include architectural platforms, but also tries to cover other design fields associated with architecture. The participation in different design fields and art competitions associated with architecture is encouraged. Activities such as architecture and film week also stimulate our students to establish relations with other art and design fields. Our department gives opportunities to the students who have different interests and talents with a wide range of elective courses (architectural photography, landscape, archeology, water-coloring, forensic architecture etc.), which can be reviewed in elective course descriptions.

For the academic curriculum, field trips and site visits consist an important part of the architectural education and is an effective tool for recognition of different cultures, communities and contexts. In Architectural Design studios, as well as in theoretical courses field trips are organized for the students to observe the physical and social environment and building relations. In this manner, the city, in which our

institution is located, serves as an extensive design laboratory. The history, culture and environment of Istanbul enable students to experience different urban and architectural aspects. Besides Istanbul our department realizes also trips to numerous cities in Turkey, such as:

February 2018,	Architectural Design 7, Çanakkale
February 2018,	Architectural Design 7, Dereköy, Kırklareli (Turkish-Bulgarian border)
February 2018,	Architectural Design 7, Kapadokya
September 2018,	Architectural Design 7, Muğla
September 2018,	Architectural Design 7, Tirilye, Bursa
September 2018,	Architectural Design 7, Sinop

C. Architectural Education and the Regulatory Environment

YTU DoA has a close relationship with Chamber of Architects of Turkey (UCTEA/CAT). Established in 1954, CAT has an active role in architectural practice and its regulation. According to the Regulation of Freelance Architectural Practice, License and Professional Supervision, the licensing of architects and architecture firms are regulated by CAT. A graduate with a diploma of an Architecture Department has to apply CAT to get license*. If the graduate has a diploma from a foreign institution, first it has to be accredited by the CoHE. To get an architecture firm license, an architect has to apply CAT with architecture diploma and official firm registration by Chamber of Commerce. According to protocols signed with municipalities, the architectural projects are controlled by CAT, before they are presented to the municipality for approval. In addition, CAT regulates architectural project competitions according to the rules and regulations determined by CAT and UIA.

http://www.mimarist.org/mimarlar-odasi/mimarlar-odasi-hakkinda.html TR
http://www.resmigazete.gov.tr/eskiler/2005/06/20050602-4.htm TR (The Regulation of Freelance Architectural Practice, License and Professional Supervision)

The joint internship programs and workshops with İstanbul Metropolitan Branch of UCTEA/CAT and Architectural Foundation and institutes such as, The Building Information Center (YEM), Construction Center (YM), and the Architectural Portal ARKITERA provide a preparatory process for the students towards their future professional life. YTU DoA aims to build bridges with these institutions by organizing competitions, exhibitions, events and meetings cooperatively. Some of DoA's joint activities in the years 2017-2018 can be listed as the Chamber of Architects Urban Dreams Workshop, SMGM Continuous Professional Development Center Education Programs of CAT, and MOBBIG Architecture and Education Assembly (45th, 46th and 47th Meetings).

Compulsory internships in YTU DoA curriculum (MIM2001 Internship 1, MIM2002 Internship 2, and MIM4001 Internship 3) allow the students to gain an insight into the professional realm of architecture. The details of internship are explained in detail in Section II.1, under Realm C.

* In accordance with UIA Education Criteria, it was planned to establish a proficiency system, with different alternatives, such as a two-year professional practice process (different from the compulsory internship during the bachelor education) after graduation. CAT is involved in the formation of such a proficiency structure.

http://www.mim.yildiz.edu.tr/mim/4/Staj/162 TR
http://www.mim.yildiz.edu.tr/images/files/staj esaslari(1).pdf TR

In addition to compulsory internship programs, YTU students are encouraged to join international internships via LLP Erasmus Plus Student Mobility for Placements Program, IAESTE (International Association For the Exchange of Students For Technical Experience), and others, which enable students to improve their language skills and professional experience.
http://www.eu.yildiz.edu.tr/page/10/Application/251 EN
http://iaeste.yildiz.edu.tr/tr/index.php TR

YTU DoA has a close relation with the CAT Istanbul Metropolitan Branch. Both institutions constantly exchange information concerning educational programs, and the professional activities of graduates. This relationship has enabled the students to participate in the discussions on legal regulations enabling them to access information on legal processes, professional practice requirements, professional practice organizations and sustainable professional development. The Architecture and Education Assembly of UCTEA/CAT is a summit of scholars and professionals that discusses the problems and opportunities In addition to academic staff, our students who attend the assembly meetings have found a chance to exchange information with their friends as well as the Chamber of Architects Student Committee.

The subjects of practicing architects' legal responsibilities are discussed in some compulsory courses as well as some elective courses, which is explained in detail in Section II.1. How the subjects taught in theoretical courses are transformed into practice through examples is the focus of discussion in the architectural design studios. To improve investigation/inquiring capacities of students and to equip them with professional ethics are among the targets of architectural design courses. The Architectural Design studio is the most important part of the architectural design education, where application of theory into practice is experienced.

The graduates of YTU DoA work for both national and international construction companies in various construction sites, public institutions, architectural publishing companies and building materials companies. The graduates mostly work for architectural design firms.

D. Architectural Education and the Profession

In YTU DoA, students' relationship with the constantly changing and transforming architectural profession is discussed in bachelor and graduate education in different but complementary ways. The bachelor education is the first pillar of the education of architectural profession. The relation between bachelor educations with the current architectural practice is based on the agenda with following formats:

The direct participation of professionals in the education:
The participation of professionals in the design studios as a studio instructor and/or as a jury member is one of the most important platforms to discuss the current problems of architectural profession. Therefore, YTU DoA encourages the

attendance of professionals throughout the whole architectural curriculum. This policy is also carried out for theoretical courses as well. The direct participation of professionals in the architectural education as lecturers and/or as speakers and the creation of discussion mediums support the information exchange as well as provide opportunities for professionals to share the current professional problems on their agenda with architecture students. Direct participation of professionals in the education facilitates the flow of current professional media into educational environment, to provide the collaboration between university-industry and to establish direct relations between students and professional life.

Indirect contribution of professional communities to the education:
Professional institutions and organizations provide opportunities to YTU DoA students with workshops, student design competitions, summer schools and internship facilities. CAT, Architectural Foundation, The Building Information Center (YEM) and numerous local governments contribute to these activities with financial support and know-how. The great interest and participation of the students of YTU DoA to the informal activities should be considered as an indicator of the level of awareness of our students. YTU DoA supports and encourages such activities.

Life-long learning and research:
The education program of YTU DoA is built on a philosophy that assumes the infinite dynamism and momentum of the life. Therefore, our department aims to give a qualified professional education as well as to introduce and analyze problems, and consequently produce solution methods for identified problems. The architectural profession is not only gained through the formal education, but also achieved with endless research and learning throughout the overall career; this constitutes the basic philosophy of our department.

The knowledge of professional practice:
The complex structure of current building production process and the role of architects in it, laws, regulations and similar matters are presented to the students through some compulsory and elective courses, which is explained in detail in Section II.1.

YTU DoA directly addresses the relationship of architectural profession and professional practice in the scope of the education program as well as intensively supports the extracurricular/informal activities. While developing its relationship with professional organizations through education at the bachelor level, in graduate education, this relation is enhanced through education, research and other scientific activities. Our department offers 9 graduate programs with and without master thesis after 4 years of bachelor education. These programs present different frames on the practice of the profession. Within the scope of graduate programs, the direct and/or indirect relations with professional communities are built as well as with the bachelor program. However, the relation of graduate programs with professional life is more dynamic compared to bachelor education.

In addition to the abovementioned, YTU DoA supports the continuity of the relation between architectural profession and professional practice with regard to the definition of the content and context of architectural education. YTU DoA has taken

part in Architecture and Education Congress of CAT as an active contributor since 2001. Furthermore, our department has hosted many symposiums related with architectural education and has played an important role in creating a platform where professionals can find a way to contribute to the architectural education.

E. Architectural Education and the Public Good

The students of YTU Faculty of Architecture DoA learn to examine the various dynamics that shape the physical environment by using the knowledge gained from theoretical, practical courses and design studios as well as the workshops and competitions they attend in the process of bachelor education. They seek to generate knowledge on how to reduce environmental problems with these studies as well. The students encounter a new problem at each design studio and discuss topics as analyzing the physical environment, precautions to reduce environmental problems and raising awareness of the public with studio instructors.

Our students improve their knowledge on environmental, social and economic challenges by participating in student design competitions and attending workshops. Among the past workshops conducted in collaboration with YTU DoA in 2017-2018 Academic Year, “Design2gather: Design Week Cyprus”, “ICOMOS International Day for Monuments and Sites: Heritage for Generations”, "Getting Things Done: Evolution of the Built Environment” in cooperation with the Austrian Consulate, “Depo Pergamon International Restoration Workshop” can be given as examples addressing the abovementioned issues.

In addition to students’ works, most of DoA faculty are devoted to community service, design and realize projects for the public good. The research centers, such as TAMİR (Research Center for Cultural Heritage Preservation), ICUS (International Research Center for Urban Studies), which are established and supported by the academic staff in DoA, are active in production of design and implementation projects in various cities in Turkey, both in architectural and urban fields.
http://www.mmr.yildiz.edu.tr/mmr/3/Ara%C5%9Ft%C4%B1rma-Merkezleri/196 TR

There are also research projects supervised by DoA academic staff and funded by YTU, TUBİTAK (The Scientific and Technological Research Council of Turkey), and EU, ranging from different subjects like energy-efficient design for lighting, room acoustics, noise control, risk analysis in traditional buildings, earthquake resistance for traditional buildings, high performance concrete material to adaptive reuse for historical buildings and preservation and re-application of traditional construction techniques. The outcome of such projects, including their publications, are directly in relation with construction techniques, design parameters and building materials, and can be especially beneficial for building practice.
http://www.mmr.yildiz.edu.tr/mmr/3/Ara%C5%9Ft%C4%B1rma-Projeleri/195 TR
http://www.apk.yildiz.edu.tr/category.php?id=25 TR

I.1.4. Long Range Planning

2019-2024 Strategic Plan of YTU Department of Architecture*

YTU DoA houses a rich mix of disciplines that are critical in shaping of architectural education in national and international level. The school is well positioned to develop the knowledge and approaches needed to be address the challenges in architectural education such as digital revolution, design, creavity, innovation, technology, energy and climate change and also traditions. This strategic plan lays out a road map that will guide our education planning processes, research and service missions.

With its tradition of education based on more than 70 years, YTU DoA has aimed to provide a quality and future based education in national and international levels for our students to become architects, who research, try to learn by exploring with sophisticated and intellectual flexibility as enlightened individuals. DoA, beside its educational program organized in accordance with its vision and mission, provides opportunities for students to develop themselves in terms of profession, social life and culture with seminars, symposiums, congresses, exhibitions, workshops, competitions and many more events in national and international levels.

This strategic planning process has served as a mirror that has helped to sharpen the department's focus and better understand the unique special place within the world of design education. The essence of this plan can be summarized in three phrases: design education and learning, research and innovative solutions and effective support systems.

The Planning Process

Since 2012 YTU has ISO 9001:2008 and then ISO 9001:2015 certificate, the international standard specifying requirements for quality management systems, continuous improvement and innovative solutions for students is the main management philosophy of the Department of Architecture. The long-range planning of the department complies with the carriculum and institutional planning. The university's mission and vision statements are considered when objectives of the department and of the program are identified so that the department supports the overall aims of the university. The long-range planning of the department is based on the YTU's strategic plan, which include the following vision and mission.

The vision of YTU is to become one of the most-preferred world universities with its educational, research and cultural environment.

The mission of YTU is to create a university which pioneers education, scientific research, technological development and artistic work aimed at the progress of society and the increase of the quality of life within an understanding of national and international solidarity; and educates creative, enterprising, questioning and ethical students equipped with universal values, who constantly renew themselves, aim for lifelong learning and are capable of analysis and synthesis.

* This section was compiled thanks to the contributions of Quality and Strategic Development Commission members, Tuğçe Şimşekalp Ercan, Esra Küçükkılıç Özcan and Pınar Arabacıoğlu.

The strategic planning process is based on Bryson's (1988) strategic planning process for non-profit organizations (Figure 1). So YTU Architecture Department conducted surveys with academic staff, students and alumni to create data for predicting the strengths, weaknesses, opportunities and threats for the Architecture Department. In this way it was predicted what is truly important for the YTU Architecture Department's future projections and the external/internal environments were assessed.

Figure 1. Strategic plan development process

Head of the Department appointed an interdisciplinary committee and started holding a series of meetings in 2018 that began framing strategy for the School. The committee brings different faculty groups together included academic staff, students and alumni. This diverse group was organized by the committee to provide a variety of perspectives on how the strategic plan need to be evolved. What should be the main focus areas for the Department?

Two strategic plan workshops were organized to discuss the resources, potentials and future goals of the department (Figures 2-3). So the internal environment was assessed.

Strategic Plan Workshop 1, 05.06.2018 / 33 participants
In the first session of the workshops series the core values of the department and mission-vision statements were the main topics of discussion. The core values were determined with joint participation of academic members. Main focus areas of the strategic plan were discussed and three main strategic focus for the YTU Architecture Department were determinedin accordance with upper level YTU's vision: (1) education-learning focus, (2) research and technology focus and (3) process and support system development focus.

Figure 2. Strategic plan workshop, 05.06.2018

Figure 3. Strategic plan workshop, 04.07.2018

Strategic Plan Workshop 2, 04.07.2018 / 40 participants
In the second session of the workshop series main goals and objectives according to the predicted strategic focus areas were discussed with the academic members of the department. In the education-learning focus 3 main goals determined in accordance with YTU's and Architecture Department's vision and mission. In the research and technology focus 3 and in process and support system development focus 2 main goals determined with joint participation of academic members as seen in Figure 4.

After all the prior activities, the stakeholder analysis (academic members, students, alumni, professionals), external environmental assessment, internal environmental assessment, the strategic issues were identified and the framework for the YTU Architecture Department was developed. So the mission, vision and core values were developed and clarified. The main goals of the YTU Architecture Department were specified. According to the defined framework and the discussions held in the consecutive Strategic Plan workshops, the final version of the plan was drafted by the Quality and Strategic Development Commission. YTU DoA Strategic Plan was presented to the higher administration (the Dean and the Rectorate) for a review. The final version will be sent to the higher administration for approval.

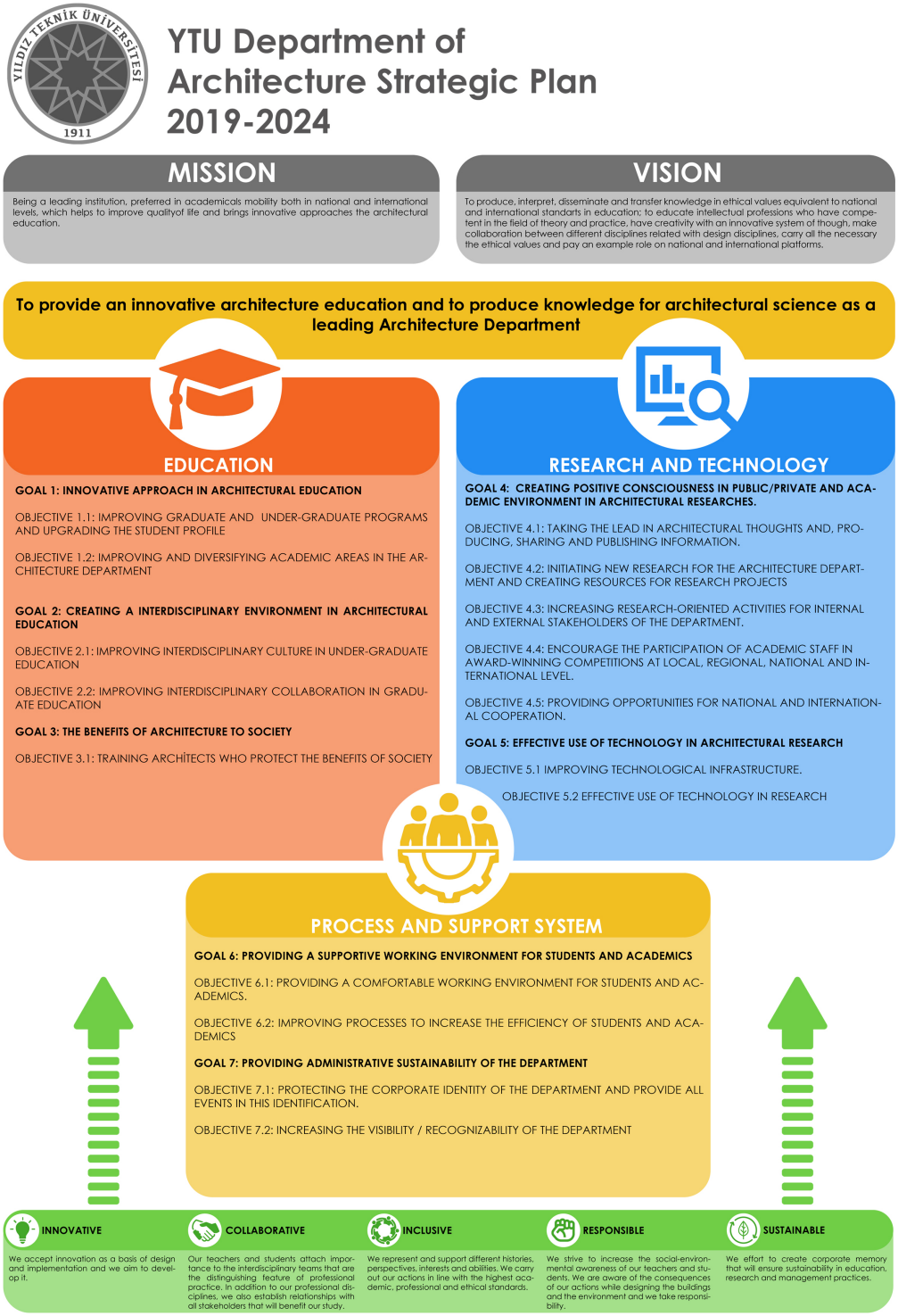


Figure 4. DoA Strategic Plan 2019-2024

Vision, Mission and Core Values

Vision:

Based on its values, current capabilities, and future plans, YTU Department of Architecture formulated the following vision statement:

Being a leading institution, preferred in academicals mobility both in national and international levels, which helps to improve the quality of life and brings innovative approaches the architectural education.

Mission:
In order to realize its vision, YTU Department of Architecture will undertake the following missions:
To produce, interpret, disseminate and transfer knowledge in ethical values equivalent to national and international standards in education; to educate intellectual professions who have competent in the field of theory and practice, have creativity with an innovative system of thought, make collaboration between different disciplines related with design disciplines, carry all the necessary the ethical values and play an example role on national and international platforms, to create an academic environment openly discussed and shared ideas; to support researchers; to adapt the change and the advancement of the profession; to provide training sensitive to the realities of the changes and development in the world and the country.

Core Values:
YTU Architecture Department, with its academic/administrative staff and students, will operate in accordance with the values supporting the progress in academia, research and services. The core values adopted by our department as follows:
Innovative: We accept innovation as a basis of design and implementation and we aim to develop it.
Collaborative: Our teachers and students put an importance to the interdisciplinary teams that are the distinguishing feature of professional practice. In addition to our professional disciplines, we also establish relationships with all stakeholders that will benefit our study.
Inclusive: We represent and support different histories, perspectives, interests and abilities. We carry out our actions in line with the highest academic, professional and ethical standards.
Responsible: We strive to increase the social-environmental awareness of our teachers and students. We are aware of the consequences of our actions while designing the buildings and the environment and we take responsibility.
Sustainable: We strive to create corporate memory that will ensure sustainability in education, research and management practices.

EDUCATION-LEARNING FOCUS
GOAL 1: INNOVATIVE APPROACH IN ARCHITECTURAL EDUCATION
OBJECTIVE 1.1: IMPROVING UNDERGRADUATE AND GRADUATE PROGRAMS AND UPGRADING THE STUDENT PROFILE
ACTIVITIES
• To provide equality and inclusiveness in educational processes
• Establishing open-learning architectural platforms
• To improve the harmony with technological developments in architectural education
• Empowering innovative learning and teaching methods
#measure: number of seminars for digital technologies within one year, #measure: increasing the rate of using innovative teaching methods.

OBJECTIVE 1.2: IMPROVING AND DIVERSIFYING ACADEMIC AREAS IN THE ARCHITECTURE DEPARTMENT

ACTIVITIES

• To make students aware of the fact that the architectural profession is a combination of different professions.
• Having a dynamic academic staff with experienced and different specialties
• To create principles and methods on the continuity of performance and planning in education
#measure: to organize two workshops with different specialties for each project, #measure: the number of seminars organized by the department in different areas of expertise,
#measure: increase in student satisfaction percentage,
#measure: period of implementation of the curriculum.

GOAL 2: CREATING AN INTERDISCIPLINARY ENVIRONMENT IN ARCHITECTURAL EDUCATION

OBJECTIVE 2.1: IMPROVING INTERDISCIPLINARY CULTURE IN UNDER-GRADUATE EDUCATION

ACTIVITIES

• To train students to be the leader of multidisciplinary teams
• To develop opportunities for national/international and / or intercultural education experience and to improve existing opportunities for students.
• Supporting students in architectural project competitions.
#measure: giving a course or seminar about entrepreneurship and leadership at each semester, #measure: increase the percentage of agreements in current exchange programs, #measure: inviting two instructors for educational purposes each semester from universities with contractual exchange programs.

OBJECTIVE 2.2: IMPROVING INTERDISCIPLINARY COLLABORATION IN GRADUATE EDUCATION

ACTIVITIES

• Develop international partnerships in graduate programs
• Encouraging students to work in co-advised dissertations from different fields of science
• To determine the thesis subjects for the needs of external stakeholders, to develop protocols with different bodies for coperation
#measure: number of co-advisory theses from various fields of science per year, #measure: number of cooperation protocols with external stakeholders, #measure: number of international partnerships in graduate programs.

GOAL 3: THE BENEFITS OF ARCHITECTURE TO SOCIETY

OBJECTIVE 3.1: ARCHITECTS WHO PROTECT THE BENEFITS OF SOCIETY

ACTIVITIES

• To provide conditions to students in order to internalize the professional ethics of architecture
• Integrating concepts such as honesty and justice at every stage of education
• To educate architects who are sensitive to social events and use their professional knowledge for the benefit of society
• Increasing social responsibility projects

• To teach the concepts such as responsibility, initiative, entrepreneurship, versatility, self-confidence, and to enable them to carry the notion of a profession to all areas of their lives.
#measure: two social responsibility projects with students each year, #measure: to organize two interviews on professional every year, #measure: to organize a seminar on professional ethics every year #measure: number of partnerships with non-governmental organizations.

RESEARCH–TECHNOLOGY FOCUS:
GOAL 4. CREATING POSITIVE CONSCIOUSNESS IN PUBLIC/PRIVATE AND ACADEMIC ENVIRONMENT IN ARCHITECTURAL RESEARCHES.
OBJECTIVE 4.1 TAKING THE LEAD IN ARCHITECTURAL THOUGHTS AND, PRODUCING, SHARING AND PUBLISHING INFORMATION.
ACTIVITIES
• To increase the number and quality of national and international publications.
• To inform academic staff about academic activities and broadcast incentives.
• To increase the number of lecturers who participated in national / international scientific meetings (conferences, seminars, workshops, workshops, poster presentations, unpublished oral presentations).
• Supporting the opportunities of working abroad and increasing research opportunities.
#measure: number of academic publications, #measure: number of teaching staff participating in scientific meetings, #measure: number of teaching staff assigned abroad for education / research purposes during the academic term, #measure: number of sponsorships, #measure: number of teaching staff abroad.

OBJECTIVE 4.2 INITIATING NEW RESEARCH FOR THE ARCHITECTURE DEPARTMENT AND CREATING RESOURCES FOR RESEARCH PROJECTS
ACTIVITIES
• Increasing interdisciplinary research project development meetings.
• To make use of the internal programs and research funding opportunities for research and scientific studies.
#measure: increase in project support funds, #measure: rate of increase in the number of faculty members in exchange programs, #measure: number of project development meetings, #measure: the rate of increase in the number of publications produced from the thesis, #measure: Annual number of TÜBİTAK projects.

OBJECTIVE 4.3 INCREASING RESEARCH-ORIENTED ACTIVITIES FOR INTERNAL AND EXTERNAL STAKEHOLDERS OF THE DEPARTMENT.
ACTIVITIES
• To enable the graduates, academic staff and students to meet with extracurricular activities.
• Organizing meetings and workshops with potential strategic partners in the sector.
#measure: Number of project applications to national / international organizations other than universities, #measure: Number of extracurricular activities, #measure: Number of meetings / workshops organized with sector partners.

OBJECTIVE 4.4 ENCOURAGE THE PARTICIPATION OF ACADEMIC STAFF IN AWARD-WINNING COMPETITIONS AT LOCAL, REGIONAL, NATIONAL AND INTERNATIONAL LEVEL.

ACTIVITIES

•Announcement of the achievements of the faculty members and assistants who won an award in national / international competitions.

• The participation of instructors and assistants in national / international competition juries

#measure: number of awards won in project competitions, #measure: number of teaching staff in national / international competition juries.

OBJECTIVE 4.5 PROVIDING OPPORTUNITIES FOR NATIONAL AND INTERNATIONAL COOPERATION.

ACTIVITIES

• To support interdisciplinary working environments that enable COOPERATION in research projects and joint project initiatives.

• To make stakeholder analysis for the expectations of different bodies in architectural research.

• To initiate interdisciplinary joint research projects with other departments of Yıldız Technical University and other schools at national / international level.

#measure: Number of membership board members in congresses and symposiums in the field of architecture, #measure: Number of protocols for cooperation between different institutions and organizations, #measure: percentage of action plan implementation, #measure: number of interdisciplinary joint research projects.

GOAL 5. EFFECTIVE USE OF TECHNOLOGY IN ARCHITECTURAL RESEARCH

OBJECTIVE 5.1 IMPROVING TECHNOLOGICAL INFRASTRUCTURE.

ACTIVITIES

• Providing technology support for research from partners in the sector.

• Improving the infrastructure of the computer lab and adding new hardware / software.

#measure: number of projects with technology support, #measure: number of new hardware and software.

OBJECTIVE 5.2 EFFECTIVE USE OF TECHNOLOGY IN RESEARCH

ACTIVITIES

• To produce interdisciplinary projects that enable the development of new digital technologies in architecture.

• The use of new technology in architectural research

#measure: number of use of new technology in researches

PROCESS AND SUPPORT SYSTEM DEVELOPMENT FOCUS

GOAL 6. PROVIDING A SUPPORTIVE WORKING ENVIRONMENT FOR STUDENTS AND ACADEMICS

OBJECTIVE 6.1. PROVIDING A COMFORTABLE WORKING ENVIRONMENT FOR STUDENTS AND ACADEMICS.

ACTIVITIES
• To increase the number of the studio, classroom and workspace with drawing, model, computer use, research facilities and technological equipment.
• To provide students space for storage areas for keeping such as shelves, mock-ups, drawings, etc. locker
• Creating a digital environment where academics and students can store their products (such as lessons, homework, projects, etc.) and can be used as archives if necessary.
• To provide comfortable working space for academic staff and to create special space for each instructor.
#measure: Number of technologically equipped working space, #measure: Storage rate per student (annually), #measure: start of digital archive.

OBJECTIVE 6.2. IMPROVING PROCESSES TO INCREASE THE EFFICIENCY OF STUDENTS AND ACADEMICS
ACTIVITIES
• Creating effective resources for students and simplifying the procedures of administration.
• To describe the administrative and academic processes to the academic staff in a defined and clear manner. Perform division of administrative work in a fair manner over academic stuff.
#measure: academic staff satisfaction rate, #measure: Student satisfaction rate, #measure: renewal and analysis of work distribution tables.

GOAL 7. PROVIDING ADMINISTRATIVE SUSTAINABILITY OF THE DEPARTMENT
OBJECTIVE 7.1. PROTECTING THE CORPORATE IDENTITY OF THE DEPARTMENT AND PROVIDE ALL EVENTS IN THIS IDENTIFICATION.
ACTIVITIES
• To increase the sense of corporate identity of academic and administrative staff
• Creating a digital archive for the department's management/operation process
#measure: increase and update in the number of management processes added to the digital archive, #measure: Preparing and publishing the yearbook of the Department of Architecture.

OBJECTIVE 7.2. INCREASING THE VISIBILITY / RECOGNIZABILITY OF THE DEPARTMENT
ACTIVITIES
• To announce the achievements of academic stuff and students in various platforms.
• To ensure that departmental activities take place in the media (written, visual, social)
• To inform academics and students about competitions organized by national / international institutions
#measure: annual number of activities in written / visual media, #measure: annual number of department activities in social media #measure: number of information on competitions organized by national / international institutions for faculty members and students.

I.1.5. Self-Assessment Procedures

In this section, the methods related to the self-assessment of the program is explained, followed by a future projection. DoA Education Program was lastly revised in 2013 and Bologna system was adopted. The revised DoA curriculum was approved by the YTU Senate on April 24, 2013. The Bologna program was revised again in 2018 and the changes in the DoA curriculum was approved by the Senate in the same year. With this regard, all the bachelor students accreditations for the current curriculum was completed. Table 6 shows the relation between the program outcomes and the compulsory courses.

Table 6: DoA Program Outcomes and Compulsory Courses Matrix

	Program Outcomes										
Title	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**
Introduction to Architectural Design	-	3	-	-	-	5	2	-	3	-	-
Architectural Presentation Techniques	-	5	-	-	-	5	-	-	-	-	-
Building Theory and Design 1	2	4	-	-	1	5	4	-	-	-	-
Basic Design	2	4	-	-	-	5	-	-	-	-	-
Turkish Language 1	4	-	-	-	-	-	-	-	-	-	-
Advanced English I	3	-	-	-	-	-	-	-	-	-	-
Mathematics	5	-	-	-	-	-	-	-	-	-	-
Prin. of Atatürk and Hist. of Mod. Turkey I	3	-	-	-	-	-	-	-	-	-	-
Architectural Design 1	3	4	-	-	-	5	-	-	-	-	-
Statics and Strength of Materials	3	-	2	-	-	-	-	5	4	3	-
Building Materials	5	3	5	1	1	2	3	5	4	5	-
Constructional Elements of Building 1	5	1	1	1	1	1	1	5	3	5	1
Building Theory and Design 2	4	2	-	-	-	2	5	-	-	-	-
Turkish language 2	3	-	-	-	-	-	-	-	-	-	-
Prin. of Atatürk and Hist. of Mod. Turkey II	3	-	-	-	-	-	-	-	-	-	-
Advanced English II	3	-	-	-	-	-	-	-	-	-	-
Architectural Design 2	5	5	4	-	-	-	-	3	4	-	-
History of Architecture 1	-	-	-	3	5	-	-	-	-	-	-
Structural Analysis in Architecture	-	-	-	-	-	-	-	5	-	-	-
Constructional Elements of Building 2	5	2	1	1	-	2	1	1	1	5	-
Computer-Aided Design	-	5	-	-	-	-	-	-	-	-	-
Reading and Speaking in English	3	-	-	-	-	-	-	-	-	-	-
Internship 1	3	4	2	-	-	5	-	2	5	-	2
Architectural Design 3	5	5	1	2	2	5	-	3	3	1	-
History of Architecture 2	2	-	-	3	5	-	-	-	-	-	-
Structural System Design 1	-	-	-	-	-	-	-	5	-	2	-
Internship 2	-	-	3	-	-	-	-	5	-	5	5
Introductory Computer Sciences	-	4	-	-	-	-	-	-	-	-	-
Architectural Design 4	5	4	-	2	2	4	4	-	2	-	-
History of Architecture 3	2	-	-	3	5	-	-	-	-	-	-
Building Physics 1	-	-	-	-	-	-	4	-	3	3	-
Structural System Design 2	-	-	-	-	-	-	-	5	-	2	-
Urban Plan. and Urban Dev. Law	5	-	5	-	-	-	3	-	-	-	-
Architectural Design 6	5	4	-	2	-	5	3	1	2	-	-
Construction Management and Economics	3	-	4	-	-	-	-	-	-	-	5
Installation Knowledge	-	-	-	-	-	-	-	-	5	3	-
Conservation and Restoration	3	-	4	5	3	-	-	-	-	-	-
Internship 3	-	-	3	5	5	-	2	-	-	2	-
Architectural Design 7	1	5	3	2	-	4	3	5	5	5	4
Graduation Thesis	5	1	1	-	-	3	3	3	3	3	3
Business English	4	-	2	-	-	-	-	-	-	-	2
Architectural Design 5	4	5	3	-	2	5	-	-	-	4	-
History of Architecture 4	2	-	-	3	5	-	-	-	-	-	-

Building Physics 2	-	-	-	-	-	-	3	-	3	3	-
Proc. and Prog.in Mod. Constr. Industry	-	-	5	-	-	-	1	-	-	4	-
Analysis of Historical Buildings	3	-	5	5	3	-	-	-	-	-	-

1.1.5.2. Department of Architecture Self-Assessment Process

Throughout its history, there were several performance evaluations and educational program revisions/reorganizations. One of the first evaluations is Educational Quality Evaluation work carried out by Council of Higher Education conducted by the CoHE with international participation (Mc Gill University, Canada, and İstanbul Technical University, İstanbul) and YTU DoA was declared as “very successful” in 1997-1998. Again in the same year, in the Educational Quality Evaluation-Accreditation study carried out by CoHE together with Mc Gill University, Canada, and İstanbul Technical University, YTU was declared “very successful”.

In 2009 the Architectural Accrediting Board (AAB), an organization affiliated with the Union of Chambers of Turkish Engineers and Architects (UCTEA), found YTU DoA eligible for accreditation for 6 years with its bachelor program. YTU DoA was the first program to receive full accreditation by the AAB. After a six-years period, DoA has applied for the renewal of accreditation with its Bolgona curriculum that is in effect since 2013. In June 2017 YTU DoA received the accreditation for the second time and it will be valid until June 2023.

Besides national accreditation, YTU DoA has applied to the American National Architectural Accrediting Board (NAAB) for Substantial Equivalency in June 2013 for international recognition.The first visit was realized in November 2013 by the former NAAB director Cornelius Kin Dubois and his report was approved by the NAAB Board in February 2014. YTU DoA was found eligible for visit two. The second visit was realized in 9-15 October 2015 by Thomas Fowler and Barbara Sestak. The Visiting Team Report (VTR) was approved in 2016 and it was decided that DoA is eligible for Visit Three.

The new department administration appointed in 2017 decided to continue the NAAB Substantial Equivalency Procedure. During the mandate of the former DoA administration, the second NAAB visit was conducted and the national accreditation was approved for the second time, therefore the self-assessment process was realized without an interval.

YTU has a long-established experience with internal and external stakeholders. In addition DoA evaluates its curriculum and education environment with diverse assessment tools through periodical reviews conducted within continuous improvement system. Table 7 shows the self-assessment process of YTU DoA with its actors, media and related tools in a holistic diagram. Table 8 displays the periodic review process of self-assessment tools.
DoA self-assessment tools can be listed as

1. Questionnaires,
2. Written opinions,
3. Seminars,
4. Meetings.

Table 7: Self-Assessment Process of YTU DoA

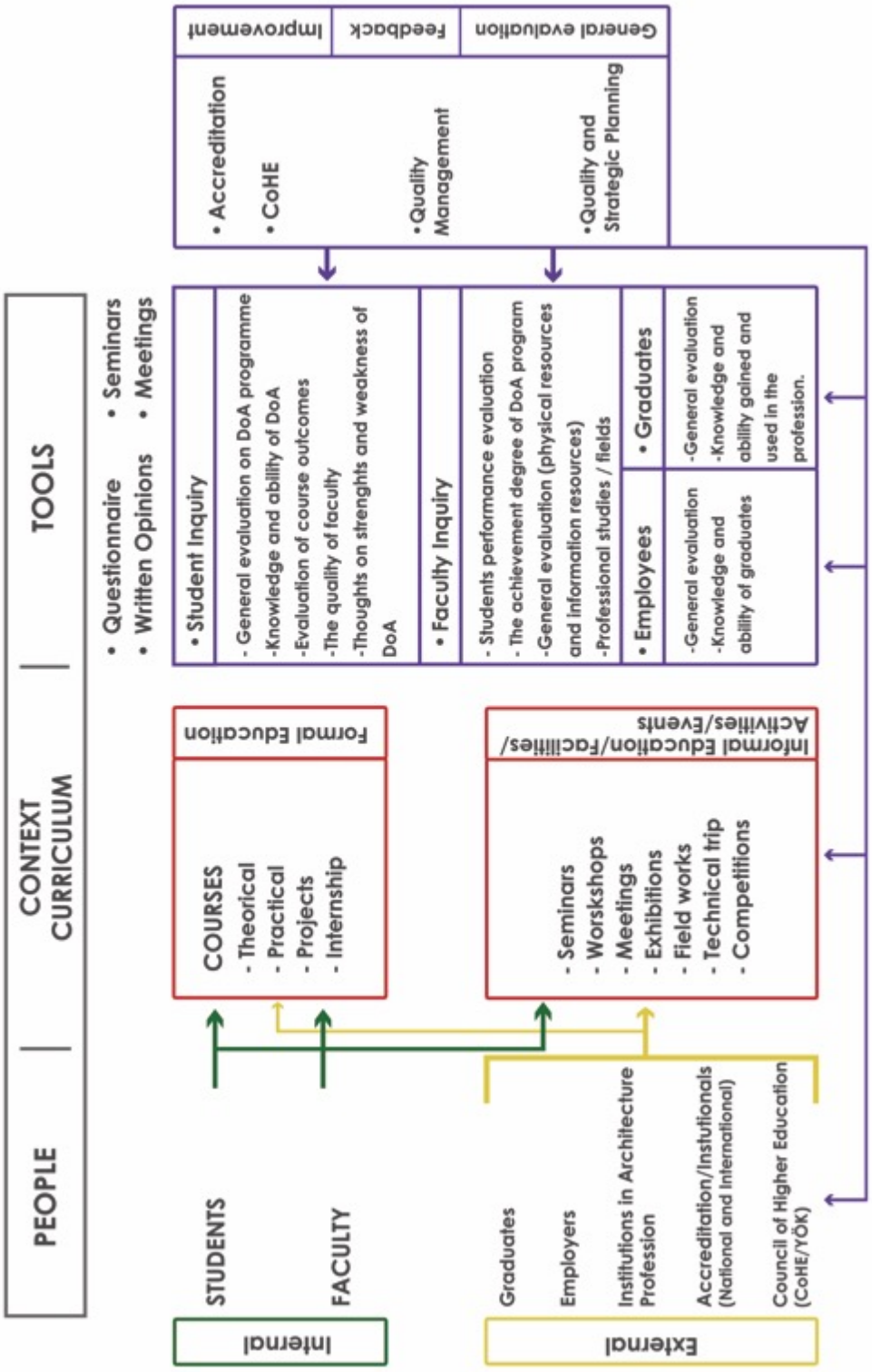


Table 8: Periodic Review Process of DoA

INTERNAL EVALUATION	
Student Inquiries *Course Output Questionnaries* *Evaluation of YTU Architecture Program (Fourth/Final Year Students)*	every semester (fall/spring)
Faculty Inquiries *Evaluation of YTU Architecture Program* *Satisfaction Survey*	once a year
EXTERNAL EVALUATION	
Alumni Inquiries	once a year
External Stakeholder Inquiries	once a year
YTU Quality Management System	once a year
CoHE	once a year
AAB (national accreditation)	every 6 years

These tools are utilized in varying periods and contexts by internal (students, faculty members) and external stakeholders (alumni, employers) for the improvement/progress of DoA. Besides these tools, the accreditation conditions of the national and international institutions, CoHE audits, YTU Rectorate Quality Management System and YTU Strategic Plans developed according to the national planning strategies have an impact on/guide the DoA.

The context of self-assessment process is presented in detail:

INTERNAL STAKEHOLDERS

1.Questionnaires

- **Students**

- **Evaluation of Course Outcomes.** This evaluation was started to be applied regularly especially after the adoption of the Bologna system. The students fill in the "Course Outcomes Evaluation Sheet" prepared by the DoA for each course before taking the its final exam. The measuring scale in the evaluation is three-point Likert (strong, medium, weak). The results are shared with the faculty members. 2017-18 spring term questionnaire results were shared and discussed in NAAB Visit Three Preparation meeting on 4 July 2018. In addition, 2018-19 fall term results are going to be presented and discussed in the Department Academic Board planned to be held on 22 February 2019. The preliminary results are presented in the Appendix of this APR (for Evaluation of the Course Outputs Questionnaires, please see Appendix 3.1 and 3.2).

- **Evaluation of Internship.** Three internships in the curriculum allow the students to practice the knowledge they obtain and the skills they get in the formal education. In addition, through internships raise awareness on the weak points of the DoA program in terms of relations between the outcomes of the curriculum and the professional practice. With this regard, the

internships were evaluated in terms of course outcomes for the first time in 2017-18 academic year. For the evaluations of the questionnaires, please see Appendix 3.3 of this APR.

- Evaluation of DoA Curriculum by the Fourth/Final Year Students. This evaluation is conducted by the students at the level of graduation and was carried out for the first time in 2010 to evaluate the USIS curriculum. For the second time, it was carried out to evaluate the knowledge and skills of the graduates in terms of the program outcomes in 2016-17 fall term. To continue the process of assessment, the evalution was repeated in 2017-18 spring term (May) and 2018-19 fall term (January). The evaluations of the questionnaire results are presented in the APR and the Appendix 3.4-3.7. This evaluation is planned to be carried out once every semester.

Questions types, contents and measuring system are as follows:

1. About the program: Evaluating the success of the YTU DoA education program in terms of the structure of courses and the qualifications gained by the students according to the elements in the department mission. (3 point Likert scale: strong, medium, weak)

2. About Faculty: Evaluating the success of the faculty members of YTU DoA in realizing the qualifications according to the elements in the department mission. (3 point Likert scale: strong, medium, weak)

3. About Knowledge and Skills: Evaluating the ability and knowledge gained in YTU DoA courses according to the following criteria in grouped in five: 1- Design / Innovative Thinking, 2- History / Theory, Culture / Art, 3- Environment / City / Society, 4- Technology And 5- Professional Environment. The evaluations in this section question the knowledge and skills obtained in theoretical and applied courses as well as all the studio courses ranging from the Introduction to Architectural Design to Architectural Design 7. (3 point Likert scale: strong, medium, weak)

4. General evaluation (Overview of the DoA): Evaluating the general views on the relation of YTU DoA with the professional environment (3 point Likert scale: strong, medium, weak evaluating the given statements)

5. Swot analysis: The strong and weak features of YTU DoA (open ended question to write 3 answers as base for Swot analysis)

6. Evaluation of activities: Evaluating the opinion on the activities organized in YTU DoA in term of informal education (3 point Likert scale: strong, medium, weak)

7. Other suggestions. Open ended question for suggestions and thoughts.

- ## Faculty

The evaluation of faculty members have been carried out since 1996 at several intervals through questionnaires and other tools. These evaluations allow the faculty to assess:

1. The Curriculum,
2. The student performance,
3. Their own performance,
4. Physical resources,
5. Technological resources, and
6. Institutional satisfaction.

Questionnaire 1: "Evaluation Of YTU Architecture Program by Faculty Members" (Appendix 3.8)
This questionnaire is composed of three parts as described below and questions five of the items listed above.
Part 1: General Evaluation
1. About the program: Evaluating the success of the YTU DoA education program in terms of the structure of courses and the qualifications gained by the students according to the elements in the department mission. (3 point Likert scale: strong, medium, weak)
2. About Faculty: Evaluating the success of the faculty members of YTU DoA in realizing the qualifications according to the elements in the department mission. (3 point Likert scale: strong, medium, weak)
Part 2: Evaluating the ability and knowledge **the students** gain in YTU DoA courses according to the following criteria listed in five groups in terms of course structure and learning: 1- Design / Innovative Thinking, 2- History / Theory, Culture / Art, 3- Environment / City / Society, 4- Technology And 5- Professional Environment. (3 point Likert scale: strong, medium, weak)
Part 3: Study Opportunities (3 point Likert scale)
Other suggestions. Open ended question for suggestions and thoughts.

The evaluation of this questionnaire is given in Appendix 3.9.

Questionnaire 2: "Satisfaction Survey for Faculty Members" (Appendix 3.10)
With this questionnaire, the following statements listed under seven headlines are evaluated with 5-point Likert scale: Very satisfied (very well), b) Quite satisfied (fine), c) Undecided (medium), d) Poorly satisfied (weak), e) Not satisfied (very weak)
Part 1:
1. Magement and Organization
2. Education
3. Scientific activities
Part 2:
1. Infrastructure
2. Financial Opportunities
3. Relations and Location
4. Job Satisfaction
Question 29 "Level of satisfaction for being a faculty member in YTU Architecture Faculty is the question for evaluating overall satisfaction (5-point Likert scale)
Other suggestions. Open ended question for suggestions and thoughts.

The evaluation of this questionnaire is given in Appendix 3.10.

2. Written Opinions

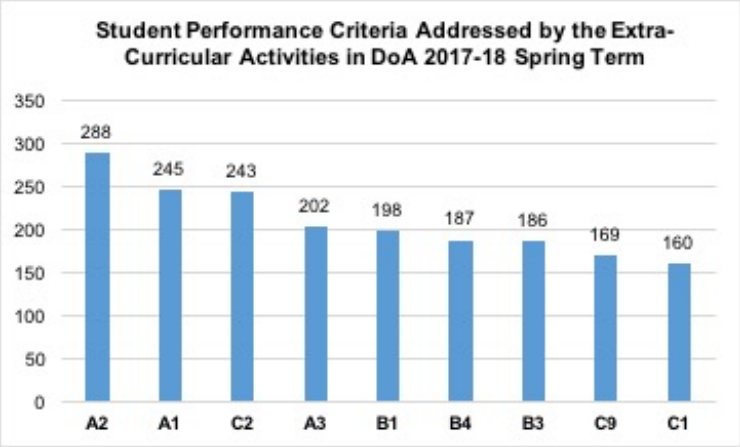
The students are asked to express their opinion not only within the courses but also for extra-curricular activities. In October 2018, a seminar entitled "Ethics and Architecture" was organized by the DoA. The aim of the seminar was to fulfill the requirements on the lacking issue of professional ethics, as pointed out by NAAB

VTR-2, as well as raise awareness on ethical issues among the students. The seminar was planned as a trial and attracted a great deal of attention from the students. 400 students and some faculty members attended the seminar held in YTU Auditorium Main Hall in Başiktaş campus. The participants were asked to write their opinion on one of the themes covered in the seminar. A certificate of attendance was given to the students who presented their written report to the DoA, which could be presented in their diploma supplement. This trial was found to be successful by the DoA and thus it is planned to organize such activities with a written feedback at least twice a year.

3. Seminars

As mentioned in Section I.2.1 of this APR, 136 seminars were given in the DoA organized by the faculty members between 2015-2018, of which 50 were realized in 2018. These seminars have a wide range of subjects, covering a variety of expertise related with architecture and conducted by faculty members within and outside YTU (from national and international universities), practitioners and firms in architecture sector (Figure 5). 23 activities realized in 2017-18 spring term were evaluated by 444 students in DoA according to their contribution to the student performance criteria (SPC). According to the survey results, the most outstanding SPCs in the activities of 2017-18 spring term were A.2 Design Thinking Skills, A.1 Communication Skills, C.2 Human Behavior, A.3 Visual Communication Skills, B.1. Pre-Design, B.3 Sustainability, B.4 Site Design, C.9 Community and Social Responsibilities and C.1 Collaboration, from highest to lowest respectively (Table 9).

Table 9: Evaluation of SPCs for Extra-Curricular Activities of DoA, 2017-18 spring



4. Meetings

The meetings organized by the DoA are basically in three groups: students, faculty members and administration. In addition, meetings with DoA alumni are organized.

- **Students**

  - Every year, **"Welcome to Architecture"** meeting is organized for freshman in the first week of the first term. The latest meeting was realized in 28 September 2018. All freshmen, faculty members who instruct courses in the first year, the office of dean and DoA administration participate in this activity. Every year, the meeting is suponcered by a sector representative and the

students receive souvenir such as design periodicals, sketching notebooks, bags and pencils. The scope of the meeting is defined as the introducing the DoA and the first course on architecture to all freshman. Social and administrative issues are presented in another meeting organized by the deanship.

- **"Design Education Evaluation"** meeting was organized with the initiative of DoA students and support of DoA onMay 22, 2018 in order to assess the architectural design education. The students were the main actors of the meeting and invited three groups for open discussion. The groups were composed of students, academic staff and practitioners. This meeting is planned to be repeated in every June with a pre-defined theme.

- Briefings. As mentioned before, there are three internships defined in the curriculum. The regulation on the execution of internships was reorganized and approved by the YTU Senate on September 11, 2018. In order to inform the students about the regulation, two briefings were organized by the DoA and the faculty internship representative from the administrative staff. The students reacted positively to such informative meetings and preferred face-to-face contact with the administration instead of following the changes from the website. Therefore, it was decided to organize such meetings for similar conditions. Similarly, MIM4000 Graduation Project Regulation was explained to all students taking the course in 2018-19 fall term.

- ## Faculty

- Department Academic Board is held at least twice a year with the participation of all faculty members. There are usually two main items on the board agenda, one is the overview of the DoA activities over the past term/year, the other is future projections for the following year. The decisions taken on the board are recorded and presented to the higher administration (Faculty Board) for approval.

- Education workshop is held at least once a year with the participation of all faculty members. Within the context of continous improvement of education, it is a tradition in YTU DoA to discuss and evaluate the education program over and over again. These discussions can be held more frequently during the reorganization of the curriculum. Especially design studio courses (in meetings held with design project coordinators) is always on the agenda of DoA. In order to organize this long tradition in a more defined framework, starting from 2018 an education workshop was held in 8 January 2019. The feedbacks of the meeting was positive and therefore it was decided to organize this workshop once every year. In order to ensure continuity and the regulate the organization of this workshop, a proposal will be presented at the Department Academic Board -planned to be held in February 22, 2019- to take a decision on this case.

- Strategic Plan development is being discussed at necessary intervals in the required number of meetings. In 2018, two strategic planning workshops were held, as mentioned in I.1.4. Long Range Planning Section in this APR. The decisions taken in these meetings and defined targets are presented in the previous section. In addition, Quality and Strategic Development Commission regularly meets on preparation, updating and assessment of the DoA Strategic Plan.

- Design Project coordinators meetings are held at least once every semester. It is the meeting that never changes in any administration and is held continuously. The meeting agenda composes of the distribution of groups in every studio in the related semester, discussion concerns from previous term experiences, opinions and suggestions on the instruction of studio courses, and the use of spaces.
- Department commission meetings are held when necessary in order to follow the commission works and determine the suggestions and developments. For example DoA administration and Internship Commission members worked together for revising the Internship Regulation. Similarly YTU Graduation Thesis Regulation was formulated in relation with MIM4012 Architectural Design 7 through meetings held with DoA administration and the commission appointed for this task.

- **Administrative**

- Department Board meetings are held on a necessity base. At the beginning of every semester, Department Board meets to overview new course proposals, the courses that will be given the following semester, the number and content of elective courses, the assignments of faculty members and the balance between their teaching workload and otheradministartive issues. The members of the board are the department head, two vice heads of the department, chairs of four sub-divisions and the coordinator for graduate studies. In addition, the student representative and the research assistant representative of the DoA are invited when the board discuss issues related to them. Neverthless, CoHE has cancelled the elections for student representatives and there is not an agenda published yet for the next elections. Due to the current DoA research assistant representative's maternity leave, new representative election is set for February 4, 2019.. Therefore, within the scope of this APR it is not possible to convey any official information regarding these two representatives. However, there is a close connection with the Doa and student representation through social media. In urgent cases, the DoA contacts the student representative Muhammed Bozdemir to communicate with DoA students.
- **Department administrative staff meeting** is held at least once every year.
- Faculty Executive Board is the higher administrative unit and overviews the issues related with students, faculty, space allocation and curriculum of each department in Architecture Faculty. The DoA is represented by the head in the board meetings.
- In some cases, DoA administration participates in the meetings held by the **Rectorate**.

EXTERNAL STAKEHOLDERS

- **Graduates**

The DoA is also evaluated through the alumni at varying intervals. Other ways of interaction are "YTU DoA Alumni Meeting" planned to be held annually (of which the first one was organized in October, 2018). In addition, online "Yıldız

Alumni Platform" [*] inaugurated in 2018 with great efforts and is being widespread. The members of the platform can access to where and in which sector Yıldız alumni are working and what kind of support thay can provide for YTU.
Satisfaction Survey for Alumni consists of the following questions and the evaluation scale is 4-point Likert scale (good, medium, low, no idea). The questionnaire and its results are presented in Appendix 3.12-13.

Q1- Personal information (Name, affiliation, contact information)
Q2- How do you communicate with YTU DoA after your graduation?
Q3- Your opinions on the YTU DoA (4-point Likert scale: good-medium-low-very low)
Q4- Strong and weak features of YTU DoA (open ended list)
Q5- Evaluate the contribution of education in your department to your professional skills (the skills are derived from the SPCs of the curriculum)

- **Employers**

In order to analyze the status of our alumni, their post-graduation performance and their development, the companies/practitioners who employ our alumni are given External Stakeholders Questionnaire. The feedback from this survey provides valuable information for the self-assessment of DoA. The questionnaire and its results are presented in Appendix 3.14-15.
External Stakeholders Questionnaire comprises of the following questions:

Q1- Personal information (Name, affiliation, contact information)
Q2- General thoughts about the graduates of Architecture Department of YTU
Q3- Feedback about Architecture Department of YTU
Q4- Strong and weak features of YTU Architecture Department alumni
Q5- Opinion about professional skills of the alumni of DoA working in your company 5-point Likert scale (very good, good, medium, low, very low):
- Identify and solve problems
- To be able to produce creative ideas
- Design-making skills
- Application knowledge and skills
- Ability to work in a team
- Understanding of professional ethics
- Follow-up of current professional innovations
- Multidimensional thinking ability
- Ability to establish interdisciplinary cooperation
- Your overall satisfaction with the professional activity of our graduates

Q6- Other comments and suggestions

- **National and international accreditation procedures**

DoA ensures a continuous and comphrehensive self-assessment plan with the Architectural Program Reports prepared for the Architectural Accrediting Board (AAB) in 2010 and 2017 and for NAAB in 2013 and 2015. Through the accreditation/substantial equivalency procedures, the results of the

[*] https://m.yildizlimezunlar.org/#/register TR

surveys/meetings conducted with the students, faculty members, alumni and external stakeholders, DoA works on improvement of the Architecture Program.

- **CoHE**

As an external shareholder, Council of Higher Education organizes audits to all higher education institutions in Turkey at certain intervals. The latest CoHe audit was realized on December 5, 2017 in YTU Architecture Faculty. In this audit, the lack of a continuous education commission was found as a weak point for Architecture Faculty. Even though there was a small group of faculty members assigned for DoA education program, it was found limited and an extensive working group on architecture education was formed, comprising of a representative among the instructors and a representative among the research assistants from each sub-division (building design and theory, building science and technology, history of architecture, and restoration). The commission has realized its first activity, "Education workshop", which yielded important results for the education program of DoA.

CoHE's Institutional Feedback Report on YTU:
http://www.yokak.gov.tr/Common/Docs/2017KGBR/YildizTeknikÜniversitesi.pdf TR

- **YTU Quality Management System**

YTU Quality Management System has taken ISO 9001:2008 standards as a reference and is being directed including all the departments of YTU. YTU Quality Handbook was formulated for the first time in March 15, 2012. Its latest revision was on June 22, 2018. YTU DoA is being regularly controlled according to this quality system in terms of physical space, education facilities, and satisfaction of students and faculty members.
http://www.kalite.yildiz.edu.tr/index.php TR

- **YTU DoA Strategic Plan**

As mentioned previously in Section I.1.4., DoA Strategic Plan is developed and will be sent for approval to the higher administration.

Context/Curriculum

The abovementioned evaluation tools is given to express the assessment of the formal education by internal and external stakeholders. The following part explains the informal education tools and their role in the assessment process.

Informal facilities/events/activities

DoA strongly supports the students and encourages them in informal education tools, which can be complementary tools of formal education and sometimes can even surpass the formal ones. According to the evaluation of students in fouth/final year, the comparative analysis of 2017-18 spring and 2018-19 fall term shows an increase of 1-1.5 units in terms of evaluation of activities organized by the DoA (Appendix 3.7). This is a motivating fact for the students, the faculty and the administration.

Exhibitions
For two years department exhibition is being held in the central hall of the faculty building. All studio courses' works, starting from the Introduction to Architecture, are exhibited. The outcomes of compulsory and elective courses as well as workshops and student clubs are being shared with all students, facultuy and visitors. The exhibitions are also being promoted via social media of the DoA, increasing its visibility. For the list of exhibitions, see Section I.2.1.

Workshops
Through long and/or short term workshops conducted by faculty members or student clubs, the students find a chance to work and design in different environments within the formal education.

Field Works
Student clubs organize trips in and outside of Istanbul, especially to historic sites and produce sketches and photographies reflecting their impressions.

Technical trips
Technical trips organized with the supervision of architecture students representative is an important opportunity for many students to travel outside Istanbul, experience the architectural, historical and cultural environment of other cities. Student representative has organized many such field trips, which is always accompanied by a faculty member.

Competitions
Architecture competitions have great benefits for students in terms of motivation and find different ways of working and thinking. Besides increasing their self-esteem, the students find a chance to collaborate with their colleagues or with students from other professional fields outside architecture. The students can improve themselves in terms of representation techniques and can find unique ways to express their ideas. In addition, the national student competitions allow YTU DoA students to discover their position among other architecture school students. 2018 was a very successful year for YTU DoA students, because they participated in many competitions and won many awards. To reward this success, YTU DoA will display these students' works in a special exhibition and organize an award ceremony for them in 2019.

1.1.5.3 Future projections
Bologna program was evaluated thoroughly by multiple stakeholders within the framework of the national accreditation procedures. In 2017-2018 academic year, the first students of this new program graduated.
The first revision of the Bologna curriculum was realized in 2018 as explained in detail in Section 1.1.1 of this APR. Regarding the former experiences, the DoA administration, Education Commission, Quality and Strategic Development Commission and NAAB Commission have evaluated the self-assessment tools mentioned in this APR. These evaluations can be summarized basically as SWOT analysis and the evaluations of the questionnaires.

Senior year students' evaluation of the whole DoA program was conducted initially with the first graduating class of the Bologna program in June 2018 and the same evaluation was conducted among the senior students in January 2019. The open-ended two questions regarding the strongest and weakest features of YTU DoA were evaluated for SWOT analysis (Table 10). Also, similar phrases collected from the alumni and external stakeholder surveys were added to the table.

Table 10: Strong and Weak Points of YTU DoA Program

STRONG POINTS	WEAK/LACKING POINTS
STUDENTS Long-established education system Variety of faculty members To study with experienced faculty members and succesful architects Professional ethics Education compatible with professional environment Multi-cultural environment Critical design skills Strong design tradition Production of applicable projects Technical knowledge and know-how Research Supporting students Disciplined, successful and realistic education Good communication between students and faculty members Location Seminars and field trips Impact on professional life, advantage in professional life, provides experience, popularity, prestigious, name and brand value, the facilitation of employement in Turkey due its qualified education Practice/implementation knowledge Academic collaboration Cultural continuity Preferable in national education system Vision **ALUMNI & STAKEHOLDERS** Renown name in professional life Professional responsibility, leadership Qualified Social power	**STUDENTS** **1.** not being open to international participation/not providing the ability to find technical solutions/not being innovative/not being open to novelties/not being open to experimenting **2. Design**: design component/ instruction and content of Architecural Design (AD) studios should be changed/ sabit fikirler in AD project submission/ design freedom/creativity in design/group work/not being open to abstract approaches/limited time allocated to design/little support in AD process/more AD projects should be generated compatible with real life **3. Administration:** administrative staff is careless about the problems of students/last minute decisions/no unity in school/not being student-oriented/the students in disadvantage because of new regulations/limited space allowed for work after midnight, difficulty in obtaining permits to work late at night in school/Problems in USIS system **4. Grades**: the whole process should be evaluated instead of the finals/process management/course-exam programs should be organized in a more productive manner/differences between grades among AD groups/imbalance between grades **5. Student-faculty member relations:** understanding students/faculty members lacking in passion and excitement/ faculty members cause concern for future/lack of communication between students and faculty members/poor communication/some faculty members favor some students/manner of criticism when evaluating AD projects/student advisorship should be enhanced/tough behavior of faculty members (causing students to dislike the profession)/faculty members see themselves above the students/behavior of research assistants /encouragement and motivation should be higher in freshmen AD projects/offending behavior **6. Spaces:** inadequate space/limited environment for reading-studying and producing/ difficult to find places to seond time/studio-modelling space/no free working zones/the quality of work space **7. Education system and courses:** more emphasis should be given to descriptive geometry and basic design courses/ there are unnecessary elective courses/ lack of courses with qualified content/number of courses should be less/number of theoretical courses are low/student quota for courses are high/ quota limitations for courses/not enough programs are taught in computer aided design courses/3D max, rhino, v-ray, revit should be taught more extensively/computer aided courses should increase in number and hours/students are equipped with high level of knowledge but lack in computer aided design/computer aided design is limited in the curriculum/no encouragement for

	parametric design/ no lectures on sheet design in freshmen/visual representation training not adequate/ education plan should be up to date/urban planning and higher scale relations/lack of applied courses/time management in juries (not getting enough critics)/inadequate in faaçde solutions/not enough time to apply issues like building technology and building physics, team work could be organized/ lack in building material knowledge/not having enough technical equipments in the school/ there can be additional critics between the 1st and 2nd juries in AD7/not enough research/inter-disciplinary collaboration/not being flexible **ALUMNI & STAKEHOLDERS** Lack of individual motivation Foreign language Promotion/visibility of the DoA Lack of institutional culture/social activity

In addition, faculty members' questionnaire on the evaluation of DoA program and the outcomes of "Education Workshop" were evaluated to support the SWOT analysis.

According to the faculty members, the best qualifications gained with the DoA program can be listed as:

- Leadership and being role model in national platforms
- Having ethical values
- Investigative, ability to generate knowledge, having authority
- The productivity of student work (exhibitions, competitions, clubs)
- Having design knowledge and skills
- Having construction knowledge and skills

According to the faculty members, the least successful parts of the program that need improvement can be listed as:

- Leadership in international platforms
- Inter-disciplinary collaboration
- Understanding of building service systems, integration of building systems, building costs
- Intellectuality, legal rights and responsibilities.

Evaluation of the faculty members with regard to the qualifications of workspace reveals:

- Spatial inadequacy of the classrooms,
- Inadequacy of library and documentation services,
- Inadequacy of the comfort conditions of the classrooms,
- Inadequacy of the physical conditions of offices.

In the Education Workshop two main questions/issues were discussed:

1. The impact of course outcomes on the knowledge, skills and competence of the graduates.
    - The relation between theoretical courses and applied courses
    - The relation between architectural design courses within each other
    - Measuring course outcomes

- Inter-disciplinary collaboration opportunities in education

2. How should a multi-dimensional, comprehensive bachelor education can be?
    - The place of technological developments in architecture education
    - What is a scientific research in architecture education?
    - How can theoretical courses contribute to critical thinking skills?
    - How can scientific research play a role in architectural design courses?

    These subjects and questions were discussed in the Education Workshop to improve the weak parts of the DoA program and make the strong parts even stronger. These issues are the component of the program's identity which is formulated with internal-external stakeholders, accreditation conditions, internal supervision and evaluations of students and faculty members.

As a conclusion,

A zealous effort is made to preserve and develop the strong features of the DoA curriculum and improve and/or eliminate the weak/missing features both in the academic and in the administrative context. The actions for transforming the stong aspects of the program into an institutional identity are being carried out through sharing with all stakeholders, in order to have a general understanding of the whole faculty.

Every new curriculum/program developed has many positive aspects, but inevitably there are (predictable and unpredictable) negative features. The positive and negative outcomes through the application of the program provide feedbacks for the next program. Such feedbacks are the product of surveys conducted on the program stakeholders, as well as the results of the meetings (such as AD project coordinators meetings, department board, department academic board, etc). This effort and understanding coincides with the institutional targets of YTU DoA "to provide a contemporary education for raising individuals who learn the ways to reach knowledge, who can continuously improve themselves, who can adapt to the dynamisms of the contemporary age, who are sensitive to the changing needs of today's society and the environmental conditions, and who have an intellectual perspective".

I.2. Resources

I.2.1.Human Resources and Human Resource Development

Faculty and Staff:
In accordance with our university's and our department's vision and mission, development of human resources is considered important. At the university various training courses, seminars and activities are organized in order to provide a ground for development of students, academic and administrative staff. As a part of the department's policy, participation in such activities are allowed and supported.

For enhancement of international and national experiences for our teaching staff, promotion of participation in meetings and ERASMUS Academic exchange program holds an important place in our department's policies and are supported financially. Financial support is provided to the teaching staff planning to attend a scientific meeting in accordance with YTÜ Senate's decisions. Equal distribution of this financial support, in accordance with the necessities of the teaching staff, is one the policies of the department, in accordance with the vision of YTU.

Criteria for Rank, Reappointment, Tenure, and Promotion
As our university's policy, in teaching staff promotion and allocations, the conditions in Higher Education Article 2547 and related items of Teaching Staff Promotion and Allocation Regulation are applied.

Along with this, decisions in teaching staff promotion and allocations are given according to "AYDEK, Directive on Guidelines for Academic Promotion and Allocation Criteria" designed by YTU Rectorate. Within this scope, taking YTU's institutional history in consideration, with the mission and responsibilities it bears within the other higher education institutions, its strategic planning and the vision and mission it set for a dynamic development model for continuous recruitment in standards in education, Academic Promotion and Allocation Criteria is one of the essential aims of the institution. In this context, with the Academic Promotion and Allocation Criteria, the following items are aimed for academic units of YTU:

To display national and international activity in science and art disciplines,
To convey their knowledge and experience so that information is expanded and contributes to development,
To develop answers to our country's problems in science, techniques, culture and art,
Not only exhibiting their studies, but also helping other studies to be visible and discussed in local, national and international activities,
To cooperate with national and international academic institutions,
To encounter staff requirements in accordance with the unit's objectives and priorities and to guide unit's objectives,
To evaluate objectively the academic level of the candidates,
To provide convenience to boards and authorities in allocations and to scientific board who prepare the report for promotion and allocations.

For teaching staff who fulfills the criteria of the legislation about promotion and allocation, a demand for a position is expressed in the following order: Department

Board, Faculty Board, University Senate. The position offered to the department is distributed fairly regarding the needs of the sub-departments.

http://www.apry.yildiz.edu.tr/images/files/aydek20182014.pdf TR
http://www.apry.yildiz.edu.tr/images/files/istenen%20belgeler%2023_02_2017.docx TR
http://www.apry.yildiz.edu.tr/images/files/ornekozgecmis.pdf TR
http://www.apry.yildiz.edu.tr/images/files/FR-793-AYDEK%20dilekce%202016.docx TR
http://www.apry.yildiz.edu.tr/images/files/AYDEK%20Formları%20mimarlık%202018_06.rar TR

Professional Development Opportunities
For teaching staff to access to opportunities for development, financial supports are given in the context of YTU international scientific publishing encouragement program. Announcements and posters of training courses, scientific meetings and seminars, etc. that help teaching staff's development are displayed in public space of the department. They are also announced in website and sent via e-mail to the teaching staff.

Academically, teaching staff attends to national and international symposiums and meetings. Libraries in the university, the faculty and the department help teaching staff to update their knowledge. Electronic sources that the university library is a member of are e-mailed to the teaching staff. Besides that, the teaching staff develop themselves by participating in national and international workshops through ERASMUS+ and FARABI exchange programs, as well as other bilateral agreements.

Apart from this, implementation projects, consultancy services, consultancy to governmental and private sector institutions, expertise services, which are part of revolving funds services* play an important role in the professional development of teaching staff.

Starting from 2015-2016 academic year, academic staff surveys were conducted on a regular basis in accordance with the Long Term Planning conditions. With these annually conducted surveys, the faculty's opinion on the institution, department and education quality were obtained. In January 2019, 49 full-time faculty members and research assistants (participation ratio 50%) participated in the "Satisfaction Survey for Faculty Members". The evaluations were based on a 5-point Likert scale (very good, good, undecided, poor, very poor) (see Appendix 3.10-11).

1.Group of questions: (Table 11)
- Management and Organization, 1-8. questions
- Education; 9-21. questions
- Scientific activities; 22-31.questions

* Revolving funds/circulating capital is a general name used for service activities offered by the staff working in the public institutions. In this case, the university collects the revenues and distributes some portion of it to the staff.

2.Group of questions: (Table 12)

- Infrastructure; 1-13. questions
- Financial Opportunities; 14-18. questions
- Relations and Location; 19-25.questions
- Job satisfaction; 26-29. questions

In addition to these questions, comments and suggestions were collected with an open-ended question. When evaluating the results, especially the items which has an arithmetic mean less than three were re-assessed. The results and interpretations of the survey can be found below (Tables 11-12).

Table 11: Arithmetic Means of Part 1

Part 1. Questions	**Arithmetic means**
1. Department's vision and mission	4,63
2. Ensuring the participation of faculty members in decisions taken by management	4,28
3. Opportunities to discuss the problems between the upper and lower levels, existence of feedback processes	4,32
4. Assignment criteria (commission, administrative, etc.)	3,94
5. Clear job descriptions of the instructors	4,12
6. Number of academic staff of the department	3,69
7. Number of administrative and support staff	2,88
8. Qualification of administrative and support personnel	3,32
9. Placement criteria for undergraduate program	3,67
10. Quality of the undergraduate program	4,31
11. Criteria for determining course contents and numbers in undergraduate program	4,02
12. Suitability of the number of students in the undergraduate program	2,47
13. Quality of master programs	4,22
14. Suitability of the number of students in the master programs	4,11
15. Quality of PhD programs	4,17
16. Suitability of the number of students in doctoral programs	4,11
17. Academic qualifications of academic staff	4,36
18. Provision of the self-development opportunities for the instructors	3,27
19. Instructor - student communication	4,31
20. Collaboration between teaching staff	3,69
21. Suitability of time / course load allocated to teaching activities	3,31
22. Opportunity to spare enough time for scientific activities and publications	2,84
23. Quality of scientific work	3,85
24. Support for the publication of studies	3,19
25. Rewarding scientific activities	3,35
26. Conducting interdisciplinary studies	2,83
27. Studies of research centers	2,84

28. Provision of databases from internet for scientific research	3,81
29. Books and journal subscriptions for scientific research	3,38
30. Possibilities of providing support for national scientific activities	3,17
31. Possibilities of providing support for international scientific activities	2,91

In the first part of the questions:

- Management and Organization: In this group, the number of administrative staff was less than 3 points.
- Education: In this group Q-12 12. Suitability of the number of students in the undergraduate program is below 3 poings, which is a negative aspect for the program. However, even though a justified statement is presented as a state university, CoHE does not change the quota.
- Scientific activities: In this group, 22. Opportunity to spare enough time for scientific activities and publications

Table 12: Arithmetic Means of Part 2

Part 2. Questions	**Arithmetic means**
1. Health Service	3,17
2. Recreation and sports facilities	2,77
3. Security services	3,83
4. Computer, printer etc. tools and supplies	3,16
5. Internet services	3,56
6. IT services	3,57
7. Library and documentation services	3,36
8. Construction and repair services	3,67
9. Sufficiency of classroom capacities	2,81
10. Sufficiency of classrooms in providing comfort conditions (heat, light, sound)	3,02
11. Physical conditions of offices/ rooms	2,85
12. Congress-meeting rooms / venues	3,65
13. Cleaning services	3,85
14. Wages	3,29
15. Fees for extra courses	2,97
16. Travelling expenses	2,62
17. International publication support / payments	2,37
18. Circulating capital	2,86
19. Educational relations with architectural departments of other universities	3,65
20. Scientific relations with architecture departments of other universities	3,49
21. Communication, cooperation and solidarity within the department	4,15
22. The position of YTU Faculty of Architecture among other architecture faculties in Turkey	4,50
23. Innovation and change efforts of the department	4,56

24. Level of achievement of higher education mission of the department	4,58
25. Academic evaluation and quality improvement efforts of the department	4,59
26. I am satisfied with my job	4,73
27. Through my job, I reach a real sense of accomplishment	4,45
28. My job provides me the opportunity to be rewarded morally and/or financially for what I do.	3,92
29. Level of satisfaction for being a faculty member in YTU Architecture Faculty	4,77

In the second part of questions:

- Infrastructure: Recreation and sports facilities, sufficiency of classroom capacities, physical conditions of offices/ rooms were evaluated below 3 points. The sufficiency of classrooms in providing comfort conditions (heat, light, sound) are found to be at the limit of average mean.
- Financial Opportunities: Fees for extra courses, Travelling expenses, International publication support / payments, circulating capital were evaluated below 3 points.
- Relations and Location: All the statements in this section are above 3 points.
- Job satisfaction: All the statements in this section are above 3 points.

The most important issues on dissatisfaction in this survey are financial conditions, physical conditions, research opportunities (resource, time and space allocation, being interdisciplinary), and the number of students. The highest satisfaction rates are department's ability to realize its vision and mission, job satisfaction, position, academic evaluation and quality improvement efforts and innovation and change efforts of the department.

In order to promote professional development, Academic Staff Incentive System was established in YTU. According to this system, certificates[*] are presented to the staff according to their annual publication performance, in addition they are rewarded with material support[†] (either laptops or financial grants). The academic staff in YTU can also get incentive from the state academic incentive system. Scientific research studies conducted in our university, as well as graduate thesis studies are supported by YTU Scientific Project Coordination Unit, TUBITAK (The Scientific and Technological Research Council of Turkey), ISTKA (Istanbul Development Agency), EU (European Union), as well as various national and international corporations.

YTU DoA supports the faculty in participating in the international conferences, symposiums, workshops and academic meetings etc. The Dean of the faculty reserves funding between $500-800[‡] per faculty members willing to participate in such events once in every fiscal year. ERASMUS+ also provides opportunities in

[*] The academic staff are ranked according to the number of their annual publications and certificates are presented to the first-second-third ranks in each faculty.
[†] The material support is given to all academic staff who are eligible for the criteria of the incentive system.
[‡] According to the university's Governing Board decision dated January 3,.2019, $160 will be paid for participating in national events, $500 will be paid for neighboring countries, $600 for European countries and $800 for far East countries, America, Australia and South Africa.

Faculty Mobility as described in the bilateral agreements. The academic staff who participates in the ERASMUS+ Mobility Program is paid between €90-144 per diem plus the travel expenditures. Paid and Unpaid leaves are regulated by CoHE's regulations numbered 2547. A list of such incentives for the faculty in 2018 is given in Table 13. See Appendix 2.1 for a full list of incentives between 2015-2018.

Table 13: Faculty Funding for Academic Events

Faculty Funding for International Academic Events		
Name/Position of the Faculty	Academic Event and Venue	Date
Yasemen ÖZER, Assoc. Prof. Dr.	Academic Research, Germany	January 2018
Fatma Zerhan YÜKSEL CAN, Prof. Dr.	Academic Research, Italy	February 2018
Leyla ÖZTÜRK, Prof. Dr.	Academic Research, Spain	February 2018
Çiğdem CANBAY TÜRKYILMAZ, Assoc. Prof. Dr.	Academic Meeting, TRNC	April 2018
Deniz TUZCUOĞLU, Res. Asst.	Enable Symposium, Belgium	April 2018
Togan TONG, Asst. Prof. Dr.	Academic Meeting, Hungary	May 2018
Senem KAYMAZ KOCA, Asst. Prof. Dr.	Erasmus Exchange, Bosnia and Herzegovina	May 2018
Neslinur HIZLI ERKILIÇ, Res. Asst.	8th EMU International Design Week 2018, TRNC	May 2018
Çiğdem POLATOĞLU, Prof. Dr.	8th EMU International Design Week 2018, TRNC	May 2018
Neslinur HIZLI ERKILIÇ, Res. Asst.	EURA 2018 Reconciling Past and Future Urban and Regional Strengths, Holland	June 2018
Feride Pınar ARABACIOĞLU, Assoc. Prof. Dr.	8th EMU International Design Week 2018, TRNC	June 2018
Şensin YAĞMUR, Assoc. Prof. Dr.	Balkan Light 2018, Bulgaria	June 2018
Serhat BAŞDOĞAN, Assoc. Prof. Dr.	25th Conference of the European Real Estate Society in Reading, ERES2018, England	June 2018
Muzaffer Tolga AKBULUT, Assoc. Prof. Dr.	Academic Meeting, Uzbekistan	June 2018
Hande DÜZGÜN BEKDAŞ, Res. Asst.	IJAS - International Conference for Education, Hungary	July 2018
Burçin MIZRAK BİLEN, Res. Asst.	The IAFOR International Conference on the City (CITY2018), Spain	July 2018
Paid and Unpaid Leaves		
Name/Position of the Faculty	**Paid/Unpaid, Purpose**	**Date/Period**
Serhat Başdoğan, Rest. Asst.	Paid, Post-Doctorate, Holland	06.02.2017-05.02.2018
Senem Kaymaz Koca, Asst. Prof. Dr.	Paid, Academic Research, England	11.07.2017-05.09.2017
Öze ULUENGİN, Rest. Asst.	Paid, Academic Research, Russia	01.03.2016-28.02.2017
Deniz TUZCUOĞLU, Rest. Asst.	Paid, Academic Research, Holland	03.02.2017- 02.05.2017
Deniz TUZCUOĞLU, Rest. Asst.	Paid, Academic Research, Holland	03.05.2017- 30.07.2017

Berrak KIRBAŞ AKYÜREK, Rest. Asst.	Paid, Erasmus Exchange, Holland	03.09.2017-30.1.2017
Berrak KIRBAŞ AKYÜREK, Rest. Asst.	Paid, Erasmus Exchange, Holland	02.12.2017-28.02.2017
Meral Erdoğan, Prof. Dr.	Paid, Academic Research, England	01.02.2018-30.04.2018
Nazlı ARSLAN, Rest. Asst.	Paid, Erasmus Exchange, Germany	19.03.2018-15.06.2018
Deniz TUZCUOĞLU, Rest. Asst.	Paid, Academic Research, Holland	09.05.2018-05.08.2018
Berrak KIRBAŞ AKYÜREK, Rest. Asst.	Paid, Erasmus Exchange, Holland	07.03.2018-03.06.2018
Berrak KIRBAŞ AKYÜREK, Rest. Asst.	Paid, Erasmus Exchange, Holland	07.06.2018-03.06.2018
Nazlı ARSLAN, Rest. Asst.	Paid, Erasmus Exchange, Germany	25.06.2018-21.09.2018

Other examples of academic development in YTU DoA for 2018 are as follows. See Appendix 2.1 for a full list of activities related with academic development between 2015-2018.

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Organized Meetings (Symposium, Conferences, Workshops, Seminars) supported by YTU DoA in 2018 are as follows:

Meetings (Symposia, Conferences, etc.)

Date: 28 February 2018. Subject: **"Design-Human-Ecology."**Organized by: Prof. Dr. Çiğdem POLATOĞLU. Speakers: Melih AŞANLI. Place: Alpay Aşkun Hall.

Date: 9 March 2018. Subject: **"Neuroscience and Architectur**e.**"**Organized by: YTU Architecture Department. Speakers: Ian RITCHIE. Place: YTU Auditorium.

Date: 4 April 2018. Subject: **"Architectural Offices and Architectural Competitions**."Organized by: Prof. Dr. Çiğdem POLATOĞLU. Speakers: Can TAMİRCİ. Place: Alpay Aşkun Hall.

Date: 27 April 2018. Subject: **"The Relationship Between Space and Human**."Organized by: YTU Building Club. Speakers: Arch. Selim YUHAY. Place: Alpay Aşkun Hall.

Date: 10-11 May 2018. Subject: **"1st Istanbul Housing Congress**."Organized by: Istanbul Governorship, Istanbul Metropolitan Municipality and YTU Faculty of Architecture. Place: Kağıthane Ottoman Archives Congress Center.

Seminars

Date: 22 February 2018. Subject: **"Museum Space Istanbul, Three Places for Museum of Istanbul Byzantine Historical Monuments."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Aykut KÖKSAL. Place: Alpay Aşkun Hall.

Date: 28 February 2018. Subject: **"Architectural Design 7, General Situation of Customs Gates of Turkey."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 1 March 2018. Subject: **"Sustainability Through Aesthetics and Made In Italy."** Moderator: Assist. Prof. Dr Pınar SAĞIROĞLU. Speakers: Prof. Dr. Andrea TOSI. Place: Alpay Aşkun Hall.

Date: 5 March 2018. Subject: **"Cultural Heritage and Security."**themed panel. Organized by: Prof. Dr. Zeynep Gül ÜNAL Participants: ICOMOS ICORP Turkey International Scientific Committee on Risk Preparedness. Place: Alpay Aşkun Hall.

Date: 7 March 2018. Subject: **"Architectural Design 7, Customs Gates Projects from World and Turkey."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 14 March 2018. Subject: **"Architectural Design 7, Design Principles of Transportation and Park at Highway Customs Gates."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 14 March 2018. Subject: **"How Do Digital Lighting and Smart Control Systems Transform Our Environment?"** Speakers: Abdo ROUHANA from Philips Lighting Middle East & Turkey. Place: Alpay Aşkun Hall.

Date: 15 March 2018. Subject: **"Museum Space Istanbul, Historical Topography of Istanbul Byzantine Era."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Aykut KÖKSAL. Place: Alpay Aşkun Hall.

Date: 15 March 2018. Subject: **"Museum Space Istanbul, A look at the Byzantine Museum in Context of The Museology."** Organized by: Assoc. Prof. Dr Ayşen

CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Nazan ATASOY. Place: Alpay Aşkun Hall.

Date: 22 March 2018. Subject: **"Museum Space Istanbul,Ishakpaşa Fire and Rearrangement of Sphendone Environment."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Sibel GÜRSES. Place: Alpay Aşkun Hall.

Date: 23 March 2018. Subject: **"Çalışma Ortamlarında Sağlık Tasarım??."** Speakers: G. Mehmet ARDA Place: Alpay Aşkun Hall.

Date: 26 March 2018. Subject: **"Architecture and Ethics."** Organized by: YTU Department of Restoration. Speakers: Assist. Prof. Dr Banu ÇELEBİOĞLU. Place: Alpay Aşkun Hall.

Date: 5 April 2018. Subject: **"Museum Space Istanbul, Urban Archeology and Istanbul."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Aksel TİBET. Place: Alpay Aşkun Hall.

Date: 5 April 2018. Subject: **"Museum Space Istanbul, Byzantine Monuments on Historical Peninsula Through Old Photographs and Postcards."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Nezih BAŞGELEN. Place: Alpay Aşkun Hall.

Date: 11 April 2018. Subject: **"Architectural Design 7, Security Lighting Design."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 12 April 2018. Subject: **"Museum Space Istanbul, Examples of Contemporary Design in Museums and Historical Areas."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Yasemen SAY ÖZER. Place: Alpay Aşkun Hall.

Date: 12 April 2018. Subject: **"Museum Space Istanbul, Nezih Eldem and Museum Architecture."** Organized by: Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Zühre SÖZERİ, Res. Asst. Serhat ULUBAY. Speakers: Atilla YÜCEL, Aykut KÖKSAL. Place: Alpay Aşkun Hall.

Date: 18 April 2018. Subject: **"Architectural Design 7, Structural System Design."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 18 April 2018. Subject: **"Generations Heritage."** Organized by YTU Department of Architecture, ICOMOS Turkey, INTBAU Turkey. Moderator: Assoc. Prof. Dr İrem GENÇER. Speakers: Prof. Dr. Nevzat İLHAN and Res. Assistants from Department of Restoration. Place: Alpay Aşkun Hall.

Date: 25 April 2018. Subject: **"Building Materials."** Organized by: Assoc. Prof. Dr Zafer AKDEMİR Speakers: from UNIGEN. Place: Alpay Aşkun Hall.

Date: 25 September 2018. Subject: **"Architectural Design 4, AD4 process and How can renewable energy (wind-sun) be used in Architectural Design in Üsküdar?"** Speakers: Assoc. Prof. Dr Funda KERESTECİOĞLU. Place: YTU Faculty of Architecture, D-220.

Date: 16 May 2018. Subject: **"Architectural Design 7, Architectural Presentation Techniques."** Organized by Assoc. Prof. Dr Çiğdem CANBAY TÜRKYILMAZ. Participants: Students. Place: Alpay Aşkun Hall.

Date: 22 May 2018. Subject: **"Design Eduction Forum."** Organized by Assoc. Prof. Dr Feride Pınar ARABACIOĞLU and YTU Department of Architecture Students. Participants: Students: Nurettin ŞATIR, Aysima AKIN, Gizem BAYAZIT, Fatih ENDEZ,

Muhammet BOZDEMİR, Instructor Ayhan BÖYÜR, Assoc. Prof. Dr Kunter MANİSA, Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Candan ÇINAR ÇITAK, Abdurrahman ÇEKİM from Baraka Architecture, Hakan DEMİREL from Suyabatmaz Demirel Archtecture, Erhan VURAL from Aboutblank Architecture, Pınar BAYRAKTAR from Mahal Architecture. Place: YTU Auditorium.

Date: 25 September 2018. Subject: **"Architectural Design 4, Design Workshop, Architectural Profession and Education, Architectural Design, Architectural Concept."** Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Speakers: Assoc. Prof. Dr Kunter MANİSA. Place: YTU Faculty of Architecture, D-220.

Date: 27 September 2018. Subject: **"Historical Environment Evaluation 1 and Conservation Project 1."** Speakers: Assist. Prof. Dr Ebru Omay POLAT.

Date: 2 October 2018. Subject: **"Architectural Design 4, Reading City- Experience-sense mapping."** Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Speakers: Assist. Prof. Dr Senem KAYMAZ KOCA. Place: YTU Faculty of Architecture, D-220.

Date: 2 October 2018. Subject: **"Archtiecrure and Ethics"** Organized by: DoA. Speakers: Umut Şahin, Sociologist. Place: YTU Auditorium, Beşiktaş.

Date: 05 October 2018. Subject: **"Göbeklitepe: A World Heritage Site"** Organized by: DoA. Speaker: MSc. Arch. Yaman İrepoğlu. Place: Alpay Aşkun Hall.

Date: 17 October 2018. Subject: **"Shaping the Future"** Organized by: DoA. Speaker: Acrylic Design Awards Introduction Seminar. Place: D-411.

Date: 19 October 2018. Subject: **"Welcome to Architecture: Presentation of Istanbul Biennial"** Organized by: DoA. Speaker: Deniz Ova, IKSV Istanbul Foundation for Culture and Arts. Place: Auditorium Exhibition Hall, Beşiktaş Campus.

Date: 11 October 2018. Subject: **"'Power of Public Space**.'' Palio Festival – Piazza del campo- Siena.**"** Organized by Assist. Prof. Dr Pınar SİPAHİ. Place: Alpay Aşkun Hall.

Date: 12 October 2018. Subject: **"Architectural Design 4, Abstraction of Place and Thought."** Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Speakers: Assoc. Prof. Dr Kunter MANİSA. Place: YTU Faculty of Architecture, D-220.

Date: 19 October 2018. Subject: **"Architectural Design 4, Formal Basis of Modern Architecture Peter Eisenman."** Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Speakers: Assoc. Prof. Dr Selim ÖKEM. Place: YTU Faculty of Architecture, D-220.

Date: 23 October 2018. Subject: **"Architectural Design 4, What does Üsküdar want to be?"** Organized by Assoc. Prof. Dr Funda KERESTECİOĞLU. Participants: Prof. Dr. Meral ERDOĞAN, Assoc. Prof. Dr Ayşen CİRAVOĞLU, Assoc. Prof. Dr Kunter MANİSA, Assist. Prof. Dr Senem KAYMAZ KOCA, Lecturer Mahmud Zin Alabadin, Lecturer Jülide SZAWLOWSKI, Lecturer Selçuk ŞENOLDU, Lecturer Nuran ÜNSAL, Lecturer Zeki ŞERİFOĞLU, Res. Asst. Gülsüm KARAÇETİN SARIKAYA, Res. Asst. Reyya KALAY YÜZEN, Res. Asst. Cemile Gül GÜRCAN. Place: Alpay Aşkun Hall.

Date: 9 November 2018. Subject: **"Architectural Design 4, Structural System Design."** Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Speakers: Assist. Prof. Dr Ali Osman KURUŞÇU. Place: YTU Faculty of Architecture, D-220.

Date: 9 November 2018. Subject: **"Lighting in Historical Buildings"** Organized by: Assist. Prof. Dr. Sevgül LİMONCU. Speaker: Assist. Prof. Dr. Lale ERDEM ATILGAN. Place: Alpay Aşkun Hall.

Date: 16 November 2018. Subject: **"Architectural Design 4, Jury Assestment Criteria."** Themed panel Organized by: Assoc. Prof. Dr Funda KERESTECİOĞLU. Participants: Students, Prof. Dr. Meral ERDOĞAN, Assoc. Prof. Dr Ayşen CİRAVOĞLU,

Assoc. Prof. Dr Kunter MANİSA, Assist. Prof. Dr Senem KAYMAZ KOCA, Lecturer Mahmud Zin Alabadin, Lecturer Jülide SZAWLOWSKI, Lecturer Selçuk ŞENOLDU, Lecturer Nuran ÜNSAL, Lecturer Zeki ŞERİFOĞLU, Res. Asst. Gülsüm KARAÇETİN SARIKAYA, Res. Asst. Reyya KALAY YÜZEN, Res. Asst. Cemile Gül GÜRCAN. Place: YTU Faculty of Architecture, Auditorium Exhibiton Hall.

Date: 16 November, 20 November, 4 December 2018. Subject: **"How About Architecture?"** Organized by YTU Department of Architecture Design Club, Prof. Dr. Çiğdem POLATOĞLU Speakers: Burcu SEVİNÇ from Be Office, Ayşegül UĞURLU from Paspasın Bahçeleri, Emrah BAL from 2 Design. Place: Alpay Aşkun Hall.

Date: 23 November 2018. Subject: **"Criteria for Choosing Glass According to Current Façade Construction Technologies"** Organized by: Assist. Prof. Dr. Sevgül LİMONCU. Speaker: Volkan OSKAY. Place: Alpay Aşkun Hall.

Date: 27 November 2018. Subject: **"New Approaches in Façade and System Design"** Organized by: Assist. Prof. Dr. Sevgül LİMONCU. Speaker: MSc Arch. Ayşe Selin ÖRKMEZ. Place: Alpay Aşkun Hall.

Date: 07 December 2018. Subject: **"Two Trials & Two Projects"** Organized by: DoA. Speaker: Abdurrahman Çekim, Baraka Mimarlık. Place: Alpay Aşkun Hall.

Date: 18 December 2018. Subject: **"Laboratory Design Criteria"** Organized by: Assist. Prof. Dr. Sevgül LİMONCU. Speaker: Berna Barutçu Dumanlı. Place: Alpay Aşkun Hall.

Date: 19 December 2018. Subject: **"Bitlis City and Traditional Houses."** Organized by Lecturer Mahmud ZEYN EL ABİDİN, Res. Asst. Reyya KALAY YÜZEN. Place: Alpay Aşkun Hall.

Workshops

Date: 30 June-21 July 2018. Subject: **"Bitlis City and Traditional Houses."** Organized by Lecturer Mahmud ZEYN EL ABİDİN, Res. Asst. Reyya KALAY YÜZEN.

Exhibitions

Date: 12-23 February. Subject: **"Introduction to Architectural Design."** Organized by: Assoc. Prof. Dr Yasemen SAY ÖZER, Lecturer Ayhan BOYÜR, Res. Asst. Serhat ULUBAY, Res. Asst. Hasan TAŞTAN, Res. Asst. Muhammet Ali HEYİK. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 12-23 February. Subject: **"2017-2018 Fall Semester Graduation Projects"** Organized by: YTU DoA, Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 February-9 March. Subject: **"Basic Design."** Organized by: Assoc. Prof. Dr. Kunter MANİSA, Res. Ast. Serhat ULUBAY, Assoc. Prof. Dr. Aslı SUNGUR ERGENOĞLU, Res. Asst. Özde ÖZDAL, Assoc. Prof. Dr. Çiğdem CANBAY TÜRKYILMAZ, Res. Asst. Esin YILMAZ, Lecturer Dr. Selin YILDIZ, Res. Asst. Dr. Hande DÜZGÜN BEKDAŞ. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 February-9 March. Subject: **"Architectural Design 1."** Organized by: Lecturer Dr. Senem Kaymaz Koca, Res. Asst. Reyya Kalay. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 February-9 March. Subject: **"Architectural Design 2."** Organized by: Assoc. Prof. Dr. Zafer Akdemir, Res. Ast. Serkan Ustaoğlu, Res. Asst. Seda Serbest Yenidünya, Res. Asst. Sueda Yılmaz. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 12-23 March. Subject: **"Architectural Design 3"** Organized by: Assoc. Prof. Dr. Çiğdem Canbay Türkyılmaz, Res. Asst. Bilge Can. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 12-23 March. Subject: **"Architectural Design 4, Reading Beşiktaş Through Historical Buildings."** Organized by: Assoc. Prof. Dr. Funda KERESTECİOĞLU, Assoc. Prof. Dr. Selim ÖKEM, Assoc. Prof. Dr. Kunter MANİSA, Lecturer Jülide SZAWLOWSKI, Res. Asst. Neslinur HIZLI. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 March-6 April. Subject: **"Architectural Design 5"** Organized by: Assist. Prof. Dr. Güven Şener, Res. Asst. Dr. İlkim Markoç. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 March-6 April. Subject: **"Architectural Design 6"** Organized by: Lecturer Ayhan Böyür, Res. Asst. Dr. Serhat Ulubay. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 26 March-6 April. Subject: **"Transformations of Building Use."** Organized by: Assoc. Prof. Dr Kunter MANİSA. Place: YTU Faculty of Architecture, Deanery Corridor.

Date: 10-24 April. Subject: **"Historical Buildings by Sketches."** Organized by YTU Department of Architecture, ICOMOS Turkey, INTBAU Turkey. Moderator: Assoc. Prof. Dr İrem GENÇER and Msc. Arch. Göksel ÖKSÜZ. Place: YTU Faculty of Architecture.

Date: 10-24 April. Subject: **"Field Studies from Past to Present."** Organized by YTU Department of Architecture, ICOMOS Turkey, INTBAU Turkey. Moderator: Assoc. Prof. Dr İrem GENÇER and YTU Department of Restoration. Place: YTU Faculty of Architecture.

Date: 11-20 April. Subject: **"Commercial Buildings of Ottoman Capitals: "Bursa, Edirne, İstanbul" Selected Buildings Workshop Exhibition."** Organized by: Lecturer Mahmud ZEYN EL ABİDİN. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 24 September-7 October. Subject: **"Architectural Design 1"** Organized by: Lecturer Dr. Senem Kaymaz Koca, Res. Asst. Reyya Kalay. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 24 September-7 October. Subject: **"Introduction to Architectural Design."** Organized by: Assoc. Prof. Dr Yasemen SAY ÖZER, Lecturer Ayhan BOYÜR, Res. Asst. Serhat ULUBAY, Res. Asst. Hasan TAŞTAN, Res. Asst. Muhammet Ali HEYİK. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 24 September-7 October. Subject: **"2017-2018 YTU DoA Graduation Projects National Archiprix Selection"** Organized by: YTU DoA. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 8-21 October. Subject: **"Trabzon City & Traditional Houses Workshop Exhibition."** Organized by: Lecturer Mahmud ZEYN EL ABİDİN. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 8-21 October. Subject: **"Architectural Design 2"** Organized by: Assoc. Prof. Dr. Zafer Akdemir, Res. Ast. Serkan Ustaoğlu, Res. Asst. Seda Serbest Yenidünya, Res. Asst. Sueda Yılmaz. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 8-21 October. Subject: **"Architectural Design 4"** Organized by: Assoc. Prof. Dr. Funda KERESTECİOĞLU, Res. Asst. Neslinur HIZLI. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 22 October-4 November. Subject: **"Architectural Design 3"** Organized by: Assoc. Prof. Dr. Çiğdem Canbay Türkyılmaz, Res. Asst. Bilge Can. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 5-18 November. Subject: **"Architectural Design 5"** Organized by: Assoc. Prof. Dr. Serhat Başdoğan, Res. Asst. Dr. İlkim Markoç. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 19 November-3 December. Subject: **"Architectural Design 6"** Organized by: Lecturer Ayhan Böyür, Res. Asst. Dr. Serhat Ulubay. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 19 November-3 December. Subject: **"TASK Student Club Safranbolu Workshop Sketches"** Organized by: TASK Design Club members. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 21 November-10 December 2018. Subject: **"Computer Aided Design",** Organized by: : Assoc. Prof. Dr Derya GÜLEÇ ÖZER, Assist. Prof. Dr Togan TONG, Res. Asst. Özde ÖZDAL, Res. Asst. Reyya KALAY YÜZEN, Res. Asst. Muhammet Ali HEYİK Res. Asst. Hasan TAŞTAN, Res. Asst. Cemile Gül GÜRCAN. Place: YTU Faculty of Architecture, Ground Floor Corridor.

Date: 3-17 December. Subject: **"Graduation Projects"** Organized by: YTU DoA, Place: YTU Faculty of Architecture, Ground Floor Corridor.

Students:

The Student Selection and Allocation Center (SSAC/ÖSYM) mainly organizes the process by which applicants to the substantially equivalent degree program are evaluated for admission under the supervision of Council of Higher Educational (CoHEC/YÖK). The SSAC organizes nationwide exams in two stages for the students who are graduated from high schools each year.*
https://www.osym.gov.tr TR

The first round of this series of exams is called the Basic Proficiency Test (BPT/TYT) and is composed of intermediate level questions relating secondary and high school curricular content. BPT determines the student's proficiency to receive higher education for both national and international higher educational institutions.

The minimum score is 150 points for BPT, which is compulsory for a candidate to apply to an undergraduate program. Therefore, students willing to gain access to undergraduate programs with a period of study for 4-6 years have to take a combination of the remaining three tests that are called Subject Proficiency Test (AYT/SPT).

SPT exams are conducted nationwide synchronically in June and are grouped in five basic branches of secondary and high school curricular content, including mathematics, natural sciences (physics, chemistry and biology), Turkish literature, social sciences (sociology, history, geography and psychology); and foreign languages. Students who are willing to enroll in a Bachelor Degree in Architecture have to take tests on mathematics and natural Sciences.
https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/KONTKILAVUZ6082018.pdf TR

The students within the given range of lowest and highest scores, are found eligible to apply to YTU DoA. See Table 14 for a comparison on the range of scores, score

* The exams for university admissions have changed starting from 2018-2019 academic year. For details, see:

ranks and percentile of students in architecture schools in top five state universities.

Table 14: Student Scores and Ranking Comparing Top Five Architecture Departments

Architectural Departmental Units of the Universities[5]	2015[1,2]			
	Lowest Score	Highest Score	Score Rank	Percentile
YTÜ (100%English)	434.95581	444.095055	15,800	0.74
YTÜ (30%English)	422.94296	441.47668	20,600	0.97
ITU (100%English)	460.82014	512.85812	7,660	0.36
ITU (%30 English)	444.35390	473.27329	12,400	0.58
MSGSU	426.41550	444.13498	19,100	0.90
Gazi University	415.36238	434.50254	24,100	1,13
METU (100%English)	447.19024	484.76910	11,500	0.54
Architectural Departmental Units of the Universities	2016[3,2]			
	Lowest Score	Highest Score	Score Rank	Percentile
YTÜ (100%English)	458.20904	466.52973	18,100	1.13
YTÜ (30%English)	446.83052	466.79500	23,200	1.45
ITU (100%English)	482.22103	525.57236	9,210	0.58
ITU (%30 English)	467.01784	526.91257	14,500	0.91
MSGSU	449.55358	466.73798	21,900	1.37
Gazi University	437.14453	463.51505	27,900	1.74
METU (100%English)	472.95775	520.04982	12,200	0.76
Architectural Departmental Units of the Universities	2017[4,2]			
	Lowest Score	Highest Score	Score Rank	Percentile
YTÜ (100%English)	442.51085	451.87451	21,300	1.15
YTÜ (30%English)	432.14003	451.84448	26,400	1.43
ITU (100%English)	465.77146	523.50027	11,500	0.62
ITU (%30 English)	452.41577	504.05684	16,700	0.90
MSGSU	435.49646	453.60462	24,700	1.33
Gazi University	423.16466	444.95952	31,300	1.69
METU (100%English)	456.84120	509.86637	14,900	0.81

(1) https://dokuman.osym.gov.tr/pdfdokuman/2015/OSYS/OSYS2015YerlestirmeMinMaxTablo-423072015.pdf TR
(2) https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/LisansBasarisira01082018.pdf TR
(3) https://dokuman.osym.gov.tr/pdfdokuman/2016/LYS/Yerlestirme_Tablo-4_MinMax_Lisans10082016.pdf TR
(4) https://dokuman.osym.gov.tr/pdfdokuman/2017/OSYS/YER/Tablo-4_12082017.pdf TR
(5) These are the top five state universities in architecture. Abbrevitations: YTU: Yıldız Technical University, İstanbul; ITU: İstanbul Technical University, İstanbul; MSGSU: Mimar Sinan Fine Arts University, Istanbul; METU: Middle East Technical University, Ankara.

The students apply for admission to Dean's Secretariat with the SPT/AYT exam score and with the documents and files as stated in the admission guide which can be viewed in the following link:
http://www.ogi.yildiz.edu.tr/images/files/2018-YKS%20Sonuclarına%20Gore%20Unıversıtemız%20LISANS%20Programlarına%20Kayıt%20Olacaklar%20Icın%20Ilk%20Kayıt%20Islemleri_4_9_2018.doc TR

SSAC also regulates and organizes the Vertical Transfer Exam in mid July. The foreign students exam is organized by each individual university. YTU organizes foren students exam in mid May and the guidance is provided through the web site of Foreign Students Office:
http://www.ydok.yildiz.edu.tr/en EN

Transfers from within and outside of the university:
According to the regulations of the Council of Higher Education (CoHE) and YTU Senate, students are provided with the opportunities to make lateral and vertical

transfer, and double major. The conditions and regulations for admission transfer students are given in this section. However, transfer process includes the accreditation for each individual transfer student as well. Accreditation process for all transfer students (Lateral, Vertical, Double Major) are further detailed in the *Evaluation of Preparatory/Pre-professional Education in section II.3*.

Related Regulations and Guidelines for Transfers within and outside YTU are listed below.

YTU Student Transfer Regulation (Lateral, Vertical, Double Major transfers)
http://www.kalite.yildiz.edu.tr/category.php?id=35 TR

According to the "Regulation of Associate Degree and Bachelor Transfer between Higher Education Institutions, and the Regulations for Double Major" of the Council of Higher Education, the following rules are applied for transfer to YTU's Associate Degree and Bachelor programs from universities listed in SSAC's guide book and from abroad universities accredited by the CoHE.

To evaluate enrollment of students who are applying to bachelor transfer:
a) Transfers are conducted between equivalent education programs. Transfers from associate degree programs to bachelor programs are not allowed.
b) The students have to be enrolled to an equivalent higher education institute during the time of application.
c) Transfer applications (except for Foreign Language Preparatory class) are executed at the end of the first year, at the earliest.
d) Application of students who have one year / semester suspension are not accepted.
e) Applications of students who are enrolled in a bachelor program with Vertical Transfer Examination are not accepted.
f) Students with a discipline penalty from a Higher Education Institute are not eligible to apply.
g) No transfers are allowed from Central Open Higher Education and External Higher Education to Formal Higher Education.
h) To be eligible to apply to Associate Degree/Bachelor programs, all courses must be taken and accomplished with a grade at least 2.0 out of 4.0, for application in 2nd and 3rd years, GPA must be at least 60 out of 100 (2.4 out of 4.0) for all years prior to application. In addition, for applications when there is a vacancy in 4. year quota, GPA of courses for 5th and 6th semesters of the prior program must be at least 70 out of 100 (2.8 out of 4.0), GPA of all courses taken must be at least 65 out of 100 (2.6 out of 4.0).
i) Students, who want to transfer from secondary education programs to primary education programs, have to prove that they are among the first 10 % in GPA ranking of the latest year accomplished in prior higher education institute. If these students are transferred to a primary education program, they continue to pay the secondary education tuition.

According to the abovementioned rules, the determination of application quotas by the Council of Higher Education is evaluated as a weak point. The quotas are increased, without regarding the physical resources and number of teaching staff. Increasing the number of students directly affects the quality of education.

Lateral Transfer
Lateral Transfer concerns transfer between same levels of degrees (from an associate degree to another associate degree or from a bachelor degree to another bachelor degree) within the same higher education institution or between different institutions.
See the link for YTU Lateral Transfer Conditions (Internal Bachelor Degree Transfers within YTU)
http://www.ogi.yildiz.edu.tr/images/files/1-%20Kurumıcı%20Yatay%20Gecıs%20Basvurusu%20Yapacaklar%20Icın%20Basvuru%20ve%20%20Kayıt%20Islemleri%20(2018-2019).doc TR

YTU Lateral Transfer Conditions (Bachelor Degree Transfers from outside YTU)
http://www.ogi.yildiz.edu.tr/images/files/1-YTU%20K_Arası%20Yatay%20Gecıs%20Basvuru%20Takvımı-Basvuru%20Kosulları%20ve%20Kayıt%20Islemleri%20(2018-2019).doc TR

Vertical Transfer (Transfers from outside YTU)
The Vertical Transfer concerns transfer for graduates of vocational schools or associate degrees to continue education in a related bachelor degree. The vertical transfers within different degree levels are organized under the supervision of SSAC and CoHE, which conducts a designated exam among the students who are willing to undergo transfer process in between national higher education institutions. The Vertical Transfer Exam conducted by SSAC is executed in mid July every year. Available transfers from associate degree programs to B.Arch. degree programs including YTU DoA listed by SSAC is given in Table 15.

https://dokuman.osym.gov.tr/pdfdokuman/2018/DGS/TABLO2_16052018.pdf TR
(Turkish names of the associate degree programs are also given for query)

Table 15: Accepted Associate Degree Programs for Transfer

Available transfers from associate degree programs to B.Arch. degree programs as listed in SSAC documents.	
EN	TR
Building Preservation and Renewal	Bina Koruma ve Yenileme
Natural Stone Decoration	Doğal Taş Dekorasyonu
Natural Stone Constructional Technology	Doğal Yapı Taşları Teknolojisi
Masonry Decoration Arts	Duvar Süsleme Sanatları
Artifact Preservation	Eser Koruma
Preservation and Renewal of Interiors	İç Mekan Koruma ve Yenileme
İnterior Design	İç Mekan Tasarımı
Construction	İnşaat
Construction Technicianship	İnşaat Teknikerliği
Construction Technology	İnşaat Teknolojisi
Marble Technology	Mermer Teknolojisi
Marble Craftsmanship	Mermercilik
Architectural Decorative Arts	Mimari Dekoratif Sanatlar
Architectural Decoration	Mimari Dekorasyon
Architectural Technology	Mimarlık Teknolojisi
Architectural Restoration	Mimari Restorasyon
Restoration	Restorasyon
Restoration and Conservation	Restorasyon ve Konservasyon
Construction Draftsmanship	Yapı Ressamlığı

YTU Regulation for Continuing Bachelor Education for Graduates of Vocational Studies Schools is as follows: http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YÖ-015-

Meslek%20Yüksekokulları%20Mezunlarının%20Lisans%20Öğrenimine%20Devamları%20Hakkında%20Yönerge.doc TR

Double Major
Double Major is studying two bachelor degrees simultaneously in YTU and obtaining two diplomas in graduation.

YTU Double Major Regulation
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YÖ-005-YTÜ%20Ön%20Lisans%20ve%20Lisans%20Düzeyindeki%20Programlar%20Arasında%20Geçiş%20ve%20Çift%20Anadal%20Yönergesi.doc TR

Double Major program is determined according to Yıldız Technical University Double Major Education Regulation. YTU Senate decides between which programs Double Major program can be established, the quotas and the application dates, according to the proposal of relevant departments and faculty boards for every academic year. The total number of new students that will be annually accepted in Double Major program cannot surpass 10 % of the number of first year students that will be accepted in one year. Double Major program cannot be applied between teacher education bachelor programs and bachelor programs of other faculties. The students can apply to a double major program in the beginning of third and fifth semesters of their own bachelor program. For application, the students have to accomplish at least 3.0 grade point average (GPA) for all courses until the semester of application and be among the first 20 % of the relevant class of the main bachelor program[*]. For these students, a success rating is formed based on the first day of application. The students who are willing and eligible for Double Major education apply to the deanship of the faculty, in which they wish to make a double major, with an application form and transcript at the time announced in the academic calendar. If the applications are more than the quota allocated, a ranking is prepared according to GPA defined in Section 2.4. If there is an equivalency, then university admittance scores are considered. Acceptance to a Double Major program is finalized with the decision of the faculty executive board of the program. In Double Major program, registration to more than one secondary bachelor program is not allowed.

Sources of Informal Education
Architectural Student Clubs
There are various student clubs (drama, radio, mountaineering, chess etc.) at the university, which aim to provide personal and collective development for students at the university and outside the university. There are 3 architectural clubs within department of architecture, which are: Mimarlık Bunun Neresinde? (How About Architecture?), YTU Pusula (YTU Compass), Tasarım Kulübü (YTU Design Club)[†]

Mimarlık Bunun Neresinde? (How About Architecture?)
Mimarlık Bunun Neresinde? is a student community established at YTU faculty of architecture. The main aim of the community is to create discussion platforms for the subjects related to architecture and to create an environment in which students can benefit from more from the school besides courses. Support for student-to-

[*] According to Higher Education Governing Board Decision, date 11.11.2002
[†] Design Club is an official student club of YTU. For a list of YTU student clubs, see: http://www.kultur.yildiz.edu.tr/category.php?id=3

student cooperation and to enhance the curiosity of students are among the community's goals.

The community organizes various panels, forums and interviews during the education period. Community events also aim to create an atmosphere in which participants can freely express and discuss their ideas. It is also aimed to increase the interaction of school corridors with art and architecture by organizing various exhibitions and keeping students' interest alive. The intended audience are students who want to improve themselves and are not satisfied with the formal education alone.

Activities of the club includes discussion of documentaries like Urbanized (by Gary Hustwit) and organizing panel discussions on topics such as utopia, architectural student competitions, and architectural education. Discussions on contemporary architecture education problems, comparisons with the former educational approaches, and the relationship between students and academic staff are the subjects questioned (Figures 6-9). The students invited experienced academic members and emerging practicing architects for the discussions. Another panel was organized to recognize the importance of architectural competitions and to interview with students and academic staff who participate in competitions.

Figure 5: How About Architecture Group

An atelier was organized within the concept of space as the first workshop of the group. The concept of the place was open to discussion by sound. By listening to the sound recordings from 3 different films, space descriptions were recreated over the sounds. Different approaches have been developed for the contribution of sensory organs outside the eye to perception of the space. In the final, a film was produced by one of the team members. Participants were asked to draw the sketch of the place they heard.

Another activity of the club was to raise the question "What kind of life a student expects after graduation?". There are many different options in professional life and therefore this panel was realized to evaluate these options and to have an idea about post-graduation. An practicing architect and an academic member of YTU DoA were invited as guests to discuss the academia and the current market conditions.

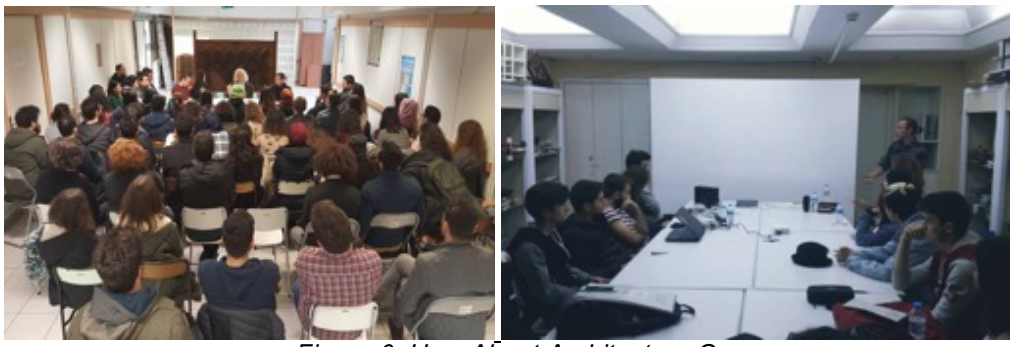


Figure 6: How About Architecture Group

For a final activity, the club organized a texture exhibition, comprised of photographs of the excursions in the YTU Beşiktaş campus. It is aimed to demonstrate the importance of texture in architecture and to learn by experiencing different textures around. The design phase and the application phase are fully realized by the students. Students have experienced learning by doing.

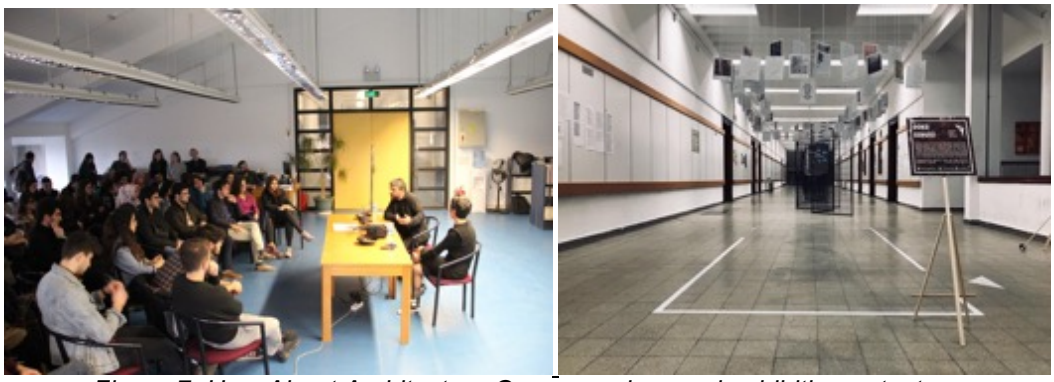


Figure 7: How About Architecture Group seminar and exhibitionon textures

YTU Pusula (YTU Compass)

YTU PUSULA is a community where all students who have recently joined the DoA at YTU will be able to meet up with more senior volunteer architecture students who can guide them about architectural education. This way the junior students will be able to adapt more easily to the intense and challenging task of architectural education.

As a result of unofficial interviews with first-year students, it has been determined that such a community is needed on their request. YTU Compass group believes that their community will create social partnerships, opportunities and perspectives that can be very useful in architectural education and professional life, especially when it will increase social ties among different classroom students.

YTU Tasarım Klübü (YTU Design Club)

The club is established by the students of DoA on 07.12.2016 as a university club. It is one of the dynamic and emerging clubs of YTU and it has more than two hundred members from different faculties. The members aim to enhance the competence and experience of the profession of the students effectively, to raise awareness on individual and group interaction on professional, cultural and social matters as well to increase awareness on work coordination (Figure 10). The club

coordinates between the companies and students, organizing activities such as interviews, panels, workshops, architecture office and site visits.

Figure 8: YTU Design Club with their theme social focus and wall magazine

http://www.kulupler.yildiz.edu.tr/ TR
http://www.eu.yildiz.edu.tr/eu/ EN

Besides these student initiatives, scientific meetings and workshops organized by private and governmental institutions contribute to students' development. (Various examples on this topic can be found at previous sections.)

In addition, ERASMUS exchange program has an effective role on the international education and practice experience of students. YTÜ EU Office and Department's Erasmus Commission pursue the necessary procedures. The departmental commission is responsible for the selection and allocation of candidates, contacting the Erasmus departments in related schools, preparation of learning agreements, and accreditation of courses.

I.2.2.Administrative Structure and Governance

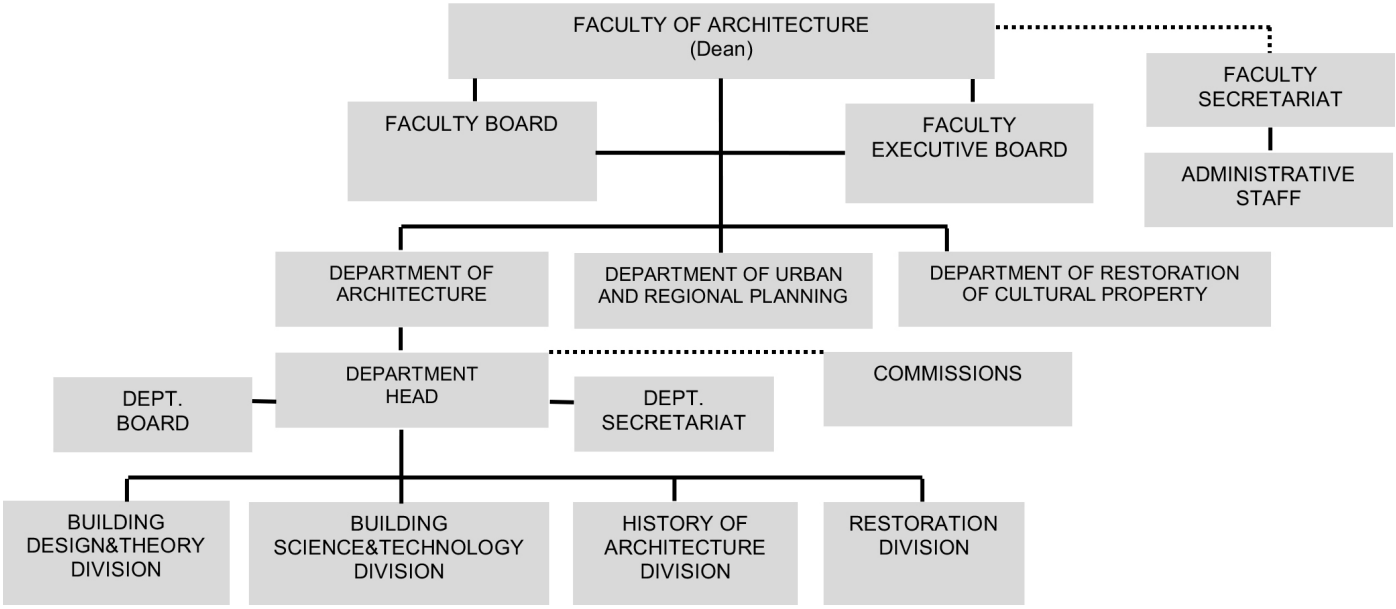
a) Department Headship

YTÜ DoA is administrated by a Department Head elected every third year, two vice heads, four sub-department chairs and a representative of research assistants and a representative of the students. The administrative staff of the department includes three program administrators (head and two vice-heads), one coordinator for graduate studies, two administrative coordinators, three secretaries, and assistant personnel.

The organizational scheme of YTÜ DoA's academic and administrative structure is presented below. This chart not only shows the department's structure, but the whole organizational structure starting with the faculty. In this scheme, the information flow (decision making mechanism) of the department follows the order of Division-Department Board-Faculty Board.
Department Head http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-107-

Bölüm%20Başkanı.doc TR
Department Vice-Head http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-108-Bölüm%20Başkanı%20Yardımcısı.doc TR
Sub-department Chair http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-109-Anabilim%20Dalı%20Başkanı.doc TR

YTÜ Faculty of Architecture and DoA Administrative Structure



Routine works within the department are conveyed by commissions stated below. The work distribution allows all teaching staff to have the same load and temporary commission works and short-term tasks are distributed alternately.

Table 16: Department of Architecture Commissions

COMMISSIONS FOR INTERNSHIPS	
OFFICE INTERNSHIP:	Evaluates the internship applications
ASSIST. PROF. DR. DILEK EKŞİ AKBULUT (HEAD) ASSIST. PROF. DR. BANU ÇELEBİOĞLU ASSIST. PROF. DR. PINAR SİPAHİ SAĞIROĞLU ASSOC. PROF. DR. DERYA GÜLEÇ ÖZER	
CONSTRUCTION SITE INTERNSHIP:	
ASSOC. PROF. DR. NURİ İLGÜREL (HEAD) ASSOC. PROF. DR. ÇIĞDEM CANBAY TÜRKYILMAZ ASSIST. PROF. DR. ALİ OSMAN KURUŞÇU ASSIST. PROF. DR. EZGİ KORKMAZ	
PHD QUALIFICATION EXAM COMMISSION	
PROF.DR.ÇİĞDEM POLATOĞLU PROF.DR.ZEYNEP GÜL ÜNAL PROF.DR.ÖMÜR BARKUL ASSOC. PROF. DR. ALEV ERKMEN ÖZHEKİM ASSOC. PROF. DR. M.NURİ İLGÜREL	Organizes the PhD Qualification Exams
TRANSFER COMMISSIONS	
LATERAL TRANSFER COMMISSION	Evaluate the transfer applications
ASSIST. PROF. DR. ALI OSMAN KURUŞÇU (HEAD) ASSIST. PROF. DR. EZGİ KORKMAZ	

ASSIST. PROF. DR. SELİN YILDIZ	Organize the course accreditations of the accepted students
INTERNAL TRANSFER AND DOUBLE MAJOR COMMISSION	
ASSOC. PROF. DR. AYŞEN CİRAVOĞLU DEMİRDİZEN (HEAD) ASSOC. PROF. DR. AYTEN ERDEM ASSIST. PROF. DR. SEVGÜL LİMONCU INST. DR. TİMUR AKÇALI RES. ASST. MELIKE ÖZHAN	
VERTICAL TRANSFER COMMISSION	
ASSOC. PROF. DR. ÇIĞDEM CANBAY TÜRKYILMAZ (HEAD) INST. DR. NEFİSE BURCU YAĞAN ASSIST. PROF. DR. SENEM KAYMAZ KOCA	
ERASMUS COMMISSION	
ASSOC. PROF. DR. ASLI SUNGUR ERGENOĞLU (COORDINATOR) RES. ASST. SEDA SERBEST YENİDÜNYA RES. ASST. HASAN TAŞTAN (ARCH. DESIGN)	Organizes the incoming-outgoing students and teaching staff via ERASMUS exchange program
ERASMUS ACCREDITATION COMISSION	
ASSOC. PROF. DR. ALEV ERKMEN ÖZHEKİM (HEAD) ASSOC. PROF. DR. F. PINAR ARABACIOĞLU (MEMBER) ASSIST. PROF. DR. İREM CEYLAN GENCER (MEMBER)	Organizes the course accreditations of the outgoing students
INTERNATIONAL AFFAIRS COORDINATOR	
ASSOC. PROF. DR. KUNTER MANİSA RES. ASST. ESIN YILMAZ RES. ASST. REYYA KALAY	
FARABI COMMISION	
PROF.DR. NEŞE YÜĞRÜK AKDAĞ (COORDINATOR) ARŞ.GÖR.DR.TUĞÇE ERCAN	Organizes the incoming-outgoing students and teaching staff via FARABI exchange program
MEVLANA COMMISION	
ASSOC. PROF. DR. AYŞEN CİRAVOĞLU (COORDINATOR) ASSOC. PROF. DR. DERYA GÜLEÇ ÖZER	Organizes the incoming-outgoing students and teaching staff via MEVLANA exchange program
INTERNATIONAL ACCREDITATION COMMISSION	
ASSIST. PROF. DR. ŞENSİN AYDIN YAĞMUR (HEAD) ASSOC. PROF. DR. POLAT DARÇIN RES. ASST. HASAN TAŞTAN	Organizes the accreditation issues related with international students
RECOGNITION OF PRE-PROFESSIONAL EDUCATION COMMISSION	
ASSIST. PROF. DR. TOGAN TONG (HEAD) ASSIST. PROF. DR. FÜSUN ÇİZMECİ ASSIST. PROF. DR. HANDE DÜZGÜN BEKTAŞ	Organizes the accreditation issues and prior performance qualifications related with incoming students
GRAUDATE PROGRAM COORDINATORS	
ASSIST. PROF. DR. TOGAN TONG (COMPUTER AIDED ARCHITECTURE)	Organizes graduates programs in the Department of Architecture
ASSOC. PROF. DR. ÇİĞDEM CANBAY TÜRKYILMAZ (ARCHITECTURAL DESIGN)	
ASSOC. PROF. DR. KUNTER MANİSA (BUILDING RESEARCH AND PLANNING)	
ASSOC. PROF. DR. NURI İLGÜREL (BUILDING PHYSICS)	
ASSIST. PROF. DR. SEVGÜL LİMONCU (BUILDING)	
ASSOC. PROF. DR. ALMULA KÖKSAL IŞIKKAYA (HOUSING PRODUCTION AND CONSTRUCTION MANAGEMENT)	
ASSOC. PROF. DR. AYNUR ÇIFTÇI (SURVEY AND RESTORATION)	

ASSOC. PROF. DR. ALEV ERKMEN ÖZHEKİM (HISTORY AND THEORY OF ARCITECTURE)	
ALUMNI COORDINATION	
ASSOC. PROF. DR. SERHAT BAŞDOĞAN ASSIST. PROF. DR. PINAR SİPAHİ SAĞIROĞLU ASSOC. PROF. DR. POLAT DARÇIN	Organizes the relationship between the alumni and the Department.
QUALITY AND STRATEGY DEVELOPMENT COMMISSION	
ASSOC. PROF. DR. F.PINAR ARABACIOĞLU RES. ASST. DR.TUĞÇE ERCAN (PRESIDENT) RES. ASST. DR.ESRA KÜÇÜKKILIÇ ÖZCAN	Develops the Quality and Strategy Plans of the Department
DEPARTMENT WEB SITE UPDATE COMMISSION	
RES. ASST. SERHAT ULUBAY RES. ASST. BİLGE CAN	Updates the web site of the Department depending on the news and events.
ARCHITECTURE DEPARTMENT NAAB COMMISSION	
ASSOC. PROF. DR. F.PINAR ARABACIOĞLU ASSOC. PROF. DR. SELİM ÖKEM ASSOC. PROF. DR. TOLGA AKBULUT ASSOC. PROF. DR. ÇİĞDEM CANBAY TÜRKYILMAZ ASSOC. PROF. DR. ALMULA KÖKSAL ASSIST. PROF. DR. BANU ÇELEBİOĞLU ASSIST. PROF. DR. DİLEK EKŞİ AKBULUT ASSOC. PROF. DR . ALEV ERKMEN ASSOC. PROF. DR. DERYA GÜLEÇ ÖZER RES. ASST. SEDA SERBEST YENİDÜNYA RES. ASST. ŞERİFE ÖZATA RES. ASST. DR.İLKİM MARKOÇ RES. ASST. BURÇİN MIZRAK RES. ASST. HASAN TAŞTAN RES. ASST.HASAN TAŞTAN RES. ASST.SELİM KILIÇOĞLU RES. ASST. A. UMUR GÖKSU RES. ASST. S. SERKAN USTAOĞLU RES. ASST. MELİS BİLGİÇ RES. ASST. ÖMÜR KARARMAZ RES. ASST. GÖZDE DEMİR RES. ASST. MEHMET YAVUZHAN ERPAY RES. ASST. REYYA KALAY RES. ASST. SUEDA YILMAZ	Organizes the report and the preparations for NAAB substantial equivalency
BOLOGNA COMMISSION	
ASSOC. PROF. DR. İREM GENÇER (HEAD) RES. ASST.DR. HANDE DÜZGÜN BEKDAŞ RES. ASST.SEMİH SERKAN USTAOĞLU	Organizes the Departmental issues and course contents depending on Bologna criteria.
BOLOGNA ACCREDITATION COMMISSION	
ASSOC. PROF. DR. İREM GENÇER (HEAD) RES. ASST.DR. HANDE DÜZGÜN BEKDAŞ RES. ASST.SEMİH SERKAN USTAOĞLU RES. ASST.ZEYNEP ECE ATABAY RES. ASST.M.YAVUZ ERPAY RES. ASST.BİLGE CAN	Organizes and updates the courses and other Deparmental content depending on Bologna criteria.
ARCHITECTURAL EDUCATION STUDY GROUP	
ASSOC. PROF. DR.FUNDA KERESTECİOĞLU RES. ASST . NESLİNUR HIZLI	Organizes the Architectural Education Study Group to work under the MOBBIG (Architectural Departments Heads Meeting)
AMNESTY COMMISSION	
ASSOC. PROF. DR. EBRU ERDÖNMEZ ASSIST. PROF. DR. GÜVEN ŞENER RES. ASST. HASAN TAŞTAN RES. ASST. ÖZDE ÖZDAL	Organizes the accreditation of students who return to the university after amnesty law.
ACCREDITATION COMMISSION	
ASSOC. PROF. DR.EBRU OMAY POLAT ASSIST. PROF. DR. FÜSUN ÇİZMESİ YÖREŞ ASSIST. PROF. DR. HANDE DÜZGÜN BEKDAŞ	Organizes the general accreditation of courses.
EDUCATION COMMISSION	

ASSOC. PROF. DR.CANDAN ÇINAR ÇITAK ASSOC. PROF. DR.AYNUR ÇİFCİ ASSOC. PROF. DR.AYŞEN CİRAVOĞLU RES. ASST. ELİFNAZ DURUSOY RES. ASST. SELİM KILIÇOĞLU RES. ASST. CEMİLE GÜL GÜRCAN	Organizes workshops and meetings for the continuous improvement of the architecture curriculum in coordination with strategic planning guidelines
BUILDING DESIGN UNIT ADMINISTRATIVE COORDINATION	
RES. ASST. NAZLI ARSLAN RES. ASST. ÖMÜR KARARMAZ RES. ASST. ÖZDE ÖZDAL RES. ASST. BİLGE CAN	Coordinates with the head of the Building Design Unit for administrative tasks (listing courses to be opened for each semester, etc.)
ACADEMIC INCENTIVES REVIEW COMMISSION	
PROF. DR.ÇİĞDEM POLATOĞLU PROF. DR. Z. CANAN GİRGİN ASSOC. PROF. DR. AYŞEN CİRAVOĞLU ASSOC. PROF. DR. AYNUR ÇİTFÇİ	Collects and reviews the academic incentive applications of the DoA for eligibility

I.2.3. Physical Resources

Within the scope of this report, faculty building and spatial qualities of classrooms, studios, laboratories, etc. are stated, as well as the facilities within the premises of YTU campuses are listed.

a) YTU Faculty of Architecture Building

The building that is being used as the Faculty of Architecture is assumed to be constructed between 1876-1894, during the time of Abdulhamid II. Situated in the harem quarter of Yıldız Palace premises, the building was a three-storeys-high rectangular block comprised of four mansions with four independent entrances on the eastern facade. It is known that the princes were accommodating in each mansion. According to the archival documents, the historic maps and the old photographs, each of the mansions has a traditional house plan with all rooms surrounding the middle hall, which is known to be used in Ottoman palace buildings. The facade of the building complex reflects the Westernization Period of the 19th century Ottoman architecture.

In 1937 when Istanbul Technical School moved to Yıldız, the building underwent a thorough renovation. According to the architectural project prepared by Prof. Emin Onat, in 1939 the exterior walls and the outer line of the building was preserved, while the four partitions in the building was removed and the interior was joined with a large hall in the middle with all the classrooms and studios on it. The exterior facade decorations, moldings, cornices, window frames and pediments were totally removed. The staircases, entrance and back facades were covered with glass extending from the top floor to the bottom. The masonry parts of the facade were covered with combed plaster, according to the architectural trend of the period.

Throughout time, various rehabilitation/renovation works were carried out in the building. The faculty is comprised of Architecture Department, Urban and Regional Planning Department, academic, administrative and educational units. The building is four storeys high with a total area of approximately 6250 m^2 and 2500 users. The floor plans of the faculty building are presented below. In the faculty, 14 classrooms are allocated to Architecture Department.

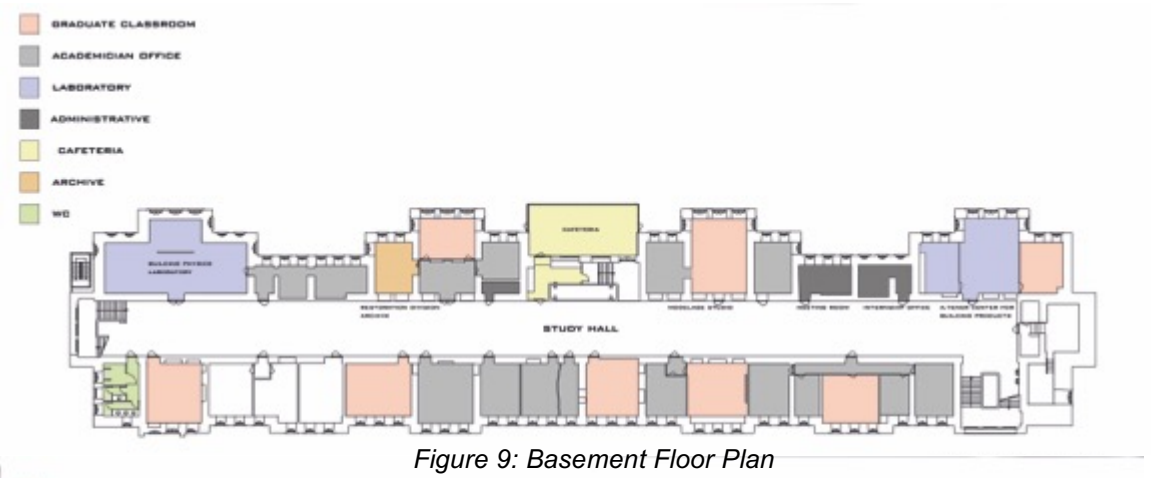


Figure 9: Basement Floor Plan

Figure 10: Ground Floor Plan

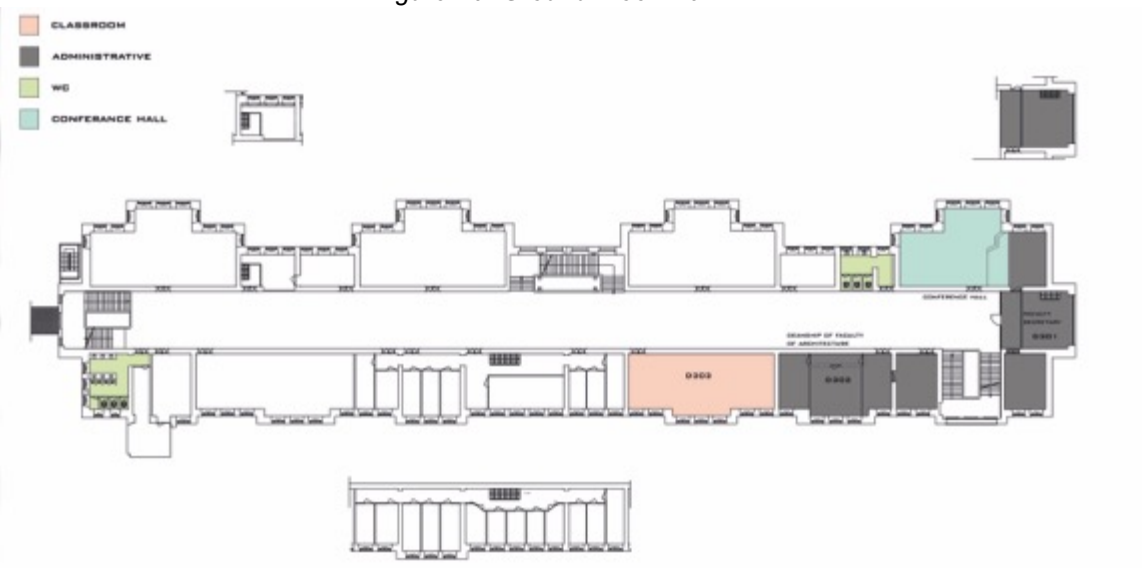


Figure 11: First Floor Plan

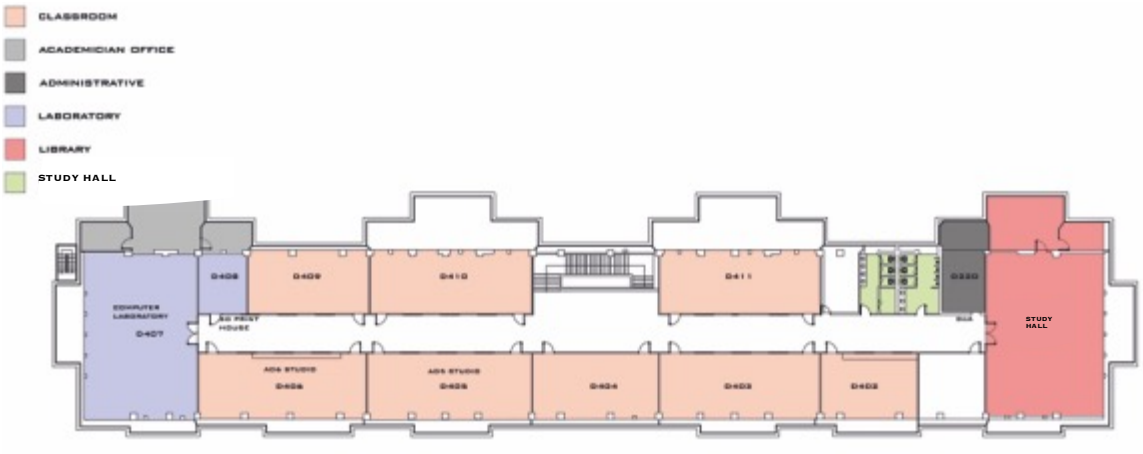


Figure 12: Second Floor Plan

In this section, different spaces in the faculty are grouped according to their functions, a) Academic, b) Educational, b) Social and d) Administrative, with regard to “Spatial Use List” presented in table, data related to working places of academic staff is presented.

Table 17: Spaces used by the faculty members

Basement-Garden Floor		
Floor	**Space Name**	**Function**
	D-101 Building Construction	Academic
	D-102 Building Theory and Design	Academic+Education
	D-103 Building Theory and Design	Education
	D-104 Building Theory and Design	Academic
	D-105 Building Theory and Design	Academic
	D-106 Building Theory and Design	Academic
	D-107 Building Construction	Academic
	D-108 Building Construction	Education
	D-111 History and Theory of Architecture	Education
	D-112 Restroom	
	D-113 Building Physics Laboratory	Education
	D-114 Building Construction	Academic
	D-115 Restoration	Education+Archive
	D-124 Academic Staff Room	Social
	D-118 Building Theory and Design	Academic+Education
	D-119 History and Theory of Architecture	Academic
	D-120 Meeting Room for Theses	Academic
	D-121 Internship Office	Administrative
	D-122 Building Construction, Alaettin Yener Building Products Center	Education
	D- 123 Faculty Storage	Administrative
Ground Floor		
Floor	**Space Name**	**Function**
	D-201 Phone Operator	Administrative
	D-202 Building Theory and Design	Academic
	D-203 Lecture Room	Education
	D-204 Lecture Room	Education
	D-205 Restoration	Academic
	D-206 Building Theory and Design	Academic
	D-207 Building Construction	Academic
	D-208 Lecture Room	Education
	D-209 Building Theory and Design	Academic+ Education

	D-210 Restroom	
	D-211 Lecture Room	Education
	D-212 Building Theory and Design	Academic
	D-213 Building Theory and Design	Academic
	D-214 Building Theory and Design	Academic
	D-215 Building Construction	Academic
	D-216 Building Construction	Academic
	D-217 History and Theory of Architecture	Academic
	D-218 Head of DoA	Administrative
	D-219 Restroom	
	D-220 Lecture Room	Education
First Floor		
Floor	**Space Name**	**Function**
	D-301 Secretary of the Faculty of Architecture	Administrative
	D-302 Dean's Office	Administrative
	D-303 Lecture Room	Education
	D-307 Restroom	
	D-313 Restroom	
	D-314 Prof. Alpay Aşkun Hall	Academic + Education

Second Floor		
Floor	**Space Name**	**Function**
	D-402 Lecture Room	Education
	D-403 Lecture Room	Education
	D-404 Lecture Room	Education
	D-405 Lecture Room	Education
	D-406 Lecture Room	Education
	D-407 Computer Aided Design and Geographic Information Systems Research Laboratory	Education
	D-408 3D Printer Laboratory	Education
	D-409 Lecture Room	Education
	D-410 Lecture Room	Education
	D-411 Lecture Room	Education
	D-413 Restroom	
	D-414 Restroom	
	D-415 Meeting Room	Academic
	D-416 Study Hall	Education

Table 18: Spaces occupied by the divisions

Sub-division	Total area in sq.m.	Number of academics	sq.m. per academic
Sub-division of Building Construction and Technology	344.71	33	10.45
Sub-division of Building Design and Theory	357.54	40	8.94
Sub-division of Restoration	106.16	15	7.08
Sub-division of History of Architecture	19.97	12	1.66
TOTAL	**828.38**	**100**	

Educational Spaces

In addition to 14 lecture rooms, laboratories, meeting-seminar halls and other auxiliary spaces for education, which are distributed on four floors of Faculty of Architecture and facilitated for YTU Architecture Program Bachelor education, are listed below in detail (Table 19).

Labs

BOAT (Computer Aided Design Laboratory)

Computer Aided Design Laboratory was established in 1987. The purpose of this laboratory is to guide and educate bachelor and graduate students of both departments within the Faculty of Architecture, how to benefit from information technologies regarding their profession. Beside educational studies, usage of information technologies on research and development in both architectural and urban-regional planning fields are being supported. Since its establishment, with its constantly developed and renewed hardware capacity, the BOAT laboratory plays an important role on the educational process in the faculty of architecture.

Table 19: Lecture Rooms and their characteristics

Room Number	Chairs	Tables	Data Projector	Space in sq.m.
203	62	32	1	63,25
204	60	1	1	60
208	57	42	1	77
211	73	73	1	81,4
220	76	76	1	85,25
303	80	40	1	85,25
402	46	23	1	54,17
403	80	40	1	100,75
404	45	8	1	84
405	80	40	1	107,25
406	80	40	1	107,25
409	60	30	1	63,25
410	80	40	1	131,75
411	80	40	1	131,75
TOTAL	959	525	14	1232,32

Building Physics Laboratory

The Building Physics Laboratory, which plays an important role especially on the graduate education about measuring, experimenting and research fields such as light-color, heat-moisture and acoustics, was renewed recently with newly introduced measuring instruments and has become a laboratory space which is able to support more in-depth researches.

In addition providing services to private and public institutions has become possible with this laboratory.

Measuring opportunities, new devices and softwares are as follows:

- Color measurement - Minolta, CM-2600d
- Luminance measurement - Minolta, LS 110
- Light metering - Minolta, T-10/T-10M – LMT Pocket-Lux
- Measurements on Thermal Comfort - Testo-term Type 4510
- Noise Level Measurements - Bruel-Kjaer 2236 – CEL 393
- Sound and Vibration measurements - 01 dB
- Measurements on acoustics - 01 dB
- Odeon 9.2
- Design Builde
- Photopia
- BZ 7226 Sound Recording Option

- Room Acoustics measurement software
- Noise Control Software
- Noise Mapping Software
- Wind Simulation Software

Alaettin Yener Building Products Center
Our Building Products Center was established in order to support students in the practice field of the basic professional and design courses (architectural design, construction elements and materials, installation) and provide knowledge on products developing, parallel to the contemporary technologies. For the students to have direct access to building products and their inventories, an information bank, a micro experimental laboratory (MDL) and a product pool were established. Catalogue services about products produced in Turkey and imported from abroad is continuing to be updated.

The information bank includes a DVD reader, VCD reader, videos, videocassettes, CDs, slides, brochures and similar equipment and documents. There is also a small-scale research library. Within the micro experimental laboratory, small-scale experiments, such as humidity measurement and water absorption experiments can be carried on. Students are encouraged to take part in these experiments. Products pool is a section where products and practice models are being exhibited for bachelor and graduate students. The building products in this exhibition are within the framework of “university industry cooperation” for the use by the students. The construction material companies who would like to promote their products to our bachelor and graduate students have the opportunities to present them within the products pool.

Study hall
The study hall was established in 1992, covering an area of 230 m^2. With the efforts of YTU former dean Prof. Dr. Necati İnceoğlu and the contribution of the academic staff, this place also houses periodical collections for the students of the Faculty of Architecture.

Meeting-Seminar halls
Prof. Alpay Aşkun Hall: This space was organized under the leadership of Prof. Orhan Göçer and with the contributions of Turkish Lions in 1989. It hosts cultural, academic and educational activities, covering an area of 76 m^2.

Seminar room
D-120 seminar room is a meeting space for 10 people, used especially for graduate (master/phD) thesis meetings and juries, as well as small meetings.

Modeling Workshop
Between 1987-2013, modeling activities were being carried out in room D-118 with materials like metal, clay, cardboard and plastic. In 2013, construction of a separate modeling workshop within the premises of Beşiktaş campus was realized. In 2017, the modeling workshop moved to its final place in B Block in Beşiktaş campus. In this place, there is wood workshop, metal workshop, paint workshop, a laser cutter and a CNC. It is possible to work with materials like polyester resin, fiberglass, carbon-fiber in the workshop.

YTU Architecture Department is using D-218 room as Department Headship and D-121 room as Internship Office.

b) Reorganization of Physical Space

YTU DoA experiences the positive and negative aspects of being situated in a transformed and reorganized historical building in a historical setting. The strong central axis in the middle of the building creates a strong communication (both visual and verbal) and interaction between users, enhances visibility creates different and various alternatives to be organized as an exhibition space (Figures 13-14). The exhibitions are organized by using stable and movable panels in corridors, as well as using the walls and ceilings. In addition the inner hall serves as as a place for organizing juries and a common work space, especially on the basement floor.

There are classrooms and faculty rooms lining on both sides of the central hall, creating a compact and cosy environment, which is very advantegous for an architecture school, because it brings the user-space interaction to maximum level. Despite all these positive aspects, there are some restrictions due to using an historic building with a crowded population: There is no dedicated studio space for each architectural design course, there is no differentitation between a lecture room and a studio since the same space is used for both functions, and there is an accessibility problem due to the limitations of intervention on a historic building.

Figure 13: Different uses of the central hall: Examples from exhibitions, 2018

Figure 14: Different uses of the central hall: T-shirt designs with architecture building sketches, Le Corbusier's Modulor carved on AAC blocks, 2018.

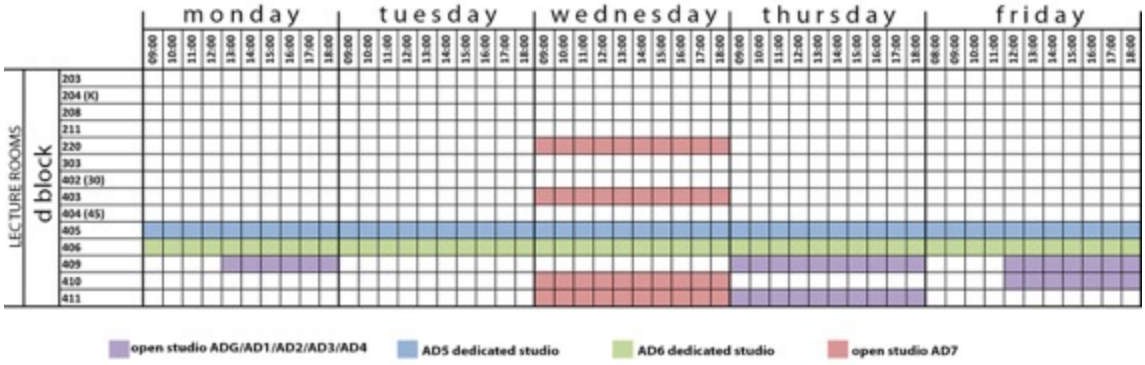
In order to overcome these obstacles, starting from 2017-2018 spring semester, the new DoA administration reorganized allocation of classrooms as thus:

Dedicated studio space:

- For first year first semester MIM1011 Introduction to Architectural Design (IAD) course is 8 hours per week and is supported with an additional 9 hours with MIM1031 Architectural Presentation Techniques and MIM1041 Basic Design courses. So the students spend 17 hours/week in the studio.
- MIM1012 Architectural Design (AD) 1, MIM2011 AD 2, MIM2012 AD 3 and MIM3011 AD 4: These courses are 8 hours per week. Due to the quality and content of the study, size and subject of study and instruction of the courses require dedicated studio space which would allow the students to spend more time on their design project. However, due to the spatial restrictions of YTU Architecture Faculty, free open studio times outside course hours are arranged for all of these studios together within the limitations of the DoA weekly syllabus, as can be seen in the following table.
- MIM4012 AD 7: This is the final (graduation) project and therefore it has a controlled but unsupervised structure. So the students are required to meet with their advisors only in juries during the course. Even so, each group* of AD7 students have a studio one full day a week (Wednesday).
- MIM3012 AD5 in sixth semester and MIM4011 AD6 in seventh semester are the last two projects before the final unsupervised one. Therefore in addition to the studios allocated for AD5 and AD6 in the weekly program, studios 405 and 406 are allocated 24/7 for AD5 and AD6, consecutively, as dedicated studios (Figure 15).

Differentiation of lecture rooms and studios: Due to the changing conditions in Beşiktaş campus of YTU, three lecture halls in the neighboring building (Block B) are allocated to the DoA for theoretical courses with the support of YTU rectorate. This allows the studios to be used more freely, even though not for 24/7. As a result, every semester some of the studios can be open to common use for studio work outside the lecture hours, as mentioned above. These free hours are announced on the website of DoA for students and instructors to follow.

Table 20: The use of studios in 2018-2019 fall semester



* There are usually 4 AD7 groups each semester.

Figure 15: AD5 students working in Studio 405 and AD6 students working in Studio 406

The arrangement for new rooms to create more dedicated studio space is being planned by YTU DoA and faculty administration, in coordination with the university rectorate. However there are limitations of space and changing conditions related with Beşiktaş campus as well as restrictions of adding extra space on a historic building.

Accessibility: A project was prepared for adding an elevator from outside the Architecture Faculty building, but it has not been realized yet. For the time being, disabled people can be transported between floors via a portable carrier obtained by the deanship.

Other Resources
In this section, the hardware used by YTU DoA academic staff and students in lecture rooms, offices and laboratories are presented.

There are 126 desktop computers and 51 laptops in our faculty. 50 desktops are situated in Computer Laboratory, 1 in Study Hall, 1 in Alaettin Yener Building Products Center, 1 in Building Physics Laboratory and 95 in divisions. In total, there are 54 printers and 12 scanners in the Department. In addition, there are 10 laptops and 12 barcovisions in Headship of DoA. In Computer Laboratory, there is one barcovision, one electronic smart board and one photo printer and six 3D printers, which are among the technical hardware used for education.

c) Facilities of YTU
Accommodation Facilities
Accommodation services are provided by the Directorate of Health, Culture and Sports of YTU. There are three dormitories in Davutpaşa Campus. Çağdaş Yaşam Sennur-Selçuk Öztap Dormitory is a signle block building for female students with a capacity of 124 beds. The dormitory is built on three floors. The dormitory has central heating and the rooms are designed to allow 4 students (bunk-bed) to stay. Each room is equipped with a shower bath, WC, bed, wardrobe and desk. In the building, there are also washing machines, drying machines, as well as microwave ovens, kettle, toaster and water dispenser available.

Another dormitory in Davutpaşa Campus is İstanbul Kız Liseliler Dormitory, a one-block dormitory for female students with a capacity of 20 beds, built on two floors. The rooms are shared by 2 students. Each room is equipped with a shower bath,

WC, bed, wardrobe and desk. In the building, there are also washing machines, drying machines, microwave ovens, kettle, toaster and water dispenser available.

The third one is Şehide Türkan Türkmen Tekin Dormitory for female students with a capacity of 32 beds with 8 flats in a single block. The rooms are designed as single, double and triple and there are two bedrooms in each flat. The bedrooms have capacity for one or three persons. There is a kitchen, television room, washing and drying machines and bathrooms in the common section.
For all dormitories mentioned above, security service is provided for 24 hours a day. http://www.barinma.yildiz.edu.tr/category.php?id=7 TR

Food Facilities
Food services are conducted with tendering food and service from third parties. There are four student-dining halls with a capacity of 1690 people and four staff dining halls with a capacity of 545 people. There are also two a la carte dining halls, one in Beşiktaş and one in Davutpaşa campus, serving for 200 and 115 persons consecutively. Menus are prepared on a monthly basis by a menu commission in the Directorate of Health, Culture and Sports, as well as a nutritionist. Special attention is paid to provide meals between 1200-1800 calories. Meals are produced in dining halls in Beşiktaş and Davutpaşa campuses.
Food is provided daily for almost 6500 students, officers and academic staff.
http://www.beslenme.yildiz.edu.tr/category.php?id=7 TR

Medical Facilities
There is a small scale health care unit in Beşiktaş campus and in Davutpaşa Campus there is a more extensive social health care unit for students and staff working under the Directorate of Health, Culture and Sports.
http://www.mediko.yildiz.edu.tr TR

Lodgment
There are 28 lodgments allocated to academic and administrative staff in Acıbadem district, in addition to 100 flats in YTU Halkalı Lodgments. Total area of these lodgments is 2270 m^2. In Davutpaşa campus there is a residential complex comprising of 499 flats.
http://www.lsis.yildiz.edu.tr TR

Carpark
The academic staff uses open car park and it is organized with automatic card system in all the campuses of YTU.

Sports Facilities
In YTU, competitions are organized between the Faculties in the fields of Basketball, Table Tennis and Volleyball; and moreover course programs are provided in various sport fields such as Aerobics, Badminton, Bowling, Dance, Folk Dance, Korfball, Taekwondo, Tennis and Volleyball.

In Davutpaşa Campus, there are two outdoor tennis courts, one multi-functional fitness hall, one indoor swimming pool with a semi-olympic pool (25 x 16 m) and a practice pool (6 x 16 m), one outdoor swimming pool, and twooutdoor basketball fields while in Beşiktaş campus there is one outdoor basketball field. In total, there

are 3 closed sports facilities with a total area of 2526 m^2 and 8 open sports facilities a total area of 15.164,94 m^2
http://www.spor.yildiz.edu.tr/ TR

Meeting and Conference Halls
Within Beşiktaş campus, there is an auditorium with a capacity of 500 people and an exhibition/seminar hall for 120 people. In Davutpaşa, there is a congress center which was inaugurated in 2012, consisting of a large theater and conference hall with a capacity of 1000 people, two smaller conference halls with a capacity of 150 people each and one meeting room for 40 people.

Social Facilities
Yıldız Roof Restaurant in Beşiktaş campus, serves to academic staff from YTU with a capacity of 160 people. It serves à la carte and fixed menus.
http://www.yildizcati.com/ TR
Social Services Foundation Yıldız Hisar Club in Rumelihisarı serves to the university's academic staff with its open terrace, café, bar, snack-bar, meeting hall and a 15 x 25 m pool. http://www.yildizhisar.com/ TR

Pre-School Education Facilities
As a pre-school facility, there is one nursery in Beşiktaş for 60 people with the size of 440 m^2, serving to the children of the staff in the university. There is also one nursery in Davutpaşa Campus.
http://kres.yildiz.edu.tr/besiktas TR, http://www.kres.yildiz.edu.tr/davutpasa/ TR

I.2.4.Financial Resources
According to the Turkish legislation, YTU gets funds from the government as a state university. Funds that will be allocated to the state institutions are defined in Mid-Term Budget Plan (2017-2019) determined by the Ministry of Finance. The budget allocated for YTU is 54,860,400$ for 2017 and 59,603,200$ for 2018.
http://www.bumko.gov.tr/Eklenti/10198,ortavadelimaliplan20172019pdf.pdf?0 TR

Other than governmental support, YTU gets funds from international and national research projects subsidized by EU organizations or TUBITAK (Scientific And Technological Research Council Of Turkey). Also, an important source of income is the revolving funds deposited to YTU in return for implementation projects, consultancy services, consultancy to governmental and private sector institutions, expertise services tendered by the teaching staff of YTU.
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YN-007-Yıldız%20Teknik%20Üniversitesi%20Döner%20Sermaye%20İşletmesi%20Yönetmeliği.doc TR

In YTU, the departments do not have a budget, instead their expenditure is allocated from the Faulty budgets. From the revolving funds* and university funds of the Architecture Faculty, DoA's expenditure (including expenses for travel, stationary and hardware) is covered. The Architecture Faculty budget allocated by YTU Directorate of Strategic Development is presented in Table 21.

* The consultancy prices determined by the Senate for 2018 can be followed from:
http://www.dosim.yildiz.edu.tr/login/sys/admin/announcement/img/2018%20yılı%20Danışmanlık%20Ücretleri%20hk..pdf.pdf TR

Table 21: Architecture Faculty Funding

Explanation	Initial Budget	Total Budget	2018 expenditure	Surplus
Staff expenditures	2,081,600 $	2,081,700 $	2,081,600 $	100 $
Expenditures of social security subsidies	354,350 $	356,270 $	356,248 $	20,45 $
Commodity and service procurement	21,000 $	20,611 $	18,024 $	2587 $

http://www.stg.yildiz.edu.tr/images/files/2018%20YILI%20BUTCE%20GERCEKLESME.pdf TR

In addition, Health, Culture and Sports Unit (SKS), allocates funds for student trips, as well as provide health care units, sports facilities, counselling service, accommodation and cultural facilities for YTU students.
http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.10169&MevzuatIliski=0&sourceXmlSearch = TR

I.2.5. Information Resources

As information sources, students of our Department are using Şevket Sabancı Branch Library in the central campus and the Central Library in Davutpaşa Campus. There are approximately 139.320 books, 11887 theses, 718 journals, 908 DVDs in audio-visual collection in total in all YTU libraries. There is also a rich collection of online resources: 45,005 online books, 56 online databases, 211834 subscibed online books in databases, more than 40,000 online journals with full text,. Through Proxy Server system, all subscribed online resources are available to students, academic and administrative staff of YTU without any time limitation. The libraries also serve for researchers from other institutions under certain conditions.

The Central Library in Davutpaşa Campus was inaugurated in 2011. It is designed as a modern library building, equipped with intelligent building features, housing four reading rooms, one audio-visual laboratory, a rare books collection room, a conference hall, a computer laboratory, a reading hall for reference books and theses, as well as individual study rooms.

Şevket Sabancı Branch Library houses two reading halls with a capacity of 80 people each, a reading hall for periodicals with a capacity of 80 people, as well as a separate room for theses and rare books with a capacity of 25 people. This library started facilitating library automation system fully in 2003.
http://www.ktp.yildiz.edu.tr/ TR

Besides the libraries, there are private book collections and archives of the academic staff. However, these collections are not open to common use, rather they are used by bachelor and graduate students under the supervision of academic staff.

I.3. Institutional and Program Characteristics

I.3.1. Statistical Reports

As mentioned in the previous section, the students with Turkish nationality take the national BPT/TYT and SPT/AYT to be admitted to YTU. In order to increase student diversity and provide learning opportunities which will enhance social equity, YTU accepts students from different national and international universities according to various exchange programs, such as Farabi, Mevlana and Erasmus +, as well as students from Turkic countries or other developing countries according to foreign students exam and different international scholarship programs in Turkey (Table 22), as mentioned in Section I.1.2.

Table 22: Total Enrollment of Students in 2018-2019 Academic Year[1]

Enrollment type	Full time male total	Full time female total	Full time total	Part time male total	Part time female total	Part time total	Male total	Female total	Grand total
Turkish students with national exams	547	685	1232	0	0	0	547	685	1232
Foreign Students Exam	26	29	55	0	0	0	26	29	55
Foreign Students with Turkish National scholarship	7	3	10	0	0	0	7	3	10
Students from Turkic Republican Countries	11	7	18	0	0	0	11	7	18
Transfer students (within Turkey)	54	44	98	0	0	0	54	44	98
Amnesty students	28	13	41	0	0	0	28	13	41
Farabi Exchange	0	0	0	5	5	10	5	5	10
Erasmus + Exchange Program incoming students	0	0	0	2	8	10	2	8	10
TOTAL	**673**	**781**	**1454**	**7**	**8**	**20**	**680**	**789**	**1469**

(1) Includes both architecture programs (DoA and DoA English), statistical data obtained from usis.yildiz.edu.tr.

Qualifications of Students Admitted

Below is the qualifications of students admitted via 2018 BPT/TYT and SPT/AYT exams organized by Student Selection and Allocation Center (SSAC) supervised by the Council of Higher Education (CoHE). The maximum possible score of SPT is 500. According to the exam score, the students make a list of the schools they wish to apply and submit it to the SSAC. Then, SSAC appoints the students with the compliable departments. For students who wish to apply to Architecture Department, SAY score (mathematics and natural sciences test scores) is valid (Table 23).

Table 23: Qualifications of Students Admitted

2018	Department of Architecture	Department of Architecture (English)
Score type	SAY	SAY
Quota	144	52
Number of students admitted	144	52
Minimum score admitted	436,51312	450,21236
Maximum score admitted	456.67121	467,57842
Percentile*	1.66	1.30

* For DoA 4 students are admitted from first ranking high school students, while for English DoA 2 students are admitted. For explanation, see Section I.1.2.
http://www.ogi.yildiz.edu.tr/images/files/6-Yıllara%20Gore%20Unıversıtemız%20LYS-YKS%20Sonucuna%20Gore%20%20En%20Dusuk-En%20Yuksek%20Puanları%20(Guncelleme%20%2019%2012%202018).xlsx TR

Table 24: Full-Time Instructional Faculty

Full-Time Instructional Faculty		Total
Professor Male	1	16
Professor Female	15	
Associate Professor Male	9	26
Associate Professor Female	17	
Assistant Professor Male	5	17
Assistant Professor Female	12	
Lecturer Male	1	1
Lecturer Female	0	
GRAND TOTAL		60

Information related to faculty can be found at: http://www.mim.yildiz.edu.tr/kisiler/2/0/1 TR

Table 25: Faculty Promotions

Faculty in the Architecture Faculty	2017-2018
Assistant to Associate Professor	7
Associate to Full Professor	2
Reearch Assistant To Assistant Professor	5
Faculty Tenure	2017-2018
Faculty in the Architecture Faculty	1

Table 26: Student Data 2018-19 Academic Year

STUDENT DATA[1]	B.Arch
Full-time students	1454
Part-time students	20
Arch. Design Studio Students	1117
Students working part-time	22
Women students	789
Foreign students	94
Total degrees awarded*	172
Minimum required National Entrance Exam score	436,51312
Quota allocated to student application	289
Number of registered students in 2017-2018 Academic Year	263
Enrollment Target / Goal	91 %
Student Studio / Faculty Ratio	24,2

(1) Includes both architecture programs (DoA and DoA English)
http://www.ogi.yildiz.edu.tr/images/files/4-Yıllara%20Gore%20Mezun%20Ogrencı%20Sayıları%20(Guncelleme%2016%2011%202018).xls TR

Table 27: Faculty/Resource Summary

FACULTY / RESOURCE DATA	
Number of architecture books in Branch Library (Sabancı)	2807
Number of architecture books in Central Library (Davutpaşa)	459
Staff in Branch Library (Yıldız)	4
Number of computer stations in Branch Library (Yıldız)	21
Number of computer stations in Central Library (Davutpaşa)	72 (48 for students, 24 for staff)
Amount spent on information technology	443,978 $
Annual budget for library resources	471,700 $
Studio area (net sq. m)	1034,15
Total area (gross sq. m)	6250

Table 28: Faculty Salaries

FULL TIME FACULTY SALARIES	Number	Minimum	Maximum
Professor	16	1700 $	2080 $
Associate Professor	26	1230 $	1480 $
Assistant Professor	17	1190 $	1210 $
Lecturer	1	1055 $	1155 $

The faculty salaries vary according to the number of lecture hours (over 10 hours the academic staff receives extra wage) and the distribution of the revolving funds in return for the consultancy works conducted by the faculty.

Table 29: Faculty Positions

FACULTY DATA	Department total
Full-time faculty	60
Part-time faculty	20
Tenured faculty	1
Full-time faculty administrative positions	9
Full-time faculty average contract hrs/week	10 (min)- 20 (max)
Part-time faculty average contract hrs/week	10 (max)

Table 30: Number of Faculty Positions

Number of Full-Time Faculty Credentials	
M. Arch	1
Ph.D	43
Prof. Ph.D	16

Table 31: Distribution of Faculty Positions

	Full-time	Part-time	Tenured	Prof.	Assoc.	Assist.
Men faculty	16	28	0	1	9	5
Women faculty	44	16	1	15	17	12

I.3.3. Faculty Credentials

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																		
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
Ayfer AYTUĞ PhD Professor	B. Arch, ITU M. Arch, ITU PhD, YTU	Ergonomical Factors in Architecture, Architectural Psychology, Tourism Areas and Buildings, Housing, Mass Housing, Mathematics and Design																		■														■	■
Çiğdem POLATOĞLU PhD Professor	B. Arch, MSU M. Arch, ITU PhD, ITU	New Building Design in Historic Environments Housing and Housing Policy Architecture Evaluation / Measurement Techniques Color in Architecture Urban Design																							■									■	■
N. Ferah AKINCI PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Housing New Approaches to Housing Earthquake and Housing																		■														■	■
Ömür BARKUL PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design-Social Environment Urban Open Space Architectural Education Housing Design in the Republican Era																											■				■	■
Meral ERDOĞAN PhD Professor	B. Arch, IDMMA M. Arch, IDMMA PhD, ITU	Architectural Education Design Concepts and Strategy																			■														■
Tülin GÖRGÜLÜ PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design Architectural Education Design Concepts and Strategy																			■													■	■
Tolga AKBULUT PhD Associate Prof.	B. Arch, ITU M. Arch, ITU PhD, YTU	Earthquake Safety in Architectural Design / Damage Vulnerability Design Theory Design Information and Education Educational Buildings Mathematics and Design			■																■													■	■
F. Pınar ARABA-CIOĞLU PhD Associate Prof.	B. Arch, MSU M. Arch, YTU PhD, YTU	Environment - Design Relations Historic Environment - Design Relations Architectural Education Environmental Analysis					■																							■				■	■
Ayşen CİRAV-OĞLU PhD Associate Prof.	B. Arch, YTU M. Arch, ITU PhD, YTU	Architectural Education Environmental Studies Architectural Design			■																	■												■	■
İbrahim B. DAĞGÜLÜ PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design Theory and Methods History of Architecture Computer Applications in Architectural Design and Presentation Turkish Naval History Turkish Naval Architecture during Sailing Ship Period	■																	■														■	■
Ebru ERDÖN-MEZ PhD Associate Prof.	B. Arch, YTU M. Arch, ITU PhD, YTU	Public Space Environmental Design Public Use of Urban Patterns																																	
Yasemen SAY ÖZER PhD Associate Prof.	B. Arch, MSU M. Arch, MSU PhD, YTU	Architectural Design The ancient city of Kaunos	■				■																							■				■	■

I.3.3. Faculty Credentials (continued)

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																				
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
Funda ÖZTÜRK KERES-TECİOĞLU PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Tourism Settlements and Building Design Environmental Impact Assessment Coastal Zone Management Coastal Spaces Use of Solar Energy in Architecture			■	■															■													■	■
Selim ÖKEM PhD Associate Prof.	B. Arch, ITU M. Arch, ITU PhD, YTU	Architectural Design Minimal Housing Industrial design Architecture Theory Architectural Discourse Critical Theory in Architecture Urban Information Theory Smart Growth																			■														■
Kunter MANİSA PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Tourism Settlements and Building Design Environmental Studies Architectural Design Urban Identity																			■													■	■
Aslı SUNGUR ERGENOĞLU PhD Associate Prof.	B. Arch, YTU M. Arch, ITU PhD, YTU	Hospital Buildings New Approaches in Hospital Construction Home Design User-Centered Design in Architecture	■			■														■															
Çiğdem CANBAY TÜRKYIL-MAZ PhD Associate Prof.	B. Arch, YTU M. Arch, ITU PhD, YTU	Architecture / Design Knowledge Architecture / Design Education Urban Design Design Theory Cognitive Psychology				■														■														■	■
Derya GÜLEÇ ÖZER PhD Associate Prof.	B. Arch, METU M. Arch, Gazi Univ. PhD, ITU	Architectural Design Architectural Education Hospital Design Computer Aided Design Visualizations in Historical Environments	■					■				■					■																		
Münevver DAĞGÜLÜ PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design Theory and Methods History of Architecture Preservation Renewal and Restoration Traditional and local Turkish Houses	■																	■															
Togan TONG PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, ITU	Digital Design Architectural Animation Computer Aided Design										■	■				■																	■	■
Senem KAYMAZ KOCA PhD Assistant Prof.	B. Arch, ITU M. Arch, ITU PhD, YTU	Architectural Design Architectural Education Environmental Studies Humanities, Multidisciplinary Urban Studies						■													■														
Meliha Pınar SİPAHİ PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Tourism Settlements and Building Design Sustainable Architecture Building Certification Systems			■																									■				■	■
Selin YILDIZ PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design Tourism Settlements and Building Design		■		■														■															
Hande DÜZGÜN BEKTAŞ	B. Arch, YTU M. Arch, YTU PhD, YTU	Architectural Design Architectural Education Sustainability Design Tools and Technology Design Theory	■	■		■														■															
Ayhan BÖYÜR Lecturer	B. Arch, MSU M. Arch, MSU	The Impact of theByzantine - Ottoman Buildings on Environment Effects of Architectural Trends in Turkey	■		■																									■				■	■

I.3.3. Faculty Credentials (continued)

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																				
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
F. Rengin ÜNVER PhD Professor	B. Arch, ITU M. Arch, ITU PhD, YTU	Natural and Artificial Lighting Design Color Design Optimum Energy Use Building Envelope Design																									■							■	■
Gülay ZORER GEDİK PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Benefiting from Solar Energy in Education Buildings Shading Element Designs The reduction of the cooling load in building																				■													
Leyla DOKUZER ÖZTÜRK PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Lighting Design Lighting Device Design Color Design Optimum Energy Use																									■								
Neşe YÜĞRÜK AKDAĞ PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Noise Control in Buildings Urban Noise Control Noise maps Acoustics in Religious Buildings																				■					■								
Zehra Canan GİRGİN PhD Professor	B. Eng. ITU M. Sc. ITU PhD. ITU	Sustainable Energy Production Strength of Materials Construction Systems						■							■				■					■											
Erkan AVLAR PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Principles of Architectural Design Structural Planning Wood Structures Building and Waterproofing							■				■			■																			
Zafer AKDEMİR PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Principles of Architectural Design Traditional Production Systems Roof Systems Environmental Analysis Conversion Principles of Structures							■				■			■														■					■
Candan ÇINAR ÇITAK PhD Associate Prof.	B. Arch, ITU M. Arch, ITU PhD, YTU	Housing Market and Economy Education Buildings and Requirements Architectural Education and NGO Relations Housing Production and Patterns																							■			■							■
Almula KÖKSAL IŞIKKAYA PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, IIT	Construction Management Construction Economy Organization Theory Strategic Management Risk Management																							■			■				■			
Gökçe TUNA TAYGUN PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Life Cycle Assessment Environmental Label Building Products and Environmental Relations Health Effects of Building Products Exterior Plasters in structures									■		■			■																			
M. Nuri İLGÜREL PhD Associate Prof.	B. Arch, BU M. Arch, YTU PhD, YTU	Noise Control in Industry Noise Control in Buildings Acoustics in building urban Lighting																				■					■								■

I.3.3. Faculty Credentials (continued)

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																		
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
Şensin Yağmur AYDIN PhD Associate Prof.	B. Arch, BU M. Arch, YTU PhD, YTU	Life Cycle Assessment Environmental Label Building Products and Environmental Relations Lighting Design		■				■														■					■									
Serhat BAŞDOĞAN PhD Associate Prof.	B. Arch, BU M. Arch, YTU PhD, YTU	Construction Management Construction Economy Organization Theory																							■			■						■	■
Polat DARÇIN PhD Associate Prof.	B. Arch, BU M. Arch, YTU PhD, YTU	Principles of Architectural Design Building Elements Building Materials Green Buildings and Environments	■	■						■	■		■			■																			
Sevgül LİMONCU PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Earthquake and Structural Planning Sustainable Planning Earthquake and Ecology System Approach Post-Disaster Housing									■		■			■																		■	■
Dilek EKŞİ AKBULUT PhD Assistant Prof.	B. Arch, EMU M. Arch, YTU PhD, YTU	Materials in Architecture Conservation Renovation, Historic Building Reinforcement Door - Window Design Product Selection Approaches Conservation Mortars								■			■			■																			
Güven ŞENER PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Construction Management Sub Urbanization and Housing Production Standardization																							■							■			
Füsun ÇİZMECİ PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Educational Structures and Requirements Architectural Education and NGO Relations Housing Production Processes and Consumption Patterns																							■			■							
Ali Osman KURUŞÇU PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Principles of Architectural Design Structural Planning Traditional Production Systems							■					■					■					■											
Ezgi KORKMAZ PhD Assistant Prof.	B. Arch, KOU M. Arch, ITU PhD, YTU	Principles of Architectural Design Building Elements Building Materials								■	■		■			■																			
Tuğçe Şimşekalp ERCAN PhD Assistant Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Principles of Architectural Design Housing Production Processes and Consumption Patterns																							■			■				■			
Nuran KARA PİLEHVARİAN PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Ottoman Educational Buildings Sabil Architecture 20th Century World Architecture												■				■					■										■	
Nur URFALIOĞLU PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Ottoman Architecture Turkish Art																■					■											
Berrin ALPER PhD Professor	B. Arch, YTU M. Arch, YTU PhD, ITU	Classical Ottoman Architecture Residential History												■				■					■			■								

I.3.3. Faculty Credentials (continued)

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																				
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
Alev ERKMEN ÖZHEKİM PhD Associate Prof.	B. Arch, METU M. Arch, METU PhD, YTU	Turkey and World Architecture in Modernization Period Architecture - Memory Relations																																					
Nüket TUNCER PhD Assistant Prof.	B. Arch, MSU M. Arch, YTU PhD, YTU	Ancient Architecture Proportional Relationships in Architecture																																					
Zafer SAĞDIÇ PhD Assistant Prof.	B. Arch, YU M. Arch, ITU PhD, YTU	Ottoman Architecture European Architecture from Industrial Revolution to Present																																					
Cengiz CAN PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Westernization Period Architecture Traditional Residential Architecture Conservation of Historical Cities																																					
Can BİNAN PhD Professor	B. Arch, YTU M. Arch, YTU PhD, ITU	Theory and Philosophy of Conservation Conservation and Restoration Techniques Architecture in Anatolia Practice and Theory in Architectural Conservation Urban Conservation and New Construction																																					
Gül Z. ÜNAL PhD Professor	B. Arch, YTU M. Arch, YTU PhD, YTU	Urban Conservation Terror / War / Ethnic Architectural Heritage and Conservation Definition Documentation and Use of Information Technologies of the Architectural Heritage																																					
Aynur ÇİFTÇİ PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	New Settlements in Historical Environments Ottoman Architecture in Archive Documents 19th Century Ottoman Military Architecture Conservation and Restoration Techniques Traditional Construction Techniques																																					
Ayten ERDEM PhD Associate Prof.	B. Arch, YTU M. Arch, YTU PhD, YTU	Traditional Buildings Documentation of the Architectural Heritage Historical Cities Conservation Methods Conservation - Evaluation																																					
Uzay YERGÜN PhD Assistant Prof	B. Arch, YTU M. Arch, YTU PhD, YTU	Urban Conservation and New Settlements Westernization Period Architecture and Construction Technology Traditional Structures and Construction Technology Conservation and Restoration Techniques																																					
Ebru OMAY POLAT PhD Associate Prof	B. Arch, YTU M. Arch, ITU PhD, YTU	Conservation Theory Conservation of Historical Environment Urban Conservation and New Settlements 19th and 20th Century Architecture and Conservation Issues																																					

I.3.3. Faculty Credentials (continued)

FACULTY CREDENTIALS IN B.ARCH YEARS (2017-2019)			B.ARCH REQUIRED COURSE WORK																																		
FACULTY NAME & TITLE	EDUCATION	RESEARCH AREAS	MIM1011	MIM1031	MIM1051	MIM1041	MIM1062	MIM1012	MIM1042	MIM1032	MIM1052	MIM2081	MIM2011	MIM2071	MIM2031	MIM2101	MIM2082	MIM2042	MIM2092	MIM2012	MIM3011	MIM3031	MIM3051	MIM3041	MIM3012	MIM3062	MIM3042	MIM3052	MIM3032	MIM4011	MIM4051	MIM4031	MIM4041	MIM4000	MIM4012
Banu ÇELEBİOĞLU PhD Assistant Prof	B. Arch, YTU M. Arch, YTU PhD, YTU	Historic Site Preservation Religious Architecture Traditional Construction Techniques Restoration Technology Urban Conservation and New Settlements																																			
Faruk TUNCER PhD Assistant Prof	B. Arch, MSU M. Arch, YTU PhD, YTU	Urban Conservation / New Settlements Conservation, Renovation, Application Physical Formation of the Istanbul Historical Peninsula Industrial Archaeology, Conservation Review																																			
Ceylan İrem GENCER PhD Associate Prof.	B. Arch, ITU M. Arch, ITU PhD, ITU	Conservation Of Historical Sites Evolution Of Urban Morphology History and Theory of Preservation																																			

I.4. Policy Review

The following general information will be available in the Team Room in hard copy:

- Current YTU DoA Program Report
- Large-Format 2017–18 Faculty Credentials Matrix with Course Assignments
- Large-Format SPC Matrix (*Part II, Section 1* of this APR)
- List of All Administration, Faculty, and Staff with Photographs
- Samples of School Publications
- Sample Meeting Minutes (Retreats, Faculty Meetings, Executive Committee, etc.)

Learning Culture and Social Equity Policy
Self-Assessment Policies and Objectives
Personnel/Faculty-Related Information:
Personnel Policies

- YTU Faculty
  Organization Chart
  (1) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/OŞ-001-YTÜ Akademik Örgüt Yapısı.doc TR
  Position descriptions for all faculty and staff
  Senate
  (2) http://www.yildiz.edu.tr/sayfa/YÖNETİM/SENATO/93 TR
  Rector
  (3) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-001-Rektör.doc TR
  Responsible Vice Rector for Administration
  (4) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-003-Araştırma-Planlama Rektör Yardımcısı.doc TR
  Responsible Vice Rector for Research and Planning
  (5) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-004-Eğitim-Öğretim Rektör Yardımcısı.doc TR
  Dean
  (6) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-104-Dekan.doc TR
  Vice Dean
  (7) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-105-Dekan Yardımcısı.doc TR
  Faculty Secretariat
  (8) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-106-Fakülte Sekreteri.doc TR
  Department Head
  (9) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-107-Bölüm Başkanı.doc TR
  Department Vice-Head
  (10) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-108-Bölüm Başkanı Yardımcısı.doc TR
  Sub-department Chair
  (11) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-109-Anabilim Dalı Başkanı.doc TR
  Instructional Faculty
  (12) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-110-Öğretim Üyesi.doc TR
  Assistant to Instructional Faculty
  (13) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-111-Öğretim Görevlisi Üyesi.doc TR
  Research Assistant
  (14) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-112-Araştırma Görevlisi.doc TR

Tutor
(15) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-113-Uzman.doc TR
Department Secretariat
(16) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/GT-114-Bölüm Sekreteri.doc TR
Documents regarding other positions can be downloaded separately from:
(17) http://www.kalite.yildiz.edu.tr/category.php?id=31 TR

Rank, Tenure, and Promotion and Reappointment

- YTU AYDEK Manual Regarding Rank, Tenure, and Promotion Guidelines
  (18)
  http://www.apry.yildiz.edu.tr/images/files/aydek20182014.pdf TR
  Required Documents for Promotion Applications
  (19) http://www.apry.yildiz.edu.tr/images/files/istenen%20belgeler%2023_02_2017.docx TR
  CV Sample for Applicants
  (20) http://www.apry.yildiz.edu.tr/images/files/ornekozgecmis.pdf TR
  Sample Application Form
  (21)
  http://www.apry.yildiz.edu.tr/images/files/FR-793-AYDEK%20dilekce%202016.docx TR
  Evaluation Forms for Applications for Professor, Assoc. Professor and Assist. Professor Tenures (in .RAR Format)
  (22)http://www.apry.yildiz.edu.tr/images/files/AYDEK%20Formlar%C4%B1%20mimarl%C4%B1k%202018_06.rar TR

Social Equity or Diversity, as appropriate

- YTU Faculty Personnel Office Web-Portal Information/Essential Links for Laws and Regulations
  (23) http://www.prs.yildiz.edu.tr/prs/5/Mevzuat/17 TR
- Human Recourses Management Procedures (PR-017)
  (24) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/PR-019-İnsan Kaynakları Yönetimi Prosedürü.doc TR
- Retired Faculty Directory Page For:
  YTU in General
  (25) http://www.eperbis.yildiz.edu.tr/index.php TR
  DoA specific
  (26) http://www.eperbis.yildiz.edu.tr/ara.php?type=facdep&facid=8&depid=29 TR
- Annual Review for FT Faculty/PT Faculty
- Diversity (including special hiring initiatives)
  Section 5.2.1.6. of Human Resources Management Procedures (PR-017) that describe Hiring Contracted Foreign Instructional Faculty
  (27) http://www.prs.yildiz.edu.tr/prs/5/Mevzuat/17 TR
  Flowchart for Hiring Contracted Foreign Instructional Faculty
  (28) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/İA-114-Yabancı Uyruklu Öğretim Elemanı İstihdamı İş Akışı.doc TR
  International Relations Office
  (29) http://www.intcooperations.yildiz.edu.tr/en/iro/2/Incoming-Students/44 EN
  Staff Exchange
  (30) http://www.intcooperations.yildiz.edu.tr/en/iro/3/Outgoing-Staff/47 EN
  YTU Draft Bilingual Protocol on Education
  (31) http://www.iro.yildiz.edu.tr/images/images/galeri/A/DRAFT BILINGUAL PROTOCOL_TASLAK_İKİDİLLİ PROTOKOL METNİ-24_03_2014.doc TR / EN
  Approved Educational Protocols List
  (32) http://www.iro.yildiz.edu.tr/images/images/galeri/A/APPROVALS BY THE COUNCIL OF HIGHER EDUCAT_22_05_2014.doc EN
  Educational Partnerships
  Africa
  (33) http://www.intcooperations.yildiz.edu.tr/en/iro/5/Africa/86 EN

Americas
(34) http://www.intcooperations.yildiz.edu.tr/en/iro/5/Americas/87 EN
Asia
(36) http://www.intcooperations.yildiz.edu.tr/en/iro/5/Asia/88 EN
Europe
(37) http://www.intcooperations.yildiz.edu.tr/en/iro/5/Europe/89 EN
ERASMUS+ Bilateral Agreements for Staff Exchange
(38) http://www.eu.yildiz.edu.tr/sayfa/3/MİMARLIK-FAKÜLTESİ/155 EN

- Sabbatical Policies/Forms
- Recent Provost Memos on Faculty Growth
- Faculty Research Support and Services

  Summary of YTU DoA Research funding (2012-2013)
  (39)http://www.apk.yildiz.edu.tr/login/sys/admin/subPages/img/BAPK_2012_YILI_OZETLER.pdf TR / EN , pp. 165-193
  State Planning Organization (DPT) Research Projects
  (40) http://www.mim.yildiz.edu.tr/images/files/akademik/DPT.pdf TR
  EU Projects
  (41) http://www.mim.yildiz.edu.tr/images/files/akademik/AB-ERATO.pdf TR
  Research projects funded by The Scientific And Technological Research Council Of Turkey (TUBITAK)
  (42) http://www.mim.yildiz.edu.tr/images/files/akademik/TUBITAK.pdf TR
  Research projects by Research Projects Coordination Office (BAP)
  (43) http://www.mim.yildiz.edu.tr/images/files/Bilimsel Arastırma Projeleri.pdf TR
  Funded M.Sc. Researches (YULAP)
  (44) http://www.apk.yildiz.edu.tr/yulap.php TR
  Funded Ph.D. Researches (DOP)
  (45) http://www.apk.yildiz.edu.tr/dop.php TR
  Funded Young Researchers Support Projects (GEP)
  (46) http://www.apk.yildiz.edu.tr/gep.php TR
  Funded Exclusive Research Projects (KAP)
  (47) http://www.apk.yildiz.edu.tr/kap.php TR
  Funded ODAP projects
  (48) http://www.mim.yildiz.edu.tr/images/files/ODAP.pdf TR
  Web Site addresses of Research Funding Offices
  Technology Transfer Office (TTO)
  (49) http://www.yildiztto.com/ TR
  Applied Researches Center (UYGAR)
  (50) http://www.apry.yildiz.edu.tr/page/30 TR
  YTU Sigma Electronic Journal
  (51) http://eds.yildiz.edu.tr EN
  YTU Revolving Funds Management Regulations
  (52) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YN-007-Yıldız Teknik Üniversitesi Döner Sermaye İşletmesi Yönetmeliği.doc TR
  Technopark
  (53) http://www.yildizteknopark.com.tr TR
- University and DoA Mentoring Services

  YILDIZ - SEM: Continuous Education Center Regulations
  (54) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YN-003-Yıldız Sürekli Eğitim Uygulama ve Araştırma Merkezi Yönetmeliği.doc
  YILDIZ - SEM web site
  (55) http://www.sem.yildiz.edu.tr
- General Information Sent to Faculty Each Term (Summer Email, Grading, Critical Info, etc.)

  Announcements
  (56) http://www.mim.yildiz.edu.tr/duyurular TR
  (67) http://www.mmr.yildiz.edu.tr/duyurular TR
  (58) http://www.mmr.yildiz.edu.tr/haberler TR

Emails and Electronic Documentation System Notifications

Resource-Related Information:

Student-to-Faculty Ratios for All Components of the Programs
Square Feet per Student for Space Designated for Studio-Based Learning
Square Feet per Faculty Member for Space Designated for Support of All Faculty
Student-to-faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar
Square feet per student for space designated for studio-based learning
Policies on Library and Information Resources Collection Development
Woodshop Safety Manual
Emergency Planning

Student-Related Information:

- YTU's YILDIZ/DAVUTPAŞA/MASLAK Campus Catalogue for Student Resources/Conduct
  (59) http://www.iro.yildiz.edu.tr/catalogue/engcatalogue.swf EN
  YTU's Student Brochure for Bachelor Degree Programs
  (60) http://www.iro.yildiz.edu.tr/images/flash/yildizkat_trlisans_swf.swf TR
  (61) http://www.iro.yildiz.edu.tr/images/flash/lisans_web_arapca.swf(ARB)
  (62) http://www.iro.yildiz.edu.tr/images/flash/yildizkatlisans_rusca.swf(RUS)
  YTU's Student Brochure for Asters Postgraduate Degree Programs
  (63) http://www.iro.yildiz.edu.tr/images/flash/yildizkat_turkcelisansustu_swf.swf TR
  (64) http://www.iro.yildiz.edu.tr/images/flash/lisansustu_web_arapca.swf(ARB)
  (65) http://www.iro.yildiz.edu.tr/images/flash/yildizkatlisans_rusca.swf(RUS)
  YTU's Student Flyers
  in English:
  (66) http://www.iro.yildiz.edu.tr/images/images/galeri/A/yildizing2403.pdf EN
  in Chinese:
  (67) http://www.iro.yildiz.edu.tr/images/images/galeri/A/yildizcincebrosurkucuk.pdf (CH)
- Student Internship Information
  (68) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/internships EN
  (68a) http://www.mim.yildiz.edu.tr/mim/4/Staj/162 TR
  Internship Regulations
  (69) http://www.mim.yildiz.edu.tr/images/files/mimarlik%20staj%20ilkeleri(1).pdf TR
  Internship Application Forms
  (70) http://kalite.yildiz.edu.tr/login/sys/admin/subPages/img/FR-0619-Mimarlık%20Fakültesi%20Mimarlık%20Bölümü%20Staj%20Başvuru%20Formu.doc TR
  Internship Health Insurance Form
  (71) http://kalite.yildiz.edu.tr/login/sys/admin/subPages/img/FR-0285-Genel%20Sağlık%20Sigortası%20Beyan%20ve%20Taahhüt%20Formu.doc TR
  Internship Social Insurence Form
  (72) http://kalite.yildiz.edu.tr/login/sys/admin/subPages/img/FR-0284-Yıldız%20Teknik%20Üniversitesi%20SGK%20(Zorunlu%20Staj)%20Formu.doc TR
  Internship Record Documents
  (73) http://www.mim.yildiz.edu.tr/images/files/staj dosyası(2).doc TR
  Internship Personal Information Document
  (74) http://kalite.yildiz.edu.tr/login/sys/admin/subPages/img/FR-0286-Staj%20Sicil%20Formu.doc TR
- B.Arch. Student Admissions Requirements
  Admissions Procedures
  (75) http://www.bologna.yildiz.edu.tr/index.php?r=institution/admission EN
  Orientation Information
  (76) http://www.bologna.yildiz.edu.tr/index.php?r=program/view&id=50&aid=38 EN
  Files/Examples for M.Arch and B.Arch

- Student Advising Policies and Student File Samples
  Student File Samples: Preparatory/Pre-Professional Program Evaluation
  Student File Samples: Templates for Advisement
  Samples: Certificate Worksheets
  Samples: Faculty-to-Student Mid-Semester and End of Semester Evaluation
  Samples: Student-to-Faculty Mid-Semester and End of Semester Evaluation
- YTU DoA Student Network
  Social Media
  (77) https://www.facebook.com/ytutask/ TR
  https://www.facebook.com/groups/610385805690010/ TR
  https://www.facebook.com/MimarlikBununNeresinde/ TR
  https://www.facebook.com/ytupusula/
  Fellowships
  (78a) http://www.bursburosu.yildiz.edu.tr TR
  Traveling Fellowship Information
  (79) http://www.sks.yildiz.edu.tr TR
  Career Week/Firm Fair Information
  (80) http://www.orkam.yildiz.edu.tr/ TR
  Mentoring Information
  (81) http://www.ogi.yildiz.edu.tr
- Student Organizations Information
  YTÜ Tasarım Kulübü
  (82) https://www.facebook.com/ytutask/ TR
  Mimarlık Bunun Neresinde?
  (83a) https://www.facebook.com/MimarlikBununNeresinde/ TR
  YTU Pusula
  (83b) https://www.facebook.com/ytupusula/ TR
  Mimarlık Temsilciliği
  (83c) https://www.facebook.com/groups/610385805690010/ TR

  Student Clubs
  (84) http://www.kulupler.yildiz.edu.tr TR

- Facilities of YTU
  Accommodation Facilities
  (85) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/accommodation EN
  (85a) http://www.barinma.yildiz.edu.tr/category.php?id=7 TR
  Food Facilities
  (86) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/meals EN
  (86a) http://www.beslenme.yildiz.edu.tr/category.php?id=7 TR
  Medical Facilities
  (87) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/medical EN
  (87a) http://www.mediko.yildiz.edu.tr/ TR
  (87b) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/forspecialneeds EN
  Lodgement
  (88) http://www.gsek.yildiz.edu.tr/sayfa/7/YT%C3%9C-Lojmanlar%C4%B1/16 TR
  Sports Facilities
  (89) http://www.bologna.yildiz.edu.tr/index.php?r=infoforstudents/sportsleisure EN
  (89a) http://www.spor.yildiz.edu.tr/ TR
  (90) http://www.ytuspor.yildiz.edu.tr/. TR
  (91) http://www.sks.yildiz.edu.tr TR
  Career Development
  (92) http://www.orkam.yildiz.edu.tr TR
  (93) http://www.yildiztto.com TR
  (93a) http://www.yildizteknopark.com.tr TR
  (94) http://www.kulupler.yildiz.edu.tr/duyurular TR
  (95) http://www.mimarist.org TR
  (96) http://www.mimarlikvakfi.org.tr TR
  (97) http://www.arkitera.com/kariyer TR

(98) http://www.arkitera.com/yarisma TR
Social Facilities
(99) http://www.yildizcati.com/ TR
(100) http://www.yildizhisar.com/ TR
Pre-School and Primary Education Facilities
(101) www.kres.yildiz.edu.tr/davutpasa/ TR
(102) http://kres.yildiz.edu.tr/besiktas TR

Curriculum-Related Information:

- YTU DoA 2017–18 Catalog
  (104) http://www.bologna.yildiz.edu.tr/index.php?r=program/view&id=50&aid=38 EN
- Policies on Use and Integration of Digital Media in Architecture Curriculum
- Policies on Academic Integrity for Students (e.g., cheating and plagiarism)
  (105) http://www.aek.yildiz.edu.tr TR
  (106) http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/17960 TR
- Forms for Curriculum Development and Approval
- Architecture Program Report
- University Core Documents:
- Role and Mission
  YTU
  (109) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YD-003-Yıldız Teknik Üniversitesi Misyon ve Vizyon Bildirgesi.doc TR
  DoA
  (110) http://www.mim.yildiz.edu.tr/en/mim/1/Vision---Mission/134 EN
- Bylaws
  (111) http://www.ogi.yildiz.edu.tr/ogi/6/Yönetmelikler-ve-Yönergeler/36 TR
  (112) http://www.ogi.yildiz.edu.tr TR
- Code of Ethics
  Academic Ethics Commission Web Site
  (113) http://www.aek.yildiz.edu.tr/ TR
  Current Higher Education Integrity Regulations
  (114) http://www.yok.gov.tr/web/guest/icerik/-/journal_content/56_INSTANCE_rEHF8BIsfYRx/10279/17960 TR
- Current Strategic Plan (2016-2020)
  (115)http://www.stg.yildiz.edu.tr/images/files/Yildiz%20Teknik%20Universitesi%202016-2020%20Stratejik%20Plani.pdf TR
  http://www.stg.yildiz.edu.tr/images/files/ytu_2018_2020_stratejik_plan.pdf
  Quality Action Plan of DoA
  (116) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/PL-026-Mimarlık Bölümü Kalite Faaliyet Planı.xls TR
- Past Strategic Plans (2007-2010)
  (117) http://www.stg.yildiz.edu.tr/images/files/YTU 2007-2010 STRATEJIK PLANI.pdf TR
- Educational Effectiveness Review

Part Two (II). Educational Outcomes and Curriculum

II.1. Student Performance - Educational Realms & Student Performance Criteria

In this section compulsory courses that cover the student performance criteria are presented. For every core course of the SPC, an evaluation of the students on how the course outcomes meet the criterion in question. In addition, the relevant content of other related courses that support an SPC are provided.

Realm A - Critical Thinking and Representation

A.1. Communication Skills: Ability to read, write, speak, and listen effectively.

This SPC of Communication Skills is required in:

MIM1011	Introduction to Architectural Design
MIM2081	Computer-Aided Design
MIM2082	Introductory Computer Sciences
MIM4000	**Graduation Thesis (core)**

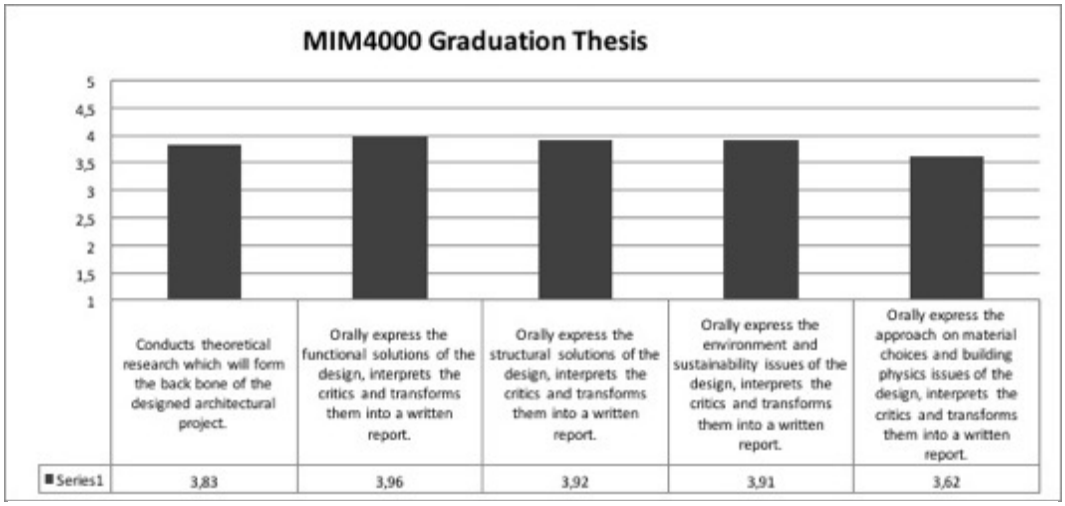
As part of the main general education requirements, architecture students are required to take the courses listed above for development of communication skills. The written and rhetorical skills of students are improved through these courses, as well as in architectural design studios. Other mandatory courses for improving communication skills are related with the use of the national language, Turkish, and a foreign language, English. Since they are non-architectural courses, they are not listed here.

In MIM1011 Introduction to Architectural Design, the students learn to acquire a variety of skills to think and communicate architectural ideas, including reading, speaking, drawing, and modeling. For this purpose, they make representations by researching, reading and drawing the works of well-known architects and they make oral presentations to their class mates.

MIM2081 Computer-Aided Design focuses on communicating with 2D and 3D digital representation tecniques of drawing, modeling and post production programs. The student acquires the ability to communicate with the architectural language and representations in terms of expressing and developing his/her own project process and the outcome.

MIM2082 Introductory Computer Sciences focuses on communicating with advanded-level CAD and entry-level BIM systems. For this course, the student acquires the ability to communicate with the different stakeholders related with his or her own project process and obtain relevant information, such as statics, mechanics, and etc.

For MIM4000 Graduation Thesis, the students are required to design an architectural project and present it in both architectural presentation techniques as well as a in text form which is their architectural report, explaining the design process and context of their project. The functional and structural propositions, , environmental aspects and sustainability issues, the choice of material and building physics concerns and the mechanical installation solution related with the design project are conveyed orally in juries and compiled in a written report according to the critics of the jury.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on course outputs demonstrates that A1 Communication Skills student performance criteria is covered in MIM4000 Graduation Thesis.

A.2. Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

SPC of Design Thinking Skills is required in:

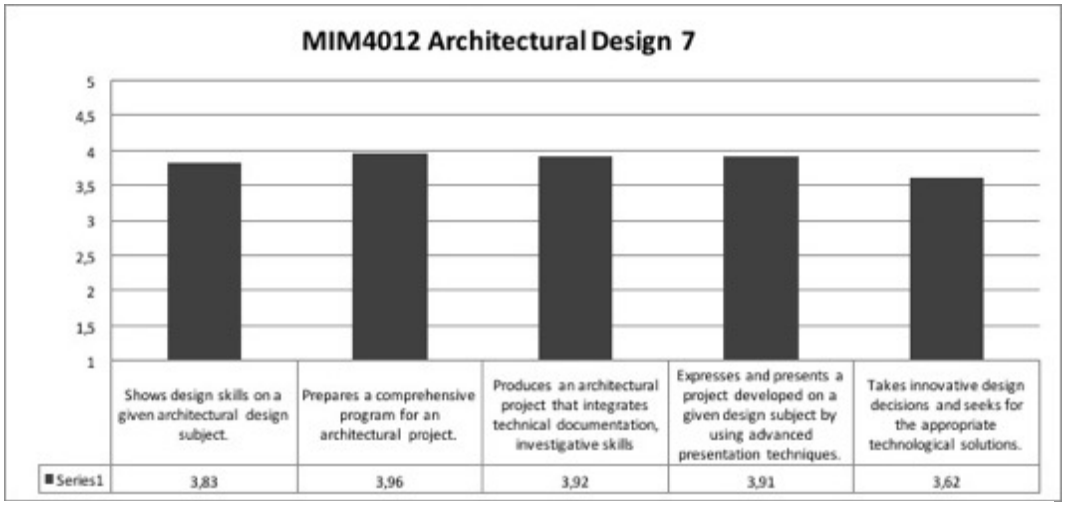
MIM1041 Basic Design
MIM3011 Architectural Design 4
MIM4012 Architectural Design 7 (core)

In MIM1041 Basic Design, the students are expected to gain an empathic understanding of the design problem they are trying to solve. Then they put together the information they have created and gathered to define the design problem. This is where they analyse their observations and synthesise them in order to define the main problem. When they are ready to start generating ideas, they are expected to make some sketches and models to achieve some solutions.

In MIM 3011 Architectural Design 4 students are asked to experiment in designing within a defined context in the city, considering the present urban texture, function,

history, natural and topographic characters. This course aims to teach the students to experience how to establish a relation with their own design idea and the present urban context. The students are asked to question, analyze and interpret the urban relations develop their design according to the defined program.

MIM 4012 Architectural Design 7 is an independentdesign project along witharchitectural dissertation in which the students are expected to design a large-scale building complex within an urban context. The students define the problem and develop different scales of architectural design without any supervision. The course aims to improve the ability of questioning, analyzing and interpreting the environment in a holistic way.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on course outputs demonstrates that A2 Design Thinking Skills student performance criteria is covered in MIM4012 Architectural Design 7.

A.3. Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

SPC of Visual Communication Skills is required in:

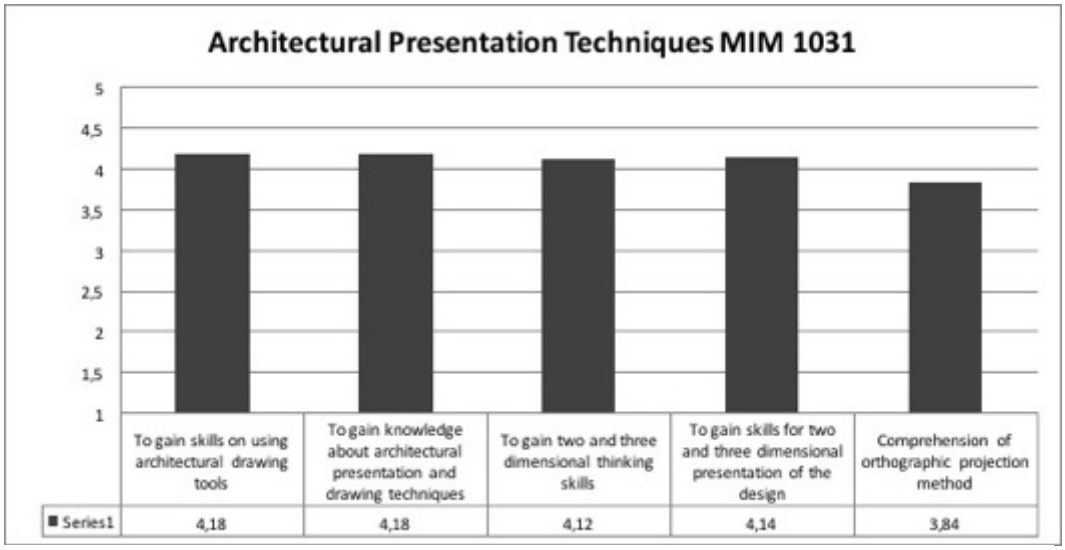
MIM1011 Introduction to Architectural Design
MIM1031 Architectural Presentation Techniques (core)
MIM1041 Basic Design (core)
MIM2081 Computer-Aided Design (core)
MIM2082 Introductory Computer Sciences

For development of visual communication skills of architecture students, there are mandatory courses offered in the first and second years of architectural education, starting with the fundamental principles of architectural design, supported with technical drafting techniques and basic design skills. MIM1011 Introduction to Architectural Design focuses on basic principles of architectural design; MIM1031

Architectural Presentation Techniques is based on two and three-dimensional drawing techniques in architecture; while MIM1041 Basic Design introduces the basic principles and fundamental concepts of design elements. MIM2081 Computer-Aided Design and MIM2082 Introductory Computer Sciences provide the students the ability to draft in architectural design compatible programs, both basic CAD programs and advanced three-dimensional modelling.

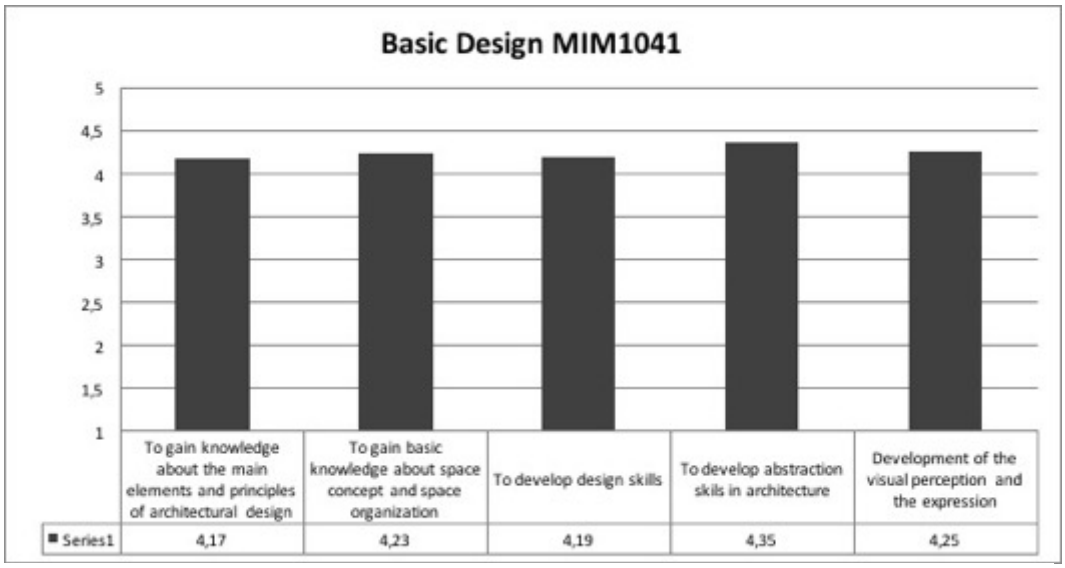
MIM1011 Introduction to Architectural Design provides the students the ability to perceive and define a problem in the process of architecturalthinking. The students are expected to learn basic principles of design, graphic representation and communication skills, as well the relation of site, context and dimensions of human in space.

In MIM1031 Architectural Presentation Techniques, students are introduced to design (descriptive) geometry, basic visual communication tools and representation of 3 dimensional objects on 2 dimensional planes. Students are expected to learn architectural drafting and technical drawing of architectural elements through freehand and technical drawing exercises.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

In MIM1041 Basic Design, fundamental design principles, such as forming a composition, harmony, contrast, use of points, lines and planes, use of light and color are introduced. The students are expected to develop and express an idea using 2 and 3 dimensional design tools, such as sketches, posters and models.



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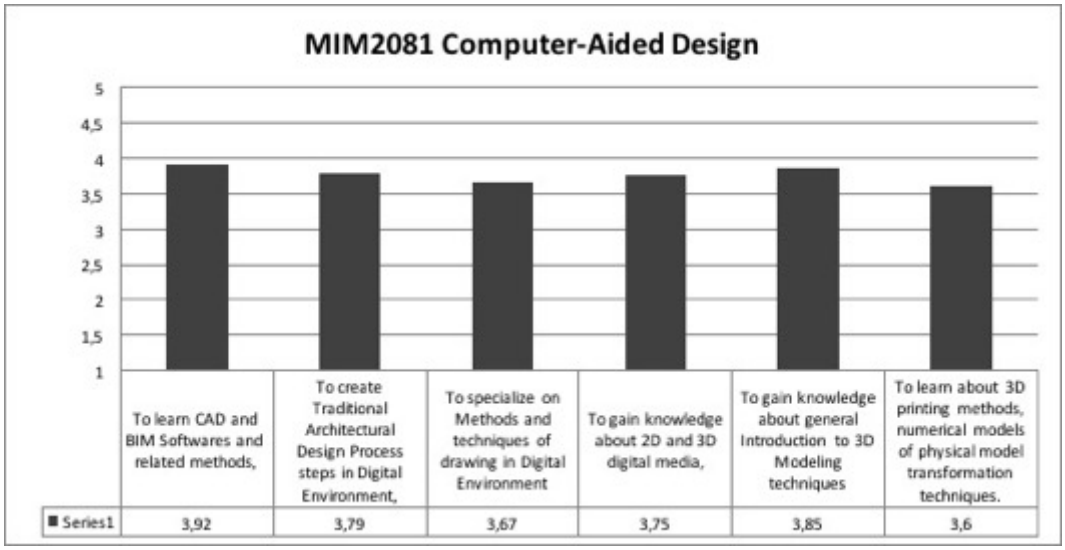
MIM2081 Computer-Aided Design introduces basic principles of producing to 2D and 3D digital media. The students are expected to learn different digital modeling and presentation techniques using multimedia programs which will enhance their visual communication skills.



2018-19 fall term questionnaires on course outputs demonstrate that A3 Visual Communication Skills student performance criteria is covered in MIM1031 Introduction to Architectural Design, MIM1041 Basic Design, MIM2081 Computer-Aided Design courses.

In MIM2082 Introductory Computer Sciences, the student acquires ability to express and present their project process and output better by using various digital presentation and modeling tools. With photo processing and video editing software, student can transfer the ability of processing and obtaining information better.

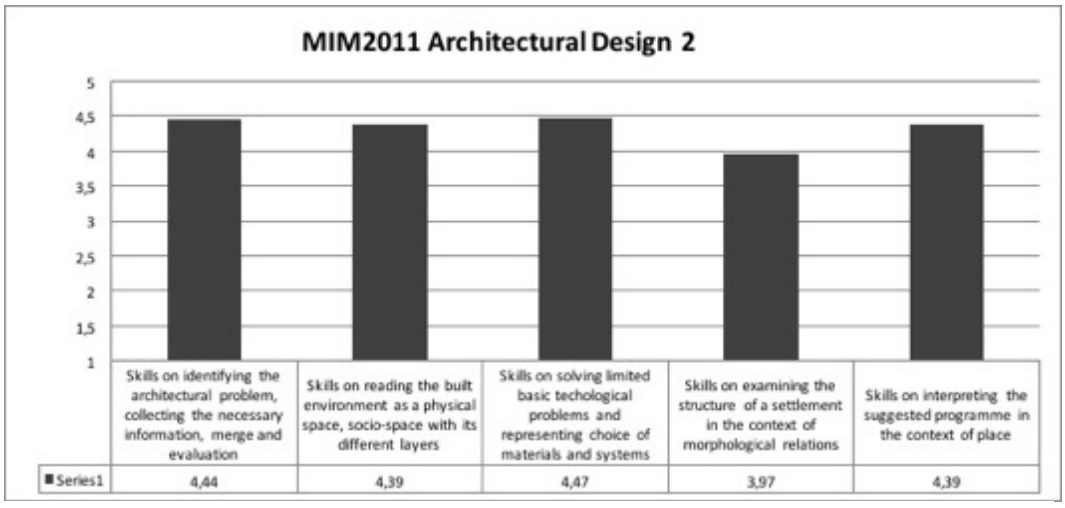
A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

SPC of Technical Documentation is required in:

MIM1052	Constructional Elements of Building 1
MIM2011	**Architectural Design 2 (core)**
MIM3032	Analysis of Historical Buildings
MIM2102	Constructional Elements of Building 2
MIM4041	Installation Knowledge

Students are required to take courses that develop their skills of technical documentation. In the first two years of architectural education, students learn drafting and architectural representation, combined with knowledge of structural systems and building materials in the following years.

MIM 2011 Architectural Design 2 focuses on development of a small scale building design with a simple program, in which the students are expected to address physical environmental factors, fundamental technical specifications on building materials and structural elements. During the course, physical environmental factors are introduced and students learn how to handle the problem of design within these factors. The function and the program of the building are decided based on the research, analyses and evaluations of the students.



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2017-18 spring term questionnaire on course outputs demonstrate that A4 Technical Documentation student performance criteria is covered in MIM2011 Architectural Design 2.

MIM1052 Constructional Elements of Buildings focuses on foundation, floor, wall and stair systems. In this context the students exercise with detailed drawings and cardboard models through the semester. The students are expected to create a project of a small dwelling in order to understand each systems as well as their connections as a whole. They create a final assignment including drawings and a 1/20 cardboard model.

MIM2101 Constructional Elements of Buildings 2 introduces roof, window and door systems. Students create several homeworks for structure and detailing of the systems as well as a term paper for the whole building envelope. In this term paper students are expected to analyze an existing building in terms of materials, assembly and detailing.

In MIM3032 Analysis of Historical Buildings through case studies and analytical surveys, students get to learn how to read and represent the design characteristics, structural and material properties, and architectural style of a historical building. Assignments given in MIM3032 Analysis of Historical Buildings are aimed to convey to students the documentation and analysis techniques in the scale of a single building. Students gain the ability to visualize design principles, structure, material and element properties of a building to be protected from different cultures. In MIM3032 Analysis of Historical Buildings students are also equipped with building and historical survey methods.

MIM4041 Installation Knowledge presents information about installation systems. Students are expected to create technical documents on sanitary, mechanical and electrical systems. Calculations for an appropriate wall section are required for mechanical installation part of the course and a technical drawing presenting layers of exterior walls is expected from students. For electrical systems students are expected to draw a schematic plan of a building showing electrical elements. For sanitary systems students should draw a section of a building showing vertical movement of the sanitary installation.

A.5. Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural course work and design processes.

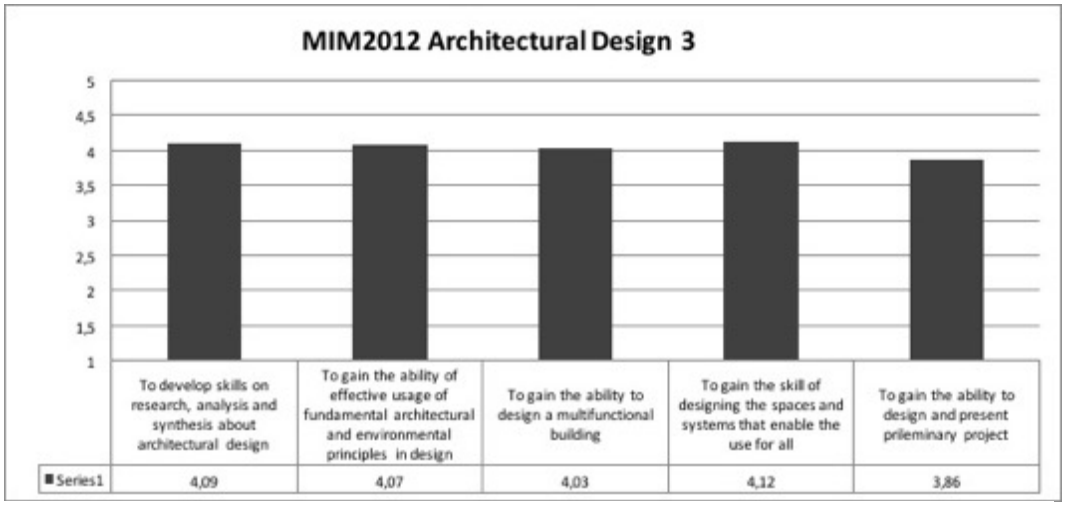
SPC of Investigative Skills is required in:

MIM1062	Building Theory and Design 2
MIM1032	Building Materials
MIM2012	**Architectural Design 3 (core)**
MIM3032	Analysis of Historical Buildings
MIM4051	Conservation and Restoration

In MIM1062 Building Theory and Design 2, students are expected to gain the ability to question, analyze and assess the concept of design with the needs of occupants. They gain the ability to make research, gather data from different information sources, utilize the information in order to formulate a specific program and evaluate the data in terms of the physical environmental factors, human behavior, and the social environmental conditions.

MIM1032 Building Materials presents the properties of materials. For the term paper, students are encouraged to define inputs for selecting materials by analysing physical factors and defining user requirements for an existing building as a case study. Students are expected to gather information on the given building and apply their knowledge on material selection by evaluating the materials used in that specific building.

In MIM2012 Architectural Design 3 course, students encounter the design process of a more complex function which includes differenciated spaces compare to prior Architectural Design course. For this reason, the design process is complex due to the problems in combining different functions with different physical sizes. Because of the spatial differences students face with structural concerns. Not only the physical form, but also the interaction between the design proposal and the immidiate surrounding is also an important factor in this studio. The students are expected to gain the ability to question, analyze and assess the concept of a multifunctional building. During the first part of the course, the students are asked to make analysis on the plot they selected and to improve not only one but more design proposals . In the last quarter of the course, the students are asked to develop one of the proposals with an independent program, supported with analyses of the environmental and urban elements. The investigative skills of students are also improved with literature reviews and examination of of multifunctional buildings.



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2017-18 spring term questionnaire on course outputs demonstrate that A5 Investigative Skills student performance criteria is covered in MIM2012 Architectural Design 3.

In MIM3032 Analysis of Historical Buildings through case studies and analytical surveys, students learn how to read and represent the design characteristics, structural and material properties, and architectural style of a historical building. The students are expected to gain awareness and appreciation of cultural values. They must learn to read and understand the changes of a cultural elements in the historical process. During the course, they recognize the historical environment,

appreciation of their values, make their evaluation and gain the conservation awareness.

In MIM4051 Conservation and Restoration, students must be able to follow conservation and restoration works in Turkey and the worldwide; to conduct an original research on conservation and incorporate new structuring principles into the design process in the traditional environment by observing and researching the existing tissue.

A.6. Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

SPC of Fundamental Design Skills is required in:

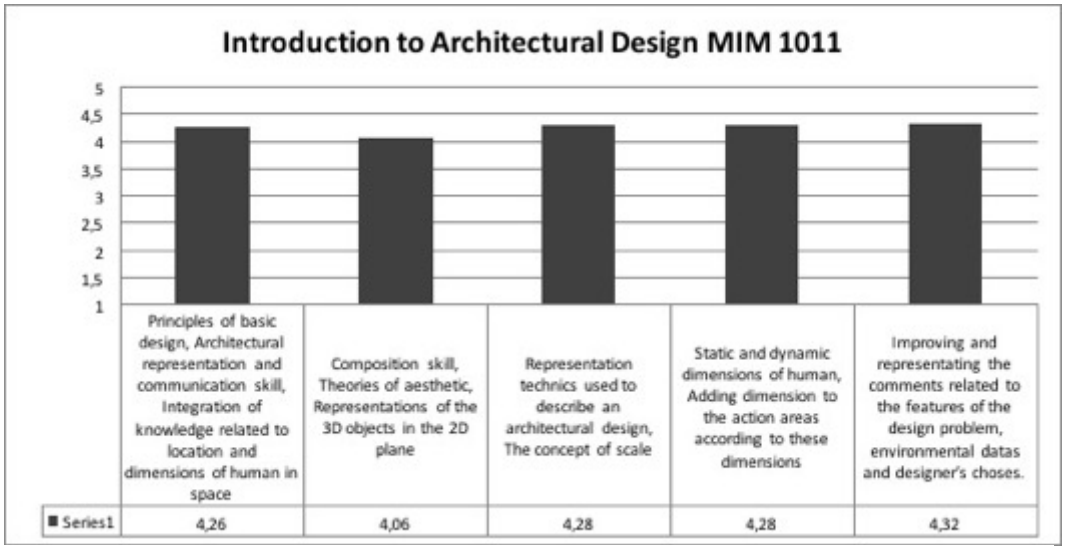
MIM1011 Introduction to Architectural Design (core)
MIM1012 Architectural Design 1
MIM2012 Architectural Design 3
MIM4011 Architectural Design 6 (core)

In MIM1011 Introduction to Architectural Design, the students have information about the knowledge of architectural design and environmental principles. In order to learn existing local design guidelines, the students work in a historical neighborhood like Ortaköy or Kuzguncuk, in Istanbul. The students draw the plans, sections and elevations of historical houses in these neighborhoods in order to learn the basic architectural principles.

In MIM1012 Architectural Design 1 It is aimed to develop basic design skills through a design problem. MIM1012 Architectural Design 1 focuses on an architectural design project based on human dwelling. The students are expected to gain the ability to question, analyze and assess the concept of dwelling and the needs of occupants. During the course, the students are asked to complete hypothetical assignments on different design problem, such as designing house in an adjacent blockby experimenting the limitations of natural light, spatial organization, and hierarchy of functions. In the last quarter of the course, the students are asked to design a house in a specific urban site with an independent program, supported with environmental analyses and urban elements. The investigative skills of students are also improved with supplementary materials, such as reading on basic design principles, and literature reviews on different dwelling types and dwelling concepts of different architects.

In MIM2012 Architectural Design 3, the students are expected to generate a more comprehensive project, compared with its precedents, MIM1012 Architectural Design 1 and MIM2011 Architectural Design 2. In this course, the building design is based and developed upon the physical and social environmental factors. The students prepare the program for a multi-functional building and they are expected to integrate these factors in their design program. Different structural systems, materials, physical environmental control systems are introduced through small seminars during the course.

The historical/built environment within the cities are very important for the transformation of the city culture. This can be sustained with regards to the architectural and environmental datas., Public spaces such as cultural centers, accommodation buildings, educational buildings, and etc. are some of the design programs in order to integrate historical regions to the contemporary urban life. In MIM4011 Architectural Design 6, students are expected to develop design projects in which analyses and investigations are evaluated to verify this framework. So this project conveys the Fundamental Design Skills from building to urban scale.



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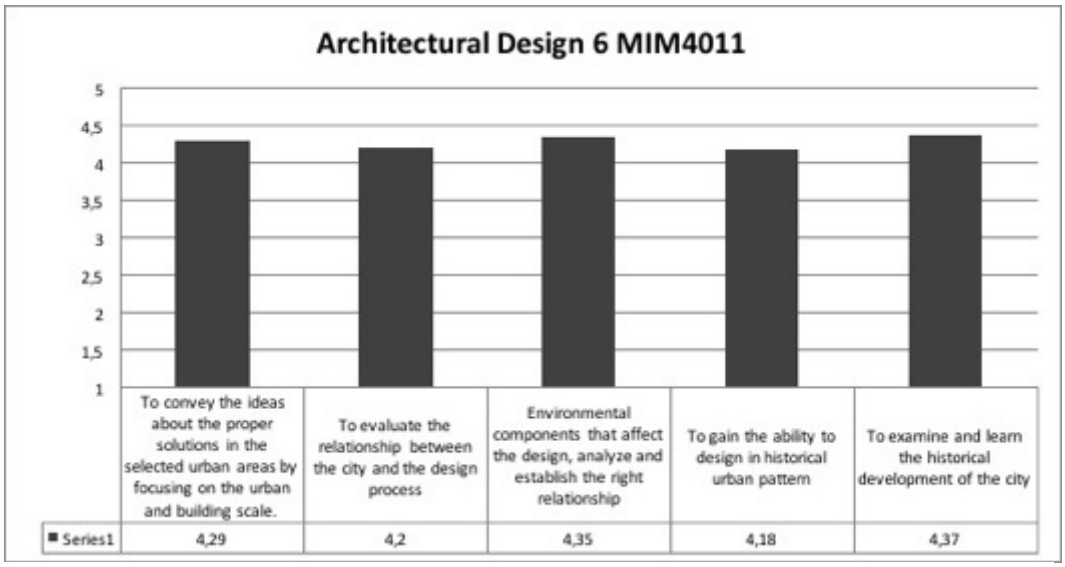

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2018-19 fall term questionnaires on course outputs demonstrate that A6 Fundamental Design Skills student performance criteria is covered in MIM1011 Architectural Design 1 and MIM4011 Architectural Design 6.

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

SPC of Use of Precedents is required in:

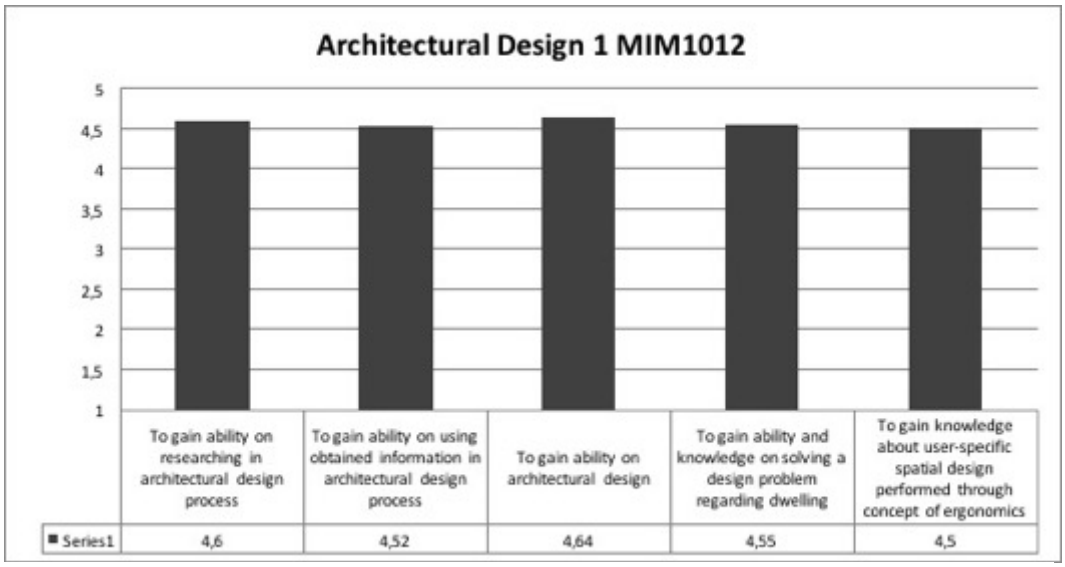
MIM1012	**Architectural Design 1 (core)**
MIM3011	Architectural Design 4
MIM4011	Architectural Design 6

Starting from the first courses of the architectural design studios, the students are introduced to the surrounding environment, they are taught how to analyze and interpret the existing conditions in natural and urban scale. In MIM1012 Architectural Design 1 students are asked to design a small-scale dwelling unit and students are asked to analyze certain housing designs of the prominent architects' prior to their own individual design process.

In MIM3011 Architectural Design 4, the students are asked to design in a specific site within an urban setting. It is the first architectural design studio that they investigate their design between the urban and the architectural scales. They conduct site analyses and experiment with integrating their design into an existing context.

In MIM4011 Architectural Design 6 students improvetheir design skills in a large scaled multifunctional building.Students must determine the environmental inputs and their contextual relations, natural and built environmental considerations and the issues of accessibility in an urban setting. In all of these Architectural Design projects, students make a through literature review, investigatethe design ideas produced in recent architectural competitions, design schemes of precedents of architecture and other relevant data.

In MIM1012 Architectural Design 1 developing the skills of researching from different sources in the architectural design process, accessing the preliminary studies, evaluating the obtained information and applying them in the designprocess are among the outcomes of the course. In this sense, the students will be able to interpret the architectural knowledge and architectural features of an existing architectural project at the time of production, to evaluate the relationship with the physical environment and to make inferences about its representation. In addition, it is aimed to be able to use this skill in its own design research.



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2018-19 fall term questionnaire on course outputs demonstrate that A7 Use of Precedents student performance criteria is covered in MIM1011 Architectural Design 1.

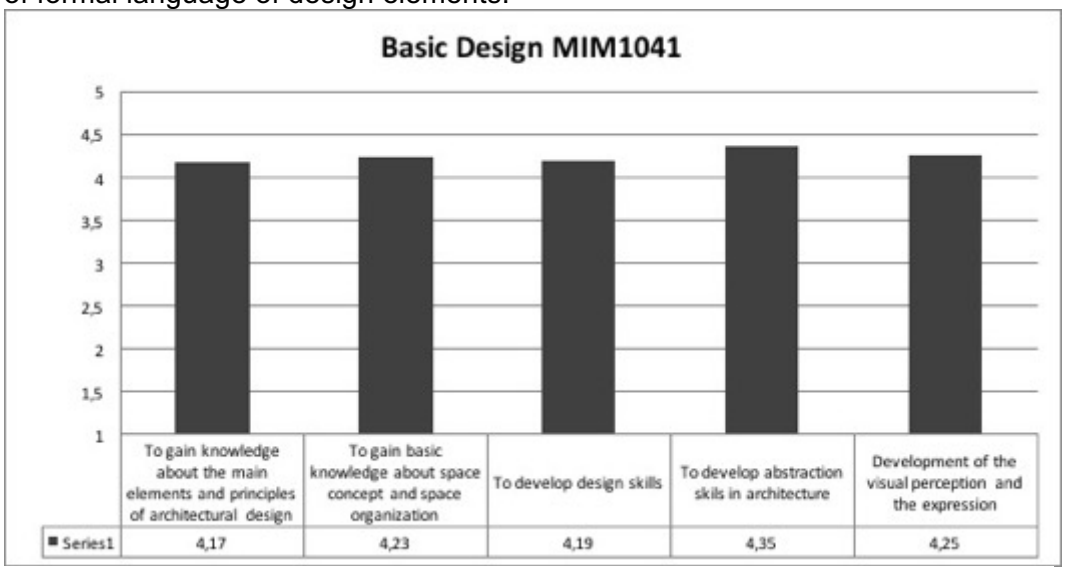
MIM3011 Architectural Design 4 focuses on making design experiments in the “special” areas of the city (usually with a historic character) and its surroundings. The students are expected to explore and interpret the present context and texture, functions, history, natural and topographic characters of the specified project site. Relation between open-closed spaces, public-private, impact of the design within the near surroundings are also other topics of focus in the studio work.

In MIM4011 Architectural Design 6 students are required to develop an architectural program for a large scale building complexes that is supposed to integrate into an existing built environment in an urban setting. Students are expected to make a research on the best practices in today's architectural agenda that could constitute references for the building program that they have developed which could address the regeneration and rehabilitation of the urban setting their design sites are located in. All such research and information is expected to be verified in this course.

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform 2- and 3-dimensional design.
SPC of Ordering Systems Skills is required in:

MIM1041	**Basic Design (core)**
MIM2081	Computer-Aided Design
MIM2082	Introductory Computer Sciences

In MIM1041 Basic Design, students are introduced with concepts of compositional principles such as figure - ground relations, harmony, contrast, gradation, dominance, balance, unity the principles that help determine the definition in visual perception. Through exercises and studio work, students gain an understanding of formal language of design elements.



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2018-19 fall term questionnaire on course outputs demonstrate that A8 Ordering Systems Skills student performance criteria is covered in MIM1041 Basic Design.

MIM2081 Computer-Aided Design course gives basic information on how formal thinking occur. Students are expected to engage this basic information in their projects specifically in which urban context is involved such as MIM3011 Architectural Design 4, MIM4011 Architectural Design 6, and MIM4012 Architectural Design 7. Students are expected to generate diagrams, prepare illustrations, and draw schemas to express the formal data (thresholds that define the natural and the built environment, land use, functional relations, densities, circulation of various elements, etc.) concerning the design site, the basic understanding of which are issued the other courses.

In Introductory Computer Sciences, students learn about 2D and 3D digital media, methods and techniques of drawing in digital environment, and numerical models of physical model transformation techniques.

A.9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape, and urban design, including examples of indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

SPC of Historical Traditions and Global Culture is required in:

MIM2071 History of Architecture 1 (core)

MIM2042 History of Architecture 2 (core)
MIM3051 History of Architecture 3 (core)
MIM3062 History of Architecture 4 (core)
MIM4011 Architectural Design 6

Through a sequence of courses on theory and history of architecture, the students are able to gain perception and understanding of different historical traditions, both from the Western and Eastern cultures. MIM2071 History of Architecture 1 focuses on the architectural production of ancient civilizations, ranging from the pre-historic times to Early Christianity. MIM2042 History of Architecture 2 analyses the European architectural tradition, while MIM3051 History of Architecture 3 presents the transformation of architectural and urban paradigms, ranging from 18th to 20th century. MIM3062 History of Architecture 4 is based on the development of Turkish and Islamic architecture.

In MIM2071 History of Architecture 1, the students get acquainted with the socio-economic life, building culture, urban layout, building types, construction types and materials of prehistoric civilizations, Mesopotamian, Egyptian, Anatolian (Hittite, Phrygian, Urartian, Lydian, Lycian civilizations), Minoan, Mycenaean, Ancient Greek, Parthian, Sassanid, Etruscan and Roman architecture. The students are introduced to how the different cultures have different styles of construction and urban design, the relation of culture and building types through a wide range of examples from the world. Through field trips, the students get acquainted with ancient sites and settlements of different civilizations in Turkey.

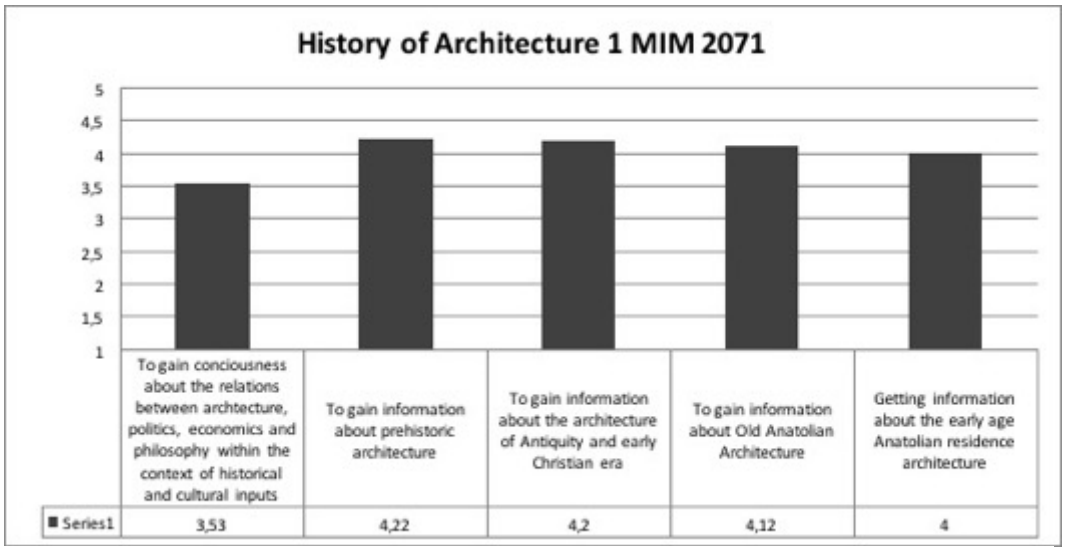
MIM2042 History of Architecture 2 aims to introduce the European architecture, taking it from the Early Christian period and concluding with the Enlightenment. The students get to know the evolution of the architectural styles and construction types, the classification of different building types and plans of European architecture. The students are expected to grasp the different architectural construction techniques and the relation of technological evolution with social, political and economic parameters in the realm of Europe.

MIM3051 History of Architecture 3 focuses on the architectural and urban development between the Industrial Revolution and the 20th century. The students get acquainted with the concept of modernism evolving from the birth of capitalism and industrialization, its impact on the society and the progress of architecture. They also learn different theories and architectural styles of modernism and the paradigms opposing to modernism. Different examples are introduced within the course from Europe and America, supported with works of modernist architects from Turkey.

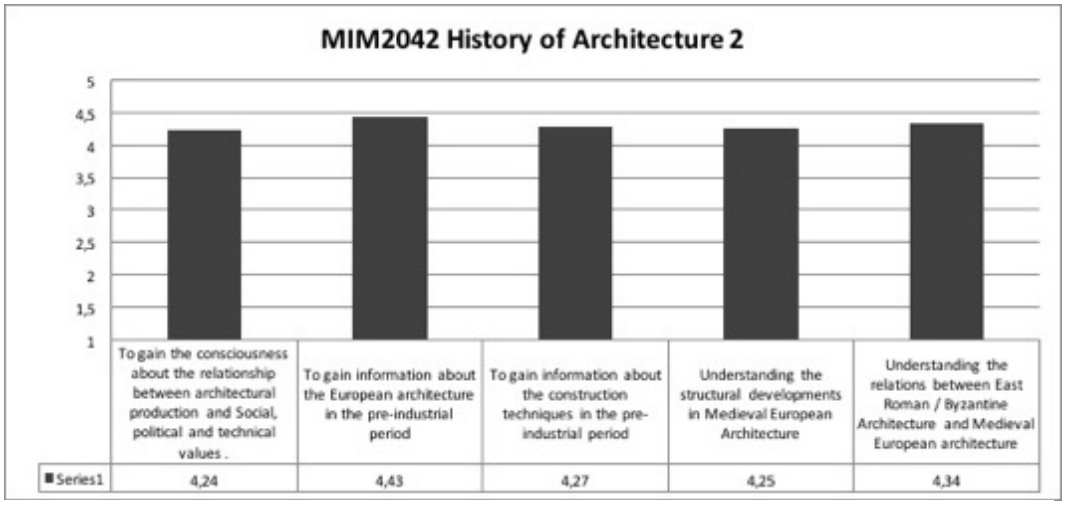
MIM3062 History of Architecture 4 is a course focusing on the Turkish and Islamic architecture. The early Islamic architecture, different civilizations in Islamic architecture, such as Umayyads, Abbasids, Karahanlis, Ghaznavids, as well as Islamic architecture in North Africa and Andalusia are analyzed throughout the course, in addition to Anatolian Turkish civilizations in the Middle Ages and the Ottoman Empire. Thus the students are provided with a wide range of building materials, building types and construction systems from various lands. Through

course assignments, the students are asked to analyze and interpret the common architectural values in different civilizations.

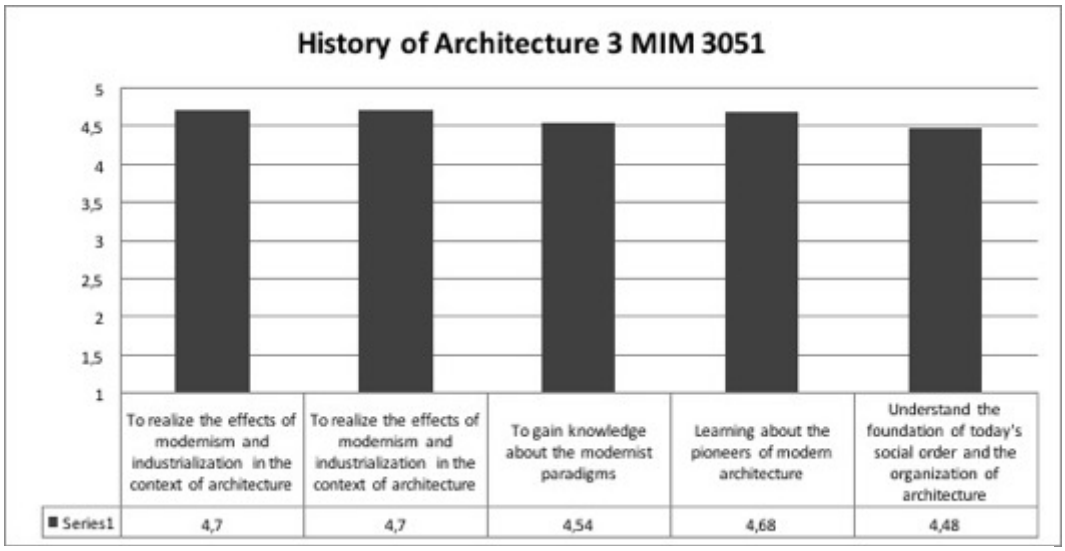
MIM4011 Architectural Design 6, students develop their design program after an indepth analysis on the urban design elements in terms of built environment, green space capacity, occupancy rates, urban topography, urban silhouette, urban transportation (pedestrian and public transport). In this course, it is important to examine historical and cultural spaces in terms of ecological, socioeconomic and cultural factors.



2018-19 fall term questionnaire on MIM2071 History of Architecture 1 course outputs



2017-18 spring term questionnaire on MIM2042 History of Architecture 2 course outputs



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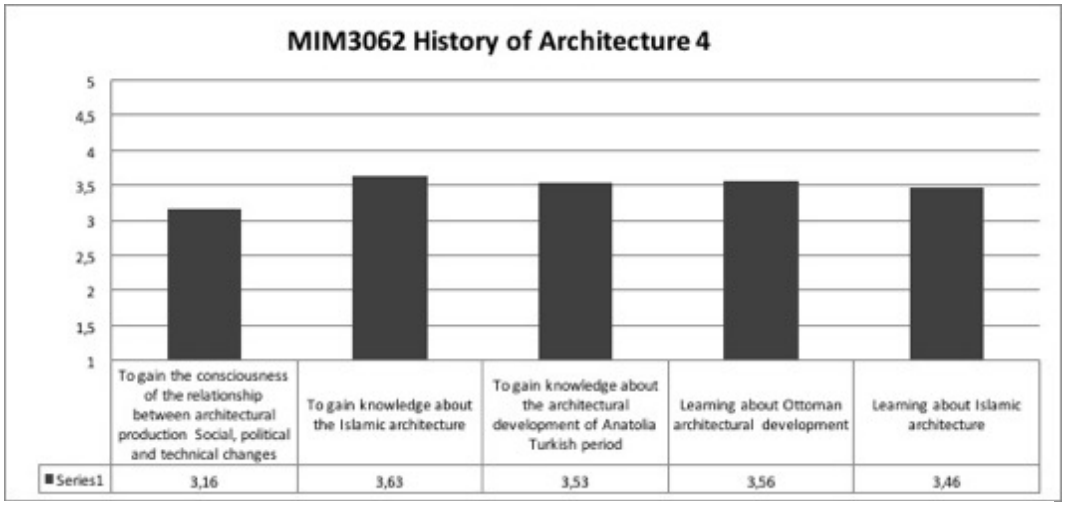
2018-19 fall term questionnaire on MIM3051 History of Architecture 3 course outputs



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2017-18 spring term questionnaire on MIM3062 History of Architecture 4 course outputs

2017-18 spring and 2018-19 fall term questionnaires on course outputs demonstrate that A9 Historical Traditions and Global Culture student performance criteria is covered in MIM2071 History of Architecture 1, MIM2042 History of Architecture 2, MIM3051 History of Architecture 3, MIM3062 History of Architecture 4 courses together.

A.10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.
SPC of Cultural Diversity is required in:

MIM2071 History of Architecture 1 (core)

MIM2042 History of Architecture 2 (core)
MIM3051 History of Architecture 3 (core)
MIM3062 History of Architecture 4 (core)

Through mandatory courses on History of Architecture in the curriculum, the students gain the critical awareness on cultural diversities and the different cultural settings that generate them, thus respecting the building culture of different civilizations. The wide range of architectural history courses provides the students to explore different examples of architectural heritage from all over the world.

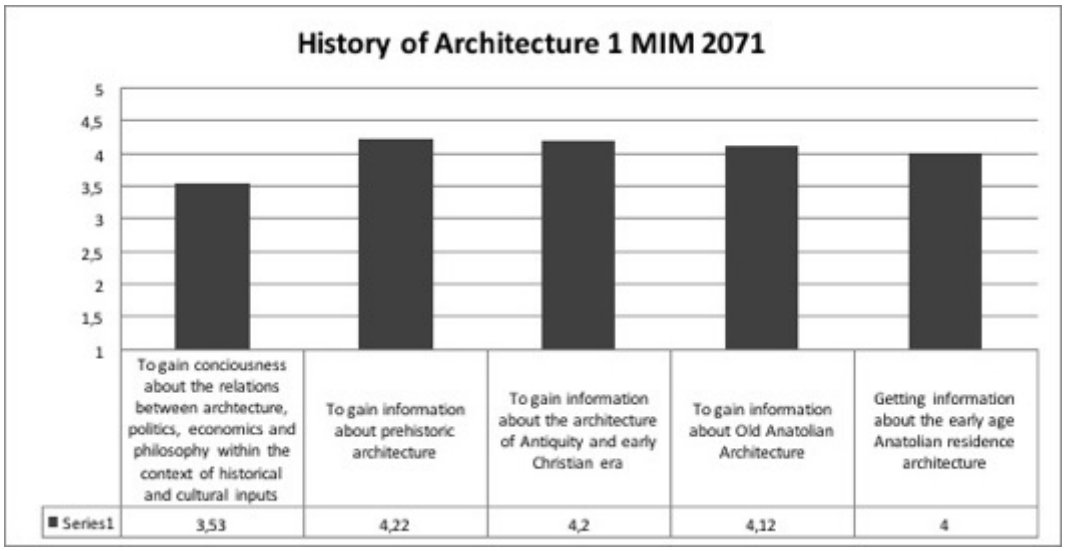
MIM2071 History of Architecture 1 introduces of prehistoric and ancient civilisations, focusing on the different social structures, political relations and belief systems that shaped the architectural and urban practices of early human communities.

In MIM2042 History of Architecture 2, students are expected to gain critical awareness on different architectural productions and the different geographical, historical, political, social, cultural, technological and economic conditions of Western civilizations from the end of Antiquity to the advent of Industrialisation.

MIM3051 History of Architecture 3 introduces the European architectural history, starting from the Enlightenment, moving on through the Industrial revolution and concluding with contemporary positions in modern architecture. It is important for the students studying architecture in Turkey, a transition zone between Western and Eastern architecture, to get acquainted with different architectural styles in the Western world and the perspectives of different civilizations that produced them. The students are expected to gain critical awareness on different architectural productions and the different geographical, historical, political, social, cultural, technological and economic conditions of Western civilizations from the end of Antiquity to the beginning of Industrial Revolution.

MIM3062 History of Architecture 4 focuses on the wide range of architecrtural productions of the non-Western geographies, namely the Islamic, Turkish and and Ottoman cultures. In a historical and comparative study of different periods and styles of this region, students are expected to comprehend the diversity of cultures, social patterns and traditions that form the architectural and urban heritage of Anatolia and its cultural environs.

2017-18 spring and 2018-19 fall term questionnaires on course outputs demonstrate that A10 Cultural Diversity student performance criteria is covered in MIM2071 History of Architecture 1, MIM2042 History of Architecture 2, MIM3051 History of Architecture 3, MIM3062 History of Architecture 4 courses together.



2018-19 fall term questionnaire on MIM2071 History of Architecture 1 course outputs

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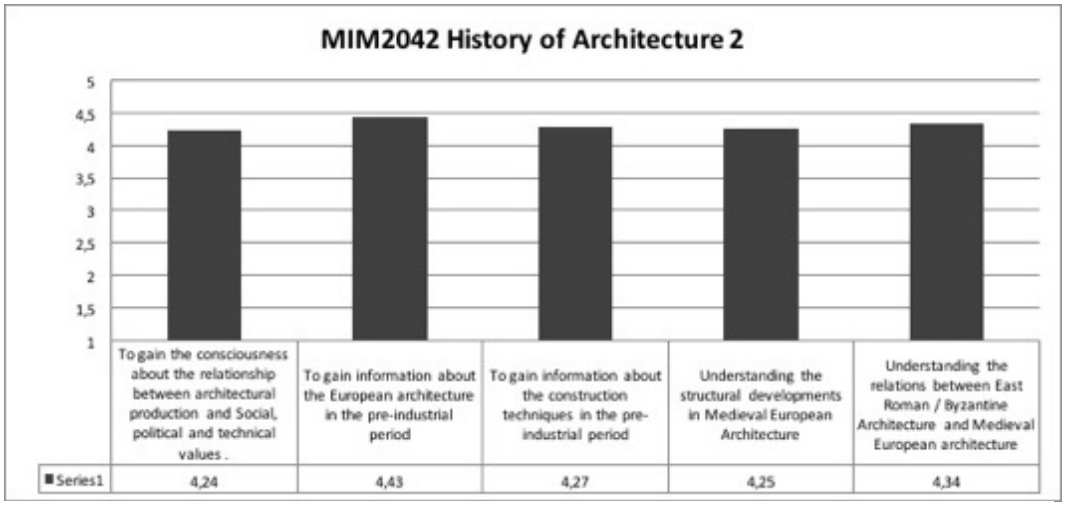

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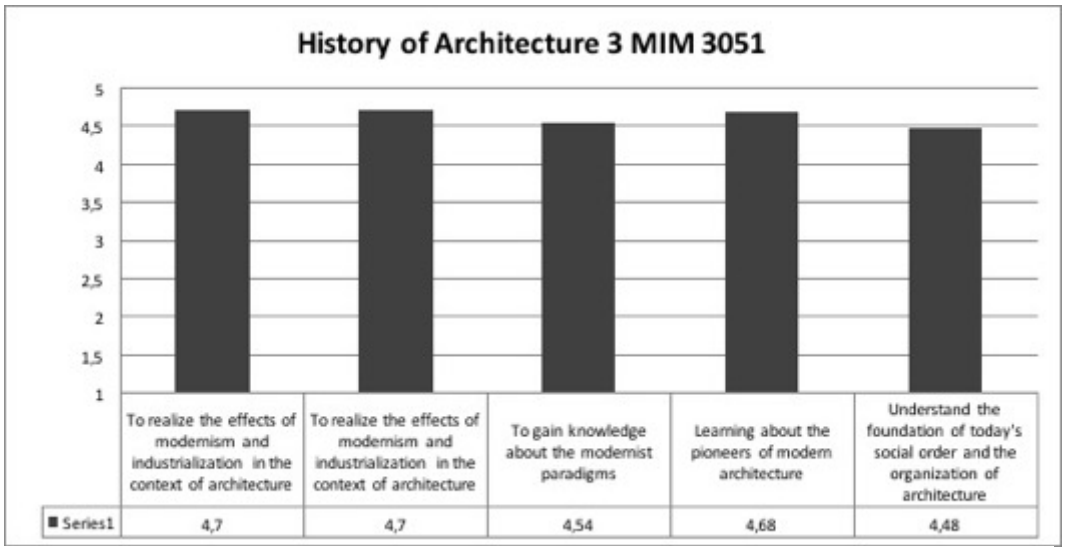
2017-18 spring term questionnaire on MIM2042 History of Architecture 2 course outputs



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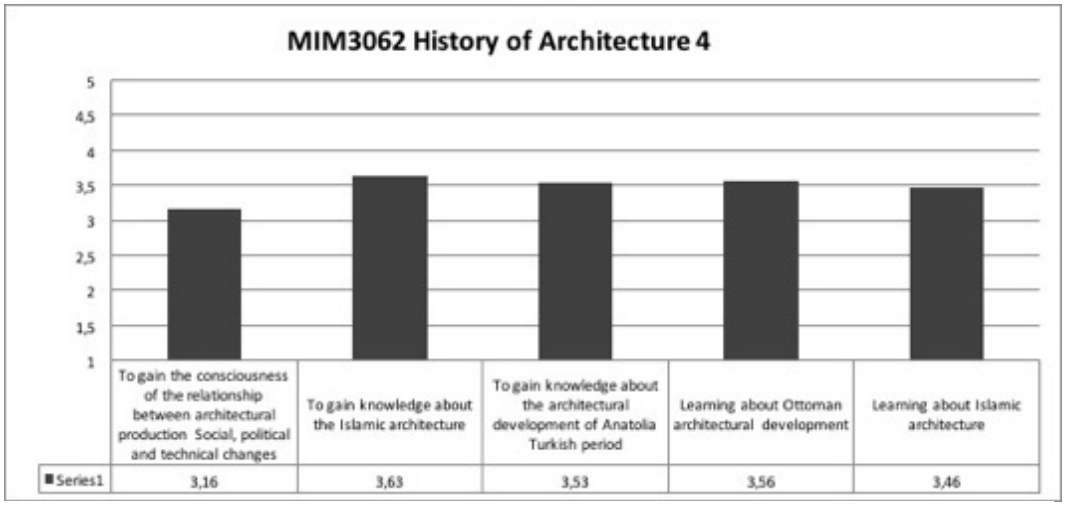
2018-19 fall term questionnaire on MIM3051 History of Architecture 3 course outputs



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2017-18 spring term questionnaire on MIM3062 History of Architecture 4 course outputs

A.11. Applied Research: Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

SPC of Applied Research is required in:

MIM2011 Architectural Design 2

In MIM2011 Architectural Design 2 students are expected to design a small scale building with one or two functions. In the first part of the studio, students analyze the site they chose, then develop a scenario about the user and the design program and gather information on the requirements of the function and the users accordingly. The design process is performed by hand drawing, cardboard models

and by the use of 3D modeling software. In the second part of the course, students are expected to draft technical drawings of their design in 1/50 scale, supported with 1/20, 1/5 and 1/2 scale details if necessary. By doing so they integrate the systems that correspond to the requirements of their conceptual (1/100 scale) design The students make research on building materials and building envelope systems.

After discussions in the 2019 Education Workshop, it was revealed as a common comment that applied research in architecture as a core outcome should be covered by a theoretical and/or applied course. Therefore, the content of the compulsory courses in the current curriculum should be reviewed in order to cover this SPC.

Realm B - Integrated Building Practices, Technical Skills and Knowledge

B1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

SPC of Pre-Design is required in:

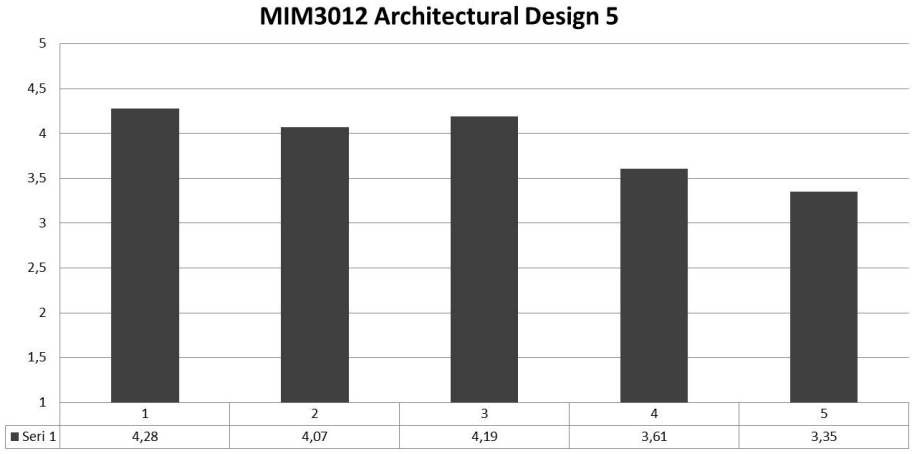
MIM1051 Building Theory and Design 1
MIM2011 Architectural Design 2
MIM3012 Architectural Design 5 (core)
MIM4012 Architectural Design 7

MIM1051 Building Theory and Design 1 aims that students get acquainted with the natural, built and social environmental requirements of human beings. The course is based on basic architectural concepts and components which aims to provide the students with fundamental theories on human dimensions, anthropometry in design, user requirements, relation of human beings with natural, built and social environment, and architectural planning processes. The students are introduced to sense of “place”, differentiate between the perceptions of the natural and manmade environment and get awareness about the “genius loci”, through conceptual information, architectural examples, reading and literature reviews.

MIM2011 Architectural Design 2 requires designing a small scale building (total area 200-500 m^2) with one or two functions. Students are encouraged to create scenarios that demand to be investigated carefully keeping accessibility in mind. In pre-design part of the studio, students should analyze the selected project area based on the physical aspects. Then, students are expected to create comprehensive scenarios, defining the characteristics of users and the function. In preparing the program, students create diagrams including the equipment required for spaces, define the dimensions/size of functional areas and investigate relationship between spaces.

In MIM3012 Architectural Design 5 students are expected to gain the ability to analyze repetition, reproduction, and variation problems by using an architectural grammar for different social and economic income families within the context of mass housing. The general frame of the design program is given to the students, however, students may expand the program based on their design scenario. First three weeks of the semester students make analysis about the site conditions and make assessments about the potentials and threats in relation to the design program. They search about the building codes regarding structure, earthquake, accessibility, parking, fire protection and etc.

MIM4012 Architectural Design 7 is the final architectural design project. The outcome of this course is regarded as a work by which the student verifies his or her competence as an architect. The students are expected to overcome a large-scale, multi-functional complex design problem in this course. Students work both individually and as a group to identify different scenarios for the users of the project site. To do that they are required to analyze the site conditions, make the documentation of the existing (historical, natural, social) environment. They are required to carry out surveys for the inhabitants and reconstruct the collected data in a visualized information medium.



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1. Ability to Read and Understand Urban and Architectural Data Belonging to an Existing Neighborhood, and the Ability to Design Housing Settlement by Developing Context (Scenario / Concept) Among Them.
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5. Improving 2-D and 3-D Visualization Techniques, Including Field's Physical Features (Soil, Topography, Vegetation, Water Resources)

Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

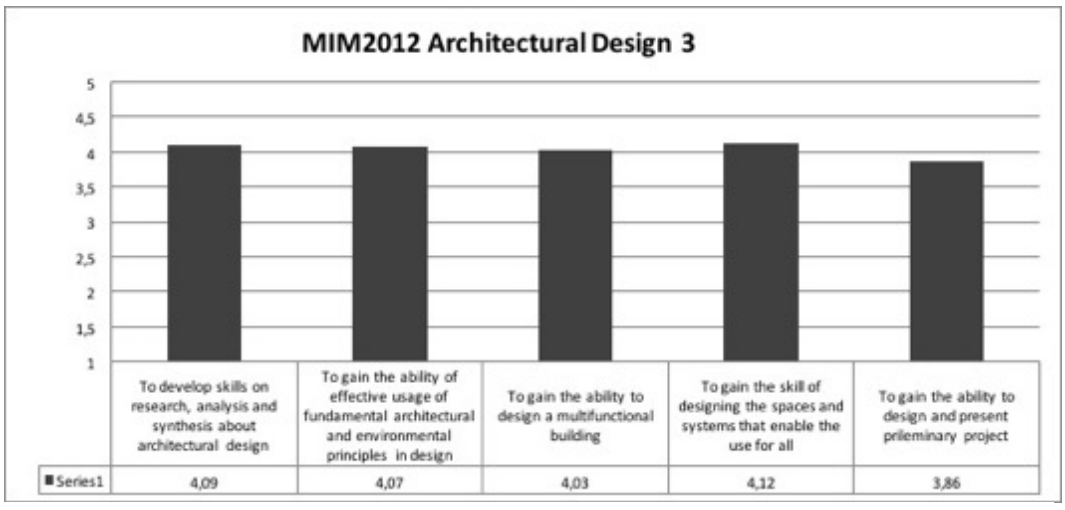
2017-18 spring term questionnaire on course outputs demonstrate that B1 Pre-Design student performance criteria is covered in MIM4012 Architectural Design 7.

B.2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.
SPC of Accessibility is required in units:

MIM1051 Building Theory and Design 1
MIM2012 Architectural Design 3 (core)

Accessibility is a concern of each architectural design studio. Students are required to demonstrate the efficiency of their designs' in accessibility through schematic and technical drawings. The notion of accessibility is introduced in MIM1051 Building Theory and Design 1, in that the themes like human dimensions and the principles of universal design are covered. The house as the most familiar environment to first year students with a scale that they can easily comprehend is used as a setting for them to comply with human dimensions, design for the elderly and the disabled. In the course, as well as theoretical information given by the instructors, students are asked to visit (if the building placed in a close distance) and evaluate selected buildings with regard to the principles of "architecture for all". In this regard, the students are required to critically examine circulation spaces, facilitative spaces, parking spaces and entrances in terms of their dimensions and layout in the selected buildings.

Accessibility issues in building scale is directly addressed in MIM2012 Architectural Design 3 for which students must meet the universal design criteria in terms of accessible circulation, parking, use of common spaces, minimum radii for circulation spaces, facilitative spaces, etc. They practice in their designs the use of different building materials as a way of communication for the visually and cognitively impaired users. MIM4011 Architectural Design 6 introduces the accessibility issues in urban scale, where terminal spaces, public buildings, streets and squares (in a dynamic topographical environment like Istanbul) are involved.



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2017-18 spring term questionnaire on course outputs demonstrate that B2 Accessibility student performance criteria is covered in MIM2011 Architectural Design 3.

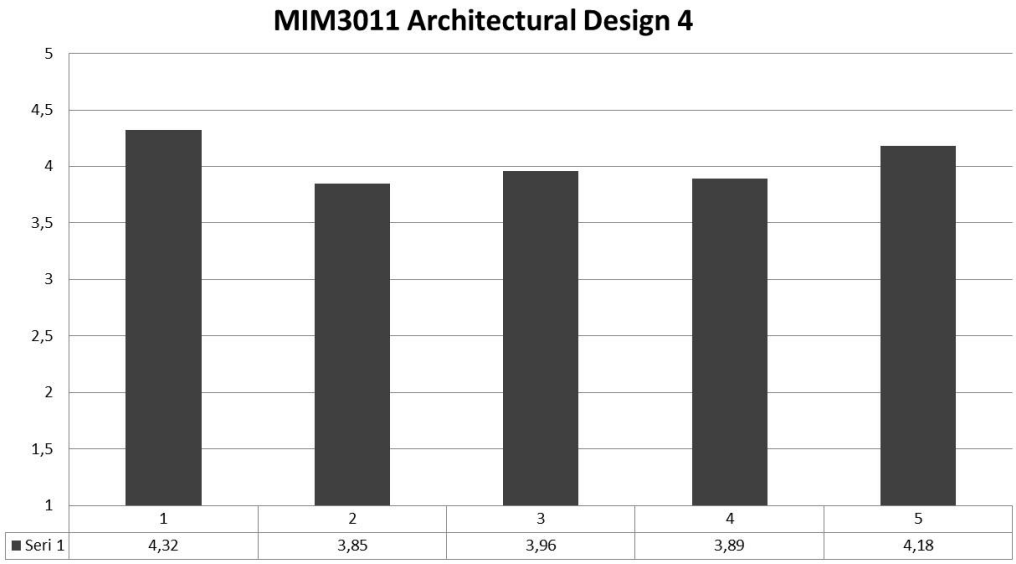
B.3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources; provide healthful environments for occupants/users; and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

SPC of Sustainability is required in:

MIM1051	Building Theory and Design 1
MIM3011	**Architectural Design 4 (core)**
MIM3031	Building Physics 1
MIM3042	Building Physics 2
MIM4011	Architectural Design 6

The basic terms of social, environmental and economic sustainability are introduced in the first year first semester course MIM1051 Building Theory and Design 1. Students research on sustainable projects and apply this knowledge in each design project they develop in consequent units. In the course general theoretical knowledge about sustainability is given. However special emphasis is given on environmental sustainability. In the facets of economy of resources (material, water, energy), life cycle design and humane design are the issues that are dealt with. The students are required to make a research on a selected building over these three facets and examine how architectural solutions make an impact on environmental sustainability.

MIM 3011 Architectural Design 4 is based on acquiring new functions in the changing structure of the city, the rehabilitation of existing structures, the regulation of urban gaps, open spaces and the discussion of sustainability principle. The students are expected to evaluate cultural (sense of heritage, intercultural dialogue, cultural skills and knowledge), natural (green technology, eco-building, active use of recycling), social (sense of place, social responsibility, wellbeing), economic environment (economic revitalization of local community, cultural tourism) and show an effort to create a sustainable design.



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1. To develop design skills by considering the building in the context of urban relations and urban scale.
2. To gain the ability to produce solutions for design problems caused by multi layered functions
3. To gain skills for acquiring new functions in the changing structure of the city, sanitisation of existing structures and regulation of urban spaces,open areas and discussion of sustainability
4. To experience the process starting from the abstract approaches on the expression of an idea and a place which evolves into constructable ideas
5. To gain the ability to look critically at the built environment

2017-18 spring term questionnaire on course outputs demonstrate that B3 Sustainability student performance criteria is covered in MIM3011 Architectural Design 4.

In MIM4011 Architectural Design 6 students are required to make an emphasis on sustainability in detail. Students have to perform architectural designs in urban context that question the social and environmental sustainability in master plan and architectural scales. Students have to carry out matrices that justify the use of local resources and discuss the rationality of their designs in terms of site selection, land use, public and private benefits, sun control, building envelope, passive acclimatization, relations with the existing urban context etc. Students are required to achieve architectural designs which take the form, function and environment relations into account to propose solutions for the urban regeneration, gentrification and reuse of existing building stocks within characteristic urban settings maintaining designs compatible with new building technologies.

One of the objectives of MIM3031 Building Physics 1 course is to provide students understand the importance of the physical environment in sustainable building design. In the context of the course, the requirements for site selection, building orientation, space organization and building envelope design for the thermal and auditory comfort conditions are explained in the context of sustainability and the applications for the understanding of the topics are made. In the context of the course, students are also provided with information on topics related to utilization

and protection from solar radiation and natural ventilation in buildings in terms of energy efficient building design.

In MIM3042 Building Physics 2 course, it is aimed to provide students with information on room acoustics design and architectural lighting topics. In the context of energy efficient and sustainable lighting design principles, the course includes the efficiency of lamps used in the lighting of interior spaces, efficiency of the luminaires, the lighting arrangement and the effect of the light reflectance coefficients of the inner surfaces on the energy consumption. Basic design principles are covered in the course, emphasizing the necessity of solving the issues of room acoustics in the context of sustainability in the design phase. It is ensured that the theoretical knowledge is transferred to the application with design, applications and homeworks for visual and auditory comfort in buildings.

B.4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

SPC of Site Design is required in units:

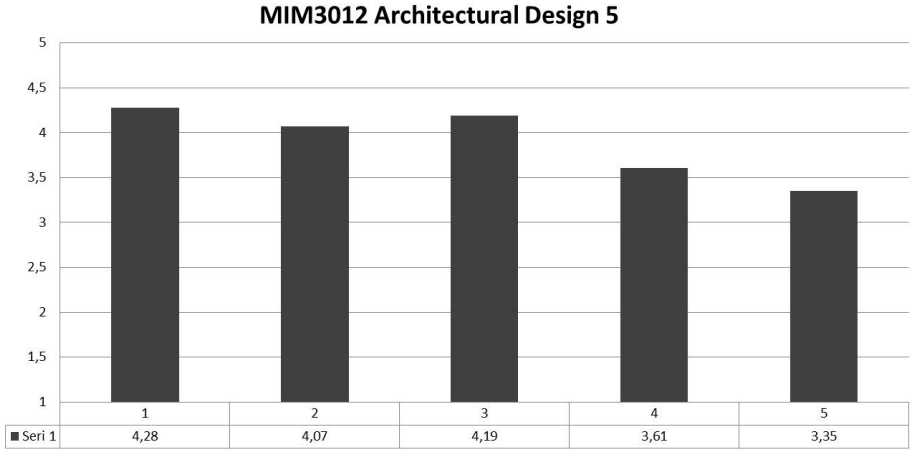
MIM1062 Building Theory and Design 2
MIM2011 Architectural Design 2
MIM3012 Architectural Design 5 (core)

In MIM1062 Building Theory and Design 2, students investigate the effect of physical environmental factors on building design. They learn how to do research, evaluate and differentiate between different topographies, climate, vegetation conditions. How to use natural light, wind types, the role of water, noise and how to control them at building design.

In MIM2011 Architectural Design 2 students are required to develop a small-scale design with a predefined program, taking the initiative to adapt to project site's inputs. The motive of MIM2011 Architectural Design 2 is to make the students experience the design process within physical conditions determined by limitations of the design site. Students are supposed to elaborate a research on those conditions such as topography, climate, vegetation, as well as the building materials. Students start to thinking in detail in this project and they are expected to design building components from roof to the foundation. They explore ways to handle constructional problems and learn to represent their ideas in different scales varying from 1/500 scale conceptual level to 1/50 scale construction level.

The main aim of MIM3012 Architectural Design 5 is to gain an ability to analyze repetition, reproduction, and variation problems by using an architectural grammar for different social and economic income families within the context of mass housing. The design areas can be either part of the developing areas adjacent to industrial production centers for low and mid-income people or urban ruin areas within the metropolitan areas where urban renewal is considered. In this studio, the students develop their site design as an outcome of in depth analysis in social, economic, ecological, and other spatial considerations. In architectural Design 5, students are expected to develop building production scenarios according to the densities within the design site. Considerations on building and traffic densities,

floor area and construction area ratios, functional distributions and such as well as the natural and physical thresholds are issues waiting for the students to be met in Architectural Design 5.



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5. Improving 2-D and 3-D Visualization Techniques, Including Field's Physical Features (Soil, Topography, Vegetation, Water Resources)

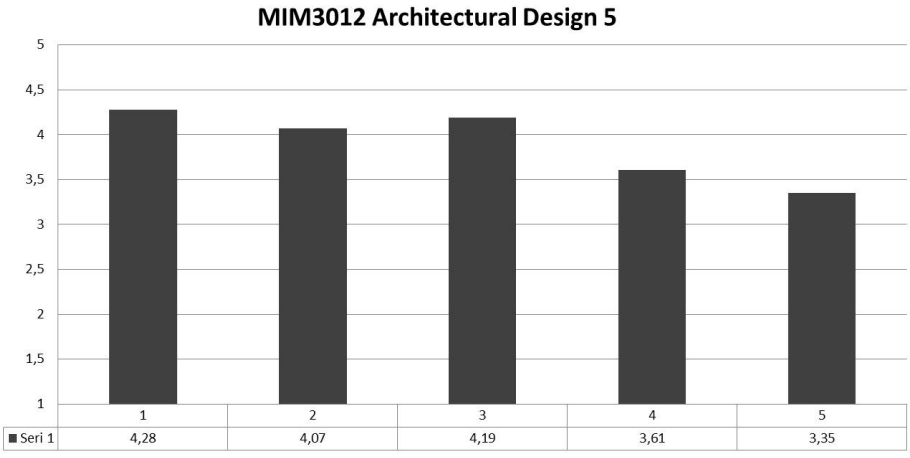
2017-18 Spring term questionnaire on course outputs demonstrate that B4 Site Design student performance criteria is covered in MIM3012 Architectural Design 5.

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

SPC of Life Safety is required in:

MIM3012 Architectural Design 5 (core)

In MIM3012 Architectural Design 5 students are required to design their projects according to the fire escape codes and must provide their fire escape schemes on their final submission. Since Architectural Design 5 focus on mass housing accessibility for emergency to buildings are also part of their site plan development criteria's for example, each building must be accessible to fire trucks and emergency cars if the internal vehicle transportation is not available then appropriate pedestrian ways must be provided (as in width and surface) in case of emergencies. Istanbul is an earthquake prone city, therefore students are expected to take into considerations of earthquake while determining their structures. They are required to review building codes on that issue as well. High density design programs requires shelter space for various emergencies (e.g. military attacks including biological attacks) students in this studio are also required to review the building codes on shelter spaces and provide necessary spaces according to the conditions of codes.



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2017-18 spring term questionnaire on course outputs demonstrate that B5 Life Safety student performance criteria is covered in MIM3012 Architectural Design 5.

B.6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC: A.2. Design Thinking Skills; A.4. Technical Documentation; A.5. Investigative Skills; A.8. Ordering Systems; A.9. Historical Traditions and Global Culture; B.2. Accessibility; B.3. Sustainability; B.4. Site Design; B.5. Life Safety; B.8. Environmental Systems; B.9. Structural Systems

SPC of Comprehensive Design is required in:

MIM4012 Architectural Design 7 (core)

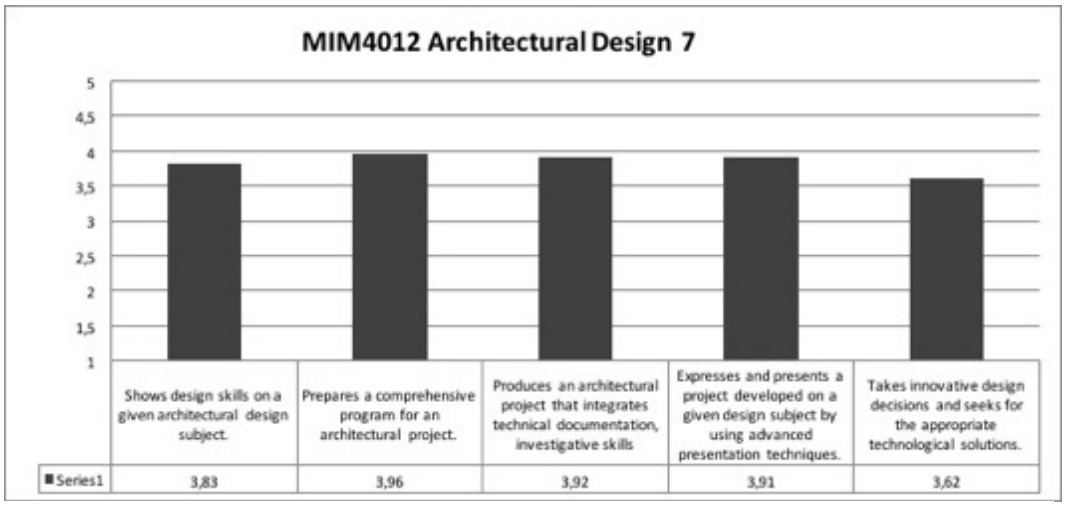
MIM4012 Architectural Design 7 is the main course in DoA curriculum associated with the comprehensive design performance criteria. This course is given in the final term (8th semester) and requires the design of a multifunctional large scaled architectural program. MIM4012 Architectural Design 7 Course is performed with lectures, excursions, seminars and studio work. The end product; final project is evaluated by a jury that consists of scholars and professionals specialized in design, construction, building physics, history of architecture and historical conservation. MIM4012 Architectural Design 7 can be considered as a final project by which students must justify their competence in architectural design and knowledge they had acquired throughout their educational experience.

In MIM4012 Architectural Design 7 students are required to fulfill an architectural program with their design proposals that tackle the design issues starting from the

urban scale down to the equipment scale. In this design process students are required to address the Design Thinking Skills first by going through an analytical process and defining a design problem associated with it (A.2.). This analytical process includes technical documentation concerning the design site such as the natural built environmental inputs: orientation, natural and artificial thresholds, traffic load, building stock, land use, densities, historical and cultural architectural heritage, topography, etc. (A.4.). Given the design site, students investigate the social, economic, historical and spatial relationships and sort out analytical documentations through diagrammatic representations and reports. MIM4000 Graduation Thesis is a compilation of the above mentioned analytical research processes that involve design thinking skills and technical documentation.

In the final term project MIM4012 Architectural Design 7 students perform 2D and 3D representations of their ideas that incorporate different scales of design. Students are encouraged to carry out studio work that involves solid modeling of the urban context their design site is located in. All 2D and 3D modeling techniques are conceived to be the ways in which students think architecturally and by which they are required to utilize different scaled drawings, diagrams, computational and solid models to explore design possibilities. (A.8).

In MIM4012 Architectural Design 7, the design site is mostly chosen from historical settlements that engage various cultures in urban space. Istanbul, and many settlements in Turkey provide urban contexts that accommodate the traces of Greek, Armenian and, Jewish culture as well as a diversity of various social groups (A.9.).



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2017-18 spring term questionnaire on course outputs demonstrate that B6 Comprehensive Design student performance criteria is covered in MIM4012 Architectural Design 7.

Students that enroll in MIM4012 Architectural Design 7 must meet the universal design criteria through their designs in terms of accessible circulation, parking, use

of common spaces, minimum radii for circulation spaces, facilitative spaces, etc. They practice, in their designs, the use of different building materials as a way of communication for the visually and cognitively impaired users. Students are expected to fulfill the accessibility requirements in urban scale as well convincing the final term project jury with adequate diagrams and representations in terms of building up circulatory relations with terminal spaces, public buildings, streets and squares (B.2).

Students have to perform architectural designs in MIM4012 Architectural Design 7 that raise the question of social and environmental sustainability in master plan and architectural scales. Within both MIM4012 Architectural Design 7 and MIM4000 Graduation Thesis, students are expected to question the use of local resources and their applications and the rationality of their designs in terms of site selection, land use, public and private benefits, sun control, building envelope and passive climatization systems (B.3.) as well as physical conditions determined by limitations of the design site elaborating a research on topography, climate, vegetation and water supplies (B.4.).

In MIM4012 Architectural Design 7 students have to provide the final term project jury with necessary information through drawings and in writing about the statical resilience of their designs against natural forces, introduction of adequate fire and emergency escape layout, convincing the jury that their design is in line with the current safety legislations (B.5.).

The multifunctionality of building programs proposed for each year's final term project in MIM4012 Architectural Design 7 enables the discussion of design issues on the building envelope and environmental systems. Since each design proposal include a functional space with a conventional use (like a meeting or a performance hall) students are expected to satisfy the acoustic and artificial illumination principals (B.8.).

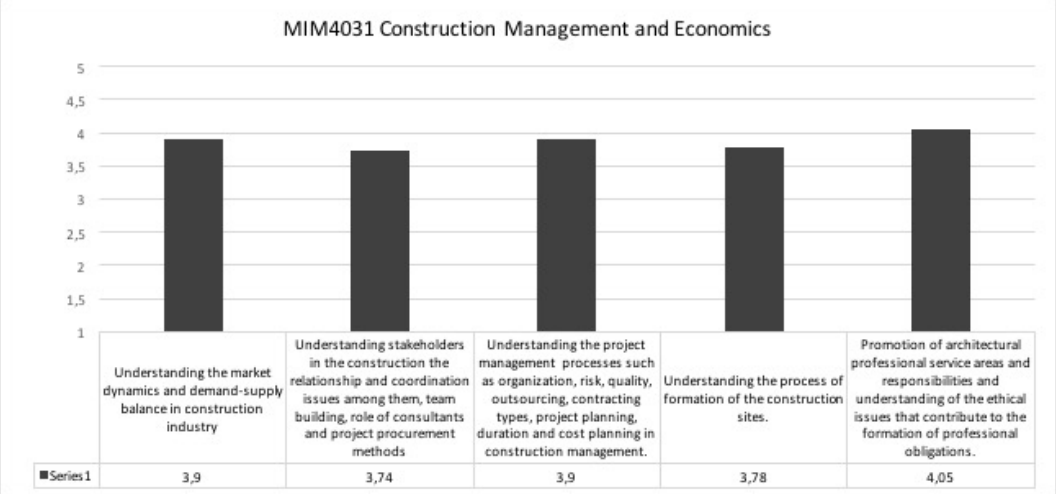
Various architectural design project subjects are defined each year in MIM4012 Architectural Design 7. The common aspect in each year's final architectural design project is that they all include a wide span space in their architectural programs such as, convention halls, sports halls, auditoriums, theatre halls, etc., so that students can demonstrate their structural systems knowledge. Previous years' architectural programs of the final term project included the design of high rise multi-functional buildings, stadiums, high speed train terminals, airport terminal buildings, cruiser ship terminal buildings, conference centers etc., in which the design of the structural system and elements has become the crucial part of the whole design process. Students are expected to incorporate proper structural system resolution for the spaces spanning wide distances and represent its elements with adequate dimensions in section and plan drawings in MIM4012 Architectural Design 7 (B.9.)

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

SPC of Financial Considerations is required in:

MIM4031 Construction Management and Economics (core)

Students are introduced with concepts of building production costs such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating in detail with the lectures given in MIM4031 Construction Management and Economics. The building production process from the inception to the end of construction and the concepts associated with it are addressed in this course. MIM4031 Construction Management and Economics also covers the typical syllabus such as company organization, quality, human resource, cost planning and scheduling in construction. Students prepare an assignment which is a construction take-off and prepare a cost estimate on a given small size architectural project. The difference of costs and other cost accounting issues are presented in lectures in which the students are evaluated in mid-terms and final exam.



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2018-19 fall term questionnaire on course outputs demonstrate that B6 Financial Considerations student performance criteria is covered in MIM4031 Construction Management and Economics.

B.8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylight and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.

SPC of Environmental Systems is required in:

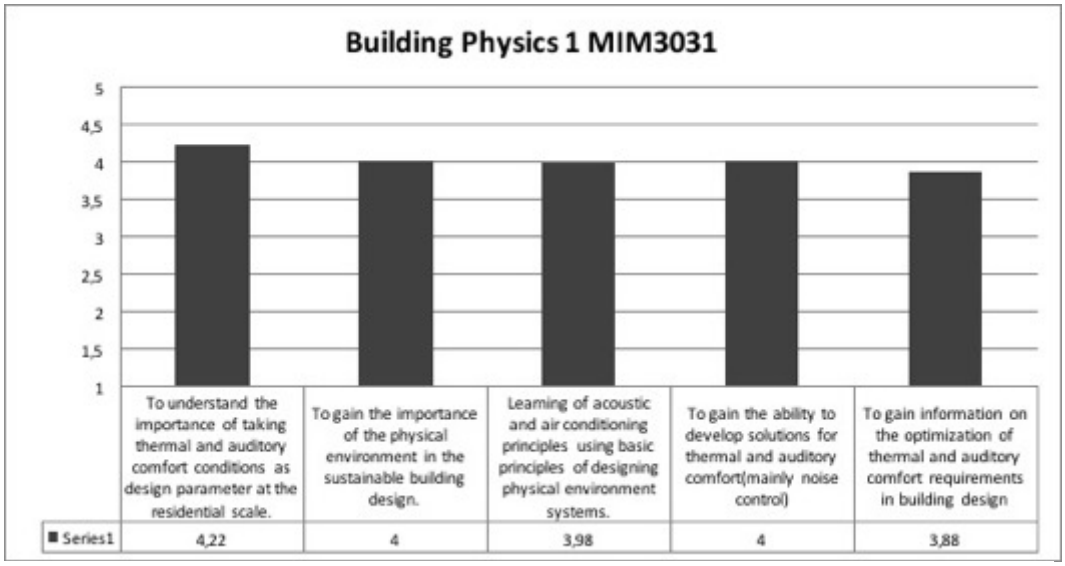
MIM3031 Building Physics 1 (core)

MIM3042 Building Physics 2 (core)

MIM4041 Installation Knowledge

In MIM3031 Building Physics 1 through lectures, analysis of best practices, case studies and multiple assignments students are exposed to the physical environment concept and building physics elements. As stated in the course

content of MIM3031 Building Physics 1 in the curriculum, those elements include the aim and extent of solar control, the transmission paths of heat, and precautions for the heat transfer in the building envelope. MIM3031 Building Physics 1 constructs the relation of building envelope design and comfort requirements on man portraying a comprehensive knowledge about heat and humidity, heat and humidity permeability of the building materials. Students are expected to understand the behavior of various layers of building envelope and gain information about various types of insulation materials and techniques and learn the general precautions against heat loss, humidity and condensation. MIM3031 Building Physics 1 also introduces terms of sound propagation and transmission and topics on noise control principals, yet, the detailed knowledge is given in its sequential pair MIM3042 Building Physics 2.



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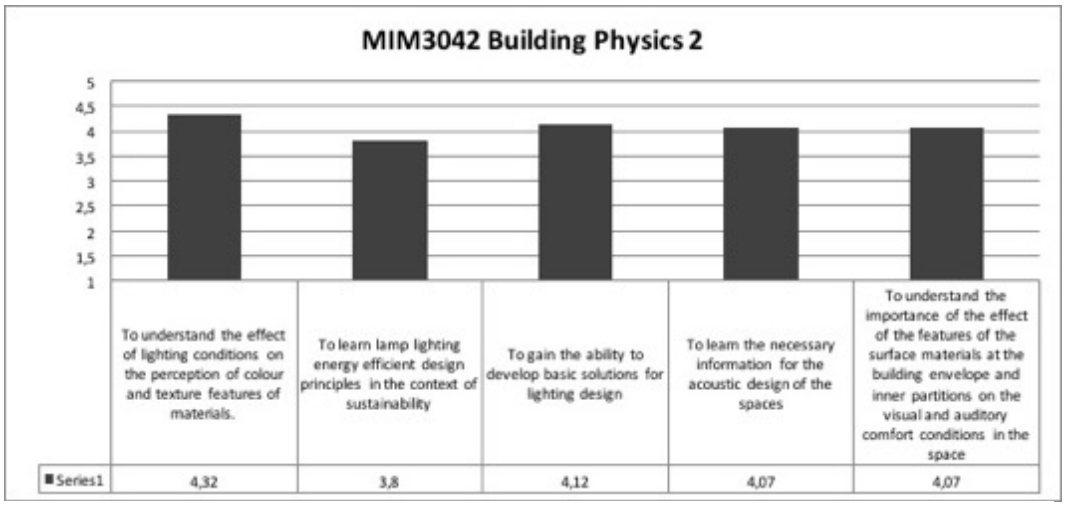
2018-19 fall term questionnaire on MIM3031 Building Physics 1 course outputs

In MIM3042 Building Physics 2 required course work and lectures tasks students with the understanding of the subjects of acoustics and artificial illumination. MIM3042 Building Physics 2 introduces concepts of room acoustics, room acoustics criteria and knowledge on how sound behaves in outdoor and enclosed spaces. Students engage in terms like sound absorption, reverberation phenomenon and reverberation time. Within the scope of the course, room acoustics project design principles are transferred to the students and the ability to design small scale halls is gained. A better comprehension of the theoretical knowledge is provided with classroom applications. In MIM3042 Building Physics 2, issues concerning artificial illumination are consisted of reflection and transmission properties of objects, photometric quantities, lamps and luminaires, energy efficiency, lighting quality, lighting software and lighting design principles. In order to benefit from daylight and to protect against glare, general principles concerning the position of windows and interior architectural items are delivered. Students are given the ability to make lighting design with computer software for spaces that they have designed with certain functions by considering daylight.



2017-18 spring term questionnaire on MIM3042 Building Physics 2 course outputs

2017-18 spring term and 2018-19 fall term questionnaire on course outputs demonstrate that B8 Environmental Systems student performance criteria is covered in MIM3031 Building Physics 1 and MIM3042 Building Physics 2 together.

MIM4041 Installation Knowledge focuses on mechanical heating and cooling systems as well as solar systems by presenting the principles of solar energy and integration of passive systems with active systems and on electrical systems part of the course, information on artificial lighting equipment and systems is given. Students are then asked to create plans placing the electrical equipment in a building.

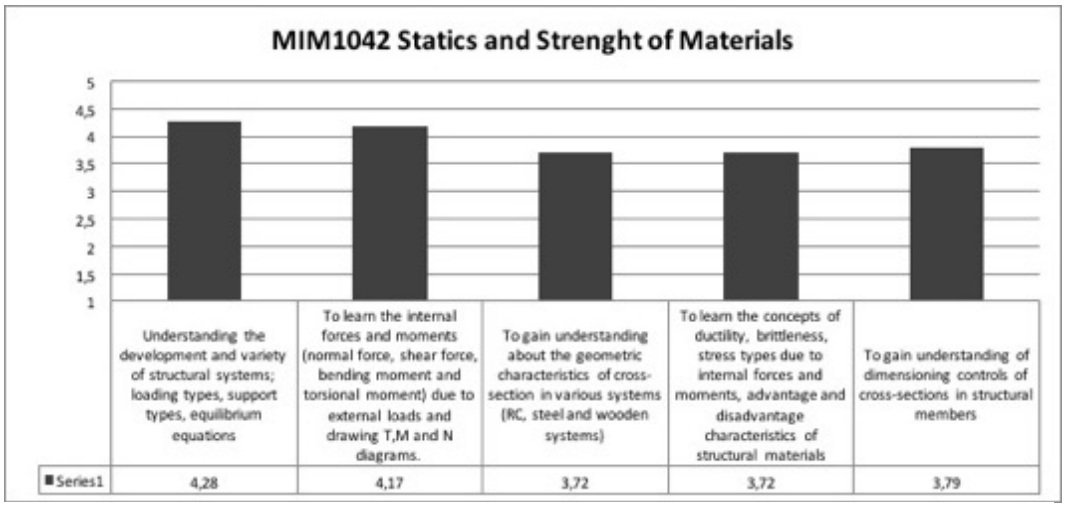
B.9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

SPC of Structural Systems is required in:

MIM1042	**Statics and Strength of Materials (core)**
MIM2031	**Structural Analysis in Architecture (core)**
MIM2092	Structural System Design 1
MIM3041	Structural System Design 2

Besides mandatory courses in which basic principles of statics in MIM1042 Statics and Strength of Materials, and basic understanding on load analysis, dispersion and superposition of the loads on a building structure in MIM2031 Structural Analysis in Architecture, the students are acquainted with the fundamental structural systems through a sequence of courses, MIM2092 Structural System Design 1 and MIM3041 Structural System Design 2. MIM2092 Structural System Design 1 is the introductory course, presenting the different types of basic structural systems, while MIM3041 Structural System Design 2 focuses on high-technological structures, such as high-rise buildings and wide-spanning systems.

MIM1042 Statics and Strength of Materials addresses structural considerations on assessment of internal force flow of statically determinate systems and on cross-sectional dimensions of building elements. Through lectures, case studies and quizzes students are exposed to concepts such as normal force, shear, bending and torsion that act on a structural element. Solving problems of different cases in diagrammatized representations, students focus their efforts on understanding principles of forces on building structures and dimensional determination of elements of different stress conditions.



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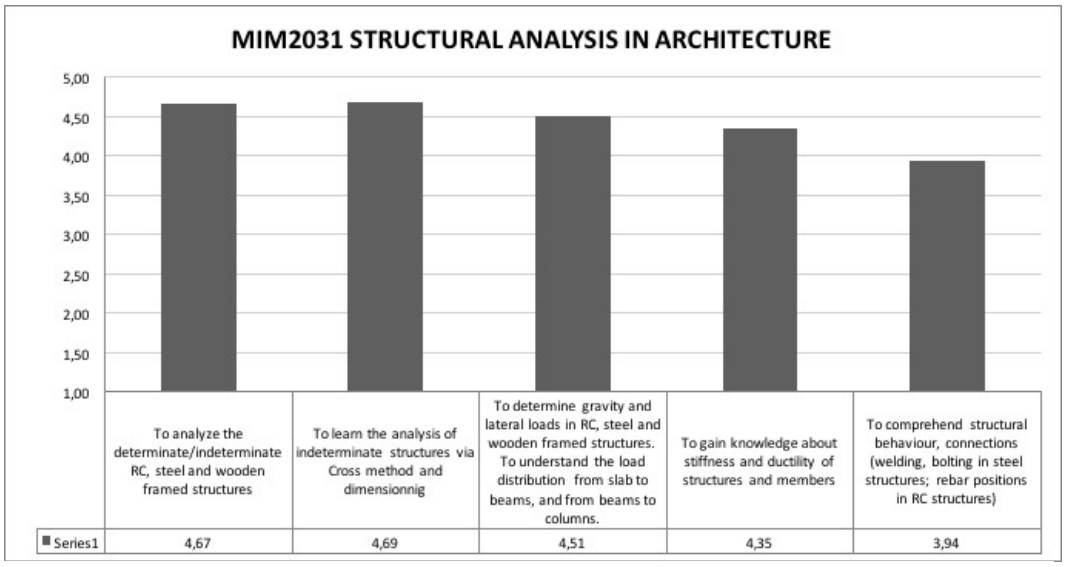
2017-18 spring term questionnaire on course outputs demonstrate that B9 Structural Systems student performance criteria is covered in MIM1042 Statics and Strength of Materials.

MIM2031 Structural Analysis in Architecture is a sequential pair of MIM1042 Statics and Strength of Materials in which analysis of statically indeterminate systems comes to fore. Using cross-analyzing method, the systems under imposed loads are examined through problem solving of different cases in diagrammatized representations. MIM2031 Structural Analysis in Architecture lectures involves dispersion and superposition of the loads on the free body, which in turn are expected to be associated with the building elements by the students.



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In MIM2032 Structural System Design 1, general principles of a structural system, construction materials and their properties, principles regarding load-bearing elements are introduced. Construction systems of masonry, timber, steel, reinforced and prefabricated concrete structures are analyzed during the course.

In MIM3041 Structural System Design 2, general principles on high-technological structures, their evolution and load systems are introduced. This course focuses on different systems of high-rise buildings, such as frame systems, suspended systems and other special systems, as well as different systems of wide spanning structures, such as folded plate systems, shell structures, cable systems, membrane systems and pneumatic systems.

B.10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

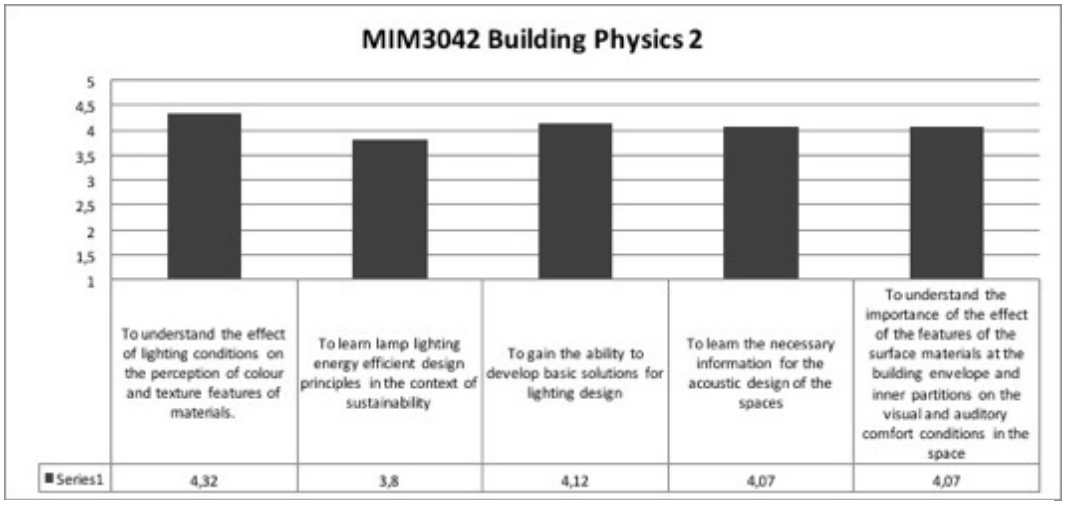
SPC of Building Envelope Systems is required in:

MIM2101 Constructional Elements of Building 2
MIM3031 Building Physics 1
MIM3042 Building Physics 2 (core)

In MIM3031 Building Physics 1 students get acquainted with concepts of physical environment and comfort in architectural design, physical environmental elements, their definitions, interactions and optimizations. Through case studies of architectural examples students gain a comprehensive knowledge on heat and moisture transfer in building envelope and their effect on thermal comfort parameters. Lectures include information on climate types and building orientation criteria and methods of utilization and protection from solar radiation. Students are introduced to shadow path method to determine the building shadow effecting the

built environment. MIM3031 Building Physics 1 involves in topics on wind in and around buildings and natural ventilation issues. Finally, determination of glazing types in transparent areas of building envelope and information about TS 825 Heat Insulation Regulation are covered by MIM3031 Building Physics 1. In the course of Building Physics 1 (MIM3031), noise control in the buildings is also discussed in detail. Intraclass applications are being implemented for understanding the effect of total sound absorption of the room and the cross-sectional properties of the building envelope / inner partitions in noise control. Ensuring students' awareness for the regulations in force in Turkey about protection of buildings against noise is another aim of the course. In the course, a case study on the optimization of the requirements related to heat-humidity and sound insulation at the building envelope is also carried out. With this study, it is aimed to provide students with the ability to design adequate cross- sectional properties for the building envelope by considering all three physical environmental factors in order to meet the requirements and as well as the ability for proper applications.

In Building Physics 2 (MIM3042) course, it is aimed to transfer knowledge to students on room acoustics and lighting subjects. In the course, the necessary information is provided to understand the importance of the effect of the features of the surface materials at the building envelope and inner partitions on the visual and auditory comfort conditions in the space. The importance of using daylight as a design criterion in building envelope design and the relationship between window and furniture position in energy efficient design are explained with examples. Relationship between the lighting arrangement and texture features of the inner surfaces and the effect of the light reflection coefficients of the surfaces on energy consumption are among the topics covered in the course. With the related applications and homeworks, it is possible for the students to understand the subject more easily.



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2017-18 spring term questionnaire on course outputs demonstrate that B10 Building Envelope student performance criteria is covered in MIM3042 Building Physics 2.

MIM2101 Constructional Elements of Buildings 2 introduces roof, window and door systems. Many in-class exercises are done throughout the semester such as designing sloped and terrace roofs and detailing frames according to given requirements. In order to create a better understanding of building envelope, students prepare a group work analyzing an existing building of their choice in terms of materials, assembly, connection details and technology. Building on the knowledge on foundations and exterior walls given on MIM1052 Constructional Elements of Building 1, students are expected to investigate the elements of building envelope and create specific drawings and representations of building envelope of an existing building.

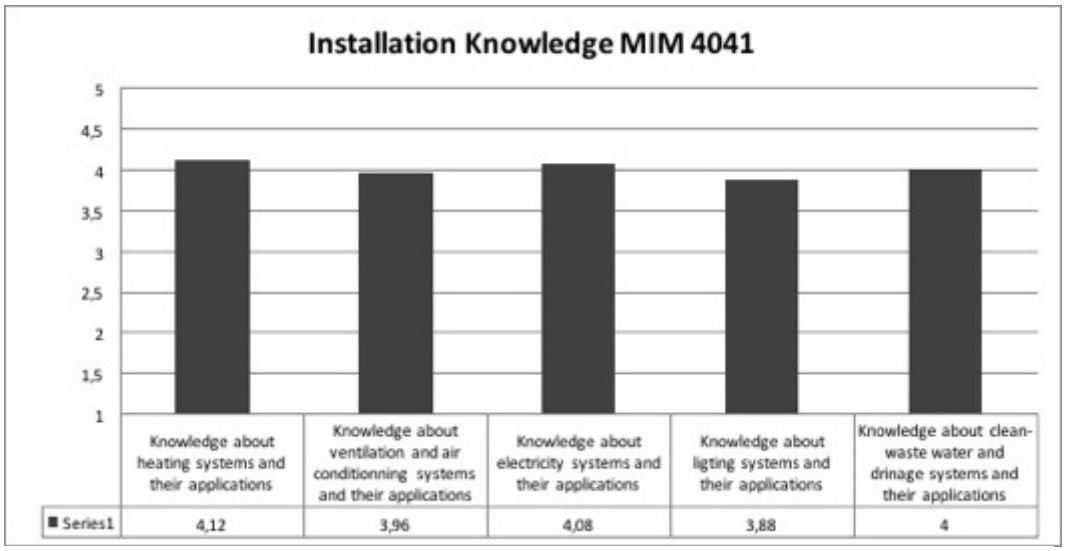
B.11. Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

SPC of Building Service Systems is required in:

MIM4041 Installation Knowledge (core)

The principles of plumbing, electrical, telecommunicational, security, and fire protection systems and technical information on the installation of those systems are mainly covered by the lectures given in MIM4041 Installation Knowledge course.

In MIM4041 Installation Knowledge, lectures start by giving general information on building installation systems on heating, ventilation and air conditioning systems. Students are required to understand the phenomenon of electricity in single and multi-storey buildings. Assignments and case studies make the students gain technical understanding of weak and strong current and their related equipment and distributional systems. Students acquire a comprehensive understanding of heating and ventilation systems and the properties of the related fluids that make them work. The design of vertical and horizontal elements such as shafts, ducts and canals and their design principles are covered in the process of the course work. MIM4041 Installation Knowledge engages students with the basic properties of solar collectors and heating systems. Students are required to gain adequate knowledge on the clean and waste water systems, rain water systems, drainage systems, fire detection and sprinkler systems and standards and codes associated with it.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2018-19 fall term questionnaire on course outputs demonstrate that B11 Service Systems student performance criteria is covered in MIM4041 Installation Knowledge.

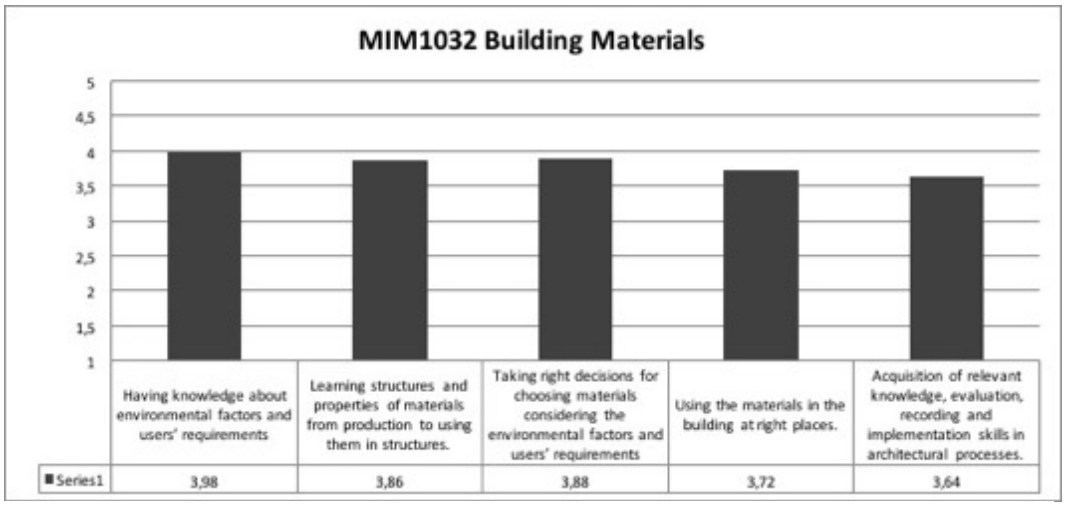
B.12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

SPC of Building Materials and Assemblies is required in:

MIM1032	**Building Materials (core)**
MIM1052	Constructional Elements of Building 1
MIM2101	Constructional Elements of Building 2

Understanding the basic knowledge on building materials and assemblies are covered in three main courses, two of which -MIM1032 Building Materials and MIM1052 Constructional Elements of Building 1- start in the second semester of the first academic year and completed with a sequential course MIM2101 Constructional Elements of Building 2 given in the upcoming semester of the second academic year.

MIM1032 Building Materials gives the architectural students an introduction to building materials. The definitions and classification of building materials",visual, physical, chemical and mechanical properties of the building materials are presented. In this course students learn to define problematic issues associated with the building materials when they are exposed to sun, wind, heat, water, humidity, fire and sound. Then, the definition, classification, production processes and properties for each building material are covered under the topics of timber, natural stones, metals, glass, terra cotta and adobe, bounding building materials (gypsum, lime, cement), mortar and paints.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on course outputs demonstrate that B12 Building Materials and Assemblies student performance criteria is covered in MIM1032 Building Materials.

In MIM1052 Constructional Elements of Building 1 provide knowledge on how components of a building such as soil, foundations, walls, floors, stairs etc. are associated into design. Students learn to design and solve problems of building components through theoretical lectures and studio workeither by drawings or making models. Main components of the buildings that students have to gain comprehensive knowledge on in the scope of MIM1052 Constructional Elements of Building 1 are foundations, walls floors and stairs. Students are required to learn the various compositions of those constructional elements and building components and the layering, insulation and finishing materials and details and together with their representations in architectural drawings.

MIM2101 Constructional Elements of Building 2 is a continuation of building components and construction elements, which cover the definition, design principles and general classification of roofs, doors, windows and chimneys. Students are required to obtain knowledge on the definitions and concepts of roof, sloping roof systems, coating and finishes, flat roofs. Through theoretical lectures and drawing exercises as the studio work students learn design principles on windows and doors their joinery materials, types and relations of joinery pieces, functions and classifications of doors and windows, problems and solution principles of wall openings.

Realm C - Leadership and Practice

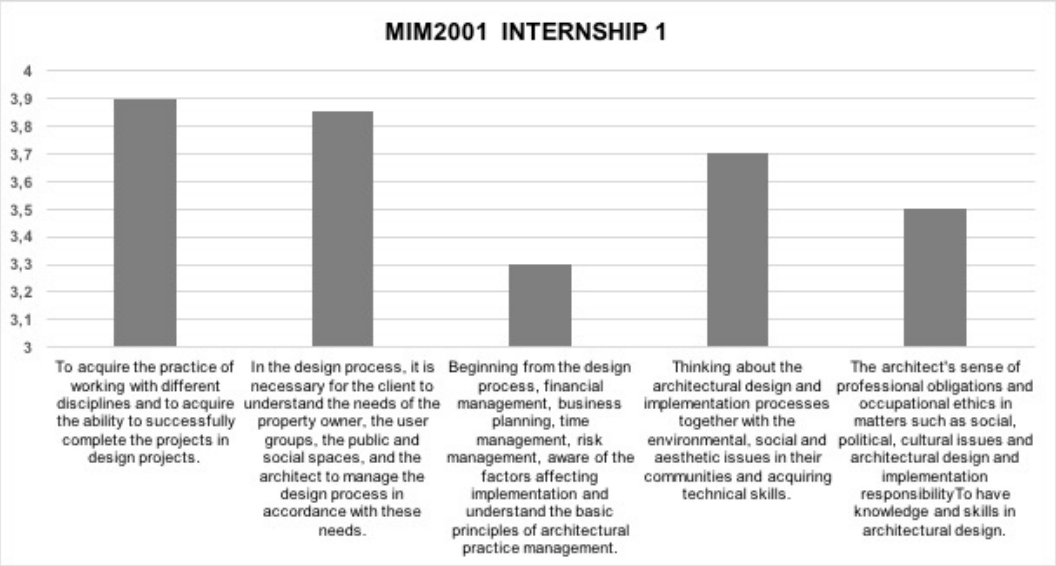
C.1. Collaboration: Ability to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

SPC of Collaboration is required in:

MIM3032 Analysis of Historical Buildings (core)

In MIM3032 Analysis of Historical Buildings through case studies and analytical surveys, students get to learn how to read and represent the design characteristics, structural and material properties, and architectural style of a historical building. The students learn analytical survey, documentation methods and analysis techniques in a single structure scale and to apply with group work. Cultural resources include buildings, archeological sites, structures, objects and historic districts. They must have a close collaboration with other specialists (land surveyor, photographic surveyor, preservation professionals) for the analysis of these resources.

The evaluations of fourth/final year students and faculty on DoA curriculum as well as the discussions held in 2019 Education Workshop revealed that interdisciplinary team work is a concern that needs more development in the current curriculum. However, the evaluation of students on internship reveals that the students acquire the practice of working with different disciplines at a high level, as seen in the graph below.



4- Strong, 3-Medium, 2- Weak, 1- No idea

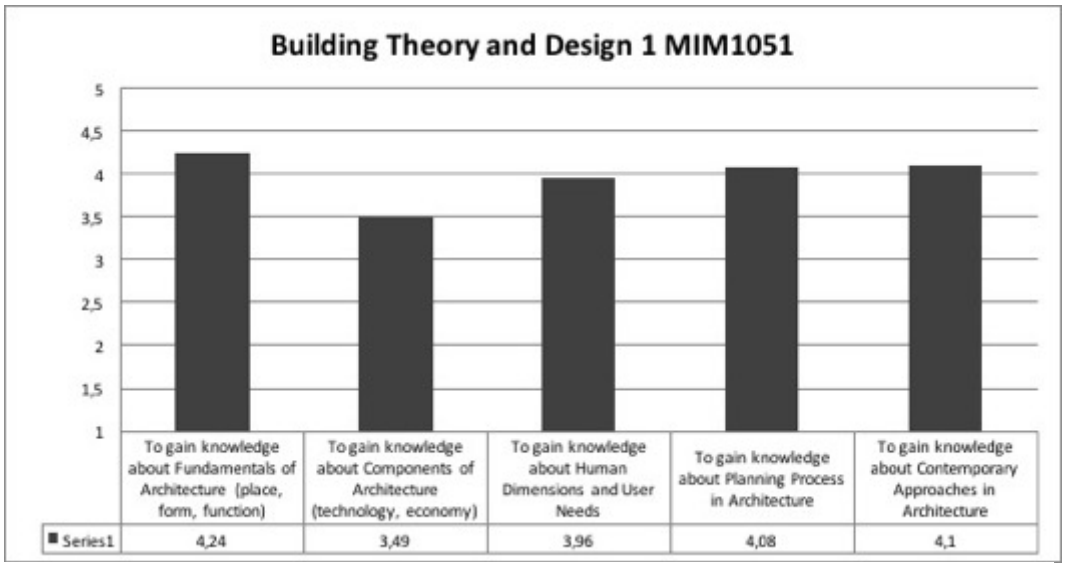
C.2. Human Behavior: Understanding of the relationship between human behavior, the natural environment, and the design of the built environment.

SPC of Human Behavior is required in:

MIM1011 Introduction to Architectural Design
MIM1051 Building Theory and Design 1 (core)
MIM1012 Architectural Design 1
MIM1062 Building Theory and Design 2 (core)
MIM1032 Building Materials

The basic terms of social, environmental and spatial sustainability are introduced in the first year first semester MIM1051 Building Theory and Design 1. Students

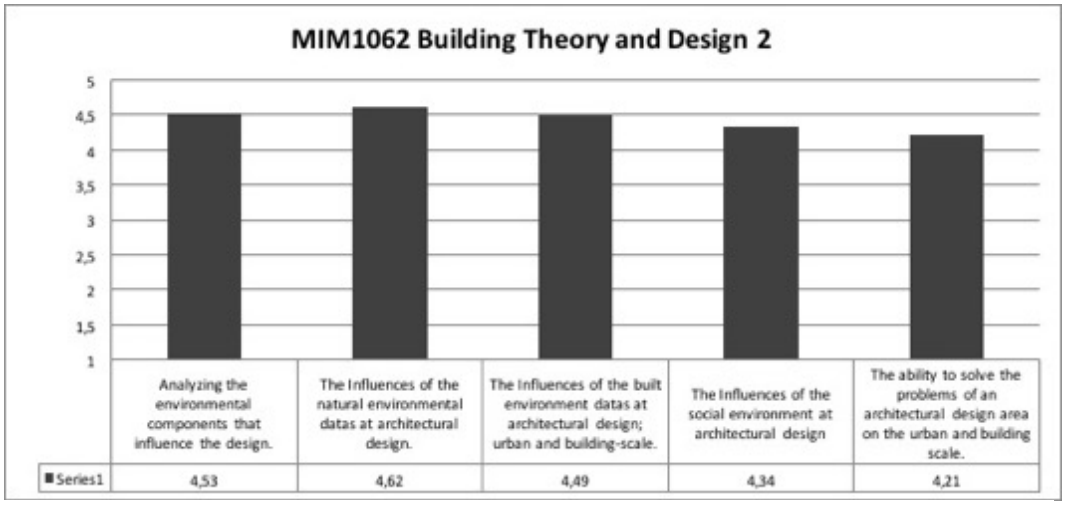
research on sustainable projects and apply this knowledge in each design project they develop in consequent units. One of the important themes of MIM1062 Building Theory and Design 2, is to understand the relationship between human behavior, the natural environment and the design of the built environment. In this course students examine the effects of social life in the built environment and learning of cultural differences at architectural planning process.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2018-19 fall term questionnaire on MIM1051 Building Theory and Design 1 course outputs

2017-18 spring term and 2018-19 fall term questionnaire on course outputs demonstrate that C2 Human Behavior student performance criteria is covered in MIM1051 Building Theory and Design 1 and MIM1062 Building Theory and Design 2.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on MIM1051 Building Theory and Design 1 course outputs

Understanding human behavior in design is an indispensable part of architectural education. As the first design studio course of freshmen year, in MIM1011 Introduction to Architectural Design studio students are introduced with the basic principles of human behavior discussing on selected design topic. Via visual analysis techniques, students get experience on understanding the physical and psychological dimensions of human being both in the natural and the built environment. During the course, students discuss the relationship between human, nature and the built environment via some small design experiments such as “ego-space”. Within the content of this course, students improve the skills of understand, interpret and represent the architectural space and the natural and the built environment. In MIM1012 Architectural Design 1, it is aimed to increase the knowledge of students about ergonomics and the process of designing specific to the user of space.

In MIM1032 Building Materials course, information about environmental factors, human behaviour and user requirements, as well as properties of materials is presented. In this regard, students are asked to analyse physical factors and define corresponding user requirements for a given existing building for their term paper.

C.3. Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, and user groups, and the public and community domains.

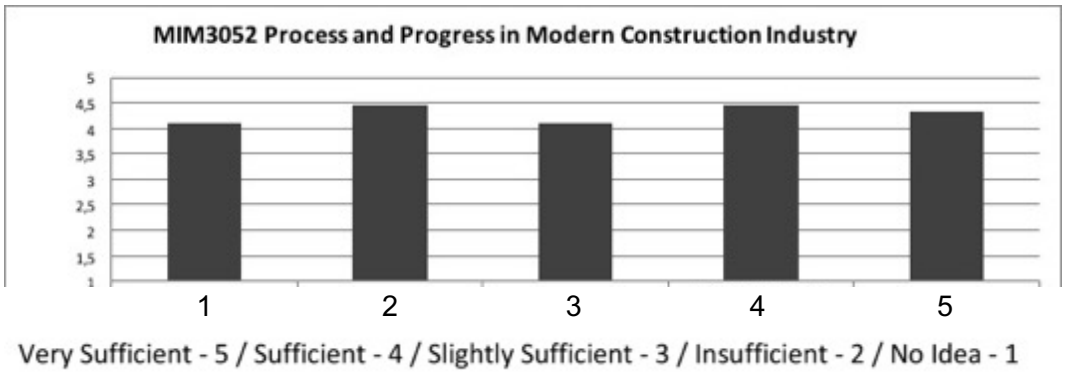
SPC of Client Role is required in:

MIM3052	**Process and Progress in Modern Construction Industry (core)**
MIM2001	Internship 1
MIM2002	Internship 2
MIM4001	Internship 3

SPC of Client Role is required in MIM3052 Process and Progress in Modern Construction Industry as the basic understanding of the role of client, owner and other stakeholders in building production process to optimize overall value. The basic understanding of how a building translates into real returns for the client in building production process is introduced in MIM3052 Process and Progress in Modern Construction Industry course. In this section of the course students are required to have a basic understanding on constructional legislations, communications skills (understanding and listening clients) and championing the vision that architects will get use of in their profession in building production process. Architecture students must be equipped to understand clients properly. Knowing a clients’s needs better means, architects’ can trade benefits to optimise overall value. Architects must listen and understand better how a building translates into real returns for the client. With this course, students raise awareness on communication skills as an architect and be able to understand the responsibility of the architects that they haveagainst their clients on building production process.

Some examples of student performance: In this course one of the assignments given at the completion of the course consists of 10 multiple choice questions followed by one essay (minimum 500 words) which aims to determine whether the

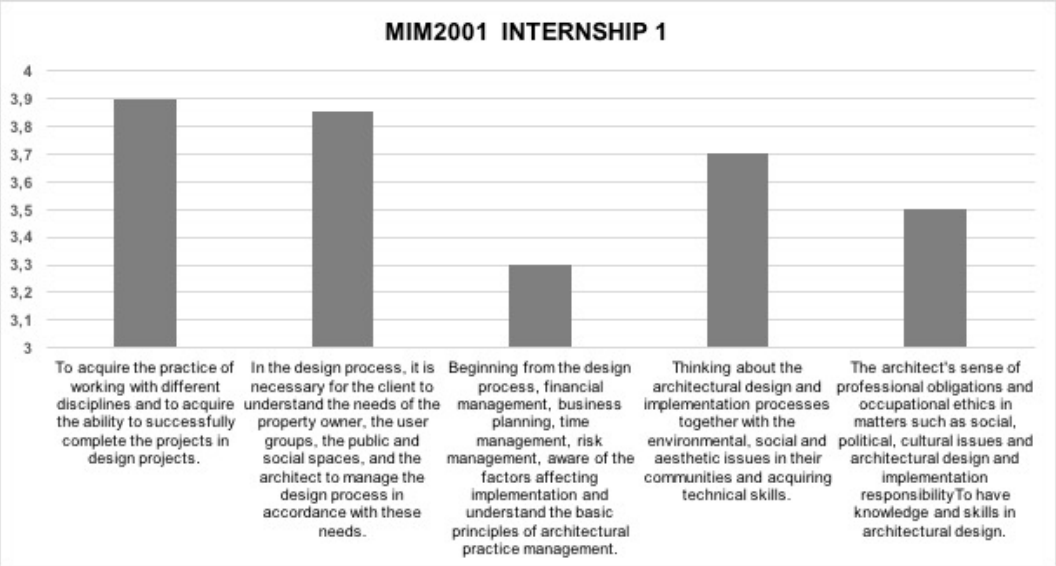
student has a sufficient understanding of the course content and meets the course objectives.



1. Understanding the operations of construction industry and the production pratics; understanding the professional and legal responsibilities of architect to reconcile needs of the client, owner, user groups, and the public and community domains.
2. Understanding the mass production and lean production concepts in building production on urban, spatial and product levels.
3. To gain knowledge on "innovation" in building production and technology selection methods in building production systems.
4. To comprehend the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social and aesthetic issues in their communities.
5. To comprehend flexible design process within the scope of urban, space and material scale.

2017-18 Spring term questionnaire on course outputs demonstrate that C3 Client Role student performance criteria is covered in MIM3052 Process and Progress in Modern Construction Industry.

SPC of Client Role is also required in a sequence of Internships allocated in the curriculum as MIM2001 Internship 1, MIM2002 Internship 2, and MIM4001 Internship 3. Students, are required to complete 30 working days outside the curricular calendar in office work for MIM2001 Internship 1, 30 working days of work at the construction site in MIM2002 Internship 2, and 30 working days of office work in an architectural design office or at a construction/restoration site. The offices and construction sites subject to Internships are to be approved by the head of the DoA prior to the student's work. On completing each of the above-mentioned Internships, the student submits a hardcopy presentation to the department, which includes his/her works during the internship. As seen in the graph below, the students' evaluation on internship reveals that understanding of the client role in architecture is high.



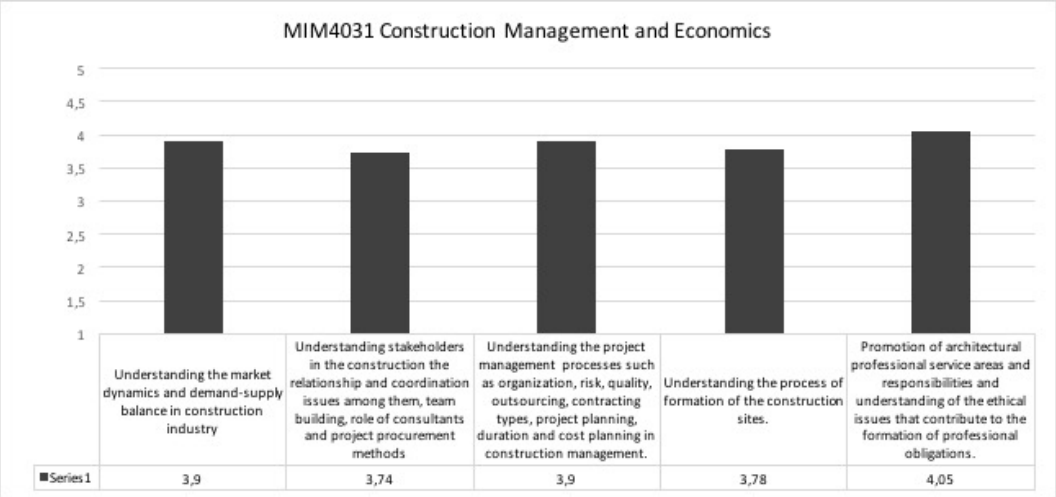
4- Strong, 3-Medium, 2- Weak, 1- No idea

C.4. Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

SPC of Project Management is required in:

MIM4031 Construction Management and Economics (core)

The aim of MIM4031 Construction Management and Economics course is to draw an awareness in construction management concept as an architect and be able to understand and create relative analysis in the construction industry, construction company and projects. The content of this course includes; defining the building production process from the inception to the end of construction. Determining the actors and their roles in this production process. This course also covers the typical syllabus such as company organization, quality, human resource, cost planning and scheduling in construction. In this course general micro and macro-economic issues are also presented. The nature of construction industry is discussed according to these frames.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

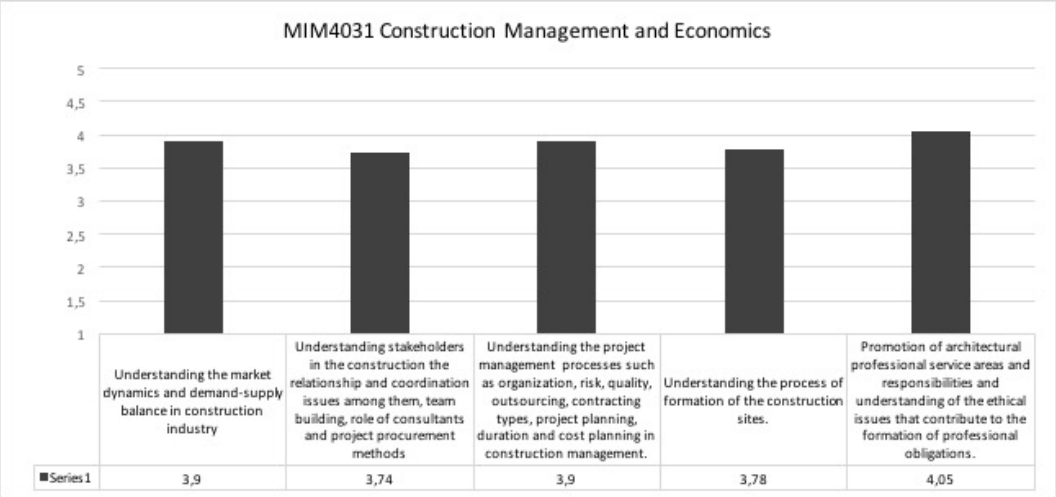
Some examples of student performance:
In this course one of the assignment is to prepare a tender document for a given project. Students' are expected to determine the cost of the project and determine the price by taking into consideration of the delivery method. Students' understanding other issues regarding to project management process are evaluated in mid-term and final exams.

C.5. Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

SPC of Practice Management is required in:

MIM3052	**Process and Progress in Modern Construction Industry (core)**
MIM4031	**Construction Management and Economics (core)**
MIM2001	Internship 1
MIM2002	Internship 2
MIM4001	Internship 3

The aim of MIM4031 Construction Management and Economics is explained in previous SPC Project Management. In compliance with this section the content of this course also discusses issues such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

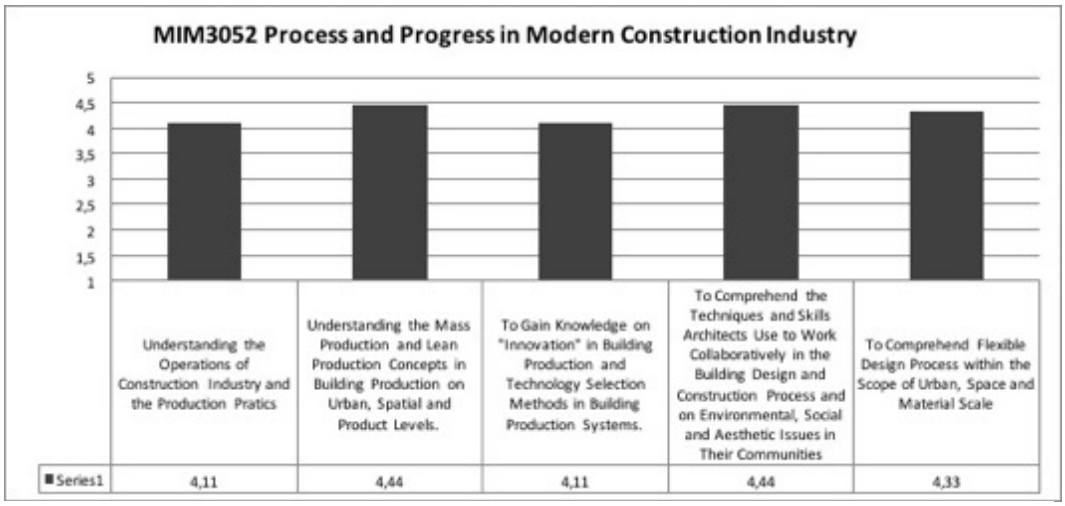


Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2018-19 fall term questionnaire on course outputs demonstrate that C5 Practice Management student performance criteria is covered in MIM4031 Construction Management and Economics.

Some examples of student performance: In this course students have two assignments. In assignment 1 the course instructor provide architectural project and students are asked to make take-off and cost estimate for the project. In this way, they will be able to understand financial aspects of project management process. In order to make an understanding on time management issue, in class second assignment is determined. After time management lecture students will calculate project duration by using Critical Path Method. The students will also be evaluated in risk management, mediation and arbitration issues in mid-term and final exams.

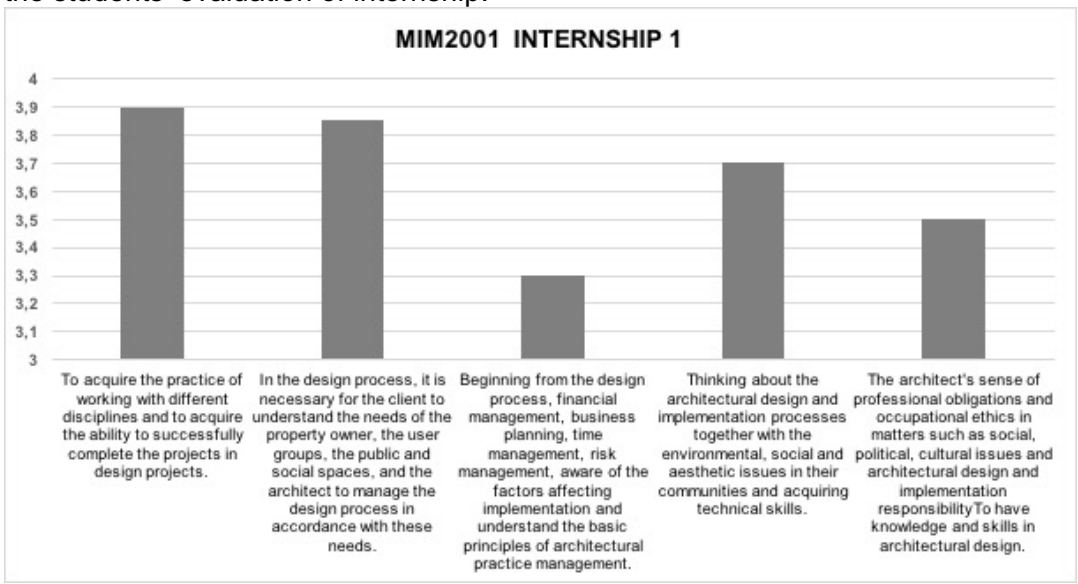
One of the aim of MIM3052 Process and Progress in Modern Construction Industry course is understanding of mass production and lean production concepts in building production process as the basic principles of architectural practice management. In compliance with this section the content of this course also discusses issues such as “innovation” in building production and technology selection methods that affect practice.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on course outputs demonstrate that C5 Practice Management student performance criteria is also covered in MIM3052 Process and Progress in Modern Construction Industry.

SPC of Practice Management is also required in MIM2001 Internship 1, MIM2002 Internship 2, and MIM4001 Internship 3. As seen in the graph below, the understanding of practice management is between medium to high according to the students' evaluation of internship.



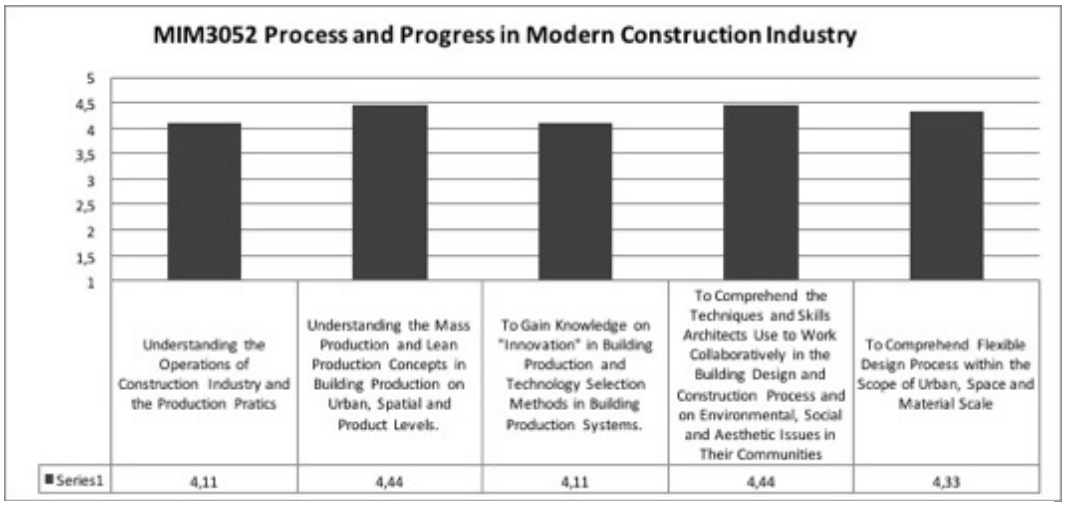
4- Strong, 3-Medium, 2- Weak, 1- No idea

C.6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

SPC of Leadership is required in:

MIM3052 Process and Progress in Modern Construction Industry (core)

In MIM3052 Process and Progress in Modern Construction Industry, through theoretical course presentations are introduced with the architect's role in building production throughout the dynamics of historical change. Students are required to gain an understanding on the changes in role, training, legal responsibilities of the architect. One of the primary learning objective of this course is to provide a blend of theoretical knowledge and practical skills necessary to improve each student's leadership skills and examine relevant issues in applied management and leadership; including ethics, globalization, and strategic management.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2017-18 spring term questionnaire on course outputs demonstrate that C6 Leadership student performance criteria is covered in MIM3052 Process and Progress in Modern Construction Industry. Some examples of student performance: In this course a final assignment is given at the completion of the course, consisting of 10 multiple choice questions followed by one essay (minimum 500 words), which aims to determine if the student has sufficient understanding of the content and meets the learning objectives.

C.7. Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulations, and historic preservation and accessibility laws.

SPC of Legal Responsibilities is required in:

SBP3991 Urban Planning and Urban Development Law (core)

MIM4051 Conservation and Restoration

Some examples of student performance:
A general understanding of urban planning is given to the students with SBP3991 Urban Planning and Urban Development Law course. Students learn general knowledge about urban planning and design and gain the ability of understanding zoning through principles through legal infrastructure in urban scale. In SBP3991 Urban Planning and Urban Development Law course, via lectures and case studies students are introduced to basic concepts on planning of the urban and the rural areas. Students gain an understanding of the sources and branches of law, immovable property law and administrative law and get acquainted with legislations and design principles of residential areas and public housing. SBP3991 Urban Planning and Urban Development Law course also focuses issues on transportation; hierarchies in infrastructure and transportation topics in İstanbul metropolitan area. Students learn to associate zoning principles with constitutional provisions, legislations, regulations and influence of central and local authorities on urban planning. Through case studies SBP3991 Urban Planning and Urban Development Law course covers various aspects of building construction regulations, technical concepts in legislations and control mechanisms in building qualified urban spaces.

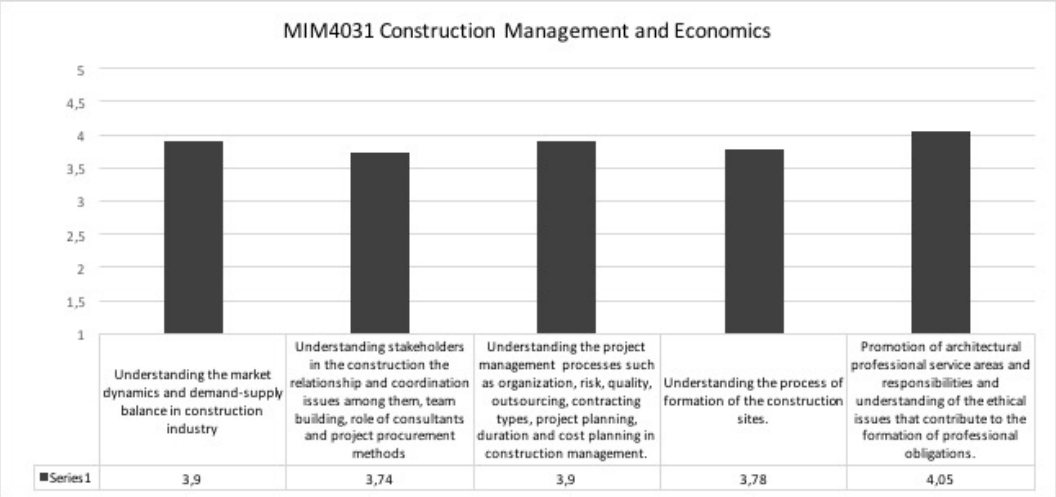
In MIM4051 Conservation and Restoration, students learn the legal responsibilities of an architect when working in historic buildings and sites. The current conservation legislation and historic preservation institutions (state and non-governmental organizations) in Turkey are presented, as well as examples from other countries are given. The students are expected to learn the theoretical evolution of conservation theory and discuss the legal implications on international charters and national preservation laws about interventions on historic buildings and sites. In course work, students examine and interpret either a restoration project, an addition to a historic building or a new construction in a historic site.

C.8. Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political, and cultural issues in architectural design and practice.

SPC of Ethics and Professional Judgment is required in:

MIM4031	**Construction Management and Economics (core)**
MIM2001	Internship 1
MIM2002	Internship 2
MIM4001	Internship 3

SPC of Ethics and Professional Judgment is an issue discussed mainly in MIM4031 Construction Management and Economics. Architects' roles and responsibilities' in pre-design, design, and construction phases of building production process are presented in lectures. Ethics an integral part of the architecture profession is also another topics discussed in this course.



Very Sufficient - 5 / Sufficient - 4 / Slightly Sufficient - 3 / Insufficient - 2 / No Idea - 1

2018-19 fall term questionnaire on course outputs demonstrate that C8 Ethical and Professional Judgement student performance criteria is also covered in MIM4031 Construction Management and Economics.

Some examples of student performance: In this course students are asked to prepare short essay about ethics based on a case scenario. Their understanding of this concept is also evaluated through final exam.

SPC of Ethics and Professional Judgement is also required in MIM2001 Internship 1, MIM2002 Internship 2, and MIM4001 Internship 3. According to the evaluation of the students on internship, professional ethics in social, political, cultural issues are covered at a strong level.

4- Strong, 3-Medium, 2- Weak, 1- No idea

In addition, 400 students participated in Ethics in Architecture seminar and a written evaluation was collected from them. DoA plans to regulate this seminar in the coming semester.

C.9. Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

SPC of Community and Social Responsibility is required in:

MIM2001 Architectural Design 6

MIM4051 Conservation and Restoration (core)

In MIM4051 Conservation and Restoration, students gain knowledge on social responsibility and learn to respect historic resources regarding social, political, and cultural issues. They must be able to define the cultural heritage and cultural property notions. Students focus their efforts on understanding the layers and intricacy of Istanbul in terms of cultural and historical heritage and the importance of protection of those historical and cultural values both technically and ethically through assignments, case studies, and studio work in MIM4051 Conservation and Restoration course.

In MIM4011 Architectural Design 6, it is aimed to gain the responsibility of respecting historical sources, sustaining the characteristics of local regions in the context of current debates.

Table 32: SPC CHART of YTU DoA

	Critical Thinking and Representation											Integrated Building Practices, Technical Skills and Knowledge											Leadership and Practice								
NAME OF COURSE	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9
MIM1011 Intro. to Arch. Design	X		X			X																			X						
MIM1031 Arch. Presentation Techn.			X																												
MIM1041 Basic Design		X	X					X																							
MIM1051 Build. Theory and Design 1												X	X	X											X						
MIM1012 Architectural Design 1						X	X																		X						
MIM1062 Build. Theory and Design 2					X										X										X						
MIM1042 Statics & Strenght of Mat.																				X											
MIM1032 Building Materials					X																		X		X						
MIM1052 Constr. Elements of Build.1				X																			X								
MIM2011 Architectural Design 2				X							X	X			X																
MIM2081 Computer-Aided Design	X		X					X																							
MIM2071 History of Architecture 1									X	X																					
MIM2031 Structural Analysis in Arch.																				X											
MIM2101 Constr. Elements of Build.2				X																	X		X								
MIM2082 Intro. Computer Sciences	X		X					X																							
MIM2012 Architectural Design 3					X	X							X																		
MIM2042 History of Architecture 2									X	X																					
MIM2092 Structural System Design 1																				X											
MIM3011 Architectural Design 4		X					X							X																	
MIM3051 History of Architecture 3									X	X																					
MIM3031 Building Physics 1														X					X		X										
MIM3041 Structural System Design 2																				X											
SBP3991 Urb. Plan.&Urban Dev. Law																														X		
MIM3012 Architectural Design 5												X			X	X															
MIM3062 History of Architecture 4									X	X																					
MIM3042 Building Physics 2														X					X		X										
MIM3052 Proc.&Prog.Mod.Constr.Ind.																										X		X	X			
MIM3032 Analysis of Hist. Buildings				X	X																			X							
MIM4011 Architectural Design 6						X	X		X					X																	X
MIM4051 Conservation & Restoration					X																								X		X
MIM4031 Construction Man. & Eco.																		X									X	X		X	
MIM4041 Installation Knowledge				X															X			X									
MIM4012 Architectural Design 7		X										X					X														
MIM4000 Graduation Thesis	X																														
MIM2001 Internship 1																										X		X		X	
MIM2002 Internship 2																										X		X		X	
MIM4001 Internship 3																										X		X		X	

II.2. Curricular Framework

II.2.1. National Authorization

Department of Architecture of Yıldız Technical University is a distinguished institute in the education of B.Arch. and Master's Degree education in Architecture. The National Authorization of Higher Educational Institutions in Turkey is viable only by the directive of Council of Higher Education (CoHE) that works as an independent regulatory unit for universities. The rules and regulations of the Higher Education and CoHE is defined by the Law No: 2547 dated 11.4,1981 which can be reviewed from the following link:
http://mevzuat.basbakanlik.gov.tr/Metin.Aspx?MevzuatKod=1.5.2547&MevzuatIliski=0&sourceXmlSearch= TR

CoHE is constituted of a General Board, a Head and an Executive Board that are consisted of 21 members in total. The President of the Republic of Turkey assigns seven members and the Head of the CoHE from amongst the accomplished rectors and scholars of the universities. The Council of Ministers assigns seven members of the CoHE form amongst the state representatives and the Interuniversitary Council assigns seven members from amongst the non-members of CoHE. Minister of Foreign Education can participate in the meetings of CoHE when required.

More information on the the Higher Education System in Turkey and the formation and functioning of CoHE can be reviewed from CoHE's catologue in the following link:
http://www.yok.gov.tr/documents/10348274/10733291/TR%27de+Yükseköğretim+Sistemi2.pdf/9027552a-962f-4b03-8450-3d1ff8d56ccc EN

The information on Higher Education statistics, quality assurance, recognition, protocols, and FAQs can be reviewed from the website of CoHE in English:
http://www.yok.gov.tr/en/web/uluslararasi-iliskiler/anasayfa EN

The list of the authorized Universities in Turkey which Yıldız Technical University is also located in can be reviewed from the following link:
http://www.yok.gov.tr/web/guest/universitelerimiz TR

On the condition that APR review team requires information about the national accreditation of architectural departmental units in Turkey, the information is available under AAB's website:
http://www.miak.org/index.cfm TR

The most recent report (2016-2018) of regional accreditation council, the Architectural Accreditation Council (AAB) that is organized as an affiliation of Union of Chambers of Turkish Engineers and Architects (UCTEA) regarding the institution's term of accreditation can be found at the following link:
http://www.miak.org/belge/MIAK-2016-2018-calisma-raporu.pdf TR

II.2.2. Professional Degrees and Curriculum

The DoA currently offers 1st 2nd, and 3rd cycle programs in Architecture.:

1st cycle	:	The 4-year B.Arch program
2nd cycle	:	The M.Sc in Architecture program
3rd cycle	:	The Ph.D. in Architecture program

The DoA has applied NAAB Substantial Equivalency with the 4 year B.Arch program. This APR section addresses the still current YTU course catalogue in the preparation of the SPC matrix, the SPC Realms A, B,and C and the course descriptions. Please see the following link:
http://www.bologna.yildiz.edu.tr/index.php?r=program/view&id=50&aid=38 EN

Bachelor of Architecture (B.Arch) Program Curricular Requirements:

As stated in the NAAB requirements all accredited B.Arch. degree programs require a minimum of 150 semester credit hours or the quarter-hour equivalent in general studies, professional studies, and electives. The B.Arch. degree curriculum must include at least 45 credit hours or the quarter-hour equivalent outside of architectural studies, either as general studies or as electives with content not related to architecture. DoA in YTU provides students with 135 credit hours in professional studies and electives related to architecture and 33 hours outside of architectural studies either with general studies or social electives from the rest of the departmental curricula in YTU, or general studies in Urban Design and Planning Department. 8 hours of those studies are consisted of compulsory general studies on Language Skills in Turkish (TDB 1031 Turkish Language, TDB 1032 Turkish Language 2), and History of Modern Turkey (ATA1031 History of Modern Turkey 1, ATA1032 History of Modern Turkey 2), which are 2 ECTS credit hours each in the curriculum *(Please refer to the Summary of Credit Hours and Sample Curriculum Track charts given below).*

Table 33: Summary Of Credit Hours (2018-2019 YTU Catalogue)

Courses		Units
8 Studios	MIM1011, MIM1012, MIM2011, MIM2012, MIM3011, MIM3012, MIM4011, MIM4012	46
MIM1031	Architectural Presentation Techniques	4
MIM1041	Basic Design	2
MIM1051	Building Theory and Design 1	2
MIM1062	Building Theory and Design 2	2
MIM1042	Statics and Strength of Materials	3
MIM1032	Building Materials	2
MIM1052	Constructional Elements of Building 1	3
MIM2081	Computer-Aided Design	3
MIM2071	History of Architecture 1	2
MIM2031	Structural Analysis in Architecture	2
MIM2101	Constructional Elements of Building 2	3
MIM2201	Occupational Health and Safety 1	2
MIM2082	Introductory Computer Sciences	3
MIM2042	History of Architecture 2	2
MIM2092	Structural System Design 1	3
MIM2202	Occupational Health and Safety 2	2
MIM3051	History of Architecture 3	2
MIM3031	Building Physics 1	3
MIM3041	Structural System Design 2	2
MIM3062	History of Architecture 4	2
MIM3042	Building Physics 2	3
MIM3052	Process and Progress in Modern Construction Industry	2
MIM3032	Analysis of Historical Buildings	2
MIM4051	Conservation and Restoration	3
MIM4031	Construction Management and Economics	2
MIM4041	Installation Knowledge	2
MIM4000	Graduation Thesis	4
-	Professional Electives	22
	TOTAL PROFESSIONAL CREDIT HOURS	135
MAT1821	Mathematics	3
SBP3991	Urban Planning and Urban Development Law	2
Lang. Skills EN	MDB1031, MDB1032, MDB2051, MDB3032	10
Lang. Skills TR	*TDB1031, TDB1032,	4 ECTS
History	* ATA1031, ATA1032	4 ECTS
-	Social Electives	18
	TOTAL NON-ARCHITECTURAL CREDIT HOURS	33
	TOTAL CREDIT HOURS FOR B.ARCH DEGREE	168

**TDB 1031 Turkish Language 1 (2 ECTS Credits), TDB 1032 Turkish Language 2 (2 ECTS Credits), ATA1031 History of Modern Turkey 1 (2 ECTS Credits), ATA1032 History of Modern Turkey 2 (2 ECTS Credits), are compulsory non-architectural courses with 2 credit hours each, and are evaluated in the European Credit Transfer System (ECTS), because they are calculated with 0 (zero) local credits according to YTU curriculum regulations.*[*]

[*] http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/DD-014-YT%C3%9C%20Lisans%20Program%C4%B1%20A%C3%A7ma%20ve%20Y%C3%BCr%C3%BCtme%20Esaslar%C4%B1.docx TR

Table 34: Sample Curriculum Track (2018-2019)

1.Year - Fall Semester		
TDB1031	Turkish Language 1*	2 ECTS
MDB1031	Advanced English I	3
MAT1821	Mathematics	3
MIM1011	Introduction to Architectural Design	6
ATA1031	Principles of Atatürk and History of Modern Turkey I *	2 ECTS
MIM1031	Architectural Presentation Techniques	4
MIM1051	Building Theory and Design 1	2
MIM1041	Basic Design	2
		20
1.Year - Spring Semester		
MIM1062	Building Theory and Design 2	2
TDB1032	Turkish language 2 *	2 ECTS
ATA1032	Principles of Atatürk and History of Modern Turkey II *	2 ECTS
MDB1032	Advanced English II	3
ELEC 1	Social Elective 1	3
MIM1012	Architectural Design 1	6
MIM1042	Statics and Strength of Materials	3
MIM1032	Building Materials	2
MIM1052	Constructional Elements of Building 1	3
		22
2.Year - Fall Semester		
MIM2081	Computer-Aided Design	3
MDB2051	Reading and Speaking in English	2
ELEC 2	Social Elective 2	3
MIM2011	Architectural Design 2	6
MIM2071	History of Architecture 1	2
MIM2031	Structural Analysis in Architecture	2
MIM2101	Constructional Elements of Building 2	3
MIM2201	Occupational Health and Safety 1	2
MIM2001	Internship 1*	0
		23
2.Year - Spring Semester		
MIM2082	Introductory Computer Sciences	3
ELEC 3	Social Elective 3	3
MIM2042	History of Architecture 2	2
MIM2092	Structural System Design 1	3
ELEC 4	Social Elective 4	3
ELEC 5	Social Elective 5	3
MIM2012	Architectural Design 3	6
MIM2202	Occupational Health and Safety 2	2
MIM2002	Internship 2*	0
		25
3.Year - Fall Semester		
MIM3011	Architectural Design 4	6
MIM3051	History of Architecture 3	2
MIM3031	Building Physics 1	3
MIM3041	Structural System Design 2	2
SBP3991	Urban Planning and Urban Development Law	2
AELEC 1	Elective 1	2
BELEC 2	Elective 2	2
CELEC 3	Elective 3	2
		21
3.Year - Spring Semester		
MIM3012	Architectural Design 5	6
MIM3062	History of Architecture 4	2
MIM3042	Building Physics 2	3
MIM3052	Process and Progress in Modern Construction Industry	2
MIM3032	Analysis of Historical Buildings	2
AELEC 4	Elective 4	2
BELEC 5	Elective 5	2
CELEC 6	Elective 6	2
		21
4.Year - Fall Semester		
MIM4011	Architectural Design 6	6
MIM4001	Internship 3*	0
MIM4051	Conservation and Restoration	3
MIM4031	Construction Management and Economics	2
MIM4041	Installation Knowledge	2
AELEC 7	Elective 7	2
BELEC 8	Elective 8	2
ELEC 6	Social Elective 6	3
		20
4.Year - Spring Semester		
MIM4012	Architectural Design 7	4
MIM4000	Graduation Thesis	4
MDB3032	Business English	2
CELEC 9	Elective 9	2
AELEC 10	Elective 10	2
BELEC 11	Elective 11	2
		16
168 Program Total Local Credits		

**TDB 1031 Turkish Language 1 (2 ECTS Credits), TDB 1032 Turkish Language 2 (2 ECTS Credits) and ATA1031 History of Modern Turkey 1 (2 ECTS Credits), ATA1032 History of Modern Turkey 2 (2 ECTS Credits), MIM4000 Graduation Thesis (8 ECTS Credits), Internships 1-2-3 MIM2001, MIM2002, and MIM 2003 (3 ECTS Credits each), are compulsory courses and are evaluated in the European Credit Transfer System (ECTS) with zero local credits according to YTU curriculum regulations.*

General Studies
To ensure a quality standard in education YTU offers 43 credit hours of non-architectural general studies and electives in different disciplines such as Mathematics, Language Skills both in English and Turkish, History and Social and Applied Sciences. Students in their freshman year are required to take MAT1821 Mathematics in fall semester and sequential courses respectively in fall and spring semesters that include MDB1031 Advanced English 1, MDB1032 Advanced English 2, TDB1031 Turkish Language 1, TDB1032 Turkish Language 2, ATA1031 History of Modern Turkey 1 and ATA1032 History of Modern Turkey 2. These freshman year courses add up to 17 credit hours that are expected to gear students with mathematical understanding and comprehensive skills in Turkish and English languages.

General studies in DoA B.Arch. degree program continue the upcoming years as well, this time with more specified topics. In sophomore year, students are required to take MDB 2051 Reading and Speaking English in the fall semester that are supposed to enhance students language practices. Then, in the fall semester of junior year, students are required to enroll in SBP3991 Urban Planning and Urban Development Law from the B.Arch. degree program of Urban Design and Planning program and finally in the spring semester of their senior year, they are required to take MDB3032 Business English that prepares them for their professional life in international business platforms. The sum of the sophomore, junior and senior year general studies sum is 9 credit hours.

Electives (Non-Architectural)
YTU's general education programs offer an integrated system that enable students to cross-select a list of electives from the curriculum of all the B.Arch. degree programs resident in the university's educational system. That is why the term social elective does not refer to the course content limited to Social Sciences, on the contrary it refers to a social medium where students find the opportunity to educate themselves in a multidisciplinary choice of courses from Social Sciences to Arts and Humanities, Performative Arts, Educational Sciences, Sports, Engineering and Applied Sciences, Naval and Maritime Studies. The multidisciplinary list of Bachelor Degree programs subject to Social Electives can be viewed from the link:
http://www.bologna.yildiz.edu.tr/index.php?r=program/bachelor EN

The approved list of non-architectural electives, the social electives as named in the B.Arch. curriculum. The students start taking social electives in the spring semester of the freshman year and keep on taking them in the following semesters to come except for the freshmen year, which is spared for the professional electives. The total sum of the social electives is 17 credit hours. The summary of the dispersion chart of social electives in semesters and years can be observed in Table 35.

Table 35: Distribution of Social Electives in DoA Curriculum

Course Code	Course name	Year	Semester	Credit Hours
ELEC 1	Social Elective 1	1	Spring	3
ELEC 2	Social Elective 2	2	Fall	3
ELEC 3	Social Elective 3	2	Spring	3
ELEC 4	Social Elective 4	2	Spring	3
ELEC 5	Social Elective 5	2	Spring	3
ELEC 6	Social Elective 6	4	Fall	2
			Total	17

Electives (Professional)

The lists and student performance criteria for courses subject to professional studies had been given previously. The electives on architectural studies and their configurational arrangement in the curriculum will be explained under this topic.

In B.Arch. degree program DoA offers 3 groups of electives 1, 2, and 3, as mentioned in Section I.1.1. Students start taking elective courses from the fall semester of the 3rd academic year and keep on taking them each semester until they are graduated. The total sum of the professional electives in the curriculum is 22 credit hours.

There are 28 active courses in Group 1 (Design) electives for the students to choose from. The active courses indicate the stock of elective courses, the instructor, content, materials and resources of which is available in a given academic term. The departmental administration and the instructors of the courses decide together which active elective course will be in service of the students in the syllabus of that semester. Group 1 electives are consisted of courses with a varying content of building design and architectural design methodologies that issue subjects such as free hand drawing, modeling, perspective and shadow, sketching techniques, environment and psychology, landscape design, typology, accessibility, forensic architecture, architectural animation, socio-cultural issues, sustainability, alternative energy use, coastal zone design and shape grammars.

The general theme of the 37 active Group 2 (Building Technology) electives is determined to be the construction technology and management that issue varying subjects such as advanced concrete structures, steel structures, structural design in multi-storey buildings, earthquake factor in design, fire protection in buildings, timber usage, solar control, climatic building design, life cycle, building-health relation, facade systems, passive heating systems, room acoustics, interior color in design, standardization, modular coordination, project management, and construction site management.

Group 3 electives are associated under the theme History and Culture. There are 19 active Group 3 elective courses with subjects such as history of architectural thought, modernity problems in design and art, world architecture after 1970's, westernization period in Istanbul, space and history in cinema, interior decoration of 19th century buildings, history of construction, Turkish art, urban archeology, period of Sinan the architect, proportion in architecture, architectural photography, documentation in historical spaces, and the conservation of Turkish houses.

The summary of the dispersion chart of professional electives of Group A, B, and C in semesters and years can be observed below:

Table 36: Distribution of Professional Elective Courses in DoA Curriculum

Course Code	Course name	Year	Semester	Credit Hours
AELEC1	Elective 1	3	Fall	2
BELEC2	Elective 2	3	Fall	2
CELEC3	Elective 3	3	Fall	2
AELEC4	Elective 4	3	Spring	2
BELEC5	Elective 5	3	Spring	2
CELEC6	Elective 6	3	Spring	2
AELEC7	Elective 7	4	Fall	2
BELEC7	Elective 8	4	Fall	2
CELEC9	Elective 9	4	Spring	2
AELEC10	Elective 10	4	Spring	2
BELEC11	Elective 11	4	Spring	2
			Total	22

Assessment of Success

In assessing a student's performance in a course, the grade the student has scored during the semester work over a hundred and the grade the student has scored at the end of the semester over a hundred are taken into consideration.

In measuring success, the weight of the grade during the semester is 60% and the weight of the final exam is 40%.

Achievement Grade

In determining a grade, relative evaluation system is used. Achievement Grade is designated as follows:
The meanings of the achievement grades are defined as follows:

Table 37: Grading Scale

Achievement Grade	Coefficient	Achievement Degree
AA	4.00	Excellent
BA	3.50	Very good
BB	3.00	Good
CB	2.50	Average
CC	2.00	Satisfactory
DC	1.50	Provisionally Successful
DD	1.00	Fail
FD	0.50	Fail
FF	0.00	Fail
F0	0.00	NA

G: Pass K: Fail İ: Leave of Absence M: Exemption E: Incomplete

The sufficiency terms for courses in general studies, professional studies and electives (architectural and non-architectural) is bound to the average grade of CC (2.0). If a student receives a grade of DC (1.5) then she/he is regarded as Provisionally Successful' in that course. All grades lower than DC (1.5) is regarded as 'Fail' for all courses. Students who receive the grade of DC (1.5) from a certain course is regarded as 'Conditionally Sufficient' and will not to be regarded as 'Sufficient' unless they receive at least a GPA of 2.0, or they will have to repeat the courses with DC (1.5) or lower grades. In bachelor degree programs of YTU,

students with GPA lower than 2.0 within two consecutive semesters are not allowed to enroll in further semesters' courses (This rule is applied in 5th semester and henceforth) http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/YN-008-YTÜ%20Ön%20Lisans%20ve%20Lisans%20Eğitim%20Öğretim%20Yönetmeliği.doc TR

For students who receive a DC (1.5) or a lower grade (except for F0) can opt for provisional success or make a resit submission within the duration DoA announces. The terms of resit exams have been explained in the forth-coming paragraphs. Although there is no time limit to complete the B.Arch. degree program of YTU DoA; with the recent regulations issued by the Council of Higher Education of Turkey, when the formal 4 years of educational program is exceeded, the student will have to start paying tuition fees.

G (Pass) indicates that the student has been successful/satisfactory in a course and not included in his GPA.

K (Fail) indicates that the student has been unsuccessful/unsatisfactory in a course and not included in his GPA.

I (Leave of Absence) indicates that the student has been unable to complete the requirements of a course because of sickness or some other valid reason pursuant to the relevant provision of this Regulation and is not included in GPA until it is transformed into an achievement grade. If this course is not completed the following semester in which the course is available, İ automatically turns into an FF.

M (Exemption) indicates that the student have exemption for the previous program courses which are deemed equivalent to the courses offered in their new undergraduate program. Decision for the course exemption is made by the relevant faculty committee. The courses that student is exempt from are processed as a non-credit exemption and they are not included in the student’s GPA.

Make-up, Resit and Graduation Exams
A make-up exam is administered in place of a mid-term exam. In case of multiple make-up exams, the student can only sit in one of these exams. The provisions stipulated by the Senate apply to whether a student can sit in a make-up exam or how to administer a make-up exam. A make-up exam for the exams at the end of the semester won’t be allowed.

The provisions regarding resit exams are as follows:
For a student to be able to sit in a resit exam, he must have added the course at the beginning of the semester and must have fulfilled the requirements to be able to take this exam at the end of the semester. Students who have missed a resit exam cannot have a make-up exam for it.

Students who have been unsuccessful or provisionally successful (not F0) can sit in resit exams. The score in a resit exam is considered a final at the end of the semester. An achievement grade is assigned at the end of a resit exam by taking the percentages of visas, assignments and the resit exam into consideration.

A student who have missed a resit exam gets E (Incomplete) and remains as the achievement grade of the course. The resit achievement grades are included in semester grade average points.

The provisions regarding graduation exams are as follows:
To be able to sit in a graduation exam, a student must have fulfilled the requirements to take the final exam at the end of the semester. The students who haven't qualified for a graduation exam can't sit in a make-up exam for this exam.

The students who have to pass a maximum of two courses before their graduation are granted a graduation exam for the classes they have failed after the resit exam and within the period stated in the academic calendar. The students who are unable to graduate due to their GPA below 2.00 can take a graduation exam in two courses in which they have been provisionally successful.

To be considered successful in a graduation exam, a student must get at least a CC. The grade taken in the exam takes the place of the achievement grade of the course. Visas and assignments aren't included in the assessment.

II.2.3.Curriculum Review and Development

The design, review, development and operation of the B.Arch. degree program's curricular content have been defined by the YTU senate's regulatory text titled "YTU Regulation of Undergraduate Education" which can be viewed from the following link:
http://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=8.5.15812&MevzuatIliski=0&sourceXmlSearch = TR

The Senate of YTU is the highest authority for approval of the curricular content that addresses Dean of the Faculty as the position responsible with the review and development of the curricular content. Under the supervision of the Dean of the Faculty the Departmental Board develops the curricular review and development practices. Departmental Board with eight members that contains Head of the Department, two Vice Heads, four Sub-department Chairs and the two representative members of the Research Assistants and Students who is elected from amongst every third year. The sub-department chairs represent four main disciplinary expertise domains: Building Theory, Construction Technologies, Restoration and Conservation, and Architectural History and Theory.

The Departmental Board summons weekly to issue the letter of applications from students and academics and routine administrational work. Departmental Board arranges meetings each academic term with the students and the full-time instructional faculty separately as imposed by the Quality Coordinatorship of YTU and note the feedback received by the students and the academic staff. Quality Guidebook of YTU:
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/EK-001-Kalite%20El%20Kitabı.docx
TR
In section 8.3 Design and Development defines the review and development of the courses referring to the procedural text 'PR-001The Design of the Educational Services and Development that can be viewed from the following link:

http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/PR-001-Eğitim-Öğretim%20Hizmetlerinin%20Tasarımı%20ve%20Geliştirilmesi%20Prosedürü.doc TR

5.2 section of 'PR-001The Design of the Educational Services and Development' procedures of the Quality Guidebook of YTU defines the practices to be applied in general. It consists of practices such as the definition of departmental qualifications, revisions of the curriculum and its contents, publication of the scientific researches of the academic faculty, and development of new Bachelor and Master's degree courses. Curriculum review and development as described by the PR-001 procedures of the Quality Guidebook starting with the Definition of the Design Requirement in section 5.2 state that new Bachelor Degree course proposals and requirements are determined by the feedbacks received from the related unit's administrators, students, instructional faculty, and the real sector.

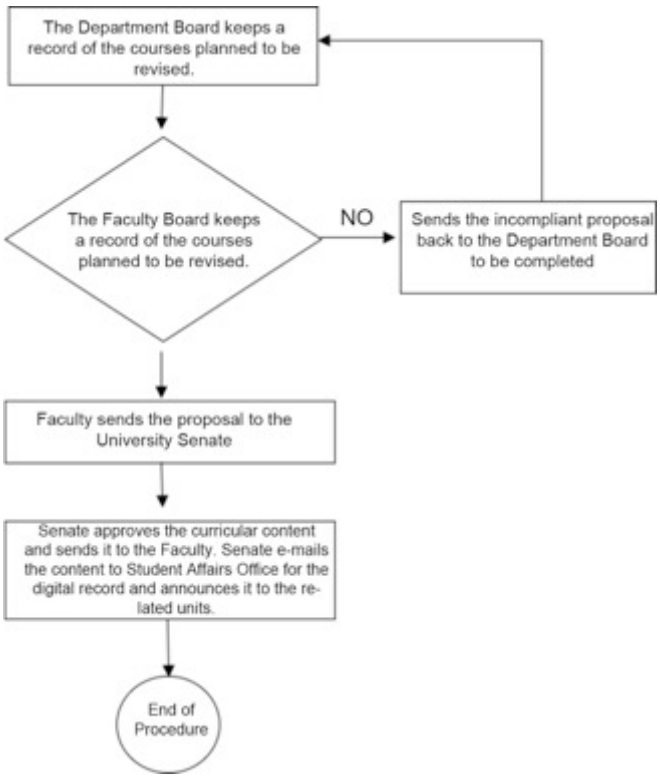
Section 5.4 of PR-001 procedures draws an outline of the 'Definition of Inputs and Outcomes of the Curricular Developments'. This section defines the inputs concerning the curricular development as the requirements of the students, instructional faculty and the real sector, the physical conditions of the academic units such as classrooms, laboratories, etc., and the number of instructional faculty required by the course to be developed. In the same section, the outcomes of the curricular developments have been defined as the level of pleasantness, the level of preferences / enrollments of the students in the course to be developed.

Section 5.7 of PR-001 procedures defines the Testability of the Curricular Review and Developments' Effectiveness. According to this procedure, measuring the satisfactions of the students, full-time instructional faculty and the related boards and commissions concerning the developed course tests the effectiveness of the course developments. Student satisfaction surveys, made at the end of each semester are used to test the effectiveness of the developed course or course content. As well as the student satisfaction surveys, meetings organized by the Departmental Board are also used to test the effectiveness of the course developments. On the condition that the student satisfaction surveys and evaluation of the Departmental Board require reviewing of the developed course, the necessary steps are taken in accordance with the PR-004 the Corrective and Pre-emptive Procedures for Incompliance Management which can be viewed in the following link:
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/PR-004-Uygunsuzluk%20Yönetimi,%20Düzeltici%20ve%20Önleyici%20Faaliyetler%20Prosedürü.doc TR

According to the section 5.7 of PR-001 procedures that define The Control of the Curriculum Review and Development, the curricular courses and their contents are revised and developed in line with the scientific and technological advancements and expectations of the business world. This is regarded as an obligation for the satisfaction of both our own students and of the institutions, which will employ them when they graduate. The procedures relating the review and if necessary the revisions of the courses are done in accordance with the IA-22 coded flow chart that describes 'Revisions of the Curriculum and Curricular Content' which can be downloaded from the following link:
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/İA-122-Ders Planları ve Ders İçeriklerinin Güncellenmesi İş Akışı.doc TR

The revisions and development on the curriculum are controlled by the feedbacks received from the students and Departmental Board to see whether or not the changes in the curricular content have caused any incompliances. The following is the flowchart IA-122 that summarize the 'Revisions of the Curriculum and Curricular Content'
http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/İA-122-Ders Planları ve Ders İçeriklerinin Güncellenmesi İş Akışı.doc TR

Flowchart IA-122 Revisions of the Curriculum and Curricular Content



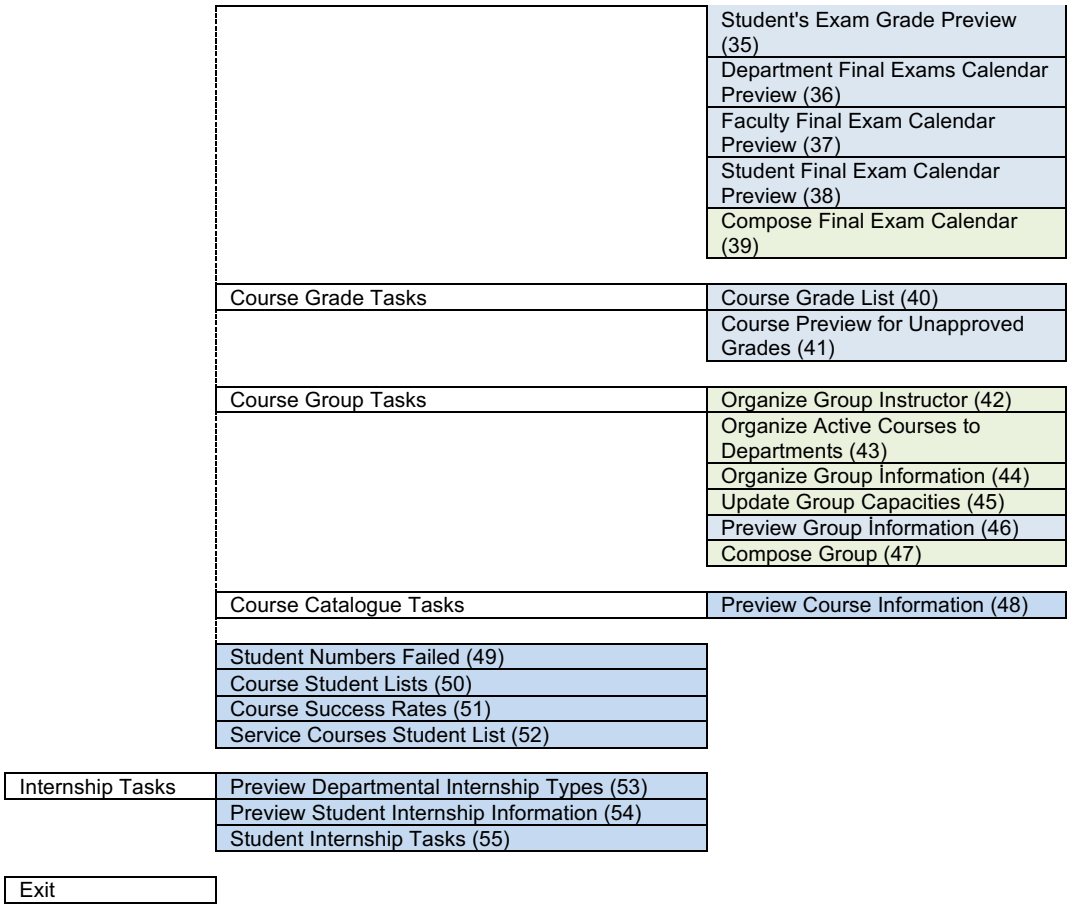
The USIS Network
The curricular records of each individual student are kept by the web based Undergraduate Students Information System (USIS). The student can preview and keep a track of his/her curricular advance through this system. The faculty supervisors and the instructor of the courses can review the enrolled students; keep the record of the student's scores and their participation to the course. The contact information of each student is stored in USIS providing an email service from within its structure so that supervisors and instructors of the courses can communicate without having to leave the USIS screen.

The USIS network has 3 different types of departmental authorization for:
students,
the faculty
and the departmental administrators.

The rest of the authorization types allocated tor Dean's Secretariat, Student Office and other relevant offices and units provided by USIS will not be dealt with in this section.

Table 38: Expansion Schema of Departmental Authorization in USIS Network

Survey	Course Evaluation Survey Results (1)	
Graduation Exam Tasks	Graduation Exam Student List (2)	
	Student Graduation Exam Grade Preview (3)	
Resit Tasks	Resit Student List (4)	
	Student Resit Grade Preview (5)	
Visiting Students	Documents	Visiting Student Grade Table (6)
Syllabus	Faculty Weekly Course Program (7)	
	Classroom Based Weekly Course Program (8)	
	Student Weekly Course Program (9)	
Message	Preview Message (10)	
	Send e-mail to Class (11)	
	Send e-mail to Student Groups (12)	
	Compose Message (13)	
Graduation Tasks	Student Graduation Grades List (14)	
Transfer Tasks	Admitted Students List (15)	
Scholarship Tasks	Granted Students List (16)	
Curriculum	Curriculum Preview (17)	
	Student Curriculum Preview (18)	
Administrator Tasks	Faculty Course Demand Preview (19)	
	Course Groups Activated by the Department (20)	
	Faculty Course Load (21)	
Decions of Faculty Board	Student Decision İnformation Preview (22)	
Student İnformation	Documents	Student Grade List (23)
	Student Lists	GPA Success Ranks (24)
		Student Lists According to Admission Types (25)
		Students to Enroll in Graduation Thesis (26)
		Students to Repeat (27)
		Classroom Students List (28)
	Student GPA (29)	
	Courses Student Enrolled (30)	
	Student İnformation Preview (31)	
Supervisor Tasks	Assign Supervisor to Student (32)	
	Supervisor Student List (33)	
Course Tasks	Exam Tasks	Exam Grade List (34)



The Departmental Administrators consisting of the Head of the Department, Vice Heads and the Executive Staff consisting of the Secretaries of the Department can preview the course evaluation survey results (1) filled out anonymously by the students at the end of each semester prior to their preview of the course success results. They can also preview the graduation exam student list (2), student graduation exam results (3), student graduation grades (14); resit exam student list (4) and grades of all available types of exams and the exam calendars (5, 6, 34, 35, 36, 37, 38). Using USIS program, Departmental Administrators and the Executives can screen the curricular content (17,18) weekly course program of the faculty (7); classroom based weekly course program (8) and each student's weekly course program (9). USIS program enables departmental administrators and executives to preview the emails sent in by the faculty and the students of DoA (10); list of the transfer students admitted to DoA (15); and students granted with scholarships (16). USIS provides the Departmental Executes with the preview of the course demands of the faculty (19) and of the activated course groups (courses with the same content served by differing faculty) (20) and the preview of the faculty course loads (21). Using USIS screens Departmental executives can keep a track

of the Faculty Board's decisions concerning the students (22); of the student grades (23); of the GPA success ranks of the students (24, 29); of the student list according to their admission types (DAE, VTE, FSE, Double Major etc.) (25); of the students enrolled in the Graduation Thesis (26) and other courses provided by the DoA (30), of the students who are expected to repeat (28) and of other relevant student data (31). Through the USIS screens Department can preview the supervisors assigned to the students (33), and course group information (46, 48).

Depending on the number of students enrolled in a course, a number of course groups are scheduled either in the same time frame with different faculty or scheduled in different time frames with the same faculty in the syllabus.

Departmental authorization in the USIS Network enables the departmental administrators and executives to preview the success rates of the students (49, 50, 51) and the service courses that are the non-architectural courses provided by the University's curricular network (52); and the Internship information concerning the students (53, 54, 55).

Using USIS screens, departmental executives can edit information in the Network concerning the organization of course groups and their instructors (42, 43, 44) and arrange group capacities which involve the number of students that can enroll in a course depending on the classroom capacity and specifications (45, 47); and organize the exam calendars of the courses (39). USIS network enables the administrative and executive staff of the DoA to assign supervisors to each student and write e-mail messages to students and the faculty (11, 12, 13).

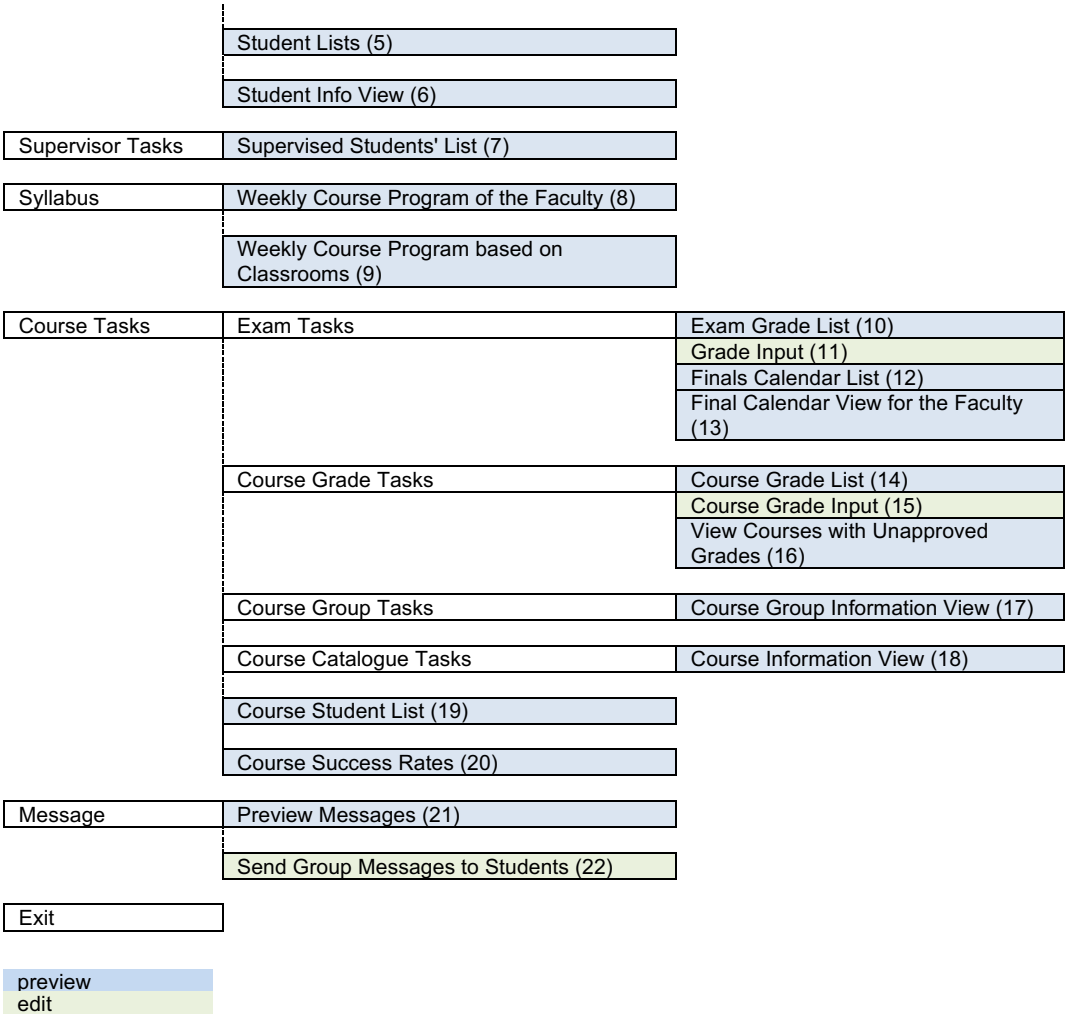
USIS network provides an enhanced functional tool in gathering data relating the course, student and faculty based feedback in curricular content and development. The data gathered from the USIS database is used to determine and predict the capacities of the course groups each current and upcoming semester. The syllabus organization, exam calendars are all organized through the USIS network and all the information concerning the course groups, classroom student lists, exam lists and grading are managed through this system.

The course evaluation survey the questionnaire and assessment of which were stated in Part I, Section 1.5 titled Self-Assessment Procedures, provides the required feedback in curricular review an development as mentioned above.

The USIS network also provides information for the faculty and the students concerning the curriculum, course grades, exam calendar and other relevant data. The expansion schema of USIS Network screen for the faculty and student authorizations have been presented in the following pages.

Table 39: Expansion Schema of Faculty Authorization in USIS Network

Curriculum	View Curriculum (1)	
Resit Tasks	Resit Student List (2)	
Administrator Tasks	Courses Faculty Conducts (3)	
Student Information	Documents	Student Grade Tables (4)



Faculty can preview:
the current curriculum (1); the lists of the courses he/she instructs (3,17,18), and the list of the students enrolled in those courses (4,5,6,19), and of the students assigned under his/her supervision (7); weekly program of the courses he/she instructs (8,9); the exams he/she conducts, the exam calendar (12,13), exam lists (10), and the success rates of the courses he/she instructs (20), the email messages sent in to his /her account by the students and departmental administration
Faculty can edit:
the grades of the exams he /she conducts (1,14,15,16), group emails he/she sends to his/her current students (21, 22)

Table 40: Expansion Schema of Student Authorization in USIS Network

Survey	Course Evaluation Survey (1)
Graduation Exam Tasks	Student Graduation Exam Preview (2)
Resit Tasks	Student Resit Grade Preview (3)
Syllabus	Student Weekly Course Program (4)

Message	Message Preview (5)	
English Proficiency	Proficiency Exam Results Preview (6)	
Curriculum	Curriculum Preview (7)	
	Student Curriculum Preview (8)	
Faculty Board Decisions	Student Faculty Board Decisions Preview (9)	
Student İnformation	Student GPA (10)	
	Courses Taken by the Student (11)	
	Student Information Preview (12)	
Course Tasks	Exam Tasks	Student Exam Grade Preview (13)
		Student Final Exam Calendar Preview (14)
	Course Group Tasks	Course Group Information Preview (15)
		Courses Served to DoA (16)
	Course Catalogue Tasks	Course Information Preview (17)
İnternship Tasks	Departmental Internship Types Preview (18)	
	Student Internship Information Preview (19)	
Exit		

preview
edit

The USIS network student authorization enables students to fill out the course evaluation survey (1) and it is the only permit for students to edit the content in the system. The students have to complete the survey allocated for each of the course they enrolled prior to screening their exam grades (13). Using USIS network authorization students can preview the curriculum and course contents (7, 8,); their weekly course program and final exam calendar (4, 11, 12, 14, 15, 16, 17); the graduation exam, and resit exam grades, English language proficiency exam results (2, 3, 6) and their GPA's (10). They can also preview the messages sent in to their account by the faculty or the department (5); the decisions (if any) that concern them in person taken by the Faculty Board (9). Finally through USIS, students can monitor their Internship prerequisites and the evaluation information of their Internship duties (19).

II.3. Evaluation of Preparatory/Pre-Professional Education

As stated in the Section 2.1 Human Resources / Students, all applicants to the Department of Architecture must complete the University application within the given dates and submit it to the Dean's Secretariat along with the Departmental Allocation Exam (DAE) test scores. The transfer students, both lateral and vertical also apply with the required documents to the Dean's Secretariat. The allocated quota for the applicants of the DoA through DAE has been indicated in the I.3.1 Statistical Reports section. Students who apply DoA through DAE as indicated in the list of SAEC are enrolled in the relevant academic year.

Transfer applications are evaluated by the transfer commissions as stated in the section I.2.2 Administrative Structure and Governance that are given below.

Table 41: Transfer Commissions

TRANSFER COMMISSIONS
LATERAL TRANSFER COMMISSION
ASSIST. PROF. DR. ALI OSMAN KURUŞÇU (HEAD) ASSIST. PROF. DR. EZGİ KORKMAZ ASSIST. PROF. DR. SELİN YILDIZ
INTERNAL TRANSFER AND DOUBLE MAJOR COMMISSION
ASSOC. PROF. DR. AYŞEN CİRAVOĞLU DEMİRDİZEN (HEAD) ASSOC. PROF. DR. AYTEN ERDEM ASSIST. PROF. DR. SEVGÜL LİMONCU INST. DR. TİMUR AKÇALI RES. ASST. MELIKE ÖZHAN
VERTICAL TRANSFER COMMISSION
ASSOC. PROF. DR. ÇIĞDEM CANBAY TÜRKYILMAZ (HEAD) INST. DR. NEFİSE BURCU YAĞAN ASSIST. PROF. DR. SENEM KAYMAZ KOCA

Table 42: Transfer Students in DoA 2017-2018

Types of Student Transfers	DoA	DoA English
Lateral Transfer (from within YTU)	4	0
Lateral Transfer (from Outside YTU)	6	0
Vertical Transfer Exam (VTE)	11	4
Turkic Republics Exam (TRE)	-	-
Foreign Students Exam (FSE)	15	6
Double Major	11	0
Transfers from Department of Urban Design /YTU)	4	0
Lateral Transfers	10	1
Total	**61**	**11**

The number of transfer students with regard to their types of transfer, admitted to YTU DoA and DoA English in academic year 2017-2018 are given in the Table 42. The transfer students, eligible for admission are subject to adaptation and equivalency rules and regulation, which are determined by the university senate. "Adaptation and Equivalency Rules and Regulation" can be found at the Documentation web page of the Office for Student Affairs that can be viewed in the following link:

http://www.kalite.yildiz.edu.tr/login/sys/admin/subPages/img/DD-009-YTÜ%20Ders%20Eşdeğerlilik%20ve%20İntibak%20Esasları.doc TR

The transfer commissions also evaluate the adaptation and equivalencies of the preparatory and pre-professional courses of the students according to the regulation of the senate, which briefly remarks the following statements:

The student presents his/her written will with a letter to the department concerning the course equivalencies until the end of the first week of the academic semester his/her admission is due. Following documents signed, stamped and sealed by the Dean's Secretariat, the Institute or the Student Office Directorate must be appended to the admitted transfer student's letter:

Curriculum (showing the credit hours: Theory/Practice/Lab/Total),
Course Contents (Aim, Content and Syllabus),
Transcript,
Portfolio may or may not be required depending on the student's request for equivalency to Architectural Design courses.

Departmental Equivalency Commissions evaluate the letters from the transfer students and its appendices within one week. The equivalency forms are created based on each individual student. The Faculty Executive Board approves the evaluated forms. For a course to be evaluated as equivalent should have a minimum grade of 2.00 over 4.00. If multiple courses are found equivalent to a single course, then the average of the GPA's of those courses are taken into consideration. If the course proposed by the student for equivalency to more than one courses in YTU DoA is approved, then the grade of the equivalent course is considered as is for all the equivalent courses in YTU DoA.

Credit hours of the course and course contents are taken into consideration in the evaluation of the course equivalencies. Credit hours of the proposed course should be at least 65% of that of the potentially equivalent course in YTU DoA. Content of the proposed course should at least be 75% similar to that of the potentially equivalent course in YTU DoA. The semester transfer students can enroll in is determined by the transferred credit hours. The student can enroll in a certain semester course, if the transferred credit hours of the equivalent courses of that student exceed the half of the sum of the credit hours of the actual and the previous semesters he/she wants to enroll in. The transfers can be made to the fall semesters of the academic years. The credit hours of the courses the students are exempt from cannot exceed 50% of the total credit hours of the courses in the curriculum. If the credit hours of the equivalent courses the student is regarded exempt from exceeds 50% of the total credit hours of the courses in the curriculum, then the courses with the highest scores are taken into consideration. The transfer students cannot graduate without taking half of the credit hours stated in curriculum of YTU DoA. Issues that are not covered by the principles given above are considered within and brought to decision by the Faculty Executive Board in line with the advices of the Departmental Equivalency Commission.

The following conversion table is used for the transferred grades.

Table 43: Conversion of Grades

Transferred Grade		YTU Grade Correspondence		Transferred Grade	YTU Grade Correspondence	
Alpha	**Numeric**	**Alpha**	**Numeric**	**%**	**Alpha**	**Numeric**
A	4.00	AA	4.00	90-100	AA	4.00
A-	3.70	AA	4.00	80-89	BA	3.50
B+	3.30	BA	3.50	70-79	BB	3.00
B	3.00	BB	3.00	60-69	CB	2.50
B-	2.70	BB	3.00	53-59	CC	2.00
C+	2.30	CB	2.50	48-52	DC	1.50
C	2.00	CC	2.00	40-47	DD	1.00
C-	1.70	CC	2.00	30-39	FD	0.50
D+	1.30	DC	1.50	0-29	FF	0.00
D	1.00	DD	1.00	Absent	F0	0.00
F	0.00	FF	0.00			
F0	Absent	F0	0.00			

Transferred Grade	YTU Grade Correspondence		Successful *	G	-
			Sufficient *	G	-
			Exempt (M)*	M	-
	Alpha	**Numeric**	Incomplete*	K	-
A1	AA	4.00	Fail*	K	-
A2	BA	3.50	** Used when there is no grade record available and the credit hour and course content is equivalent.*		
B1	BB	3.00			
B2	CB	2.50			
C1	CC	2.00			
C2	DC	1.50			
D1	DD	1.00			
D2	FD	0.50			
F1	FF	0.00			
F2	FF	0.00			
F3	FF	0.00			

II.4. Public Information

II.4.1. Statement on Substantially Equivalent Degrees

The following statement appears on YTU DoA's website at the following location:
http://www.mim.yildiz.edu.tr/en/mim/1/Departmental-Grid/224 EN

Statement on NAAB Substantial Equivalency

The term “substantial equivalency” identifies a program as comparable in educational outcomes in all significant aspects, and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. The designation is valid for six years beginning 1 January of the year in which the final visit (Visit 3) took place. In order to maintain the designation, the program must be visited again in the sixth year of the designation.

II.4.2.Access to NAAB Conditions and Procedures

Copies of the NAAB Conditions and Procedures can be downloaded from :
NAAB Conditions for Substantial Equivalency 2012
http://www.mim.yildiz.edu.tr/images/files/01DGNAABconditions.pdf
NAAB Procedures for Substantial Equivalency 2014
http://www.mim.yildiz.edu.tr/images/files/01DGNAABprocedures.pdf

II.4.3. Access to Career Development Information

YTU DoA website offers links to career development information as well as documents to download at the following link:
http://www.mim.yildiz.edu.tr/en/mim/1/Departmental-Grid/224
http://www.orkam.yildiz.edu.tr TR
http://www.yildizteknopark.com.tr TR
http://www.yildiztto.com TR
http://www.kulupler.yildiz.edu.tr/duyurular TR
http://www.mimarist.org TR
http://www.mimarlikvakfi.org.tr TR
http://www.arkitera.com/kariyer TR
http://www.arkitera.com/yarisma TR

II.4.4. Public Access to APRs and VTRs

A copy of this APR will be located in the YTU/Yıldız Şevket Sabancı Library on completion. Copies of APR and VTR are available by request in the Main Office of the YTU DoA. The APR can be downloaded from our website:
http://www.mim.yildiz.edu.tr/images/files/01DGNAABYTUAPR2015.pdf EN

Part Three (III). Summary of Responses to the Team Findings from Visit Two

III.1. Responses to Conditions Not Met

Conditions	Responses
I.1.4 Long-Range Planning	see pages 34-42. *A new Strategic Plan (2019-2024) is developed and is explained in detail in this section.*
I.1.5 Self-Assessment Procedures	see pages 43-57. *A self-assessment plan of DoA is presented with a periodic review process and explained in detail in this section.*
I.2.3 Physical Resources	see pages 87-97. *The reorganization of physical space is presented in this section.*
SPC	*The DoA curriculum was revised in order to cover the student performance criteria that was not met in the VTR2 and tested with student evaluations on course outputs. These are explained in detail in the following pages:*
A.5 Investigative Skills	see pages 121-123
A.6 Fundamental Design Skills	see pages 123-124
A.11 Applied Research	see pages 133-134
B.2 Accessibility	see pages 136-137
B.3 Sustainability	see pages 137-139
B.5 Life Safety	see pages 140-141
B.6 Comprehensive Design	see pages 141-143
B.10 Building Envelope Systems	see pages 148-150
C.1 Collaboration	see pages 152-153
C.3 Client Role in Architecture	see pages 155-157
C.4 Project Management	see pages 157-158
C.5 Practice Management	see pages 158-160
C.6 Leadership	see page 161
C.8 Ethics and Professional Judgment	see pages 162-163

3.2 Responses to Causes of Concern

Concern 1
A. Long-Range Planning
A long-range plan is needed. The program is encouraged to identify multiyear (5-year) objectives for continuous improvement within the context of its mission and the culture of the institution. This visiting team believes that selected strategic priorities can be linked to the university's goals. These goals include global

competition, specialization, alternative media and tools, international collaborations/exchanges, and increasing social/environmental awareness.

Response 1
The long-range planning of the DoA complies with the carriculum and institutional planning. The university's mission and vision statements are considered when objectives of the department and of the program are identified so that the department supports the overall aims of the university. The long-range planning of the department is based on the YTU's strategic plan, which include the following vision and mission.

The vision of YTU is to become one of the most-preferred world universities with its educational, research and cultural environment.

The mission of YTU is to create a university which pioneers education, scientific research, technological development and artistic work aimed at the progress of society and the increase of the quality of life within an understanding of national and international solidarity; and educates creative, enterprising, questioning and ethical students equipped with universal values, who constantly renew themselves, aim for lifelong learning and are capable of analysis and synthesis.

The strategic planning process is based on Bryson's (1988) strategic planning process for non-profit organizations. So YTU Architecture Department conducted surveys with academic staff, students and alumni to create data for predicting the strengths, weaknesses, opportunities and threats for the Architecture Department. In this way it was predicted what is truly important for the YTU Architecture Department's future projections and the external/internal environments were assessed.

According to the strategic issues identified, the framework for the YTU Architecture Department was developed. So the mission, vision and core values were developed and clarified. The main goals of the YTU Architecture Department were specified. After the generation of the framework and the discussions held in the consecutive Strategic Plan workshops, the final version of the plan was drafted by the Quality and Strategic Development Commission. YTU DoA Strategic Plan was presented to the higher administration (the Dean and the Rectorate) for a review. The final version will be sent to the higher administration for approval.

Concern 2
B. Self-Assessment
A self-assessment plan is needed. Self-assessment looks at the achievement of the long-term (5-years) strategic priorities in a deliberate, periodic review process.

Response 2
A Self-Assessment Plan (Table 7) to evaluate the goals, the objectives, and the activities to achieve these objectives as well the measures as the indicators of these activities in the YTU DoA Strategic Plan (2019-2024) was prepared and a periodic review process was defined. The main items of evaluation in the Self-Assessment Plan can be listed as:

- architectural education
- inter-disciplinary environment
- the relation of architecture with the society
- research opportunities for faculty members
- use of technology
- a supportive working environment
- a sustainable administrative system

The periodic review process (Table 8) is based on the inquiries about internal stakeholders (students, faculty members) and external stakeholders (alumni, employers, YTU Quality Management System, CoHE, national accreditation). The student inquiries will be conducted every semester; the faculty member, alumni and employer inquiries will be conducted annually. DoA answers to the YTU Quality Management System and CoHE requirements annually. The national accreditation review is every six years.

Concern 3
C. Physical Resources
Dedicated studio space is needed.

Dedicated studio space will allow more contact hours between the students and the faculty (YTU DoA's studio contact hours per week are at 8 hours, and a more typical range is between 12–15), increase the visibility of the work, and allow the space to be adjusted for the appropriate type and/or method of learning (i.e, workshops, seminars, etc).

Dedicated studio space supports and encourages studio-based learning, would provide an opportunity for faculty and students to have didactic and interactive learning, and is an essential component of the creative design learning for architecture students. It also helps familiarize students with the working environment of professionals.

Response 3
The physical resources of DoA are explained in detail between pages 87-97. The reorganization of the physical space as requires by the VTR2 is presented in pages 93-95.

- Space to support and encourage studio-based learning:
  For first year first semester MIM1011 Introduction to Architectural Design (IAD) course is 8 hours per week and is supported with an additional 9 hours with MIM1031 Architectural Presentation Techniques and MIM1041 Basic Design courses. So the students spend 17 hours/week in the studio.

  MIM1012 Architectural Design (AD) 1, MIM2011 AD 2, MIM2012 AD 3 and MIM3011 AD 4: These courses are 8 hours per week. Due to the quality and content of the study, size and subject of study and instruction of the courses require dedicated studio space which would allow the students to spend more time on their design project. However, due to the spatial restrictions of YTU Architecture Faculty, free open studio times outside course hours are arranged

for all of these studios together within the limitations of the DoA weekly syllabus.

MIM4012 AD 7: This is the final (graduation) project and therefore it has a controlled but unsupervised structure. So the students are required to meet with their advisors only in juries during the course. Even so, each group of AD7 students have a studio one full day a week (Wednesday).

MIM3012 AD5 in sixth semester and MIM4011 AD6 in seventh semester are the last two projects before the final unsupervised one. Therefore in addition to the studios allocated for AD5 and AD6 in the weekly program, studios 405 and 406 are allocated 24/7 for AD5 and AD6, consecutively, as *dedicated studios*.

- Space to support and encourage didactic and interactive learning:

Due to the changing conditions in Beşiktaş campus of YTU, three lecture halls in the neighboring building (Block B) are allocated to the DoA for theoretical courses with the support of YTU rectorate. This allows the studios to be used more freely, even though not for 24/7. As a result, every semester some of the studios can be open to common use for studio work outside the lecture hours, as mentioned above. These free hours are announced on the website of DoA for students and instructors to follow.

The arrangement for new rooms to create more dedicated studio space is being planned by YTU DoA and faculty administration, in coordination with the university rectorate. However there are limitations of space and changing conditions related with Beşiktaş campus as well as restrictions of adding extra space on a historic building.