

**SELF-ASSESSMENT REPORT**

**ÇANAKKALE ONEKIZ MART UNIVERSITY**

**GRADUATE EDUCATION INSTITUTE**

**DEPARTMENT OF HEALTH MANAGEMENT**

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 **10.03.2024**

**Contents**

[INTRODUCTION](#_Toc55389714)  [7](#_Toc55389714)

[Purpose](#_Toc55389715)  [7](#_Toc55389715)

[Scope](#_Toc55389716)  [7](#_Toc55389716)

[Implementation Plan](#_Toc55389717)  [7](#_Toc55389717)

[Commission Members](#_Toc55389718)  [8](#_Toc55389718)

[01. GENERAL INFORMATION AND GENERAL CRITERIA ABOUT THE PROGRAM](#_Toc55389719)  [9](#_Toc55389719)

[01.1. Brief History of the Program and What It Has Possibilities](#_Toc55389720)  [9](#_Toc55389720)

[01.2. Teaching Method of the Program, Language of Education and Student](#_Toc55389721)  [Acceptance](#_Toc55389721)  [10](#_Toc55389721)

[01.3. Administrative Structure of the Program Teaching Squad](#_Toc55389722)  [10](#_Toc55389722)

[01.4.](#_Toc55389723)  [Vision and Mission of the Program](#_Toc55389723)  [13](#_Toc55389723)

[01.5.](#_Toc55389724)  [Purpose of the Program](#_Toc55389724)  [14](#_Toc55389724)

[01.6.](#_Toc55389725)  [Goal of the Program](#_Toc55389725)  [14](#_Toc55389725)

[01.7.](#_Toc55389726)  [Degrees Earned:](#_Toc55389726)  [15](#_Toc55389726)

[01.8.](#_Toc55389727)  [Competencies Students Should Have When Choosing the Program](#_Toc55389727)  [15](#_Toc55389727)

[01.9.](#_Toc55389728)  [Competencies Students Will Have at the End of Their Education](#_Toc55389728)  [15](#_Toc55389728)

[01.10.](#_Toc55389729)  [Current Student Profile of the Program](#_Toc55389729)  [16](#_Toc55389729)

[01.11.](#_Toc55389730)  [Professional Profile of Program Graduates](#_Toc55389730)  [16](#_Toc55389730)

[01.12.](#_Toc55389731)  [Stakeholders of the Program](#_Toc55389731)  [16](#_Toc55389731)

[01.13.](#_Toc55389732)  [Contact Information of the Program](#_Toc55389732)  [17](#_Toc55389732)

[02. STUDENTS](#_Toc55389733)  [19](#_Toc55389733)

[02.1. Student Admissions](#_Toc55389734)  [19](#_Toc55389734)

[02.2. Horizontal and Vertical Transfers Double Major and Course Counting](#_Toc55389735)  [21](#_Toc55389735)

[02.3. Student Exchange](#_Toc55389736)  [23](#_Toc55389736)

[02.4. Consulting and Monitoring](#_Toc55389737)  [24](#_Toc55389737)

[02.5. Success Evaluation](#_Toc55389738)  [25](#_Toc55389738)

[02.6. Graduation Requirements from the Program](#_Toc55389739)  [28](#_Toc55389739)

[03. PROGRAM EDUCATIONAL OBJECTIVES](#_Toc55389740)  [29](#_Toc55389740)

[03.1. DEFINED PROGRAM EDUCATIONAL OBJECTIVES](#_Toc55389741)  [29](#_Toc55389741)

[03.2. Compatibility of Program Aims with Students' Career Goals](#_Toc55389742)  [30](#_Toc55389742)

[03.3. Compliance of Program Objectives with Institutional and Unit Self-Duties](#_Toc55389743)  [31](#_Toc55389743)

[03.4. Determination of Program Objectives by Including Stakeholders It should be determined by including various internal and external stakeholders of the program in the process.](#_Toc55389744)  [36](#_Toc55389744)

[03.5. Achieving Program Objectives](#_Toc55389745)  [38](#_Toc55389745)

[03.6. Updating Program Objectives by Including Stakeholders](#_Toc55389746)  [39](#_Toc55389746)

[03.7. Test Criteria for Achieving Program Objectives](#_Toc55389747)  [40](#_Toc55389747)

[04. PROGRAM OUTCOMES](#_Toc55389748)  [42](#_Toc55389748)

[04.1. Using Measurement and Evaluation Results for Continuous Improvement](#_Toc55389749)  [42](#_Toc55389749)

[04.2. Continuous Improvement Studies Based on Concrete Data](#_Toc55389750)  [45](#_Toc55389750)

[05. TRAINING PLAN](#_Toc55389751)  [48](#_Toc55389751)

[05.1. Education Plan (Curriculum) Supporting Program Outcomes and Objectives](#_Toc55389752)  [48](#_Toc55389752)

[05.2. Implementation of the Training Plan](#_Toc55389753)  [51](#_Toc55389753)

[05.3. Training Plan Management](#_Toc55389754)  [53](#_Toc55389754)

[05.4. Training Plan Components I](#_Toc55389755)  [55](#_Toc55389755)

[**05.4.1. Course Contents**](#_Toc55389756)  [55](#_Toc55389756)

[05.5. Training Plan Components II](#_Toc55389757)  [72](#_Toc55389757)

[05.6.](#_Toc55389758)  [Existence of a General Education Plan within the Scope of Program Objectives](#_Toc55389758)  [73](#_Toc55389758)

[05.7.](#_Toc55389759)  [Master Design Experience](#_Toc55389759)  [74](#_Toc55389759)

[06. TEACHING STAFF](#_Toc55389760)  [75](#_Toc55389760)

[06.1. Competency of the Teaching Staff](#_Toc55389761)  [75](#_Toc55389761)

[06.2 Qualifications of the Teaching Staff](#_Toc55389762)  [76](#_Toc55389762)

[6.3. Appointment and Promotion](#_Toc55389763)  [78](#_Toc55389763)

[07. INFRASTRUCTURE](#_Toc55389764)  [82](#_Toc55389764)

[07.1. All Areas](#_Toc55389765)  [Used for Education and Training 82](#_Toc55389765)

[07.2. Other Fields and Sub Structure](#_Toc55389766)  [82](#_Toc55389766)

[07.3. Technical Infrastructure](#_Toc55389767)  [83](#_Toc55389767)

[07.4. Library](#_Toc55389768)  [84](#_Toc55389768)

[07.5. Special Precautions](#_Toc55389769)  [85](#_Toc55389769)

[08. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES](#_Toc55389770)  [86](#_Toc55389770)

[08.1. Budget Process and Institutional Support](#_Toc55389771)  [86](#_Toc55389771)

[08.2. Adequacy of the Budget in Terms of Teaching Staff](#_Toc55389772)  [86](#_Toc55389772)

[08.3. Infrastructure Equipment Support](#_Toc55389773)  [87](#_Toc55389773)

[08.4. Technical and Administrative Service Staff Support](#_Toc55389774)  [88](#_Toc55389774)

[9. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES (?! POSSIBLY THE TITLE IS WRONG, CONTENT: ORGANIZATIONAL STRUCTURE?)](#_Toc55389775)  [90](#_Toc55389775)

[10. SPECIAL CRITERIA SPECIFIC TO THE PROGRAM](#_Toc55389776)  [97](#_Toc55389776)

[11. CONCLUSION](#_Toc55389777)  [102](#_Toc55389777)

**List of Tables**

[Table 1. Distribution of Faculty Members in the Program](#_Toc55389778)  [12](#_Toc55389778)

[Table 2. Statistics on Course Load Distribution of Teaching Staff](#_Toc55389779)  [12](#_Toc55389779)

[Table 3. Number of Students per Faculty Member](#_Toc55389780)  [12](#_Toc55389780)

[Table 4. Statistics on Academic Publications of Faculty Members](#_Toc55389781)  [12](#_Toc55389781)

[Table 5. Analysis of the Teaching Staff](#_Toc55389782)  [13](#_Toc55389782)

[Table 6. Completed or Ongoing Projects of the Faculty Staff](#_Toc55389783)  [13](#_Toc55389783)

[Table 7. Scholarships and Awards Received by Faculty Members](#_Toc55389784)  [14](#_Toc55389784)

[Table 8. Number of Brands, Designs and Patents of Faculty Members](#_Toc55389785)  [14](#_Toc55389785)

[Table 9. Statistics on the Number of Students Registered in the Program](#_Toc55389786)  [21](#_Toc55389786)

[Table 10. Statistics on the Number of Students Graduating from the Program](#_Toc55389787)  [21](#_Toc55389787)

[Table 11. Number of Students Enrolled in the Program via Central Placement Exam](#_Toc55389788)  [21](#_Toc55389788)

[Table 12. Students' Attendance to Classes](#_Toc55389789)  [21](#_Toc55389789)

[Table 13. Our Central Placement Exam Scores for the Last 2 Years](#_Toc55389790)  [21](#_Toc55389790)

[Table 14. Program Teaching Plan](#_Toc55389791)  [50](#_Toc55389791)

[Table 15. Distribution of Faculty Members in the Program](#_Toc55389792)  [76](#_Toc55389792)

[Table 16. Number of Students per Faculty Member](#_Toc55389793)  [76](#_Toc55389793)

[Table 17. Distribution of Teaching Staff's Course Load](#_Toc55389794)  [76](#_Toc55389794)

[Table 18. Publications of the Faculty Staff](#_Toc55389795)  [77](#_Toc55389795)

[Table 19. Projects of the Faculty Staff](#_Toc55389796)  [78](#_Toc55389796)

[Table 20. Analysis of the Teaching Staff](#_Toc55389797)  [78](#_Toc55389797)

# INTRODUCTION

The Department of Health Management of the Graduate Education Institute, which aims to train health managers who are tasked with carrying out the obligation of providing health services to the society at universal standards, accessing and producing the information necessary for the continuity and development of the health services provided, and using and disseminating the information they have effectively, is a graduate of today's technological and technological developments. A self-evaluation report has been prepared within the scope of quality studies in order to adapt to scientific developments and realize its vision of becoming one of the entrepreneurial and innovative universities in higher education.

This self-evaluation report prepared by the Quality and Accreditation Commission of the Department of Health Management aims to determine the quality of current education and training, to reveal the level of relations with internal and external stakeholders and to determine what needs to be done to increase the quality in accordance with national and international standards.

## Aim

The main purpose of the prepared report is; To increase the competitiveness and preferability of our program through quality studies, which aims to train health managers who are equipped with contemporary knowledge and skills, have advanced research and problem solving skills, have cultural knowledge and communication skills, are capable of leading their environment, and have internalized Ataturk's principles and revolutions.

## Scope

The information presented in this document covers the formal education program of Çanakkale Onsekiz Mart University, Graduate Education Institute, Department of Health Management. This document was prepared by the members of the self-evaluation commission in the light of the suggestions of all internal and external stakeholders.

## Implementation Plan

In this process carried out by our program consultancy, a self-evaluation commission of 4 people was formed among our faculty members who are experts in their fields. Then, this commission contributed to the preparation of this report by obtaining the necessary information and suggestions from all internal and external stakeholders.

## Commissioners

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# 01. GENERAL INFORMATION AND GENERAL CRITERIA ABOUT THE PROGRAM

## 01.1. Brief History of the Program and What It Has Facilities

Onsekiz Mart University, established on July 3, 1992, by law no. 3837, started its education life with Çanakkale Faculty of Education, Çanakkale Vocational School and Biga Vocational School, which were transferred from Trakya University in the 1992-1993 academic year. Our university has reached a total of 36 educational units, including 1 Graduate Education Institute, 18 Faculties, 4 Vocational Schools, and 13 Vocational Schools. Besides these; 45 Research and Application Centers are also active and it has one of the best libraries in Turkey. Çanakkale Faculty of Applied Sciences, where our program is located, upon the letter of the Ministry of National Education dated 6/5/2013 and numbered 847956, in accordance with the additional article 30 of the Law numbered 2809 dated 28/3/1983, by the Council of Ministers dated 6/6/2013 and numbered 2013. In accordance with the decision numbered /4945, it started its activities as "Çanakkale School of Applied Sciences" within our University. Official No. 31082 dated 8 March 2020 With the "Decision on Establishing, Closing or Changing the Names of Faculties, Institutes and Vocational Schools Affiliated to Some Higher Education Institutions" published in the Gazette , Çanakkale School of Applied Sciences was closed and education and training continued by establishing Çanakkale Faculty of Applied Sciences instead. Our faculty continued its academic structuring activities as of 2019 and 2 Associate Professors and 2 Drs were added to our faculty in 2019. A faculty member and 2 teaching assistants have been appointed. Also 2 Dr. Appointment procedures for faculty members and 1 research assistant are still ongoing. Total 3 Professors, 6 Associate Professors, 11 Drs. It has 26 academic staff: Faculty Member, 3 Lecturers, 1 Research Assistant, 2 Lecturers (13b/4).

There will be 3 Professors and 1 Dr. in our department as of 2024. There are 4 faculty members, including faculty members. Requests were made for the research assistant position in accordance with the Norm Staff Regulation, and the research assistant position was filled through in-house assignment. The number of students enrolled in the Health Economics Master's Program in the Fall semester of 2024 is 4. In previous semesters, 8 students were registered in the 2020-2021 fall semester and 2 students were registered in the 2021-2022 fall semester. To date, the number of students graduating from the program is 1.

## 01.2. Teaching Method of the Program, Language of Education and Student acceptance

Health Economics program in line with the goals and objectives of the Department; It is a four-year, full-time master's program structured to train healthcare managers who have universal values, are contemporary, professionally ethical and morally responsible, can process scientific knowledge for the benefit of society, are skilled and analytical thinkers, and have high communication skills and professional ideals. The application requirements for the program include a 70 foreign language score. Thus, it is aimed that the students who will enroll in the program will be able to follow international literature and follow current studies.

## 01.3. Administrative Structure of the Program Teaching squad

3 Professors, 1 Dr. in the Department of Health Management. Faculty Member and 1 Research Assistant by internal assignment, Dr. and 1 Lecturer Dr. is on duty. Department of Health Management continues its scientific studies in two departments. There are 2 faculty members each in the Department of Health Economics and the Department of Hospital Management. The head of the department is responsible for playing an active role in maintaining the administrative processes of the department smoothly and uninterruptedly, and providing a working environment suitable for other faculty members to work in coordination with the understanding of a team leader. All goals and processes of the department are maintained with a participatory and transparent management approach, and it is aimed to maintain the democratic management approach by including all stakeholders in the workflow processes.

Detailed information about the current situation of the teaching staff of the Health Economics Master's Program is presented to your information through the tables below.

Table 1. Distribution of Faculty Members in the Program

|  |  |
| --- | --- |
| **Academic Title** | **Age Groups** |
|  | **<30** | **30-39** | **40-49** | **50-59** |
|  | **K** | **TO** |  | **K** | **TO** |  | **K** | **TO** |  | **K** | **TO** |  |
| **Prof. Dr.** |  |  |  | one |  |  | one |  |  | one | one |  |
| **Dr. Lecturer** |  |  |  | one |  |  |  |  |  |  |  |  |

Table 2. Statistics on Course Load Distribution of Teaching Staff

|  |
| --- |
| **Minimum Course Load and Current Course Load Distributions According to Academic Titles Within the Scope of the Contractual Job Description** |
| **Academic Title** | **Name surname** | **Least** | **Current Course Load** |
| Prof. Dr. | Ekrem Tufan | 10 | 33 |
| Prof. Dr. | Ayşe San Turgay | 10 | 38 |
| Prof. Dr. | Özge Uysal Şahin | 10 | 34 |
| Dr. Lecturer Member of | Didem Hekimoğlu Tunç | 10 | 38 |

Table 3. Number of Students per Academic Staff

|  |  |
| --- | --- |
| Number of Actively Registered Students in the Program 10 / Number of Faculty Members in the Program 4 | 2.5 |

Table 4. Statistics on Academic Publications of Faculty Members

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Title Name, Surname** | **International + National Referee Magazine, Congress,****Symposium etc. Number of Published Articles and Papers** | **Total Number of Citations** | **Number of Citations in Journals Included in ISI Indexes in the Field of Social Sciences** | **Academic Textbook and Book Chapters** |
| Prof. Dr. Ekrem Tufan | 57 | 262 | 3 | 10 |
| Prof. Dr. Ayşe San Turgay | 50 | 310 | 50 | 6 |
| Prof. Dr. Özge UYSAL Şahin | 45 | 309 | 3 | 19 |
| Dr. Lecturer Member Didem Hekimoğlu Tunç | 29 | 23 | 2 | 6 |
| **Grand total** | **199** | **973** | **70** | **46** |

Table 5. Analysis of the Teaching Staff

|  |  |  |
| --- | --- | --- |
| **Teaching Staff** | **Years of Experience** | **Activity level (High, Medium, Low, None)** |
| **Academic Title** | **Last Graduated Institution and Year** | **If Currently Studying, At What Stage?****is** | **Public, Private Sector, Industry,** | **How many years have you been in this institution?** | **Faculty Membership Duration** | **In Professional Organizations** | **Scientific Research Granted to Public, Industry and Private Sectors****in consulting** | **In research** |
| **Prof. Dr. Ekrem Tufan** | Anadolu University, PhD , 1999 | - |  | 14 | 15 | High | Low | High |
| **Prof. Dr.** | Ege University, PhD, 2004 | - |  | 14 | 17 | Low | Low | High |
| **Prof. ​Dr.** | Marmara University, SBE, Finance Theory PhD | - |  | 16 | 6 | None | Low | Middle |
| **Dr. Lecturer Member of** | Public Relations and PromotionDoctorateANKARA Univ.2019 | - |  | 3 | 3 | None | TRT Education and Research Department | Low |

Table 6. Completed or Ongoing Projects of the Faculty Staff

|  |  |  |
| --- | --- | --- |
| **Academic Title - Name, Surname** | **BAP, TÜBİTAK, GMKA, EU, UN****etc. Number of Projects** | **Task within the Scope of the Project** |
| Prof. Dr. Ekrem Tufan | 3 | 1. Executive and researcher
 |
| Prof. Dr. Ayşe San Turgay | 4 |   |
| Prof. Dr. Özge UYSAL Şahin | 4 | Executive and researcher |
| Dr. Lecturer Member Didem Hekimoğlu Tunç |   |   |
| **Grand total** | **12** |

Table 7. Scholarships and Awards Received by Faculty Members

|  |  |
| --- | --- |
| **Academic Title Name, Surname** | **Scholarship, Award, Support Name / Date / Giving Institution** |
| Prof. Dr. Ekrem Tufan | None |
| Prof. Dr. Ayşe San Turgay | None |
| Prof. Dr. Özge UYSAL Şahin | None |
| Dr. Lecturer Member Didem Hekimoğlu Tunç | Best Oral Presentation First Prize / November 2019 / Anadolu University Faculty of Communication Sciences |
| **Grand total** | - |

Table 8. Number of Trademarks, Designs and Patents of Faculty Members

|  |  |
| --- | --- |
| **Academic Title - Name surname** | **Trademark, Design, Patent** |
| Prof. Dr. Ekrem Tufan | None |
| Prof. Dr. Ayşe San Turgay | None |
| Prof. Dr. Özge UYSAL Şahin | None |
| Dr. Lecturer Member Didem Hekimoğlu Tunç | None |
| **Total** | - |

## 01.4. Vision and Mission of the Program

***Vision of the Program*** ; To become a department with brand value and national and international recognition in Health Management education by following international education trends and standards.

***Mission of the Program;*** To train modern, innovative and idealistic health managers who embody scientific knowledge, technological developments and entrepreneurial spirit in order to meet all kinds of demands and needs, especially the health needs of the society we live in.

***The basic values that constitute the vision and mission of our program are listed below:***

* scientificity
* Ethic
* Equality
* Justice
* Love
* Respect
* Tolerance
* Solidarity
* belonging
* entrepreneurship
* Collaboration
* Innovation and creativity
* Quality and efficiency
* Participation
* perfectionism
* Lifelong Learning

## 01.5. Purpose of the Program

In creating the Health Economics master's program, institutional goals and objectives were primarily taken into consideration, and a program design parallel to these goals and objectives was made. The main aim of the undergraduate program has been determined as the main purpose of the undergraduate program to train health managers who know the problems experienced in health services and are equipped with the knowledge, skills and attitudes to overcome these problems, who are qualified to manage health institutions, who apply the ethical rules of the profession, who constantly renew and improve themselves, and who meet internationally accepted criteria. Equipped with basic operational scientific knowledge, how to carry out management science in the health sector within the curriculum and through internship practices , having the competencies to manage variables specific to the health sector and possible crises, having strong technical knowledge and human relations, people-oriented, holistic thinking and analytical analysis ability. The aim is to train health manager candidates with foreign language knowledge who can actively use information and communication technologies, follow foreign literature and express themselves on international platforms.

## 01.6. Goal of the Program

The institutional goals taken into consideration when designing the Health Economics master's program are as follows:

* Recognizing the economic, psychological, social and cultural factors that deteriorate human health
* Knowing the provision, organization and financing of health services.
* Understanding and adopting scientific approaches in the causes, diagnosis and treatment of diseases.
* Respecting human and patient rights and adopting the principle of confidentiality of patient information as a form of behavior.
* Being compassionate, honest and trustworthy in relationships with patients, physicians and other people.
* Demonstrate correct, honest and consistent behavior in their relationships with patient families, colleagues and other individuals with whom they will interact throughout their professional lives.
* Communicating effectively, both verbally and in writing, with patients, patient families, colleagues, and other relevant individuals.
* Learning ways to access information in order to respond to scientific and technological developments, changes in professional practices and social needs.
* Understanding and embracing the importance of lifelong and self-learning.

## 01.7. Degree Earned

Students who successfully complete the Health Economics master's program graduate primarily as middle and senior management candidates in the health sector and with the job title of "health manager".

## 01.8. Competencies Students Should Have When Choosing the Program

In addition to the requirements of being a graduate of an undergraduate program, students must also meet the conditions determined by the Graduate Education Institute with a foreign language score of 70.

## 01.9. Competencies Students Will Have at the End of Their Education

Our students, who successfully complete the Health Economics master's program, are expected to be aware of the needs of the society they live in and to be able to develop rational and innovative solution suggestions that can meet these needs at the highest level. Our students will not only be capable of carrying out all processes of an organization from the establishment stage, thanks to the knowledge about business science they will receive during their undergraduate education, but also they will be individuals who can manage human relations and express themselves successfully in all kinds of environments with the communication, sociology and psychology courses they take.

## 01.10. Current Student Profile of the Program

The majority of our students who choose and win the Department of Health Management come from different cities to receive university education. We have students from many cities, especially metropolitan cities such as Çanakkale, Istanbul, Ankara, Bursa, Izmir, Balıkesir and Tekirdağ.

## 01.11. Professional Profile of Program Graduates

opportunities in public, university and foundation hospitals, private hospitals, rehabilitation centers, health insurance units of SSI institutions, private insurance companies, industrial organizations that produce pharmaceuticals and medical devices, and health research centers .

## 01.12. Stakeholders of the Program

Stakeholder is defined as the party that is effective in achieving the goals of an organization or is affected by the decisions and actions of the organization. It is stated that the most important stakeholders for universities are students, graduates, employers and employees. Moreover, it is emphasized that it would be more appropriate to determine the stakeholders at the level of academic units, considering that it would be difficult to determine the expectations and behaviors of each stakeholder for the university in general and would not produce functional results. Accordingly, the stakeholders deemed important for the Department of Health Management are listed below:

***Internal Stakeholders***

* Academical personal
* Administrative Staff
* Current Students
* Rectorate and Affiliated Academic/Administrative Units

**External Stakeholders**

* Çanakkale Provincial Health Directorate
* General Secretariat of Çanakkale Public Hospitals Association
* Çanakkale Provincial Public Health Directorate
* Other Universities
* Çanakkale Municipality
* Canakkale Governorship
* People of Canakkale

It is believed that the contribution of the institution's senior management, as well as the opinions and suggestions of the institution's stakeholders and the contributions they provide, will constitute an indispensable element of the improvement and development studies carried out in the initiation and maintenance of continuous development and improvement studies. In the following years, it is planned to evaluate the opinions of the stakeholders in order to ensure that the education and training program is developed and updated in line with the determined main goals and objectives. When the multi-level, systematic approach is evaluated together with the constantly renewed feedback received from stakeholders, it is predicted that the program will remain constantly high quality, creative and up-to-date.

## 01.13. Contact Information of the Program

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**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, 2018-2020 Unit (Çanakkale Faculty of Applied Sciences) Strategic Action Plan, 2022 Çanakkale Faculty of Applied Sciences Internal Evaluation Report, 2018-2022 Program Strategic Action Plan, 2022 Department Performance Indicators and Evaluation Surveys, 2022 Unit and Program Activity Reports, 2022 YKS placement results.**

**Evidence links:** <http://saglik.cuby.comu.edu.tr/>

https://cubf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/kurumsal-bilgiler-r56.html

<https://cubf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r61.html>

[https://cubf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/kurum-ici-degerlatma-raporlari-r90.html](https://cubf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/kurum-ici-degerlendirme-raporlari-r90.html)

<https://cubf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/ic-kontrol-r57.html>

[https://www.osym.gov.tr/TR,23913/2022-yks-yerlestirme-sonuclarina-iliskin-sayisal-bilgiler.html](https://www.osym.gov.tr/TR%2C23913/2022-yks-yerlestirme-sonuclarina-iliskin-sayisal-bilgiler.html)

# 02. STUDENTS

## 02.1. Student Admissions

The Health Economics master's program has a minimum foreign language requirement of 70 points, in addition to the conditions determined by the Graduate Education Institute. In the Fall semester of 2024, four students who met these conditions were successful in the science exam and registered.

Table 9. Statistics on the Number of Students Registered in the Program

|  |  |
| --- | --- |
| Total Number of Students Enrolled Since Our Establishment | 14 |
| Number of Actively Registered Students | 10 |
| **Total Number of Actively Registered Students** |  |

Table 10. Statistics on the Number of Students Graduating from the Program

|  |  |
| --- | --- |
| Health Economics | one |
| **Grand total** | **one** |

Table 11. Number of Students Enrolled in the Program through the Institute Science Exam

|  |  |  |
| --- | --- | --- |
| **Year** | **Enrolled Students** | **Total** |
| Health Economics 2020 | 8 | **8** |
| Health Economics 2021 | 2 | **10** |
| Health Economics 2022 | 0 | **10** |
| Health Economics 2023 | 4 | **14** |
| **Total Number of Students** | **14** |

Table 12. Students' Attendance to Classes

|  |
| --- |
| **Average Number of Students Attending Classes Continuously** |
| Health Economics | 10 |
| **Overall Average** | 10 |

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program's Education Information System page, Faculty 2019 activity report, Faculty Student Affairs Office website, ÇOMÜ Student Affairs - base score statistics, Graduate Education Institute website**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241> <http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html> <http://cuby.comu.edu.tr/ogrenci-isleri-burosu.html> <http://ogrenciisleri.comu.edu.tr/istatistikler/comu-son-10-yila-ait-taban-puanlar.html>
https://lee.comu.edu.tr/

## 02.2. Horizontal and Vertical Transfers, Double Major and Course Counting

Associate and Undergraduate Programs, Double Major, Minor and Inter-Institutional Credit Transfer in Higher Education Institutions, published in the Official Gazette dated 24/4/2010 and numbered 27561, and the principles accepted by the Senate of Çanakkale Onsekiz Mart University. Accordingly, students are accepted through horizontal transfer from programs equivalent to the Health Economics master's program or vertical transfer from the same or similar associate degree programs of Vocational Schools.

previously enrolled in, other than Çanakkale Onsekiz Mart University , or from an institution whose equivalence has been accepted, if the content of the courses is compatible with the course contents given at Çanakkale Onsekiz Mart University and is deemed appropriate by the faculty boards. They may be exempt.

If students register to the Health Management Program while they are students at another higher education institution, through the central placement exam held by ÖSYM or by horizontal transfer depending on success, the courses they have passed with sufficient "satisfactory" or similar grades in the higher education institution they were previously registered in will be given as "CC". converted into a note. Transfer students can apply to the student affairs office in the first week of their first semester to request exemption from courses in which they passed with at least a CC score. In order to evaluate exemption requests, the Dean's Office of our Faculty takes the opinion of the advisor of the relevant program and decides which courses are equivalent and the student will be considered to have passed these courses. The student must complete the courses for which he is not exempt. Courses that students have previously succeeded in other formal education programs and are considered exempt from are converted according to the procedures specified in the 22nd article of Çanakkale Onsekiz Mart University Associate and Undergraduate Education, Training and Examination Regulations and are included in the GPA and GPA calculation.

Those who graduated from any higher education institution, canceled their registration, registered to our university as a result of the exams conducted by the Measurement, Selection and Placement Center or special talent exams while registered at a higher education institution and requested exemption, must have a general grade point average of 2.00 and above and must take courses from the upper semester. If they wish, the Faculty Board of Directors decides whether the student can take courses from the next semester, provided that the total credits of the courses from which they are exempt in the current semester are at least half of the total credits of that semester. If a student takes a course from the next semester, it does not change the current semester. In addition, if the student wishes, he can retake the course from which he is exempt, provided that he applies in the semester in which the exemption decision is taken.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program's Education Information System page, Faculty 2019 activity report, Faculty Student Affairs Office website, ÇOMÜ Student Affairs, Faculty Student Affairs Office - Forms for Students**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>
[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://cuby.comu.edu.tr/ogrenci-isleri-burosu.html>
<http://ogrenciisleri.comu.edu.tr/>
[http://cuby.comu.edu.tr/formlar/ogrenciler-icin -forms.html](http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html)

## 02.3. Student exchange

Health Economics program students have the right to apply for domestic or international student exchange programs if they meet the conditions announced by the Foreign Relations Coordinatorship. Although it is still a new program, it is from Bulgaria with the " University of Agribusiness " program in Health Management within the scope of the Erasmus program. oath Rural Development” from Romania, “ University of Craiova ” and “La Sapienza” from Italy Bilateral agreements have been made with the Academy of Economics Studies of Moldova (ASEM) within the scope of the Mevlana Program. It is aimed to develop bilateral agreements over time. At the same time, protocol agreements were signed for the operating programs of MEDISOFT and SISOFT Hospital Management Systems, in which students will be trained, and practical courses have been started.

Health Management Economics supports student mobility to improve both foreign language and social skills of students, and also makes plans for incoming students to achieve this goal. For this purpose, it is envisaged that the program will increase the number of English courses, increase students' relationships with incoming students, and that student mobility will increase the quality of education not only for outgoing students but also for incoming students. In addition, bilateral agreements made within the scope of the Erasmus program also provide opportunities for the development of administrative and academic staff. The foreign language proficiency and overseas experience of our academic staff are the advantages of the program in benefiting from these opportunities.

Apart from these, students of our department participate in seminars, conferences, events, social and cultural activities organized within the scope of ÇOMÜ. Students in need of scholarships were directed to institutions that provide scholarships in the public and private sectors. Within the scope of Atatürk's Principles and History of Revolution Course and under the name of "ÇOMÜ Students Meet Their Ancestors" project, Martyrs' Cemetery visits were made for first year students. At the same time, orientation training for the COMU Library study and "Job Search Skills" training seminars were organized by İŞKUR. Two of our department students are working on Small Business with They participated in the EU Project called Flowers (Romania) for 10 days within the scope of the European Union Youth Project. In 2019 , 2 students benefited from Erasmus, Farabi and Mevlana Programs.

In addition, foreign faculty members who come to our country within the scope of agreements made by our department's faculty members with schools in other countries within the scope of ERASMUS, give seminars to department students on different subjects. Health Management department organizes seminars every Monday during the academic year.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program's Education Information System page, Faculty 2019 activity report, ÇOMÜ Foreign Relations Coordinatorship - Bilateral Agreement List**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241> <http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html>
[http://erasmus.comu.edu.tr/ikili-anlasma/anlasma-listesi-activ.html](http://erasmus.comu.edu.tr/ikili-anlasma/anlasma-listesi-aktif.html)

## 02.4. Consulting and Monitoring

Within the Health Economics Program, consultancy services are carried out in order to identify and meet students' relationships with courses and their general educational needs. In this context, consultancy is provided regarding course registrations, course addition/change procedures, examination committee formation and practice course activities. Counseling is not only about problems directly related to formal education, but also about the student's adaptation to university life, ensuring that they make the best use of the opportunities offered, and improving their problem-solving abilities and social skills. In this sense, it is aimed for the student to successfully evaluate his undergraduate education. The student's course performance is monitored through individual and collective exam scores and class participation, and continuous improvement and problem solving are pursued by taking into account students' evaluations. Thus, it is desired to create an environment in which the student can benefit at the highest level and possible problems can be resolved before they arise.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website , Program Education Information System page, Faculty 2019 activity report, Faculty Student Affairs Office website, ÇOMÜ Student Affairs, Faculty Student Affairs Office – Forms for Students**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://cuby.comu.edu.tr/ogrenci-isleri-burosu.html>
<http://ogrenciisleri.comu.edu.tr/>
[http://cuby.comu.edu.tr/formlar/ogrenciler-icin -forms.html](http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html)

## 02.5. Success Evaluation

Students' success evaluations are made through midterm exams, final exams, make-up exams and excuse exams. The principles of Çanakkale Onsekiz Mart University Postgraduate Education and Training Regulation apply during exam-related processes .

Among the mentioned exams, the midterm exam is the exam held in the middle of the semester to evaluate students' relationships with the course and to spend the remaining time more productively. The final exam, on the other hand, is determined by the Senate to start with the end of the semester and is held to determine the achievement of the objectives of the courses in the relevant semester and to what extent the students are successful in the course.

If the student has a justified and valid excuse that can be documented, he/she can take a make-up exam within one week for the midterm or final exam, with the decision of the relevant board of directors. If the student is not successful in the final exam, he/she has the right to take a make-up exam to re-evaluate his/her success in the course. There is no make-up exam for make-up exams, and students who cannot take them are considered unsuccessful.

Apart from midterm exams, final exams, make-up and excuse exams, students can take single course exams and additional exams. The only course exam that students who have not been successful in only one course and who are about to graduate can take is the exam held at the end of the semester by the decision of the relevant board of directors of the academic units, only once a semester . In order for students to take this exam, they must renew their registration in the exam period and fulfill the requirements such as homework and attendance for the relevant course. Additional exam rights: In order to graduate at the end of the maximum education period, senior students are given the right to two additional exams for all the courses they fail. Those who reduce the number of unsuccessful courses to five courses at the end of these exams are given three semesters for these five courses, and students who fail up to five courses without taking additional exams are given four semesters; Those who fail a course are given the unlimited right to take the exams of the course they failed without benefiting from student rights.

All exam results are announced by the course instructor on the Student Information System screen within fifteen days. The instructor is obliged to keep the exam documents for three years after announcing the results. Students who do not participate in classes to an extent that exceeds the absenteeism limit do not have the right to take the exam and are considered to have failed the course.

The number and form of students' midterm exams, quizzes, homework, projects, seminars, applications and other studies, their contribution to the success grade is determined as 40% in total , and the contribution rate of the final/make-up exams to the success grade is 60% and notified to the students in the first two weeks of education. The course instructor evaluates the success grades of the students for each course out of 100 points and evaluates the final grade of the course in accordance with the grade evaluation table, in the form of letter and coefficient grades, as shown in the table below:

90-100 Points - AA Coefficient 4.0, ECTS grade A)

85-89 Points - BA (Coefficient 3.5, ECTS grade B)

80-84 Points - BB (Coefficient 3.0, ECTS grade B)

70-79 Points - CB (Coefficient 2.5, ECTS grade C)

60-69 Points - CC (Coefficient 2.0, ECTS grade C)

55-59 Points - DC (Coefficient 1.5, ECTS grade D)

50-54 Points - DD (Coefficient 1.0, ECTS grade E)

40-49 Points - FD (Coefficient 0.5, ECTS grade F)

0-39 Points - FF (Coefficient 0, ECTS grade FX)

Satisfactory - YE (Coefficient -, ECTS grade S)

Insufficient - YS (Coefficient -, ECTS grade U)

Absentee - DS (Coefficient 0 (for credit courses), ECTS Grade NA)

Accordingly, the student;

* If he/she has received one of the grades (AA), (BA), (BB), (CB), he/she is considered to have succeeded that course.
* If he/she has received one of the grades (DC) or (DD), he/she is considered to have "conditionally" succeeded that course.
* In the evaluation of absenteeism and success of non-credit courses and internships; (YE) is considered satisfactory, (YS) is considered inadequate, (DS) is considered absent.
* The grade he received as a result of taking an exam that he did not deserve to take will be cancelled.

(YE) and (YS) grades taken from common compulsory courses specified in subparagraph (i) of the first paragraph of Article 5 of Law No. 2547 and (DS) grades for non-credit courses are not taken into account in the calculation of the weighted grade average; However, in credit courses, the equivalent of (DS) is counted as 0.00. In order to be considered successful in a course, in addition to other conditions, it is necessary to get at least 50 points from the end of the semester or make-up exam of that course. Those who cannot get it are considered unsuccessful (FD and below) regardless of their GPA.

In this way, the success status of our students is monitored with the "Semester/Term Grade Point Average (GPA)" and "General Grade Point Average (GPA)" values, which are calculated by the grades they have received from the courses and the credits of the courses in accordance with Article 22 of our university's examination regulations. GPA is obtained by dividing the sum of the product of the credits of each course taken in a semester and the grades received from these courses by the total credits of the same courses, and GPA is obtained by dividing the sum of the multiplication of the credits of each course taken in all semesters and the grades received from these courses by the total credits of all courses. Official number 29840 dated 27/09/2016 In accordance with the new Çanakkale Onsekiz Mart University Postgraduate Education Regulation published in the Gazette , the following provision applies to students registered in 2014 and later: “If they have received one of the (DC) or (DD) grades and their GPA is 2.00 or above, they are considered conditionally successful; If he/she has received one of the (DC) or (DD) grades and his/her GPA is below 2.00, he/she will be considered as conditionally unsuccessful.”

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program's Education Information System page, Faculty Student Affairs Office website, ÇOMÜ Student Affairs, ÇOMÜ Student Affairs - legislation, Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>
<http://cuby.comu.edu.tr/ogrenci-isleri-burosu.html>
[http://ogrenciisleri.comu. edu.tr/](http://ogrenciisleri.comu.edu.tr/)
https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html
<http://ogrenciisleri.comu.edu.tr/mevzuat.html>
[https://www.mevzuat.gov.tr/ legislation?LegislationNo=19649&LegislationTur=8&LegislationOrder=5](https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5)

## 02.6. Graduation Requirements from the Program

In order to graduate from the Health Economics Master's Program, students must complete the coursework, submit their master's theses and submit them to the Institute.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program's Education Information System page, Faculty Student Affairs Office website**

Electronic links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>
<http://cuby.comu.edu.tr/ogrenci-isleri-burosu.html>

# 03. PROGRAM EDUCATIONAL OBJECTIVES

## 03.1. DEFINED PROGRAM EDUCATIONAL OBJECTIVES

In its educational programs, our program takes into account the institutional goals and priorities of our university and faculty, as well as current local, regional and national needs and targets. In this context, the Higher Education Qualifications Framework has already defined the qualifications required for undergraduate education. Measurements are made about the extent to which graduates have these competencies through our unit website. The aims and objectives of the training program include the knowledge, skills and attitudes that students are expected to acquire and define the competencies and competencies expected of the graduate, which can be actively observed in our program outcomes. These goals and objectives cover all competencies to meet professional and social expectations.

These competencies are used in accordance with the time allocated to pre-graduation education, as well as knowledge and skills regarding all aspects of the health management program, as well as behavioral sciences, psychology and humanities to gain attitudes and behavior befitting a social scientist and manager. In addition, this situation is reinforced with technical trips, seminars and conferences held every semester. Our program consists of qualified health managers who will carry out successful studies that respect social values, using contemporary teaching techniques with a researcher academic staff approach that has original values to reach the contemporary level of manners and knowledge, and qualified people with the necessary equipment to meet the qualified personnel needs of the private sector, public and NGOs. has made it its mission to cultivate its resources. In this context, the Purpose of the Department of Health Management is; To train health managers who will ensure that the activities of public and private health institutions are carried out effectively , in accordance with the modern management approach and adapted to today's technology. In this context, our program aims to have its graduates serve as qualified, trained workforce potential, who follow the current developments in the national and international platforms in the sector they will work in, have high communication skills, are self-confident, enterprising and innovative experts.

In this context, all our graduates;

a) They can work in public or private health institutions and organizations,

b) Program graduates mostly; accounting, finance, insurance, human resources, public relations, corporate communication, marketing, sales, logistics, etc. of healthcare institutions and organizations. They can be employed in work areas,

c) They can continue their academic development with the awareness of lifelong learning.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, UBYS Education Information System.**

Evidence links:

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>
<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

## 03.2. Compatibility of Program Aims with Students' Career Goals

Within the scope of achieving the program objectives, the mission and educational objectives of the Department of Health Management are compatible with the career goals and professional expectations that the graduates want to achieve. In order to train Health Managers who have sufficient professional equipment, who adopt the principle of continuous improvement and lifelong learning, and who have the qualifications required by the age, the objectives compatible with the mission of the program have already been explained in detail in the above sections. These objectives and core mission of the program have been adopted by taking the opinions of all our internal and external stakeholders, and have been consulted and updated with all stakeholders when necessary, taking into account developments on a regional, national and global scale. In this context, our program aims to have its graduates serve as qualified, trained workforce potential, as entrepreneurial and innovative experts who follow the current developments in the national and international platforms related to the sector in which they will work, have high communication skills, have full self-confidence. In this regard, students are given theoretical information to increase their office knowledge in order to plan the working order that will enable them to make the best use of the money, manpower, information and technology that businesses have, and students are prepared for business life with applied courses. In order to provide our students with the necessary education and training in the ever-developing field of health management , seminars, panels and conferences are organized and institution visits are made in cooperation with relevant sectors. Students who graduate from the Health Economics program have the opportunity to work in all administrative departments of public and private sector health institutions and organizations, especially in management. Students who successfully complete the department can have job opportunities in different departments of health institutions such as accounting, finance, marketing, human resources and administrative affairs.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, UBYS Education Information System.**

**Evidence links** : <http://saglik.cuby.comu.edu.tr/bolum-hakkinda.html>

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>

<http://saglik.cuby.comu.edu.tr/arsiv/haberler>

[http://saglik.cuby.comu.edu.tr/arsiv/etkinliler](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler)

<http://saglik.cuby.comu.edu.tr/galeriler>

<http://saglik.cuby.comu.edu.tr/lisans/>

<http://saglik.cuby.comu.edu.tr/lisansustu/>

<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

## 03.3. Compliance of Program Objectives with Institutional and Unit Self-Duties

Within the scope of achieving the program objectives, the mission and educational objectives of the Department of Health Management are compatible with the self-duties of Çanakkale Onsekiz Mart University and Çanakkale Faculty of Applied Sciences . This harmony is clearly conveyed in this section, as in the sections above.

The mission of our university; Aiming to raise knowledgeable, well-equipped, cultured and self-confident individuals in education and training; has adopted the approach of conducting application-oriented, project-oriented and multidisciplinary research in scientific studies; Considering sustainable relationships with its stakeholders ; Blending knowledge, love and respect with the history and rich texture of Çanakkale; To be a quality-oriented, innovative and entrepreneurial university .

In response to this mission of our university, our unit, as Çanakkale Faculty of Applied Sciences, with innovative projects in the areas we specialize within the scope of the needs of the region;

By increasing the quality of education, we aim to raise sought-after personnel who are sensitive to national and international problems, to produce solutions to existing problems in our region and to develop new products.

It has made it its mission to support Çanakkale Onsekiz Mart University's vision of becoming a world university. In this context, our unit to which we are affiliated is;

To produce solutions that add value to our students by using all scientific and educational tools effectively,

To increase the effectiveness and efficiency of education by using the best technological data within the possibilities of our University in education and training activities,

Considering the students of Çanakkale Faculty of Applied Sciences as the most important stakeholders of our University,

Carrying out various internal events, including orientation programs, to accelerate students' adaptation to University life,

To set standards that will create decent and satisfactory behavior of academic and administrative staff towards students and to implement them,

cooperation by maintaining the relationship with them ,

To carry out support activities to ensure that students are accepted into the business world and can settle there effectively,

To support our employees in achieving their career goals,

To carry out infrastructure studies that will pave the way for the integration of theoretical training with applications in all scientific fields,

To dominate and realize the understanding of continuous development in units and individuals,

To lead equivalent units in other universities with new methods and practices in education and training activities,

To motivate faculty members and students with effective methods in scientific studies and to ensure that they produce works that can stand out internationally ,

In order to expand the scope of scientific research, to provide all the necessary support so that studies can be carried out not only nationally but also internationally and to lead the formation of teams in different disciplines,

To carry out all the activities of the university with the understanding and aim of making internal and external stakeholders happy at the highest level,

Establishing suggestion systems and evaluating stakeholders' suggestions to increase the level of service and education,

To continuously improve our quality management system in order to provide more effective and efficient education and training activities,

To improve relations between internal stakeholders and to develop and disseminate corporate awareness,

To enable the internal and external environment to benefit more from scientific awareness by making academics' relations with internal and external stakeholders more effective and efficient,

To equip the managers of Çanakkale Faculty of Applied Sciences with the knowledge that a modern manager should have by organizing manager development programs,

To ensure that managers comply with the principle of positive motivation in their managerial activities,

To make evaluations based on high performance and success criteria in all applications against the managed.

To ensure that managers have a sense of solidarity and support with each other,

To systematize the transfer of knowledge and experience in order not to cause weaknesses in corporate activities during managerial staff changes,

To work on solutions to the social, cultural and economic problems of the region,

collaborations with the industrial and service organizations of the region that will contribute more to the development of the region ,

To expand its scope to include the entire region while effectively carrying out University-Industry cooperation ,

To train qualified intermediate staff who are in line with today's technology and have the competence and diversity of knowledge to meet the expectations of public and private sector enterprises and industry,

By developing research projects according to regional needs, adding value to our region has been among its main goals and objectives.

All faculty members in our program, affiliated with the management of Çanakkale Faculty of Applied Sciences, act in accordance with these core duties. In this context, our program determines its own duties and actively implements these duties with its faculty members in an internalized way.

the Department of Health Management affiliated with Çanakkale Faculty of Applied Sciences is to provide qualified healthcare professionals who will undertake innovative initiatives that respect social values by using contemporary teaching techniques with the understanding of a research academic staff with original values in order to reach the level of contemporary manners and knowledge required by Industry 4.0. To train qualified human resources with the necessary equipment to meet the qualified administrative staff needs of manager candidates and public and private health institutions and organizations and NGOs. Our program is within this framework;

* Preferred in Turkey with its education, training and research quality;
* Developing human resources that are sensitive to technological developments and in line with the expectations of society and sector representatives;
* Representing our department most effectively in the international academic environment;
* Creating a result-oriented education profile with faculty members;
* Raising participatory, self-confident individuals;
* It has internalized its core missions to be a program that respects international values, adopts post-modern management principles and total quality understanding, and constantly renews itself.

The aim of our program is to train experts who will work in the efficient execution of service activities of public and private health institutions and organizations, who will work in accordance with the modern management approach and operate with today's technology. In this regard, theoretical information is given to students to increase their office knowledge in order to plan a working order that will enable them to make the best use of information and technology, and students are prepared for business life with applied courses. He is eager to improve himself in all relevant human and technical fields , especially statistics, economics, entrepreneurship and business management, innovation, research and development, project management, human resources management, public relations, organizational behavior and organizational psychology ;

* Prone to team and project work;
* Giving utmost importance to human relations and communication;
* Has an entrepreneurial spirit;
* Computer literate (maximum Office and SPSS program level);
* It aims to raise students who care about learning foreign languages.

In this context, our program aims to have its graduates serve as qualified, trained workforce potential, as entrepreneurial and innovative experts who follow the current developments in the national and international platforms related to the sector in which they will work, have high communication skills, have full self-confidence.

As can be seen, the core duties of our program are compatible with the core duties of the unit and the institution in all aspects. In fact, it meets many of the core duties of our unit. The specific duties of the unit and the institution were taken into account in structuring the educational objectives, and these objectives were updated within the framework of continuous development studies by discussing the evaluations expressed in the meetings held at different times with all stakeholders and reflected in various surveys. Links to the news regarding all of these have also been added as evidence.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Institution / Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports.**

**Evidence links** : https:// [www.comu.edu.tr/msyon-vizyon](http://www.comu.edu.tr/misyon-vizyon)

<http://saglik.cuby.comu.edu.tr/bolum-hakkinda.html>

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>

<http://saglik.cuby.comu.edu.tr/arsiv/haberler>

[http://saglik.cuby.comu.edu.tr/arsiv/etkinliler](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler)

<http://saglik.cuby.comu.edu.tr/galeriler>

<http://saglik.cuby.comu.edu.tr/lisans/>

<http://saglik.cuby.comu.edu.tr/lisansustu/>

<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

<http://cuby.comu.edu.tr/arsiv/duyurular>

<http://cuby.comu.edu.tr/comu-ogrenci-yasam-kariyer-ve-mezun-iliskileri-koo.html>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/etkinliktakvimi>

[http://cuby.comu.edu.tr/yonetmeLİK.html](http://cuby.comu.edu.tr/yonetmelikler.html)

## 03.4. Determination of Program Objectives by Including Stakeholders It should be determined by including various internal and external stakeholders of the program in the process.

the mission of the program have already been explained in detail in the above sections in order to train Health Management specialists who have sufficient professional equipment, who have adopted the principle of continuous improvement and lifelong learning, and who have the qualifications required by the age. The development of our program, increasing the quality of education, and equipping it with contemporary and modern educational technologies will only be possible with the support of all its stakeholders. For this purpose, it has determined its strategies by identifying stakeholders and taking their situations into account. The main ones are the institutions within the bilateral cooperation and protocols of our university and Çanakkale Faculty of Applied Sciences. In this context, our main stakeholders can be listed as follows:

* Governorship, District Governorship and other official institutions,
* Council of Higher Education,
* Interuniversity Board,
* National and International Education and Research Institutions,
* Private Health Institutions
* Public Health Institutions
* Research Hospitals
* Family Health and Public Health Centers
* Non-Governmental Organizations,
* Our academic staff and their families,
* Our administrative staff and their families,
* Our students and their families,
* Our graduates.

Within the scope of achieving the program objectives, the mission and educational objectives of the Department of Health Management are determined and internalized by taking the opinions of all internal and external stakeholders of our program, and when deemed necessary, they are updated by taking the opinions of all stakeholders in accordance with the requirements of the age, taking into account regional, national and global developments when necessary.

In this context, internal and external stakeholder advisory boards have been established. While the program self-study , goals, objectives and teaching plan were being determined, the program advisor invited the relevant department head, unit manager, faculty members in the program and program students to a meeting and firstly organized a meeting where the opinions of internal stakeholders were taken. Then, in line with the meetings held with external stakeholders and the demands from the industry, the program core tasks and objectives were updated in accordance with the relevant unit and institution. In this context, all necessary studies have been carried out by taking the opinions of both our current associate degree students and our graduate students to enrich our education and training content and to make it more up-to-date, more understandable, more balanced, more entertaining and include practical information more suitable for business life. In this context, the necessary performance indicators and evaluation surveys were created and applied to the relevant parties as printouts or via our unit website in these meetings and/or periodically . This is a clear indication that the program mission, goals, objectives and teaching plan are determined by including internal and external stakeholders in the process to achieve the goals of the Department of Health Management. While the teaching plans are being updated, they are also subjected to another review by MEYOK. Relevant evidence and links about this indicator are presented in the appendix for your information.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, Strategic Plans, Internal Control Reports.**

**Evidence links** :

<http://saglik.cuby.comu.edu.tr/bolum-hakkinda.html>

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>

<http://saglik.cuby.comu.edu.tr/arsiv/haberler>

[http://saglik.cuby.comu.edu.tr/arsiv/etkinliler](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler)

<http://saglik.cuby.comu.edu.tr/galeriler>

<http://saglik.cuby.comu.edu.tr/lisans/>

<http://saglik.cuby.comu.edu.tr/lisansustu/>

<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

<http://cuby.comu.edu.tr/arsiv/duyurular>

<http://cuby.comu.edu.tr/comu-ogrenci-yasam-kariyer-ve-mezun-iliskileri-koo.html>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/etkinliktakvimi>

[http://cuby.comu.edu.tr/yonetmeLİK.html](http://cuby.comu.edu.tr/yonetmelikler.html)

## 03.5. Accessing Program Objectives

All our internal and external stakeholders, and especially our students and prospective students, can easily access the mission, purpose, target, detailed teaching plan and course contents of Çanakkale Onsekiz Mart University Graduate Education Institute, Department of Health Management, from our program's web page and also from the University Information Management System. .

In addition, how our first-year students can access this information is explained in detail in at least two orientation trainings, one organized by the vocational school directorate and the other given by the program directorate, within the first two weeks of their education. Apart from this, the relevant program head also delivers the curriculum plan, course monitoring and evaluation criteria of our program to our first and second year students as a printout at the beginning of each semester.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, Strategic Plans, Internal Control Reports, Orientation Documents.**

**Evidence links** : <http://cuby.comu.edu.tr/arsiv/duyurular>

<http://cuby.comu.edu.tr/comu-ogrenci-yasam-kariyer-ve-mezun-iliskileri-koo.html>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/etkinliktakvimi>

[http://cuby.comu.edu.tr/yonetmeLİK.html](http://cuby.comu.edu.tr/yonetmelikler.html)

## 03.6. Updating Program Objectives by Including Stakeholders

Within the scope of achieving the program objectives, the mission, educational goals, objectives and teaching plan of the Department of Health Management, as detailed above, were determined by taking the opinions of all internal and external stakeholders of our program and internalized and, when deemed necessary, taking into account the developments on a regional, national and global scale, and the developments of our age at the necessary times. It has been updated by taking the opinions of all stakeholders in accordance with the requirements of the future and continues to be updated periodically (every 3 years at the latest) . In this context, internal and external stakeholder advisory boards have been established. While the program self-study , goals, objectives and teaching plan were being determined, the program advisor invited the relevant department head, unit manager, faculty members in the program and program students to a meeting and firstly organized a meeting where the opinions of internal stakeholders were taken. Then, in line with the meetings held with external stakeholders and the demands from the industry, the program core tasks and objectives were updated in accordance with the relevant unit and institution. In this context, all necessary studies have been carried out by taking the opinions of both our current associate degree students and our graduate students to enrich our education and training content and to make it more up-to-date, more understandable, more balanced, more entertaining and include practical information more suitable for business life. These studies are repeated once a year every academic year. In this context, the necessary performance indicators and evaluation surveys have been created and are implemented in these meetings and/or periodically to the relevant parties as printouts or via our unit website. This is a clear indication that the program mission, goals, objectives and teaching plan are determined by including internal and external stakeholders in the process to achieve the goals of the Department of Health Management. All necessary evidence is attached for your information.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, Strategic Plans, Internal Control Reports.**

**Evidence links** : <http://saglik.cuby.comu.edu.tr/bolum-hakkinda.html>

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>

<http://saglik.cuby.comu.edu.tr/arsiv/haberler>

[http://saglik.cuby.comu.edu.tr/arsiv/etkinliler](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler)

<http://saglik.cuby.comu.edu.tr/galeriler>

<http://saglik.cuby.comu.edu.tr/lisans/>

<http://saglik.cuby.comu.edu.tr/lisansustu/>

<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

<http://cuby.comu.edu.tr/arsiv/duyurular>

## 03.7. Test Criteria for Achieving Program Objectives

The mission , purpose, objectives and teaching plan of our program have been prepared by taking into account the institutional goals and priorities of our university and vocational school, as well as current local, regional and national needs and targets. Relevant academic committees evaluate how successful the goals and objectives of the department and our program have been determined in previous years, and to what extent the education and training programs match the needs of the students. Various internal evaluations organized periodically by our department, our program, our unit managers, our unit Bologna coordinator and/or our university are evaluated. and evaluates through external stakeholder meetings. Because the Higher Education Qualifications Framework also defines the qualifications required for undergraduate education. Measurements are made about the extent to which graduates have these competencies through our unit website. In addition, our program, department and/or unit holds an advisory board meeting with internal and external stakeholders at least once a year, in addition to the academic board meetings.

In addition to these meetings, there are surveys conducted by our program as outputs, as well as internal and external stakeholder surveys available on our unit's website, evaluation surveys of the workplaces where our students do their internships, and graduate student surveys, and the results of these surveys are available through our IT department. Apart from these, the academic boards of our program, commission meetings, education-training information package, annual activity reports, annual internal control reports, 5-year strategic plans and this self-evaluation report also contain evidence that the necessary test measurements are made with many different methods. In addition, our program directorate is actively carrying out the necessary studies together with our unit management to develop more professional and subjective online test criteria .

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, Strategic Plans, Internal Control Reports.**

**Evidence links** : :

<http://saglik.cuby.comu.edu.tr/bolum-hakkinda.html>

<http://saglik.cuby.comu.edu.tr/arsiv/duyurular>

<http://saglik.cuby.comu.edu.tr/arsiv/haberler>

[http://saglik.cuby.comu.edu.tr/arsiv/etkinliler](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler)

<http://saglik.cuby.comu.edu.tr/galeriler>

<http://saglik.cuby.comu.edu.tr/lisans/>

<http://saglik.cuby.comu.edu.tr/lisansustu/>

<http://saglik.cuby.comu.edu.tr/kalite-guvencesi/>

<http://cuby.comu.edu.tr/arsiv/duyurular>

<http://cuby.comu.edu.tr/comu-ogrenci-yasam-kariyer-ve-mezun-iliskileri-koo.html>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/arsiv/haberler>

<http://cuby.comu.edu.tr/etkinliktakvimi>

[http://cuby.comu.edu.tr/yonetmeLİK.html](http://cuby.comu.edu.tr/yonetmelikler.html)

# 04. PROGRAM OUTCOMES

## 04.1. Use of Measurement and Evaluation Results for Continuous Improvement

**STRATEGIC GOAL 1,** which is included in the strategic plan of our department : Strategic Goal 1 , which is included under the aim of being a scientific, entrepreneurial and innovative university: Strategy 1.1 , which we have determined within the scope **of developing scientific, entrepreneurial, difference-making and innovative studies . In order to measure the success of the strategy to stand out by offering different elective courses in the field of Health Management from similar departments in other universities,** a department board meeting is held once a year on this subject. Suggestions for the addition of new courses are received at this meeting and communicated to students face to face in normal times, and via Teams and Zoom during the Covid19 period , to find out whether there is a demand. The courses that students mainly adopt are included as elective courses.

Similarly, **Strategy 1.2, which we determined under the same strategic goal. KOSGEB Entrepreneurship and European Union projects and Public & NGO in Health Whether the strategy of providing applied and innovative education in the field through collaboration courses** has been achieved or not is revealed through surveys conducted with students at the end of the semester.

**Strategy 2.2,** which falls under the same strategic goal : In **order to ensure high level use of programs such as Word, Excel, Endnote , animated presentation techniques, Turnitin and Mendeley,** the use of these programs is also explained through seminar programs in addition to the Information Technology Course. In order to measure success in this field, the research assignments given since the third year are delivered through the Turnitin system, and the effective use of the Word, Excel, PowerPoint and Mendeley programs that the students use in their preparation are evaluated in the department board held at the end of the semester. Deficiencies in this regard are completed by re-planning activities. In this context, a practical library orientation is held for first-year students in small groups at the beginning of each term, under the supervision of the department head. The success of this is again discussed in the department board at the end of the semester. In order to use the library effectively, a library representative is selected from each class, and this representative follows the educational announcements on the library's website and announces them on the WhatsApp group of the relevant class. The success of this can be understood from the number of certificates requested from the students who participated in these trainings after the training.

Meetings are held with external stakeholders once a year to provide information about our department and to obtain their opinions and suggestions. A similar meeting is also held with internal stakeholders.

In addition, the strategy of Strategic Goal 1: Under the title of **STRATEGIC GOAL 2: Providing quality education and training activities: Having objective courses written by academicians who are the best in their fields from the university and outside the university** is being carried out successfully. In this context , for example, in the Professional English Course, although four academics in the department have language proficiency , Prof. Dr. It was given to Akın Çayır. This academician is also a member **of Strategy 1.1. First of all, it is compatible with our strategy to offer courses to academics who have publications in their fields in the SSCI index** . Again, **Strategy 1.2** determined to achieve STRATEGIC PURPOSE 2 . Within the scope of the strategy **of including courses and practices from different fields in the education plan,** double major protocols were signed with the Faculty of Tourism, Tourism Management Department, and minor programs were signed with the Sociology Department of the Faculty of Arts and Sciences.

**Strategy 2.1,** which is under the goal of ensuring international accreditation . Work continues on the strategy **to ensure the necessary infrastructure and superstructure preparations .** In order to achieve this strategy, a professor from our department (Dr. Lecturer Didem Hekimoğlu Tunç) who has experience in this field has been assigned.

**Strategy 2.2: Our strategy of employing academics whose English language knowledge complies with international accreditation and increasing the language proficiency of existing academicians** has been largely achieved. Four out of five academicians working in our department are required to get at least 80 points in Yökdil or YDS, which is one of the criteria of YÖK for teaching English lectures. In this context, we broke new ground in our university and opened a 30% English Health Economics Master's Program.

**Strategic Goal 3:** We participated in two international symposiums in 2020 within the scope of ensuring the internationalization of the department. These are Dezvoltare , an online program for doctoral students held in Chisinau, the capital of Moldova. prin Cercetare si Inovare – 2020, and the other is the symposium <http://feaa.ucv.ro/conferinta/index.php/en/>held online in Craiova , Romania .

**Strategy 3.1:** Erasmus etc. within the scope of international **cooperation .** Within the scope of the strategy of writing projects and/or becoming partners, we participate in international symposiums, find new partners and make Erasmus and Mevlana agreements. In this context, our department signed an Erasmus protocol with universities in Romania, Italy and Bulgaria, and a Mevlana protocol with a university in Moldova. In this context, our colleagues from Romania twice They came and taught in our department as part of their mobility .

**STRATEGIC PURPOSE 3: Improving relations with stakeholders,** Strategic Objective 1: Establishing fast and effective communication with stakeholders, which we determined within the scope of **Strategy 1.1.** Social responsibility projects have been written for joint **activities with students and graduates .** Among these, our students will make knitted dolls and present them as gifts to children hospitalized in Çanakkale MAE State Hospital and ÇOMÜ Medical Faculty Hospital, and a clown team will be established to entertain the same children, and drama lessons will be given in a private theater and child psychology training will be received from a psychologist. In addition, in the pre-Covid19 period , a speaker from a different field was invited almost every Monday .

**Strategy 1.2. As part of regular visits to health institutions in the region,** Çanakkale MAE State Hospital was visited and a decision was made to make a protocol for our practice classes.

**Strategy 1.3.** A survey form will be created as part of **stakeholders' evaluation of the department's strategic plan .** We do not have an application in this regard yet. Support in this context will be requested from the alumni association that will be established when we have our first graduates.

**STRATEGIC GOAL 4: Developing Institutional Culture, Strategic Goal 1: Strategy 1.1,** determined within the scope of healthy student-academic communication : **End-of-term evaluation meetings with students** are held regularly every semester.

**Strategy 1.2:** Student surveys for end-of-term course evaluation must be evaluated and shared with students and stakeholders. Within the scope of this strategy, a survey is implemented at our university. Survey results are shared with students in classes. It will also be shared with our stakeholders as of this year. Survey results are effective in course distributions.

**Strategy 1.3: The strategy of organizing domestic and international technical and touristic trips** cannot be realized due to Covid19. Negotiations on this issue are ongoing with our partner in Bulgaria.

**Strategy 1.4: Organizing departmental entertainment at least once a year** , within the scope of this strategy, departmental entertainment was organized twice in the first two years. In addition, a departmental breakfast was organized once.

**Strategic goal 2:** Determined within the scope of maintaining healthy communication of the department with other departments **. Strategy 2.1: We have a cocktail plan that we planned within the scope of the strategy of organizing a department cocktail at least once a year and inviting other departments** , but could not realize it due to Covid19.

## 04.2. Continuous Improvement Studies Based on Concrete Data

Long and short-term activities are carried out within the scope of our strategic plan for the continuous development of the department.

**Long-term goals** are constantly reviewed by the department board and new suggestions are received regularly. In this context, it was decided to make a double major with the departments that are close to our department and desired by our students, and a minor agreement was made with the Faculty of Arts and Sciences, Department of Sociology , and a double major agreement was made with the Department of Tourism Management, Faculty of Tourism.

In the long term, we aim to establish an honesty agreement with our students and conduct our exams without proctoring. The issue is still being discussed by our department board members. The opinions of the upper grades (2nd and 3rd) were consulted on this issue and positive feedback was received.

Another long-term goal is to reach an agreement with our Erasmus and Mevlana partners abroad and offer some mutual courses online for free.

a multidisciplinary (Faculty of Tourism, Department of Tourism Management, Department of Basic Sciences of the Faculty of Medicine and Department of Health Management of Çanakkale Faculty of Applied Sciences) Health Tourism Doctorate Program with 30% English in the Faculty of Tourism. The topic is discussed by three chapters.

The activities and ideas to move the department forward planned **in the short term are as follows:**

a 30% English Health Management Doctorate Program in 2024 .

Additionally, the department board is discussing the transformation of the department into a department providing 30% English education in the 2024-2025 period. What encourages us to do this is that our department has rapidly increased its scores in its third year and we have risen to 17th place among 82 universities with a health management department. Although our quotas have been increased by YÖK, our occupancy rate is 100% .

We aim to increase the foreign language levels of our students in order to internationalize our department. In this context, we encourage our students to improve their foreign language skills and test themselves by taking central exams. Our goal is to develop rapidly in this respect. Again, within the scope of this goal, we support our students to go abroad by participating in international programs.

Again, in accordance with the decision we took as the department board, we started to accept students' assignments through the Turnitin system. Our first application started in the 2020-2021 Fall Semester within the scope of the Entrepreneurship Course.

A practical library orientation is organized for our first-year students at the beginning of each semester. We see the benefit of this activity. In fact, our deanery wanted us to extend this practice to the entire faculty. To further improve our department, our department board directs our students who are not financially well off to the library as scholarship holders.

**CONCLUSION**

**EVIDENCE**

Unit / Program Website, News, Announcements, Promotions, 2019 Unit and Program Activity Reports, Strategic Plans, Internal Control Reports.

Evidence links:

[http://saglik.cuby.comu.edu.tr/arsiv/etkinlikte/bilim-nedir-nasil-yapilmasi-gerekir-online-sunum-r27.html](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler/bilim-nedir-nasil-yapilmasi-gerekir-online-sunum-r27.html) , [http://saglik.cuby.comu.edu.tr/ arsiv/etkinliler/avrupa-gonullu-hizmeti-hakkinda-seminer-r19.html](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler/avrupa-gonullu-hizmeti-hakkinda-seminer-r19.html) , [http://saglik.cuby.comu.edu.tr/arsiv/etkinlikte/somalili-bir-tanidik-biz-somaliyi-onla-tanidik- m-r15.html](http://saglik.cuby.comu.edu.tr/arsiv/etkinlikler/somalili-bir-tanidik-biz-somaliyi-onunla-tanidik-m-r15.html) , <http://saglik.cuby.comu.edu.tr/arsiv/duyurular/erasmus-partnerimiz-university-of-craiovadan-roman-r7.html>, [http://saglik.cuby.comu. edu.tr/arsiv/duyurular/isletmelerde-kurumsallasma-kofteci-yusuf-ornegi-r6.html](http://saglik.cuby.comu.edu.tr/arsiv/duyurular/isletmelerde-kurumsallasma-kofteci-yusuf-ornegi-r6.html) , <http://saglik.cuby.comu.edu.tr/galeriler/prof-dr-cihan-cobanoglu>, [http:// saglik.cuby.comu.edu.tr/galeriler/stres-ve-basa-cikma-yollari](http://saglik.cuby.comu.edu.tr/galeriler/stres-ve-basa-cikma-yollari) , [http://saglik.cuby.comu.edu.tr/galeriler/prof-dr-telat-kocun-sunumu-saglik- ve-cografya](http://saglik.cuby.comu.edu.tr/galeriler/prof-dr-telat-kocun-sunumu-saglik-ve-cografya) , <http://saglik.cuby.comu.edu.tr/galeriler/comu-proje-dongusu-yonetimi-pcm-egitimi>, [http://saglik.cuby.comu.edu.tr/galeriler/2019- guz-donemi-eglencesi](http://saglik.cuby.comu.edu.tr/galeriler/2019-guz-donemi-eglencesi) , [http://saglik.cuby.comu.edu.tr/galeriler/prof-dr-murat-turkesin-sunu-iklim-degisikliginin](http://saglik.cuby.comu.edu.tr/galeriler/prof-dr-murat-turkesin-sunumu-iklim-degisikliginin) , [http://saglik.cuby.comu.edu.tr/ galleries/erasmus-partnerimiz-university-of-craiovadan-ders-](http://saglik.cuby.comu.edu.tr/galeriler/erasmus-partnerimiz-university-of-craiovadan-ders-) , <http://saglik.cuby.comu.edu.tr/galeriler/isletmelerde-kurumsallasma-kofteci-yusuf-ornegi>, [http://saglik.cuby.comu .edu.tr/galeriler/ogrencimeden-gizem-senol-ve-nil-demiralay-sma](http://saglik.cuby.comu.edu.tr/galeriler/ogrencilerimizden-gizem-senol-ve-nil-demiralay-sma) , [http://saglik.cuby.comu.edu.tr/galeriler/bolumumuz-akademisyenlerini-katildigi-bazi-sempoz](http://saglik.cuby.comu.edu.tr/galeriler/bolumumuz-akademisyenlerinin-katildigi-bazi-sempoz) , [http:/ /saglik.cuby.comu.edu.tr/galeriler/erasmus-ortaklarimizdan-craiova-universitesten-r](http://saglik.cuby.comu.edu.tr/galeriler/erasmus-ortaklarimizdan-craiova-universitesinden-r)

# 0 5. TRAINING PLAN

## 05.1. Education Plan (Curriculum) Supporting Program Outcomes and Objectives

Health management education covers the processes of planning, organizing, mobilizing and controlling material and human resources to protect, improve and maintain the health level of the society through the production of health services. Our Health Management training program includes the knowledge, skills and attitudes of the student who has completed his/her education to fulfill the duties in health institutions, health sector and organizations related to health services, and defines the competencies and competencies expected from the graduate, which can be actively observed in our program outputs. These tasks are also specified as program qualifications. The training plan prepared for the student to achieve this proficiency includes sufficient theoretical knowledge. With this theoretical knowledge acquired, the student can comment on the situation, choose appropriate evaluation tools or analysis methods, reach the result using the chosen method and apply the result.

During the training program, students are provided with the skills of acquiring, using and interpreting information, and analysis methods should be taught. It is ensured that the student reinforces the theoretical knowledge acquired during the course in practice and professional internships outside the course.

The field of Health Management is dynamic, so the course plan includes theoretical and historical processes as well as many constantly changing and renewed topics related to state policies. Course contents are constantly updated and renewed. In order for the student to follow the changes in the issues concerning the health sector, activities such as readings, article scanning and research are recommended outside of class.

Health Management students go on professional practice internships. In these internships, students examine the management and organizational structure of healthcare institutions and organizations, observe service processes, examine the organization and functioning of administrative and medical service departments of healthcare institutions, and evaluate functional commitment relationships.

In order to provide the necessary knowledge and skills for management, operation and planning activities valid in healthcare institutions and organizations; Training is provided on Hospital Management, Organization of Health Services, Health Financing, Health Insurance, Health Technologies and Their Use.

The working areas of the health manager who completed our program with the decision of the Executive Board of the Council of Higher Education dated 26.08.1998 are; They are the management units of the central and provincial organizations of the Ministry of Health and other institutions, voluntary organizations working on health problems in our country, public and private sector health insurance organizations, public and private sector hospitals, industrial organizations producing pharmaceuticals and medical devices, and relevant faculties and colleges of universities.

Students of our health management department have internship opportunities in the leading health institutions of the sector in their 4th year. In addition, our students are directed to career and promotion meetings and student club events for their development.

this mission and purpose, we are making changes in our education plan in order to share current information with our students, in line with the feedback from our academic boards and students, in order to prepare the student for a professional career. In this context, we can see from the attached evidence that our education plan supports the program objectives and program outcomes mentioned in detail above. Because the evidence that education plans meet the minimum credit and ECTS components given for this criterion and include general education components is also explained in detail and presented to your information in the attached evidence links.

Table 14. Program Teaching Plan

|  |
| --- |
| 1st Semester |
| **Lesson code** | **Course name** | **Lesson Type** | **Language** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |
| [SE-5031](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Research Methodologies oath Ethics | Compulsory | English | 3 | 0 | 0 | 3 | 5 |
| [SE-5033](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Finance of World Health Systems | Compulsory | English | 3 | 0 | 0 | 3 | 5 |
| [SELECTIONSO001](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | ELECTIVE COURSE GROUP1 | Departmental Elective |   |   |   |   | 12 | 20 |
|   |   |   | Total : | 6 | 0 | 0 | 18 | 30 |
| 2nd Semester |
| **Lesson code** | **Course name** | **Lesson Type** | **Language** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |
| [LEE-SE5000](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Seminar | Compulsory | Turkish | 0 | 2 | 0 | 0 | 5 |
| [SE-5006](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | health oath Behavioral Economics | Compulsory | English | 3 | 0 | 0 | 3 | 5 |
| [SE-5010](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Health Economics | Compulsory | English | 3 | 0 | 0 | 3 | 5 |
| [SELECTIONSAYÖ002](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | ELECTIVE COURSE GROUP2 | Departmental Elective |   |   |   |   | 9 | 15 |
|   |   |   | Total : | 6 | 2 | 0 | 15 | 30 |
| 3rd Semester |
| **Lesson code** | **Course name** | **Lesson Type** | **Language** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |
| [LEE-UZ5000](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Area of Expertise | Compulsory | Turkish | 8 | 0 | 0 | 0 | 30 |
|   |   |   | Total : | 8 | 0 | 0 | 0 | 30 |
| 4th Semester |
| **Lesson code** | **Course name** | **Lesson Type** | **Language** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |
| [LEE-UZ5000](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Area of Expertise | Compulsory | Turkish | 8 | 0 | 0 | 0 | 30 |
|   |   |   | Total : | 8 | 0 | 0 | 0 | 30 |
| [ELECTIVE COURSES](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR#elective) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| ELECTIVE COURSE GROUP 1 - SEÇSAYÖ001 Departmental Elective |  |  |
| **Lesson code** | **Course name** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |  |  |
| [SE-5001](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Health Policies and Health Systems | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5015](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Public Economics | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5021](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Current Problems and Debates in Health Services | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5029](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | epidemiology | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5035](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Microeconomics | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5037](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | health Sociology | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5039](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Global Climate Change oath intergovernmental ClimateAgreements | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5053](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Econometric Forecasting methods | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5055](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Public Private Partnerships in Health Services | 3 | 0 | 0 | 3 | 5 |  |  |
| ELECTIVE COURSE GROUP 2 - SEÇSAYÖ002 Departmental Elective |  |  |
| **Lesson code** | **Course name** | **Theoric** | **APPLICATION** | **Lab** | **Local Credit** | **ECTS** |  |  |
| [SE-5004](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Macro Economy | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5012](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Biostatistics and Decision Making Methods | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5014](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Medical Accounting | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5016](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Health and Hospital Management | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5022](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Principles of Rational and Safe Drug Use in Licensing Studies | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5024](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Health tourism | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5026](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | public Relations in Healthcare | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5028](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | History of Economics | 3 | 0 | 0 | 3 | 5 |  |  |
| [SE-5034](https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx!!xGGx!&culture=tr-TR) | Economic Evaluation Methods in Health Services | 3 | 0 | 0 | 3 | 5 |  |  |

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website.**

Evidence links:
<http://saglik.cuby.comu.edu.tr/>
https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=k!xBBx!NFY!xBBx!BTVLhiaMZVi783tQ!xGGx !!xGGx!&culture=tr-TR <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>
<http://ogrenciisleri.comu.edu.tr/>

## 05.2. Implementation of the Training Plan

The training methods applied by the faculty members in our Health Management program are listed below.

Face to Face Lecture: The topics covered by the instructor are explained to the student face to face on the board or with slides . In this process, the projection device is actively used . Although the explanation is mostly done by the instructor, it is also sometimes done by discussing the topic with the student and brainstorming. In addition, research topics are given to students from time to time and these topics are explained in class by the students in order to gain self-confidence in the student and help them understand the subject . Incomprehensible topics are repeated by instructors.

Problem Solving: Problems that include the topics covered in the course are prepared by the instructors and are based on determining the path to be followed, the methods to be used and interpreting the results while solving these problems.

Exercise and Application: In order to reinforce the subject given in the lesson with problems, exercises are carried out following the lecture or at a different time during the lesson. Practice questions are made using textbooks or other resources given to students.

Question and answer: It is implemented by answering students' questions during or after the lecture, during or after the application. Questions and answers are also included in the assignments given.

Project – Assignment: Projects or assignments are used to better understand the topics covered in the course by the student. The aim of the projects and assignments is for the student to first recognize and comprehend the problem, scan the necessary literature, develop the skills to solve the problem, and prepare and present a presentation/report.

Case study: It is carried out by explaining and interpreting previous studies in real environments related to the subjects covered in the lectures during the course.

Laboratory - Experiment: The topics covered in the lessons are better reinforced by using Microsoft Office and SPSS applications in the computer laboratory.

Internship: It involves students showing the subjects they have learned in courses in a practical environment as an internship in health institutions.

Seminar-Conference: Apart from these, the leaders of the sector are invited to our vocational school and seminars and conference organizations are organized.

Compulsory courses included in the program education plan are taught through primary education. Opening of elective courses varies depending on the faculty member's program and demands from students. Elective courses that are not directly within the field of the department are taught by faculty members of other departments or guest lecturers. In addition to providing guidance to students in their course selection during registration periods, advisors closely monitor the academic development of students. With face-to-face education during the lesson, an interactive environment is created where students can ask questions during the lesson. Outside of classes, our students can share any information, complaints , suggestions , etc. They can easily meet with the faculty members teaching courses on subjects such as the relevant program advisor or department head within the framework of the student meeting hours posted on their doors.

Students have constant communication with their professors during and outside of class. All this information can also be accessed from the education-training information system or student information system. In this context, it can be said that there is a training management system that will ensure the implementation of the training plan as envisaged and ensure its continuous development. The education plan is implemented in the Fall and Spring semesters within the scope of Çanakkale Onsekiz Mart University Undergraduate Education and Training Regulations. Each lesson in the training plan is taught in a way that covers the weekly topics in the teaching plan. In this context, all relevant evidence is presented below for your information.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website.**

Evidence links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

## 05.3. Training Plan Management

Our Health Management students are directed by their program advisors to compulsory courses in accordance with the undergraduate education plan for which they are responsible, and to elective courses on the subjects they want to specialize in. Students can easily view the undergraduate education plan and course contents for which they are responsible from the Student Information System and the unit website.

During the registration periods at the beginning of each semester, students first choose their own courses from the Student Information System, and then their registrations are checked and approved by their advisors. In order to ensure that the education plan is implemented as planned, student counselors play a major role as supervisors as well as guides. Graduation procedures for all students who are about to graduate will be initiated by their student advisors. Student advisors and the graduation commission will check whether students at the graduation stage have taken courses in accordance with the education plan for which they are responsible and whether they have met the graduation requirements.

In order to ensure the implementation of the education plan as envisaged, course description information forms have been created for the courses included in our undergraduate education plans, and these are shown above and in the attached evidence. The course description information forms, which include course-specific information such as course code, name, purpose, credits, compulsory/elective information, content, learning outcomes, syllabus, course evaluation criteria, are prepared by the course description information forms and updated every year. Course description information of the courses included in the education plan is also included in the Student Information System and students can access the information they need from there.

With the Course Evaluation Surveys administered to students at the end of each semester, it is evaluated whether the courses are implemented as defined in the Student Information System, and the survey results are shared with all faculty members who teach in the extended department academic board / via e-mail. In order to ensure the continuous development of the education plan, adjustments are made to our education plan by evaluating the feedback from our academic boards and students. Our Quality Commission members hold meetings at regular intervals in order to ensure that the training plan is implemented as planned and to continuously improve the training plan.

During the development and implementation of education, our departments aim to ensure that students complete their professional and individual development in line with the competencies determined in the educational processes and enable them to become qualified health managers at national and international levels by gaining the competencies determined by the Faculty.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

Evidence links:
<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

## 05.4. Training Plan Components I

Training plans include all discipline-specific components. Compulsory and elective courses that contribute to these components are listed below. There is a training management system that will ensure the implementation of the training plan as envisaged and ensure its continuous development. The education plan is implemented in the Fall and Spring semesters within the scope of Çanakkale Onsekiz Mart University Undergraduate Education and Training Regulations. Each lesson in the training plan is taught in a way that covers the weekly topics in the teaching plan. The distribution of compulsory and elective courses in the education plans over the semesters and their relationship with the Program Outcomes and Program-Specific Criteria are seen in detail in the education-training information system and student information system. In this context, the relevant course contents and all other evidence are presented below for your information.

### **05.4.1. Course Contents**

**I. SEMESTER**

**MANDATORY COURSES**

**II. SEMESTER**

**MANDATORY COURSES**

**III. SEMESTER**

**MANDATORY COURSES**

**IV. SEMESTER**

**MANDATORY COURSES**

**ELECTIVE COURSES**

**I. SEMESTER**

**II. SEMESTER**

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

Evidence links:

<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

## 05.5. Training Plan Components II

ECTS of basic courses within the Health Management discipline and courses that are close to and complementary to this discipline and will support health management are sufficient. In addition to the core courses, the curriculum also includes a number of elective courses that will enable students to gain knowledge about other departments in their fields of interest and that will provide them with competence in their field.

Our students are offered the opportunity to conduct research on a specific subject, analyze data, design experiments, problem-solve, develop creative thinking and teamwork skills, and are encouraged to do interdisciplinary studies and projects.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

Evidence links:

<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

## 05.6. Existence of a General Education Plan within the Scope of Program Objectives

In line with the program objectives, courses related to general education are included in the education plan. In this direction, graduates will be able to study introduction to business, health economics, financial management in health enterprises, health law, biostatistics, human resources management in health enterprises, health sociology, public relations in health enterprises, medical terminology, health technology management, research methods, total quality management in health enterprises, etc. . It is aimed for students to gain knowledge on the subject and apply it in public or private sector organizations where they will work.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

Evidence links:

<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

## 05.7. Master Design Experience

Students should be prepared with a master implementation/design experience that will use the knowledge and skills they have acquired in previous courses, including relevant standards and realistic constraints and conditions.

The courses included in the education plan are designed from a holistic perspective, supporting each other according to years and periods. In this regard, an education plan was created in line with the system of ensuring that the course taken previously meets the learning requirements of the next course. Courses are taught gradually on a yearly basis, from basic education to qualified education; It is planned to focus on more specific topics than general topics. In this context, the education plan is updated with the feedback received from the instructors teaching in the unit. Students can also benefit from compulsory internship opportunities during their undergraduate education and find an application area where they can use the knowledge and skills they have acquired in courses.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

Evidence links:

<http://saglik.cuby.comu.edu.tr/> <https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7241>[http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103 .html](http://cuby.comu.edu.tr/arsiv/duyurular/yuksekokulumuz-2019-yili-faaliyet-raporu-r103.html)
<http://ogrenciisleri.comu.edu.tr/>
<http://cuby.comu.edu.tr/formlar/ogrenciler-icin-formlar.html>

# 0 6. TEACHING STAFF

## 06.1. Competency of the Teaching Staff

The Department of Health Management focuses on constantly strengthening its academic staff in order to increase the knowledge and skills of its students and develop their professional and social skills. Our department has two professors, an associate professor, a doctor lecturer and a 13/b assigned doctor research assistant. The main duties of the faculty members in our department are to conduct relevant courses in the program, conduct research and provide student consultancy. The CVs of all faculty members who are responsible for teaching courses are constantly updated through the AVES system. In addition, relevant job descriptions are published on our unit website. Faculty members working in our department; Prof. Dr. Ekrem TUFAN, Prof. Dr. Ayşe SAN TURGAY, Prof. Dr. Özge UYSAL ŞAHİN , Dr. Lecturer Member Didem HEKİMOĞLU TUNÇ and Res. See. Dr. Ulvi Cenap is TOPÇU (13b/4). In addition, detailed information about the program faculty members is given in detail in criterion 01.3 under the title of the administrative structure and faculty staff of the program. Additionally, information about our teaching staff is shown in the tables below.

Table 15. Distribution of Faculty Members in the Program

|  |  |
| --- | --- |
| **Academic Title** | **Age Groups** |
|  | **<30** | **30-39** | **40-49** | **50-59** |
|  | **K** | **TO** |  | **K** | **TO** |  | **K** | **TO** |  | **K** | **TO** |  |
| **Prof. Dr.** |  |  |  |  |  |  | one |  |  | one | one |  |
| **Dr. Lecturer** |  |  |  | one |  |  |  |  |  |  |  |  |

Table 16. Number of Students per Faculty Member

|  |  |
| --- | --- |
| Number of Actively Registered Students in the Program 10 / Number of Faculty Members in the Program 4 | 2.5 |

Table 17. Course Load Distribution of the Teaching Staff

|  |
| --- |
| **Minimum Course Load and Current Course Load Distributions According to Academic Titles Within the Scope of the Contractual Job Description** |
| **Academic Title** | **Name surname** | **Least** | **Current Course Load** |
| Prof. Dr. | Ekrem Tufan | 10 | 33 |
| Prof. Dr. | Ayşe San Turgay | 10 | 38 |
| Prof. Dr. | Özge Uysal Şahin | 10 | 34 |
| Dr. Lecturer Member of | Didem Hekimoğlu Tunç | 10 | 38 |

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Evidence links:**

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7028>

## 06.2 Qualifications of the Teaching Staff

Teaching staff must be adequately qualified and ensure that the program is effectively maintained, evaluated and developed. Detailed information on teaching staff qualifications is presented in detail in criterion 01.3 under the heading of program administrative structure and teaching staff, in the tables below and in the attached evidence.

Table 18. Publications of the Faculty Staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Title Name, Surname** | **International + National Referee Magazine, Congress,****Symposium etc. Number of Published Articles and Papers** | **Total Number of Citations** | **Number of Citations in Journals Included in ISI Indexes in the Field of Social Sciences** | **Academic Textbook and Book Chapters** |
| Prof. Dr. Ekrem Tufan | 57 | 262 | 3 | 10 |
| Prof. Dr. Ayşe San Turgay | 50 | 310 | 50 | 6 |
| Prof. Dr. Özge UYSAL Şahin | 45 | 309 | 3 | 19 |
| Dr. Lecturer Member Didem Hekimoğlu Tunç | 29 | 23 | 2 | 6 |
| **Grand total** | **199** | **973** | **70** | **46** |

Table 19. Projects of the Faculty Staff

|  |  |  |
| --- | --- | --- |
| **Academic Title - Name, Surname** | **BAP, TÜBİTAK, GMKA, EU, UN****etc. Number of Projects** | **Task within the Scope of the Project** |
| Prof. Dr. Ekrem Tufan | 2 | 1. executive
2. Researcher
 |
| Prof. Dr. Ayşe San Turgay | 4 | Researcher |
| Prof. Dr. Özge UYSAL Şahin | 3 | Researcher |
| Dr. Lecturer Member Didem Hekimoğlu Tunç | None | None |
| **Grand total** | **12** |

Table 20. Analysis of the Teaching Staff

|  |  |  |
| --- | --- | --- |
| **Teaching Staff** | **Years of Experience** | **Activity level (High, Medium, Low, None)** |
| **Academic Title** | **Last Graduated Institution and Year** | **If Currently Studying, At What Stage?****is** | **Public, Private Sector, Industry,** | **How many years have you been in this institution?** | **Faculty Membership Duration** | **In Professional Organizations** | **Scientific Research Granted to Public, Industry and Private Sectors****in consulting** | **In research** |
| **Prof. Dr. Ekrem Tufan** | Anadolu University, PhD , 1999 | - |  | 14 | 15 | High | Low | High |
| **Prof. Dr. Ayşe Mr. Turgay** | Ege University, PhD, 2004 | - |  | 14 | 17 | Low | Low | High |
| **Prof. Dr. Özge UYSAL Şahin** | Marmara University, SBE, Finance Theory PhD | - |  | 16 | 6 | None | Low | Middle |
| **Dr. Lecturer Member Didem Hekimoğlu Tunç** | Public Relations and PromotionDoctorateANKARA Univ.2019 | - |  | 3 | 3 | None | TRT Education and Research Department | Low |

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website**

**Evidence links:**

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7028>

## 6.3. Assignment and Promotion

Criteria for faculty appointment and promotion must be determined and implemented to ensure and improve the things listed above. Appointment and promotion of faculty members at Çanakkale Onsekiz Mart University is carried out in accordance with the "Principles of Appointment and Implementation of Faculty Staff " . The principles in question have been published on the University's website http://www.comu.edu.tr/atama-kriterleri under the title "Application for Çanakkale Onsekiz Mart University Academic Staff Positions, Tenure Extension and Performance Evaluation Criteria" and new criteria will be introduced as of 2020. has entered into force. In this context, faculty members should generally conduct research at a universal level in the field they work in, transfer these researches to information sharing environments at national and international levels, and thus contribute to the world of science; By organizing local, national and international scientific meetings, criteria such as exhibiting their own work and ensuring that researchers in other branches of science also exhibit their work and contributing to the creation of a scientific discussion environment are taken into consideration. It is implemented.

A- To apply for professor positions; Procedures for promotion and appointment to professorship,

It is carried out in accordance with the conditions defined in Article 26 of Law No. 2547. In addition to these, relevant basic field conditions determined by the University are required.

B- To apply for associate professor positions; Promotion and appointment to associate professorship are carried out in accordance with the conditions defined in Article 24 of Law No. 2547. In addition to these, relevant basic field conditions determined by the University are required.

C- To apply for Doctor Lecturer positions; The procedures for promotion and appointment to the position of Doctor Lecturer are defined in detail in Article 23 of Law No. 2547. In addition, relevant basic field conditions are required.

**FOR APPOINTMENT TO THE PHYSICIAN LECTURER STAFF FOR THE FIRST TIME:**

1) Having made at least 1 article in a peer-reviewed journal scanned by international indexes within the scope of a doctoral or art proficiency thesis, and also having published at least 1 scientific article in a peer-reviewed journal, provided that it is not produced from a doctoral or post-graduate theses after proficiency in art,

2) Having received at least 400 points in the academic activity evaluation and at least 50% of this score in the 1st-12th grades of the academic activity evaluation. For re-appointment: Taking into account the activities carried out within the completed appointment period;

1) To get a total of at least 150 points for a 2-year term extension, at least 225 points for a 3-year term extension, or 300 points for a 4-year term from the academic effectiveness evaluation, and at least 65% of this score must be included in grades 1-12 of the academic effectiveness evaluation. . At least 15% of the articles between 20-23. Having taken from the articles between.

2) Having written at least 1 article in a peer-reviewed journal scanned by international indexes.

**FOR APPOINTMENT TO ASSOCIATE PROFESSOR:**

1) Having received at least sixty-five (65) points from a central foreign language exam determined by the Council of Higher Education or an equivalent score from a foreign language exam whose international validity is accepted by the Council of Higher Education, if the field of associate professorship is related to a certain foreign language (for example, : Taking this exam in another foreign language (such as English Language Education, English Language Literature, French Language Literature) and having received at least sixty-five (65) points or an equivalent score from a foreign language exam whose international validity is accepted by the Council of Higher Education (by YÖK). The current accepted foreign language exam equivalence table will be considered valid).

2) Grades 1-12 of post-doctoral academic activity evaluation. Having received 500 points from the items and at least 50% of this score in the 1st-5th grades of the academic activity evaluation. to take from the articles (articles 1-7 for the basic field of Fine Arts),

3) Having taken part or is taking part in a scientific project\*,

4) Having received at least 1000 points in total,

**FOR APPOINTMENT TO PROFESSOR STAFF:**

1) To publish practical studies in the relevant field of science or an original work based on international research after receiving the title of associate professor as the main work of the professorship, and to publish an original work based on research at the international level, in case the main work is an article, the work is SCI, SCIExpanded , SSCI, ESCI or

Publication in journals within the scope of AHCI,

2) Grades 1-12 of the academic activity evaluation for post-associate professorships. Having received at least 700 points from the items between and at least 50% of this score in the 1st-5th grades of the academic activity evaluation. Having received the following articles (articles 1-7 for the basic field of Fine Arts),

3) Having taken part or is taking part in a scientific project\*,

4) Participating in at least 2 scientific meetings/demonstrations in their field of science after becoming an associate professor.

and having made a presentation.

5) Having received at least 1500 points in total , or in the period from the date of receiving the title of Associate Professor instead of the above criteria until the date of application for the position of professor; To once again meet the associate professorship criteria developed by the current Interuniversity Board.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, Program Activity Reports.**

**Evidence links:**

<http://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama-kriterleri.html>

# 0 7. INFRASTRUCTURE

## 07.1. All Areas Used for Education and Training

Çanakkale Faculty of Applied Sciences does not have a building yet. Currently, our faculty staff uses the areas allocated at the Faculty of Marine Sciences and Technology. Academic staff of the Department of Health Management use 4 rooms on the ground floor. Our faculty's administrative staff is also the same.

Educational activities are carried out in the classrooms, laboratories and application areas at the Faculty of Marine Sciences and Technology and Troy Cultural Center, since our faculty does not have its own building.

The fact that our faculty does not have its own building creates an important agenda in future expectations and planning. In this context, improving physical facilities is among the priority targets in order to increase the quality both institutionally and in education, training and research activities. In other words, meeting the building needs of our faculty is deemed necessary to develop our activities.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website.**

Electronic links:
<http://saglik.cuby.comu.edu.tr/>

## 07.2. Other Fields and Sub Structure

The Department of Health Management attaches importance to students' social skills and cultural needs in terms of their development. For this purpose, students are supported to participate in activities outside of classes and their social and cultural development. However, the fact that our faculty does not have a building causes problems in the areas that students can use together. Students are distributed among the areas in the buildings of other faculties where they study.

Our students participate in seminars, conferences, events, social and cultural activities organized at ÇOMÜ . In addition , Martyrs' Cemetery visits were made to first-year students within the scope of the Ataturk Principles and History of Revolution course and under the name of the "ÇOMÜ Students Meet Their Ancestors" project. At the same time, orientation training for ÇOMÜ Library work and "Job Search Skills" training seminars were organized by İŞKUR. 2 students of our department participated in Romania for 10 days within the scope of the European Union Youth Project.

Foreign professors who come to our country within the scope of agreements made by our department's faculty members with schools in other countries within the scope of ERASMUS + programs, give seminars on different subjects to department students. In addition, the Department organizes seminars every Monday during the academic year in the Health Management Program .

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, ÇOMÜ website.**

Electronic links:
<http://saglik.cuby.comu.edu.tr/>
<https://www.comu.edu.tr/>

## 07.3. Technical infrastructure

Since there is no building belonging to Çanakkale Faculty of Applied Sciences, our students temporarily benefit from the classrooms and computer laboratories of the Faculty of Political Sciences and the Faculty of Marine Sciences and Technology. There is also the opportunity to access databases, publications and online training and seminars offered in our library through the Student Social Education Center computer laboratory located on our campus.

It is planned to establish new R&D and research laboratories with the TUBITAK and Research Projects to be proposed. Within the Technopark, our department faculty member Prof. Dr. There is a company owned by Özge UYSAL ŞAHİN . Many projects are carried out within the company in question , and various scientific services and R& D activities are carried out through established companies .

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website, ÇOMÜ website, ÇOMÜ Technopark website.**

Electronic links:
<http://saglik.cuby.comu.edu.tr/>
<https://www.comu.edu.tr/>
<http://canakkaleteknopark.com.tr/>

## 07.4. Library

benefit from the Central Library in the Terzioğlu Campus, where our faculty is located, just like other libraries and libraries in our university . The Central Library has a closed area of 8300 square meters, a shelf length of 17 km and a seating capacity of 1000 people. While open shelves with Dewey decimal classification system serve users, it is possible to borrow books with student and staff IDs, browse catalogs on the internet and view loan information. Undergraduate students can borrow a maximum of 5 books at a time and for a maximum of 20 days and multimedia materials from the library for a maximum of 5 materials at a time and a maximum of seven days. When the deadlines expire, they can extend the period if the necessary conditions are met.

Access to electronic resources offered in our library is provided from outside the campus. Our library, which provides service 24/7, also contains postgraduate theses prepared at our university.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website , ÇOMÜ Library and Documentation Directorate website.**

Electronic links:
<http://saglik.cuby.comu.edu.tr/>
<http://lib.comu.edu.tr/>

## 07.5. Special Precautions

The Health Management Program operates in areas belonging to the Faculty of Marine Sciences and Technology, where there is no building belonging to our faculty. These areas located in Terzioğlu Campus are monitored with precautions and inspections taken by ÇOMÜ Security Branch.

The areas used by our department also have different qualities for disabled students and staff. Although there is no elevator in the Faculty of Marine Sciences and Technology building to enable disabled students and staff to reach the floors, this does not pose a problem since the usage area of our faculty is limited to the ground floor .

It is important for our department to prevent students from encountering negative vital and environmental impacts while continuing their educational activities and to support their development. For this reason, students who need a scholarship are directed to institutions that provide scholarships in the state and private sectors, and guidance is provided on this subject.

**CONCLUSION**

**SAMPLE APPLICATION**

**EVIDENCE**

**Unit / Program Website.**

Electronic links:
<http://saglik.cuby.comu.edu.tr/>

# 0 8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

## 08.1. Budget Process and Institutional Support

The main source of expenditures in our department and program is the annexed budget revenues. The Supplementary Budget is transferred to the universities every year by the Ministry of Finance at the beginning of the year, taking into account the recommendations from the universities. Therefore, the budget of Çanakkale Onsekiz Mart University , which is a state university , is determined every year following the budget discussions held for universities in the Grand National Assembly of Turkey Planning and Budget Commission, in accordance with the relevant legal regulations. Then, this budget is distributed among the units of our university by the Strategy Development Department of our university, taking into account the necessary needs and demands. If our program, located within the Çanakkale Faculty of Applied Sciences, needs it to achieve its goals, it is provided with financial resources within the resources of the Dean's Office. Human resources management strategies are planned according to the norm staff numbers and appointment criteria established by the units within the personnel department and strategy department of our institution, and are followed up by our rectorate and general secretariat. In-service training is organized to ensure that the education and qualifications of all personnel working in units providing academic, administrative and support services are compatible with the duties they undertake. The management of movable and immovable resources is monitored by the vocational school administration and secretariat, and the necessary documents are kept in the relevant files. A software is recommended for this.

## 08.2. Adequacy of the Budget in Terms of Teaching Staff

Since we are a program affiliated with the State University, our budget is limited. Human resources management strategies are planned according to the norm staff numbers and appointment criteria established by the units within the personnel department and strategy department of our institution, and are followed up by our rectorate and general secretariat. Salaries and additional course fees of the program faculty members are covered from the budget of Çanakkale Faculty of Applied Sciences, and revolving fund revenues are covered from the Rectorate Revolving Fund budget. Salaries of faculty members are calculated by looking at the civil servants law no. 657 and the academic staff salary calculation procedures of law no. 2547. Additional course fees of faculty members are regulated in accordance with the Additional Course Procedures and Principles of Law No. 2547 . In order for faculty members to continue their professional development, their participation in national and international scientific meetings is supported every year. Academic staff who participate in Scientific Activities on behalf of our university are provided with participation support in national and international events once a year, provided that they participate with a declaration. Maximum one academician per paper can benefit from support. However, with the Law on Amendments to the Higher Education Personnel Law, which came into force on November 14, 2014, the positive improvement in the salaries of Faculty Members and Assistants has provided a significant incentive to attract and maintain qualified teaching staff in our country. Our faculty members also have the opportunity to obtain additional income and equipment through their TÜBİTAK and BAP projects. In addition, some of the program faculty members contribute to scientific studies through our university's Scientific Research Projects (BAP) and some through industry-partnered projects. In addition, based on the Academic Incentive Allowance Regulation, which came into force by the decision of the Council of Ministers on December 14, 2015, our faculty members receive academic incentive allowance for their academic activities such as projects, research, publications, design, exhibitions, patents, citations, notifications and academic awards they have received. Books are purchased for the library on a regular basis, in line with the requests of faculty members and assistants, and access to scientific publications is expanded by increasing the number of scientific databases subscribed to.

**CONCLUSION**

**SAMPLE APPLICATION**

**Unit / Program Website, Program Activity Reports.**

**Evidence links:** <http://saglik.cuby.comu.edu.tr/akademik-kadromuz-r2.html>

## 08.3. Infrastructure Equipment Support

The necessary infrastructure and equipment support for the program is provided from the part of the budget of our university Çanakkale Dean of Applied Sciences budget allocated for the department. Departments submit their requests regarding infrastructure in writing to the deanery. Dean's Office related needs and requests Rectorate

By reporting to the Department of Construction Works and Technical Department, efforts are made to meet the infrastructure requests of the departments within the budget possibilities. Departmental machinery and equipment purchase, repair and maintenance expenses are also reported to the deanery. The Dean's Office examines the relevant requests and carries out what needs to be done within its own budget. In cases where the relevant requests and needs exceed the deanery's budget, they are met by the rectorate. When the entire Dean's Office budget is used, if necessary, an additional budget is requested and the necessary support is provided to the departments with the additional budget received. Additionally, laboratory equipment can be purchased by department faculty members by applying to the Scientific Research Projects (BAP) unit. In addition, it is aimed to purchase the necessary devices with the project supports provided by TUBITAK. Our program provides education and training in classrooms with a modern structure. Commonly available computers and computerized accounting laboratories are used in applied courses. Technical support and equipment needs in classrooms and laboratories are covered from the deanery's budget allocated to relevant departments and laboratories. General expenses related to the relevant expense item. It is presented in detail in the Dean's Office's Internal Control Report. Çanakkale Faculty of Applied Sciences has been allocated 6 classrooms on the ground floor of the Faculty of Marine Sciences and Technology, and all of them and our workshops have projection devices. There are different cafeterias and canteens within the campus area where our students and employees can have lunch and dinner under hygienic conditions. There is a basketball court, handball, volleyball court, tennis court and gym where sports activities take place. We also have an ancient theater used for social activities. Our faculty members can easily conduct research by using the internet service in their study rooms. Periodicals, e-magazines, studies , e-newspapers and e-books can be accessed through access to numerous electronic databases . Additionally, programs such as Turnitin , iThenticate , Flow and Mendeley are offered to users. Face-to-face and online trainings are organized within the university for electronic databases and various software programs . In summary, this criterion is met and the attached evidence is presented for your information.

## 08.4. Technical and Administrative Service Staff Support

In this section, some information about the activities of the administrative units related to our deanery will be given. We do not have a department secretary to carry out our administrative affairs. However, this opportunity can be provided if the rectorate deems such requests appropriate during the transition to the new building . The administrative staff of our Dean's Office consists of 4 administrative personnel and 1 cleaning personnel.

bases its management and administrative structuring on corporate governance and total quality practices, designs its organizational structure, authorities and responsibilities accordingly, and offers a model that is as horizontal and simple as possible. Education and research processes are carried out under the guidance of the vocational school secretariat, with the support of administrative staff when necessary.

To equip those at the administrative levels of the university with the knowledge that a modern administrator should have. To organize manager development programs to make this happen.

To ensure that managers comply with the principle of positive motivation in their managerial activities.

To make evaluations based on high performance and success criteria in all applications against the managed. Not compromising the principle of equality and justice.

To ensure that managers have an understanding of solidarity and support with each other.

To systematize the transfer of knowledge and experience in order to avoid causing weaknesses in corporate activities during managerial staff changes.

To ensure timely information flow from the Electronic Document Management System.

Support activities of administrative staff, such as systematizing the statistical information needed about the university (keeping the Management Information System ready for service effectively), are also available in our unit.

The responsibility for the action plan for compliance with internal control standards lies with the deanery secretary in terms of administrative staff. This is important in terms of power sharing. In the light of this information, in this section, some information about the activities of the administrative units related to our deanery will be given. Duties and responsibilities are clear within the organization. Management responsibility is specified in detail in the relevant procedures.

# 9 . INSTITUTION SUPPORT AND FINANCIAL RESOURCES (?! POSSIBLY THE TITLE IS WRONG, CONTENT: ORGANIZATIONAL STRUCTURE?)

The organization of the higher education institution and all decision-making processes within and between the rectorate, faculty, department and other sub-units, if any, should be organized in a way that supports the realization of program outcomes and the achievement of educational goals.

Our university implements the provisions of the Higher Education Law No. 2547 in its management and organization. The governing bodies of the university are the Rector, the University Senate and

It is the University Board of Directors. The governing bodies at the deanery level are as follows:

Rector: Article 13 – a) (Amended: 17/8/1983 - 2880/7 art. ) (Amended first paragraph:

18/6/2008- 5772/2 art. ) In public universities, the rector is appointed by the President from among the candidates to be selected by the university faculty members who convene upon the call of the current rector, among those who have the academic title of professor. The rector's term of office is 4 years. Those whose terms have expired can be reappointed using the same method. However, the rectorate cannot be held for more than two terms. The rector represents the legal entity of the university or high technology institute. Rector candidate elections are made by secret ballot. Each faculty member who votes can write only once on the ballot paper. At least half of the faculty members must be present at the first meeting. If this cannot be achieved, the meeting is postponed for 48 hours and elections are held without requiring a quorum. The six people who receive the most votes at this meeting are deemed to be elected as candidates. Three people to be selected by the General Assembly of Higher Education among these candidates are presented to the Presidency. The President selects one of them and appoints him as rector. Three candidates to be selected by the General Assembly of Higher Education among the professors who apply as rector candidates to newly established universities are presented to the Presidency. The President selects one of them and appoints him as rector. In universities established by foundations, the selection of rector candidates and the appointment of the rector are made by the relevant board of trustees. The age limit for rectors is 67 years. However, there is no age limit for those appointed as rectors until their term of office ends. (Amended first sentence: 20/8/2016 - 6745/14 art. ) The rector selects a maximum of three people from among the salaried professors of the university as vice rectors, limited to his own term of office as rector, to assist him in his work. (Added: 2/1/1990 - Decree Law - 398/1 art.; Accepted as is: 7/3/1990 - 3614/1 art. ) However, in universities responsible for providing central open education , five vice-rectors may be elected by the rector when necessary. Vice-rectors are appointed by the rector.

(1) When the Rector is not on duty, he appoints one of his assistants to replace him. When the Rector is away from duty for more than two weeks, he informs the Council of Higher Education. If the mandate lasts more than six months, a new rector is appointed.

b) Duties, powers and responsibilities:

(1) To preside over university boards, to implement the decisions of higher education higher education institutions, to examine and decide on the proposals of university boards and to ensure regular work between university-affiliated institutions,

(2) At the end of each academic year and when necessary, to inform the Interuniversity Board about the university's education, scientific research and publication activities,

(3) To prepare the investment programs, budget and staff needs of the university after receiving the opinions and suggestions of its affiliated units, the university board of directors and the senate, and to submit them to the Council of Higher Education,

(4) When deemed necessary, to change the places of duty of faculty members and other personnel working in the organizations and units that make up the university or to assign new duties to them,

(5) To carry out general supervision and control duties over the university's units and personnel at all levels,

(6) To perform other duties assigned to it by this law. In the rational use and development of the teaching capacity of the university and its affiliated units, in providing the necessary social services to students, in taking security measures when necessary, in planning and carrying out education, scientific research and publication activities in line with state development plans, principles and targets, in scientific and administrative supervision and is primarily authorized and responsible for carrying out the audit, transferring these tasks to sub-units, monitoring and controlling them, and obtaining the results.

Senate: Article 14 – a) Establishment and functioning: The Senate, under the chairmanship of the rector, consists of vice rectors, deans, one faculty member from each faculty to be elected by the faculty boards for three years, and the directors of institutes and colleges affiliated to the rectorate. The Senate meets at least twice a year, at the beginning and end of each academic year. The Rector calls the senate to a meeting when he deems it necessary.

b) Duties: The Senate is the academic body of the university and performs the following duties:

(1) To decide on the principles of the university's education, scientific research and publication activities,

(2) To prepare or express opinions on draft laws and regulations that concern the entire university,

(3) After the approval of the Rector, Official To prepare regulations regarding the university or its units, which will come into force by being published in the Gazette ,

(4) To examine and decide on the annual education and training program and calendar of the university,

titles that are not dependent on an exam and to decide on the recommendations of faculty boards on this matter,

(6) To examine and decide on objections to the decisions of faculty boards and institute and college boards affiliated with the rectorate,

(7) To elect members to the university board of directors,

(8) To perform other duties assigned to it by this law.

**University Board of Directors Article 15 – a. Establishment and functioning:** University board of directors; It consists of deans, chaired by the rector, and three professors to be elected by the senate for a period of four years to represent different educational units and fields of the university. The Rector calls the board of directors to a meeting when necessary. Vice rectors can attend board meetings without the right to vote.

b) Duties: The university board of directors is a body that assists the rector in administrative activities and performs the following duties:

(1) To assist the rector in the implementation of the decisions of higher education institutions and the senate, in line with the determined plans and programs,

(2) To ensure the implementation of activity plans and programs; To examine the investment program and draft budget, taking into account the suggestions of the units affiliated with the university, and to present it to the rectorate, along with its own suggestions , or to the board of trustees in foundation universities, (1)

(3) To make decisions on issues related to university management brought by the rector,

(4) To examine and make a final decision on objections to the decisions of faculty, institute and college administrative boards,

(5) To perform other duties assigned by this law.

**Faculty Bodies Dean: Article 16 –a. (Amended: 14/4/ 1982 - 2653/2 art. ) Appointment:**

The dean, who is the representative of the faculty and its units, is selected by the Council of Higher Education for a period of three years from among three professors from within or outside the university, to be recommended by the rector, and is appointed by the normal procedure. The dean whose term has expired may be reappointed.

The dean selects a maximum of two people from among the salaried faculty members of the faculty as assistant deans to assist him in his work. (Added: 2/1/1990 - Decree Law - 398/2 art.; Amended and Accepted: 7/3/1990 - 3614/2 art. ) However , in universities responsible for providing central open education , four vice deans are appointed by the dean of the faculty responsible for providing open education , when necessary. can be selected.

Deputy deans are appointed by the dean for a maximum of three years.

When the dean is not on duty, one of his assistants acts as his deputy. If the appointment lasts more than six months, a new dean is appointed.

b. Duties, powers and responsibilities:

(1) To preside over faculty boards, to implement the decisions of faculty boards and to ensure regular work between faculty units,

(2) At the end of each academic year and when requested, to report to the rector about the general situation and functioning of the faculty,

(3) To inform the rectorate about the faculty's funding and staff needs, together with the justification , and to submit the proposal regarding the faculty budget to the rectorate after obtaining the opinion of the faculty board of directors,

(4) To carry out general supervision and control duties over the faculty's units and personnel at all levels,

(5) To perform other duties assigned to it by this law. In the rational use and development of the teaching capacity of the faculty and its affiliated units, in taking security measures when necessary, in providing the necessary social services to students, in carrying out education , scientific research and publication activities in an orderly manner, in supervising, monitoring and controlling all activities, and He/she is primarily responsible to the rector for obtaining the results.

**Faculty Board: Article 17 –**

a. Establishment and functioning: The Faculty Board, under the chairmanship of the Dean, consists of the heads of the departments affiliated to the faculty, the directors of institutes and schools affiliated to the faculty, if any, and three faculty members selected from among the professors in the faculty for a period of three years, two faculty members selected from among the associate professors, and one faculty member selected from among the doctor faculty members. (one)

The Faculty Board normally meets at the beginning and end of each semester.

The dean calls the faculty board to a meeting when deemed necessary.

b. Duties: The faculty board is an academic body and performs the following duties:

(1) To decide on the education - training, scientific research and publication activities of the faculty and the principles, plans, programs and educational calendar regarding these activities,

(2) To elect members to the faculty board of directors,

(3) To perform other duties assigned by this law.

**Faculty Executive Board: Article 18 –**

a. Establishment and functioning: The faculty board of directors consists of three professors, two associate professors and one doctor faculty member elected by the faculty board for three years under the chairmanship of the dean. (2)

The faculty board of directors meets upon the call of the dean.

When deemed necessary, the board of directors may establish temporary working groups and education and training coordinators and regulate their duties.

b. Duties: The faculty board of directors is a body that assists the dean in administrative activities and performs the following duties:

(1) To assist the dean in the implementation of the principles determined by the decisions of the faculty board,

(2) To ensure the implementation of the faculty's education , plans, programs and calendar,

(3) To prepare the investment, program and budget draft of the faculty,

(4) To make decisions on all matters brought by the Dean regarding faculty administration,

To decide on the admission of students, course adjustments and dismissals, and procedures regarding education, training and examinations,

(6) To perform other duties assigned by this law.

**Department: Article 21** – There cannot be more than one department providing education of the same or similar nature in a faculty or college. The department is managed by the department head. Head of department; The department's salaried professors, associate professors if they are not available, and assistant professors if they are not available, are appointed by the dean in faculties, by the dean in colleges affiliated to the faculty upon the recommendation of the principal, and by the rector upon the recommendation of the principal in colleges affiliated to the rectorate, for a period of three years. The president whose term has expired can be reappointed. The department head assigns one of the faculty members as a substitute for the periods when he/she cannot be on duty. In case of separation for more than six months for any reason, a new department head is appointed using the same method to complete the remaining period. The head of the department is responsible for the education, training and research of the department at all levels and the regular and efficient conduct of all activities of the department. The department is responsible for carrying out quality processes.

**Program Advisor;** It is responsible for carrying out the activities of the relevant program, guiding students in student registration, carrying out internship procedures, advising students, and carrying out program quality processes.

Tasks have been assigned and responsibilities have been shared among the Faculty Dean, Deputy Deans, Faculty Secretary, Faculty Board, Faculty Executive Board, Department Heads, Department Vice Presidents, and Program Advisors. All organizational charts of the organizational structure and job descriptions of the current staff are provided for your information in the attachment of the file. Faculty Management is based on active, continuous development and continuous renewal. In addition, it aims to meet quality standards and increase service quality performance. For this purpose, regular academic and administrative meetings are held to keep the internal control mechanism dynamic. Additionally, the Faculty Board and the Faculty Executive Board are included in the organizational process to ensure effectiveness in internal control. In addition, auditing on financial matters is provided by establishing commissions consisting of personnel who are active in their fields.

# 1 0. SPECIAL CRITERIA SPECIFIC TO THE PROGRAM

In order to concretely measure the success of the program, the following criteria have been developed in our strategic plan:

**STRATEGIC GOAL 1:** To be a scientific, entrepreneurial and innovative university

**Strategic Objective 1:** Developing scientific, entrepreneurial, difference-making and innovative studies

**Strategy 1.1.** To stand out by offering different elective courses in the field of Health Management than similar departments in other universities.

**Strategy 1.2.** KOSGEBEntrepreneurship and European Union projects and Public & NGO in Health Providing applied and innovative training in the field through collaboration courses

**Strategic goal 2:** Using technology at a high level in lessons

**Strategy 2.1:** Increasing the number of academics who can use the smart board application

**Strategy 2.2:** Ensuring high-level use of programs such as Word, Excel, Endnote , animated presentation techniques, Turnitin and Mendeley

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021H | 2021B | 2022H​ | 2022B​ | 2023H​ | 2023B​ | 2024H​ | 2024B​ | 2025H​ | 2025B​ |
| Number of national and international congresses, symposiums and workshops attended | 2 | 8 | 4 | 2 | 5 |  | 6 |  | 6 |  |
| Number of domestically supported projects | one | one | one | 2 | 2 |  | 2 |  | 4 |  |
| Number of foreign supported project applications | one | one | one | 0 | one |  | one |  | one |  |
| Number of academics giving lectures being reported or participating in broadcasts in written and visual media | 3 | one | one | 46 | one |  | 2 |  | 2 |  |
| Number of trainings given on Kosgeb Entrepreneurship Training | 2 | one | 2 | 2 |   |  | 2 |  | 2 |  |
| Evaluation: Survey, Turnitin output, number of animated presentations, number of courses attended in these areas |  | one | 2 | 2 | 3 |

H: Targeted; B: Achieved

**STRATEGIC GOAL 2:** To provide quality education and training activities

**Strategic Goal 1:** Having the courses written objectively by academicians who are the best in their fields, both at and outside the university.

**Strategy 1.1.** First of all, offering courses to academics who have publications in their fields in the SSCI index.

**Strategy 1.2.** Putting lessons and practices from different fields into the education plan

**Strategic Goal 2:** Ensuring international accreditation

**Strategy 2.1:** Ensuring the necessary infrastructure and superstructure preparations

**Strategy 2.2:** Employing academics whose English language knowledge complies with international accreditation, increasing the language proficiency of existing academics

**Strategic Goal 3:** To ensure the internationalization of the department

**Strategy 3.1:** Erasmus etc. within the scope of international cooperation . writing and/or partnering on projects

**Strategy 3.2:** Organizing international symposiums, panels and workshops and participating in such international events

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021H | 2021B | 2022H​ | 2022B | 2023H​ | 2023B | 2024H​ | 2024B​ | 2025H​ | 2025B​ |
| Erasmus, Mevlana , Farabi programs | one | 0 | 2 | 0 | 2 |  | 3 |  | 4 |  |
| Number of orientation training | one | one | one | one | one |  | one |  | one |  |
| Number of applied courses | 4 | 0 | 4 | 4 | 4 |  | 4 |  | 4 |  |
| socio -political and urban issues | 5 | 5 | 5 | 6 | 5 |  | 5 |  | 5 |  |
| Number of students attending sectoral internships | 45 | 45 | 62 |  | 62 |  | 62 |  | 62 |  |
| Number of publications of academics teaching courses within the scope of the SSCI Index | 2 | 0 | 3 | one | 3 |  | 4 |  | 4 |  |
| Number of panels, workshops etc. organized | one | 3 | 2 | 2 | 2 |  | 2 |  | 2 |  |
| Evaluation: Survey | one | one | one | one | one |

**STRATEGIC GOAL 3:** Improving relations with stakeholders

**Strategic Goal 1:** Establishing fast and effective communication with stakeholders

**Strategy 1.1.** Joint activities with students and graduates

**Strategy 1.2.** Regularly visiting health institutions in the region

**Strategy 1.3.** Stakeholders' evaluation of department's strategic plan

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021H | 2021B | 2022H​ | 2022B | 2023H​ | 2023B | 2024H​ | 2024B​ | 2025H​ | 2025B​ |
| Stakeholder analysis and/or number of updates | 3 | 0 | 3 | one | 3 |  | 4 |  | 5 |  |
| Industry exposure days/number of visits | one | 0 | one | 2 | one |  | 2 |  | 2 |  |
| Number of alumni meetings | 0 | 0 | one |  | one |  | one |  | one |  |
| Number of sectoral technical visits | one | 0 | one | one | one |  | one |  | one |  |
| Number of completed and/or ongoing social responsibility projects | 3 | 3 | 3 | 3 | 3 |  | 4 |  | 4 |  |
| Evaluation: Number of surveys, photographs and news published in written and visual media | 4 | 5 | 5 | 6 | 6 |

**STRATEGIC GOAL 4: Developing Corporate Culture**

**Strategic Goal 1:** Conducting healthy student-academic communication

**Strategy 1.1: Holding an** end-of-term evaluation meeting with students every semester .

**Strategy 1.2:** Student surveys for end-of-term course evaluation must be evaluated and shared with students and stakeholders.

**Strategy 1.3:** Organizing domestic and international technical and touristic trips

**Strategy 1.4:** Organizing departmental entertainment at least once a year

**Strategic goal 2:** Conducting healthy communication of the department with other departments

**Strategy 2.1:** Organizing a department cocktail at least once a year and inviting other departments

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Indicators: | 2021H | 2021B | 2022H​ | 2022B | 2023H​ | 2023B | 2024H​ | 2024B​ | 2025H​ | 2025B​ |
| end-of-term evaluation meetings with students | 2 | 2 | 2 | 2 | 2 |  | 2 |  | 2 |  |
| end-of-term evaluation survey with students | 2 | one | 2 | 2 | 2 |  | 2 |  | 2 |  |
| Number of domestic and international technical and touristic trips organized | 0 | 0 | one | 0 | 2 |  | 2 |  | 2 |  |
| Number of episode entertainment organized | one | 0 | 2 | 0 | 2 |  | 2 |  | 2 |  |
| Number of department cocktails | 0 | 0 | one | 0 | one |  | one |  | one |  |
| Evaluation: Number of surveys, photographs and news published in written and visual media | one | one |  |  |  |

H: Targeted; B: Achieved

These criteria are developed by receiving opinions and suggestions from both our academicians and students through democratic participatory meetings held every year. In 2021, new success criteria required by international accreditation will be added to these criteria.

# 1 1. CONCLUSION

Our department is an ambitious department in the field of Health Economics that provides 30% education in English. In this context, although we are a very young department, we have started preparations for international accreditation. Therefore, QUALITY, INSTITUTIONALIZATION and INTERNATIONALIZATION are indispensable for us. Although quality is tried to be measured with numerical data, it may remain incomplete due to some unmeasurable factors based on belief. In order to prevent this, we strive to support both our academic staff and students in every sense. By having different experts from outside the department give lectures and seminars, we move away from the comfort zone of a uniform education approach. Thus, our students not only have the chance to do scientific work with different academicians, but also to see different scientific perspectives.

Every year, at the end of the academic incentive period, the number and quality of publications of department academics are evaluated by the department head and the department board. Feedback is constantly received from students regarding course delivery and academic attitude, and problems are resolved through bilateral relations before they escalate.

We make special efforts to be a truly student-focused department. The quality of education depends, first of all, on the student's ability to listen to lessons in a healthy environment. For this reason, we observe our students in our lessons and try to ensure that they do not come to class sleepy or hungry. We started the Hanging Tea application in our canteen for our students whose financial situation is not good. In this way, we create a free breakfast opportunity for our students who cannot have breakfast because their financial situation is bad or they cannot wake up, and we also instill a spirit of solidarity. Again, we are trying to provide special scholarships to our students who are not in a good financial situation, apart from the existing scholarship opportunities. Another issue we attach special importance to is that our students have no problem reaching their department professors. All of our academicians try to answer all the questions of our students via e-mail or face-to-face meetings and take care to be in a guiding and helpful position in solving their problems. In addition, each academician has announced their official meeting hours.

The motto of our department is solidarity, not competition. In this context, it has been facilitated for our students to prepare 3 international papers in 2024, and the process is carried out as a master-apprentice relationship. These papers were presented at the International Tourism , Economics and It will be presented in English by our students at the Culture symposium. In 2024, one of our students has been awarded the Erasus Study Internship and will go to Ovidius University (Constanza, Romania) in the summer.

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