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In the context of universities in Turkey; analysis of academic programs for the department of interior architecture

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Abstract

In Turkey, when department of Interior Architecture in the universities are analyzed, departments have been observed to act independently from their “Academic Programs” and have developed different educational systems / models. In this context, this article intends to examine the curricula of 46 Departments of Interior Architecture in Turkey, analyze of them and reveal the differences. As a result of this analysis; an example of “Curriculum” that will serve as a model for Interior Architecture is targeted.

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1. Introduction

Interior Architecture is the profession of designing a living environment, appearing on the user requirement, taken as psychologically, sociologically, physically. The person performing the job of designing taking into account user requirements is the interior architect. Interior design acted together with the architecture until the first conscious interior design in America. Increasing interest in the community and the necessity of transferring this work into training necessitated the institutionalization of the profession (Kaptan, 1999). Thus, the profession of Interior Architecture has managed to become one of the modern and needed professions; its application area has steadily

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increased. Interior Architecture started to become institutionalized in the late 20th century, in an era of required increase for sharing information, consequently specializing and being accompanied by compulsory education (Celik, 2008). This development process revealed the need for specialized training of individuals in the field of Interior Architecture. In this sense, today, Interior Architecture Training in Turkey presents us educational models subjected to a large extent of differences. Thus, institutionalization of Interior Architecture departments by configuration in the field of design and implementation is needed and professional issues need to be addressed. As in the architecture, accreditation works should be done properly and include people who know the problems in the professional sense, which is closely related to education that involves looking for solutions to these problems. The concept of professional that has developed due to the changes in the age increases the importance of education and specialization. In this context, there are 46 Interior Architecture departments, including public and private universities, educating students in the field of Interior Architecture in Turkey. When all of these departments' curricula, lesson plans and course contents are examined, despite the little similarities with each other, major differences are noticeable. In this context, Interior Architecture departments of universities in Turkey present differences connected to the faculties/departments. This difference is contrary to the purpose of vocational training of individuals to serve and damages the integrity of education. Universities should provide and talk the same language to achieve this goal. Basic conditions should recruit graduates trained in the same sector, they should not be differing from university to university, which should be the main aim. In this context, to reach standards of profession of Interior Architecture and to illustrate the situation, Interior Design undergraduate program of education model and program requirements have been prepared in accordance with CIDA Interior Architectural Accrediting Board (Council for Interior Design Accreditation Professional Standards) criteria and international accreditation standards. In this context, in the first chapter, development process of Interior Design education, in the second chapter, Interior Design education in Turkey; educational models, teaching programs, admission forms, Interior Architecture, Interior Architecture and Environmental Design separations have been discussed. In chapter three, in the context of international standards and the data obtained, a Curriculum Model is proposed that constitutes an example for education system of Interior Architecture.

2. Interior design training process

Education is the process of bringing about desired change through one's own experience, and deliberately in individual behavior (Erturk, 1988). This process is an important factor in the development of culture. It plays a major role in the transfer of personal development and in becoming an indispensable consumption object of age, it also becomes a part of the training within the framework of one's needs. In the Interior Design education system, gaining of knowledge and skills that interior designer candidate should have are aimed. Using combinations of art, design, thinking, and practice and development of capability are provided. Emerging requirements with the start of the first practice of interior design in America have provided the foundations of education in this area, expanded the range of applications and institutionalized vocational training (Bardak, 2007). Growing interest in the profession of Interior Design led way to requirements which accelerated the need for institutionalization of internal architecture. Architectural education, starting with Industry School of Fine Arts established in 1882 in Turkey, and then continued with the name of "Internal Decorative Arts" in 1914, today continues its educational activities under the name of "Interior Design"(Cesar, 1983). Change in socio-cultural and economic structure and the technological innovations in 19th century were reflected in the field of intellect and application (Kaptan, 2003). In Turkey, especially in the 1980s, Interior Design has become a popular profession with acceleration materials and technology transfer with impacts of the social, political and economic events (Demirbas, 2012). Training began within the academic field, which is nowadays increasingly estranged from the area of application and began to be based on Interior Design education, theory, and art. Educational differences arising as a result of transfiguring training of some of the occupational groups of educators have created some of the professional associations. The most important one is Interior Design Accreditation (CIDA) established in 1970. In United States, accreditation council FIDER (Foundation of Interior Design Accreditation) was established to set standards for the profession of Interior Design. In 2006, its name was changed as CIDA (Council for Interior Design Accreditation Professional Standards) (Ozsavas, Guler, 2012). CIDA, established in the United States and Canada, is an international non-governmental organization that accredits training programs of Interior Design and uses internationally accepted standards of

education. According to CIDA, Interior Architecture is equipped with education, experience and research on a professional level, it aims to increase the quality of the interior space to improve the quality and efficiency of human life in order to ensure safety and health (CIDA). According to the Directive No. 2005/36/EG of the European Union and Parliament on professional qualification and professional assumptions, interior design education should take place at university level and theoretical and practical aspects about the profession of interior design should be considered in a balanced manner (Sargin, 2012). In this sense, definition and implementation of CIDA and the European Union are similar in professional terms. In this respect, especially in vocational training, the concept of standardization and accreditation activities has great importance. All departments continue their accreditation efforts, but they do not generate a specific standard, fail to use a common language, hence the accreditation process takes a long time. Accreditation enables the recognition of a department within and outside the country. It improves the quality of education and research with a systematic approach, assures continuous improvement of quality. It gives assurance of the quality of education and training which is being carried out on the basis of specific standards to students and all stakeholders served by institutions of higher education. It informs students and stakeholders about the quality of institutions providing educational services and determines the basic standards of graduates entering professional life (Aktan, Gencil 2007). In line with the researches, Interior Architecture departments of the training programs were found to be nearly the same in America. The only difference is that internal architecture takes part as “detail” or “design” department. As a result of examination of the universities in America; in Interior Design departments, those focusing on design are named as “Interior Design”, and the ones focusing on details are named as “Interior Architecture”.

3. Interior design educations and programs in turkey

3.1. Turkey's interior design education models

There are 36 foundation universities, 10 state universities, a total of 46 departments of Interior Architecture in Turkey, providing education of Interior Architecture. Faculties of Interior Architecture departments are as follows: “Faculty of Fine Arts”, “Faculty of Architecture and Design”, “Faculty Fine Arts, Design and Architecture”, “Faculty of Fine Arts and Architecture”, “Faculty of Engineering and Architecture”, “Faculty of Engineering and Design”, “Faculty Fine Arts and Design School”, Faculty of Art and Design”, “Faculty of Architecture”. In Turkey, there are 28 departments under the name of “Interior Architecture” and 18 departments under the name of “Interior Architecture and Environmental Design”. Also in Turkey, Interior Design departments admit students according to the results of “Central System (University Entrance Exam-Student Selection and Placement Exam)” as well as “Special Aptitude Test”. This also indicates differences not only in “Academic Programs” but also “Faculty Name”, “Student Exchange Examination” form and the “Interior Design”, “Interior Architecture and Environmental Design”.

Table 1a. Names of universities, faculties, department and student admission formats of interior architecture departments in turkey (universityentrance exam, 2012) (student selection and placement examination)

Universities accepting student admission through central student selection and placement system (turkish-mathematics) bytm-1 point			
University	Faculty	Department	Point Type
Akdeniz University	Faculty of Fine Arts	Interior Architecture and	TM-1
Bahcesehir University	Faculty of Architecture and Design	Interior Architecture and	TM-1
I. D. Bilkent University	Faculty of Fine Arts, Design and	Interior Architecture and	TM-1
Gedik University	Faculty of Fine Arts and Architecture	Interior Architecture and	TM-1
Hacettepe University	Faculty of Fine Arts	Interior Architecture and	TM-1
Istanbul Kemerburgaz University	Faculty of Engineering and	Interior Architecture and	TM-1
Istanbul Commerce University	Faculty of Engineering and Design	Interior Architecture and	TM-1
Izmir University Of Economics	Faculty of Fine Arts and Design	Interior Architecture and	TM-1
Kadir Has University	Faculty of Arts and Design	Interior Architecture and	TM-1
Tobb University Of Economics	Faculty of Fine Arts, Design and	Interior Architecture and	TM-1
Yasar University	Faculty of Architecture	Interior Architecture and	TM-1

Table 1b. Names of universities, faculties, department and student admission formats of interior architecture departments in turkey (university entrance exam, 2012) (student selection and placement examination)

Universities Accepting Student Admission Through Central Student Selection And Placement System			
University	Faculty	Department	Point Type
Anadolu University	Faculty of Architecture and Design	Interior Architecture	MS-4
Cukurova University	Faculty of Fine Arts	Interior Architecture	MS-4
Fatih Sultan Mehmet University	Faculty of Engineering-Architecture	Interior Architecture	MS-4
Gediz University	Faculty of Engineering and Architecture	Interior Architecture	MS-4
Istanbul Arel University	Faculty of Engineering and Architecture	Interior Architecture	MS-4
Istanbul Bilgi University	Faculty of Architecture	Interior Architecture	MS-4
Istanbul Technical University	Faculty of Architecture	Interior Architecture	MS-4
Karadeniz Technical University	Faculty of Architecture	Interior Architecture	MS-4
Kocaeli University	Faculty of Architecture and Design	Interior Architecture	MS-4
Maltepe University	Faculty of Architecture	Interior Architecture	MS-4

Table 1c. Names of universities, faculties, department and student admission formats of interior architecture departments in turkey (university entrance exam, 2012) (student selection and placement examination)

Universities Accepting Student Admission Through Special Aptitude Exam			
University	Faculty	Department	-
Atilim University	Faculty of Fine Arts, Design and	Interior Architecture and	-
Avrasya University	Faculty of Engineering and Architecture	Interior Architecture and	-
Baskent University	Faculty of Fine Arts, Design and	Interior Architecture and	-
Beykent University	Faculty of Engineering-Architecture	Interior Architecture	-
Cankaya University	Faculty of Engineering-Architecture	Interior Architecture	-
Dogus University	Faculty of Arts and Design	Interior Architecture	-
Halic University	Faculty of Architecture	Interior Architecture	-
Isik University	Faculty of Fine Arts	Interior Architecture	-
Istanbul Aydin University	Faculty of Engineering-Architecture	Interior Architecture	-
Istanbul Gelisim University	Faculty of Fine Arts	Interior Architecture and	-
Istanbul Kultur University	Faculty of Arts and Design	Interior Architecture and	-
Izmir University	Faculty of Architecture	Interior Architecture and	-
Marmara University	Faculty of Fine Arts	Interior Architecture	-
Mimar Sinan University Of Fine Arts	Faculty of Architecture	Interior Architecture	-
Okan University	Faculty of Fine Arts	Interior Architecture	-
Selcuk University	Faculty of Fine Arts	Interior Architecture and	-
Toros University	Faculty of Fine Arts	Interior Architecture	-
Yeditepe University	Faculty of Fine Arts	Interior Architecture	-
Yeni Yuzyil University	Faculty of Fine Arts	Interior Architecture	-
Zirve University	Faculty of Architecture and Design	Interior Architecture	-
Eastern Mediterranean University	Faculty of Architecture	Interior Architecture	-
Girne American University (Turkish Republic Of Northern Cyprus)	Faculty of Architecture, Design and Fine Arts	Interior Architecture	-
European University Of Lefke (Turkish Republic Of Northern Cyprus)	Faculty of Architecture and Engineering	Interior Architecture	-
Cyprus International University	Faculty of Fine Arts	Interior Architecture	-
Near East University	Faculty of Architecture	Interior Architecture	-

Throughout all universities;

There are 28 departments entitled "Interior Architecture" and 18 departments entitled "Interior Architecture and Environmental Design".

This study was prepared by examining course schedules, quotas, types of points, the overall occupancy rates, faculty and the exam format of Universities containing "Interior Design", "Interior Architecture and Environmental

Design” departments in Turkey. Purpose as it is in the process of accreditation is to bring Interior Design education to a world-class standard. The research shows that Turkish universities providing education in Interior Design follow different methods and strategies. These strategies can be called as “Design-Oriented”, “Professional Practice-Oriented”, “Design and Application-Oriented”, “Oriented Architecture”, “Integrated Education” and “Public Education” models. Different educational models in departments of Interior Architecture in universities in Turkey as follows:

3.1.1. Design-oriented education;

A large percentage of the curriculum is mainly engaged in design. Almost all the courses’ name method or practice focuses on designing. Developing creativity or ability of Interior Designers is the objective of this training. As a result of examination of training programs, Anadolu University has been identified to implement the “design-oriented education” model. The purpose of Anadolu University Department of Interior Architecture curriculum includes; to develop the student's individual creativity with project and design focused lessons (Anadolu University). 70% of the courses are observed to be composed of design oriented courses such as project, space design, and furniture design.

3.1.2. Professional practice-oriented education;

A large percentage of the curriculum is mainly engaged in the application. Almost all the courses’ name of the method or practice focus on detail and application. Developing the skill of construction and detail among Interior Designer candidates is the objective of this training. As a result of examination of training programs, Cukurova University has been identified to implement the “professional practice-based learning” model. The purpose of Anadolu University, Department of Interior Architecture curriculum includes; to gain students ability to analyze details (Cukurova University). 75% of the courses are observed to be composed of project, site organization, measuring techniques in building construction, manufacturing techniques.

3.1.3. Design and professional practice-oriented education;

A large percentage of the curriculum is mainly engaged in the design and implementation. Almost all the courses’ name of the method or practice focuses on the design and implementation which purposes to gain Interior Designer Candidates design skills and the ability to create designed products. As a result of examination of training programs, Marmara University has been identified to implement “the design and implementation-oriented” model. The purpose of Marmara University, Department of Interior Architecture curriculum includes; targets thinking, analyzing, design methods, experimental and project implementation, developing design by comprehension (Marmara University). 80% of the courses are observed to be composed of design and application oriented courses such as design theory, methods, volume, design, furniture design, manufacturing methods, furniture, construction, cost, and workshop.

3.1.4. Architecture oriented education;

A large percentage of the curriculum is mainly engaged in architecture. Almost all the courses’ name or method of application focuses on architecture. As a result of examination of training programs, Bahçeşehir University has been identified to implement design-oriented education" model. The purpose of Bahçeşehir University, Department of Interior Architecture curriculum; to gain a new usage identity for structures that lost their functions, to make regulations in interior spaces of old buildings designated as historic monument, to develop a sensitive understanding of environmental design standards (Bahçeşehir University). Architecture is mainly seen in 70% of lessons courses.

3.1.5. *Integrated education model (architecture+interior design majors cooperative education);*

A large percentage of the curriculum is mainly engaged in theoretical and practical. Almost all courses focus on the theoretical and practical. Enhancing the ability of observation and practicing of Interior Designer candidates is the objective of this training. It is observed that 80% of the courses are composed of design and implementation. As a result of examination of training programs, Maltepe University has been identified to implement the “integrated education” model and purposes to co-execute the model in three departments of the faculty. Architecture, Interior Design, Ship and Yacht design are joint classes in the first year, Architecture, Interior Architecture are joint classes in the second year, and departments start to get specialized after the third year (Maltepe University). However, when their curriculum is analyzed; it is observed that Architecture and Interior Design departments receive the same training for four years. Accordingly, Department of Interior Architecture has been fully integrated into architecture training in this system.

3.1.6. *Joint education with other departments in faculty:*

The purpose of this training model is to recruit more qualified students who possess features that are needed by the market, with its “Joint Education Model” that lasts for a year and integrates education with industrial and commercial life as well as office applications (TOBB Economics and Technology University). Faculties of universities implementing this model are usually based on the curriculum of courses in 1st year 100% identical to perform double-branch, the second, third, and fourth-grade classes at least 20% in the period of 25 places in the university curriculum as a compulsory or elective compulsory, although the courses are listed as electives. Instead of the original program courses that are in need of such obligations, mainly theoretical courses, such as the introduction of the program could create problems in the education system and it may also cause the process to not properly function. In this sense, part of the Faculty of Interior Architecture program in Turkey in each of the 46 departments is analyzed according to the above definitions. In this respect, the differences in the context of teaching model which are analyzed in terms of courses also show a difference. This difference is the result of Turkey's Interior Design Departments which reveals that they act independently of each other.

3.2. *Interior design education and training programs*

Interior Design profession requires recruitment of expert individuals and it also requires the graduation candidates to receive training which will live up to this level of expertise. However, considering the departments of Interior Design in Turkey, graduate students cannot get the same education due to Departments acting independently of one another. There are no independent branches under the name of a profession but there is branching. The option of branching should be made by the candidate when they graduate and all necessary knowledge should be provided for them. For this reason, the physiological, sociological, psychological values to be given to students in Interior Architecture education must be transferred in combination with scientific, artistic and technical theories. Education should not be differentiated by combining function, form, color, material, technical data with original art (Bardak, 2007). In this sense, Interior Architecture student training program must primarily aim at the critical, artistic, personal, and design development of students and be sure to meet the criteria for CIDA. The CIDA criteria: Program, Human, Design Process, Collaboration, Communication, Application, History, Space, Color-Light, Furniture, Environmental, Construction, Evaluation, Source should be fully included in education. The focus of training that deals with either design or application should be evenly distributed to these fields. In addition to differences in departments of Interior Architecture Student Teaching Program in Turkey, there are also differences in student admission. There are 25 Departments of Interior Architecture in Turkey that admit students with the “Special Aptitude Test” and 21 universities that admit with “Student Selection and Placement Exam-(University Entrance Exam)” table 1 shows that students are evaluated according to their results on “TM1 (Turkish / Mathematics)” and “MF4 (Math / Science)” table 1 also points out that faculties which have Interior Design departments have 9 different names. This difference does not help how to name Interior Architecture departments which can be seen by the fact that there are 28 departments under “Interior Architecture” and 18 under the name of “Interior Architecture and Environmental Design” (table 1).

3.3. The difference between interior architecture, interior design and environmental design

The profession of Interior Design in Turkey, in education life, is called by two different names. In Turkey, there are 28 “Interior Design”, 18 “Interior Architecture and Environmental Design” departments. 46 Interior Design departments have teaching programs which are carried out independently of each other. However, the U.S. Department of Interior Architecture Education programs in the universities is almost the same, there is no distinctions such as the “Interior Design” or “Interior Architecture and Environmental Design”. The research shows that there is little difference to separation of “Interior Architecture” departments as “design” or “detail”. Department names of Interior Architecture in the USA are named according to their focus on design or detail such as “Interior Design” or “Interior Architecture”. Upon examination of curricula in departments named as “Interior Architecture and Environmental Design”, it is seen that the courses mainly focus on Architecture. Therefore the department is called “Interior Architecture and Environmental Design” upon inclusion of elements like landscape, structure, and environment. Furthermore, every graduate of “Interior Architecture” or “Interior Architecture and Environmental Design” departments in Turkey are titled as “Interior Architect”. Pertaining to the statement dated 27.07.2012 of Turkish Labor Agency under Ministry of Labor and Social Security on which titles to assign those who graduate from programs within Faculties and Graduate Schools of Higher Education Institutions and the item no 43/b amended by the Law No. 2880 of Law no 2547, program names and titles for graduates have been specified with opinions from the Board of Universities provided as well. The statement defines that people who graduate from “Interior Architecture” and “Interior Architecture and Environmental Design” departments are to be titled as “interior architectures” (Council of Higher Education).

4. Interior architecture department curriculum – a model proposal

Analyzes were carried out by examining Academic Programs of 46 Interior Design departments in Turkey. In this sense, a proposal program has been prepared in light of the revealed data which may be a model for Interior Architecture curriculum. The purpose of this program is a combination of art and design education and design practice outside keeping the ability to transfer the student to gain the necessary information only. In this regard, it also aims to break the ongoing habits of students in the curriculum. In this regard, there seems to be massive difference between course names specified in curricula of Interior Architecture departments in Turkey. Departments of Interior Design courses are distorted by a lot of names, especially under the influence of architecture which started to shape the education in these departments. For example, curriculum in Istanbul Technical University Department of Interior Architecture is jointly carried out for 4 semesters with departments of Architecture, Interior Architecture, and Landscape Architecture, after which the education continues in the same parallel in following terms. According to some authors, it is requested that the curriculum of ITU Interior Architecture has less joint semesters instead of 4. They believe that project courses should especially be carried out under interior architecture instead of only architecture and the Academic personnel of Interior Architecture department should be involved in this process which will create a sense of belonging in students towards their department and professors and it will enable them to interact with the academicians in their own department (Cordan, Gorgul, Cincik, Numan, 2012). In this sense, the Interior Architecture education should be shaped independently from architecture and the basics of interior architecture should be provided for the student. For this reason, in order for an Interior Architect candidate to be equipped with all these knowledge, they should be prepared for the market equipped with everything necessary from basics to vocational practice. In this context, all departments of Interior architecture and professional chambers should gather to define a standard. They should raise awareness about the integrity of education and preventing a profession from turning into different branches in different schools as well as producing a joint education model. In that sense, the Interior Architecture Curriculum Model has been developed in light of researches. It aims to enable Interior Architecture departments to act together with a common language.

Table 2. Model proposal for interior architecture education program

A Proposal For Curriculum Of Interior Architecture Department															
Term 1						Term 2									
Course Code	Course Name	T	P	L	Cr	Ects	Course Code	Course Name	T	P	L	Cr	Ects		
Ina 101	Technical Drawing-Descriptive Geometri I	2	2	0	3	5	Ina 102	Technical Drawing-Descriptive Geometri Ii	2	2	0	3	5		
Ina 103	Principles Of Interior Architecture I	2	2	0	3	5	Ina 104	Principles Of Interior Architecture Ii	2	2	0	3	5		
Ina 105	Basic Design I	2	2	0	3	5	Ina 106	Basic Design Ii	2	2	0	3	5		
Ina 107	Art Drawing	2	2	0	3	5	Ina 108	Perspective	2	2	0	3	5		
Ina 109	History Of Art I	2	0	0	2	3	Ina 110	History Of Art Ii	2	0	0	2	3		
Tr 101	Turkish Language I	2	0	0	2	2	Tr 102	Turkish Language Ii	2	0	0	2	2		
Ing 101	English I	0	4	0	2	3	Ing 102	English Ii	0	4	0	2	3		
Ata 101	Principles Of Atatürk And History Of Turkish Revolution I	2	0	0	2	2	Ata 102	Principles Of Atatürk And History Of Turkish Revolution Ii	2	0	0	2	2		
<i>Total:</i>						20	30	<i>Total:</i>						20	30
Term 3						Term 4									
Course Code	Course Name	T	P	L	Cr	Ects	Course Code	Course Name	T	P	L	Cr	Ects		
Ina 201	Project I	2	6	0	5	10	Ina 202	Project Ii	2	6	0	5	10		
Ina 203	Computer Aided Design I	1	2	0	2	3	Ina 204	Computer Aided Design Ii	1	2	0	2	3		
Ina 205	Principles Of Architecture Construction	1	2	0	3	3	Ina 206	Principles Of Interior Architecture Construction	1	2	0	3	3		
Ina 207	Drawing Expression Techniques I	2	2	0	3	4	Ina 208	Drawing Expression Techniques Ii	2	2	0	3	4		
Ina 209	Furniture Construction I	1	2	0	3	4	Ina 210	Furniture Construction Ii	1	2	0	3	4		
	Field Elective	0	0	0	2	3		Field Elective	0	0	0	2	3		
	Faculty Elective	0	0	0	2	3		Faculty Elective	0	0	0	2	3		
<i>Total:</i>						20	30	<i>Total:</i>						20	30
Term 5						Term 6									
Course Code	Course Name	T	P	L	Cr	Ects	Course Code	Course Name	T	P	L	Cr	Ects		
Ina 301	Project Iii	2	6	0	5	10	Ina 302	Project Iv	2	6	0	5	10		
Ina 303	Environmental Control Systems	2	0	0	2	3	Ina 304	Installation	2	0	0	2	3		
Ina 305	Computer Aided Design Iii	1	2	0	2	4	Ina 306	Computer Aided Design Iv	1	2	0	2	4		
Ina 307	Furniture Design I	2	2	0	3	4	Ina 308	Furniture Design Ii	2	2	0	3	4		
Ina 309	Material I	2	0	0	2	3	Ina 310	Material Ii	2	0	0	2	3		
	Field Elective	0	0	0	2	3		Field Elective	0	0	0	2	3		
	University Elective	0	0	0	2	3		University Elective	0	0	0	2	3		
<i>Total:</i>						18	30	<i>Total:</i>						18	30
Term 7						Term 8									
Course Code	Course Name	T	P	L	Cr	Ects	Course Code	Course Name	T	P	L	Cr	Ects		
Ina 401	Project V	2	6	0	5	10	Ina 402	Graduation Project	2	6	0	5	10		
Ina 403	Survey	2	2	0	3	5	Ina 404	Restoration	2	0	0	2	2		
Ina 405	Professional Practice I	0	8	0	4	12	Ina 406	Professional Practice Ii	0	8	0	4	12		
	Field Elective	0	0	0	2	3		Field Elective	0	0	0	2	3		
								Field Elective	0	0	0	2	3		
<i>Total:</i>						14	30	<i>Total:</i>						15	30

5. Conclusion

The research has examined Curricula of 46 Interior Architecture departments around Turkey. Curricula of “Interior Architecture”, “Interior Architecture and Environmental Design” departments in Turkey, their admission criteria, affiliated faculties, and exam formats have been studied to create this research. The study has shown that departments in Turkey which provide Interior Architecture education has different “Student Selection Exam Formats”, “Faculty Names”, “Curricula” and even different department names “Interior Architecture – Interior Architecture and Environmental Design”, and they follow different methods of training. In that sense, a proposal of Education Model has been developed in order to move the profession of Interior Architecture further to its standards taking into account the competencies of education models and programs of Interior Architecture undergraduate programs, CIDA Interior Architecture Accreditation Board criteria and international accreditation conditions. The purpose in Education Program Model is to carry out a combined education that focuses on both design and practice together. In this context, as a result of examination of Curricula in departments that provide “Interior Architecture” and “Interior Architecture and Environmental Design” in Turkey; In this sense, the profession of Interior Design Interior Design degree programs for the delivery of standard model and program qualifications, education and international accreditation criteria for CIDA Accreditation Board for Interior Design Education Model proposal was put forward considering the conditions. Model of Curriculum objectives, design and implementation of a combination of weight training shall be conducted.

1) In the context of "Education Method"; It is seen that 46 Interior Architecture departments in Turkey have all adopted different education methods such as “Design- Oriented”, “Professional Practice Oriented”, “Design and Practice Oriented”, “Architecture-Oriented”, “Integrated Education”, and “Joint Education”. In this sense, in order for Interior Architecture departments to gain international recognition, they must shape their education method accordingly and act in this way and all departments must implement a joint model. In fact some of the differences set out in 6 different training models demonstrate that departments act in accordance with their own interests.

2) In the context of "Course Titles"; Research shows that differences in the context of teaching model become deeper in terms of courses. For example; “Technical Drawing – Design Geometry” course is named as differently as “Technical Drawing”, “Design Geometry”, “Technical Drawing and Design Geometry”, “Communication Techniques”, “Architectural Communication Techniques”, “Architectural Technical Drawing and Perspective”, “Graphic Communication”, “Design Communication Techniques”. This example applies not only for Technical Drawing course but also all the other ones included in the Curriculum. Course content and names should be regulated because it is important for the future of Interior Architecture departments.

3) In the context of "Student Selection Exam Format"; Interior Design departments in Turkey select students according to both the “Central System (University Entrance Exam-Student Selection and Placement Exam)” and the “Special Aptitude Test”. “Central System Exam” is divided in itself as “MF4 (Math-Science)” score and “TM1 (Turkish-Mathematics)” score. “Special Aptitude Test”, on the other hand, can be taken by any student who passes the minimum score in “Central System Exam” regardless of possessing any ability if there is any vacancy. For that reason, the student selection type of Interior Architecture departments should be regulated by increasing the minimum passing score in “Central System” and then having students take an “aptitude test” which will help to make the process of selecting students healthier.

4) In the context of "Faculty Names"; Number of affiliated colleges and departments of Interior Architecture in Turkey are as follows: "Fine Arts (12)", "Faculty of Architecture and Design (4)", "Faculty of Fine Arts, Design and Architecture (5)", "Faculty of Fine Arts and Architecture (1)", "Faculty of Engineering & Architecture (9)", "Faculty of Engineering and Design (1)", "Faculty of Fine Arts and Design (1)", "Faculty of Art and Design (3)", "Faculty of Architecture (11)". Crippled with differences even in faculty names, the most important characteristic of Interior Architecture department is to solve the problem of design. Accordingly, it seems appropriate that departments of Interior Architecture should be within faculties that are affiliated with “Design”.

5) In the context of "Interior Architecture" and "Interior Architecture and Environmental Design"; One should be selected among “Interior Architecture” and “Interior Architecture and Environmental Design” titles and it should not be changed afterwards. Interior Architecture defines the profession in a specified, strong, and simple way. All students in “Interior Architecture” and “Interior Architecture and Environmental Design” departments are only titled

as “interior architect” after graduation and cannot get the title “Interior Architecture and Environmental Designer” (Council of Higher Education). Hence it seems appropriate that the profession’s name should remain as Interior Architecture.

In conclusion; Standardization and accreditation efforts are crucial today but it is not possible to say that Interior Architecture departments in Turkey have such unity in language. Accreditation enables a department to be recognized nationally and internationally. Concurrent resolutions must be made, objectives must be set, and a goal must be defined in order to be eligible for accreditation. Interior Architecture aims to have joint education and its goal is the unity of language. Communication between departments must be strengthened, departments must regularly hold meetings with each other, and a Curriculum must be developed in compliance with global standards.

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