ÜYBS
Üniversite Yönetim Bilgi Sistemi

Self-Assessment Report

ÇANAKKALE ONEKÿZ MART UNIVERSITY

CITY AND REGIONAL PLANNING PR.

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0.

INTRODUCTION **0.1.** INFORMATION ABOUT THE PROGRAM

ENTRANCE

In today's world, where the majority of the population lives in cities, on the one hand, it is aimed to improve the quality of life of cities with the motivation of technological developments, while on the other hand, solutions are sought for disasters, climate crisis, social problems, development and income inequality. Planning of urban areas where economic activities and population are concentrated, development of production power of rural areas and protection of natural areas are of great importance. In this context, the planning discipline undertakes vital tasks at different scales. It is important for the planners who will undertake these tasks to recognize the economic-social and spatial (environmental and physical) dimensions of development in relation to each other. For this reason, planners, in addition to acquiring professional knowledge, need to specialize in certain subjects, develop a perspective that will comprehend the changing structure and needs of the society, and develop a consciousness that will follow the age and the world in order to use and direct the opportunities offered by technology effectively.

With the increase in the number of planning departments and the increase in quotas, more and more city and regional planning graduates are entering the labor market every year. More than 2000 graduates are graduated from planning departments in Turkey every year. While this situation creates a competitive environment for graduates to find a job, departments also compete to be preferred by students with high scores. Moreover, the changes expected to occur in decision-making systems and production with Industry 4.0 not only restructure the spatial order of the cities of the future, but also change the qualifications expected from the experts who will take part in the planning process of these cities.

Planning schools are trying to prepare their members and students for the upcoming technological change in this competitive environment. In this sense, Çanakkale Onsekiz Mart University City and Regional Planning Department has both advantages and disadvantages at the same time as a department that has just started its undergraduate education at the beginning of its institutional structuring. In order to manage this process properly, strategies that will direct activities towards the vision must be defined and existing resources must be used towards the determined goals. This report reveals the current status of the department as well as the program and provides input to quality and strategic plan studies.

AIM

The main purpose of this report is to create a framework that will guide the healthy structuring of the City and Regional Planning Department during its establishment, to develop the curriculum to train universally qualified and competent city and regional planners, and to create an efficient working environment that allows department members to engage in research and development activities. is the evaluation of the current situation. With the strategies to be produced as a result of this evaluation, it is aimed to develop the program in line with the vision of Çanakkale Onsekiz Mart University and to differentiate it from other planning programs by gaining a different and unique quality that is preferred in the region and country.

SCOPE

The information presented in this document covers Çanakkale Onsekiz Mart University, Faculty of Architecture and Design, Department of City and Regional Planning and Undergraduate Program in Urban and Regional Planning. The report has been prepared by the members of the self-evaluation commission based on the ongoing interactions with external stakeholders such as the departments that went through similar processes during the establishment of the undergraduate program, the Chamber of City Planners and the Union of Planning Schools of Turkey (TUPOB), and with internal stakeholders. After the 2019 report, a Strategic Plan document covering the 2021-2025 period was also prepared to form the basis for the Strategic Plan studies. In this process, in-departmental commissions took an active role and contributed to the strategic plan. In the future, it will be possible to make updates with the opinions of students, internship institutions and other stakeholders.

IMPLEMENTATION PLAN

During the preparation of the report, a self-evaluation commission of 3 people was formed among the faculty members who are experts in their fields. This commission started the preparation of this report by obtaining the necessary information and suggestions, and technical support was received from the members of the Faculty Quality Commission in this process.

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01. GENERAL INFORMATION AND GENERAL CRITERIA ABOUT THE PROGRAM

01.1. A BRIEF HISTORY OF THE PROGRAM AND ITS OPPORTUNITIES

Çanakkale 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.
A total of 36 educational units have been reached, 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 the university has one of the best libraries in Turkey.

The Department of City and Regional Planning was established in 2009 under the Faculty of Engineering and Architecture with a single faculty member and was affiliated to the Faculty of Architecture and Design, which was established on March 8, 2012, with the decision numbered 2012/2734 of the Official Gazette numbered 28227. Table 1 shows the change in the faculty staff of the department since its establishment.

City and Regional Planning Undergraduate Program started education in the 2018-2019 Fall semester with 62 quotas. Since then, there has been no change in the number of faculty members. Moreover, in the following years, the quota was increased to 72 by YÖK. The occupancy rate of the program is 100% excluding the 2021-2022 academic year. The Department of City and Regional Planning is also the director of the Interdisciplinary Real Estate Development Master's Program, which started education in the 2017-2018 Fall Semester.

City and Regional Planning Undergraduate Program is carried out in the Faculty of Fine Arts building, as there is no building belonging to the Faculty of Architecture and Design. When necessary, the classrooms of the Faculty of Tourism and computer laboratories in other faculties are also used. In the Faculty of Fine Arts building, there is 1 classroom with a projection device used in common with other departments in the building, 3 studios and a computer laboratory with 25 computers. GIS and Remote Sensing courses are conducted in the Land Use and Climate Change Laboratory and Rural Planning and GIS Laboratory. There is a dining hall and many cafeterias within the campus area for students and employees to use for lunch and dinner. A large campus

A library with a publication collection and reading rooms serves students. There are also sports fields, open areas, stationery stores and student centers within the Terzioÿlu Campus.

However, due to the Covid-19 epidemic that started in March 2020, the undergraduate program was carried out with distance education techniques in the 2019-20 Spring and 2020-21 Fall semesters.

01.2. TEACHING METHOD OF THE PROGRAM, LANGUAGE OF INSTRUCTION AND STUDENT ACCEPTANCE

Student admission to Çanakkale Onsekiz Mart University City and Regional Planning undergraduate program
According to the regulations made by the Council of Higher Education (YÖK), the YGS (Higher Education Transition Examination) exam, which is held nationwide by the Student Selection and Placement Center (ÖSYM), is based on the results of the MF-4 score. The program is a four-year full-time undergraduate program.

The formal education quota, which was determined as 60+2 by YÖK in the first year of the program, was increased to 70+2 in the second year. The language of instruction is Turkish, and the compulsory foreign language course is English.

01.3. ADMINISTRATIVE STRUCTURE OF THE PROGRAM FACULTY STAFF

As of 2023, there are two professors, one associate professor, three doctoral faculty members and one research assistant in the Department of Urban and Regional Planning. However, the Research Assistant, who was continuing his master's degree, was assigned out of town for his thesis work. There is no full-time contributing research assistant in the department staff.

The department head reports to the unit manager. The department head actively plans issues such as courses, teaching plan, internship criteria and exam schedule for the program together with the department faculty members and relevant commissions. The program has a strong and competitive structure with its experienced staff, who has goals, moves towards these goals by constantly testing the achievability of these goals, and tries to include all relevant stakeholders in the process with a transparent and participatory management style. Detailed information about the current situation of the teaching staff of the Department of Urban and Regional Planning of the Faculty of Architecture and Design is presented in the tables as evidence.

01.4. VISION AND MISSION OF THE PROGRAM

Vision of the Program; Bringing a unique perspective to the field of planning; Contributing to high-level scientific research and application field; trains universal and well-equipped city and regional planners; a program with strong local, sectoral and international relations.

Mission of the Program; To create a planning program within the framework of universal norms, focused on public interest and development, and compatible with changing economic, social and technological conditions; To train city and regional planners who are value-oriented, understand professional ethics, and are sensitive to current developments and local needs; To make scientific and academic publications in this direction.

In line with this vision and mission, Çanakkale Onsekiz Mart University City and Region
City and regional planners who graduate from the Planning Department Undergraduate Program;

 Prioritizing the public interest,

 Giving importance to social welfare, equality and justice,

 Practicing the profession in accordance with professional ethics, with the principles of impartiality and equality,

 Having decision-making skills and awareness of responsibility,

 Carrying out its work through participatory processes, negotiation, consensus and group work,

 High organizational skills, able to take initiative, direct processes,

 Having an intellectual perspective, open to questioning and critical thinking,

Respectful of different opinions, social sensitivities and thoughts,

Sensitive to the protection of the environment and cultural heritage and the efficient use of resources,

Open to innovation, entrepreneurial, able to use and produce technology,

Able to adapt to change, direct change,

With scientific knowledge, it is aimed to become competent and qualified professionals who can think innovatively, creatively, freely and uniquely and apply them decisively.

01.5. PURPOSE OF THE PROGRAM

Today, where the rate of urbanization is increasing, cities are faced with many serious problems such as access to quality housing, transportation and traffic, natural disaster risks and environmental pollution. The discipline of city and regional planning aims to protect natural resources, the environment, historical and cultural heritage, as well as to create healthy and safe settlements with a high quality of life. For these reasons, the importance of city and regional planning education and profession is increasing both in our country and in the world. Moreover, the acceleration of technological developments is rapidly changing the profession, as well as the cities. It is important for City and Regional Planning graduates to catch this change.

The purpose of the program; Able to direct the spatial development of human settlements of all sizes, to analyze and synthesize by evaluating the natural, social, economic structure and aesthetic, cultural and historical features of the settlements together, to make predictions for the future, to play an active role in interdisciplinary studies in this process and to coordinate the studies, to think systematically, to question To train city and regional planners who can produce alternative solutions to problems for the public good, who are sensitive to people, nature and cultural processes, who have professional ethics, and who can follow scientific and technological developments.

During the structuring of the curriculum, all City and Regional Planning Programs that have students in Turkey and the "Quality Improvement and Accreditation in City and Regional Planning Education in Turkey" study prepared by TUPOB-Turkish Association of Planning Schools were examined. Compulsory vocational courses are based on the course contents of Istanbul Technical University, Yÿldÿz Technical University, Mimar Sinan Fine Arts University, Middle East Technical University and Gazi University City and Regional Planning Programs, which are among the first city and regional planning programs opened in Turkey. On this basis, elective courses are included to analyze current planning problems and developments. While preparing the curriculum, similar programs in England and the United States were examined. The curriculum of "Cardiff School of City and Regional Planning" in England and "University of California, Berkely City and Regional Planning Department" and "University of Illinois, Department of Urban and Regional Planning" in the United States were examined in detail. The undergraduate program created for Çanakkale Onsekiz Mart University, Department of City and Regional Planning, is in parallel with city and regional planning programs in the world.

01.6. GOAL OF THE PROGRAM

The goal of the program is primarily to create an attractive, innovative and developing learning environment for students. Encouraging participation, questioning and openness in mutual interaction; In this environment that encourages production and doing better, it is aimed for students to take advantage of opportunities and solve problems in various placements. In line with this goal, activities, field research, technical and cultural trips, seminars and interviews to get to know professional institutions and well-known academics and practitioners of the profession are also integrated into the program. Due to the nature of the City and Regional Planning profession, it is important that students do individual and group work, exhibit these works and defend them before the jury, and participate in activities related to these studies in real institutions. Students will carry out their studies when they graduate.

In a sense, similar environments are enacted during the educational process. At the end of the education process, students are required to develop knowledge and skills in many areas such as foreign language, information-communication technologies, speaking-presentation techniques, financial resource management, time management, and entrepreneurship, as well as basic professional knowledge.

01.7. DEGREE EARNED

In order to graduate from the program, taking 240 ECTS credit courses and being successful in them, having a GPA of at least 2.00 out of 4.00 in all courses and 60 working days of vocational internship (30 working days in the public sector and 30 working days in the private sector) It needs to be done. Students who complete the program are entitled to receive the title of "city and regional planner" along with their undergraduate diploma.

01.8. COMPETENCIES STUDENTS MUST HAVE WHEN CHOOSING THE PROGRAM

The main qualifications required for the Department of City and Regional Planning are three-dimensional thinking and space perception, thinking and decision-making through observation, analysis and synthesis processes, analytical thinking, verbal and numerical skills. It is important to be able to identify opportunities and problems in a spatial unit, to think about the space with its economic and social dimensions, to define the issues in historical continuity and cause-effect relationships based on data, and to make predictions for the future. Versatility, the ability to address complex problems, intellectual capacity and research, as well as the ability to present ideas and ideas through visualization, are important. At this stage, speaking-communication skills, negotiation and persuasion skills, being open to new ideas, the ability to consider and synthesize different ideas together and the ability to work in groups are among the basic requirements. People who will work in the planning department are expected to have a tendency to develop awareness in a wide range of areas, including the natural and historical environment, culture, art, politics, economy and social issues, in addition to spatial perception. Understanding and empathy between different users' relationships with the space are necessary for universal-user-friendly designs. Seeking innovation and openness to development, both at the design and planning scale, are valuable characteristics for a successful education process. Adapting to technological developments as a necessity of the age and being aware of the necessity of skills that can be used in professional practices, along with the impact of technology on cities, are also important for education life and beyond.

01.9. COMPETENCIES THAT STUDENTS WILL HAVE AT THE END OF THEIR EDUCATION

At the end of the program, students gain various competencies under the headings of theoretical and factual knowledge, cognitive-practical skills, ability to work independently-taking responsibility, learning, communication-social competence and field-specific competencies within the scope of the Turkish Higher Education Qualifications Framework. These knowledge, skills and competencies include learning basic planning knowledge and planning-related theories and techniques; problem identification, information-document gathering, research, analysis and synthesis, generating alternatives, evaluation and decision making skills; gaining teamwork, taking responsibility, negotiating and leadership skills; Many topics are listed, such as using (and developing) technological infrastructure, learning written-oral-visual expression / expression techniques, acquiring presentation skills, and developing openness to scientific knowledge and research awareness.

01.10. CURRENT STUDENT PROFILE OF THE PROGRAM

The program is preferred by high school graduates from the provinces of Istanbul, Balÿkesir, Bursa, Çanakkale, Edirne, ÿzmir and Tekirdaÿ, especially the Marmara and Aegean Regions.

01.11. PROFESSIONAL PROFILE OF PROGRAM GRADUATES

The discipline of City and Regional Planning, which has a wide application area, is a profession that is guaranteed by the zoning legislation in our country. Both the public and private sectors employ urban and regional planners. In the public sector; Municipalities, Special Provincial Administrations, Ministry of Environment and Urbanization, Ministry of Culture and Tourism, Ministry of Transport, Ministry of Industry and Technology and other ministries, Development

Agencies, State Hydraulic Works (DSI), Mass Housing Administration (TOKÿ) and Highways can be listed. In the private sector, city and regional planners can establish their own private enterprises and consultancy firms. However, in recent years, real estate investment trusts, companies conducting field research, construction companies, and especially companies producing mass housing and banks providing housing loans have started to employ an increasing number of city and regional planners. In addition, it is seen that city and regional planners have started to be employed in non-governmental organizations operating on issues such as city, environment and society. There are opportunities for city and regional planners to work within the scope of urban projects of international organizations such as the World Bank and the United Nations, and in projects related to the European Urban Charter of the European Union.

01.12. STAKEHOLDERS OF THE PROGRAM

It is important to involve stakeholders in decision-making processes within the strategic planning approach. Technological advances and the changing economy on a global scale affect the spatial organization of cities, the planning dynamics and the employment structure of the sector. For this reason, it is important to design the education and training activities of the Department of City and Regional Planning in close relationship with the public and private sectors, and to create an up-to-date and flexible program in order to catch up with the changes that take place. The program has gained a new dimension with departments of similar scale, the interaction with the chamber of urban planners and TUPOB during the establishment phase, visits to local institutions after the training started, relationships established within the scope of project courses, and events that bring all stakeholders together on the urbanism day. In addition, through seminars and interviews, students and department members have the opportunity to meet and exchange views with urban planners, designers and professionals in senior positions in the sector. Interaction was ensured with both internal and external stakeholders during the preparation of the Department Strategic Plan. The internal and external stakeholders identified in this context are as follows.

Internal stakeholders;

  Students,
  Academic staff,
  Administrative staff

External stakeholders;

  Faculty Management,
  Rectorate,
  NO,
  The Ministry of Finance,
  TÜBÿTAK,
  Ministry of Environment and Urbanization,
  Ministry of Industry and Technology,
  GMKA,
  Governorship,
  Local Governments,
  Potential Students,
  Press- (Social) Media, Other
  Departments at ÇOMÜ,
  Other Planning Departments,
  Chamber of Urban Planners,
  TUPOB (Turkish Association of Planning Schools),
   Non-Governmental Organizations,
  Student Clubs

01.13. CONTACT INFORMATION OF THE PROGRAM

Çanakkale Onsekiz Mart University

architecture and design faculty

Department of Urban and Regional Planning

ÇOMÜ Terzioÿlu Campus / Çanakkale

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CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Department of City and Regional Planning Website, 2021-2025 Department of City and Regional Planning Strategic Action Plan, 2022 Faculty of Architecture and Design Annual Report, Table 1. Change in the Number of Faculty Members, Table 2. Distribution of Faculty Members in the Program, Table 3. Statistics on the Course Load Distribution of the Faculty Staff, Table 4. Number of Students per Faculty Member, Table 5. Statistics on the Academic Publications of the Faculty Members, Table 6. Analysis of the Faculty Staff I, Table 7. Analysis of the Faculty Staff II, Table 8. Completed or Ongoing Projects of the Faculty Staff, Table 9. Scholarships and Awards Received by the Faculty Members, Table 10. Number of Trademarks, Designs and Patents of the Faculty Members, PDFs containing evidence of the publications of the faculty members.

Evidence Links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

http://mtf.comu.edu.tr/personel/akademik-personel.html

http://sbp.mtf.comu.edu.tr/arsiv/haberler

http://sbp.mtf.comu.edu.tr/arsiv/etkinkle

Evidence

Table 4. Number of Students Per Academic Staff.pdf Table 7. Analysis of Teaching Staff II.pdf Table 3. Statistics on Course Load Distribution of Teaching Staff.pdf 0.1-851-architecture-and-design-faculty-2022-unit-activity- .pdf 0.1-53-mtf-sbp-strategicplanrapor-2021-2025.pdf Table 10. Number of Trademarks, Designs and Patents of Faculty Members (Except 2023).pdf Table 2. Distribution of Faculty Members in the Program.pdf Table 6. Analysis of Faculty Staff I.pdf Table 9. Scholarships and Awards Received by Faculty Members.pdf Table 5. Statistics on Academic Publications of Faculty Members.docx.pdf Table 8. Completed or Ongoing Projects of Faculty Staff.pdf Table 1. Change in Number of Faculty Members. pdf

1. STUDENTS **1.1.**

Students accepted to the program must have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to provide within the stipulated time. The indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.

Within the framework of the regulations determined by the Council of Higher Education (YÖK), student admission to the Urban and Regional Planning Undergraduate Program is made through the central examination system called ÖSYS. Students are placed in the relevant programs by the Student Selection and Placement Center according to the scores they get from this exam after they notify the program preferences they want to study. Based on this, the program continues education with a formal education quota of 70+2 people.

City and Regional Planning Program started to accept students in the 2018-2019 academic year. Data regarding registered students and the YKS scores of the program are shown in detail in the tables below. The City and Regional Planning Program formal education occupancy rate is 100% so far this year.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Department of City and Regional Planning Website, 2022 Faculty of Architecture and Design Activity Report, 2015-2022 ÖSYS Placement Documents, Table 11. Statistics on the Number of Students Registered in the Program, Table 12. Number of Students Enrolled in 2022 through the Central Placement Exam, Table 13 Students' Attendance Status, Table 14. Central Placement Exam Scores for the Last 5 Years.

Evidence links:

http://sbp.mtf.comu.edu.tr/

https://yokatlas.yok.gov.tr/lisans.php?y=102790187

https://yokatlas.yok.gov.tr/2018/lisans.php?y=102790187

https://yokatlas.yok.gov.tr/2019/lisans.php?y=102790187

https://yokatlas.yok.gov.tr/2020/lisans.php?y=102790187

https://yokatlas.yok.gov.tr/2021/lisans.php?y=102790187

Evidence

1.1-851-faculty-of-architecture-and-design-2022-unit-faaliyet-.pdf
Table 13. Students' Attendance Status.pdf Table 11.
Number of Students Registered in the City and Regional Planning Undergraduate
Program.pdf Table 12. Central Placement Exam for the Program Number of Students Registered in
2022.pdf Table 14. Central Placement Exam Scores for the Last 4 Years.pdf

1.2. Policies regarding student admission through horizontal and vertical transfer, double major, minor and student exchange practices, and evaluation of courses taken and credits earned in other institutions and/or programs must be defined and implemented in detail.

All horizontal transfers are based on the Higher Education Program published in the Official Gazette dated 24/4/2010 and numbered 27561.

All horizontal transfers are made in accordance with the provisions of the Regulation on the Principles of Transfer Between Associate and Undergraduate Programs in Higher Education Institutions, Double Major, Minor and Inter-Institutional Credit Transfer, published in the Official Gazette dated 24/4/2010 and numbered 27561. Horizontal transfers between faculties, colleges and departments affiliated to ÇOMÜ are made in accordance with the Regulation on the Principles of Transfer Between Associate and Undergraduate Programs in Higher Education Institutions, Double Majors, Minors and Inter-Institutional Credit Transfers and the principles accepted by the University Senate. In calculating the education period of horizontal transfer students, the time spent by the students in the institution they come from is also taken into account. The total time cannot exceed the time specified by law.

While students are students at another higher education institution, if they register to the City and Regional Planning undergraduate program with the central placement exam made by ÖSYM or by horizontal transfer depending on the success situation, for the courses in which they are successful (at least) with a CC in the higher education institution they have started their education. In the first week of the first semester, they can apply to the student affairs and request exemption from these courses. The faculty approves the courses that the student requesting exemption has taken before, taking the opinion of the relevant program advisor, and confirms which courses will be accepted due to equivalence. A student registered in this way must complete the courses from the semester before the semester in which he/she is adjusted and from which he/she is not exempt. The course(s) that the students have previously succeeded and are exempt from in formal education programs outside the university are converted according to the evaluation and success grades of the exams in Articles 23 and 26 of the ÇOMÜ Associate and Undergraduate Education, Training and Examination Regulations and are included in the GPA and GPA calculation. This period is deducted from the maximum period and the student completes the courses in his program within this remaining period.

Those who graduated from any higher education institution, disenrolled their registration, registered at the 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 are evaluated by the relevant board of directors and the students whose exemption request is deemed appropriate are exempt. The success grades of the courses attended are converted into the success grades specified in Article 22 of this Regulation. As a result, students with a GPA of 2.00 and above who want to take courses in the upper semester, if the total credits of the courses they are exempt from in the current semester are at least half of the total credits of that semester in the program; The faculty board of directors is authorized to allow students to take courses from the next semester along with the courses they have not taken or failed in the previous semesters and the semester in which they were adapted. If the student applies in the semester in which the exemption decision is taken, the student who wants to take the course(s) for which he/she is exempt can take it again.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Regulations and Guidelines.

Evidence Links:

http://mtf.comu.edu.tr/

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.resmigazete.gov.tr/eskiler/2010/04/20100424-11.htm

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

1.3. Measures should be taken by the institution and/or program to encourage and ensure student mobility through agreements and partnerships with other institutions.

Students in the program meet the required conditions such as foreign language, interview, grade point average.

Otherwise, they can study at another higher education institution with domestic (Farabi) and abroad (Erasmus) student programs during a certain period of their undergraduate education. Contracted universities are actively accessed from the website of Erasmus, Foreign Relations and Farabi Coordinatorship. In addition, there is a coordinator for student exchange programs within the faculty, and students actively receive support from here and their program advisors.

Students studying in the first year of associate and undergraduate programs and graduated students cannot benefit from the education mobility activity. However, students who are in their first year can apply while they are in their first year and go in their second year. The student must be a full-time student enrolled in a higher education program at any of the formal education levels (first, second or third level) within the higher education institution. The cumulative academic grade point average (GPA) of first level (Associate / Undergraduate) students must be at least 2.20/4.00. The cumulative academic grade point average (GPA) of second and third level (Master's and PhD) students must be at least 2.50/4.00. Students are expected to be sent abroad to do the studies required for their diploma/degree to follow a program equivalent to 30 ECTS (European Credit Transfer and Accumulation System, ECTS) credits for a semester and 60 ECTS credits for a full academic year. Full academic recognition is provided for credits that are successful in the program followed, and unsuccessful credits are repeated at the host institution. The departments and countries with which the Department of Urban and Regional Planning has an Erasmus Agreement are presented for the information of students on the website. The universities with which agreements have been made so far are the University of Ljubljana in Slovenia, the University of Aegean and the University of Thessaly in Greece, and the Czech University of Life Sciences Prague in the Czech Republic. As of 2021, our agreements with 3 of these universities have been completed, and our agreement continues only with the University of Thessaly.

Negotiations for new agreements continue. So far, there is no student who has benefited from student exchange.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2021-2025 Department of City and Regional Planning Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, Table 15. Department of City and Regional Planning Erasmus Active Bilateral Agreement List.

Evidence links:

http://mtf.comu.edu.tr/

http://farabi.comu.edu.tr/

http://erasmus.comu.edu.tr/

http://iro.comu.edu.tr/

http://erasmus.comu.edu.tr/anlasma-listesi-activ.html

Evidence

Table 15. City and Regional Planning Department Erasmus Active Bilateral Agreement List.pdf

1.4. Consultancy service to guide students on course and career planning issues should be given.

Advisors, students' internship acceptance approval, internship evaluation and oral exam commission

by approving the creation, registration renewal, course add-drop processes and the students to follow the program they are registered; They are responsible for providing guidance in solving problems related to education and university life. Counselors have the responsibility of monitoring the success of students, providing consultancy services, developing and monitoring their qualifications. Evaluation and monitoring of student achievement is accepted as an indicator of achieving the objectives aimed in teaching. Success is evaluated by monitoring individual exam scores and class averages. At the same time, the advisor lecturer has to inform, direct and follow the students on every subject starting from the first year. There are program advisors for all programs affiliated with department chairs in the faculty.

Faculty members who are program advisors not only deal with students' internship, registration renewal, course registration or course consultancy procedures, but also try to guide and support students like a mentor or coach. In addition, all faculty members at the faculty have close relationships with students.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, News, 2022 Faculty of Architecture and Design Annual Report.

Evidence links:

http://mtf.comu.edu.tr/

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

http://mtf.comu.edu.tr/arsiv/haberler

http://ogrenciisleri.comu.edu.tr/basvuru-ve-kayitlar/kayit-yenilemelerde-ilgili-bilgiler/kayit_yenilemelerde-ilgili-bilgiler.html

Evidence

1.4-851-architecture-and-design-faculty-2022-unit-activity-.pdf

1.5. Students' success in all courses and other activities within the scope of the program should be measured and evaluated using transparent, fair and consistent methods.

Success evaluation is made through midterm exam, midterm excuse exam, final exam and make-up exams. In addition, summer schools may be opened for some related courses depending on demands. Students' workload and performance are actively monitored in the ECTS Information Package and UBYS Student Information System according to the Bologna system, and their exam loads can be changed according to their weight. Exams;

a) Midterm Exams/Midterm Exams: Held at least once for each course. Midterm exam schedule; Within the first four weeks of each semester, it is organized by the administration by taking the opinion of the lecturers responsible for the courses and the dates are announced accordingly. Midterm exam grades are announced at least two weeks before the final exams.

b) End of Semester / Final Exams: They are held within two weeks after at least the fourteen-week academic period. A final exam is given for each course. Students who do not attend the final exam are considered unsuccessful in that course and are given FF as a success grade. The calendar for final exams is determined by the University Senate, taking into account the recommendations of the units. Final exam programs are prepared by the deanery and school directorates and announced at least two weeks before the exams.

There is no excuse exam for the final exam.

c) Excuse Exams: If the excuses of students who do not attend the midterm exam due to justified and valid excuses and who document their situation within one week after the exam are accepted by the relevant administrative boards, the midterm exams in which the student did not participate are held in writing on the date determined by the instructor within that semester. Students who do not take the make-up exams for any reason will not be given a make-up exam again.

d) Make-up exams: Those who fail the final exams can take the make-up exams of the courses they failed. Those who do not take the make-up exam are considered unsuccessful and a separate exam will not be opened for these students. Make-up exams are held in the third week after the end of the final exams. Make-up exams are not opened for make-up exams.

Apart from these, students who are not successful have 2 different exam rights:

a) Single course exams: It is the exam given at the end of the semester, with the decision of the relevant administrative board of the academic units, only once in a semester, for students who cannot graduate due to failing in only one course although they are successful in other courses. In order for students to take this exam, they must re-register during the exam period and fulfill the requirements such as homework and attendance of the relevant course.

b) Additional exams: 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 failed. Those who reduce the number of failed courses to five courses at the end of these exams receive three semesters for these five courses, and four semesters for those who fail up to five courses without taking additional exams; Those who fail a course are given unlimited right to take the exams of the course they failed without benefiting from the right to be a student. The principles regarding additional exams are stated below:

Success grade:

(1) 40% of the average of the grades received from the semester's educational activities (midterm exams/exams, practice, internship, seminar, project, homework, laboratory, etc.) given out of 100 points and 60% of the final or make-up exam grade. The student's success grade is calculated by taking and adding them together. Letter grades and ECTS grades are given according to the "Success Grade Evaluation Table".

(2) 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. If the success grade of the students who cannot get this score is below 40, it is evaluated as FF letter grade, and if it is 40 or above, it is evaluated as FD letter grade.

(3) (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, for credit courses (DS) The equivalent of) is counted as 0.00.

(4) Students are not given a success grade lower than the success grade corresponding to the scores shown in the table below. In evaluating the success grade, a letter/ECTS grade cannot be given higher than the letter/ECTS grades corresponding to the grades specified in the table.

(5) A student from a credit course according to the success grade evaluation table;

a) If he/she has received one of the grades (AA), (BA), (BB), (CB) or (CC), he/she is deemed to have succeeded that course.

b) If you have received one of the grades (DC) or (DD) and your GPA is 2.00 or above, you are considered conditionally successful.

c) If he has received one of the grades (DC) or (DD) and his GPA is below 2.00, he is considered conditionally unsuccessful.

ç) If he/she has received one of the grades (FD) and (FF), he/she is considered unsuccessful.

d) If he/she does not meet the attendance requirement for the course, he/she is considered absent (DS).

e) 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.

f) The grade the student receives as a result of taking an exam that he/she does not deserve to take will be cancelled.

The course instructor evaluates the success grades received by the students for each course out of 100 points and evaluates the final grade of the course in accordance with the success 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)

Non-attendance - DS (Coefficient 0 (For credit courses), ECTS grade NA)

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://ogrenciisleri.comu.edu.tr/mevzuat.html

1.6. In order to decide on students' graduation, reliable methods must be developed and implemented to determine whether all requirements of the program have been met.

In order for a student to graduate from the program he/she is enrolled in, he/she must be successful in all the courses he/she is required to take, be successful in the compulsory internships, take non-credit courses (YE) and obtain 240 ECTS credits for graduation. Students with a GPA of 2.00 and above are also considered successful in conditionally successful courses. A student's GPA is also his graduation grade point average.

The student's graduation is decided by the Faculty Board of Directors in line with the decisions of the department boards of the relevant academic units.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://ogrenciisleri.comu.edu.tr/mevzuat.html

http://mtf.comu.edu.tr/ogrenci/staj.html

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

http://mtf.comu.edu.tr/yonetim/is-akis-semalari.htm

2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. Program educational objectives must be defined for each program to be evaluated.

The structure of the Undergraduate Program has been carried out in accordance with the national and international dynamics of the profession and scientific foundations, with reference to the vision and mission of the Faculty of Architecture and Design and Çanakkale Onsekiz Mart University. Within the framework of the staff and technical-social facilities of the department;

Prioritizing the public interest,

Giving importance to social welfare, equality and justice,

Practicing the profession in accordance with professional ethics, with the principles of impartiality and equality,

Having decision-making skills and awareness of responsibility,

Carrying out its work through participatory processes, negotiation, consensus and group work,

High organizational skills, able to take initiative, direct processes,

Having an intellectual perspective, open to questioning and critical thinking,

Respectful of different opinions, social sensitivities and thoughts,

Sensitive to the protection of the environment and cultural heritage and the efficient use of resources,

Open to innovation, entrepreneurial, able to use and produce technology,

Able to adapt to change, direct change,

Education is carried out to train competent and qualified city and regional planners who can think innovatively, creatively, freely and uniquely with scientific knowledge and apply them decisively.

To achieve this goal, a rich program consisting of compulsory and elective courses has been created. Projects carried out in real settlements, in interaction with the professional field, are of great importance in the implementation of the program. It is aimed to strengthen the interaction of the program with the professional field and to address current planning issues through seminars, institution visits, workshops and other activities. During their undergraduate education, students get to know the topics, new concepts, developing technologies and prominent trends in the planning agenda at both local, regional-national and international levels, carry them to their own projects and produce original plans and designs for the settlements they consider as a field of study.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System.

Evidence Links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/arsiv/haberler

http://sbp.mtf.comu.edu.tr/arsiv/etkinkler

2.2. These purposes; It must meet the definition of career goals and professional expectations that graduates of the program are expected to achieve in the near future.

City and Regional Planning discipline, which has a wide application area, is a profession that is also guaranteed by the zoning legislation in our country. Both the public and private sectors employ urban and regional planners. In the public sector; Institutions such as Municipalities, Special Provincial Administrations, Ministry of Environment and Urbanization, Ministry of Culture and Tourism, Ministry of Transport, Ministry of Industry and Technology and other ministries, Development Agencies, State Hydraulic Works (DSÿ), Mass Housing Administration (TOKÿ) and Highways can be listed. In the private sector, city and regional planners can establish their own private enterprises and consultancy firms. However, in recent years, real estate investment trusts, companies conducting field research, construction companies, and especially companies producing mass housing and banks providing housing loans have started to employ an increasing number of city and regional planners. In addition, it is seen that city and regional planners have started to be employed in non-governmental organizations operating on issues such as city, environment and society. There are opportunities for city and regional planners to work within the scope of urban projects of international organizations such as the World Bank and the United Nations, and in projects related to the European Urban Charter of the European Union.

The interdisciplinary structure of planning supports graduates of Urban and Regional Planning Departments to participate in working life in many different fields. It is possible to progress through the intersection of common topics with other professions and to specialize by completing a master's degree and doctorate in different disciplines. The quota increases in planning departments are also monitored by the Chamber of Urban Planners and studies are carried out on the employment areas of graduates. This knowledge is also utilized in the execution of the undergraduate program, students are brought together with planners and designers working in different fields, institutions and fields related to their fields of study are introduced to students during the course processes, and an effort is made to raise awareness among students about participating in working life.

With the training provided in the program, students become familiar with current concepts, stages of the planning process, necessary legislation, drawing techniques and computer programs they will use in the process, and research methods and approaches; They acquire skills such as group work, leadership, negotiation and cooperation that they will benefit from during the project process. In addition, the internship period is important in terms of closely following the practice of the profession in the public and private sectors and creating working experience.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System.

Evidence Links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

2.3. It should be compatible with the duties of the institution, faculty and department.

The objectives of the Urban and Regional Planning Undergraduate Program have been determined in line with the mission, vision and self-duties of the university, faculty and department.

The mission of the 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. This vision is to serve **the mission of** "becoming the best university in the region and a strong scientific institution of the country and the world" .

The faculty's vision;

As a faculty, being the focus of leading studies focusing on space design, science, technology and art at national and international levels, being preferred in
Turkey and the world with the quality of education, training and research that will contribute to the vision of "World City Çanakkale"; To be at the forefront of national and international preferences in this regard, to have high student and faculty satisfaction, to carry
out studies that will transform national zoning and development
into breakthroughs with research in planning and design sciences at national and international levels, to create and support leading and innovative staff for this purpose, to provide the necessary To provide and maintain the infrastructure, to conduct research that will contribute to space design, science and technology at the
international level, to create staff to carry out these research, to attach importance to harmony and solidarity within the institution, to create a transparent and participatory management
approach, quality working life, to ensure the satisfaction of
employees, students and other stakeholders To be a constantly developing faculty that
respects universal values, has adopted the principles of total quality management, to
train planners, designers and scientists who can understand the environment, nature, life and space in order to direct the future,
and who can improve themselves with innovations, and to use the knowledge produced in the fields of research and application for the public benefit. to bring it to life.

The mission of the faculty is; "To be in a leading and effective position in education, training, research and practices at national and international levels, to be able to constantly improve itself with its innovative, creative and sharing staff, to have a good command of technology, to respect the environment, society and ethical values, to have creative, entrepreneurial and leading characteristics, and to have professional awareness." "To be a faculty that trains planners and designers who have responsibility and can communicate with different disciplines."

In this context, the vision **of the City and Regional Planning Department** has been determined as "To be a nationally and internationally recognized institution that has developed its education and research infrastructure, cooperates with regional institutions and contributes to the improvement of the quality of life of the region with its research and application projects." **The mission** of the department is "planning livable settlements, creative,

To be a department that educates city and regional planners who are innovative, have professional ethics and values, believe in the priority of public interest, respect nature and cultural heritage, and can use technology."

In this context, **City and Regional Planning Undergraduate** Program "Brings a unique perspective to the field of planning; Contributing to high-level scientific research and application field; trains universal and well-equipped city and regional planners; It was designed with the vision of being a program with strong local, sectoral and international relations. **The mission** set for the program is "to create a planning program within the framework of universal norms, focused on public benefit and development, compatible with changing economic, social and technological conditions; To train city and regional planners who are value-oriented, understand professional ethics, and are sensitive to current developments and local needs; To make scientific and academic publications in this direction."

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2021-2025 City and Regional Planning Department Strategic Action Plan, UBYS Education Information System.

Evidence links:

http://mtf.comu.edu.tr/

https://www.comu.edu.tr/msyon-vizyon

http://sbp.mtf.comu.edu.tr/bolum-hakkinda.html

Evidence

2.3-53-mtf-sbp-strategicplanreport-2021-2025.pdf

2.4. It should be determined by involving the various internal and external stakeholders of the program.

It is important to include stakeholders in decision-making processes within the strategic planning approach. Technological advances and the changing economy on a global scale affect the spatial organization of cities, the planning dynamics and the employment structure of the sector. For this reason, it is important to design the education and training activities of the Department of City and Regional Planning in close relationship with the public and private sectors, and to create an up-to-date and flexible program in order to catch up with the changes that take place. The program has gained a new dimension with departments of similar scale, the interaction with the chamber of urban planners and TUPOB during the establishment phase, visits to local institutions after the training started, relationships established within the scope of project courses, and events that bring all stakeholders together on the urbanism day. In addition, through seminars and interviews, students and department members have the opportunity to meet and exchange views with urban planners, designers and professionals in senior positions in the sector. During the preparation of the Department's Strategic Plan, regular meetings with both internal and external stakeholders and surveys etc. It is planned to take opinions with the applications and various steps have been taken in this regard. For this purpose, departmental commissions were actively involved in the process. First of all, a survey study was conducted with first graders. It is planned to conduct comprehensive surveys with internal and external stakeholders during the process. The stakeholders identified at this stage and their characteristics are as follows.

When stakeholders are evaluated according to their importance and power, the Importance-Impact Matrix is obtained. The Importance-Impact Matrix of the stakeholders of the City and Regional Planning undergraduate program was formed as follows.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Department of City and Regional Planning Website, Table 16. Stakeholder Analysis, Table 17. Importance-Impact Matrix, 2021-2025 Department of City and Regional Planning Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

https://www.comu.edu.tr/misyon-vizyon

http://sbp.mtf.comu.edu.tr/bolum-about.html

Evidence

2.4-53-mtf-sbp-strategicplanrapor-2021-2025.pdf
Table 17. Importance-Impact
Matrix.pdf Table 16. Stakeholder Analysis.pdf

2.5. It must be published in a way that is easily accessible.

All internal and external stakeholders, students and student candidates can easily access the mission, purpose, target, detailed teaching plan and course contents of Çanakkale Onsekiz Mart University Faculty of Architecture and Design City and Regional Planning Undergraduate Program from the program's web page and also from the University Information Management System. In addition, information about the curriculum, the opportunities offered by the university and information about the city are shared with students at the orientation event held at the beginning of the academic year. Likewise, in the Introduction to Urban and Regional Planning course, activities, trips and interviews are held to explain the department and the profession. In the first lesson of the project course, all class and project faculty members come together in the workshop and shares are made about the department and the profession. During the distance education period, this meeting was held on the internet. Apart from this, students are informed about the program's teaching plan, course monitoring and evaluation criteria at the beginning of the semester by ap

<div align="center">CONCLUSION</div>

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System, 2021-2025 City and Regional Planning Department Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/arsiv/haberler

Evidence

2.5-53-mtf-sbp-strategicplanreport-2021-2025.pdf

2.6. It should be updated at appropriate intervals in line with the needs of the program's internal and external stakeholders.

It is planned to update the program regularly in order to improve the quality of education and adapt to current developments. The undergraduate program, which admitted its first students in the Fall Semester of the 2018-2019 Academic Year, has not graduated yet. It has been possible to create interactions where internal and external stakeholders come together in the activities carried out to strengthen relations with the profession within the education and training studies carried out so far. In addition, a survey was applied to the students who were accepted to the program in the 2020-21 Academic Year Fall Semester to understand their perspectives on the department and the planning profession, and the expectations of the students were revealed with the survey results. Updates will be made to the program as studies on student satisfaction and stakeholder meetings are carried out.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System. 2021-2025 City and Regional Planning Department Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/arsiv/haberler

Evidence

2.6-53-mtf-sbp-strategicplanreport-2021-2025.pdf

2.7. Test Criterion

The program's mission, purpose, objectives and teaching plan have been prepared taking into account the institutional goals and priorities of the university and faculty, as well as local, regional, national and international needs. Relevant academic boards evaluate how successful the department's goals and objectives set in previous years are and to what extent the education and training programs match the needs of the students. At the same time, the Higher Education Qualifications Framework has defined the qualifications required for undergraduate education. Department academic boards, commission meetings, annual activity reports, annual internal control reports, 5-year strategic plans and this self-assessment report also contain evidence that the necessary test measurements were made using many different methods. Studies necessary to develop more professional and subjective test criteria are also actively carried out.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System, 2021-2025 City and Regional Planning Department Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/arsiv/haberler

Evidence

2.7-53-mtf-sbp-strategicplanreport-2021-2025.pdf

3. PROGRAM OUTCOMES

3.1. Program outputs should cover all the necessary knowledge, skills and behavioral components to achieve the program educational objectives and should be defined to include the relevant Evaluation Outputs (such as MÜDEK, FEDEK, SABAK, EPDAD, etc.). Programs may define additional program outcomes specific to them, provided that they are consistent with program educational objectives.

Today, where the rate of urbanization is increasing, cities are faced with many serious problems such as access to quality housing, transportation and traffic, natural disaster risks and environmental pollution. The discipline of city and regional planning aims to protect natural resources, the environment, historical and cultural heritage, as well as to create healthy and safe settlements with a high quality of life. For these reasons, the importance of city and regional planning education and profession is increasing both in our country and in the world. Moreover, the acceleration of technological developments is rapidly changing the profession, as well as the cities. It is important for City and Regional Planning graduates to catch this change.

The purpose of the program; Able to direct the spatial development of human settlements of all sizes, to analyze and synthesize by evaluating the natural, social, economic structure and aesthetic, cultural and historical features of the settlements together, to make predictions for the future, to play an active role in interdisciplinary studies in this process and to coordinate the studies, to think systematically, to question To train city and regional planners who can produce alternative solutions to problems for the public good, who are sensitive to people, nature and cultural processes, who have professional ethics, and who can follow scientific and technological developments.

During the structuring of the curricula, all City and Regional Planning Programs that have students in Turkey, as well as the "Quality Improvement and Accreditation in City and Regional Planning Education in Turkey" study prepared by TUPOB-Turkish Association of Planning Schools, were examined. Compulsory vocational courses are based on the course contents of Istanbul Technical University, Yÿldÿz Technical University, Mimar Sinan Fine Arts University, Middle East Technical University and Gazi University City and Regional Planning Programs, which are among the first city and regional planning programs opened in Turkey. On this basis, elective courses are included to analyze current planning problems and developments. While preparing the curriculum, similar programs in England and the United States were examined. The curriculum of "Cardiff School of City and Regional Planning" in England and "University of California, Berkely City and Regional Planning Department" and "University of Illinois, Department of Urban and Regional Planning" in the United States were examined in detail. The undergraduate program created for Çanakkale Onsekiz Mart University, Department of City and Regional Planning, is parallel to city and regional planning programs in the world.

At the end of the program, within the scope of the Turkish Higher Education Qualifications Framework, students gain various competencies under the headings of theoretical-factual knowledge, cognitive-applied skills, independent working-taking responsibility, learning, communication-social competencies and field-specific competencies.

They are winning. These knowledge, skills and competencies, described as program outcomes, are listed as follows.

TYYC-1- Obtaining basic planning knowledge

TYYC-2- Learning the dimensions and scope of the planning profession

TYYC-3- Learning theories and techniques about planning

TYYC-4- Acquiring the skills of problem definition, information-document collection, research, analysis and synthesis

TYYC-5- Acquiring the ability to generate alternatives, evaluate and decide

TYYC-6- Doing team work, taking responsibility and gaining leadership skills

TYYC-7- Acquiring the ability to use (and develop) the technological infrastructure to be used in the planning process

TYYC-8- Learning written-oral-visual expression / expression techniques, acquiring presentation skills

TYYC-9- Gaining openness to professional development, continuous learning and monitoring the current situation

TYYC-10- Acquiring the ability to communicate, cooperate and negotiate with different segments of society and planning actors

TYYC-11- Development of technical knowledge and skills on complementary/integrative issues of planning

TYYC-12- Gaining interdisciplinary collaboration skills

TYYC-13- Having professional ethics

TYYC-14- Adopting the culture of participation while respecting the values of democratic society

TYYC-15- Developing awareness of social justice, social welfare and public interest

TYYC-16- Gaining awareness of economic-social-cultural development within the framework of sustainability of natural resources

TYYC-17- Raising awareness on openness to development, innovation and entrepreneurship

TYYC-18- Openness to scientific information and developing research awareness

It is planned to update the program regularly in order to improve the quality of education and adapt to current developments. The undergraduate program, which admitted its first students in the Fall Semester of the 2018-2019 Academic Year, has not graduated yet. It has been possible to create interactions where internal and external stakeholders come together in the activities carried out to strengthen relations with the profession within the education and training studies carried out so far. In addition, a survey was applied to the students who were accepted to the program in the 2020-21 Academic Year Fall Semester to understand their perspectives on the department and the planning profession, and the expectations of the students were revealed with the survey results. Updates will be made to the program as studies on student satisfaction and stakeholder meetings are carried out.

CONCLUSION

EXAMPLE APPLICATION

KANIT: Faculty of Architecture and Design Website, Department of City and Regional Planning Website,

2022 Faculty of Architecture and Design Annual Report, 2021-2025 Department of City and Regional Planning Strategic Action Plan, UBYS Education Information System, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

Evidence

3.1-53-mtf-sbp-strategicplanreport-2021-2025.pdf 3.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf

3.2. A measurement and evaluation process used to periodically determine and document the level of achievement of program outcomes must be established and operated.

As detailed above, in this context, the Higher Education Qualifications Framework has defined the qualifications required for undergraduate education. Relevant regulations and the Bologna system are taken into account when determining the program outputs of the Department of City and Regional Planning. The evaluation method is determined within the limits permitted by the licensing regulations. Periodic determination of the level of achievement of program outcomes is monitored through the education-training information system and student information system. Program outcomes are also related to the student's level of success in the courses taken in any semester (fall/spring). According to Article 28 of Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations, the success of students is monitored with the Semester Grade Point Average (GPA) and General Grade Point Average (GPA) values calculated through the grades they have received from the courses and the ECTS credits of the courses. DPA is obtained by dividing the sum of the ECTS credits of each course taken in a semester and the coefficient of the grades received from these courses by the total ECTS credits of the same courses. The degree to which students can achieve program outcomes such as exams, homework, projects, etc. It is evaluated through measurement tools such as. Thus, a systematic measurement based on student work can be carried out. The collection and archiving of the evaluation samples will be carried out after the solution of the space problem.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

3.3. Programs must prove that their students who have reached the graduation stage achieve the program outcomes.

The extent to which program outcomes are compatible with learning outcomes and how much of the program outcomes are provided are clearly seen in the program outcomes matrix in the education-training information system, and which learning outcomes correspond to which program outcomes and to what extent they contribute are tracked. Internships complement the theoretical and practical teaching within the scope of courses and projects. Students are required to complete a total of 60 days of internship in two semesters. Internships must be done in the public and private sectors. At the end of this process, it is thought that the prescribed competencies will have been acquired at the graduation stage. Since the program is in its 3rd year, no graduates have been given yet. Studies are ongoing to determine the methods to be followed in tracking graduates.

CONCLUSION

IMMATURE APPLICATION

KANIT: Faculty of Architecture and Design Website, Department of City and Regional Planning Website, 2022 Faculty of Architecture and Design Annual Report, 2021-2025 Department of City and Regional Planning Strategic Action Plan, UBYS Education Information System, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

Evidence

3.3-53-mtf-sbp-strategicplanreport-2021-2025.pdf 3.3-851-architecture-and-design-faculty-2022-unit-activity-.pdf

4. CONTINUOUS IMPROVEMENT
4.1. Evidence must be provided that the results obtained from the established measurement and evaluation systems are used for continuous improvement of the program.

As part of the evaluation of the Strategic Plan and the preparation process of the new Strategic Plan, studies are being carried out to evaluate the current situation of the department. Preparations are underway for comprehensive surveys to be conducted with stakeholders. As of February 2023, the number of active students in the department is 282. As of the fall semester of 2020, commissions related to strategic plans and quality studies have started to work actively, and student representatives have also been elected to the commission. It is planned to interact regularly with internal and external stakeholders starting from 2022. In this process, surveys will be conducted to evaluate the program and, under necessary conditions, to implement the program for the 2021-2025 period.

A revision of the prepared strategic plan is planned. Academic board meetings and preparation of activity reports are still carried out regularly. Apart from this, the TUPOB representative organizes meetings with the education-training and internship commissions, strategic plan and internal control report creation commissions operate, job descriptions and work flow charts and their continuous updating processes continue.

SWOT Analysis:

The education, training and management activities of the department and program were examined from different perspectives and the strengths and weaknesses in the internal environment and the opportunities and threats in the external environment were evaluated. Here, not only the undergraduate program but also the general evaluation of the department in terms of its contribution to the department's vision of "being an entrepreneurial and innovative research university", effective career planning for students and graduates, relations with internal and external stakeholders, and education-research activities are discussed:

Strengths

G1-Strong cooperation with local institutions *(projects made to municipalities, existing collaborations, memberships, visits and contacts with institutions such as Development Agency, Provincial Directorate of Environment and Urbanization, Historical Site Presidency, Special Provincial Administration, etc.)*

G2-Having academic staff who have the motivation and knowledge to use technology in the research and education process *(Computer aided design-planning, GIS and remote sensing-based existing courses, integration of these subjects with projects and other courses, information activities for students, academic studies and researches. use of technologies)*

G3- Inclusion of academics from other disciplines in the education program with elective courses and seminars that will support the interdisciplinary structure of the field of planning *(Geography, sociology, statistics, economics, mapping, landscape architecture, etc.)*

G4-Having academic staff who work on projects and collaborate with different institutions

G5-The richness and diversity of master's programs contributed by the department's academic staff *(Real Estate Development, Geographic Information Technologies, etc.)*

G6-Up-to-date and innovative training program that contributes to the field of planning

G7-Strong cooperation-interaction with other planning schools in the country and active participation in TUPOB events at the department level

G8-Being in a geography that offers unique study subjects for the field of city and regional planning

G9-Existence of faculty members and research assistants who can contribute to the program since the faculty does not have an undergraduate program in their department.

G10-Cultural development of the city that supports academic studies and the existence of organizations and platforms to communicate with in the immediate vicinity

G11- Highly motivated, experienced and dynamic academic staff who are knowledgeable about planning issues

G12-Existence of student communities

Weaknesses

Z1-High number of undergraduate students per faculty member

Z2-High number of students per branch in project courses

Z3-Lack of PhD staff specialized in the basic subjects of City and Regional Planning education *(fields such as conservation, urban transportation)*

Z4-Insufficient number of research assistants in the department

Z5-Inadequacies in distance education infrastructure

Z6-Low number of classrooms and insufficient capacity and equipment of existing spaces

Z7-Scarcity of project workshops (studios) and insufficient capacity and equipment of existing spaces

Z8-The structure of classrooms and workshops that does not allow group work and student participation (table *arrangement, lack of open space, inadequate presentation opportunities, ventilation, lighting and heat problems)*

Z9-Permanent-temporary exhibition for the exhibition of student works and projects produced in the department lack of space

Z10- Insufficient number and quality of computers and software used in computer laboratories, need for licensed programs

Z11-The negative impact of the administrative and financial difficulties in the organization of the field studies carried out within the scope of the project on the quality of education

Z12-Infrastructure deficiency and passivity of student clubs

Z13-No student mobility yet within the scope of Erasmus

Z14- Inadequacy of books and visual materials on design and planning in the library collection

Z15-Insufficiency of archiving spaces

Z16-Lack of department meeting halls and event venues, accessible meeting rooms etc. that will facilitate interaction and communication between internal and external stakeholders and the department. lack of spaces

Z17-Insufficient budget *(equipment such as printers, budget allocated for domestic and international conference events, etc.)*

Z18- Insufficient promotion of the department, department activities not being visible on the faculty and university website

Z19-No City and Regional Planning Master's Program

Z20-Lack of in-service training programs

Z21-The Department of Architecture within the faculty has not started education yet and there are no architecture courses to support the planning department.

Z22-Çanakkale's remote location from major cities and access problems

Z23- Being far from central public institutions related to planning

Z24-Quality etc. limited office facilities for studies, obstruction of academic staff's workload, inadequacy of administrative staff

Opportunities

F1-Technological developments in the world

F2-Increased internship-mobility opportunities abroad

F3-Increase in project support amounts of public institutions

F4-Increasing need for consultancy from universities in location selection, real estate investment, design, social and economic research on a spatial scale

F5-Increased demand for qualified labor

F6-Development of cooperation culture between universities

F7-Municipal and public institutions' support and contribution to the studies related to the city

F8-Chamber of Urban Planners carries out supporting activities for departments that have just started education

F9-Spreading of distance education and academic activity culture

Threats

T1-Increasing undergraduate quotas beyond academic staff and space opportunities

T2-Increase in the number and quota of planning departments providing undergraduate education in Turkey

T3-Increasing competition between universities

T4- Institutional arrangements have not yet been made on a national scale for the accreditation of planning schools.

T5-Low potential to reach sponsors supporting department activities in small-medium sized cities

T6-Central exam students are far from the qualifications required by the program and deficiencies in basic skills such as mathematics and reading comprehension

T7-Changes caused by technological progress in the implementation of the planning profession and the rapid change in the composition of qualifications needed by the sector.

T8-Due to the Covid-19 epidemic, academic activities and field studies that will be the basis for research are affected, difficulties in the implementation of mobility programs and internships, uncertainty of the process

Defining Strategic Purpose and Targets

Within the scope of Strategic Plan studies, a basic document for the Department Strategic Plan was obtained in 2020. In the future, it is planned to update the SWOT tables and obtain information from internal and external stakeholders, especially current students, through meetings, workshops and surveys.
However, due to the Covid-19 epidemic, these studies could not be carried out to the desired extent, and emphasis was placed on interactions established on online channels. In this process, the studies carried out by the Chamber of Urban Planners and TUPOB contributed to the preparation of the department's strategic plan. The fact that the TUPOB presidency has been transferred to ÇOMÜ City and Regional Planning Department for a period of two years as of 2021 also creates an opportunity for effective cooperation with external stakeholders in these studies. Studies on this subject have begun to be carried out.

Within the scope of the Department Strategic Plan, current strategies of the department and the undergraduate program have been defined through SWOT analysis. For this purpose, a strategy matrix that intersects strengths-weaknesses and opportunities-threats was created. According to this matrix, the Strategic Objectives and Targets listed below and their

Strategies have been developed to achieve this. In the process, the definition and measurement of the performance indicators of these strategies will also be carried out.

STRATEGIC GOAL 1: IMPROVEMENT OF EDUCATIONAL QUALITY

Strategic Objective 1.1. Developing the pool of faculty members and experts involved in the education process

Strategy 1.1.1. Increasing the number of students per faculty member to the level of other planning schools (Relevant SWOT Items: Z1, Z2, Z3, Z4, F6, F8, F9, T1, T2, T3)

Strategy 1.1.2. Enabling students to meet with non-departmental faculty members and experts through activities supporting the education program (Related SWOT Items: G6, G7, G8, G9, F6, F8, F9)

Strategy 1.1.3. Organizing joint studies, elective courses and events with departments related to the program (Relevant SWOT Items: G3, G6, Z1, Z2, Z3,

Strategic Objective 1.2. Linking the training program with industry demands

Strategy 1.2.1. Organizing events with sector representatives identified among external stakeholders (Relevant SWOT Articles: T6, T7, F1, F4, F5, F8, G2, G6, G,11, Z20)

Strategy 1.2.2. Conducting a survey with external stakeholders about the future of the sector and employment trends (Related SWOT Items: T6, T7, F1, F4, F5, F8, G2, G6, Z20)

Strategic Objective 1.3. Carrying out studies supporting the content of the program with in-departmental and non-departmental experts involved in the training program.

Strategy 1.3.1. Conducting a survey on the content of the training program (Relevant SWOT Items: T6, T7, F1, F4, F5, F8, G2, G6, Z20)

Strategy 1.3.2. Organizing certified seminars-trainings to support the education process (Relevant SWOT Articles: T6, T7, F1, F4, F5, F8, G2, G6, Z20)

Strategic Objective 1.4. Ensuring that students take an active role in the education program

Strategy 1.4.1. Conducting regular surveys to determine students' demands and expectations (Relevant SWOT Items: G6, G12, Z12, F1, T1, T6, T7)

Strategy 1.4.2. Students' participation in seminars, courses, etc. supporting activities (Relevant SWOT Articles: G12, Z10, Z12, F1, F6, F8, F9, T6, T7)

Strategic Target 1.5. Carrying out studies to develop students' entrepreneurship and innovation

Strategy 1.5.1. Creating platforms where alternatives for career opportunities are discussed (Related SWOT Items: G7, G12, Z12, Z13, F1, F2, F3, F4, F5, T2, T4, T6, T7)

Strategy 1.5.2. Organizing entrepreneurship training (Relevant SWOT Articles: G11, G12, F1, F2, F4, F5, T3, T7)

Strategy 1.5.3.Improving technological-financial literacy (Relevant SWOT Articles: G11, G12, F1, F2, F4, F5, T3, T7)

Strategic Objective 1.6. Making improvements for the effective implementation of the training program

Strategy 1.6.1. Making spatial improvements (Relevant SWOT Items: Z6, Z7, Z8, Z9, Z10, Z15, Z16, T1, T4)

Strategy 1.6.2. Ensuring diversity of settlements in terms of scale, content and geography in cooperation with other planning schools and the Chamber (Related SWOT Items: Z2, Z11, Z17, Z22, Z23, F6, F7, F8, F9)

Strategy 1.6.3. Integrating concrete implementation-oriented projects into course-projects (Relevant SWOT Articles: G1, G4, G6, G7, G10, G11, F4, F6)

Strategy 1.6.4. Implementation of project field research (Relevant SWOT Articles: G12, Z2, Z12, Z17, Z22, T1)

Strategic Objective 1.7. Increasing the preferability of the department with double major and minor programs

Strategy 1.7.1. Opening a double major program (Related SWOT Items: G3, G5, G6, G11, T3, T7)

Strategy 1.7.2.Opening minor programs (Relevant SWOT Articles: G3, G5, G6, G11, T3, T7)

Strategic Target 1.8. Strengthening international student exchange programs

Strategy 1.8.1.Increasing the number of protocols signed within the scope of Erasmus (Relevant SWOT Articles: Z13, F2)

Strategy 1.8.2. Increasing the number of protocols signed within the scope of Mevlana (Related SWOT Articles: Z13, F2)

Strategic Target 1.9. Carrying out activities to increase the number of qualified students choosing the department

Strategy 1.9.1. Participation in education fairs (Related SWOT Items: Z18, T2, T3)

Strategy 1.9.2. Promotion by going to high schools (Relevant SWOT Items: Z18, T2, T3)

Strategy 1.9.3.Hosting high school students in the institution and carrying out promotional activities (Relevant SWOT Articles: Z18, T2, T3)

Strategy 1.9.4. Ensuring the visibility of the department on social media and participating in virtual fairs (Relevant SWOT Items: Z18, F1, F9, T2, T3)

Strategic Target 1.10. Developing strategies to measure and improve student satisfaction

Strategy 1.10.1. Organizing student satisfaction surveys (Relevant SWOT Items: G6)

Strategic Target 1.11. Raising education standards and carrying out studies on accreditation

Strategy 1.11.1. Conducting studies to meet TUPOB criteria (Relevant SWOT Articles: G6, G7, Z1, Z2, Z3, Z4, Z6, Z7, Z8, Z9, Z10, Z14, Z15)

Strategy 1.11.2. Conducting studies within planning schools for national-level initiatives regarding the accreditation process (Relevant SWOT Articles: G6, G7, T4)

Strategic Objective 1.12. Encouraging activities that facilitate students' entry into working life to be

Strategy 1.12.1. Encouraging students to participate in chamber activities (Relevant SWOT Articles: G7, G12, Z12, F8)

Strategy 1.12.2. Announcing student competitions and encouraging student participation (Related SWOT Items: G7, Z12)

Strategy 1.12.3. Promoting student meetings that facilitate students' access to professional networks (Related SWOT Items: G7, F1, F8)

Strategy 1.12.4. Introducing domestic and international internship opportunities for qualified internship (Relevant SWOT Articles: T5, T7)

Strategy 1.12.5. Organizing events that bring together planners and students (Relevant SWOT Articles: G7, G10, G12, Z12, F1, F8)

STRATEGIC GOAL 2: INCREASING THE LEVEL OF ACADEMIC ACHIEVEMENT

Strategic Target 2.1. Improving broadcast performance

Strategy 2.1.1.Increasing the time allocated to research in business plans (Relevant SWOT Items: Z1, Z2, Z3, T1)

Strategy 2.1.2. Supporting congress participation (Relevant SWOT Articles: Z17, F3, F4)

Strategic Target 2.2. Increasing postgraduate studies

Strategy 2.2.1. Development of department staff (Relevant SWOT Items: Z1, Z2, Z3, T1)

Strategy 2.2.2. Carrying out studies for the opening of the City and Regional Planning Master's program (Related SWOT Items: Z19, T3)

Strategy 2.2.3. Directing the studies carried out with thesis students to indexed publications (Relevant SWOT Items: G5, G11)

Strategic Target 2.3. Development of resource providing projects

Strategy 2.3.1. Developing cooperation with local institutions, especially municipalities, and producing projects (Related SWOT Items: G1, G2, G4, G11, F3, F4, F7)

Strategy 2.3.2.TÜBÿTAK, Development Agency etc. Applying to the project calls of institutions (Relevant SWOT Articles: G1, G2, G4, G11, F3, F4, F7)

Strategy 2.3.3. Encouraging foreign projects (Relevant SWOT Articles: G2, G8, G11, T3)

STRATEGIC GOAL 3: INSTITUTIONALIZATION

Strategic Target 3.1. Improving the quality management system

Strategy 3.1.1. Establishment of relevant commissions (Relevant SWOT Articles: Z24)

Strategy 3.1.2. Providing space and personnel for commission work (Related SWOT Articles: Z24)

Strategy 3.1.3. Establishing mechanisms that facilitate receiving opinions and suggestions from internal stakeholders (Relevant SWOT Articles: G12, Z12, Z24, F1)

Strategy 3.1.4. Strengthening communication with external stakeholders (Relevant SWOT Articles: G1, G3, G4, G7, G10, Z16, Z17, Z18, Z22, Z24, F1, F6, F7, F8, F9)

Strategic Target 3.2. Increasing department recognition

Strategy 3.2.1. Being involved in planning activities at national and international level (G1, G7, G10, G11, Z17, Z18, Z22, Z23, F1, F6, F8, F9)

Strategy 3.2.2. Measuring the recognition level of the section (Z18)

Strategy 3.2.3. Projects completed in the past, etc. promoting products (Z18)

Strategy 3.2.4. Effective use of social media (Z18, F1)

Effective use of StrategicGoal 3.3.Section web page

Strategy 3.3.1. Ensuring that department activities are announced on the faculty and university web pages (Z18, F1)

Strategy 3.3.2. Ensuring that the section web page is up to date (Z18, F1)

Strategy 3.3.3. Providing the publication of the Department web page in English (Z18, F1)

Strategic Target 3.4. Developing corporate loyalty

Strategy 3.4.1. Investigating employee satisfaction and improving necessary issues (Relevant SWOT Items: Z24)

Strategy 3.4.2. Creating opportunities for socialization, organizing inclusive activities (Related SWOT Items: G11, G12, Z18)

Strategy 3.4.3. Organizing traditional regular events (Relevant SWOT Items: G11, G12, Z18) Strategy 3.4.4. Strengthening relations with alumni (Relevant SWOT Items: G11, G12, Z18)

Strategic Target 3.5. Creating corporate memory

Strategy 3.5.1. Establishing a database for Chapter (Related SWOT Items: Z9, Z15, Z17, Z18, Z24, F1)

Strategy 3.5.2. Creating an archive system (Z15, Z24, F1)

Strategy 3.5.3. Creating a digital archive for student studies and jury activities (Relevant SWOT Articles: Z9, Z15, Z17, Z18, Z24, F1)

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 City and Regional Planning Department Strategic Action Plan, Faculty of Architecture and Design SWOT Analysis.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr

Evidence

4.1-490-architecture-and-design-faculty-swot-analysis.pdf
4.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf 4.1-53-
mtf-sbp-strategicplanrapor-2021-2025 .pdf

4.2. These improvement efforts should be based on systematically collected, concrete data regarding all areas of the program that are open to improvement, especially the areas related to Criterion 2 and Criterion 3.

With the start of the strategic plan process, the Plan, Do, Check, Act (PUKÖ) cycle of Total Quality Management will be used in the improvement process. Improvement suggestions will be discussed and implemented in extended meetings involving all department members. It is predicted that this process will consist of two main cycles.

The Long-Term Cycle will be repeated at five-year intervals and will address Educational Objectives, Program Outcomes and Draft Lesson Plan. In this process, current lesson plans, suggested changes, national and international examples, graduate-employer surveys, student surveys, etc. Concrete evaluations will be made based on the data. In addition, annual Activity Reports, Internal Control Reports, department's education, research, projects, publications, etc. performance on these issues will be discussed.

In the Short-Term Cycle, at the end of each semester, the information in the Course Files prepared for each course in the course plan will be reviewed using the evaluation results of the Course Evaluation Surveys answered by the students (Check). Course Files will include purpose, content, evaluation criteria, course achievement list and a table showing the relationship between course learning outcomes and program outcomes. This process will be carried out in extended meetings attended by all faculty members teaching in the program. In this way, each faculty member will see the evaluations for all courses as well as their own results and will be able to self-evaluate.

Suggestions and improvements are put on the agenda during the currently held commission meetings, department boards held with department faculty members, project-course preparation and evaluation meetings, and the preparation of activity reports. As of the end of 2022, an evaluation and suggestion development meeting covering the project courses was held. It will be possible to obtain updated workflow diagrams and performance indicators by implementing stakeholder analyses, surveys and evaluation meetings along with strategic plan preparations.

The "Department Internship Directive", "Project Course Application Principles Directive" and "Graduation Project Course Application Principles Directive", which were prepared for the healthy conduct of the education process, came into force in 2021.

CONCLUSION

IMMATURE APPLICATION

KANIT: Faculty of Architecture and Design Website, Department of City and Regional Planning Website, 2022 Faculty of Architecture and Design Annual Report, 2021-2025 Department of City and Regional Planning Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

Evidence

5. TRAINING PLAN

5.1. Each program should have an education plan (curriculum) that supports the program educational objectives and program outcomes. The training plan should include the common components and discipline-specific components given in this criterion.

The City and Regional Planning undergraduate program was included in the preference guide in 2018 and it was announced by YÖK that the program would start teaching. The program course contents and education plan were prepared within three months and presented to the senate, and the department started to accept students as of the 2018-19 Academic Year Fall Semester. During the structuring of the curricula, all City and Regional Planning Programs that have students in Turkey, as well as the "Quality Improvement and Accreditation in City and Regional Planning Education in Turkey" study prepared by TUPOB-Turkish Association of Planning Schools, were examined. Compulsory vocational courses are based on the course contents of Istanbul Technical University, Yÿldÿz Technical University, Mimar Sinan Fine Arts University, Middle East Technical University and Gazi University City and Regional Planning Programs, which are among the first city and regional planning programs opened in Turkey. On this basis, elective courses are included to analyze current planning problems and developments. While preparing the curriculum, similar programs in England and the United States were examined. The curriculum of "Cardiff School of City and Regional Planning" in England and "University of California, Berkely City and Regional Planning Department" and "University of Illinois, Department of Urban and Regional Planning" in the United States were examined in detail. The undergraduate program created for Çanakkale Onsekiz Mart University, Department of City and Regional Planning, is parallel to city and regional planning programs in the world.

The goal of the program is primarily to create an attractive, innovative and developing learning environment for students. Encouraging participation, questioning and openness in mutual interaction; In this environment that encourages production and doing better, it is aimed for students to take advantage of opportunities and solve problems in various placements. In line with this goal, activities, field research, technical and cultural trips, seminars and interviews to get to know professional institutions and well-known academics and practitioners of the profession are also integrated into the program. Due to the nature of the City and Regional Planning profession, it is important that students do individual and group work, exhibit these works and defend them before the jury, and participate in activities related to these studies in real institutions. In a sense, the environments in which students will work when they graduate are recreated during the education process. When students graduate, in addition to basic professional knowledge, they need to develop knowledge and skills in many areas such as foreign languages, information-communication technologies, speech presentation techniques, financial resource management, time management and entrepreneurship.

The main qualifications required for the Department of City and Regional Planning are three-dimensional thinking and space perception, thinking and decision-making through observation, analysis and synthesis processes, analytical thinking, verbal and numerical skills. It is important to be able to identify opportunities and problems in a spatial unit, to think about the space with its economic and social dimensions, to define the issues in historical continuity and cause-effect relationships based on data, and to make predictions for the future. Versatility, the ability to address complex problems, intellectual capacity and research, as well as the ability to present ideas and ideas through visualization, are important. At this stage, speaking-communication skills, negotiation and persuasion skills, being open to new ideas, the ability to consider and synthesize different ideas together and the ability to work in groups are among the basic requirements. People who will work in the planning department are expected to have a tendency to develop awareness in a wide range of areas, including the natural and historical environment, culture, art, politics, economy and social issues, in addition to spatial perception. Understanding the relationship of different users with the space and empathy universal-user-friendly designs

It is necessary for. Seeking innovation and openness to development, both at the design scale and at the planning scale, are valuable characteristics for a successful education process. Adapting to technological developments as a necessity of the age and being aware of the necessity of skills that can be used in professional practices, along with the impact of technology on cities, is an issue that should be emphasized for education life and beyond.

At the end of the program, students gain various competencies under the headings of theoretical and factual knowledge, cognitive-practical skills, ability to work independently-taking responsibility, learning, communication-social competence and field-specific competencies within the scope of the Turkish Higher Education Qualifications Framework.

City and Regional Planning, which has a wide application area, is a profession that is guaranteed by the zoning legislation in our country. Both the public and private sectors employ urban and regional planners. In the public sector; It is possible to work in institutions such as Municipalities, Special Provincial Administrations, Ministry of Environment and Urbanization, Ministry of Culture and Tourism, Ministry of Transport, State Planning Organization (DPT), Development Agencies, State Hydraulic Works (DSÿ), Mass Housing Administration (TOKÿ), Highways. In the private sector, city and regional planners can establish their own private enterprises and consultancy firms. However, in recent years, real estate investment trusts, companies conducting field research, construction companies, and especially companies producing mass housing and banks providing housing loans have started to employ an increasing number of city and regional planners. On the other hand, city and regional planners are also employed in non-governmental organizations that have developed in recent years and operate on issues such as city, environment and society. In addition, there are opportunities for urban and regional planners to work in the urban projects of international organizations such as the World Bank and the United Nations, and in the projects of the European Union related to the European Urban Charter.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Architecture and Design Faculty Website, City and Regional Planning Department Website, 2021-2025 City and Regional Planning Department Strategic Action Plan, 2022 Architecture and Design Faculty Activity Report. UBYS Education Information System, Table 18. Curriculum Education Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

Evidence

Table 18. Program Teaching Plan.pdf
5.1-53-mtf-sbp-stratejikplanrapor-2021-2025.pdf
5.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf

 5.2. The educational methods to be used in the implementation of the education plan must ensure that students acquire the desired knowledge, skills and behaviors.

The undergraduate program consists of two main course groups. These are called applied courses and theoretical courses. Practical lessons can be carried out individually as well as as group work.

Project courses constitute the majority of applied courses in terms of course hours and ECTS credits.
In these courses, the class is divided into branches and organized in such a way that there is a minimum of 1 student per teacher. Branches follow a parallel program throughout the semester, and the evaluation at the end of the semester is made together by all instructors attending the course. It is also a common practice in other planning schools to invite other faculty members or senior professionals, or the mayor of the region where the plan is made, to the juries during or at the end of the semester. According to TUPOB criteria, the number of students required for 1 teacher in the project group is 12. However, it is not possible to reach this number since the number of professors with a bachelor's degree or doctorate degree in City and Regional Planning who can take project courses in ÇOMÜ City and Regional Planning Department is 4. Apart from the project, Basic Design, a first-year course, and Architectural Knowledge, a second-year course, also have a similar content and lecture system. Like Project Lessons, these courses are also implemented in a workshop (studio) environment with drawing tools.

Drawing assignments are also given in applied courses on Urban Design and Landscape design-planning, and from time to time drawings are made in a workshop environment (if space is available). Faculty Computer Laboratory, Land Use and Climate Change Laboratory and Rural Planning and GIS Laboratory are used as much as capacity conditions allow, in courses such as Computer Aided Design, Computer Aided Planning, Geographic Information Systems for learning computer programs and using them in design and planning. Under necessary conditions, the Faculty of Engineering Computer Laboratory was also used. In courses carried out via distance education due to the Covid-19 Pandemic, students (and partly instructors) will need to have a license, computer, etc. in their technological infrastructure. Inadequacies resulting from deficiencies have caused disruptions in the implementation of the courses. However, conducting classes remotely has alleviated classroom and space problems.

Theoretical courses are structured as lectures, but student presentations and group studies can be made depending on the nature of the course. Since amphitheatre-shaped classrooms are used in these courses, an order is created in which the instructor makes a presentation and the students listen. However, in some courses, attempts are made to alleviate this rigid structure with presentations of group work and question-answer sessions.
During the distance education process, interactions in the courses are carried out in the online system and via chat, etc. realized with modules.

Within this framework, the training methods applied by faculty members are listed as follows.

Face to Face Lecture: It is a method applied in all course types. In the implementation of this method, in which tools such as boards and slides are actively used, students as well as the instructor take the floor and the subject is advanced with discussions, presentations and questions and answers. In homework presentations prepared as individual and group work, skills such as using presentation tools, using time, speaking in front of the community, answering questions, listening to criticism and comments, listening to each other and speaking in turns are tried to be developed.

Project Critics: All drawing-based applied courses and most of the other applied courses are carried out through term projects. After the lessons, in which common explanations and lectures are made for all branches in the project lessons, the students have one-on-one interviews with the lecturer responsible for the lesson about their work (with sheets) on the project subjects. In this process, it would be beneficial for one or more research assistants to deal with other students, record homework, and answer students' questions. However, this process cannot be operated at ÇOMÜ due to lack of staff. When the faculty member completes one-on-one meetings with all students, he makes explanations about the progress of the project, makes changes in the process if necessary, and tries to produce solutions for each student's progress. For this reason, as the class size and the number of students per faculty member increase in the project, the time the faculty member will allocate to a student and the contribution he will make to his work decreases. Since the lecture of the project course is related to student performance, lecture notes and lectures developed according to the needs of that week are needed as well as the lecture notes prepared in advance. For this reason, before and after the project course, a more comprehensive preparation is made compared to other theoretical courses, together with the examination of weekly homework.

Project Field Studies: Field studies are also called technical trips. It includes on-site field studies in a settlement selected according to the project subject. Just as a planner cannot plan a city he has not seen in real life, a planning student cannot prepare the planning project of a city he has not seen. In order for the student to graduate ready for his professional life, he is expected to carry out planning and design work in settlements of different characteristics and scales throughout his 4-year education life. These settlements start at the neighborhood level on a small scale, and reach the area containing one or more provinces on a town, district, province and regional scale. In this process, the student is asked to encounter different climate types and different geographies as well as different sectoral structures such as industry, agriculture and tourism. During field work, the student first determines his observations of the natural and physical structure through photographs and pop-up sketches made in the field. The first perceptions and observations about the city are visualized and the first analyzes are made in line with the analysis plan given in the project sheet. At this stage, students act in groups. The most important of these analyzes are land use and built environment analyses. For analyzes such as floor height and building condition, the entire city is visited and determinations are mad Some of the groups are dispersed to public institutions and provide data, plans and information on many issues such as ownership, site status, current plans, municipal council decisions, highway projects, soil capability-agricultural areas, geological structure, public investments, sectoral structure, chamber of commerce and industry data. They collect reports. Data on the economic and social life of the settlement are collected through household surveys and trade surveys. This work is completed in approximately two-three days. When traveling outside the city during field research, a briefing is received from the local government units of the settlement. Offices such as governor's office, district governor's office and mayor's office are visited. Field studies are generally prepared as group work and trained for the jury upon return. Students then begin individual design planning studies using these group analyses.

Juries: Evaluations of project courses are made by mid-term and end-term juries.
Projects are presented in a jury environment, similar to real-life Municipal Planning Commission, Council and Assembly and public participation meetings. It is important to explain the subject concisely in a short time, to speak in front of the jury and to address the community, to present ability, to answer questions, to prepare the products to be presented to the jury properly and as desired. Complying with the project deadline and wish list prepares the student for real-life competition processes and tender specifications. If necessary, it is possible to invite other faculty members or senior professionals, the mayor of the planned region, to the juries. After the jury, the works are graded. The jury can be a group or individual. In project presentations, products are in the form of sheets, models, slide presentations and reports.

Exhibitions: Exhibitions play an important role in helping students learn from each other.
Not only students from the same branch, but also students of different branches, classes, and even different departments have the chance to see each other's products, get to know their approaches, and discover new techniques by exhibiting their project products. Lectures are made in the exhibition environment and examples are given through sheets. Exhibiting the selected products also means rewarding the student whose project is selected.
Apart from the project course, poster presentations and exhibitions of the products produced in computer courses and the lectures in theoretical courses are frequently used. Many topics are explained not only by talking but also by drawing, and products are exhibited. Reports of the drawn products are also prepared. These exhibitions also serve as promotion for the department and communication with other departments. Most of the time, short-term and frequently changing exhibitions are organized. It is important that the exhibition space has technical facilities that allow exhibition design and a large area to accommodate the classroom.

Workshops: Workshops are organized from time to time in other courses, as well as in project courses. In the workshops, a design-planning problem is identified in the field and an analysis-design-planning approach is developed within a limited time. These studies are carried out as daily or 1-2 day studies. Workshops are held for many purposes, such as accelerating the work of an existing project, focusing on a design planning theme, or raising awareness for the application of a method. Depending on the nature of the work, products such as blogs, exhibitions and books are produced. In these events, students from different classes and different professional groups can come together, as well as students from schools in different provinces. Such studies in settlements

When it focuses on issues, it also creates an awareness at the local level and an opportunity for interaction between the department, local governments and the city.

Problem Solving: Problem solving method is used in planning subjects such as density, scale, population calculation or in lessons such as mathematics and statistics. Here, textbooks or notes are used, and evaluations are made with classical or test-style exams.

Homework: The homework approach varies depending on the course content. Weekly assignments are given in the form of repeat drawings or simple designs to reinforce a drawing technique shown in project and other application courses. In other courses, topic research and weekly presentations are given as homework. While some assignments may be in the form of drawing or preparing a poster, some assignments may be in the form of preparing a report or making a presentation. It is also possible to do group work on homework. Approaches such as scanning the literature, finding examples from world cities related to the subject, finding or designing visuals can be applied in homework assignments.

Case study-theme-design-plan analysis: Generally, in the project courses, the student is asked to find and examine similar studies related to the subject they focus on during the design process. Thus, the student is given the chance to understand whether the design is original or not and how similar projects are implemented.

Computer Applications: Students are required to produce graphs and tables in Excel and SPSS with some techniques used in data analysis, to make simple statistical analyzes such as frequency distribution and correlation, and to use these analyzes in project sheets and reports. Likewise, they are required to use the techniques they learned in courses such as Computer Aided Design-Planning and Geographic Information Systems in other courses and especially in project courses. Software such as AutoCAD, Netcad, ArcGIS, which they learned in these courses, offer students an advantage to find a job or join project teams. While conducting surveys, they are encouraged to use online survey applications such as googleform, surveymonkey or survey.com, and applications such as mentimeter for questions and answers during the lesson, and the development of their technological awareness is supported.

Field-Institution Trips: Field-institution trips are organized within the scope of projects and various courses in order to increase the knowledge and experience of the students, to get to know the sector and potential future fields of study by making technical trips within the scope of the courses. Apart from this, students are encouraged to participate in activities with student clubs in their spare time, to visit ancient cities and museums, to see new places, and to use the impressions and experiences they have gained from these experiences in their projects and assignments.

Seminar-Conference: Seminars and conferences are organized both in connection with some courses, on Urbanism Day or at term openings and year-end events, and students are brought together with representatives of the profession. Apart from this, traditional Spring Seminars focusing on current planning issues are also held in the Spring months.

While only compulsory courses are included in the first year in the curriculum, the number of elective courses from the 2nd to the 4th grade is gradually increasing and the required courses are decreasing. A diverse pool of electives was prepared for the specialization topics to be selected in the elective courses in the last year, and the student was offered the chance to choose the field of professional specialization along with the courses. In this context, not only department members, but also faculty members and faculty members from different disciplines outside the faculty are encouraged to offer courses. Students make course choices with their advisors, and the problems they encounter are sought by the faculty members of the department. Students are treated as colleagues from the moment they come to the department, and their entry into professional environments is encouraged.

Applications within the program are carried out by the faculty administration in accordance with the relevant regulations, and students are informed at every stage of their education.

With the Covid 19 Pandemic, distance education - online (synchronous/asynchronous) courses were also added to this list. While class attendance decreased in this process, efforts were made to encourage students' participation through in-class activities. It is possible to watch the recorded lessons later according to the student's wishes.

While first-year students were given project topics related to the city they live in, analysis and documentation were provided in projects in upper grades in cooperation with other planning schools. However, the problem of not being able to carry out field work in the field and meeting with local actors continues. In this process, informational studies are also carried out through distance education tools, and consultants answer phone calls and e-mails from students at any time of the day.

<div align="center">CONCLUSION</div>

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 City and Regional Planning Department Strategic Action Plan, UBYS Education Information System, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

Evidence

5.2-851-architecture-and-design-faculty-2022-unit-activity-.pdf 5.2-53-mtf-sbp-strategicplanreport-2021-2025.pdf

5.3. There must be a training management system that will ensure the implementation of the training plan as envisaged and ensure its continuous development.

Regarding course selection, 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 in accordance with the areas they want to specialize in. Students can easily access the undergraduate education plan and course contents for which they are responsible from the Student Information System and the unit website. In addition, at the beginning of each semester, the relevant program advisor conveys this information to the students. Students first choose courses from the Student Information System during the registration period at the beginning of each semester. The student's course selections are checked and approved by their advisors. In order to implement the training plan as planned, consultants play a major role as supervisors as well as guides. In order to ensure the implementation of the education plan as envisaged, course description information forms for the courses included in the undergraduate education plans were created and the relevant evidence was added. Course description information forms, which contain 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 forms and updated every year by the instructor of the course. 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 about the courses through this system.

In order to ensure the continuous development of the education plan, the feedback from academic boards and students within the framework of Continuous Improvement Cycles in Criterion 4 is evaluated and the education plan is improved.

regulations are made.

<div align="center">**CONCLUSION**</div>

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Department of City and Regional Planning Website, 2022 Faculty of Architecture and Design Annual Report, UBYS Education Information System.

Evidence links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

Evidence

5.3-851-architecture-and-design-faculty-2022-unit-activity-.pdf

5.4. The Education Plan must include basic science education of at least one year or at least 32 credits or at least 60 ECTS credits.

Training plans include all discipline-specific components given in the criteria above.
Additionally, compulsory courses that contribute to these components are listed below. In addition to the required courses listed, there are many elective courses that support the educational plan. 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. The weekly topics in the teaching plan are followed in the course of each course included in the training plan. The distribution of basic sciences, vocational subjects and general education modules in education plans to semesters, and their relationship with Program Outcomes and Program-Specific Criteria are seen in detail in the education-training information system and the student information system. In this context, the relevant compulsory course contents are presented below.

I. SEMESTER FALL

SP1001 – PROJECT I(3+4): The aim of the course is to introduce urban design issues, basic urban analysis, drawing, visual thinking and presentation techniques to planning students through various (drawing) exercises. Development of urban perception and introduction to the planning project

SBP1003 – BASIC DESIGN (2+2): ability to think abstractly and present abstraction in the second and third dimensions. Development of students' design skills through exercises on order, frame of reference, balance, positive and negative values, three-dimensional representation and composition rules. Encouraging creativity and perceiving part-whole relationships.

REGION SBP1005 – INTRODUCTION TO CITY AND PLANNING (2+0)D: The aim of the course is to prepare planning students to understand the program content, basic urban-regional issues and dimensions of the planning profession. Basic information about the city, urbanization and planning, introduction to the profession and introduction to planning

SBP1007 – INTRODUCTION TO COMPUTER AIDED DESIGN (2+2C): General information about computer programs used in City and Regional Planning and their fields/purposes.

SBP1009 – MATHEMATICS (2+2): Real Numbers, Absolute Value, Cartesian Coordinates on the Plane, Charts, Functions, Combining Functions, Some Special Functions, Shifting Charts and Some Practical Drawings, Exponential and Logarithmic Functions, Trigonometric Functions and Their Graphs, Inverse Trigonometric Functions, Limit, Continuity, Derivative, Differentiation Rules, Some Special Derivatives of Functions, Higher Order Derivatives

SBP1011 – OCCUPATIONAL SAFETY AND HEALTH I (2+0): Historical development of the concept of Occupational Safety in the world and in our country, Development of Occupational Health and Safety Concepts and Rules, Labor Law, Labor Health and Safety Management Systems, Physical Risk Factors, Chemical Risk Factors, Biological Risk Factors, Psychosocial Risk Factors, Ergonomics, Emergency Plans, Occupational Accidents, Work Environment Surveillance, Health Surveillance and Occupational Diseases, Personal Protective Equipment, Safety and health signs, Risk Assessment, fire and protection ways, occupational health and safety in electrical work, occupational hygiene, Risk prevention culture in the workplace, Importance of safety culture and its place in daily life, Basic principles of occupational health and safety, the place of occupational health and safety in business management

YDÿ1001 – FOREIGN LANGUAGE (ENGLISH) (2+0): Basic level of English knowledge about reading, writing and skills in English is given.

II. SEMESTER SPRING

SBP1002 – PROJECT II (3+4): Practice of phenomena such as mass-space relations of human settlements, organization and stratification of space, site selection, circulation systems, using abstract basic design ideas and principles, within the framework of topographical data. Drawings and models. Problem definition, analysis and generating design options.

SBP1004 – INTRODUCTION TO STATISTICS (2+0): Learning basic statistical analysis, gaining the ability to interpret analysis results, recognizing data types and developing research skills.

SBP1006 – URBAN ECONOMY (2+0): Within the scope of the course, capital accumulation processes in the pre- and post-industrial periods are discussed, and the metropolitanization process and financialization that emerged with neoliberal economic policies are discussed. Location selection in economic activities, clustering, cluster settlement factors, agricultural activities, agricultural land value, urbanization, rent and speculation are also examined as the subjects of this course.

SBP1010 – PHYSICAL ENVIRONMENTAL CONTROL (2+0)F:Creating healthy buildings and settlements suitable for human health by teaching the basic principles of physical environmental control. The artificial environment's climate, topography, hydrogeology, light, sound, etc. Teaching controlled design with alternative solution examples.

SBP1012 – OCCUPATIONAL SAFETY AND HEALTH II (2+0ÿ)Work: Health and Safety Boards, work at height, emergency management and plan, events that disrupt security: Fire, Earthquake and Flood. Occupational health and safety management systems, National and International organizations related to occupational health and safety, ILO directives, risk management and assessment, 6331 occupational health and safety law, general occupational health and safety rules, special risk groups in working life, first aid, occupational safety the importance of work in terms of workforce productivity, the duties, authorities and responsibilities of the occupational safety specialist

YDÿ1002 – FOREIGN LANGUAGE (ENGLISH) (2+0): Basic level of English knowledge about reading, writing and skills in English is given.

III. SEMESTER FALL

SBP2001 – PROJECT III (3+4): Examining the spatial, economic and social structure of a small-scale settlement in its hinterland, determining its potentials and problems, producing development alternatives for the macroform of the settlement, analyzing the physical environment of this selected small-scale city at a scale of 1/25000 and preparing its report . It is aimed to prepare and propose a spatial development scheme by performing a built environment analysis at 1/5000.

SBP2003 – URBAN SOCIOLOGY (3+0): Basic concepts with their theoretical basis and differences: Space, place; private and public spaces; private and public spaces; social meaning of morphology; deterministic approach; critical approach; relational approach. Sociological analysis of the evolution of urban places, emphasizing their multidimensional qualities. Historical origin and background of current urban concepts and phenomena such as community-based organization, participation, urban identity, governance. Classical social theories of the modern city (macro and micro theories). Contemporary urban theories (Contemporary social theories). Current concepts and problems

SBP2005 – ARCHITECTURAL KNOWLEDGE (2+2)Y: Architecture, as the act of arranging spaces and designing the physical environment in order to ensure the sustainability of vital activities, makes a significant contribution to city and regional planning. Within the scope of this course; The development of structuring and architecture in the process, and terms related to structure and architecture are discussed. Structural systems, foundations, walls, floors, roofs and structural elements as building components are examined in terms of materials, technology and design criteria; In practice, in line with this data, design studies are carried out regarding single buildings or building groups that may be encountered in city and regional planning studies, as well as buildings and their immediate surroundings.

SBP2007 – COMPUTER AIDED PLANNING (2+2ÿ): Transferring, analyzing and querying different data used in city planning to computer environment, mapping the obtained data and analysis, mapping of the obtained data and analysis, through the NETCAD program, which is one of the most widely used drawing programs in the city planning discipline. drawing plans in accordance with the norms, population and area calculations related to the drawn zoning plans, transferring the drawings to the computer environment with animation, visualization and presentation techniques

SEÇ2001 – SEÇMELÿDERS (4+0)

IV. SEMESTER SPRING

SBP2002 – PROJECT IV (3+4): Students who choose the design field regarding the city parts (center, neighborhood, public uses, etc.) or problem areas (transformation, transportation focuses, etc.) defined in the first semester will develop design strategies and options. . Research and analysis methods of the planning process, field work, data collection, obtaining information from data, land determination, surveys, etc. Urban design concept; planning-design relations, design principles, design elements, urban design methods in built-up areas

SBP2004 – HISTORY OF URBAN AND PLANNING (3+0)M: To comprehend the evolution of the modern city and planning thought within the framework of the social, economic, political conditions and cultural atmosphere of each period. Change in planning approaches and planning theories along with the change of the city.

SBP2006 – LANDSCAPE PLANNING AND DESIGN (2+2P)I: Understanding the importance of landscape in understanding studies, examining landscape planning and design processes

SBP2028 – ANALYSIS METHODS IN PLANNING (2+0)K: learning basic analyzes used at the national and regional level, gaining the ability to interpret analysis results, recognizing data types, developing research skills, thematic analyzes in the planning process,
Analysis for the strategic spatial planning process, Qualitative - Quantitative analysis, Model creation and survey design

SEÇ2002 – SEÇMELÿDERS (6+0)

V. SEMESTER FALL

SBP3001 – PROJECT V (3+4): Analyzing a province on a regional scale, investigating development opportunities and problems, preparing development strategies, (strategic) spatial development scheme and report.

SBP3003 – CITY LAW AND MANAGEMENT (3+0B): The aim of this course is to give information about the legal and management aspects of city and regional planning. It is aimed to develop the information infrastructure on spatial planning system, planning hierarchy, city/regional management system, and zoning law in Turkey.

ATA3001 – ATATURK PRINCIPLES AND REVOLUTION HISTORY I (2+0)A: ATATURK PRINCIPLES AND REVOLUTION HISTORY I (2+0): 19th century political and economic history of the Ottoman State, World War I, its importance and characteristics, de facto and its legal abolition, the War of Independence, the stages of the war and the formation stages of the Republic of Turkey.

TDI3001 – TURKISH LANGUAGE I (2+0): Language and culture concepts, spoken language, written language, development of the Turkish language, expression elements, sentence types, roots and suffixes, oral expression and written expression types, phonetics in Turkish, sound features, sound events, structure information in words.

SEÇ3001 – ELECTIVE COURSE (12+0)

VI. SEMESTER SPRING

SBP3002 – PROJECT VI (3+4): It is aimed to transfer the development strategies and decisions at the provincial/ regional scale developed within the scope of Project 5 to sub-scale plans within the scope of Project 6. Preparation of action plans, production of 1/5000 scale Master Zoning Plan and 1/1000 scale Implementation Zoning Plan decisions.

SBP3004 – URBAN POLITICSAB: Within the scope of this course, the actors who are active in the process of producing policies regarding urban space are defined and the activities of these actors are examined. In addition, the policies produced regarding urban space in Turkey and the world and the results of these policies are discussed and the phenomenon of urbanization and urban growth is examined through different examples in the context of urban policies.

ATA3002 – ATATURK'S PRINCIPLES AND REVOLUTION HISTORY II (2+0)M: Treaty of Ondros, Treaty of Sevres, War of Independence and subsequent political developments, single-party period, single-party political relations, transition to multi-party life.

TDI3001 – TURKISH LANGUAGE I (2+0): Language and culture concepts, spoken language, written language, development of the Turkish language, expression elements, sentence types, roots and suffixes, oral expression and written expression types, phonetics in Turkish, sound features, sound events, structure information in words.

SEÇ3002 – ELECTIVE COURSES (14+0)

VII. SEMESTER FALL

SBP4001 – PROJECT VII (3+4): Developing a proposal in a semi-built area, producing zoning plans and urban design schemes according to different zoning plan types

SBP4003 – REGIONAL PLANNING (2+0): Examining regional planning in historical perspective, explaining regional analysis methods and planning approaches, discussing political strategies that reduce inter-regional inequalities and support the development and competitiveness of regions through examples.

SEÇ4001 – ELECTIVEDERS (16+0)

VIII. SEMESTER SPRING

SBP4002 – FINAL PROJECT (3+4)S: proving the skills and decision-making ability obtained from social, technical and vocational courses; Completion of a planning process that includes upper-scale plans and implementation development plans.

SEÇ4002 – ELECTIVE COURSE (12+0)

ELECTIVE COURSES III. SEMESTER FALL

SBP2009 – REMOTE SENSING (2+0)U: obtaining information about the shape, location and type of objects on the earth by using remote sensing data. History of Remote Sensing; Data Structures; Visual Discrimination Power; Basic Image Processing Analyzes; Remote Sensing Methods; Variables Used in Visual and Numerical Methods; Project Flow Charts; Remote Sensing Satellites; Matter-Electromagnetic Wave Interaction in Remote Sensing; Spectral Reflection Properties of Objects; Software and Hardware Evaluation; Color Image Acquisition Features; Taking a Screenshot; Statistical Analysis Methods; Radiometric and Geometric Corrections; Image Enhancement; Classification Methods

SBP2011 – URBAN AND ENVIRONMENTAL GEOLOGY (2+0Q): determining the function of phase geology in the selection of urban and rural areas, emphasizing the role of environmental factors in technical interventions made by human hands in nature.

SBP2013 – URBAN GEOGRAPHY (2+0): Defining the development dynamics of settlements, examining the effects of global-economic paradigm changes on urban space, settlement theories, clusters, urban functions, regional specialization.

SBP2015 – LIVABLE CITIES (2+0Ö) Students learn the components of livable cities, sustainable societies and healthy life. This course explains the methods used to ensure communities are spatially, socially, environmentally and economically resilient and equitable. This course also defines and explores these concepts through case studies.

ELECTIVE COURSES IV. SEMESTER SPRING

SBP2010 – INTERNSHIP (0)

SBP2012 – PROJECT WRITING AND ACADEMIC WRITING TECHNIQUES (2+B0) i: scientific research, scientific project preparation stages, project content, project management, patent, original research article and compilation, project writing (first draft), referencing, thesis writing, scientific report writing, academic plagiarism/ethics/plagiarism/open access, refereeing, powerpoint presentation/poster preparation, CV, application and motivation letter

SBP2014 – COMPUTER AIDED DESIGN APPLICATIONS (2+ÿ2e)h:ir and Region
General information about computer programs used in planning and the fields/purposes of the programs

SP2016 – URBAN ECOLOGY (2+0)B: In this course, students learn about urban ecology concepts and urban ecosystem relationships. In this context, the main goal is; It is the integration of urban ecology problems and solutions into urban planning.

SBP2018 – URBAN ARCHEOLOGY (2+0): Definition of urban archaeology, practices for the protection of urban archaeological sites, joint studies of archeology with other branches of science, inventory and documentation of artifacts and monuments found in the city.

SBP2020 – MEASUREMENT KNOWLEDGE (2+2): Basic principles of measurement information, simple and advanced measuring tools (jalon, tape measure, prism, planimeter, leveling, GPS) measuring horizontal lengths, plotting land location plans, calculating areas, measuring heights, **sectioning** and interpreting topographic maps

SBP2026 – LANDSCAPE PLANNING AND DESIGN (2+2P): Understanding the importance of landscape in understanding studies, examining landscape planning and design processes.

ELECTIVE COURSES V. SEMESTER FALL

SBP3005 – IMAGE PROCESSING (2+2): UA data sources, data acquisition, making data ready for use, image pre-processing, image improvement, index calculation, Land surface temperature, image classification, uncontrolled classification, controlled classification, accuracy analysis, old new situation comparison, interpretation of results

SBP3007 – GIS APPLICATIONS (2+2)C: Understanding the processes of data collection, processing and interpretation in Geographic Information Systems studies, using remote sensing in GIS, execution and reporting of the selected project.

SBP3009 – URBAN DESIGN (2+0): Gaining information about the concept of urban design, design principles, urban design applications in urban areas with different characteristics.

SBP3011 – PROFESSIONAL ETHICS IN CITY AND REGIONAL PLANNING (2+0K): Obtaining information about urban design concept, design principles, urban design applications in urban areas with different characteristics. In the course, which includes readings on general moral philosophy, the concepts of morality and ethics in Aristotle, Kant and Hegel are examined. In this course, basic concepts such as morality, ethics, principles, as well as professional ethics and professional ethics in urban planning are discussed. In this context, public interest, urbanism principles and planning principles are defined and the aim is to discuss planning professional ethics. In this course, the effects of the changes experienced in the 20th century on the planning approach are examined. The institutional and legal regulations that are the basis of planning professional ethics in different countries and in Turkey, and the effects of the changes in these regulations on the planning professional ethics approach are examined.

SBP3013 – CLIMATE SCIENCE AND CHANGE (2+0M):eteorology, climate, atmospheric events, global warming, climate change, natural disasters of meteorological origin, city & regional planning and climate interaction.

SBP3015 – URBAN CONSERVATION AND RENEWAL (2+0K): discussion of the concept of conservation and its projections on the city scale

SBP3017 – HOUSING POLICIES (2+0)K: Establishing policy, planning, design and implementation relations regarding housing production and residential areas, which is a predominant function in urban areas.

ELECTIVE COURSES VI. SEMESTER SPRING

SBP3006 – TRANSPORTATION PLANNING (2+0)U: examining transportation planning in historical perspective, explaining analysis methods and planning approaches with examples, transportation problems in cities, large-scale projects

SBP3008 – LAND CONSOLIDATION (2+0)A: gaining experience in land consolidation and various planning and design services such as irrigation and drainage.

SBP3010 – INTERNSHIP (0)

SBP3012 – RURAL DEVELOPMENT AND SETTLEMENTS (2+0K): Rural Settlement Planning, Village Settlement Area Planning, Planning of farm elements

SBP3014 – ENVIRONMENTAL IMPACT ASSESSMENT (2+0): Environmental impact assessment (EIA) and strategic impact assessment (SEA) concepts. Scientific stages of EIA and SEA processes, legal process followed in Turkey and industrialized countries. Scientific methods and techniques used in EIA and SEA studies. Preparation of reports. Introduction to the concept of social impact assessment (HIA)

SBP3016 – LOCAL GOVERNMENTS (2+0)B: The aim of this course is to understand the philosophy of local government, to examine the relationship between local government and central government, as well as the relations between local government and local people. Within the scope of this course, local governments are examined in the context of spatial and social change and transformation of cities.

SBP3018 – LAND USE PLANNING (2+0A): understanding the factors that cause land use/cover change; investigation of spatial, temporal and biophysical changes associated with land use/cover; understanding of various remote sensing sensors and platforms; Understanding the processes of determining land use/cover change, land use planning

SBP3020 – ART HISTORY (2+0): This course is an introduction to art historical methods and important monuments and trends in the history of painting, sculpture and architecture from the prehistoric period to the Industrial revolution.

SBP3022 – TECHNOLOGY POLICIES AND INNOVATION (2+0D): The aim of the course is to define the place of technology in development efforts, compare developed and developing countries and examine the development of technology policies., Innovation and space, innovation zones, National-Regional Innovation Systems, Technoparks, Technology The future of cities in the age of

ELECTIVE COURSES VII. SEMESTER FALL

SBP4005 – URBAN TRANSFORMATION AND RENEWAL (2+0): Within the scope of this course, various areas subject to urban transformation (industrial areas, city center and periphery, slum areas) are analyzed. Legislation related to urban transformation and renewal, urban transformation/renewal practices, housing approaches of public and private sectors in urban transformation/renewal and real estate development, administrative approach, problems and potentials are among the subjects of this course.

SBP4007 – RESEARCH METHODS IN SOCIAL SCIENCES (2+0S): learning basic analyzes used in social sciences, gaining the ability to interpret analysis results, recognizing data types, developing research skills.

SBP4009 – REDUCING DISASTER RISKS IN THE BUILT ENVIRONMENT (2+0A) Conceptual and methodological information will be given about the concept of f:et, its types, the concept of risk, risk identification methods, and the role of planning in preventing disasters and the methods applied in reducing existing risks will be discussed. By emphasizing the scope of disaster management, various country systems and the legal infrastructure of our country will be evaluated.

SBP4011 – REAL ESTATE VALUATION (2+0)B: Within the scope of this course, basic concepts and definitions related to real estate valuation are examined, legal regulations, valuation criteria and methods are discussed. Real estate basic valuation standards, factors that increase and decrease real estate value, value, price, cost concepts and their scopes, classification of real estate, definition and valuation of land, land and buildings, real estate markets, market conditions, credit and housing finance, determination of real estate value indices and Update, difficulties and main problems in valuation practices in Turkey, valuation and expertise, real estate valuation expertise and practices, valuation reports are among the topics of this course.

SBP4013 – ENTREPRENEURSHIP (2+0)D: ers, basic information about entrepreneurship, basic business knowledge, entrepreneurship supports, financing, legal and supportive mechanisms, advertising and marketing, public supports, social entrepreneurship, women's entrepreneurship and the importance of entrepreneurship in regional development.

Includes topics

SBP4015 – INDUSTRY AND CITY (2+0): The aim of the course is to examine the development of industrial areas within the framework of theoretical and current developments, to convey basic concepts, and to provide a vision for the future of the industry.

SBP4017 – REMOTE SENSING AND ENVIRONMENTAL PROBLEMS (2+2C): understanding the strengths and limitations of remote sensing in identifying environmental problems and the analytical framework for decision making, the history and concepts of remote sensing, practical use of remote sensing in imaging and interpretation of land and water environments

SBP4019 – PLANNING AND MANAGEMENT OF NATURAL RESOURCES (2+D0) Understanding the definition and importance of nature and natural resources. Understanding of human and natural factors affecting nature and natural resources. Understanding the interaction of natural resources and urbanization. Understanding the issues to be considered in the use of natural resources. An understanding of effective methods in the management and planning of natural resources.

SBP4021 – MIGRATION AND SOCIAL HARMONY (2+0) ÿ: Theories of domestic migration and international migration. Relationships between migration, urbanization and globalization. Causes and consequences of migration. Participation of immigrants in socio-economic and cultural life. Immigration policies in industrialized countries. Turkey's immigration policy.

ELECTIVE COURSES VIII. SEMESTER SPRING

SBP4004 – GENDER (2+0)F: to convey the contributions of eminent theory to the analysis of fundamental social issues such as history, law, violence, language, labor, education; Gaining a conceptual background in the field of gender

SBP4006 – PARTICIPANT PLANNING (2+0)M: development of the concept of participation in spatial planning. Concepts of participatory democracy and pluralism. Actor/stakeholder analysis. Designing participation processes and participatory planning methods. Negotiation, cooperation and conflict resolution in decision processes

SBP4008 – CITY AND CINEMA (2+0): Within the scope of this course, the films that use the city as the scene and the subject of its subject are discussed and architectural images are examined in the context of the relationship between cinema and urban planning/architecture and the relationship between cinema and the city.

SBP4010 – TOURISM AND CITY (2+0): Adopting design and planning studies for tourism in line with sustainable planning principles in areas subject to tourism.

SBP4012 – PHILOSOPHY OF SCIENCE (2+0)Ö: Helps students gain a better understanding of what science is and what role it plays in our society. It provides a basic introduction to the main philosophical questions of scientific knowledge and methodology.

SBP4014 – SUSTAINABLE SETTLEMENTS (2+0K): relationship between city and environment, principles for sustainable settlements, ecological settlements, eco-villages, green settlements, ecotopia, Eco-Industrial parks, industrial symbiosis, green accounting, green supply chain, environmental quality- management systems.
Eco tourism, calm city, Smart city, innovative-environmentally friendly urban technologies

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2022 Faculty of Architecture and Design Activity Report, UBYS Education Information System, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/

http://ogrenciisleri.comu.edu.tr/mevzuat.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=19649&MevzuatTur=8&MevzuatTertip=5

Evidence

5.4-851-architecture-and-design-faculty-2022-unit-activity-.pdf

5.5. At least one and a half years of basic (engineering, science, health, etc.) sciences and vocational education appropriate to the relevant discipline in the amount of at least 48 credits or at least 90 ECTS credits. It should contain.

As can be understood from the evidence presented in Criterion 5.4, there are enough ECTS in the education plan for basic sciences within the general discipline of Science and vocational education courses that are close and complementary to this discipline. In addition, the curriculum includes elective courses that complement the compulsory core courses and that will contribute to the professional interests of the students, provide them with different competencies and gain knowledge about different disciplines.

In addition to the skills of conducting research on a specific subject, analyzing data, synthesizing, problem solving and project development; In particular, students are encouraged to do these activities together in order to develop their creative thinking and group work skills. In order to support interdisciplinary studies, it is aimed to carry out joint projects with other departments for such theoretical and applied studies.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2022 Faculty of Architecture and Design Activity Report, UBYS Education Information System.

Evidence links:

http://mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/

Evidence

5.5-851-architecture-and-design-faculty-2022-unit-activity-.pdf

5.6. It should be general training that complements the technical content of the training program and is in line with the program objectives.

In line with the aims of the program, general education courses are included in the education plan. Other

The project courses included in a parallel structure with the planning schools and the other theoretical and applied courses that complement these courses constitute a general education framework. These courses include a variety of options for graduates to specialize after their undergraduate education. Necessary evaluations regarding these courses are made by the Quality Board and the Department's Board of Directors.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2021-2025 City and Regional Planning Department Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, UBYS Education Information System.

Evidence links:

http://mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/

Evidence

5.6-53-mtf-sbp-strategicplanreport-2021-2025.pdf 5.6-851-architecture-and-design-faculty-2022-unit-activity-.pdf

5.7. 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 in the curriculum are designed to complement the project courses and each other. While drawing techniques and urban design issues were dominant in the first years, planning issues came to the fore over time. In computer classes, a fiction was made in the order of design, planning and zoning plan, and for those who want to specialize, elective GIS and remote sensing courses are included in the program for advanced applications. The course contents of the project were designed in a sequence extending from the neighborhood scale to the region, and the fourth year was prepared for students to apply all the plan scales and thus to test whether they were ready for working life. In the graduation project, students are encouraged to design the entire planning process, including the analysis phase, and to make group organizations themselves. This process is evaluated by in-term juries.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, UBYS Education Information System, 2021-2025 City and Regional Planning Department Strategic Action Plan.

Evidence links:

http://mtf.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=7030

http://sbp.mtf.comu.edu.tr/

Evidence

5.7-53-mtf-sbp-strategicplanreport-2021-2025.pdf

6. TEACHING STAFF 6.1.

Teaching staff must be sufficient in number to cover all areas of the program, each at a sufficient level, to enable the faculty-student relationship, student counseling, service to the university, professional development, and relationships with industry, professional organizations, and employers.

Faculty must be sufficient in number to ensure faculty-student relationships, student advising, service to the university, professional development, and relationships with industry, professional organizations, and employers, and to cover all areas of the program.

A strong academic staff is needed to carry out the City and Regional Planning Undergraduate Program in line with the determined vision. A diverse staff is required that conducts scientific research, conducts courses effectively and efficiently, participates in design-planning competitions, provides consultancy to public and private organizations, especially municipalities, produces projects and contributes to society. In addition, a specialized diversity in different aspects of planning is required. CVs of all faculty members who are responsible for teaching courses are constantly updated both on the department website and through the AVES system. In addition, the relevant job descriptions are published on the unit website. Detailed information about the program faculty members is given in detail in criterion 01.3 under the title of program administrative structure and faculty staff. It is also presented in Table 19-29.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2021-2025 City and Regional Planning Department Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, AVES and Google Scholar Links, Table 19. Distribution of Faculty Members in the Program, Table 20. Statistics on the Course Load Distribution of the Faculty Staff, Table 21. Number of Students per Faculty Member, Table 22. Statistics on the Academic Publications of the Faculty Members, Table 23. Analysis of the Faculty Staff I, Table 24. Analysis of the Faculty Staff II, Table 25. Completed or Ongoing Projects of the Faculty Staff, Table 26. Scholarships and Awards Received by the Faculty Members, Table 27. Number of Brands, Designs and Patents of the Faculty Members, Table 28. Weekly Workload Analysis of the Faculty Members (2022), Table 29. Teaching Staff Annual Workload Analysis of Staff (2022), PDFs containing evidence of faculty publications.

Evidence Links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

http://mtf.comu.edu.tr/personel/akademik-personel.html

Evidence

Table 23. Analysis of the Faculty Staff I.pdf
6.1-53-mtf-sbp-stratejikplanrapor-2021-2025.pdf
Table 21. Number of Students per Faculty Member.pdf

Table 19. Distribution of Faculty Members in the Program.pdf
Table 25. Completed or Ongoing Projects of the Faculty Staff.pdf Table 26. Scholarships and
Awards Received by the Faculty Members.pdf Table 24.
Analysis of the Faculty Staff II.pdf Table 29.
Annual Report of the Faculty Members Workload Analysis (2022)).pdf
6.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf Table 22. Statistics on
Academic Publications of Faculty Members.docx.pdf

6.2. Teaching staff must be adequately qualified and ensure that the program is effectively maintained, evaluated and developed.

When the staff of the Urban and Regional Planning Undergraduate Program is examined in terms of quality, it is seen that a wide range of services are produced, from academic publications to courses, from projects to community services. However, due to staff limitations, the program's courses (especially project courses) are concentrated on staff who have received urban and regional planning training. Course load distributions may not be equal. Faculty members who cannot take an active role in classes mainly publish and contribute to other undergraduate and graduate programs. In order to achieve the goals of the department, it has a diverse staff specialized in different subjects, as well as a diverse staff that conducts scientific research, conducts courses effectively and efficiently, participates in design-planning competitions, provides consultancy to public and private organizations, especially municipalities, produces projects and contributes to society. staff is required. Detailed information on teaching staff qualifications is presented in detail in criteria 01.3, 6.1 and the attached evidence under the heading of program administrative structure and teaching staff

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2021-2025 City and Regional Planning Department Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, AVES and Google Scholar Links, Table 19. Distribution of Faculty Members in the Program, Table 20. Statistics on the Course Load Distribution of the Faculty Staff, Table 21. Number of Students per Faculty Member, Table 22. Statistics on the Academic Publications of the Faculty Members, Table 23. Analysis of the Faculty Staff I, Table 24. Analysis of the Faculty Staff II, Table 25. Completed or Ongoing Projects of the Faculty Staff, Table 26. Scholarships and Awards Received by the Faculty Members, Table 27. Number of Brands, Designs and Patents of the Faculty Members, Table 28. Weekly Workload Analysis of the Faculty Members (2022), Table 29. Teaching Staff Annual Workload Analysis of Employees (2022) (Tables are presented in Section 6.1).

Evidence Links:

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

http://mtf.comu.edu.tr/personel/akademik-personel.html

Evidence

6.2-851-architecture-and-design-faculty-2022-unit-activity-.pdf
6.2-53-mtf-sbp-strategicplanrapor-2021-2025.pdf

6.3. Criteria for faculty appointment and promotion must be determined and implemented to ensure and improve the things listed above.

For the First Time Appointment to the Doctorate Faculty Staff:

1) Having published at least 1 article in a peer-reviewed journal scanned by international indexes within the scope of your doctoral thesis,

2) To have made at least 2 scientific publications, at least one of which was not produced from postdoctoral graduate theses, in a peer-reviewed journal scanned by international indexes, and to be the first name or responsible author in at least one of these publications,

3) At least 65% of the academic effectiveness evaluation in grades 1-12. Having received at least 500 points from items between

4) 22-23 of the academic efficiency evaluation, with at least 50 points after receiving the title of doctor. To have received at least 100 points from the items.

For reappointment: Taking into account the activities carried out within the completed appointment period;

1) Getting at least 200 points in total for a 2-year term extension, at least 300 points in total for a 3-year term extension, or 400 points for a 4-year term extension from the academic effectiveness evaluation, at least 65% of this point in the academic activity evaluation 1-12 . 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 Position:

1) To have received at least a score 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 has been accepted by the Council of Higher Education (the current foreign language exam equivalence table accepted by YÖK will be considered valid).

2) Grades 1-12 of post-doctoral academic activity evaluation. Having received 1000 points from the items between and at least 50% of this score in the 1st-5th grades of the academic activity evaluation. to take from the articles between,

3) Having received at least 150 points from items 22 and 23 of the post-doctoral academic activity evaluation,

4) Having received at least 1500 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 the work in journals within the scope of SCI, SCI-Expanded, SSCI, ESCI or AHCI, if the main work is an article,

2) In addition to the main work, having made at least 3 scientific publications in total after becoming an associate professor, at least two of which should be in peer-reviewed journals scanned by international indexes,

3) Grades 1-12 of academic activity evaluation after associate professorship. At least 1000 points from items between

Having received at least 50% of this score in grades 1-5 of the academic effectiveness evaluation. to have taken between

4) Having received at least 200 points from items 22 and 23 of the academic activity evaluation after associate professorship,

5) Having attended and made presentations in at least 2 scientific meetings/demonstrations, at least one of which should be international, in his/her field of science after becoming an associate professor,

6) Having received at least 2000 points in total,

or instead of the above criteria

In the period from the date he received the title of associate professor until the date he applied for the professor position; To once again meet the criteria for associate professorship developed by the Interuniversity Board in force.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website

Evidence links:

http://mtf.comu.edu.tr

http://personel.comu.edu.tr/

7.

INFRASTRUCTURE **7.1.** Classrooms, laboratories, and other equipment should help create a learning-oriented atmosphere that is adequate to achieve educational objectives and program outcomes.

There are 1 classroom, 3 drawing studios, 1 computer laboratory, which are in common use of the Architecture, Urban and Regional Planning and Landscape Architecture Departments within the Faculty of Architecture and Design, and all of them have projection devices. The classroom has a capacity of 48 people, and the drawing studios have a capacity of 15-20 and 70 people. There are 25 computers in the computer laboratory. Apart from this, Land Use and Climate Change Laboratory and Rural Planning and GIS Laboratory are also used in certain courses. All areas used for education, administrative areas and academic staff rooms in the faculty have a total indoor area of 1065 m², the areas used for education are 578 m², administrative staff rooms are 132 m², and academic staff rooms are 355 m². There is a shortage of computers and printers in faculty rooms. As a result of the increase in the number of faculty students and the inadequate available facilities, the need for a new building has already arisen, although the Department of Architecture has not started its activities yet.

The total indoor area of the building, which is in the common use of the Faculty of Fine Arts, Faculty of Communication and Faculty of Architecture and Design, is 18636 m² and there is a canteen (745 m²) used by the common faculties. Since there is no stationery or printing in the building, businesses in other faculty buildings on campus are used. There is also an inner courtyard where students can spend their free time and camellias around the faculty.

If distance education continues, the opportunities and needs in this field will need to be re-evaluated. It is necessary to prepare for the possibility of continuing distance education or implementing hybrid models after the epidemic.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2021-2025 Department of City and Regional Planning Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report.

Evidence links:

http://mtf.comu.edu.tr

Evidence

7.1-53-mtf-sbp-strategicplanreport-2021-2025.pdf
7.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf

7.2. There should be an appropriate infrastructure that allows students to do extracurricular activities, meets their social and cultural needs, creates an environment for professional activities, supports their professional development and revitalizes student-faculty-staff relations.

There is no venue for scientific activities such as seminars, panels and presentations within either the department or the faculty. In addition, Necip Fazÿl Kÿsakürek (NFK) of the Faculty of Fine Arts
The Theater Hall can be used for important events. In other seminars and academic events, although the light and sound facilities, hall and seating arrangements are not sufficient, the Faculty of Tourism classroom and existing workshops and classrooms are used. The building also has a canteen shared with other faculties.

Students can benefit from the library facilities in the Terzioÿlu campus. Social facility opportunities at Terzioÿlu Campus and Dardanos Campus are offered to students so that they can engage in extracurricular activities. Students can also benefit from the outdoor sports areas of Terzioÿlu Campus and the Hasan Mevsuf Sports Hall on campus. It is also possible to organize events in cultural centers located in the city center. For health-related problems, Çanakkale Onsekiz Mart University Training and Research Hospital can be used. Graduation ceremonies of the students are held at Necip Fazÿl Kÿsakürek Theater Hall and Çanakkale 18 Mart Stadium. In addition to being professionally competent, it is aimed for the students to grow up as intellectuals who are equipped with effective speaking, expression, communication and negotiation skills and have national and universal sensitivity.

Social Areas: There is a student canteen on the first floor of the building and an inner courtyard for leisure activities on the ground floor level. There are also camellias around the building. In the campus area, there is a cafeteria and various cafeterias where students and employees can have their lunch and dinner under hygienic conditions.

Student Societies: There is a student society called "Urban Research Society – KATO", founded by the students of the Department of City and Regional Planning.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, News, Announcements, 2022 Faculty of Architecture and Design Activity Report.

Evidence links:

https://www.comu.edu.tr/

http://mtf.comu.edu.tr/

http://sbp.mtf.comu.edu.tr/

Evidence

7.2-851-architecture-and-design-faculty-2022-unit-activity-.pdf

7.3. Programs should provide students with opportunities to learn to use modern engineering tools. Computer and informatics infrastructures should be at a sufficient level for the scientific and educational work of students and faculty members in line with the educational aims of the program.

There is internet access in the building. It is possible to access periodicals and scientific studies digitally by accessing many electronic databases. Additionally, programs such as Turnitin, iThenticate, Flow and Mendeley are available to users throughout the university. Face-to-face and online trainings are organized within the university for electronic databases and various software programs. However, in addition to these opportunities, the need for computers and technical equipment continues throughout the faculty. There are also technical needs for distance education. The staff and technical capacity of the Faculty Registrar's Office is not sufficient to intervene in the systemic problems experienced in students' access and course participation processes, and support is received from the Information Technology Department. In this process, the quality of internet, hardware and software availability in students' living spaces becomes important.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report.

Evidence links:

http://mtf.comu.edu.tr/

http://lib.comu.edu.tr/

Evidence

7.3-851-architecture-and-design-faculty-2022-unit-activity-.pdf

7.4. Library facilities offered to students must be sufficient to achieve educational goals and program outcomes.

Çanakkale Onsekiz Mart University Library and Documentation Department started its operations on 20.10.1993 in Anafartalar Campus and moved to its current building with a closed area of 5,000 m² in Terzioÿlu Campus as of the 2005-2006 academic year. With the additional building opened in 2014, it now has a seating area for 1000 people in a closed area of 8000 m2, 17 km away. It continues to serve its users with its rich shelf-length printed and electronic collection.

ÇOMÜ Library is among the few research libraries in Turkey with its rich printed and electronic collection and physical equipment and facilities. ÇOMÜ libraries consist of 1 central library, 3 Faculty libraries and 9 libraries:

Central Library (Terzioÿlu Campus) ÇOMÜ Biga
Library (Aÿaköy, Biga)
Education Library (Anafartalar Campus) ÇOMÜ
Theology Library (ÿekerpÿnar Campus)
Faculty of Medicine Library (Temporarily in the Central Library) District
libraries (Yenice, Ezine, Bayramiç, Gökçeada, Ayvacÿk, Lapseki, Gelibolu, Çan,
in Bozca)

In addition, with the cooperation agreement made between the Çanakkale-Tübingen Troia Foundation M. Osman Library and the University Library, a special collection of over 10,000 volumes was made available to ÇOMÜ users.

Libraries facilitate researchers' access to the resources they are looking for by serving their users with open shelves and the Dewey Decimal Classification thematic classification system. Imprint information of the publications in the library can be accessed through the catalog scanning terminal. Students and faculty members can benefit from 24/7 library services, study halls and rooms, and online services located at Çanakkale Onsekiz Mart University Terzioÿlu Campus. It is also possible to bring publications that are not in the collection of Çanakkale Onsekiz Mart University libraries from domestic information centers and libraries in our country in order to meet the academic information needs of users with the "Interlibrary Loan" service.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Library Website

Evidence links:

http://mtf.comu.edu.tr/

http://lib.comu.edu.tr

7.5. Necessary safety precautions must be taken in the teaching environment and student laboratories.
Infrastructure arrangements must be made for disabled people.

There are 2 security personnel working in and around the building. The building is under 24-hour surveillance with existing security cameras. In addition, the building has an elevator that can enable disabled students and faculty members to reach the floors and an entrance ramp that allows access to the building.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website

Evidence links:

http://mtf.comu.edu.tr/

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES
8.1. The university's administrative support, constructive leadership, financial resources and the strategy followed in its distribution must be at a level that ensures the quality of the program and its sustainability.

The main source of expenditures made at the faculty is annexed budget revenues. Added Budget is prepared by the Ministry of Finance at the beginning of the year, taking into account the suggestions coming from universities every year.

are transferred to universities. Therefore, the budget of Çanakkale Onsekiz Mart University, which is a state university, is determined every year in accordance with the relevant legal regulations, after the budget discussions held for the universities in the Planning and Budget Committee of the Grand National Assembly of Turkey. This budget is then distributed among university units by the Strategy Development Department, taking into account the necessary needs and demands. Human resources management strategies are planned by the Personnel Department and the Strategy Department according to norm staff numbers and appointment criteria, and are followed up by the Rectorate and the General Secretariat. In-service trainings are organized in order 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 faculty administration and secretariat.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Annual Report, Table 30. Faculty of Architecture and Design 2022 Payment Items.

Evidence links:

http://mtf.comu.edu.tr/

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

Evidence

Table 30. Faculty of Architecture and Design 2022 Payment Items.jpg
8.1-851-architecture-and-design-faculty-2022-unit-activity-.pdf

8.2. Resources must be sufficient to attract and retain qualified faculty and enable them to continue their professional development.

The management strategies of human resources are planned according to the norm staff numbers and assignment criteria of the units within the Personnel Department and Strategy Department, and are followed up by the Rectorate and the General Secretariat. Salaries and additional course fees of the program faculty members are covered from the budget of the Faculty of Architecture and Design. Salaries of faculty members are calculated according to the civil servant law no. 657 and the academic staff salary calculation methods of the 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 the academicians to continue their professional development, it is tried to support the participation of the lecturers in national and international scientific meetings every year, within the budgetary possibilities. In principle, academic staff participating in Scientific Events representing ÇOMÜ are provided with support for participation in national events once a year or once in an international event, provided that they participate with a paper. Maximum one academician per paper can benefit from this support. The improvement in the salaries of faculty members and assistants with the Law on Amendments to the Higher Education Personnel Law, which came into force on November 14, 2014, has been an incentive to attract and maintain qualified teaching staff in our country. Faculty members also have the opportunity to obtain additional income and equipment through TÜBÿTAK and BAP 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, academic incentive allowance is given for various academic activities under the headings of projects, research, publications, design, exhibitions, patents, citations, notifications and academic awards. Books are regularly purchased for the library 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

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report, Regulations and Guidelines.

Evidence links:

http://mtf.comu.edu.tr/

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

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

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=201811834&MevzuatTur=21&MevzuatTertip=5

https://www.mevzuat.gov.tr/MevzuatMetin/1.5.2547.pdf

https://www.resmigazete.gov.tr/eskiler/2018/03/20180306-11.htm

https://www.resmigazete.gov.tr/eskiler/2014/11/20141114.pdf

https://www.resmigazete.gov.tr/eskiler/2020/04/20200417-1.htm

Evidence

8.2-851-architecture-and-design-faculty-2022-unit-activity-.pdf

8.3. Sufficient financial resources must be provided to procure, maintain and operate the infrastructure required for the program.

The infrastructure and equipment support required for the program is covered from the portion of the Faculty of Architecture and Design budget allocated for the department. Departments submit their requests regarding infrastructure in writing to the deanery in line with the requests from the program heads. The Dean's Office notifies the relevant needs and requests to the Rectorate's Construction and Technical Department and tries to meet the infrastructure requests of the departments within the budget possibilities. Departments' machinery and equipment purchase, repair and maintenance expenses are also reported to the dean's office. The Dean's Office examines the relevant requests and fulfills what needs to be done within the limits of 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.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 City and Regional Planning Department Strategic Plan.

Evidence links:

http://mtf.comu.edu.tr/

http://lib.comu.edu.tr

Evidence

8.3-53-mtf-sbp-strategicplanreport-2021-2025.pdf 8.3-851-
architecture-and-design-faculty-2022-unit-activity-.pdf

8.4. Support staff and institutional services must be provided to meet program requirements.
Technical and administrative staff must be in number and quality to support the achievement of program outcomes.

Technical and administrative staff must be in number and quality to support the achievement of program outcomes.
There are 6 administrative personnel working in the administrative staff of the faculty. Corporate management and total quality practices are taken as basis in the management and administrative structuring of the institution; The organizational structure, authority and responsibilities are designed accordingly and a model that is as horizontal and simple as possible is presented. Moreover;

To equip those at the management levels of the university with the knowledge that a modern manager should have, To organize manager
development programs to achieve this, 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 practices against the managed. Not compromising the principle of equality and justice,
Ensuring that administrators have an understanding of solidarity and support with
each other, Systematizing the transfer of knowledge and experience in order not to cause weakness in
institutional activities during managerial staff changes, Fulfilling the flow of information from the Electronic Document Management System on time,
providing the statistical information needed about the University. Support activities such as
systematization (keeping the Management Information System ready for service effectively) are also carried out.

The responsibility of the action plan for compliance with internal control standards lies with the faculty secretary in terms of administrative staff. This is important in terms of power sharing. Management responsibility is specified in detail in the relevant procedures.

CONCLUSION

EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Annual Report.

Evidence links:

http://mtf.comu.edu.tr/

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

Evidence

8.4-851-architecture-and-design-faculty-2022-unit-activity-.pdf

9. ORGANIZATION AND DECISION MAKING PROCESSES
9.1. 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.

The provisions of the Higher Education Law No. 2547 in the management and organization of the university.

is implementing. The governing bodies of the university are the Rector, the University Senate and the University Board of Directors. The governing bodies at the faculty level are as follows:

Rector:

Article 13 –

a) (Amended paragraph: 2/7/2018 – Decree-Law-703/135 art.) The rector of state and foundation universities is appointed by the President. In universities established by foundations, the appointment of rectors is made upon the proposal of the board of trustees. The rector represents the legal entity of the university or high technology institute. 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.

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 the university boards, to implement the decisions of higher education institutions, to examine and decide on the proposals of the university boards, and to ensure regular work between the institutions affiliated with the university,

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

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

(4) When deemed necessary, faculty members in the organizations and units that constitute the university Changing the places of duty of staff and other personnel or assigning them new duties,

(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 the students, in taking security measures when necessary, in the planning and execution of education, scientific research and publication activities in line with the state development plan, principles and objectives, scientific and administrative supervision and It is primarily authorized and responsible for conducting the audit, transferring these duties to sub-units, monitoring and controlling and obtaining the results.

Senate:

Article 14–

a. Establishment and functioning: The Senate is chaired by the rector, vice-rectors, deans and each

It consists of one faculty member from each faculty to be elected for three years by the faculty boards and the directors of institutes and colleges affiliated with 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 publishing activities,

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

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

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

(5) To grant honorary academic 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) In the implementation of the decisions of higher education higher institutions and the senate, the determined plans and To assist the rector in line with the programs,

(2) To ensure the implementation of activity plans and programs; Examining the investment program and draft budget, taking into account the suggestions of the units affiliated with the university, and submitting them together with their own suggestions to the rectorate, 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) By examining the objections to the decisions of the faculty, institute and college administrative boards, make a final decision,

(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 studies. (Added: 2/1/1990-KHK-398/2 art.; Amended Acceptance: 7/3/1990-3614/2 art. .)However, in central universities responsible for providing open education, four deputy deans may be elected by the dean of the faculty responsible for providing open education, when necessary.

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) Notifying the rectorate of the faculty's appropriation and staff needs together with its justification, faculty budget To submit the proposal regarding the issue to the rectorate after receiving the opinion of the faculty administrative board,

(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 him 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 is primarily responsible to the rector in obtaining the results.

Tasks have been distributed and responsibilities have been shared among the Dean, Deputy Dean, Department Head, Deputy Head of Department and Head of Department. All organizational charts of the organizational structure and job descriptions of the current personnel are presented for your information in the attachment of the file. Faculty management is based on active, continuous development and continuous renewal. It also aimed to fulfill quality standards and increase service quality performance. For this purpose, regular academic and administrative meetings are held to try to keep the internal control mechanism dynamic.

In addition, all organizational charts, job descriptions and workflow diagrams are explained in detail in the evidence.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report, Regulations and Guidelines, Table 31. Program Organizational Chart.

Evidence links:

http://mtf.comu.edu.tr/

http://mtf.comu.edu.tr/yonetim/gorev-tanimlari.html

http://mtf.comu.edu.tr/yonetim/teskilat-semasi.html

http://mtf.comu.edu.tr/yonetim/is-akis-semalari.html

https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=2547&MevzuatTur=1&MevzuatTertip=

Evidence

Table 31. Program Organizational Chart.jpg
9.1-851-architecture-and-design-faculty-2022-unit-faaliyet-.pdf

10. PROGRAM-specific criteria 10.1. Program-
Specific Criteria should be provided.

It is aimed that all students who graduate from Çanakkale Onsekiz Mart University Faculty of Architecture and Design, City and Regional Planning undergraduate program will graduate with the competencies included in the program outcomes. Apart from these, no special criteria have been determined yet, but studies to determine special criteria are continuing.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, City and Regional Planning Department Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 City and Regional Planning Department Strategic Action Plan, UBYS Education Information System, Student Information System.

Evidence links:

http://mtf.comu.edu.tr/

https://ubys.comu.edu.tr/

https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=627

Evidence

10-851-architecture-and-design-faculty-2022-unit-activity-.pdf 10-53-mtf-sbp-
strategicplanreport-2021-2025.pdf

CONCLUSION
CONCLUSION

Within the scope of Quality Assurance studies, our program continues its improvement and development studies.

Within the scope of Quality Assurance studies, our program continues its improvement and development studies. Our program, which admitted students for the first time in the 2018-2019 Fall Semester, had its first graduates in the 2021-2022 Spring Semester. The main inadequacies that stand out in the 2018-2023 Strategic Plan, which covers the education and training process of our first students, are the number of academic staff and spatial inadequacies. Both deficiencies significantly negatively affect both the quality of education and the level of scientific research. The current strategic plan covering the years 2018-2023, as a result of the problems observed during the education period, surveys conducted with students, feedback during the process, experiences gained in the TUPOB (Turkish Association of Planning Schools) process and commission work, includes the new vision of the university, the feedback received from internal and external stakeholders. It has been revised for the 2021-2025 timeframe within the scope of returns. In the Strategic Plan, along with strategies to increase the quality of education and academic performance, strategies to strengthen institutionalization are also defined.

The commissions formed to improve the quality of education continue to work.
Organizational charts have been made, job descriptions and workflow charts have been completed. Bologna Education and Training Information Package studies, annual activity reports and internal control reports are submitted to the relevant unit management on an annual basis. In addition, a continuous academic and administrative performance measurement, monitoring and evaluation mechanism has been established in the Programme. Studies on our graduates, whose first graduates were given last year, continue. In order to more clearly determine the level of achievement of the relevant program outcomes, infrastructures have been created for survey studies for students and graduates. It is aimed to create a systematic communication, participation and cooperation environment with our internal and external stakeholders.

All activities, decisions and data in the program are shared on the department's website as required by a transparent and participatory management approach.

Our program aims not only for students to acquire the technical and professional knowledge required by the field of science, but also for them to become individuals with advanced communication and social skills and high awareness of social problems. In this context, since the day the department was founded, a successful interaction has been established with students at the academic level as well as social activities, volunteer projects, cultural trips.

All judgments about the program included in the report are supported by evidence added to the subheadings of the report.

Prof. Dr. Arzu BAÿARAN UYSAL

Quality Assurance Commission and

Department - Head of Program

Evidence

COMU-SBP-2022-Self-Assessment Report.pdf