

# National Architectural Accrediting Board, Inc.

2 March 2016

Prof. Dr. İsmail Yüksek  
Rector, Yıldız Technical University  
Istanbul



*Sent via electronic mail*

Dear Dr. Yüksek:

At the February 2016 meeting of its board of directors, the National Architectural Accrediting Board voted to accept the report from visit two regarding the Substantial Equivalency application for the Bachelor of Architecture degree at Yıldız Technical University.

However, the board noted with concern the large number of “not-met” Student Performance Criteria and other program deficiencies identified in the Visiting Team Report (attached). As YTU prepares for its third visit—the final step in the process of achieving the Substantial Equivalency designation—the NAAB strongly encourages the architecture program to seek the services of a knowledgeable professional who can assist the school in organizing the team room and presenting student work. The NAAB office can provide guidance on this matter at your request.

Visit three is a comprehensive visit by a four-person team (one practitioner, one educator, one regulator, and one student). We anticipate that visit three will take place in fall 2017. The Architecture Program Report must be received by the NAAB 120 days before the visit.

The process for initiating visit three is described in Section 5 of the Procedures for Substantial Equivalency; this document is available on the NAAB’s web site. Please contact Janet Rumbarger ([jrumbarger@naab.org](mailto:jrumbarger@naab.org)) if you have questions or concerns about the visit or the process.

The NAAB requires that the following documents be housed together in the architecture library and be freely accessible to everyone: the Architecture Program Report submitted for visit two, the Visiting Team Report for visit two, and the current editions of the *Conditions for Substantial Equivalency* and the *Procedures for Substantial Equivalency*.

On behalf of the NAAB directors and staff, I want to express how pleased we are that the university is moving forward with this program. The NAAB looks forward to continuing to build its relationship with YTU.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Veazey', written in a cursive style.

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**Yıldız Technical University**

## **Visiting Team Report**

Visit Two for Substantial Equivalency

**Bachelor of Architecture (160 credits)**

The National Architectural Accrediting Board

October 11–14, 2015

Visit one: November 2013

**Vision:** The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architecture profession.

**Mission:** The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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## **I. Summary of Team Findings**

### **1. Team Comments and Visit Summary**

The visiting team thanks the Yıldız Technical University Department of Architecture (YTU DoA) for its generous hospitality. The remarkable meals and tours of the city are most memorable.

This visiting team appreciates the collegial spirit of the program coordinators and administrators in both the preparation and hosting of this visit.

#### **Uniqueness of Program**

The program is located on the central campus of Yıldız Technical University, the former Sultan Palace and Gardens, considered to be the third oldest university in Turkey. This location in the center of Istanbul's vibrant and historic context is an essential component of the program's identity, which was reinforced by meetings with alumni, students, faculty, staff, and administration.

- The program attracts the top freshmen national exam students (top 1%).
- International students and the impressively high percentage of women faculty, staff, and students contribute to the diversity of the program.
- There are a large number of elective courses to choose from in four categories: social, design process, building construction, and history of architecture and preservation.
- The large number of exchange programs that the university has with other countries enriches the diversity and cultural experiences for both groups of students.
- The university has recognized the importance of requiring English language and architecture courses to prepare graduates to practice in a global economy.
- The large-scale materials lab and the range of advanced computer modeling electives are commendable.
- Turkey's financial support of higher education means that students do not pay tuition, so they can spend more time concentrating on their studies.

#### **Students**

Students appreciate the central location of this historic campus, which provides easy access to social life, design sites, and architectural supplies for classes. They are happy with the closeness to the faculty and wide range of curriculum choices.

#### **Faculty**

Active and dedicated faculty with a high quality and range of activities appropriate to a strong architecture program aligned with the four major emphasis areas: building design and theory, building construction and technology, history of architecture, and conservation and restoration. Even though this is a large faculty, they all seem to have close working relationships (one big happy family).

#### **Staff**

The self-described "happiest staff in the world" is engaged in the work with students, faculty, and the administration. Many of the staff have been with the program for a long period of time (over 25 years in some cases). They see that the use of technology is a strong component of being able to do their job effectively with such a large number of students and faculty. They spoke of the strong connection and support from the administration.

### **Administration**

The department head and the two vice heads administer the program with assistance from the sub-department chairs (area coordinators). They work collegially to run a large and highly effective program. The dean, rector, and vice rectors (there are three) are highly supportive of the program and of the substantial equivalency process.

### **Alumni**

The alumni this visiting team met were broadly experienced and working in a range of very impressive professional positions (including a number of recent graduates who had award-winning firms). They keep in close touch with the program's faculty and administration.

## **2. Conditions Not Met**

### *Conditions*

- I.1.4 Long-Range Planning
- I.1.5 Self-Assessment Procedures
- I.2.3 Physical Resources

### *Student Performance Criteria*

- A.5 Investigative Skills
- A.6 Fundamental Design Skills
- A.11 Applied Research
- B.2 Accessibility
- B.3 Sustainability
- B.5 Life Safety
- B.6 Comprehensive Design
- B.10 Building Envelope Systems
- C.1 Collaboration
- C.3 Client Role in Architecture
- C.4 Project Management
- C.5 Practice Management
- C.6 Leadership
- C.8 Ethics and Professional Judgment

### **3. Causes of Concern**

#### **A. Long-Range Planning**

A long-range plan is needed. The program is encouraged to identify multiyear (5-year) objectives for continuous improvement within the context of its mission and the culture of the institution. This visiting team believes that selected strategic priorities can be linked to the university's goals. These goals include global competition, specialization, alternative media and tools, international collaborations/exchanges, and increasing social/environmental awareness.

#### **B. Self-Assessment**

A self-assessment plan is needed. Self-assessment looks at the achievement of the long-term (5-years) strategic priorities in a deliberate, periodic review process.

#### **C. Physical Resources**

Dedicated studio space is needed.

- Dedicated studio space will allow more contact hours between the students and the faculty (YTU DoA's studio contact hours per week are at 8 hours, and a more typical range is between 12–15), increase the visibility of the work, and allow the space to be adjusted for the appropriate type and/or method of learning (i.e, workshops, seminars, etc).
- Dedicated studio space supports and encourages studio-based learning, would provide an opportunity for faculty and students to have didactic and interactive learning, and is an essential component of the creative design learning for architecture students. It also helps familiarize students with the working environment of professionals.

## II. Compliance with the Conditions for Substantial Equivalency

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### Part One (I): Section 1. Identity and Self-Assessment

***1.1.1 History and Mission:*** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The substantially equivalent degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

#### **[X] The program has fulfilled this requirement for narrative and evidence**

YTU's vision is to become one of the most-preferred world universities for education and research and in the unique cultural environment of Istanbul.

#### ***1.1.2 Learning Culture and Social Equity:***

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and nontraditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community (faculty, staff, and students) are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The substantially equivalent degree program must first describe how social equity is defined within the context of the institution or the country in which it is located and then demonstrate how it provides faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work.*

#### **[X] The program has demonstrated that it provides a positive and respectful learning environment.**

#### **[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

The APR described how studios are conducted. In meetings with the students, it was clear that the program has a very positive and respectful learning environment.



The diversity of students, faculty, and staff provides for a culturally rich international environment (because of the variety of exchange programs that the university has with other countries), in which each person is equitably able to learn, teach, and work.

***1.1.3 Response to the Five Perspectives:*** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architecture Education and the Academic Community.** That the faculty, staff, and students in the substantially equivalent degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical, and liberal arts–based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

YTU DoA offers some formal and informal activities (seminars, exhibitions etc.) with the Department of Urban and Regional Planning. The program’s strong connection to the Civil Engineering Department was also mentioned.

In addition, the DoA has a number of community engagement and service activities. YTU DoA academic members actively participate in expertise reports, Municipality consultancies, and training programs in the Continuous Education Center; work as representatives of the Union of Chambers of Turkish Engineers and Architects (UCTEA) and are involved in the International Center of Urban Studies (ICUS) and the Research Center of Historical Peninsula (RCHP).

Although there are no tuition fees, scholarships are provided to students in need of money for monthly expenditures on food, lodging, course materials, clothing, transport, etc. The scholarships are offered according to the student’s economic situation 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 4,000 students who apply for scholarships, 2,000 are chosen via a computational elimination process and are invited for an interview. The ones who are most in need are selected for distributed funds.

- B. Architecture Education and Students.** That students enrolled in the substantially equivalent degree program are prepared to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X] The program is responsive to this perspective.**

YTU DoA provides its students with a diversified educational and cultural experience, which is nurtured by Social Electives (electives outside of the program — from arts and humanities to social and applied sciences and linguistics) and from the main YTU campus in Istanbul.

The program attracts the top freshmen national exam students (top 1%), and the large number of exchange programs that the university has with other countries enriches the diversity and cultural experiences for both groups of students.

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

As an integrated global city, Istanbul provides a rich historic setting for students of architecture. In YTU DoA, the curriculum is designed so that students understand the assets of the city of Istanbul through organized field trips to international construction sites and from lectures and seminars around the city.

- C. Architecture Education and the Regulatory Environment.** That students enrolled in the substantially equivalent degree program are provided with a sound preparation for the transition to licensure or registration. The school may choose to explain in the *APR* the degree program's relationship with the process of becoming an architect in the country where the degree is offered, the exposure of students to possible internship requirements, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure or registration since the previous visit.

**[X] The program is responsive to this perspective.**

All faculty are considered registered architects once they have a Bachelor's degree and are registered with the Chamber of Architects and pay the one-time fee. Internships are a requirement of the curriculum (three 30-day internships over the length of the program). Unlike the United States there is no two- to three-year internship program, national architecture exam, and yearly continuing education requirements.

It is this visiting team's understanding that the Chamber of Architects has a professional code of conduct.

As this visiting team understands, almost all of the graduates have registered with the Chamber of Architects.

- D. Architecture Education and the Profession.** That students enrolled in the substantially equivalent degree program are prepared: to practice in a global economy; to recognize the positive impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of diverse clients and populations, as well as the needs of communities; and to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

Alumni from recent to established graduates are thriving in the profession. There is a student membership with the Chamber of Architects. The university has recognized the importance of requiring English language and architecture courses to prepare students to practice in a global economy.

- E. Architecture Education and the Public Good.** That students enrolled in the substantially equivalent degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation, and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

This visiting team found the program to be concerned about their national heritage, and this is visible in many of the urban design studio projects and a number of preservation/restoration courses and hands-on community projects.

***1.1.4 Long-Range Planning:*** *A substantially equivalent degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.*

**[X] The program's processes do not meet the standards as set by the NAAB.**

This visiting team did not find a long-range plan in the APR. The program is encouraged to identify multi-year (five-year) objectives for continuous improvement within the context of its mission and the culture of the institution.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*
- *Progress against its defined multiyear objectives (see 1.1.4 Long-Range Planning) since the objectives were identified and since the last visit.*
- *Strengths, challenges, and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes do not meet the standards as set by the NAAB.**

This visiting team did not find evidence of self-assessment procedures in the APR. Self-assessment looks at the achievement of the long-term (five years) strategic priorities in a deliberate, periodic review process.

## PART ONE (I): SECTION 2—RESOURCES

### I.2.1 Human Resources and Human Resource Development

- *Faculty & Staff:*
  - *A substantially equivalent degree program must have appropriate human resources to support student learning and achievement. This includes full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies, which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Substantially equivalent programs must document the policies they have in place to further social equity or diversity initiatives appropriate to the cultural context of the institution.*
  - *A substantially equivalent degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *A substantially equivalent degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Substantially equivalent programs must document the criteria used for determining rank, reappointment, tenure, and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human resources (faculty and staff) are adequate for the program.**

This visiting team found evidence in the APR and verified on-site the large number of full-time faculty covering a range of curriculum and an appropriate number of administrators and staff to support the program. In the APR the personnel documents were provided on the Program's Web Site and translated from Turkish to English by our non-voting facilitator team member.

The program has policies to document the hiring of international faculty.

While the faculty believe the number of students enrolled in many of the lecture classes is too high, the Higher Education Council sets enrollment numbers for the university. The program has managed to maintain the studio ratios of one faculty member per 12–20 students (many indicated that their studio ratios were in the range of 1:15 but have gone as high as 20), and these numbers seem to be appropriate for this teaching environment.

The APR stated and this visiting team found evidence from attending a faculty meeting that faculty opportunities are supported by the program.

While the Tenure and Promotion Guidelines are different from most programs in the U.S., the faculty confirmed that these criteria are clear.

- *Students:*
  - *A substantially equivalent program must document its student admissions policies and procedures. This documentation may include but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time, first-year students as well as transfers within and outside of the university.*
  - *A substantially equivalent degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during a substantial equivalency visit is in Appendix 4 of the 2012 Conditions for Substantial Equivalency.

**[X] Human resources (students) are adequate for the program.**

**Admissions**

This visiting team found evidence for YTU DoA's admissions process in the APR. It's a complicated process to understand, since it is run by a number of national government educational agencies, but the team has summarized the process below.

The YTU DoA attracts the top freshman national exam students (upper 1%).

There are several admissions mechanisms for YTU DoA:

- Freshman Admissions
- Vertical Transfer Admissions (for international and national students)
- Double Major Admissions

**Freshman Admissions**

The admission process is under the supervision of the Council of Higher Education (CoHEC), and the Student Selection and Allocation Center (SSAC) organizes six nationwide exams in total for the students who have graduated from high schools each year.

The first round of this series of exams is called the Access to Higher Education Exam (AHEE) and is composed of intermediate-level questions related to secondary and high school curricular content. AHEE determines a student's proficiency to receive higher education for both national and international higher educational institutions. AHEE is conducted mid-March nationwide. This exam consists of the following areas: 11% Turkish, 14% Basic Mathematics, 6% Social Sciences, 9% Science, 22% Advanced Mathematics, 11% Geometry, 13% Physics, 9% Chemistry, and 5% Biology. The students with the highest scores are found eligible to apply to YTU DoA.

**Vertical Transfer Admissions (for International and National Students)**

SSAC also regulates and organizes the Vertical Transfer Exam. YTU organizes this exam for foreign students in mid May, and guidance is provided through the web site of the Foreign Students Office.

The vertical transfers within different degree levels are organized under the supervision of the SSAC and CoHE, which conducts a designated exam for students who are willing to undergo the transfer process in between national higher education institutions.

**Double Major Admissions**

Students with a double major pursue two bachelor's degrees simultaneously in YTU and obtain two diplomas at graduation.

Students can apply to a double major program in the beginning of the third and fifth semesters of their own bachelor program. They must have at least a 3.0 GPA for all courses and be in the upper 20% of their class.

The double major program is determined according to Yıldız Technical University Double Major Education Regulation. The total number of new students that will be accepted annually in a double major program cannot surpass 10% of the number of first-year students that will be accepted in one year.

**Commitment to Student Achievement**

This visiting team found evidence in the APR of the program's commitment to student achievement both inside and outside the classroom. The range of activities listed in the APR provides a rich and stimulating environment for learning that includes field trips, guest lecturers, workshops, and events around the city.

### **I.2.2 Administrative Structure and Governance**

- **Administrative Structure:** *A substantially equivalent degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for substantial equivalency. Substantially equivalent programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

**[ X ] Administrative structure is adequate for the program.**

The APR stated, and this visiting team verified with Associate Professor Dr. Selim Ökem, vice head, and Assistant Professor Dr. İrem Gençer, DoA coordinator, that YTU DoA is administered by a department head, two vice heads, four sub-department chairs (area coordinators), and a representative of research assistants and a representative of the students. A variety of faculty committees evaluate internship applications, organize the PhD Qualification Exams, and evaluate transfer applications and students and faculty in various exchange programs. Faculty are responsible for discussing curriculum changes with the sub-department heads. The APR included an organization chart.

- **Governance:** *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance as appropriate to the context and culture of the institution.*

**[ X ] Governance opportunities are adequate for the program.**

**Visit Two Team Assessment:** The DoA provided printed versions in Turkish of the various policies in the team room. The non-voting facilitator member of this visiting team translated the policies and processes for the visiting team and all were verified in meetings with the dean, head and a vice head, and sub-heads. The policies stated the various roles within YTU's governance structure. Overall the rector is equivalent to the president or chancellor, and vice-rectors are equivalent to a provost. YTU is a state institution and the State Department of Education determines degree nomenclature and length of time of the degree. Faculty members determine the curriculum. The department head in consultation with the sub-department chairs determines facility and staffing needs, and proposals are forwarded to the dean when staffing needs arise. The sub-department chairs consult the faculty.

**I.2.3 Physical Resources:** *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.*

**[X] Physical resources are inadequate for the program.**

This visiting team found the physical resources to be inadequate for the program because there is no dedicated design studio space. The design studios are the same classrooms used for lectures and seminars. Dedicated studio space would allow more contact between the students and the faculty, increase the visibility of the work, and allow the space to be modified for the appropriate type or method of learning.

Dedicated studio space supports and encourages studio-based learning, provides an opportunity for faculty and students to have didactic and interactive learning, and is an essential component of the creative design learning process for architecture students.

The modeling labs are adequate for the current scale of the program. The building physics, materials and computer labs were commendable. The hardware in the computer lab is in need of updating.

**I.2.4 Financial Resources:** *A substantially equivalent degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial resources are adequate for the program.**

The program's resources are allocated from the faculty budget (dean's budget). This is the way that the university allocates budgets from the rector (president) for all departments. From this budget, program expenditures for travel and supplies are covered by the consultancy budget (indirect cost recovery from funded projects) that is managed by the dean under the supervision of the department head.

**I.2.5 Information Resources:** *The substantially equivalent program must demonstrate that all students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support professional education in the field of architecture.*

*Further, the substantially equivalent program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research, evaluative, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information resources are adequate for the program**

This visiting team's tour of the library provided evidence of the convenient access to literature, information, and visual and digital resources that support professional architecture education. It was verified that all students have access to the library and digital resources.

**PART I: SECTION 3—REPORTS**

**1.3.1 Statistical Reports.** *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Number of students enrolled in the substantially equivalent degree program(s).*
  - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the substantially equivalent degree program within the normal time to completion for each academic year since the previous visit.*
    - *Percentage who complete the substantially equivalent degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
  - *Number of faculty by rank (e.g., assistant professor, associate professor)*
  - *Number of full-time faculty and part-time faculty*
  - *Number of faculty promoted each year since the last visit*
  - *Number of faculty maintaining licenses in the country of the program each year since the last visit, and where they are licensed*

**[X] Statistical reports were provided and provide the appropriate information.**

The APR contained the appropriate statistical reports for the program. Highlights from these statistics include:

- The program attracts the top freshmen national exam students (upper 1%).
- The program is well balanced with women students (over 50%) and women faculty (65% of assistant/associate professors and lecturers).
- The international diversity of the program is enhanced by various national and international university exchange programs, such as Farabi, Mevlana and Erasmus +, as well as by students from Turkish countries or other developing countries.

**1.3.2 Faculty Credentials:** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>3</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last substantial equivalency visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

The APR contained a list of faculty credentials, research areas, and the courses each full-time faculty member teaches. One-page faculty résumés were provided in the appendix of the APR. The rank of the faculty member was based on the degree obtained as determined by the Higher Education Council. A binder in the team room featured 5 to 7 slides in English for each of 60 faculty members and included their research, scholarship, and creative activities from the past five years. The binder showed an active, highly qualified faculty that engages in a range of activities appropriate to a strong architecture program

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<sup>3</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.



and aligned with its four major areas of emphasis. Given the limitations on space, the binder in the team room replaced the faculty exhibit.

**PART ONE (I): SECTION 4—POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than being appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 4 of the Conditions for Substantial Equivalency.*

**[X] The policy documents in the team room met the requirements of Appendix 4**

This visiting team found evidence in the team room binders. More policies were provided than necessary. The policies had to be translated from Turkish by our non-voting facilitator member.

## **PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

ALL

### **PART TWO (II): SECTION 1—STUDENT PERFORMANCE—EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA**

The substantially equivalent degree program must demonstrate that each graduate possesses the knowledge and skills defined by the Student Performance Criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the substantially equivalent degree program.

The criteria encompass two levels of accomplishment<sup>4</sup>:

**Understanding**—The capacity to classify, compare, summarize, explain and/or interpret information.

**Ability**—Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

The NAAB establishes student performance criteria to help substantially equivalent degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school's stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results.

For the purpose of substantial equivalency, graduating students must demonstrate understanding or ability as defined below in the Student Performance Criteria (SPC):

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

#### **Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

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<sup>4</sup> See also *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. L. W. Anderson and D. R. Krathwold, eds. (New York: Longman, 2001).

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

**[X] Met**

MIM 4000 Graduate Thesis — The written communication was demonstrated in the written thesis. The visiting team visited this course and observed that the students were attentive and in discussion with their faculty.

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

**[X] Met**

MIM 4012 Architectural Design 7 — The additional materials provided, such as process drawings, indicated the evidence.

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

**[X] Met**

MIM 2061 Computer Aided Design — Showed the digital technology skills.  
MIM 1041 Basic Design, MIM 1031 Architectural Presentation Techniques, and MIM 1011 Introduction to Architectural Design — Showed traditional graphics and appropriate representational media.

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

**[X] Met**

MIM 2011 Architectural Design 2 — This visiting team found evidence here. Evidence was not found in the courses listed: MIM 2012 Architectural Design 3 and MIM 3032 Analysis of Historic Buildings.

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

**[X] Not Met**

Evidence was not found in either MIM 1051 Building Theory and Design 1 or MIM 1012 Architectural Design 1. The visible ability to apply gathered research to design projects was not found, and this visiting team attributes this to the lack of design process documentation for projects.

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

**[X] Not Met**

MIM 2012 Architectural Design 3 — This visiting team found evidence in this course only in one high-pass project using basic architectural and environmental principles in design; however, the low-pass projects reviewed only met the basic architectural principles. MIM 1062 Building Theory and Design 2, was listed as meeting this criterion but since this is a lecture course, ability level was not found.

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

**[X] Met**

MIM 3011 Architectural Design 4 — This visiting team found evidence, but there were limited projects that showed how precedents were used in the design project.

- A.8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

**[X] Met**

MIM 1041 Basic Design — This visiting team found evidence of ordering systems in this course.

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

**[X] Met**

This visiting team found the evidence for this SPC covered in a combination of four classes: MIM 2071 History of Architecture 1, MIM 2042 History of Architecture 2, MIM 3051 History of Architecture 3, and MIM 3062 History of Architecture 4.

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

**[X] Met**

This visiting team found the evidence for this SPC covered in a combination of four classes: MIM 2071 History of Architecture 1, MIM 2042 History of Architecture 2, MIM 3051 History of Architecture 3, and MIM 3062 History of Architecture 4.

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

**[X] Not Met**

This visiting team did not find evidence for this SPC covered in the three courses listed: MIM 2012 Architectural Design 3, MIM 3011 Architectural Design 4, and MIM 4011 Architectural Design 6. An understanding level of evidence was not found in the presented work in determining the function, form, and systems and their impact on human conditions and behavior.

**Realm A. General Team Commentary:** This realm was fairly well covered as appropriate to the local culture. The team room mostly showed finished presentations and very little process drawings and models. The inclusion of more process work in the team room would be helpful.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

**B.1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

**[X] Met**

MIM 4012 Architectural Design 7 — This visiting team found evidence in this course.

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

**[X] Not Met**

MIM Architectural Design 3 — This visiting team did not find evidence in this course. Accessibility must be shown as a complete system.

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

**[X] Not Met**

MIM 1062 Building Theory and Design 2 — The visiting team found this SPC met the level of understanding but not ability.

MIM 4011 Architecture Design 6 — The visiting team found evidence in this SPC only in one high-pass project, but no low-pass work had evidence.

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

**[X] Met**

MIM 3012 Architecture Design 5 — This visiting team found the evidence in this course.

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

**[X] Not Met**

MIM 3012 Design 5 — This visiting team found no evidence of this SPC at an ability level. Components of life-safety were found to be at an understanding level (showing stairs, etc.), but the application of understanding life-safety as a total system (two means of egress and path of travel, etc.) was not found.

**B.6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:**

- |   |                            |
|---|----------------------------|
| A.2. Design Thinking Skills                   | B.2. Accessibility         |
| A.4. Technical Documentation                  | B.3. Sustainability        |
| A.5. Investigative Skills                     | B.4. Site Design           |
| A.8. Ordering Systems                         | B.7. Environmental Systems |
| A.9. Historical Traditions and Global Culture | B.9. Structural Systems    |
| B.5. Life Safety                              |                            |

**[X] Not Met**

MIM 4012 Architectural Design 7 — This visiting team found no evidence of life safety or accessibility criteria.

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

**[X] Met**

MIM 4031 Construction Management and Economics — This visiting team found evidence here. The courses listed--MIM 3012 Architectural Design 5 and MIM 3052 Process and Prog. Mod. Const. Ind.--showed no evidence of meeting this SPC.

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

**[X] Met**

MIM 3031 Building Physics 1 — This visiting team found the evidence here.

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

**[X] Met**

MIM 2032 Structural System Design 1 — This visiting team determined that this course met the SPC the best. Other courses were listed and had some structural systems content, but did not fully meet this criterion.

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

**[X] Not Met**

MIM 3031 Building Physics 1 — This visiting team did not find the evidence in this course. Evidence was found only in cladding details but no understanding of *appropriate application of building envelope systems and associated assemblies ... and energy and material resources.*

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

**[X] Met**

MIM 4041: Installation Knowledge — This visiting team found the evidence for this SPC in the additional material provided for this course.

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

**[X] Met**

MIM 1031: Building Materials — This visiting team found evidence in the additional material provided during the visit for this course.

**Realm B. General Team Commentary:** The projects presented in the team room showed a range of good representation strategies for telling the story of a final designed project. Including the documented design process information would assist the visiting team in finding evidence for determining the implementation of design decisions that impact the decisions for each building design.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities

- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C.1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

**[X] Not Met**

MIM 4012 Architectural Design 7 — This visiting team found no evidence for this SPC. Only individual projects were presented. Collaboration at ability level must show teams involved in completing design project work.

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

**[X] Met**

MIM 1051 Building Theory and Design 1 — The visiting team found the evidence here.

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

**[X] Not Met**

This visiting team found no evidence for this SPC covered in the combination of three classes: MIM 2001 Internship 1 (contracts), MIM 2002 Internship 2 (construction), and MIM 4001 Internship 3 (preservation). This evidence indicates that all student internships are very different in what is being learned. Providing a shared set of structured learning objectives to each of the internship firms might assist in meeting this SPC.

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

**[X] Not Met**

MIM 4041: Installation Knowledge. No evidence found.

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



**[X] Not Met**

This visiting team found no evidence for this SPC covered in the combination of three classes: MIM 2001 Internship 1 (contracts), MIM 2002 Internship 2 (construction), and MIM 4001 Internship 3 (preservation). This evidence indicates that all student internships are very different in what is being learned and that the internship firms are not provided with a shared set of learning objectives.

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

**[X ] Not Met**

MIM 3052 Process and Prog. in Mod. Const. Ind. — This visiting team found no evidence for this SPC. Courses listed that also do not meet this SPC include MIM 4031 Construction Management and Economics and MIM 4012 Architectural Design 7.

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

**[X] Met**

SBP 3991 Urban Planning and Urban Development Law — This visiting team found evidence here.

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

**[X] Not Met**

This visiting team found no evidence for this SPC covered in the combination of three classes: MIM 2001 Internship 1 (contracts), MIM 2002 Internship 2 (construction), and MIM 4001 Internship 3 (preservation). This evidence indicates that all student internships are very different in what is being learned and that the internship firms are not provided with a shared set of learning objectives.

- C.9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

**[X] Met**

MIM 4051 Conservation and Restoration — This visiting team found the evidence here.

**Realm C. General Team Commentary:** The international diversity of the students and faculty and the range of building design projects that are located in the historic center of Istanbul provide learning opportunities for establishing best practices in working with clients, society and the public. Improving the coordinated content of the internship and other professional practice courses will support the strengths of the program.

**PART TWO (II): SECTION 2—CURRICULAR FRAMEWORK**

**II.2.1 National Authorization:** *The institution offering the substantially equivalent degree program must be or be part of an institution that has been duly authorized to offer higher education in the country in which it is located. Such authorization may come from a federal ministry or other type of agency.*

**[X] Met**

The APR provided a web site that lists the authorized universities in Turkey, of which Yıldız Technical University is one. While the team was visiting, a copy of the official letter was provided.

**II.2.2 Professional Degrees and Curriculum:** *For substantial equivalency, the NAAB requires degree programs in architecture to demonstrate that the program is comparable in all significant aspects to a program offered by a U.S. institution. This includes a curricular requirement that substantially equivalent degree programs must include general studies, professional studies, and electives.*

*Curricular requirements are defined as follows:*

- **General Studies.** *A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must ensure that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include a course of study comparable to 1.5 years of study or 30% of the total number of credits for an undergraduate degree. These courses must be outside architectural studies either as general studies or as electives with content other than architecture.*

*This requirement must be met at the university or tertiary school level. Post-secondary education cannot be used to meet this requirement.*

- **Professional Studies.** *The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC). The professional degree program has the discretion to require additional courses including electives to address its mission or institutional context.*
- **Electives.** *A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program.*

**[X] Met**

Provided in the APR and supplemented with additional information, the total credit hour units for the program are 168.

- Professional Studies total credit hours = 124
- General Studies total credit hour units = 44 (35% of total units of program)

The core of a professional degree program consists of the required courses that satisfy the NAAB Student Performance Criteria (SPC), and general studies courses exceed the 30% requirement. The program does allow students an impressive flexibility to take electives (40 units of courses) over the length of the curriculum that can be chosen from four categories: social, design process, construction elements, and history of architecture/preservation.

This visiting team does support (along with the university and DoA) the importance of requiring English language in architecture courses to prepare students to practice in a global economy; however, there

seems to be some transitional issues to sort out with the 100% and 30% English tracks. Students concerns include:

- The 100% English track provides limited options for English-only electives.
- Difficult for some to learn the language of architecture at the same time they are learning English.
- Develop best practices to balance the use of Turkish with English in the classroom, or a prerequisite requirement to help students make the transition to learning English.

### **II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the substantially equivalent degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.*

#### **[ X ] Met**

The APR lists YTU's curricular process and includes a flowchart. The Higher Education Council establishes the number of years for bachelor's degrees. The design, review, development, and operation of the B.Arch. degree program's curricular content is defined by the YTU Senate's regulatory text titled "YTU Regulation of Undergraduate Education."

The APR states that, *At the department level, the department board develops the curricular review and development practices. The departmental board consists of eight members (the department head, two vice heads, four area sub-department chairs representing the four main disciplinary specializations, and the two representative members of the Research Assistants and Students elected from amongst every third year.* The department board meets each academic semester with students and full-time instructional faculty for input. Curricular content goes to the dean for review and is forwarded to the YTU Senate for final approval.

In Turkey, once a four-year degree in architecture is obtained, graduates may apply to the Chamber of Architects to obtain their license. At the faculty meeting, all architecture faculty said they were licensed. Therefore, the program has demonstrated that architects authorized to practice in the country where the program is located are included in the curriculum review and development process.

**PART TWO (II): SECTION 3—EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Part Two, Section 1, above), the program must demonstrate that it is thorough in the evaluation of the preparatory education of individuals admitted to the NAAB substantially equivalent degree program.*

*In the event a program relies on the preparatory educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the substantially equivalent degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

The details of the transfer process and number of transfer students are provided in the APR. As applicable, the DoA can develop a separate Student Performance Criteria (SPC) matrix to *ensure that students have met certain SPC ... (and) to demonstrate that the program has established standards for determining whether any gaps exist.*

**PART TWO (II): SECTION 4—PUBLIC INFORMATION**

**II.4.1 Statement on Substantially Equivalent Degrees**

*In order to promote an understanding of the substantially equivalent professional degree by prospective students, parents, and the public, all schools offering a substantially equivalent degree program or any candidacy program must include in catalogs and promotional media the exact language found in the NAAB Conditions for Substantial Equivalency, Appendix 6.*

**[X] Met**

Initially the program did provide the exact statement on its web site (per the SE Conditions), but this visiting team requested that it be removed (and the program did remove it immediately) since it has not been granted substantially equivalency.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

*The 2012 NAAB Conditions for Substantial Equivalency*

*The NAAB Procedures for Substantial Equivalency (edition currently in effect)*

**[X] Met**

This visiting team checked these publication links on the program's web and they both worked.

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of substantially equivalent degree programs, the program must make appropriate resources related to a career in architecture available to all students, parents, staff, and faculty.*

**[X] Met**

This visiting team found career documents on the home page of the program's web site.

**II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of substantial equivalency in architecture education, the program is required to make the following documents available to the public:*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their web sites.*

**[X] Met**

This visiting team found the current APR on the program's web site.

**III. Appendices**

**Appendix 1. Program Information**

**A. History and Mission of the Institution and the Program**

See APR, page 6

**B. Long-Range Planning**

See APR page 29

**C. Self-Assessment**

See APR page 32

**Appendix 2. Conditions Met with Distinction**

### Appendix 3. Visiting Team

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**IV. Report Signatures**

**Respectfully Submitted,**



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**Thomas Fowler IV, AIA, NCARB, DPACSA**  
**Team chair**



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**Barbara Sestak, FAIA**  
**Team member**



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**Ceki Dusi**  
**Team member (local facilitator)**