Program Self-Evaluation Report

Yıldız Technical University

August 2024

National Architectural Accrediting Board, Inc.

NAAB

Program Self-Evaluation Report (PSER)

Institution	Yidiz Technical University
Name of Academic Unit	Department of Architecture
Degree(s) program proposed for the International Certification Designation	Bachelor of Architecture
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[1] For the past two years, the department has been led by Prof. Dr. Tülin Görgülü as the Department Head. However, on July 30, 2024, she handed over the position to Prof. Dr. Erkan Avlar. This Program Self-Evaluation Report (PSER) was completed under the leadership of Prof. Dr. Tülin Görgülü.

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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
OBS	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 separated from each other with / (dash) punctuation. 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), SECTION 1: INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

I.1.1 History and Mission:

A. 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.

University Information EN[2]

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 ordered the 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 today some of them are the annexes of the Yıldız Palace.

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

[2] Through the progress of this PSER, 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.

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 legislation defined 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 the new legislation (article 41 dated June 20, 1982).

The new university under the lead of the Rectorate was composed 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 separated from YTU and was restructured as Kocaeli University.

History of YTU 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’s 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

11 Faculties

- Education
- Electrical and Electronics
- Arts and Sciences
- Naval Architecture and Maritime
- Economics and Administrative Sciences
- Civil Engineering
- Chemistry and Metallurgy
- Machinery
- Architecture
- Art and Design
- Applied Sciences

3 Institutes

- Institute of Natural and Applied Sciences
- Institute of Social Sciences
- Clean Energy and Technologies

1 Vocational School

- School of Foreign Languages

4 Departments affiliated to the Rectorate

- Ataturk's Principles and History of Turkish Revolution
- Turkish Language
- Informatics
- Physical Education

YTU Academic Units EN

According to the statistics of the 2022-2023 academic year, a total of 42308 students, 28628 undergraduate and 13680 graduate students, continue their education at our university.

YTU Annual Report TR

Mission of YTU

To cultivate individuals who contribute to the needs of society and national competitiveness by achieving excellence in education, teaching, and research at an international level, and to implement innovative ideas and practices.

Vision of YTU

We are strengthening our significant contribution to regional and global sustainable development by increasing our responsibility for problem-solving, guiding, and transforming.

The mission and vision of YTU given above are revised with the University Senate decision with the date 18.07.2024.

Misson and Vision of YTU TR

B. 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[3] was inaugurated in 1874 in Galata Palace under the provision of Ministry of Roads, Crossings and Bridges[4]. 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[5].

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[6]. 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 master's 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.

History of DoA TR

[3] "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"

[4] Turuk-u Muabir

[5] Turuk-u Muabir Kondüktör Mekteb-i Alisi

[6] Nafıa Fen Mektebi

Our department, which has been conducting a four-year education since 1942, contributed to the development of Turkey's professional progress in Architecture with over 11000 alumni.

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 was valid until June 2023. Accreditation applications for the third renewal were made in 2023 and our department was visited by the visiting team in May 2024. The writing, control and notification processes of the final report are ongoing. YTU DoA has applied to NAAB Substantial Equivalency in June 2013 and received the International Certificate in 2019.

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.

Mission of DoA

Our mission is to:

- Develop and implement training programs that meet the evolving demands of the architectural environment.
- Educate professionals who are proficient in both theoretical and practical aspects of architecture, capable of multidisciplinary thinking, fostering collaboration between design disciplines, and leading on national and international stages with integrity, impartiality, and ethical values.
- Generate and disseminate knowledge that meets national and international educational standards.
- Foster an academic environment where ideas can be freely discussed and shared.
- Support academic research and studies in the field of architecture.
- Stay abreast of and adapt to developments and changes within the architectural field.

Vision of DoA

The vision of our DoA is to be a dynamic, contemporary, and democratic department that serves the public interest. We aim to be a pioneering force in architectural education, fostering architects who are creative, innovative thinkers with a strong foundation in theory, design, and practice. Our graduates will possess the ability to engage in interdisciplinary collaboration, adapt to the evolving dynamics of the field, and uphold ethical values. Additionally, we strive to cultivate academicians who contribute to knowledge production, conduct meaningful research, bridge the gap between theory and practice, and maintain ethical standards in architecture at both national and international levels.

Strategic Plan of DoA TR

With more than 80 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 their sophisticated intellectual profiles. Today YTU DoA conducts education in bachelor's and master's degree programs with its 59 faculty members.

Since 2019, the biggest change in the management structure of the program is the dissolution of the four units (Building Theory and Design, Building Sciences, Architectural History and Restoration) under the Department of Architecture. Based on the decision of the Senate of our University dated 05.04.2022, numbered 2022/02-02 and titled "Restructuring of the departments and units of our university", the units of our department were dissolved in accordance with the letter numbered 32951 dated 29.04.2022 from the Presidency of the Council of Higher Education. For many years, departments consisted of faculty members who conducted studies and courses together and shared the same or neighboring spaces. Since there has been no change in the spatial arrangement, the tradition of departments continues under the title of working groups where similar specialties are gathered.

Table 1 Department of Architecture Working Groups - Faculty Members Areas of Expertise

Building Theory and Design		**Building Sciences**		**Restoration**	**History of Architecture**
• Architectural Design • Design Theory • Leftover Spaces • Computer Science • Computer Environment Architecture • Environmental Impact Assessment • Children and Architecture • Geographic Information Systems	• The Relationship Between Architectural Space and Carrier System • Architectural Design Education • Architectural Design Theories and Methods • Architectural Design and Criticism • Architectural Design Approaches	• Building Production • Project Construction and Management • Cost Management in Construction • Housing Market • Housing Production • Real Estate Appraisal • Financial Planning in Construction	• Net-Zero Carbon Building Design • Project Risk Management • Waterproofing • Carrier System Design • Carrier Systems • Accessibility in Tourism • Fire Safety • Fire Safe Design • Physical Environment Control	• Religious Heritage • World Heritage Site • Industrial Heritage • Photographic Flyer • Traditional Construction Techniques • Traditional Construction Techniques and Materials • Current Concepts in the Field of Conservation	• 19th Century Ottoman Architecture • Mediterranean City History • History of Anatolian Architecture • Traditional Housing in Anatolia • Ancient Stone Artifact Architecture • Archaic Period Architecture • Archaeological Sites

• Experimental Representation and Drawing Methods • Critical Spatial Practices • Information Technologies • Ergonomic Design • Sketch Thinking • Universal and Barrier-Free Design • The Relationship Between Migration and Architecture • Contemporary Architectural Theories • Computational Design and Theories • Lost Places • Urban Morphology • Urban Open Spaces • Urban Design • Coastal Zone Management • Housing Surveys • User Engagement • Usage Transformation • Space-Body Relationship • Discourses on Space and Place • Architectural Color • Social Environment • Regenerative Design • Color Design • Health Structures • Tourism Structures	• Architectural Design Competitions • Deep Learning in Architectural Design • Society-Culture Effects on Architectural Design • Architectural Technology • Architectural Representation • Architecture & Context • Architecture Competitions • Discourses of Complexity in Architecture • Sustainability in Architecture • Parametric Design • Parametric Design and Optimization • Performative Philosophy and Perception of Space • Post-structural critical theories • The Relationship Between Art and Architecture • Digital Map Production • Social Sustainability • Social Sciences and Humanities • Abstract Plastic Arts and Architecture • Sports Structures • Philosophy of Art and Aesthetics • Philosophy of Art and Aesthetics	• Risk Management in Construction • Strategic Planning and Organization in Construction • Construction Technology • Building Elements • Post-Disaster Shelter • Post-Disaster Education Structures • Post-Disaster Health Structures • Fire Safety in Buildings • Occupational Health and Safety • Building Materials • Earthquake Resistant Building Design • Post-Disaster Housing Production • Disaster Management • Wooden Structures • Acoustics and Vibrations • Lighting • Lighting Device Design • Concrete Technology • Energy Efficiency in Buildings • Steel Structures • Environmental Assessment • Earthquake Engineering • Energy Efficient Design • Physical Environment Control • Visual Comfort • Damage Detection with Image Processing Methods • Damaged Structures • Thermal Comfort	• Indoor Air Pollution • Building Materials • Structural Engineering • Building Design Education • Building Technologies • Building and Construction Systems • Building and Construction Technology • Natural Ventilation in Buildings • Corporate Sustainability in Construction • Renewable Energy and Architectural Design • Masonry Structures • Construction Management • Composite Materials • Composite Systems • Housing Surveys • Architectural Lighting • The Relationship Between Architectural Space and Carrier System • Material in Architecture • Immersive Technologies in Architecture • Daylight Lighting • Traditional Construction Systems	• Conservation Theory • Urban Development of Istanbul in the 19th and 20th Centuries • Traditional Construction Systems • Conservation Restoration • Protection Technology • Conservation Theory • Conservation and Restoration Techniques • Conservation & Design • Conservation and Tourism • Cultural Heritage Protection • ARY for Cultural Heritage • Cultural Routes • Documentation of Architectural Heritage • Definition and Conservation of Islamic Architecture in the Middle East • Exploration in Restoration-Quantity • Restoration Theory • Historic Environmental Preservation • Historical Environment Design Relationship • Emergency Intervention in the Historic Environment	• Military Architecture • European Architecture • Contemporary Turkish and World Architecture • Maritime History • Early Byzantine Architecture and Architectural Plastic • Architecture of Late Antiquity • Istanbul Historical Peninsula • Urban Archaeology • History of the City • Mining Cities • Architectural Historiography • Modernization Period Turkish Architecture • Modern Architecture in Turkey • Central Asian Architecture • Ottoman Architecture • Roman Architecture • Turkish Artifacts Found in Russia • Architecture of the Soviet Union • Turkish-Islamic Architecture • Greek Architecture

Following the dissolution of the units, the University Senate decided to establish more flexible interdisciplinary Research Groups. Department of Architecture Research Groups are groups that come together to produce new knowledge, products, services, etc. on focused topics in order to ensure inter-unit, inter-departmental, inter-faculty, national and international collaborations to be carried out within our department. On January 5, 2023, at the Architecture Faculty Board meeting, it was decided to establish these groups in a way to increase interdisciplinary relations. A template to be prepared for the Research Groups to be established in the Faculty of Architecture has been created. The criteria considered for the research groups are as follows:

- In order to develop our R&D university characteristic, we should support the establishment of research groups and the initiation of interdisciplinary studies.
- These collaborations should be [formerly inter-unit], inter-departmental, national and international.
- These research groups should be flexible, expanding, contracting and, if necessary, terminating according to the content and process of the research.
- A faculty member can take part in more than one research group.

According to this approach, which will prepare the ground for interdisciplinary research studies and improve the research activities of the department, the research groups established so far are as follows:

- Architectural Design Research Group
- Nature, Culture, Space: Sustainable Futures
- Building Technologies Research Group
- Conservation and Restoration Research Group
- Cannabis Research Design Group

The main purpose of this change is to become a successful research university in line with the strategic plan goals of Yıldız Technical University. Interdisciplinary research groups are aimed to enable creative and innovative projects with high interaction.

In the last 5 years, there has been a significant increase in the number of Research Projects produced in our Department of Architecture. This is consistent with the mission and vision of both the University and the department.

In the "Field-Based Competency Analysis of Universities" study published by the Scientific and Technological Research Council of Turkey, Yıldız Technical University ranked 4th in the field of Civil Engineering-Architecture in 2021.

YTU DoA serves nine master's 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,

Masters and PhD programs of DoA EN

The graduate programs include master's degree programs with thesis (four semesters, 120 ECTS credits), master's programs without thesis (three semesters, 90 ECTS credits) and PhD programs (eight semesters, 240 ECTS credits). According to the institutional statistics, in 2023-2024 fall semester 1123 students are registered in the B. Arch. degree program conducted in Turkish language. 568 students are enrolled in 100% English B.Arch. degree program. 322 students are registered in master programs with thesis and 43 students are registered in master programs without thesis. 384 students are also enrolled in PhD programs (Table 2).

Table 2 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	
	1123	568	322	43	384
Total	1691		749		

The DoA plays an integral role within the university by actively engaging in a variety of academic and community initiatives. Its contributions are grounded in practical applications, collaborative projects, and a commitment to addressing real-world challenges through architectural education.

The Department of Architecture enhances YTU's academic environment through a curriculum that integrates theoretical learning with practical experiences. For example, students participate in design studios that simulate real-world architectural projects, allowing them to apply classroom knowledge to practical scenarios. Faculty members bring diverse industry experience, ensuring that teaching remains relevant to current professional standards.

The department participates in multiple university-wide initiatives aimed at fostering interdisciplinary collaboration and research. For instance, faculty members from the Department of Architecture collaborate with different departments on research projects, contributing expertise varying from design and environmental impact assessment to urban studies projects that examine the social impact of architectural developments. Students are involved in these projects, gaining hands-on experience that complements their academic studies.

Aligning with YTU's academic goals, the Department of Architecture continually updates its curriculum to reflect the latest developments in the field. This includes incorporating new technologies such as Building Information Modeling (BIM) and sustainable design practices. The department also supports international engagement through exchange programs with partner universities, allowing students to study abroad and experience different architectural styles and methods.

Located in Istanbul, the Department of Architecture leverages its proximity to a city with a rich architectural heritage to provide students with unique learning opportunities. The department partners with local government agencies on urban renewal projects, giving students the chance to work on real-life initiatives that impact the community. These

partnerships often lead to internships and job placements, helping students transition smoothly into the professional world.

By participating in these varied activities, the Department of Architecture at YTU not only contributes to the university's academic objectives but also ensures that its students are well-prepared for the challenges of the architectural profession. Through practical engagement and collaborative projects, the department bridges the gap between theoretical education and real-world application.

I.1.2 Learning Culture

The learning culture at Yıldız Technical University's Department of Architecture (DoA) is shaped by a combination of classroom instruction, studio work, and practical experiences. This environment is designed to prepare students for the complexities of the architectural profession through both structured educational programs and extracurricular activities.

A. In-Class and Out-of-Class Learning Opportunities

Field trips to architectural sites, both within Istanbul and intercity, form a core component of the learning experience at the DoA. These trips aim to expose students to a variety of architectural styles and construction techniques.

Several student clubs at the DoA offer platforms for engagement outside the classroom. For instance, the "Mimarlık Bunun Neresinde?" ("Where is architecture in this?") group organized panels and exhibitions to stimulate discussions on contemporary architectural issues. The "YTU Pusula" ("YTU Compass") group paired first-year students with senior mentors, helping newcomers navigate the demands of architectural education. These clubs facilitate peer-to-peer learning and provide support systems for students. These student groups transitioned their activities to online platforms during the pandemic; however, the disruptions caused by the pandemic hindered their continuity. New initiatives are actively supported by the management of our department. TASK Student club at YTU DoA is a dynamic and continuous student organization under the umbrella of YTU Student clubs, that significantly enriches the educational experience of architecture students. Through its diverse activities and events, TASK helps bridge the gap between academic learning and practical application, preparing students for successful careers in architecture.

Workshops are regularly organized to complement formal education. These workshops focus on various aspects of architecture, such as sustainable design or restoration techniques. One of the recent of these is the 100th anniversary workshops held on October 24-25, 2023 as part of the 100th Anniversary of the Republic activities. In the workshops opened by architects who shaped the architectural agenda of Turkey, including some of our graduates, the past, present and future of architecture in the Republican era were discussed. Additionally, the DoA encourages students to participate in national and international design competitions, which help them develop their design skills under real-world conditions. Information on student achievements in these competitions will be shared in the following sections.

The DoA hosts seminars and lectures by experts in the architectural field, covering a broad spectrum of topics. Recent seminars have included discussions on urban sustainability and heritage conservation, offering students insights into specialized areas of architecture.

These events are designed to supplement the formal curriculum and provide exposure to cutting-edge research and professional practices.

The design studio remains central to the educational approach at the DoA. It serves as a space where students can explore creative solutions to architectural problems. The studio environment encourages collaboration and critique, with students presenting their work and receiving feedback from peers and faculty. This iterative process is intended to develop critical thinking and design skills.

The DoA provides a range of facilities to support the learning environment, including studio spaces, workshops, and specialized laboratories. For example, the Building Physics Laboratory supports research in areas like light, color, and acoustics. These facilities are intended to bridge the gap between theoretical knowledge and practical application, providing students with the tools they need to succeed in their projects.

B. Timeline of Face-to-Face Education Resumption and Online Solutions

- Spring 2020: All classes moved online in response to the COVID-19 pandemic.
- 2020-2021 Academic Year: Education continued fully online with classes held via Zoom and other digital platforms.
- Fall 2021: The department adopted a hybrid education model, with classroom capacities reduced to 50% and a mix of in-person and online classes.
- Fall 2022: Classes resumed fully face-to-face, but with continued options for hybrid learning to accommodate students' needs and ensure flexibility.
- Fall 2023: The department switched to the hybrid education once again, regarding the earthquake in February 2023

During the pandemic, the DoA implemented several online solutions to maintain the quality of education. Field trips were replaced with virtual tours, allowing students to explore architectural sites remotely. Student clubs and societies held meetings and events online, maintaining engagement and support systems. Workshops and competitions transitioned to virtual formats, enabling continued participation and skill development. Seminars and lectures were conducted online, providing access to expert insights despite physical distancing measures. Studio activities moved online initially, with students presenting their work and receiving feedback through virtual platforms. As on-campus activities resumed, a hybrid studio model was adopted, combining in-person and online interactions to enhance learning flexibility.

In response to the devastating earthquake on 6 February 2023, significant precautions were taken at the national level, with universities across the country opening their dormitories to those who had lost their homes. The Higher Education Council decided to implement hybrid education for one semester to accommodate the affected. Leveraging the experience gained during the pandemic, the DoA adapted swiftly to this change. Some students were unable to return to Istanbul or had families impacted by the earthquake. The department acted accordingly, ensuring that all students could continue their education through a mix of online and in-person classes, demonstrating resilience and commitment to supporting its student community during challenging times.

I.1.3 Social Equity

Social equity is a cornerstone of Yıldız Technical University's (YTU) values, recognizing that creating an inclusive and fair environment is essential for the well-being and success of its community. To address this vital issue, YTU has established a specific commission dedicated to ensuring equal opportunities and combating discrimination across all aspects of university life. This commission is integral to promoting a culture of respect, diversity, and inclusion, ensuring that every individual has the opportunity to thrive.

The YTU Equal Opportunity and Anti-Discrimination Commission is dedicated to fostering an inclusive and equitable environment for all members of the university community. The Commission aims to promote equal opportunities, combat discrimination, and ensure that all individuals, regardless of their background, have access to the same resources and opportunities. By implementing comprehensive policies and practices, the Commission works to create a supportive and fair educational setting that upholds the values of diversity, equity, and inclusion.

The Commission is structured with 7 members, including 3 faculty members (one appointed as chair by the Rector), 2 administrative staff, and 2 student representatives. Meetings require a quorum of a simple majority, and decisions are made by a majority of attendees. The Commission meets twice a year at the beginning of each academic term and additionally at the request of the Chair. Members serve a term of 3 years and can be reappointed. Vacancies are filled following the same procedure, with new members serving the remainder of the original term. Each Faculty, Institute, and School, as well as the General Secretariat, will establish Equal Opportunity and Anti-Discrimination Working Groups consisting of at least 3 members. The General Secretariat provides secretarial services to the Commission.

The Commission's duties include conducting activities to promote equal opportunity, combat discrimination, and enhance accessibility, innovation, and sustainability in higher education. This involves creating scholarship opportunities and developing and implementing strategies for personal and professional development through support programs such as internships and employment. Additionally, the Commission analyzes and assesses the representation of staff and students concerning equal opportunity and anti-discrimination, shares findings with relevant units, sets targets, and collaborates on achieving these targets. Efforts are made to raise awareness for a university environment that respects gender equality, work towards gender equality in representation, provide recommendations, and develop strategies to prevent gender-based discrimination.

The Commission identifies the needs of disabled students and staff for active participation in university activities, addresses potential barriers, and collaborates with the YTU Disabled Student Coordination Office to implement necessary measures and adjustments. It also strengthens the holistic approach to equal opportunity and anti-discrimination, including human rights, animal rights, and environmental rights, through joint education, seminars, public service announcements, and awareness activities with all units, student clubs, and other stakeholders. Collaboration with Working Groups on equal opportunity and anti-discrimination initiatives within the university is essential. The Commission addresses issues related to gender-based discrimination, violence, sexual harassment, and assault; raises awareness and works with the Sexual Harassment and Assault Prevention Board to implement necessary measures and adjustments. Finally, it evaluates

and resolves complaints related to equal opportunity violations, concluding them and presenting reports to the Rectorate, while providing information to applicants about their rights and support mechanisms regarding equal opportunity and anti-discrimination.

Directive On Equal Opportunities and Anti-Discrimination TR

At Yıldız Technical University's Department of Architecture (DoA), social equity is a fundamental principle that shapes both the academic environment and institutional policies. Social equity within the context of the DoA, and more broadly within the institution and country, involves creating an inclusive and supportive atmosphere where every individual has the opportunity to succeed, regardless of their background.

A. Diversity and Inclusion

The YTU Department of Architecture fosters a multi-cultural environment through national and international agreements with numerous higher education institutions. These partnerships enhance the cultural diversity within the department, enriching the educational experience for all students. Key programs that support this diversity include:

- ERASMUS+ Program: The DoA participates in the ERASMUS+ student exchange program, covering 40 institutions within European countries. This program promotes cultural exchange and inclusivity, allowing students to experience different cultural contexts and educational systems.

Erasmus Agreements TR

- FARABI and MEVLANA Programs: These programs facilitate national and international student exchanges, further enhancing the diversity and inclusivity within the department. FARABI covers national higher education institutions, while MEVLANA focuses on exchanges with Turkic Republics, Balkan countries, former Soviet states, and Far East nations. Unfortunately, due to the pandemic, the FARABI and MEVLANA student exchange programs were halted and have not yet resumed.

YTU ensures that students are represented in various decision-making bodies, such as the University Executive Board and the Senate. Although student representatives do not have voting rights, their inclusion in these bodies fosters a sense of belonging and ensures that student voices are heard in institutional governance.

YTU is committed to ensuring that all students, faculty, and staff have equal access to resources, opportunities, and support systems. This commitment is reflected in various policies and practices designed to promote diversity and inclusion. For example, the university has implemented measures to ensure that students from different socio-economic backgrounds can access higher education through scholarships, financial aid, and affordable housing options.

To support students with economic constraints, YTU offers various scholarships. Dean of Students office coordinates these scholarships and ensures that students in need receive the necessary financial support. The Dean of Students Office aims to solve the problems of undergraduate and graduate students during their education at Yıldız Technical University and to provide them with huge support to ensure that they have a peaceful, productive, and successful university period. DSO provides services and communication in the areas of academic resources, accessibility, career, school rules and legal issues, financial and administrative support and assistance, health and counselling resources,

international students, security, and collaboration of student communities. Scholarships are awarded based on economic need, rather than solely on academic performance, ensuring that students from disadvantaged backgrounds can pursue their education without financial barriers.

The DoA actively supports underrepresented groups within the university community. This includes providing resources and support for female students in a traditionally male-dominated field, as well as creating programs aimed at increasing the participation of students from rural or disadvantaged areas. The university also offers counseling and mentorship programs to help these students navigate the challenges of higher education.

Turkey's legal framework supports social equity through various laws and regulations that promote equal opportunity and prevent discrimination. The Higher Education Law and other related regulations mandate that universities implement policies to ensure equitable access to education and professional development. Government initiatives also focus on expanding access to education for all citizens, with particular attention to marginalized and disadvantaged groups.

B. Cultural Sensitivity and Inclusion

In the broader national context, social equity is also about fostering cultural sensitivity and inclusion. Turkey's diverse population necessitates an educational environment that respects and celebrates this diversity. At YTU DoA, this is achieved through curricular and extracurricular activities that promote awareness and understanding of different cultures and perspectives.

The DoA includes comprehensive courses in architectural history and theory that cover a wide range of cultural contexts and architectural traditions. These courses expose students to diverse architectural practices and emphasize the importance of cultural sensitivity in design. By studying architectural works from various parts of the world, students gain an appreciation for different cultural expressions and learn to respect and integrate these elements into their designs.

Design studio projects at the DoA often incorporate themes related to social equity and cultural sensitivity. Students are encouraged to consider the social, cultural, and environmental impacts of their designs. For example, projects might require students to design buildings or urban spaces that cater to diverse communities, taking into account the needs and preferences of different cultural groups. These projects help students develop empathy and a deeper understanding of how architecture can serve diverse populations.

The DoA is responsive to the changing needs of its community, adapting its policies and practices to ensure continued support for social equity. For instance, in response to the COVID-19 pandemic and the 6 February 2023 earthquake, the department implemented hybrid learning models to accommodate students who were unable to return to campus. These measures ensured that all students could continue their education without interruption, demonstrating the department's commitment to equity and inclusion.

I.1.4 Defining Perspectives

The architecture program at Yıldız Technical University (YTU) must adhere to a set of standards mandated by the national government, ensuring that students acquire the

essential skills and competencies necessary to practice architecture immediately upon completing their qualifying bachelor's degree. After graduation, it is essential to register with the Chamber of Architects, which is part of the Union of Chambers of Turkish Engineers and Architects (UCTEA). This registration is mandatory for official recognition and to engage in professional activities. Depending on the scale and type of projects, gaining signature authority may require a certain period of professional experience, particularly for larger and more complex projects. Additionally, obtaining a signature authorization certificate from the Chamber of Architects is necessary, as this certificate stipulates the scope, and limits of the signature authority based on the project's nature. Consequently, the eight-semester curriculum offered by the Department of Architecture (DoA) at YTU meets the necessary criteria for professional practice. This program also aligns with the five perspectives outlined by the National Architectural Accrediting Board (NAAB), as we will explore further.

A. Collaboration and Leadership

The Department of Architecture (DoA) at Yıldız Technical University fosters a dynamic and supportive culture that emphasizes both individual success and effective team dynamics. From the very beginning of their education, students are introduced to a collaborative environment where design studios play a central role. These studios encourage students to engage with diverse design problems, working both independently and as part of a team. The culture within these studios is one of mutual support and intellectual exchange, where students regularly receive feedback from peers, instructors, and visiting professionals. This iterative process of critique and revision helps students refine their ideas and develop strong design skills.

Moreover, the DoA offers numerous opportunities for leadership development. Students are encouraged to take on leadership roles within studio projects, workshops, and extracurricular activities. Participation in design competitions, both individually and in teams, further enhances their leadership and collaborative skills. Below, you can find a comprehensive list of the awards our students have won in various competitions since 2019.

Table 3 Student Successes (2019-2024)

YEAR	Competition Name	Prize	Winners
2019	CEMENT DESIGN COMPETITION 2019 (Student Category)	1st Prize	Mert Topaloğlu (YTÜ), Özge Türedi (YTÜ)
	"WHAT DOES IZMIR ELECTRIC FACTORY WANT TO BE?" NATIONAL STUDENT ARCHITECTURAL IDEA PROJECT COMPETITION	Equivalent Mention	Sümeyye Uçar (YTÜ), İlda Ersezer (YTÜ)
		Equivalent Mention	Fatih Endez (YTÜ), Saffet İlkay Kaya (YTÜ)
		Equivalent Mention	Abdülkadir Öztürk (Karabük Üni.), Özlem Kan (YTÜ), Şeyma Bengü Özmutlu (YTÜ)
		Incentive Award	Hira Nur Nazlı (YTÜ), Yağız Soysal (YTÜ)
	ÇUHADAROĞLU 2019 STUDENT PROJECT COMPETITION	1st Prize	Saffet İlkay Kaya (YTÜ), Mehmet Kaymaz (YTÜ)
		3rd Prize	İlda Ersezer (YTÜ), Sümeyye Uçar (YTÜ), Mehmet Akif Sarı (İTÜ), Sabahat Gümüştaş (İstanbul Medipol Üni.)
		Equivalent Mention	Mert Topaloğlu (YTÜ),

			Muhammed Yılmaz (YTÜ), Özge Türedi (YTÜ)
	48 HOUR STUDENT IDEA COMPETITION 2019	Equivalent Award	Nihal Gürsu (YTÜ), Edanur Ağaç (YTÜ), Gamze Olcay (YTÜ)
		Special Award	Muhammed Yılmaz (YTÜ)
		Equivalent Mention	Bekir İlhan (YTÜ), Muhammet İkbal Yalçın (YTÜ), Muhammed Bars (YTÜ)
		Equivalent Mention	Hira Nur Nazlı (YTÜ), Yağız Soysal (YTÜ)
		Equivalent Mention	Ufuk Şencanlı (YTÜ), Halil Durmuş (YTÜ), Sena Şeyma Can (YTÜ)
	ARCHIPRIX TÜRKİYE 2019	2nd Prize	Saffet İlkay Kaya (YTÜ)
		Equivalent Mention	Mehmet Kaymaz (YTÜ)
	STEELPRO 2019 STEEL STRUCTURE DESIGN COMPETITION	Equivalent Award	Mert Topaloğlu (YTÜ), Özge Türedi (YTÜ), Hamza Memiş (YTÜ), Mehmet Emin Yıldırım (YTÜ)
		Equivalent Award	Atajan Baba (YTÜ), Hudayverdi Meretgeldiyev (YTÜ), Bayram Akçiçek (YTÜ), Mehmet Burak Alper (YTÜ)
		Equivalent Mention	Abdullah Kahraman (YTÜ), Muhammet Bahadırcan Günay (YTÜ), Adem Mas (İTÜ), Fatih Mat (İTÜ)
	S.O.S. ISTANBUL IDEA PROJECT COMPETITION 2019	1st Prize	Ege Ak (YTÜ), Onur Boz (YTÜ), Fatih Endez (YTÜ)
	19. İZOCAM ULUSLARARASI ÖĞRENCİ YARIŞMASI	Finalist	Berkan Öztürk (YTÜ)
		Finalist	Mahir Ok (YTÜ)
	ARRANGEMENT OF BAKIRKÖY REPUBLIC (FREEDOM) SQUARE AND ITS IMMEDIATE SURROUNDINGS" NATIONAL STUDENT ARCHITECTURAL IDEA PROJECT COMPETITION	3rd Prize	Selen Mirioğlu (YTÜ), Nuray Dolu (Sakarya Üni.), Ahmet Baylan (YTÜ)
		Equivalent Mention	Fatih Endez (YTÜ), Zeynep Ergan (YTÜ)
		Incentive Award	Emine Yılmaz (YTÜ), Hüseyin Karameşe (YTÜ), Ahsen Zeynep Doğan (YTÜ)
	"CREATE A FLOOR FOR THE FUTURE" STUDENT PROJECT COMPETITION WITH YAKTAŞ 2019	Travel Grant Award	Sümeyye Uçar (YTÜ),
	FUTURISTIC CITIES – 2 AURUM ARCHITECTURE STUDENT IDEA COMPETITION	2nd Prize	Sena Sevinen (YTÜ), Elif Turna (YTÜ)
2020	"AGELESS ADOBE, LIVING SPACE" ADOBE DISCOVER IDEA CONTEST	1st Prize	Mehmet Talha Girgin (YTÜ)
	"CREATE A FLOOR FOR THE FUTURE" STUDENT PROJECT COMPETITION WITH YAKTAŞ 2020	Finalist	Esra Çözgen (YTÜ)
		Finalist	Özge Türedi (YTÜ)
2021	ÇUHADAROĞLU 2021 STUDENT PROJECT COMPETITION	Equivalent Mention	Münevver Z. Uzun (YTÜ), Cemre Çabuk (YTÜ), Esra Arslantürk (YTÜ)
	ANSIAD "DESIGN PRACTICES IN CLIMATE CRISIS" STUDENT ARCHITECTURAL DESIGN COMPETITION	Equivalent Mention	Kağan Rüstem (YTÜ), Ceren Geyiktepe (YTÜ), Övgü Resmiye Gülaçar (YTÜ), Ahmet Hakan Uğur (YTÜ), Dila Hanım Çelik (YTÜ), Halime Duman (YTÜ)
2022	3+48 HOURS IDEA COMPETITION FOR	3rd Prize	Ersan Erdoğan (FSMVÜ), Metehan Mirza Baytöre (YTÜ),

	UNDERGRADUATE STUDENTS	Equivalent Mention	Övgü Resmiye Gülaçar (YTÜ), Ceren Geyiktepe (YTÜ), Ahmet Hakan Uğur (YTÜ), Kaan Güven (YTÜ)
		Equivalent Mention	Kübra Küçük (YTÜ)
		Equivalent Mention	Hivda Taştı (YTÜ), Şafak Özaydın (YTÜ), Sırrı Berkay Kaya (Maltepe Üni.)
		Equivalent Mention	Ece Toprak (YTÜ), Sefa Cengiz Okan (YTÜ), Fatma Melisa Eskalen (YTÜ), Asude Gündoğdu (YTÜ)
	TWO SQUARES AND ONE STREET URBAN DESIGN AND ARCHITECTURE STUDENTS' COMPETITION IN BODRUM	Equivalent Award	Fatih Endez (YTÜ), Metehan Mirza Baytöre (YTÜ), Şengül Şimşek (YTÜ), Mihriban Kıraç (YTÜ), Şafak Özaydın (YTÜ)
		Equivalent Award	Ozan Yalçın (YTÜ)
	IFATEKS GREEN OFFICE AND PRODUCTION BUILDING STUDENT ARCHITECTURAL IDEA COMPETITION	2nd Prize	Ahmet Hakan Uğur (YTÜ), Kağan Rüstem (YTÜ), Yağmur Ayaydın (YTÜ), Nazlıcan Zengin (YTÜ)
	ARCHIPRIX TÜRKİYE 2021	Equivalent Mention	Selen Mirioğlu (YTÜ)
		Incentive Award	Enver Yiğit Doğan (YTÜ)
	ANSIAD "DESIGN PRACTICES IN CLIMATE CRISIS" STUDENT ARCHITECTURAL DESIGN COMPETITION	Equivalent Mention	Kağan Rüstem (YTÜ), Ceren Geyiktepe (YTÜ), Övgü Resmiye Gülaçar (YTÜ), Ahmet Hakan Uğur (YTÜ), Dila Hanım Çelik (YTÜ), Halime Duman (YTÜ)
	"CLIMATE CHANGE" II. NATIONAL STUDENT CARTOON COMPETITION	Exhibit	Yunus Güneş (YTÜ)
	'XONE DESIGN' COMPETITION	'Cement, Alternative Building Materials and Decorative Products' Platinum Award	Hüseyin Düzenli (YTÜ)
	GREAT GREEN WALL SINGLE STAGE STUDENT IDEAS COMPETITION	Honorable Mention	Hatice Bahar Çoklar (YTÜ), Ece İrem Tuncer (YTÜ), Okan Temür (YTÜ)
	ISTANBUL IS YOURS, ARTWORKS IN GREEN SPACES DESIGN COMPETITION	1st Prize	(Under the team representation of Hüsnü Ertuğ Atlı) Dila Hanım Çelik (YTÜ), Kağan Rüstem (YTÜ), Ahmet Hakan Uğur (YTÜ)
	TURKEY MOON BASES NATIONAL IDEA COMPETITION	Equivalent Achievement Award in the University Category	Özkan Durman (YTÜ), Büşra Yıldırım (YTÜ), Şükrü Alper Süzer (YTÜ), Esra Genç (KOÜ)
	TRANSFORMATION OF SPACES FROM INDUSTRY TO CULTURE NATIONAL STUDENT IDEA PROJECT COMPETITION	3rd Prize	Seren Kara (YTÜ), Zeren Soyal (YTÜ), Gamze Duman (YTÜ), Muhammet Şimşek (YTÜ)
	BAŞAKŞEHİR LIVING LAB ARTIFICIAL INTELLIGENCE AND EXTENDED REALITY HIGH SCHOOL ARCHITECTURAL CONCEPT DESIGN MARATHON	1st Prize	Seren Kara (YTÜ), Muhammet Şimşek (YTÜ), Fulya Bilici (İKÜ), Şevval Doğruyol (İKÜ)
	ARCHITECTURE STUDENT PROJECTS AWARD-WINNING SELECTION 2022	Equivalent Award	Daliya Madyarova (YTÜ)
		Exhibit	Sinan Ayaz (YTÜ)
		Exhibit	Hümeyra Kanitoğlu (YTÜ)
		Exhibit	Samed Doğan (YTÜ)
	REMAINING I 55 HOURS STUDENT	Equivalent First Prize	Havanur Akol (YTÜ), Hivda Taştı (YTÜ),

	ARCHITECTURAL IDEA COMPETITION		Şafak Özaydın (YTÜ)
		Equivalent First Prize	Ayşe Perk (YTÜ), Emre Eren Özaşık (YTÜ), Seray Gülşen (YTÜ)
		Equivalent Mention	Elif Dilşad Sırcı (YTÜ), Adem Berber (YTÜ), Ömer Faruk Ercan (YTÜ)
		Equivalent Mention	Fatma Melisa Eskalen (YTÜ), Asude Gündoğdu (YTÜ), Sefa Cengiz (YTÜ), Ece Toprak (YTÜ)
		Equivalent Purchase	Ceyda İrem Balya (YTÜ), Melisa Aksoy (YTÜ), Merve Nur Aydın (YTÜ), Samet Çelik (YTÜ)
	RENAISSANCE HOLDING DESIGN SUSTAINABLE FUTURE COMPETITION	1st Prize	Dila Hanım Çelik (YTÜ), Kağan Rüstem (YTÜ), Cansu Özkaya (İÜ), Selen Günay (MÜ)
		Visual Design Award	Ahmet Hakan Uğur (YTÜ), Ceren Geyiktepe (YTÜ), Övgü R. Gülaçar (YTÜ), Zeynep Ece Katipoğlu (GTÜ), Gizem Baydı (İTÜ)
		Good Practice Award	Ayşe Perk (YTÜ), Emre Eren Özaşık (YTÜ), Arzu Azın (ODTÜ), Emre Karataş (MÜ), Eren Topçu (ODTÜ)
	INTERNATIONAL STUDENT CENTER STUDENT ARCHITECTURAL IDEA DESIGN COMPETITION	1st Prize	Sefa Cengiz Okan (YTÜ), Asude Gündoğdu (YTÜ), Ece Toprak (YTÜ)
		2nd Prize	Kağan Rüstem (YTÜ), Ahmet Hakan Uğur (YTÜ)
2023	'The Future of Architectural Design' 'AI Architecture Competition 2022	Honorable Mention	Kağan Şengün (YTÜ)
	Baumit Home as a Healthy Living Space	Equivalent Award	Shiva Sadeghi (YTÜ), Yasen Gaye Dinç (YTÜ), Deniz Cavlak (YTÜ), Arzu Arslan (YTÜ)
	9th 'Create a Ground for the Future' Student Project Competition	1st Prize	Ece Toprak (YTÜ)
	Kartalkaya Mountain Hotel, Ski (Nature) Youth Center Student Architectural Idea Competition	1st Prize	Batuhan Aydın (YTÜ), Mert Can Aşar (YTÜ), İbrahim Emre Karadereliođlu
		Mention	İsa Ünlü (YTÜ), Tuğba Acar (YTÜ), Hümeyra Mat (YTÜ), Belkıs Yanar (YTÜ)
	TalenTree Ideathon Design Marathon: The Role of Wood in the Fight Against Climate Change Student Competition	2nd Prize	Sena İbican (YTÜ), Zeynep Burçin Yıldız (YTÜ Chemistry), Beyzanur Karakaş (YTÜ Chemistry),
	Design Education Awards 2023	Honorable Mention	Melek Serra Saral (YTÜ), Kağan Şengün (YTÜ)
	'Cultural Heritage and Sustainability' Third Student Cartoon Competition	Jury Encouragement Award	Zeynep Can İdil (YTÜ),
	'Tactical Urbanism' International Competition	Honorable Mention	Ahmet Hakan Uğur (YTÜ), Ceren Geyiktepe (YTÜ), Övgü R. Gülaçar (YTÜ), Hatice Bahar Çoklar (YTÜ), Ece İrem Tuncer (YTÜ)
	Concrete Prefabricated Housing Student	3rd Prize	Tuğçe Ata (YTÜ), Kübra Kerziban Kaçar (YTÜ), Arzu Arslan (YTÜ)

	Architectural Idea Project Competition		
	2050: Future Hotel Room Student Project Competition	2nd Prize	Büşra Yıldırım (YTÜ), Özkan Durman (YTÜ),
		3rd Prize	Nazlıcan Pamuk (YTÜ),
	Çuhadaroğlu 2023 Student Project Competition	Special Jury Prize	Ahmet Hilmi Yılmaz (YTÜ), Batuhan Seçkin (YTÜ),
		Special Jury Prize	Berkan Sarı (YTÜ), Atalay Fersiz (YTÜ), Andaç Günay (YTÜ), Ezgi Özdil (YTÜ),
	Art Temporary Installation International Architecture Students Competition	Final Group	Shiva Sadeghi (YTÜ), Yasen Gaye Dinç (YTÜ), Elif Suda Yanıkkaya (YTÜ), Eltac Karimow (YTÜ),
	Smart & Sustainable Architecture Competition	4th Prize	Oğuzhan Tutucu (YTÜ), Revşan Toprak (YTÜ), Furkan Gedik (YTÜ), Zahra Hashim (YTÜ),
	UFM Student Competition On Urban Design 2023	Special Mention	Övgü Resmiye Gülaçar (YTÜ), Ahmet Hakan Uğur (YTÜ), Gizem Baydı (YTÜ Urbanism), Kaan Kağızman (GTÜ), Zeynep Ece Katipoğlu (GTÜ)
	ÇEDBİK Sustainability Idea Competition 2023: Designing Transformation	Equivalent Mention	Batuhan Aydın (YTÜ) Mert Can Aşar (YTÜ) İbrahim Emre Karadelioğlu (KTÜ)
		Equivalent Mention	Yağmur Ayaydın (YTÜ) Kağan Rüstem (YTÜ) Melike Kıymaz (TEDÜ)
	Mimarhane Student Projects Award-Winning Selection 2023	Equivalent Award	Sefa Cengiz Okan (YTÜ)
		Equivalent Award	Ezgi Özdil (YTÜ)
		Exhibit	Ümmet Arslan (YTÜ) Asude Gündoğdu (YTÜ) Hİvda Taştı (YTÜ) Ece Toprak (YTÜ) Muhammed Türkmen (YTÜ)
	'Coexistence in Public Space' Building Design	Equivalent Award	Özkan Durman (YTÜ) Büşra Yıldırım (YTÜ) Hasan Şahin (YTÜ) Kağan Şengün (YTÜ)
	SteelPRO 2023	Equivalent Award	Zahraa Talib Hashim (YTÜ) Oğuzhan Tutucu (YTÜ) Furkan Gedik (YTÜ) Revşan Toprak (YTÜ) Doğukan Bilici (YTÜ Ins. Eng) Hüseyin Sezer ((YTÜ Ins. Eng) Yılmaz Tayyip Kibar (YTÜ Ins. Eng)
2024	'Thinking by Design in the Centenary of the Republic' Fifth National Student Design Competition	1st Prize	Batuhan Aydın (YTÜ) Mert Can Aşar (YTÜ)

The department also supports student-led initiatives and involvement in various academic and professional organizations. By fostering a culture of collaboration and leadership, the DoA prepares its students to become confident, innovative, and socially responsible architects who are well-equipped to contribute to the global architectural community.

B. Design

The Department of Architecture (DoA) at Yıldız Technical University (YTU) adopts a comprehensive approach to developing graduates who understand design as a multidimensional process involving problem resolution and the discovery of new opportunities that create value. This approach is deeply embedded in both the curriculum

and the educational philosophy of the department, incorporating elements from structural, historical, and theoretical classes to enhance students' design capabilities.

Multidimensional Design Process

The DoA emphasizes that architectural education must be carried out in a close, one-on-one setting with students. This educational relationship is multi-dimensional, integrating both educational and professional perspectives. From the very beginning, students are introduced to design studios, which serve as the backbone of the architectural curriculum. These studios foster a dynamic and interactive environment where students are encouraged to engage with complex design problems and seek innovative solutions.

Problem Resolution and Opportunity Discovery

Architectural design courses cover a significant portion of the curriculum, ensuring that students develop a strong foundation in design thinking. These courses, starting from "Introduction to Architectural Design" and culminating in the "Graduation Project," are designed to help students integrate theoretical knowledge with practical application. The curriculum's focus on design studios allows students to explore form-function-environment relationships, address physical and social aspects of projects, and develop creative solutions to complex architectural challenges.

Integration of Theoretical Knowledge

The curriculum at Yıldız Technical University's Department of Architecture ensures a seamless integration of theoretical knowledge to support the design process. Theoretical courses are carefully curated to provide students with a solid foundation in architectural principles, equipping them with the skills necessary to navigate the complexities of design. These courses cover a wide range of topics including architectural theory, building systems, structural principles, historical contexts, and professional practices. By embedding these subjects into the curriculum, students gain a comprehensive understanding of the multifaceted nature of architecture.

The integration of theoretical knowledge is designed to enhance students' ability to approach design as a multidimensional process. The curriculum emphasizes the importance of theoretical understanding in analyzing and solving design problems. Students learn to apply theoretical concepts to develop innovative solutions, ensuring that their designs are not only aesthetically pleasing but also technically sound and contextually relevant.

Furthermore, the curriculum fosters critical thinking and analytical skills, enabling students to evaluate and synthesize information from various sources. This intellectual rigor prepares students to tackle complex architectural challenges and encourages them to explore new opportunities in the field. The department's commitment to integrating theoretical knowledge into the design process ensures that graduates are well-prepared to contribute to the architectural profession with a deep understanding of the underlying principles that drive successful design.

C. Professional Opportunity

The Department of Architecture (DoA) at Yıldız Technical University (YTU) adopts a holistic approach to educating students about the broad spectrum of professional opportunities and career paths available in the field of architecture. This comprehensive

education begins with a solid foundation in architectural principles and extends to practical experiences that prepare students for the professional world.

Curriculum Integration

The DoA curriculum is designed to expose students to various aspects of the architectural profession, ensuring they understand the diverse opportunities within the field. Courses cover topics such as architectural theory, building technology, environmental systems, and professional practice. This breadth of knowledge equips students with the versatility to pursue different career paths, from traditional architectural design to specialized fields like urban planning, sustainable design, and heritage conservation.

Exposure to Professional Practice

Throughout their education, students are introduced to the realities of architectural practice through interactions with industry professionals, guest lectures, and workshops. These experiences provide valuable insights into the daily responsibilities of architects and the various career trajectories they can follow. Students gain a realistic understanding of the professional environment, including the challenges and opportunities they might encounter.

Figure 1. Seminar - Introduction on Profession

Internship Programs

A key component of YTU's approach is the integration of compulsory internships into the curriculum. These internships provide students with hands-on experience in real-world settings, allowing them to apply their theoretical knowledge in practical scenarios. Internships are facilitated through partnerships with leading architectural firms, construction companies, and public institutions. This practical training is crucial for developing professional competencies and understanding the workflow and dynamics of architectural practice.

Lifelong Learning and Continuing Education

Recognizing the dynamic nature of the architectural profession, YTU encourages a culture of lifelong learning. Graduates are motivated to engage in continuous professional development through advanced studies, workshops, and participation in professional organizations. This commitment to ongoing education ensures that YTU alumni remain at

the forefront of the field, adapting to new technologies, methodologies, and industry trends.

D. Stewardship of the Environment

The curriculum at YTU Department of Architecture (DoA) includes comprehensive courses on environmental systems and sustainable design. These courses equip students with the knowledge and skills needed to address environmental challenges in their architectural practice. The integration of topics such as building physics, material science, and sustainable design principles ensures that students are well-versed in creating buildings that are environmentally responsible and resource efficient.

Field trips and site visits are integral parts of the architectural education at YTU. These activities allow students to observe and analyze different environmental contexts and understand the impact of architecture on natural resources. By experiencing diverse urban and architectural settings, students gain a broader understanding of the environmental implications of their design decisions.

The studio culture at YTU emphasizes the importance of considering environmental factors in design projects. Students are encouraged to develop solutions that are not only aesthetically pleasing but also environmentally sustainable. The iterative process of critique and revision in studios includes discussions on the environmental impact of design choices, promoting a holistic approach to sustainability.

The department organizes and participates in workshops, seminars, and design competitions that address environmental issues. These activities provide students with opportunities to apply their knowledge in real-world contexts and to engage with professionals and communities on important environmental topics. The curriculum integrates theoretical knowledge, practical experience, and a studio culture focused on sustainability, ensuring that graduates are prepared to take responsibility for the stewardship of the environment and natural resources. By fostering a comprehensive understanding of environmental systems and sustainable design, the program ensures that graduates are equipped to make a positive impact on the built environment and contribute to the global effort of environmental preservation.

Students in our department learn to examine various dynamics shaping the physical environment and generate knowledge on how to reduce environmental problems through the theoretical and practical courses, as well as the workshops and competitions they participate in during their undergraduate education. The process of transforming the topics covered in these courses into skills occurs through educational projects included in the architectural education program. In the studio, our students face new architectural topics each time and develop concrete proposals by discussing issues such as examining the physical environment, taking measures to reduce environmental problems, and prioritizing public and community benefits with the project supervisor.

Our architectural education program considers the impact of the architectural profession on shaping the physical environment and allows students to understand other factors affecting the physical environment. Courses such as Architectural Design, Urban Planning and Development Law, and History of Architecture 1, 2, 3, and 4 provide students with theoretical insights into the relationship between architects and the physical environment

from different historical perspectives. Architectural Design 4 and Architectural Design 7 studios focus on various dimensions of sustainability.

In addition to the information, assessments, and applications conveyed in the courses, various events organized by the Department of Architecture also informally contribute to students' knowledge and skills in this area. Examples of some events focusing on the relationship between the physical environment and architecture, organized by the Department of Architecture in the years 2020-2021-2022-2023 and open to the entire department, are presented below.

Figure 2. Events focusing on environment and architecture

For the 2022 celebration of ICOMOS International Day for Monuments and Sites on April 18th, the theme of "Cultural Heritage and Climate" was selected. The ICOMOS Turkey National Committee, with YTU Faculty of Architecture member Assoc. Prof. Dr. İrem Gençer as the moderator, organized a series of events throughout 2022 to commemorate the day within the context of this theme (Figures below). Under the overarching topic of Cultural Heritage and Climate Change, the event series included discussions on Climate and Heritage Studies in the International Context, Traditional Knowledge and Climate, Energy Efficiency in Historic Buildings, Climate-Responsive Design, Climate and Justice, and Climate and Cultural Heritage Education.

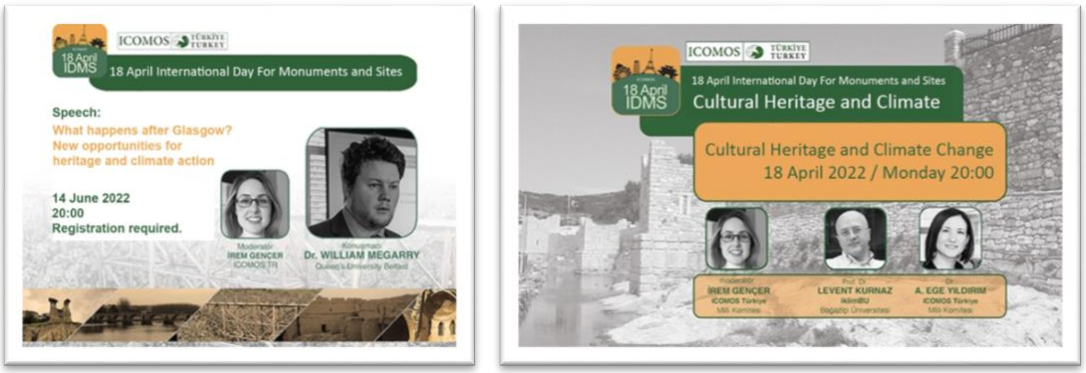


Figure 3. Events focusing on cultural heritage

Figure 4. Events focusing on sustainability

E. Community and Social Responsibility

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.

Communication Group of Heads of Architecture Departments TR

“Architecture and Education Congress” organized biannually by the Architecture faculties in Turkey and Chamber of Architects of Turkey (CAT) since 2001:

Architecture and Education Congress TR

EAAE (European Association for Architectural Education) is also followed by our department on international level:

European Association for Architectural Education 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.

Students are introduced to the concepts of professional ethics and responsibility early in their education. Courses cover topics such as legal responsibilities, public health, property rights, zoning and housing regulations, and user requirements. These courses ensure that students understand the ethical implications of their work and are prepared to make decisions that protect public interest and uphold ethical standards in their professional practice. The studio culture at YTU fosters a collaborative and inclusive environment where students engage with diverse design problems and develop solutions that address social, cultural, and environmental issues. Through this process, students learn the importance of considering the broader impact of their work on society and the environment. The iterative critique and revision process in studios encourages students to reflect on the ethical dimensions of their designs and to strive for solutions that benefit the community.

YTU's Department of Architecture also promotes active citizenship through its extracurricular activities. The department organizes and participates in workshops, seminars, and design competitions that address pressing social and ethical issues. These activities provide students with opportunities to apply their knowledge in real-world contexts, engage with professionals and communities, and develop a sense of civic responsibility. Additionally, the program encourages students to participate in internships and exchange programs that expose them to diverse cultural and professional environments. These experiences broaden students' perspectives, enhance their understanding of global and local issues, and prepare them to act as ethical and responsible professionals. Through a curriculum that integrates theoretical knowledge, practical experience, and a studio culture focused on ethical and social responsibility, YTU's Department of Architecture prepares graduates to be active, engaged citizens and ethical professionals. The program ensures that students are equipped with the skills, knowledge, and values necessary to contribute positively to society and the architectural profession.

Figure 5. Campaigns for solidarity during the Earthquakes of 2023

These posters illustrate the collective efforts and activities conducted by the YTU Design Club to support communities affected by earthquakes. The campaign highlights the spirit of solidarity and community engagement among students, emphasizing the importance of social responsibility and active citizenship within the university. Through such initiatives, the YTU Design Club not only provides immediate aid to those in need but also raises awareness about disaster preparedness and resilience, reinforcing the role of design and architecture in addressing real-world challenges.

The master's and Ph.D. programs in Survey and Restoration have been ongoing since the 1972-1973 academic year. Faculty members and their assistants involved in these programs have conducted numerous research projects, field studies, and social responsibility projects over the years. The Conservation and Restoration Research Group engages in various areas, including architectural conservation and restoration, historical environment protection, conservation and restoration techniques, traditional construction methods, risk management in conservation, conservation concepts, conservation history, world heritage, cultural landscapes, urban history, and preservation practices.

In this context, a collaborative project was initiated with the municipalities of Lüleburgaz, Balıkesir Metropolitan, and Sındırgı. This project, aimed at preserving traditional urban fabric and restoring registered buildings for tourism, was established through a protocol between the Faculty of Architecture at YTU and the aforementioned municipalities, supported by the municipalities. As part of this project, graduate students traveled to these cities to begin their work as a social responsibility initiative. The documentation and conservation-focused educational studies, including "Documentation of Kepirtepe Village Institute's Urban Fabric and Architecture in Lüleburgaz, Kırklareli Province", and "Educational Documentation and Social Responsibility Project in Sındırgı District and Düvertepe Village" were completed in the Fall semesters of 2021-22 and 2022-23, with

participation from graduate students and faculty members of the Conservation and Restoration Research Group.

Figure 6. Documentation of Kepirtepe Village Institute's Urban Fabric and Architecture in Lüleburgaz, Kırklareli Province

Figure 7.Educational Documentation and Social Responsibility Project in Sındırgı District and Düvertepe Village

I.1.5 Long-Range Planning

In Turkey, universities typically prepare their strategic plans every five years. After the strategic plan is created, it is submitted to the Higher Education Council (YÖK) for approval. The strategic planning process is coordinated by the university's top management and is usually led by the Rectorate. However, for the process to be successfully executed and inclusive, broad participation is essential. Here is an overview of the participants involved in this process:

University Management: The Rector, vice-rectors, and deans lead the strategic planning process. The management sets the overall framework and direction of the plan.

Strategic Planning Commission: A strategic planning commission is established within the university, playing an active role in preparing the plan. This commission includes representatives from various faculties, departments, and units.

Academic and Administrative Staff: Faculty members and administrative staff from faculties, departments, and other academic units contribute throughout the process. Their views and suggestions are crucial in defining strategic goals.

Students: Students are also included in the strategic planning process. Their needs, expectations, and feedback ensure that the plan is student-focused.

External Stakeholders: Input is also gathered from external stakeholders such as alumni, business representatives, public institutions, and non-governmental organizations. The expectations and feedback from these stakeholders are incorporated into the strategic plan to strengthen the university's relationship with the community.

Strategic plans can be revised if the university's administration changes and there are less than two years remaining until the plan's conclusion. Consequently, Yıldız Technical University's current strategic plan has been renewed to cover the years 2021-2025 and is currently in effect. The Department of Architecture had implemented a plan defined in 2019, which now aligns with the university's updated strategy following the quality management system intact. Given the potential for a series of administrative changes this August, updated information regarding the new situation will be provided during the visit.

According to the strategical plan of YTU, the main objectives are:

- Free, open and inquisitive research culture
- Contribution to national values and goals
- A collaborative, sharing and holistic university spirit
- Openness to change and innovation
- Focus on continuous learning
- Strategic thinking and behavior
- Awareness of people, society and the environment
- Commitment to social responsibility and ethical values
- Qualification and merit

Strategical Plan of YTU 2021-2025 TR

The long-range planning of the Department of Architecture (DoA) at Yıldız Technical University is structured around several key focuses and objectives, aimed at enhancing education, research, and operational efficiency within the department. These plans are in alignment with the overarching long-range planning of Yıldız Technical University, ensuring consistency and coherence across all academic and administrative units.

The primary focus on education and learning aims to foster innovative approaches in architectural education. This includes improving undergraduate and graduate programs and elevating the student profile. Activities are geared towards ensuring equality and inclusivity in educational processes, establishing open architecture learning platforms, enhancing adaptation to technological advancements in architectural education, and strengthening innovative teaching and learning methods. Additionally, there is an emphasis on enhancing and diversifying academic fields within the department to raise awareness among students about the various specializations that support architectural design. The department strives to maintain a dynamic academic staff with diverse expertise and to establish principles and methods for sustained performance and planning in education.

Another key objective is to create an effective interdisciplinary environment in architectural education. This involves reinforcing interdisciplinary culture at the undergraduate level, preparing students to lead multidisciplinary teams, and improving opportunities for national

and international interdisciplinary educational experiences. At the graduate level, the department aims to strengthen interdisciplinary partnerships by fostering international collaborations, encouraging co-advised thesis work from different scientific fields, and developing thesis topics that address the needs of external stakeholders through collaborative agreements.

The department also focuses on educating architects who prioritize societal benefit. This involves instilling a sense of professional ethics in students, internalizing concepts such as honesty and fairness at every stage of education, and training architects who are sensitive to social issues and use their professional knowledge for the public good. The department is committed to undertaking more social responsibility projects and teaching students' concepts such as responsibility, initiative, entrepreneurship, versatility, and self-confidence, ensuring that they carry these professional notions into all areas of their lives.

Ethical Principles and Ethics Committee Directive TR

In the realm of research and technology, the department aims to create positive recognition in the private sector, public sphere, and academic environment for architectural research. The goals include leading architectural thought, generating and disseminating knowledge, increasing the number and quality of national and international publications, and enhancing the impact of these publications. Faculty members are encouraged to participate in national and international scientific meetings, and efforts are made to support their opportunities for international work and research.

The department is also focused on initiating new research endeavors and generating resources for research projects. This involves increasing the frequency of interdisciplinary research project development meetings, utilizing internal university programs for research, and developing research funding opportunities. Additionally, the department seeks to enhance research-focused activities for internal and external stakeholders by organizing meetings and workshops with potential strategic partners in the industry and facilitating interactions between alumni, faculty, and students through extracurricular activities.

A significant objective is the effective use of technology in architectural research. This involves strengthening the technological infrastructure by securing technological support from industry partners for research, improving the infrastructure of existing computer laboratories, and adding new hardware and software. The department aims to produce interdisciplinary projects that advance new digital technologies in architecture, including the use of 3D printing technology in architectural research.

In terms of process and support system development, the department aims to create environments that support the working conditions of students and academics. This includes increasing the number of studios, classrooms, and workspaces equipped with technological facilities suitable for drawing, modeling, computer use, and research activities. The department also plans to create storage spaces where students can securely store their models, drawings, and other outputs, and to establish a digital archive for storing academic materials and projects. Improvements to the operational workflow are also planned to enhance the efficiency of both students and academics.

Finally, the department aims to ensure its administrative sustainability by maintaining its institutional identity and conducting all activities within this framework. This includes increasing the sense of institutional belonging among academic and administrative staff,

creating a digital archive for management and operational processes, and enhancing the visibility and recognition of the department. The successes of faculty and students are to be publicized through various media channels, and information on national and international competitions will be disseminated to encourage participation.

Strategic Plan of DoA TR

I.1.6 Assessment

A. Program Self-Assessment

At Yıldız Technical University, the quality management system is effectively demonstrated through the identification, integration, and control of necessary processes. The Quality Handbook has been prepared to outline these processes, specify authorities and responsibilities, and illustrate to third parties how the quality management system is applied at Yıldız Technical University. The internal quality assurance system mechanism, which encompasses all units and processes of Yıldız Technical University, is managed by the Quality Coordination Office. To ensure the smooth operation of unit/department processes and maintain coordination with the office, quality officers and quality representatives are appointed. These individuals closely monitor the processes, and regular visits are made throughout the year to exchange ideas and implement improvement measures based on feedback.

If a quality officer resigns for any reason, a new officer is appointed, and orientation training is provided to ensure their proficiency in the process. The activities related to process monitoring and the evaluation of results with internal stakeholders are facilitated through the data management system, which is used to plan improvement and development activities.

Data Management System TR

Additionally, Faculty/Department Quality Commissions have been established to manage the process as a team and make quality work accessible to everyone within the faculty. These commissions review and update the department's vision, mission, and goals in line with accreditation efforts. They coordinate and monitor quality-related activities, ensure coordination between the Faculty and Department Chairs during internal and external quality audits, evaluate changes in institutional quality from the previous academic year and make recommendations, prepare and maintain statistical data related to institutional quality parameters, and coordinate necessary training on quality-related topics.

The YTU Quality Management System is based on the ISO 9001:2008 standard and is managed comprehensively to cover the entire institution. The YTU Quality Handbook was first published on March 15, 2012. Under this management system, our department is regularly audited on aspects such as physical space, educational equipment, student and alumni satisfaction, etc.

Within the framework of our Quality Management System, the Department of Architecture annually prepares Unit Activity Reports, Unit Performance Reports, and Strategic Plan performance indicator data. The Institutional and Faculty Assessment Reports of the year 2023 are provided below.

Institutional Self-Assessment Report TR

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 Bologna curriculum that is in effect since 2013. In June 2017 YTU DoA received the accreditation for the second time for another 6 years. In 2024 the third visit for the accreditation renewal has been conducted in June, whereas we are waiting for the final decision.

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 1 shows the self-assessment process of YTU DoA with its actors, media and related tools in a holistic diagram. Table 2 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 4. Self-Assessment Process of YTU DoA

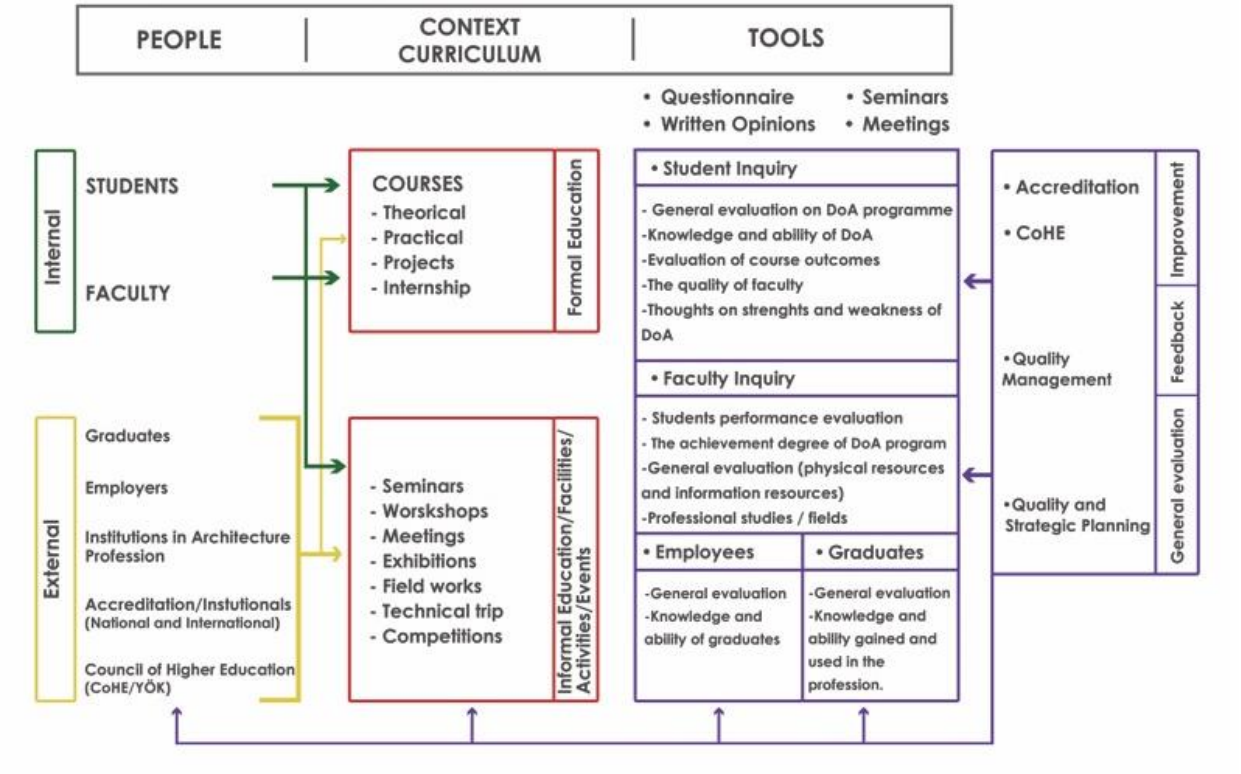


Table 5. Periodic Review Process of DoA

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.

B. Curricular Assessment 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 among the Presidency Legislation Information System:

YTU Regulation of Undergraduate Education TR

YTU Regulation of Undergraduate Education EN

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. The Quality Coordination Office at Yıldız Technical University is responsible for developing and implementing quality policies, ensuring alignment with national and international standards, and maintaining the university's quality management system. It conducts internal audits, coordinates accreditation processes, and analyzes data to inform decision-making and improvements. The office organizes training programs, engages with stakeholders, and prepares quality assurance reports. It contributes to strategic planning, ensures compliance with regulations, and promotes a culture of continuous improvement and excellence throughout the university.

Department of Architecture at Yildiz Technical University (YTÜ) is managed through a collaborative effort involving the Department Chair, Vice Chairs, the Department Board (comprising all faculty members), and various committees. Two Department Administrative Coordinators, responsible for Education and Activities, and Quality, respectively, support the operation. The Graduate Program Coordinator of the department also contributes to processes related to master's and doctoral programs. This coordinator is supported by seven Program Graduate Coordinators.

Among the documents to be followed, the "Integrated Quality Management System Guidebook" mentioned above is the main one.

Integrated Quality Management System Guidebook TR

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:

Procedure for the Design of the Educational Services and Development TR

Section 5.2 of the Procedures for the Design of the Educational Services and Development outlines the general practices to be applied. These practices include defining departmental qualifications, revising the curriculum and its contents, publishing the scientific research of the academic faculty, and developing new bachelor's and master's degree courses. Curriculum review and development, as described in the procedures, start with the definition of the design requirement in section 5.2. This section states that new bachelor's degree course proposals and requirements are determined by feedback received from administrators, students, instructional faculty, and the relevant 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:

Corrective and Pre-emptive Procedures for Incompliance Management 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-122 coded flow chart that describes 'Revisions of the Curriculum and Curricular Content' which can be downloaded from the following link:

Revisions of the Curriculum and Curricular Content TR

The revisions and development on the curriculum are controlled by the feedback 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'

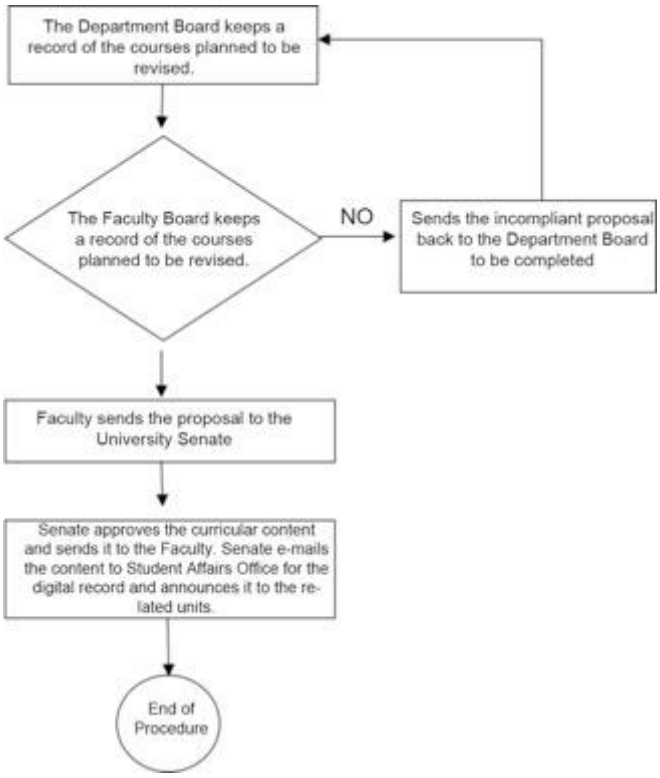


Figure 8 Flowchart IA-122 Revisions of the Curriculum and Curricular Content

PART ONE (I), SECTION 2: RESOURCES

I.2.1 Human Resources and Human Resource Development

A. Faculty and Staff:

Aligned with our university's and department's vision and mission, the development of human resources is deemed crucial. Various training courses, seminars, and activities are organized at the university to foster the growth of students, academic staff, and administrative personnel. As part of our department's policy, participation in these activities is encouraged and supported.

To enhance international and national experiences for our teaching staff, we place significant emphasis on promoting participation in meetings and the ERASMUS Academic Exchange Program, providing financial support as needed. Teaching staff planning to attend scientific meetings receive financial assistance in accordance with YTÜ Senate's decisions. Ensuring equitable distribution of this support, based on the specific needs of the teaching staff, is a key policy of the department, reflecting the vision of YTU.

B. Criteria for Rank, Reappointment, Tenure, and Promotion

The management of the necessary academic staff in our faculty is carried out by the Vice Rectorate for Administration. Requests for non-standard faculty members and other academic staff are forwarded to the Council of Higher Education (YÖK) following decisions made sequentially by the department council, faculty management council, and university management council. Once approved and accepted, these positions are announced, and applications for these positions are evaluated by the Academic Appointment, Promotion, and Evaluation Commission (AYDEK) through the information system and sent to scientific juries. Based on the reports of the scientific juries, recommendations are submitted to the Rectorate for appointments by the relevant councils.

Directive on Guidelines for Academic Promotion and Allocation Criteria TR

Directive on Guidelines for Academic Promotion and Allocation Criteria EN

Considering YTU’s institutional history, its mission and responsibilities among higher education institutions, strategic planning, and the vision for a dynamic development model, the Academic Promotion and Allocation Criteria are fundamental aims of the institution. These criteria are intended to achieve the following objectives for YTU’s academic units:

- Exhibit national and international activity in science and art disciplines,
- Share knowledge and experience to expand information and contribute to development,
- Develop solutions to the country's problems in science, technology, culture, and art,
- Promote visibility and discussion of their studies in local, national, and international forums,
- Collaborate with national and international academic institutions,
- Address staff requirements in line with the unit’s objectives and priorities,
- Objectively evaluate the academic level of candidates,
- Facilitate the allocation process for boards and authorities and assist scientific boards in preparing reports for promotion and allocation.

For teaching staff who meet the criteria of the promotion and allocation legislation, a request for a position is submitted in the following order: Department Board, Faculty Board, and University Senate. The position offered to the department is distributed equitably, considering the needs of the research units.

C. Professional Development Opportunities

To provide teaching staff with development opportunities, financial support is offered through YTU's International Scientific Publishing Encouragement Program. Announcements and posters for training courses, scientific meetings, seminars, and other development activities are displayed in public spaces within the department, posted on the website, and sent via email to the teaching staff.

Academically, teaching staff participate in national and international symposiums and meetings. The libraries at the university, faculty, and department levels assist teaching staff in keeping their knowledge up to date. Electronic resources available through the university library are regularly emailed to the teaching staff. Additionally, they enhance their skills by participating in national and international workshops through the ERASMUS+ and FARABI exchange programs, as well as other bilateral agreements.

Moreover, implementation projects, consultancy services, and expert services provided to government and private sector institutions as part of revolving fund[7] services significantly contribute to the professional development of teaching staff.

To promote professional development, YTU established the Academic Staff Incentive System. Under this system, staff receive certificates based on their annual publication performance and are rewarded with material support, such as laptops or financial grants. Additionally, academic staff at YTU can benefit from the state academic incentive system. Scientific research studies and graduate thesis projects at our university are supported by the YTU Scientific Project Coordination Unit, TUBITAK (The Scientific and Technological Research Council of Turkey), ISTKA (Istanbul Development Agency), the EU (European Union), and various national and international corporations.

The YTU Dean of Academics (DoA) supports faculty participation in international conferences, symposiums, workshops, and academic meetings. The Dean allocates funding between $500-800 per faculty member for participation in such events once every fiscal year. The ERASMUS+ program also offers opportunities for faculty mobility as outlined in bilateral agreements. Academic staff participating in the ERASMUS+ Mobility Program receive a daily allowance of €90-144 plus travel expenses. Paid and unpaid leaves are regulated by CoHE's regulations numbered 2547.

The management of human resources at our faculty, including YTU, is conducted in accordance with the schedule implemented by the Vice Rectorate for Administration. In-service training, such as occupational health and safety, is provided to all academic and administrative staff by the relevant units. The in-service training committee meets once a year in June. The evaluations conducted by the committee are compiled into a report and shared with the faculty secretariats.

[7] 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.

Our faculty members and staff working in our institution continue to contribute to our institution and profession by taking part in different national and international committees at various levels within the discipline of architecture. The duties of our faculty members and assistants assigned to national and international committees between 2021-2023 (until August 2023) are listed in the table below (Table 6).

Table 6 National and International Committee and Institutional Assignments that Faculty Members and Staff of Yıldız Technical University Department of Architecture are entitled to assume between 2021-2024

Year	Faculty Member	Institution or Organization - Task
2021	Prof. Dr. Zeynep Gül Ünal	Vice President of ICOMOS International Council on Monuments and Sites
	Prof. Dr. Nuran Kara Pilehvarian	Bureau Member of the Council of Europe Steering Committee on Culture, Heritage and Landscape (CDCPP)
	Prof. Dr. Çiğdem Polatoğlu	Yildiz Technical University Dean of Students
	Prof. Dr. Ayşen Ciravoğlu	Noble Member of the World Union of Architects (UIA) 2021-2023 Europe Second Regional Council
2022	Doç. Dr. Candan Çinar Çitak	President of Architectural Education and Accreditation (MIAK) Association
	Prof. Dr. Nuran Kara Pilehvarian	UNESCO Turkish National Commission Specialized Committee on the Rapprochement of Cultures
	Prof. Dr. Zeynep Gül Ünal	UNESCO Turkish National Commission Specialized Committee on Tangible Cultural Heritage
	Doç. Dr. Pınar Arabacioğlu	Board Member of Architectural Education and Accreditation (MIAK) Association
2023	Prof. Dr. Gülay Zorer Gedik	President of Architectural Education and Accreditation (MIAK) Association COST Action CA 20139 Holistic Design of Taller Timber Building (October 2021-2025) WG4 Sustainability and Durability Working Group Membership
	Prof. Dr. Ayşen Ciravoğlu	Council Member of the International Union of Architects (UIA) (2023-2026)
	Instructor Abdullah Umur Göksu	COST Action CA 20139 Holistic Design of Taller Timber Building (October 2021-2025) WG4 Sustainability and Durability Working Group Membership
	Research Assistant Fatma Zoroglu	COST Action CA 20139 Holistic Design of Taller Timber Building (October 2021-2025) WG4 Sustainability and Durability Working Group Membership
	Research Assistant Professor Ahmet Bircan Atmaca	COST Action CA 20139 Holistic Design of Taller Timber Building (October 2021-2025) WG4 Sustainability and Durability Working Group Membership
	Prof. Dr. Zeynep Gül Ünal	Board Member of ICOMOS International Council on Monuments and Sites
	Prof. Dr. Zeynep Gül Ünal	ICOMOS Disaster and Conflict Resilient Cultural Heritage Scientific Advisory Board Membership
2024	Prof. Dr. Nur Urfalioğlu	Yildiz Technical University Dean of Students

As of 2024, faculty members and staff at our institution have prepared research projects supported by various organizations. In several of these projects, students collaborate with faculty members and assistants as part of the research team. Table 7 lists projects that have been supported by the Scientific Research Coordination Office of Yıldız Technical University, as well as projects supported by TÜBİTAK and various industrial organizations that commenced in 2021.

Table 7 Scientific Research Projects of Faculty Members and Staff of Yıldız Technical University Department of Architecture after 2021

Project Name	**Executive Director**	**Researchers**	**Counselor**	**Supporting Institution / Unit**	**Acceptance Date / End Date**
An Approach to the Architectural Detail Design Process	Kağan Rüstem (YTU Architecture Department undergraduate student)	Yağmur Ayaydın (YTU Architecture Department undergraduate student)	Assoc. Prof. Dr. Polat Darçın	TUBITAK 2209-A	1.11.2021 / 1. 11. 2022
A Model Proposal for Narration in Architectural Design Process	Nurullah Söylemez (YTU Architecture	Sude Gökçe Kasımoğlu (YTU Architecture Department	Assoc. Prof. Dr. Polat Darçın	TUBITAK 2209-A	1.11.2021 / 1. 11. 2022

	Department undergraduate student)	undergraduate student)			
The Quality of Distance Education Starting with COVID19 Process in the Context of Architectural Education and Its Effect on Institutional Belonging	Assoc. Prof. Dr. Almula Köksal Işıkkaya	Assoc. Prof. Dr. Tuğçe Ercan		YTU Scientific Research Projects Coordinatorship (BAP) General Research Project (GAP)	9.8.2021 / 9.8.2022
A Proposal for the Conservation and Repair of Earthen Flat Roof Construction Systems, The Case of Kemaliye Eğin	Assoc. Prof. Dr. Dilek Ekşi Akbulut	Assoc. Prof. Dr. Aynur Çiftçi, Assoc. Prof. Dr. M. Tolga Akbulut, Enise Yasemin Gökyiğit Arpacı (Student), Lect. Assoc. Prof. Dr. Aynur Çiftçi, Assoc. Türkan Sarp		YTU Scientific Research Projects Coordinatorship (BAP) General Research Project (GAP)	7.12.2021 / 7.12.2023
A Model Proposal for Institutionalized Courses in Architectural Education	Assoc. Prof. Dr. Polat Darçın	Assoc. Prof. Dr. Sertel Altun, Res. Assist. Prof. Dr. Neslinur Hızlı Erkılıç, Assoc. Assist. Dr. Elifnaz Durusoy Özmen, Assist. Assist. Asude Yaren Ünal		YTU Scientific Research Projects Coordinatorship (BAP) General Research Project (GAP)	13.9.2021 / 13.9.2022
Increasing the Effectiveness of the Journals and the Recognition of our University by Providing an Improved, Current and Sustainable Structure for our Academic Journals whose publisher is Yıldız Technical University	Prof. Dr. Bestami Özkaya	Prof. Dr. Sırma Turgut, Assoc. Prof. Dr. Gökçe Tuna Taygun, Assoc. Prof. Dr. Esin Özlem Aktuğlu Aktan, Assoc. Prof. Dr. Almula Köksal Işıkkaya (*Only YTU Faculty of Architecture researchers are mentioned)		YTU Scientific Research Projects Coordinatorship (BAP) Guided Research Project (GÜP)	29.4.2021 / 22.4.2022
An Experimental Method for the Design of Mesh Systems as Solar Control Elements in Terms of Thermal Comfort and Energy Consumption	Prof. Dr. Gülay Zorer Gedik	Research Assistant. Assist. Fatma Zoroğlu Çağlar		YTU Scientific Research Projects Coordinatorship (BAP) Thesis Project (DISSERTATION-DR)	16.2.2021 / 16.2.2023
Improvement of Mechanical Characteristics of Natural Fiber Concretes as an Alternative to Synthetic Fiber Concretes	Prof. Dr. Z. Canan Girgin	Research Assistant. Assist. H. Merve Tuncer		R&D Projects with Industrial Organizations (Nuh Beton) R&D Project	1.2.2021 / 31.12. 2022
A Model Proposal for Theoretical Courses in Architectural Education	Assoc. Prof. Dr. Polat Darçın	Assoc. Prof. Dr. Sertel Altun, Research Assist. Prof. Dr. Neslinur Hızlı Erkılıç, Assoc. Assist. Dr. Elfinaz Durusoy Özmen, Research Assistant. Assist. Asude Yaren Üna		YTU Scientific Research Projects Coordinatorship (BAP)	September 2021/September 2023
Sustainable Institutional Memory Design for Yıldız Technical University Faculty of Architecture	Assoc. Prof. Dr. Ceylan İrem Gençer	Research Assist. M.Y.Erpay, Assist. M.Uzuner, Lecturer. Dr. S.Ulubay, Assist. Ö.Kararmaz, Assist. M.Aktaş, Assist. N.Kesici, Assist. A.B.Atmaca, Assist. A.Akçabozan, Assist.		YTU Scientific Research Projects Coordinatorship (BAP)	March 2023/March 2025

		M.Bilgiç, Assist. A.Yavuz, Assist. T.Darendeli, Assist. P.Koçlardan, Assist. G.Özmertyurt, Prof.Dr. G.Zorer Gedik, Assoc.Dr. I.Çokuğraş, Prof.Dr. S.Turgut, Assoc.Dr. A.Köksal, Assoc.Dr. P.Darçın, Lect. Dr. E.D.Aydın, Research Assist. D.Colak,, Research Assist. H.Taştan, Prof.Dr. N.Erkan, Research Assist. N.Hızlı			
Analyzing the Architectural Design Process in the Context of Open Source Concept and a Case Study	M. Murat Oktay	Yasemin Yazici	Assoc. Prof. Dr. Polat Darçın	TUBITAK 2209-A	March 2023 / March 2004
A Research on Conservation Problems and Conservation Methods of Wall Paintings in Monumental and Civil Architecture Examples in Albania and Turkey in the Ottoman Period	Assoc. Prof. Dr. Aynur Çiftçi	Assoc. Prof. Dr. Drahşan Uğuryol, Assist. Zeynep Aktaş, Dr. Daniela Kavaja (coordinator), Dr. Dorina Papa, Assoc. Prof. Lindita Xhanari, Architect Muharrem Deliu		TUBITAK 1071	April 15, 2023 / April 15, 2025
Roof top removable/portable Greenhouse Design Proposal for Applied Environmental Education in Secondary Schools	Assoc. Prof. Dr. Kunter Manisa	Burak Koltukoğlu, Prof. Dr. Mustafa Sami Topçu, Ar. Assist. Aslı Koçullu		TUBITAK 1002	May 2023 / May 2024
A Model Proposal for the Development of Inquiry-Based Learning Methods in Architectural Design Studios	Research Assistant. Assist. Dr. Neslinur Hızlı Erkılıç	Prof. Dr. Çiğdem Polatoğlu, Yahya Özen, Gonca Rabia Kandemir, Melek Armutlugöynük		YTU Scientific Research Projects Coordinatorship (BAP) (KADEP)	November 30, 2022 / November 30, 2023
A Comparative Study of Education on Earthquake Resilience and Seismic Design in Schools of Architecture in Earthquake Zone Countries	Assoc. Prof. Dr. Feride Pınar Arabacıoğlu	Lecturer Assist. Dr. Erdal Devrim Aydın, Assoc. Assist. Hasan Taştan, Assist. Assist. Erdem Er, Metehan Mirze Baytöre		YTU Scientific Research Projects Coordinatorship (BAP)	April 3, 2023 / October 3, 2023
Learning from History: From 'Smart City' to 'Wise City'	Assoc. Prof. Dr. Feride Pınar Arabacıoğlu	Prof. Dr. Aslı Sungur, Esen Seymen		YTU Scientific Research Projects Coordinatorship (BAP)	April 13, 2023 / October 14, 2024
The Medieval Settlement and Architecture of Binbirkilise Deglede Karaman in the Light of Metin Ahunbay Archives	Research Assistant. Gör. Gözde Demir	Prof. Dr. Turgut Saner		YTU Scientific Research Projects Coordinatorship (BAP)	October 27, 2021 / October 27, 2024
Classification and Evaluation of Mualla Eyüboğlu Archive	Assoc. Prof. Dr. İrem Gençer, Assoc. Prof. Dr. Işıl Çokuğraş			Suna Kıraç Foundation Istanbul Research Institute	May 2016 / December 2023

Determination of Nail Holding Resistance of Cross-Laminated Timber (CLT) Material Produced with Domestic Wood Species Grown in Turkey	Prof. Dr. Lecturer Prof. Dr. Aygül Ceylan		Prof. Dr. Canan Girgin	YTU Scientific Research Projects Coordinatorship (BAP) (KADEP)	August 2022 / November 2023
Textile Wastes in Terms of Sustainable Design and Usability in Cement Based Composites	Okan Temür		Prof. Dr. Canan Girgin	TUBITAK 2209-A	May 2022 / May 2024
An Experimental Method for the Design of Mesh Systems as Solar Control Elements in Terms of Thermal Comfort and Energy Consumption	Prof. Dr. Gülay Zorer Gedik	Research Assistant. Assist. Fatma Zoroğlu		YTU Scientific Research Projects Coordinatorship (BAP)	February 16, 2021 / February 16, 2024
A Method Proposal for the Reading of Spatial Values Developing on the Axis of Mining Activities Zonguldak Üzülmez Valley	Assoc. Prof. Dr. Funda Kerestecioğlu	Prof. Dr. Tülin Görgülü, Assoc. Assist. Dr. Nazlı Arslan		YTU Scientific Research Projects Coordinatorship (BAP)	February 10, 2023 / February 12, 2024
Typomorphology in Architectural Design Education and Its Contributions to Architectural Education	Prof. Dr. Ömür Barkul	Assoc. Prof. Dr. F. Pınar Arabacıoğlu, Assoc. Prof. Tan K. Gürer, Assoc. Assist. Seda Saylan		YTU Scientific Research Projects Coordinatorship (BAP)	April 2023 / October 2024
A Model Proposal for Digital Design Tools in Architectural Plan Diagram Production	Assoc. Prof. Dr. Togan Tong	Research Assist. Cemile Gül Gürcan Lecturer Dr. Erdal Devrim Aydın		YTU Scientific Research Projects Coordinatorship (BAP)	May 2023 / November 2024
A Model Proposal for Rental Housing Provision in Social Housing Policies and New Stakeholder Relationships	Prof. Dr. Lecturer Prof. Dr. Fusun Çizmeci Yöreş	Efe Hashim Sezen	Assoc. Prof. Dr. Candan Çınar Çıtak	TUBITAK 1002-A	
A Model Proposal for Providing Indoor Lighting with Daylight in the Context of Sustainability	Gamze Torun, Esma Koca		Assoc. Prof. Dr. Şensin Aydın Yağmur	TUBITAK 2209-A	

In numerous national architectural competitions, our faculty members, assistants, and students have achieved notable success, both individually and as teams. Tables 28-30 provide information on the competitions won by our faculty and staff over the past six years, including the degrees awarded.

Table 8 Degrees Awarded to Faculty Members and Staff of Yıldız Technical University Department of Architecture between 2017-2024 (* until April 2024)*

YEAR	NAME OF COMPETITION	RATING	COMPETITION TEAM
2017	BORNOVA EVKA 3 SOCIAL CENTER AND TRANSFER STATION ARCHITECTURAL PROJECT COMPETITION	Equivalent Honorable Mention Award	Güven Şener, Architect (Lecturer at YTU Department of Architecture) Sirin Bayram, Architect
	MERZIFON MUNICIPALITY BUSINESS AND LIFE CENTER NATIONAL ARCHITECTURE COMPETITION	3rd Prize	Burçin Cem Arabacıoğlu, Architect Feride Pınar Arabacıoğlu, Architect (Lecturer at YTU Department of Architecture) Irfan Saydar, Civil Engineer

	GELIBOLU HISTORICAL SITE - NEW MARTYRDOM DESIGNS IDEA PROJECT COMPETITION	4th Prize	Nevzat Oğuz Özer, Architect Yasemen Say Özer, Architect, (Lecturer at YTU Department of Architecture) Nurdan Sezgin, Architect Ege Özer, City Planner Ahmet Boz, Architect
2019	ODAKULE PASSAGE NATIONAL DESIGN COMPETITION	4th Honorable Mention Award	Ece Korkut Kurt, Pınar Sipahi, Architect (Lecturer at YTU Department of Architecture) Beyza Yavuz, Architect Bora Talun Melike Demirbilek Selin Atici, Architect
	ITU FACULTY OF BUSINESS ADMINISTRATION ARCHITECTURAL PROJECT COMPETITION	2nd Honorable Mention Award	Nevzat Oğuz Özer, Architect Yasemen Say Özer, Architect (Lecturer at YTU Department of Architecture) Enes Aksu, Architect
2020	"ARCHITECTURAL NARRATION OF SPACE" TEXT CONTEST 2019	Eligibility to be included in the Competition Book	Reyya Kalay Yüzen, Architect (Lecturer at YTU Department of Architecture)
	SALACAK SHORE DESIGN COMPETITION	Purchasing Award	Yasar Metin Keskin, Mehmet Zafer Akdemir, Architect (Lecturer at YTU Department of Architecture) Gonca Ertas Merve Tanfer Ferhat Bulduk, Architect Ufuk Ergun, Architect
	ISTANBUL IS YOURS, HALIC COAST DESIGN CONTEST (REGION 1)	1st Honorable Mention Award	Nevzat Oğuz Özer, Architect Yasemen Say Özer, Architect (Lecturer at YTU Department of Architecture) Şafak Özgür Özkan, Architect Ege Özer, City Planner Cansev Rakipsiz Özer, City Planner
	ISTANBUL IS YOURS, HALIC COAST DESIGN CONTEST (REGION 7)	2nd Honorable Mention Award	Feride Önal, Architect Mehmet Zafer Akdemir, Architect (Lecturer at YTU Department of Architecture) Ali Kilic, Architect Ercan Koç, City Planner Ayça Yeşim Çağlayan, Landscape Architect Zeki Şerifoğlu, Architect Duygu Çıbuk, Architect Ekin Saraçgil, Architect Özgün Özbudak, Architect Delal Demirtas, Architect
	THEODOSIUS PORT ARCHAEOLOGICAL SITE ARCHITECTURAL PROJECT COMPETITION	2nd Prize	Eren Başak, Architect Seray Türkay Çoşkun, Architect Esatcan Coşkun, Architect Doguscan Aladag, Architect Zeynep Eraydın, City Planner Funda Baş Bütüner, Landscape Architect A. Güliz Bilgin Altınöz, Architect Elifnaz Durusoy Özmen, Urban Planner (Lecturer at YTU Department of Architecture) Özgün Özçakır, Architect Gökçe Naz Soysal, Architect Metin Basaran, Civil Engineer
	THEODOSIUS PORT ARCHAEOLOGICAL SITE ARCHITECTURAL PROJECT COMPETITION	3rd Prize	Ş. Tülin Görgülü, Architect (Lecturer at YTU Department of Architecture) M. Ebru Erdönmez Dinçer, Architect (Lecturer at YTU Department of Architecture) Burak Haznedar, Architect F. Türköz Haznedar, Architect Fahri Celeb, Civil Engineer Sezgin Karaman, Landscape Architect
2021	"ARCHITECTURAL NARRATION OF SPACE" TEXT CONTEST 2020	Eligibility to be included in the	Muhammet Ali Heyik, Architect (Lecturer at YTU Department of Architecture)

		Competition Book	
2022	"ARCHITECTURAL NARRATION OF SPACE" TEXT COMPETITION 2021	3rd Prize	Esin Yılmaz, Architect (Lecturer at YTU Department of Architecture)
	100TH ANNIVERSARY BAZAAR AND ITS IMMEDIATE SURROUNDINGS IDEA PROJECT COMPETITION	Equivalent Honorable Mention Award	Mehmet Zafer Akdemir, Architect (Lecturer at YTU Department of Architecture) Ferhat Bulduk, Architect
2023	IZMIR METROPOLITAN MUNICIPALITY OF IZMIR PRESIDENTIAL AND CITY COUNCILS AS A FOCUS OF CIVILIZATION IDEA PROJECT COMPETITION	4th Honorable Mention Award	Ş. Tülin Görgülü, Architect (Lecturer at YTU Department of Architecture) M. Ebru Erdönmez, Architect Burak Haznedar, Architect F. Türköz Haznedar, Architect Cemil Akçay, Civil Engineer Saffet Ilkay Kaya, Architect Didem Nur Kurt, Architect Fahri Celep, Civil Engineer

D. 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.

SSAC/OSYM website 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 must 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's degree in architecture must take tests on mathematics and natural Sciences.

SSAC also regulates and organizes the Vertical Transfer Exam in mid-July. The foreign student's exam is organized by each individual university. YTU organizes foreign students' exam in mid-May and the guidance is provided through the web site of Foreign Students Office:

International Students Unit 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*.

YTU Student Transfer Regulation (Lateral, Vertical, Double Major transfers) 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's 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 must 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, must 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's degree to another bachelor's degree) within the same higher education institution or between different institutions.

YTU Lateral Transfer Conditions TR

Vertical Transfer

The Vertical Transfer concerns transfer for graduates of vocational schools or associate degrees to continue education in a related bachelor's 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.

Table 9 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

Double Major

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

YTU Double Major Regulation 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 must 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[8]. 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.

Student Dean's Office

The Yıldız Technical University Student Dean's Office was established in 2017 with a focus on providing support to students from their first year of undergraduate education through to postgraduate levels and even after graduation. In its 110-year-long history, Yıldız Technical University has institutionalized its efforts for the social development of its students through associations and foundations such as ÖREM, YTÜ Foundation, YÜMFED, and YTÜMED. The Student Dean's Office operates with a dean, 2 vice deans, and a dean's secretary. Within the Student Dean's Office, there are units for Psychological Counseling, Peer Mentoring, First Year Experience, and Mentoring for Culture, Art, Design, and Sports.

Throughout their university life, we aim to provide the necessary support to undergraduate and postgraduate students to help them resolve their issues, ensuring a peaceful, productive, and successful time at the university. We offer assistance and support in academic resources, accessibility, career guidance, university rules, legal, financial and administrative matters, health and counseling resources, safety, and the coordination of student communities.

Student Dean's Office EN

The peer mentoring system at YTU DoA is a valuable component of our academic community, fostering a supportive and collaborative environment that benefits both mentors and mentees. By connecting experienced students with newcomers, peer mentoring helps bridge the gap between academic challenges and successful navigation of university life. This system provides new students with practical advice and emotional support, while also offering mentors the opportunity to develop important leadership and communication skills. The mutual benefits of this program help create a sense of belonging and community, ensuring that every student has access to the resources and encouragement needed to succeed. The peer mentoring system is a commendable initiative that aligns with YTU DoA's commitment to student support and excellence.

Peer Mentoring in DoA TR

The Scholarship Coordination Office aims to support successful undergraduate and graduate students with limited financial resources by providing the necessary scholarship support through institutions, organizations, and foundations, thereby fostering pioneering young individuals and the educational system that nurtures them to contribute to our country and humanity. Apart from the Higher Education Student Loans and Dormitories

[8] According to Higher Education Governing Board Decision, date 11.11.2002

Institution that serves as a part of the Ministry of Youth and Sports and provides support for higher education students across Turkey, to help students who have economic constraints and to motivate them by rewarding their success, YTU has its own scholarship system.

At the end of each academic year, the Scholarship Coordination Office evaluates students' current academic terms and their Grade Point Averages (GPA) to determine, in collaboration with the scholarship providers, whether the scholarships will continue. To apply for a scholarship, students must not exceed the normal duration of their studies and must have a GPA of at least 2.00/4.00. If a student's GPA falls below 2.00 at the end of the academic year, the scholarship is discontinued. Students who do not complete the preparatory school within one year cannot receive a scholarship until they start their undergraduate studies. These students must reapply for a needs-based scholarship when they begin their undergraduate education. Scholarship providers may establish additional conditions for the continuation of the scholarship. As long as students meet these conditions and do not exceed the normal duration of their studies, their scholarships will continue into the next academic year.

YTU Scholarship Coordination OfficeTR

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. 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.

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.

I.2.2 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 stories high, encompassing a total area of approximately 6,250 square meters and accommodating around 2,500 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

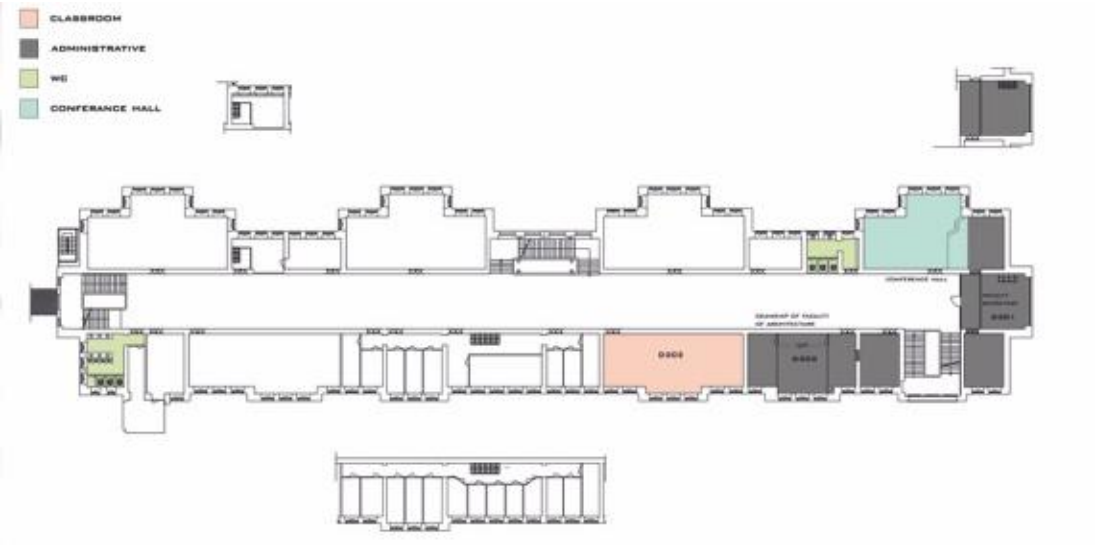


Figure 11 First Floor Plan

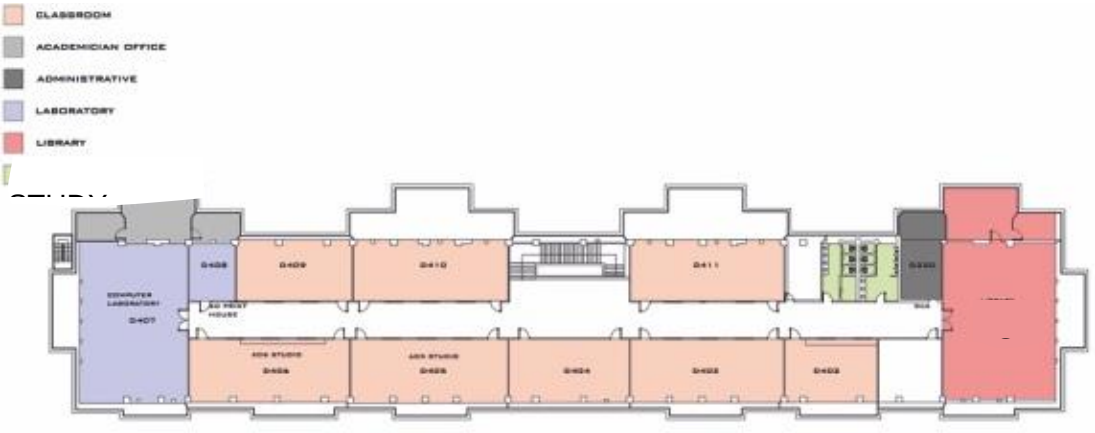


Figure 12 Second Floor Plan

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 10 Spatial Use List

Basement-Garden 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	
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	
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	
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

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).

Table 11 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

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.

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 research.

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 Builder
- 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. Challenges regarding Physical Space

YTU DoA experiences both the advantages and challenges of being housed in a historic building within a historic campus. The building's central axis fosters strong communication and interaction among users, enhancing both visual and verbal connectivity. This layout allows for creative use of space, with exhibitions frequently organized in the corridors using both stable and movable panels, as well as the walls and ceilings. The inner hall, particularly on the basement floor, serves as a versatile area for juries and collaborative workspaces. The proximity of classrooms and faculty rooms along the central hall creates a compact and cohesive environment, which is particularly beneficial for architectural education, as it maximizes interaction between users and their environment.

However, the limitations of operating within a historic building present significant challenge, particularly regarding accessibility and the allocation of designated studio spaces. Accessibility improvements, such as the installation of an elevator and the renewal or addition of fire escapes, are subject to strict regulations imposed by the heritage conservation authorities. Any intervention requires approval from the Council of Monuments, a process that is notoriously slow and complicated by budgetary constraints. These challenges are further exacerbated by the current austerity measures affecting both the country and the university, which have unfortunately stalled progress in this area. As a result, the temporary use of a portable carrier for disabled individuals remains in place, although we recognize that a more comprehensive approach to inclusive design is necessary. Addressing these issues within a historic setting remains a significant challenge.

Despite these limitations, the DoA continues to prioritize the creation and allocation of designated studio spaces. We have reorganized classroom allocations to maximize the use of available studio spaces. For instance, first-year students in the MIM1011 Introduction to Architectural Design (IAD) course, which is 8 hours per week, spend an additional 9 hours in the studio for related courses such as MIM1031 Architectural Presentation Techniques and MIM1041 Basic Design. This allows students to immerse themselves in studio work for a total of 17 hours per week. Similarly, courses like MIM1012 Architectural Design 1 through MIM3011 Architectural Design 4 require dedicated studio spaces due to the complexity and intensity of the projects. While spatial limitations prevent 24/7 access to these studios, free open studio times are arranged outside of course hours, allowing students to work on their projects within the constraints of the weekly syllabus.

For more advanced courses, such as MIM4012 Architectural Design 7, which serves as the final graduation project, students are given a full day each week (Wednesday) in the studio to work independently, with scheduled juries for advisor feedback. Additionally, MIM3012 Architectural Design 5 and MIM4011 Architectural Design 6 have 24/7 access to dedicated studios (rooms 405 and 406) to accommodate the intensive nature of these projects. Although lecture halls in the neighboring Block B have been allocated to the DoA

the challenges continue. The structural reinforcement projects for Blocks A and B have been significant undertakings, aimed at ensuring the safety and longevity of these historic buildings while maintaining their educational functionality. The reinforcement of Block A was completed first, allowing it to continue serving as a key space for academic activities. Once Block A was fully reinforced, the focus shifted to Block B, where similar structural improvements were undertaken. During this period, the departments housed in these buildings, including the Faculties of Mechanical Engineering and Naval Architecture, temporarily utilized each other's facilities to minimize disruptions to their operations. Due to these construction activities, some of the spaces that were previously designated for our department's use were temporarily reallocated to these faculties. As the reinforcement of Block B nears completion, plans are being made to reorganize the space within both buildings. This reorganization will include the reinstatement of our designated studio spaces, allowing us to better accommodate our architectural programs. However, it is important to note that the ongoing construction means that the full realization of these plans will take place at a later date, as we continue to navigate the challenges of working within a historic campus.

Nevertheless, the unique atmosphere of the Yıldız campus significantly enriches the educational experience. We have chosen to embrace the historic setting, recognizing the invaluable ambiance it provides, rather than focusing solely on its spatial limitations. Students have the privilege of accessing the campus 24/7, provided they notify the appropriate authorities. Classrooms, corridors, and the popular workspaces located on the basement and first-floor corridors remain available for student use throughout the night. It is not uncommon for faculty members to find students who have fallen asleep with their projects, reminding them of their own student days. The spirit of architectural education is deeply ingrained in our faculty building, and we continue to cultivate this unique educational atmosphere.

C. Online Education

During the COVID-19 pandemic, Yıldız Technical University's Department of Architecture (DoA) adapted its educational approach by transitioning to online learning in alignment with the decision made by the YTÜ Senate on September 1, 2020. This transition was implemented for all levels of education, including undergraduate and graduate programs, as well as courses in the School of Foreign Languages. The DoA Faculty Council decided on September 4, 2020, that the Fall 2020-2021 semester would be conducted entirely through remote education.

To facilitate this shift, DoA implemented a comprehensive action plan that included recording online lectures for students to access at their convenience. The university's digital platform, accessible through https://online.yildiz.edu.tr/, became the primary channel for delivering courses, with additional support provided through tools like Avesis and cloud storage services such as Google Drive. Despite the challenges of online education, efforts were made to maintain student engagement and motivation, particularly in the architecture design courses, which inherently require hands-on and interactive learning. The department planned digital exhibitions and webinars to complement the online instruction, and faculty members were available for in-person consultations by appointment, adhering to pandemic-related safety measures.

The department also recognized the unique challenges faced by both students and instructors during remote learning. As such, they emphasized the importance of regular communication to ensure that students' individual needs were met, including access to necessary resources and support. The assessment process was adjusted to account for the remote learning environment, with a greater emphasis on continuous evaluation methods rather than solely relying on end-of-term exams. This approach aimed to provide a fair and supportive learning experience, acknowledging the difficulties posed by the pandemic.

YTU DoA Online Education Guide TR

D. 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 single 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 (bunkbed) 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.

Department of Housing and Social Services 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 monthly 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.

Department of Food Services 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.

Medical Facilities 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.

Lodgment Management System 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, Waterpolo, 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 two outdoor 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

Sports Facilities 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.

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.

Pre-School Davutpaşa Campus TR

I.2.3 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 90.503.640$ for 2024.

Budget of 2024 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.

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, stationery and hardware) is covered. The Architecture Faculty budget allocated by YTU Directorate of Strategic Development is presented in Table 21.

Revolving Fund Management Directorate TR

Table 21: Architecture Faculty Funding

Explanation	Initial Budget	Total Budget	2021 expenditure
Staff expenditures	16.309.000,00 ₺	17.520.197,19 ₺	17.520.115,61 ₺
Expenditures of social security subsidies	2.300.000,00 ₺	2.964.045,69 ₺	2.964.012,90 ₺
Commodity and service procurement	157.000,00 ₺	33.775,00 ₺	32.620,24 ₺

Budget Realization Reports 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.

Higher Education Institutions, Medical-Social Health, Culture and Sports Affairs Department Application Regulation TR

I.2.4 Information Resources

Students of the Department of Architecture have access to both the Davutpaşa Central (İlhan Varank) Library and the Yıldız Branch (Şevket Sabancı) Library.

The Davutpaşa Central Library was inaugurated in May 2011. Initially named the Central Library, it was renamed in 2017 after Prof. Dr. İlhan Varank, who was martyred on July 15, 2016, following a proposal by the Rector's Office and a decision by the YTÜ Senate on February 9, 2017.

The Şevket Sabancı Library, on the other hand, has been serving the university community since 1960. Both libraries organize their collections using the Dewey Decimal Classification System under the open-shelf arrangement.

Table 11 outlines the libraries' operating hours, while Table 12 details the available workspaces and seating capacities. Notably, the operating hours at the Şevket Sabancı Library extend to 24/7 during exam periods to accommodate students' needs.

Based on current data, a total of 912 individuals can use the libraries simultaneously. In addition, the two libraries collectively offer 117 computers and 2 scanners, ensuring comprehensive support for all library users.

Table 12 Library Operating Hours

Library Operating Hours	Davutpaşa Central (İlhan Varank) Library		Yıldız Branch (Şevket Sabancı) Library	
	Academic Semester	Holiday Period	Academic Term	Holiday Period
Monday - Friday	7/24		08:30-23:00	08:30-16:30
Saturday-Sunday			10:00- 18:00	Closed

Table 13 Halls and capacities in libraries

Workspace	Person capacity	
	Davutpaşa Central (İlhan Varank) Library	Yıldız Branch (Şevket Sabancı) Library
Group study hall	60+36	10
Audiovisual materials and computer lab	47	20
Reading room	120	
Research, thesis and project work hall	44	10
Individual study room	8	
Book reading room	205+112	80+80
Conference room	80	
Overall total	712	200

All subscribed electronic information resources are accessible off-campus 24/7 via the Proxy Server system called LIBPXY and the VETIS program, both configured by the Department of Information Technologies. Additionally, all printed collections (books, periodicals, and theses) in the libraries can be searched online through the OPAC (Online Public Access Catalogue). This browsing feature is available from the computer labs in both libraries and from scanning terminals located on each floor. The catalog is also accessible online from outside the university.

Table 13 provides a comprehensive overview of all printed and electronic resources available in the libraries as of September 2023. According to the data in this table, between 2016 and 2023, the number of books more than doubled, periodicals increased nearly 30 times, reference books tripled, electronic publications grew by about 2.5 times, electronic books increased by 1.75 times, online theses expanded by 4.5 times, and printed theses rose by 1.73 times. While the number of e-standards has increased, the number of subscribed databases has decreased to 45. Both libraries are equipped with a BookMatic/self-check lending device, allowing for 24/7 lending services. Table 14 outlines the borrowing limits, time restrictions, and renewal rights for undergraduate and graduate students, as well as academic staff. According to this table, a library member can borrow a resource for a period ranging from 42 to 180 days, depending on their status and the type of resource borrowed.

Table 14 Library Facilities

Type	Numbers in the Collection (2016)	Numbers in the Collection (2023)	Budget (2016)	Budget (2023)	Spread Area (m^2)
Book	70.266	156.408			
Periodical Publication	680	20.748			
Subscriptions	-	-			
Encyclopedia	-	-			
Reference Books	2.693	7.679			
Microfilm	-	-			

Microfiche	-	-			
Electronic Periodicals	46.700	115.670			
Digital Image files	350.000	350.000			
Other Electronic Publications	40,000 (Sound recording)	40,000 (Sound recording)			
	243.109 (Online books)	423,511 (Online books)			
	1.2 million (Online thesis)	5.5 million (Online thesis)			
	(Online Standards)	213,376 units (Online Standards)			
Slide	-	-			
Video	-	-			
CD	-	908			
Drawing	-	-			
Report	8,900 (thesis)	15,397 (thesis)			
Other	65 (database)	45 (database)			
Total	1.961.895	6.843.742	32.188 ₺	6.474.232,20 ₺	6250

Table 15 Lending period and limits

Status	Time Limit	Material Limit	Right of Extension
Academic Staff	60 Days	15 Books	2 times
Master's Degree/PhD	30 days	10 books	2 times
Associate degree/Bachelor's Degree	21 days	5 books	1 time
Administrative Staff	30 Days	3 Books	1 time

The central library is a member of TÜBESS (National Document Delivery Network) to provide articles and theses that are inaccessible in Turkey.

During the academic semester, training sessions are organized for all faculty members, as well as undergraduate, graduate, and doctoral students, to ensure they maximize their use of the library's resources. These training sessions cover the use of the library catalog, access to electronic publications, research techniques, and other library services. Trainings can be organized upon request by individuals or groups, or they can be planned by the Library and Documentation Department. In 2022, "Library Orientation" and "Library User Training for MA-Doctoral Students" were held once and three times, respectively.

In addition to the regular user training provided at the Central Library, the following training sessions were offered in 2021:

- "Authoritative Sources in Art, Design, and Architecture Literature" user training
- User training on "Research Resources in Business Management, Economics, and Finance"
- Education Source database user training
- Article Publishing Processes/Author Workshop (Springer Licensing Manager)
- Reaxys database user training

These sessions aim to equip users with the skills to effectively utilize databases and various resources. The goal is to ensure the efficient use of resources in indexed publications, research, and various fields of study by promoting the effective use of the available databases.

Department of Library and Documentation TR

Research Innovation Collaboration EN

I.2.5 Administrative Structure and Governance

The YTÜ Department of Architecture (DoA) is managed by a Department Head, who is elected every three years, supported by two Vice Heads, a representative of the research assistants, and a student representative. The department's administrative staff includes three program administrators (the Head and two Vice Heads), a coordinator for graduate studies, two administrative coordinators, three secretaries, and additional support personnel.

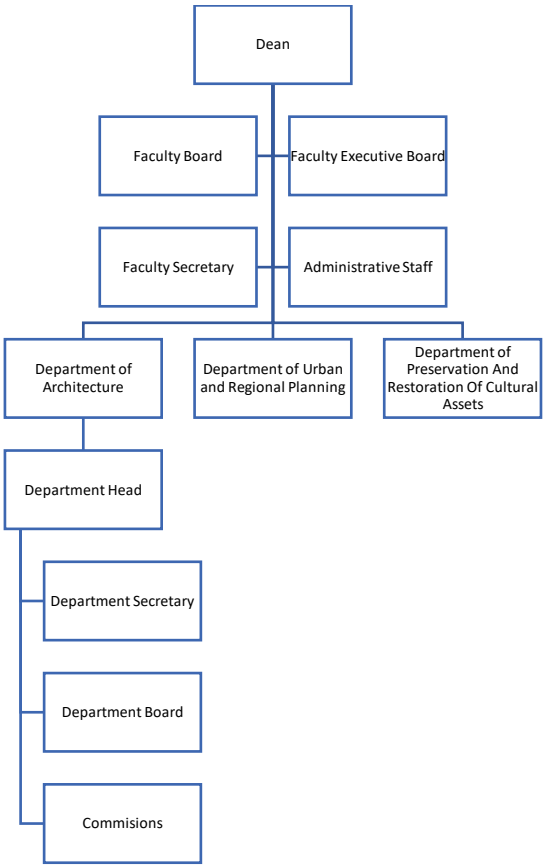
The position of Departmend Head operates under the Faculty Dean and involves a wide range of duties, authorities, and responsibilities that are crucial for the effective management and coordination of the department. The role includes presiding over the Department Board and proposing new undergraduate and graduate courses for approval. It ensures coordination between various academic units, including the Departments, the Faculty, and the Graduate School of Natural and Applied Sciences, facilitating smooth communication and execution of tasks. The position also involves forming departmental committees and monitoring their progress through regular reports, ensuring effective collaboration among faculty members.

Further responsibilities include providing recommendations for assignments and extensions of duties, coordinating the selection of advisors, and managing advisory services. The role is integral to the preparation of course schedules and the coordination of internship activities. It oversees the organization and implementation of summer school programs, as well as the review and response to student petitions. Monitoring research activities and optimizing laboratory efficiency are also key aspects of the position. Additionally, the role requires identifying the needs and academic workload of faculty members and assistants, and proposing relevant actions, such as additional courses, overtime, and leave, to the Dean's Office and the relevant Institute.

The position is also responsible for ensuring the procurement of necessary departmental equipment and consumables, preparing the departmental academic activity report at the beginning of each academic year, and overseeing the preparation of the department's annual budget. It involves the execution of various related tasks as assigned, ensuring the department functions efficiently and effectively within the broader faculty structure.

The organizational structure of YTÜ DoA, including both its academic and administrative framework, is outlined below. This chart illustrates not only the department's internal structure but also the overall organizational structure, beginning with the faculty level. Within this scheme, the flow of information and the decision-making process in the department follows the sequence of Division-Department Board-Faculty Board.

Table 16 Administrative Structure



Routine tasks within the department are managed by the commissions listed below. The distribution of work is structured to ensure that all teaching staff share an equal workload. Temporary commission assignments and short-term tasks are allocated on a rotating basis to maintain balance and fairness among the staff.

Table 17 DoA Commissions

NAME	DUTY
OFFICE/RESEARCH INTERNSHIP COMMISSION	Evaluates the internship applications
CONSTRUCTION SITE INTERNSHIP COMMISSION	
PHD QUALIFICATION EXAM COMMISSION	Organizes the PhD Qualification Exams
LATERAL TRANSFER COMMISSION	Evaluate the transfer applications
INTERNAL TRANSFER AND DOUBLE MAJOR COMMISSION	Organize the course accreditations of the accepted students
VERTICAL TRANSFER COMMISSION	
ERASMUS COMMISSION	Organizes the incoming-outgoing students and teaching staff via ERASMUS exchange program
ERASMUS ACCREDITATION COMISSION	Organizes the course accreditations of the outgoing students
FARABI COMMISION	Organizes the incoming-outgoing students and teaching staff via FARABI exchange program
MEVLANA COMMISION	Organizes the incoming-outgoing students and teaching staff via MEVLANA exchange program
INTERNATIONAL ACCREDITATION COMMISSION	Organizes the accreditation issues related with international students

RECOGNITION OF PRE-PROFESSIONAL EDUCATION COMMISSION	Organizes the accreditation issues and prior performance qualifications related with incoming students
GRAUDATE PROGRAM COORDINATORS	Organizes graduates programs in the Department of Architecture
ALUMNI COORDINATION	Organizes the relationship between the alumni and the Department.
QUALITY AND STRATEGY DEVELOPMENT COMMISSION	Develops the Quality and Strategy Plans of the Department
DEPARTMENT COMMUNICATION COMMISSION	Updates the web site, manages the social media accounts of the Department depending on the news and events.
NAAB COMMISSION	Organizes the report and the preparations for NAAB ICert
MIAK COMMISION	Organizes the report and the preparations for national accreditation
BOLOGNA COMMISSION	Organizes the Departmental issues and course contents depending on Bologna criteria.
BOLOGNA ACCREDITATION COMMISSION	Organizes and updates the courses and other Departmental content depending on Bologna criteria.
ARCHITECTURAL EDUCATION STUDY GROUP	Organizes the Architectural Education Study Group to work under the MOBBIG (Architectural Departments Heads Meeting)
AMNESTY COMMISSION	Organizes the accreditation of students who return to the university after amnesty law.
ACCREDITATION COMMISSION	Organizes the general accreditation of courses.
EDUCATION COMMISSION	Organizes workshops and meetings for the continuous improvement of the architecture curriculum in coordination with strategic planning guidelines
ACADEMIC INCENTIVES REVIEW COMMISSION	Collects and reviews the academic incentive applications of the DoA for eligibility

ADMINISTRATIVE ANNUAL REPORT TR

MANAGEMENT SYSTEMS

The principles for conducting IT services at YTU are defined in the PR-020-Information Technology Services Procedure. The DoA benefits from our university's information management systems. Thanks to the Data Management System (VYS) established within Yıldız Technical University, performance targets and activities, along with performance indicators, are entered into the system by the relevant unit on a quarterly basis. This allows for the parametric analysis of data based on years, periods, and units. Data entries into the VYS are made according to the principles outlined in the KL-054-Data Management System User Guide. After being entered by the data entry responsible (e.g., Faculty Secretary) and saved, the data are approved by the approval responsible (e.g., Dean), completing the process.

Student Information System (OBS) at our university is unified for both undergraduate and graduate programs and is gathered under the OBS (formerly USIS for undergraduate and GSIS for graduate studies). This application includes all processes needed from student registration to graduation. Academic processes such as curriculum changes, graduation requirements, equivalences, and regulatory adjustments are also managed through this application.

Our faculty uses the Academic Data Management System (AVESIS) to monitor research processes. This program provides many functional modules aimed at creating academic inventories, generating instant or periodic reports, and producing statistical information, enabling effective and strategic management. AVESİS offers an effective system for

measuring, evaluating, and managing performance at the individual, department, unit, and institutional levels according to various indicators and institutional report card models.

The Project Process Management System (BAPSİS), compatible with AVESİS, includes many functional tools related to all academic, administrative, and financial processes conducted within the BAP Coordination Units of higher education institutions. This allows outputs such as publications and patents produced by researchers from projects to be easily transferred from the AVESİS system to the BAPSİS system for committee evaluation, with support applications based on researchers' academic performance automatically evaluated by the system. BAPSİS includes numerous modules and subsystems, such as Performance Evaluation Module, Project Output Monitoring Module, and System Management Module, providing full automation for all academic, administrative, and financial processes.

All correspondence has been digitized, and an archiving system, Electronic Document Management System (EBYS) has been established.

Academic Incentive Allowance Process Management System (ATÖSİS) is designed to conduct Academic Incentive Allowance processes electronically.

The Personnel Information System (PERSİS) handles personnel information processes.

Retired Academic Personnel Information System (EPERBİS) allows access to the CVs of our retired academic staff.

Academic Promotion and Evaluation Committee Application System (AYDEK), compatible with AVESİS, enables the evaluation of academic promotions and assessments at the individual, department, unit, and institutional levels. The application and evaluation process for faculty positions is also conducted through this system.

Used by all Technology Transfer Office modules, the TTO Portal is an institutional management system for job and process tracking, storing long-term institutional memory records.

The Alumni Coordination Office uses the Alumni Information System to enhance university affiliation and create personal and professional networks among graduates. Additionally, the Alumni Platform serves as a virtual meeting space for our graduates. An application and research center for statistics has also been established to periodically collect and analyze information and data.

Institute of Natural Sciences Online Application System handles the thesis advisor assignment, doctoral qualification, doctoral thesis monitoring, and graduation processes for all graduate students in the master's and doctoral programs conducted by our faculty members.

PART ONE (I), SECTION 3: PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports

A. Program Student Characteristics

As mentioned in the previous section, students with Turkish nationality take the national BPT/TYT and SPT/AYT exams to gain admission to YTU. To enhance student diversity and provide learning opportunities that promote social equity, YTU also accepts students from various national and international universities through exchange programs such as Farabi, Mevlana, and Erasmus+. Additionally, YTU welcomes students from Turkic countries and other developing nations through the foreign student exam and various international scholarship programs available in Turkey.

Table 18 Total Enrollment of Students in 2023-2024 Academic Year

Enrollment type	Full time male total	Full time female total	Full timetotal	Part time male total	Part time female total	Part timetotal	Male total	Femaletotal	Grand total
Turkish students withnational exams	386	857	1243	0	0	0	394	865	**1259**
Foreign Students Exam	79	155	234	0	0	0	79	155	**234**
Foreign Students with Turkish National scholarship	2	12	14	0	0	0	2	12	**14**
Students from Turkic Republican Countries	13	8	21	0	0	0	13	8	**21**
Transfer students (withinTurkey)	63	47	110	0	0	0	63	47	**110**
Amnesty students	17	5	22	0	0	0	17	5	**22**
Farabi Exchange	0	0	0	6	6	12	6	6	**12**
Erasmus + Exchange Program incoming students	0	0	0	7	12	19	7	12	**19**
TOTAL	**560**	**560**	**1644**	**13**	**18**	**31**	**581**	**1110**	**1691**

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

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 560. 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 (quantitative) score (mathematics and natural sciences test scores) is valid.

Table 19 2018 DoA Quota Numbers and Scores

Program	Year	Duration	Score Type	Quota	Quota Type	Highest	Lowest
Architecture	2018	4	quantitative	140	general	456.671	436.513
Architecture	2018	4	quantitative	4	valedictorian	422.756	410.976
Architecture (ENG)	2018	4	quantitative	50	general	467.578	450.212
Architecture (ENG)	2018	4	quantitative	2	valedictorian	430.792	428.646

Table 20 2023 DoA Quota Numbers and Scores

Program	Year	Duration	Score Type	Quota	Quota Type	Highest	Lowest
Architecture	2023	4	quantitative	130	general	472,829	441,453
Architecture	2023	4	quantitative	4	valedictorian	440,472	425,410
Architecture (ENG)	2023	4	quantitative	70	general	481,796	459,615
Architecture (ENG)	2023	4	quantitative	2	valedictorian	453,064	447,194

This comprehensive data reflects the competitive nature of admissions to the YTU Faculty of Architecture and underscores the high academic standards maintained by the department. The continual adjustment of quotas and scores ensures that the department attracts and retains top talent, fostering an environment of excellence and innovation in architectural education.

Table 21 Student Diversity for 2023-2024 Academic Year

Student Diversity (2023-2024)	Numbers	%
Departmental Allocation Exam SPT/AYT(conducted by SSAC/ÖSYM)	130(%30 eng) 70(%100 eng)	32,89%
Quota for first ranking students*	4(%30 eng) 2(%100 eng)	0,98%
Vertical transfer	64	10,52%
Lateral transfer (national and international)	40	6,57%
Lateral transfer from other departments of YTU	9	1,48%
Double major	12	1,97%
Lateral transfer	48	7,89%
Foreign Students Exam (FSE) Conducted by YTU Foreign Students Office**	203	33,38%
Students with Turkey scholarship	12	1,97%
ERASMUS Student Exchange Program(International) incoming students	14	2,38%
FARABI Student Exchange Program (Nation Wide) incoming students	-	0%
Free Movers	-	0%
Number of Total Students Enrolled Annually	**608**	**100%**

B. Program Faculty Characteristics

Table 22 Full-Time Instructional Faculty

Full-Time Instructional Faculty		Total
Professor Male	1	16
Professor Female	15	
Associate Professor Male	7	27
Associate Professor Female	20	
Assistant Professor Male	3	11
Assistant Professor Female	8	
Lecturer Male	4	5
Lecturer Female	1	
GRAND TOTAL		60

Number of Full-Time Faculty Credentials	
M. Arch	-
Ph.D	44
Prof. Ph.D	16

Faculty Information TR

Table 23 Full-time Part-Time Faculty numbers

FACULTY DATA	Department total
Full-time faculty	60
Part-time faculty	29

Table 24 Faculty Promotions

Faculty	2023-2024
Assistant to Associate Professor	4
Associate to Full Professor	4
Research Assistant to Assistant Professor	3

Table 25 Faculty Salaries

FULL-TIME FACULTY SALARIES	Number	Minimum	Maximum
Professor	16	2585 $	3120 $
Associate Professor	27	2070 $	2590 $
Assistant Professor	11	1865 $	2065 $
Lecturer	5	1705 $	2020 $

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.

Faculty Credentials EN

Faculty Resumés EN

NAAB

PART TWO (II), Section 1- STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria (SPC)

At YTU Department of Architecture (DoA), the pedagogy and methodology for addressing Realm A—Critical Thinking and Representation—are designed to develop students' analytical and communicative abilities within the architectural discipline. The curriculum encourages students to engage with a wide array of theoretical, social, cultural, and environmental contexts through a combination of lectures, seminars, and hands-on studio work. This approach helps students cultivate the skills necessary to critically assess and convey architectural ideas. Through activities such as writing, research, drawing, and modeling, students learn to explore and express concepts in a comprehensive manner. The program emphasizes lifelong learning, fostering an environment where students are continually encouraged to question, evaluate, and synthesize information from multiple perspectives, preparing them to address complex architectural challenges.

For Realm B—Integrated Building Practices, Technical Skills, and Knowledge—we focus on equipping students with the technical expertise and practical skills required to develop integrated architectural solutions. The curriculum combines theoretical instruction with practical application, emphasizing the understanding and use of building systems, materials, and environmental considerations. Students are tasked with creating design solutions that effectively integrate structural, mechanical, and environmental systems while adhering to industry standards and sustainability principles. By engaging in detailed technical documentation, system integration, and material selection, students gain the ability to develop designs that are not only aesthetically pleasing but also technically sound and environmentally responsible. This hands-on approach ensures that graduates are well-prepared to navigate the complexities of modern architectural practice.

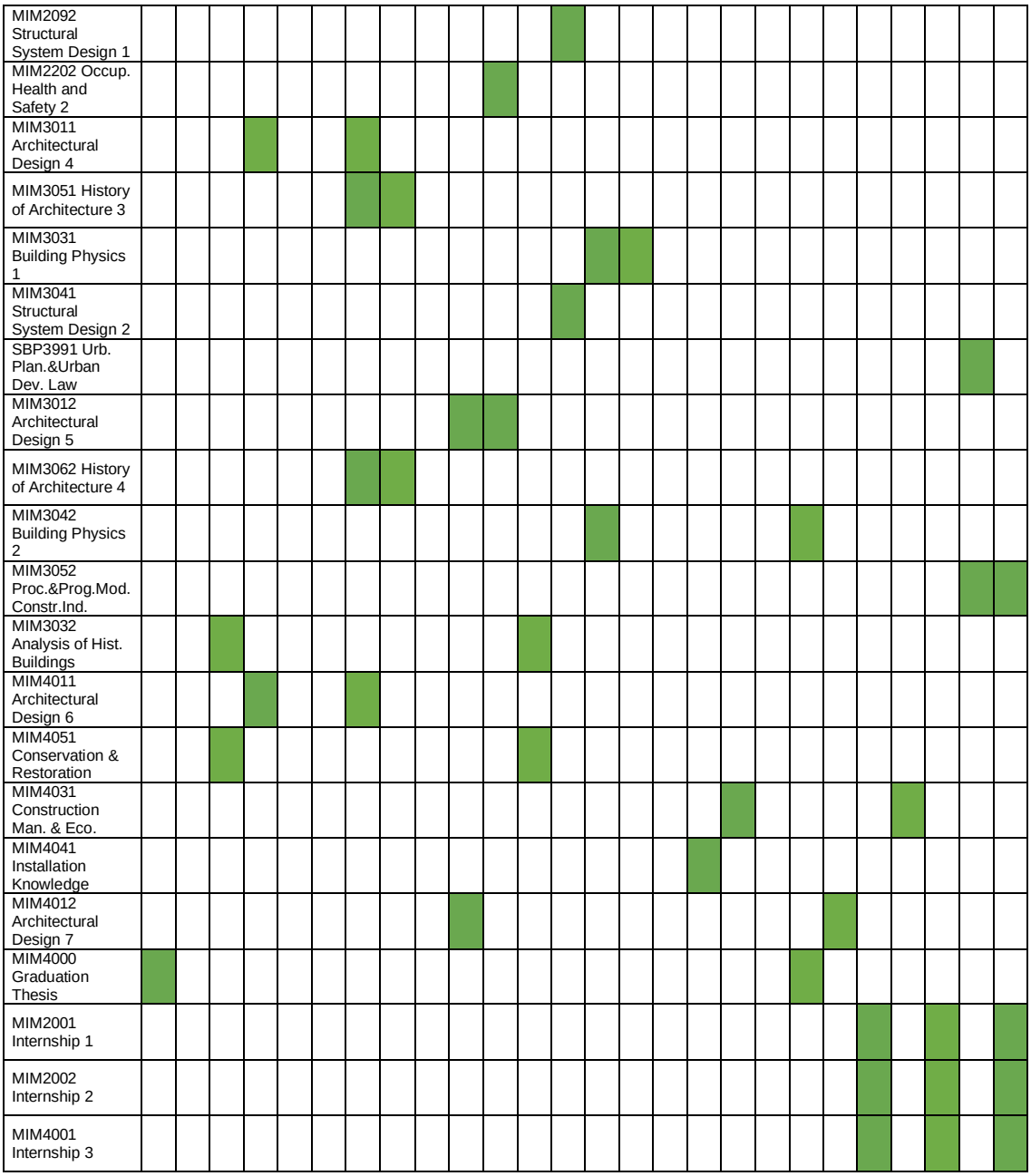
In addressing Realm C—Integrated Architectural Solutions—YTU DoA the synthesis of diverse architectural elements into cohesive and functional designs. The program encourages students to engage in complex design projects that require them to integrate various systems, materials, and environmental factors into a unified architectural solution. Through iterative design processes and collaborative work, students learn to evaluate and reconcile the implications of their design decisions across multiple scales and systems. The curriculum fosters an understanding of how to balance competing demands within a single project, ensuring that students develop the ability to create holistic and well-considered architectural solutions. This comprehensive approach prepares graduates to deliver integrated designs that meet professional standards and respond to societal needs.

For Realm D—Professional Practice—the pedagogy is designed to instill a deep understanding of the business principles, ethical responsibilities, and legal frameworks that govern the practice of architecture. The curriculum covers essential topics such as project management, stakeholder relationships, financial management, and professional ethics, providing students with a solid foundation in the operational aspects of architectural practice. Students are taught to navigate the complexities of professional responsibilities, including client relations, project delivery methods, and the ethical considerations involved in architectural decision-making. Through case studies, simulations, and practical assignments, students gain the skills necessary to operate effectively within the

architectural profession, ensuring that they are well-equipped to lead and manage projects while upholding the highest standards of professional conduct.

Table 26 SPC Chart

Educational Realms	REALM A: Critical Thinking and Representation								REALM B: Integrated Building Practices, Technical Skills, and Knowledge										REALM C: Integrated Architectural Solutions			REALM D: Professional Practice				
NAAB Student Performance Criteria	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	Historical and Global Culture	Culture Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluation and Decision-Making	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
Required Courses	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
MIM1011 Intro. to Arch. Design		■		■																						
MIM1031 Arch. Presentation Techn.	■																									
MIM1041 Basic Design		■			■																					
MIM1051 Build. Theory and Design 1		■							■																	
MIM1012 Architectural Design 1				■		■																				
MIM1062 Build. Theory and Design 2			■							■																
MIM1042 Statics & Strenght of Mat.													■													
MIM1032 Building Materials			■													■										
MIM1052 Constr. Elements of Build.1												■				■										
MIM2011 Architectural Design 2									■			■							■							
MIM2081 Computer-Aided Design	■											■														
MIM2071 History of Architecture 1							■	■																		
MIM2031 Structural Analysis in Arch.													■													
MIM2101 Constr. Elements of Build.2												■			■	■										
MIM2201 Occup. Health and Safety 1											■															
MIM2082 Intro. Computer Sciences	■		■																							
MIM2012 Architectural Design 3								■	■																	
MIM2042 History of Architecture 2							■	■																		


MIM2092 Structural System Design 1
MIM2202 Occup. Health and Safety 2
MIM3011 Architectural Design 4
MIM3051 History of Architecture 3
MIM3031 Building Physics 1
MIM3041 Structural System Design 2
SBP3991 Urb. Plan.&Urban Dev. Law
MIM3012 Architectural Design 5
MIM3062 History of Architecture 4
MIM3042 Building Physics 2
MIM3052 Proc.&Prog.Mod. Constr.Ind.
MIM3032 Analysis of Hist. Buildings
MIM4011 Architectural Design 6
MIM4051 Conservation & Restoration
MIM4031 Construction Man. & Eco.
MIM4041 Installation Knowledge
MIM4012 Architectural Design 7
MIM4000 Graduation Thesis
MIM2001 Internship 1
MIM2002 Internship 2
MIM4001 Internship 3

PART TWO (II): Section 2- CURRICULAR FRAMEWORK

II.2.1 National Authorization and Institutional Quality Assurance

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.

Higher Education Law 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 web site given below.

Council of Higher Education EN

The National Qualifications Framework for Higher Education (NQF-HETR) in Turkey, is a standardized system that outlines the qualifications for higher education degrees in Turkey. It is aligned with the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF-EHEA), ensuring compatibility with international standards.

The NQF-HETR serves several key purposes:

1. It provides a clear structure for the levels of qualifications awarded by higher education institutions in Turkey, including associate, bachelor's, master's, and doctoral degrees. Each qualification level is defined by specific learning outcomes, including knowledge, skills, and competencies that students are expected to achieve.

2. By clearly defining the outcomes and expectations for each qualification level, TYYÇ helps ensure transparency in the education system. This transparency facilitates the recognition of Turkish qualifications abroad and supports student mobility.

3. The framework is closely tied to the quality assurance processes overseen by YÖKAK. Higher education institutions like Yıldız Technical University (YTU) align their programs with NQF-HETR to ensure that they meet national and international standards of quality. This alignment is critical for accreditation and for maintaining the relevance and competitiveness of academic programs.

4. NQF-HETR serves as a guideline for curriculum development, helping institutions design programs that meet the defined learning outcomes for each qualification level. This ensures that graduates possess the necessary knowledge, skills, and competencies required in their respective fields.

NQF-HETR plays a crucial role in guiding the development and evaluation of YTU's academic programs. YTU aligns its curricula with the NQF-HETR to ensure that its graduates meet the required standards, which in turn supports the university's mission to provide high-quality education that is recognized both nationally and internationally.

National Qualifications Framework for Higher Education in Turkey EN

YÖKAK, short for "Yükseköğretim Kalite Kurulu," is the Higher Education Quality Council of Turkey. It is an independent body responsible for the evaluation, accreditation, and quality assurance of higher education institutions in Turkey. Established to ensure and enhance the quality of higher education, YÖKAK oversees the implementation of quality standards across universities and other higher education institutions.

YÖKAK conducts evaluations based on criteria such as institutional performance, educational programs, research activities, and community engagement. It provides guidance for continuous improvement and supports institutions in developing and maintaining high-quality educational environments. The council also works to align Turkey's higher education standards with international benchmarks, promoting the global competitiveness of Turkish universities.

YTU is actively engaged with YÖKAK, as part of its commitment to maintaining and enhancing the quality of its educational programs and institutional operations. YTU participates in YÖKAK's quality assurance processes, which include regular evaluations, accreditation reviews, and continuous improvement initiatives.

As a part of this relationship, YTU aligns its academic and administrative practices with the standards and criteria set by YÖKAK. This involves undergoing periodic institutional evaluations, where YÖKAK assesses various aspects of the university's performance, including the quality of its educational programs, research output, faculty qualifications, and student services. YTU also submits self-evaluation reports and improvement plans as required by YÖKAK, demonstrating its adherence to national and international quality standards.

Turkish Higher Education Quality Council EN

Yıldız Technical University (YTU) is deeply committed to institutional quality assurance, ensuring that all aspects of its academic and administrative operations meet rigorous standards set by both national and international bodies. The university's approach to quality assurance is comprehensive and systematic, encompassing every facet of its operations, from teaching and research to student services and administrative processes. This commitment is central to YTU's mission to provide high-quality education and maintain its competitive standing within the global academic community.

YTU Quality Coordination TR

At the core of YTU's quality assurance framework is a robust quality management system that continuously monitors, evaluates, and enhances the university's programs and services. Regular evaluations and audits, both internal and external, play a crucial role in this process. These assessments provide a detailed understanding of the university's strengths and areas for improvement, ensuring that any necessary changes are implemented to enhance the quality of education and services provided. YTU's participation in national and international accreditation processes further underscores its

commitment to maintaining high standards, with accreditation by bodies such as YÖKAK serving as a key component of its quality assurance strategy.

National Accreditation

The Department of Architecture (DoA) at Yıldız Technical University (YTU) is accredited by the Architectural Education Accreditation Association (MiAK), which plays a pivotal role in ensuring the quality and standards of architectural education in Turkey. MiAK, officially established on September 10, 2019, evolved from the " Architectural Education Accreditation Association Council," which had been operating in collaboration with the UCTEA Chamber of Architects of Turkey from 2006 to 2019. Following its establishment as an independent association, MiAK has taken on the responsibility of accrediting architecture programs, conducting external quality evaluations, and providing guidance to enhance the overall quality of architectural education.

MiAK's core mission is to contribute to the improvement of architectural education by accrediting educational programs and ensuring that they meet high-quality standards. This, in turn, aims to elevate the quality of architectural services, thereby improving the quality of life, the natural environment, and the built environment. The accreditation process involves a comprehensive evaluation of the programs offered by institutions like YTU DoA, ensuring that they align with the current and future needs of the profession.

MiAK’s activities are extensive and include the preparation, updating, and publication of essential documents related to the accreditation process, such as quality policies and guidelines for evaluation teams. MiAK also evaluates architecture programs submitted by educational institutions, accredits them, and oversees the selection and training of evaluators who participate in the accreditation process. Additionally, MiAK provides training and information sessions for program administrators and faculty members on program evaluation and continuously monitors and revises evaluation criteria to meet the evolving needs of stakeholders in architectural education.

Architectural Education Accreditation Association EN

YTU DoA has distinguished itself as a leading institution in Turkey by securing full six-year accreditation from MiAK on three consecutive occasions. The first accreditation was obtained in 2010, followed by the second in 2017, and most recently, the third accreditation was awarded in 2024. This consistent achievement underscores the department's commitment to maintaining the highest standards of architectural education and reaffirms its position as a pioneering institution in the field within Turkey.

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 had received the NAAB International Certificate with the 4 year B.Arch program. This PSER section addresses the still current YTU course catalogue in the preparation of the SPC matrix, the SPC Realms A, B, C and D and the course descriptions.

YTU Course Catalogue EN

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 124 credit hours in professional studies and electives related to architecture and 40 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).

Table 27 Sample Curriculum Track 2023-2024

1st Year Fall Semester

Code	Title	Local	ECTS
TDB1031	Turkish Language 1	0	2
MDB1031	Advanced English 1	3	3
MAT1821	Mathematics	3	4
MIM1011	Introduction to Architectural Design	6	8
ATA1031	Principles of Atatürk and History of Modern Turkey 1	0	2
MIM1031	Architectural Presentation Techniques	4	6
MIM1051	Building Theory and Design 1	2	2
MIM1041	Basic Design	2	3
TOTAL		**20**	**30**

1st Year Spring Semester

Code	Title	Local	ECTS
MIM1062	Building Theory and Design 2	2	2
TDB1032	Turkish language 2	0	2
ATA1032	Principles of Atatürk and History of Modern Turkey 2	0	2
MDB1032	Advanced English 2	3	3
ELEC 1	Social Elective 1-1	3	3
MIM1012	Architectural Design 1	6	8
MIM1042	Statics and Strenght of Materials	3	4
MIM1032	Building Materials	2	2
MIM1052	Constructional Elements of Building 1	3	4
TOTAL		**22**	**30**

2nd Year Fall Semester

Code	Title	Local	ECTS
MIM2081	Computer-Aided Design	3	3
MDB2051	Reading and Speaking in English	2	2
ELEC 2	Social Elective 1-2	3	3
MIM2011	Architectural Design 2	6	8
MIM2071	History of Architecture 1	2	2
MIM2031	Structural Analysis in Architecture	2	3
MIM2101	Constructional Elements of Building 2	3	4
MIM2001	Internship 1	0	3

MIM2201	Occupational Health and Safety 1	2	2
TOTAL		**23**	**30**

2nd Year Spring Semester

Code	Title	Local	ECTS
MIM2082	Introductory Computer Sciences	3	3
ELEC 3	Social Elective 1-3	3	3
MIM2042	History of Architecture 2	2	2
MIM2092	Structural System Design 1	3	3
ELEC 4	Social Elective 1-4	3	3
ELEC 5	Social Elective 1-5	3	3
MIM2012	Architectural Design 3	6	8
MIM2002	Intership 2	0	3
MIM2202	Occupational Health and Safety 2	2	2
TOTAL		**25**	**30**

3rd Year Fall Semester

Code	Title	Local	ECTS
MIM3011	Architectural Design 4	6	8
MIM3051	History of Architecture 3	2	2
MIM3031	Building Physics 1	3	3
MIM3041	Structural System Design 2	2	3
SBP3991	Urban Planning and Urban Development Law	2	2
AELEC 1	Elective 1-1	2	4
BELEC 2	Elective 2-1	2	4
CELEC 3	Elective 3-1	2	4
TOTAL		**21**	**30**

3rd Year Spring Semester

Code	Title	Local	ECTS
MIM3012	Architectural Design 5	6	8
MIM3062	History of Architecture 4	2	2
MIM3042	Building Physics 2	3	3
MIM3052	Process and Progress in Modern Construction Industry	2	2
MIM3032	Analysis of Historical Buildings	2	3
AELEC 4	Elective 1-2	2	4
BELEC 5	Elective 2-2	2	4
CELEC 6	Elective 3-2	2	4
TOTAL		**21**	**30**

4th Year Fall Semester

Code	Title	Local	ECTS
MIM4011	Architectural Design 6	6	8
MIM4001	Intership 3	0	3
MIM4051	Conservation and Restoration	3	4
MIM4031	Construction Management and Economics	2	2
MIM4041	Installation Knowledge	2	2
AELEC 7	Elective 1-3	2	4
BELEC 8	Elective 2-3	2	4
ELEC 6	Social Elective 1-6	3	3
TOTAL		**20**	**30**

4th Year Spring Semester

Code	Title	Local	ECTS
MIM4012	Architectural Design 7	4	8
MIM4000	Graduation Thesis	0	8
MDB3032	Business English	2	2
CELEC 9	Elective 3-3	2	4
AELEC 10	Elective 1-4	2	4
BELEC 11	Elective 2-4	2	4
TOTAL		**12**	**30**

G. TOTAL		**164**	**240**

General Studies

To ensure a quality standard in education YTU offers 40 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.

Table 28 Non-Architectural Courses

Code	Title	Local	ECTS
TDB1031	Turkish Language 1	0	2
MDB1031	Advanced English 1	3	3
MAT1821	Mathematics	3	4
ATA1031	Principles of Atatürk and History of Modern Turkey 1	0	2
TDB1032	Turkish language 2	0	2
ATA1032	Principles of Atatürk and History of Modern Turkey 2	0	2
MDB1032	Advanced English 2	3	3
ELEC 1	Social Elective 1-1	3	3
MDB2051	Reading and Speaking in English	2	2
ELEC 2	Social Elective 1-2	3	3
MIM2201	Occupational Health and Safety 1	2	2
ELEC 3	Social Elective 1-3	3	3

ELEC 4	Social Elective 1-4	3	3
ELEC 5	Social Elective 1-5	3	3
MIM2202	Occupational Health and Safety 2	2	2
SBP3991	Urban Planning and Urban Development Law	2	2
ELEC 6	Social Elective 1-6	3	3
MDB3032	Business English	2	2
TOTAL		**40**	**46**

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's degree programs subject to Social Electives can be viewed from the link:

Bachelor's Programs 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.

Table 29 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**

Professional Studies

The professional study courses within the curriculum of YTU DoA are designed to equip students with the essential knowledge, skills, and competencies required to excel in the architectural profession. These courses form the backbone of the architectural education program, providing a comprehensive foundation in both theoretical and practical aspects of architecture. Through a carefully structured sequence of courses, students are exposed to various dimensions of professional practice, including design, technical documentation, project management, and construction methods. The curriculum is crafted to ensure that students not only master the core principles of architecture but also develop the ability to apply this knowledge in real-world scenarios, preparing them to meet the complex demands of the industry upon graduation.

Code	Title	Local	ECTS
MIM1011	Introduction to Architectural Design	6	8
MIM1031	Architectural Presentation Techniques	4	6
MIM1051	Building Theory and Design 1	2	2
MIM1041	Basic Design	2	3
MIM1062	Building Theory and Design 2	2	2
MIM1012	Architectural Design 1	6	8
MIM1042	Statics and Strenght of Materials	3	4
MIM1032	Building Materials	2	2
MIM1052	Constructional Elements of Building 1	3	4
MIM2081	Computer-Aided Design	3	3
MIM2011	Architectural Design 2	6	8
MIM2071	History of Architecture 1	2	2
MIM2031	Structural Analysis in Architecture	2	3
MIM2101	Constructional Elements of Building 2	3	4
MIM2001	Internship 1	0	3
MIM2082	Introductory Computer Sciences	3	3
MIM2042	History of Architecture 2	2	2
MIM2092	Structural System Design 1	3	3
MIM2012	Architectural Design 3	6	8
MIM2002	Intership 2	0	3
MIM3011	Architectural Design 4	6	8
MIM3051	History of Architecture 3	2	2
MIM3031	Building Physics 1	3	3
MIM3041	Structural System Design 2	2	3
AELEC 1	Elective 1-1	2	4
BELEC 2	Elective 2-1	2	4
CELEC 3	Elective 3-1	2	4
MIM3012	Architectural Design 5	6	8
MIM3062	History of Architecture 4	2	2
MIM3042	Building Physics 2	3	3
MIM3052	Process and Progress in Modern Construction Industry	2	2
MIM3032	Analysis of Historical Buildings	2	3
AELEC 4	Elective 1-2	2	4
BELEC 5	Elective 2-2	2	4
CELEC 6	Elective 3-2	2	4
MIM4011	Architectural Design 6	6	8
MIM4001	Intership 3	0	3
MIM4051	Conservation and Restoration	3	4
MIM4031	Construction Management and Economics	2	2
MIM4041	Installation Knowledge	2	2
AELEC 7	Elective 1-3	2	4
BELEC 8	Elective 2-3	2	4
MIM4012	Architectural Design 7	4	8
MIM4000	Graduation Thesis	0	8
CELEC 9	Elective 3-3	2	4
AELEC 10	Elective 1-4	2	4
BELEC 11	Elective 2-4	2	4
TOTAL		**124**	**194**

Electives (Professional)

In B.Arch. degree program DoA offers 3 groups of electives 1, 2, and 3. 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 each 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 30 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**

Table 31 List of Elective Courses

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

CO-OP (Cooperative Education)

The YTÜ CO-OP Model (Cooperative Education), implemented as part of Professional Education in Business, is an innovative redefinition of traditional internships. Often confused with internships, the CO-OP model aims to enhance collaboration between the

university and the business world. It is important to highlight that while internships are mandatory in certain programs, participation in the CO-OP program is entirely voluntary.

In the CO-OP model, the university connects students who wish to participate with suitable employers in relevant sectors. The employer, in turn, begins to prepare the student for the professional world during the CO-OP Education period. Research indicates that universities offering CO-OP Education tend to see an increase in their preference rates over time. In summary, the primary goal of the CO-OP program is to organically strengthen the relationship between the university and the business community, fostering a more integrated approach to professional development.

In the Department of Architecture, the course equivalencies for the Cooperative Education (CO-OP) program within the Professional Education in Business are as follows:

Table 32 YTU DoA Professional Education in Business Courses

Semester	Course Name	CO-OP Education Course Equivalent	ECTS
8	Graduation Project	Professional Education in Business -1	8
8	Elective 3-3	Professional Education in Business -2	4
8	Elective 2-4	Professional Education in Business -3	4
7	Internship 3	Professional Education in Business -4	3

These equivalencies integrate the CO-OP education within the architecture curriculum, allowing students to gain professional experience while fulfilling their academic requirements.

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:

Table 33 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's 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).

YTU Associate and Undergraduate Education Regulations 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) indicate 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 has 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.

PART TWO (II): Section 3- EVALUATION OF PREPARATORY EDUCATION

II.3 Evaluation of Preparatory 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.

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:

Course Equivalency And Transfer Principles 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 advice of the Departmental Equivalency Commission.

The following conversion table is used for the transferred grades.

Table 34 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			
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			

** Used when there is no grade record available and the credit hour and course content is equivalent.*

PART TWO (II): Section 4- PUBLIC INFORMATION

II.4.1 Statement on International Certification Degrees

The internationally certified degree program at our institution significantly meets the educational outcomes of an architecture program in the United States, demonstrating compliance with the NAAB International Certification Conditions, which closely align with the NAAB Accreditation Conditions. It is important to note that the NAAB International Certification is not equivalent to accreditation by NAAB for U.S. architecture programs; however, it signifies that the program has achieved the highest standards in professional architectural education. To ensure that prospective students, parents, and the public have a clear understanding of this internationally certified degree, our institution includes the exact language from Appendix 6 of the NAAB Conditions for International Certification in all catalogs and promotional media, as required. This compliance ensures transparency and consistency in the communication of the program's status and quality.

Statement TR

II.4.2 Access to Conditions and Procedures for NAAB International Certification

Conditions and Procedures TR

II.4.3 Access to Career Development Information

YTU Student Guidance and Career Center TR

YTU Technopark EN

YTU Technology Transfer Office TR

YTU Student Clubs TR

II.4.4 Public Access to Program Self-Evaluation Reports and Visiting Team Reports

Copies of PSER and VTR are available by request in the Main Office of the YTU DoA. The following documents can be downloaded from our website:

Program Self-Evaluation 2019 EN

Visiting Team Report 2019 EN

II.4.5. Admissions and Advising

Registration Procedures for Newly Enrolled Students TR

Transfer Between YTU Undergraduate Programs TR

Additional Exam Applications for Students Completing the Maximum Duration TR

International Student Affairs EN

Türkiye Scholarship Programs EN

Forms and Petition Samples TR

YTU Scholaship Coordination TR

YTU Student Guide TR

PART III-PROGRESS SINCE THE PREVIOUS VISIT

The following section outlines the specific measures that have been implemented to address the conditions previously identified as not met during the last assessment. These targeted actions reflect our commitment to continuous improvement and our proactive approach to aligning the Department of Architecture's programs with the highest standards of architectural education. By systematically addressing the identified deficiencies, we aim to ensure that all aspects of our curriculum, facilities, and educational practices meet or exceed the expectations set forth by accreditation bodies, thereby enhancing the overall quality and effectiveness of our architectural education program.

The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes but is not limited to the following:

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

The program has taken significant steps to enhance the physical resources available to support student learning and achievement in our professional degree program in architecture. We have initiated the use of various studio spaces within Blocks A and B, located in the areas traditionally housing the classrooms of the Faculty of Mechanical Engineering and Naval Architecture. This move was strategically made to facilitate the full-day use of studio spaces, which is essential for the immersive, studio-based learning central to our curriculum.

However, the ongoing structural reinforcement projects within these buildings have presented certain challenges. Initially, Block A underwent reinforcement, and upon its completion, similar work commenced on Block B. During this period, the Mechanical Engineering and Naval Architecture departments utilized each other's facilities, which temporarily necessitated the reallocation of the studio spaces we were using to these faculties. As the reinforcement of Block B nears completion, a reorganization of space within the campus is forthcoming, and our designated studio spaces will be reinstated. Nevertheless, due to ongoing construction, the full realization of this plan will occur at a later date.

It is important to note that our campus, situated within the historical Yıldız Palace complex, comprises both historical structures and modern-era heritage buildings. The non-palatial buildings are also considered part of Turkey's modern architectural heritage. Consequently, any expansion or addition of physical spaces often requires a careful compromise, balancing the preservation of historical integrity with the needs of contemporary education. The Department of Architecture values the unique experience of educating students within this rich historical context, sometimes prioritizing it over more conventional physical resources. While it is challenging to fully resolve concerns related to physical space, efforts are ongoing to mitigate these issues through innovative spatial solutions, ensuring that the quality of our educational environment remains at the forefront.

B.2. Accessibility

2019 Visiting Team Assessment: This criterion remains not met. While the projects in MIM 2012 -Architectural Design 3 require students to do this, not all the projects provided in the team room showed evidence of student achievement at the ability level. In MIM 1052 - Building Theory and Design 1, students develop an understanding of universal design, but work provided does not show evidence of ability.

While "Accessibility" is no longer listed as a separate criterion in the new Student Performance Criteria, we recognize its critical importance within architectural education and practice. The concept of inclusive design has become indispensable in today's world, and we fully acknowledge its significance. Therefore, this topic is addressed not just in a single studio course but across multiple courses throughout the curriculum. We are committed to integrating accessibility principles consistently and comprehensively, ensuring that students develop a deep understanding and ability in this area. This commitment is reflected in our course content and will be evident in the work produced by our students, which demonstrates their proficiency in creating inclusive and accessible designs.

B.5. Life Safety

2019 Visiting Team Assessment: This criterion remains not met. Evidence reviewed from courses MIM 3012 - Architectural Design 5 and MIM 4012 - Architectural Design 7 inconsistently shows an ability to apply basic principles. The team acknowledges that building codes are different than those in jurisdictions across the U.S. However, not all projects show a basic understanding (or application) of multiple means of egress, path of travel, and dead-end corridors.

Although "Life Safety" is also no longer listed as a separate criterion in the new Student Performance Criteria, its importance remains undiminished. The requirements in Turkey may differ from those in other jurisdictions, particularly in the United States, but the principles of design are universal. Given that Turkey is a seismic zone, recently impacted by two significant earthquakes, the focus on life safety has been re-evaluated and reinforced, not only in education but also in the country's laws and regulations. We are committed to ensuring that our students develop a solid understanding of life safety principles, including multiple means of egress, paths of travel, and the avoidance of dead-end corridors. This commitment will be evident in the way these concepts are integrated into our curriculum and reflected in student work.

B.6. Comprehensive Design

2019 Visiting Team Assessment: This item remains not met. Evidence provided from MIM 4012 -Architectural Design 7, does not consistently show evidence of student capacity to integrate all the SPC listed above. Overall, student projects do not show adequate integration of accessibility, life safety, sustainability, environmental systems, and structural systems.

Although "Comprehensive Design" is no longer listed as a separate criterion, the topics it encompasses are now evaluated under Realm C, which focuses on Integrated Architectural Solutions. The concerns raised in the 2019 Visiting Team Assessment—specifically, the integration of accessibility, life safety, sustainability, environmental systems, and structural systems—are addressed within the context of MIM 4012 -

Architectural Design 7 and the Graduation Thesis. These courses are specifically designed to engage students in the process of synthesizing these critical components into cohesive and comprehensive architectural designs.

In MIM 4012 and the Graduation Thesis, students are required to demonstrate their ability to integrate these various elements into their projects, reflecting a holistic approach to architectural design. The projects are not treated as isolated exercises but as opportunities to explore and apply a wide range of principles in a unified manner, ensuring that the resulting designs are both functional and responsive to the complex demands of the built environment. This integrated approach is crucial, particularly in the context of a seismic region like Turkey, where considerations such as life safety and structural integrity are of paramount importance. Through these courses, we are committed to ensuring that our students graduate with a robust capacity for comprehensive design, fully prepared to meet the challenges of professional practice.

C.1. Collaboration

2019 Visiting Team Assessment: This item remains not met. Evidence of student ability to work in collaboration was found in MIM 3032 - Analysis of Historical Buildings. Evidence of student ability to work in collaboration in multidisciplinary teams was not found. The program acknowledged that this is known to be deficiency since an evaluation of the curriculum last year and is working to implement it into required coursework. This is part of Goal 2 in the APR Long Range Planning Section I.1.4. Currently the program has incorporated multidisciplinary collaboration into its Social Electives where they collaborate with other disciplines like Naval Architecture and Urban Planning.

Although "Collaboration" is no longer a standalone criterion, the importance of collaboration—both within the architecture discipline and across multiple fields—continues to grow in today's professional landscape. We recognize that professions are increasingly evolving through collaboration with other disciplines, enhancing their scope and impact. While we are in the process of developing such initiatives within the Department of Architecture, similar multidisciplinary design projects have already begun in other departments of our university, such as Electrical-Electronics Engineering and Control and Automation Engineering. These initiatives involve students working on complex, integrated projects under the guidance of a faculty advisor, allowing them to engage in real-world scenarios that require teamwork across various disciplines. Our aim is to implement a similar approach in the architecture program, where students can collaborate with peers from other fields, thereby gaining the essential skills needed to thrive in an interconnected and multidisciplinary professional environment.

In addition to these ongoing initiatives, collaborative efforts are an integral and unavoidable aspect of both curricular and extracurricular activities within the Department of Architecture. Joint projects, shared research groups, and collaborative model-building exercises are regularly incorporated into the educational experience. These collaborations are not merely occasional but are embedded into the fabric of the program, fostering a culture of teamwork and interdisciplinary engagement. Through these activities, students consistently work together, enhancing their ability to collaborate effectively across different areas of expertise. This approach ensures that they are well-prepared for the collaborative nature of contemporary architectural practice.

C.4. Project Management

2019 Visiting Team Assessment: This item remains not met. Evidence of project delivery methods were found in MIM 4031 - Construction Management and Economics. However, competing for commissions and selecting consultants and assembling teams were missing from the work in the team room. The team notes that while this has now been incorporated in the current (spring 2019) offering of MIM 3052- Process and Progress in Modern Construction Industry, the course is still in progress and student work has not been completed at this time.

The concerns raised regarding Project Management have been carefully addressed under Realm D: Professional Practice, particularly within the course MIM 3052 - Process and Progress in the Modern Construction Industry. In response to the 2019 Visiting Team Assessment, we have enhanced the curriculum to include comprehensive coverage of project delivery methods, with a specific focus on competing for commissions, selecting consultants, and assembling project teams. These elements have been integrated into the course structure to ensure that students gain a thorough understanding of the complexities involved in managing architectural projects. As the course progresses, we are committed to continuously refining these components to fully meet the expectations set forth by the accreditation criteria and to equip our students with the essential skills required for effective project management in professional practice.

C.7. Legal Responsibilities

2019 Visiting Team Assessment: Evidence of student achievement can be found in SBP 3991 – Urban Planning and Urban Development Law for registration and licensure, building codes and regulations, zoning and subdivision ordinances, and environmental regulation. Evidence of preservation laws was found in MIM 4051 - Conservation and Restoration. Accessibility laws are covered in MIM 3012- Architectural Design 3. Evidence of professional service contracts was missing from the work in the team room. The team notes that while this has now been incorporated in the current (spring 2019) offering of MIM 3052 - Process and Progress in Modern Construction Industry, the course is still in progress and student work has not been completed at this time.

The concerns regarding Legal Responsibilities have been thoroughly reviewed and addressed under Realm D: Professional Practice. In response to the 2019 Visiting Team Assessment, we have taken the necessary steps to ensure that the curriculum adequately covers all aspects of legal responsibilities relevant to architectural practice. While the course MIM 3052 - Process and Progress in the Modern Construction Industry was already in the process of incorporating topics such as professional service contracts during the spring 2019 semester, we have since further developed this area to ensure comprehensive student understanding. Additionally, the curriculum continues to cover other critical legal aspects, such as registration and licensure, building codes and regulations, zoning and subdivision ordinances, environmental regulations, and preservation laws, in courses like SBP 3991 - Urban Planning and Urban Development Law, and MIM 4051 - Conservation and Restoration. These enhancements ensure that our students are well-prepared to navigate the legal responsibilities of professional architectural practice.

Interim Report

During the preparation of our interim report, we unfortunately encountered significant disruptions due to the February 6th Kahramanmaraş 2023 earthquakes. The impact of these events drastically altered our focus and priorities, as both the university and our department were deeply involved in national and regional relief efforts. In response to urgent calls for support, our faculty and students actively participated in organizing aid, forming technical teams, and conducting damage assessments in the affected areas. As a result, the preparation of the interim report was delayed, and regrettably, a hastily assembled report that did not fully represent our department was submitted at the last minute to meet the deadline. While it is not our intention to assign blame, it must be acknowledged that certain oversights contributed to the shortcomings in the final submission, particularly in the use of digital content.

The report feedback also noted concerns regarding the use of Turkish evidence, with a suggestion that the evidence should be in English. Due to the overwhelming demands during that period, our response to this concern was delayed. We regret that we neglected to inform NAAB of this matter in a timely manner. However, it is important to clarify that our department operates as a unified entity with both 30% and 100% English-taught programs. Consequently, the inclusion of Turkish evidence is sometimes unavoidable. We recognize the importance of meeting the expectations set forth in the accreditation process and will ensure that future submissions better reflect the comprehensive nature of our department's work.

PART IV- SUPPLEMENTAL INFORMATION

- Résumés of faculty teaching in the ICert program
- Faculty credentials matrices
- Plans or images of physical resources assigned to the program
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
- The previous VTR