



Self-Assessment Report

ÇANAKKALE ONEKÿZ MART UNIVERSITY

LANDSCAPE ARCHITECTURE (DR)

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1.01.2022-20.04.2023

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INTRODUCTION 0.1. INFORMATION ABOUT THE PROGRAM

ENTRANCE

Our University, with the vision of gaining a competitive advantage considering the increasing number of public and foundation universities today, trying to increase the quality of education and training both quantitatively and qualitatively, being at the top of the entrepreneurial and innovative universities and being among the research universities, offers postgraduate. The need to create the Self-Evaluation Report of the Landscape Architecture Doctoral Program of the Institute of Education has emerged. This Self-Assessment Report; It has been prepared to evaluate the strategic requirements that Çanakkale Onsekiz Mart University, Graduate Education Institute Landscape Architecture Doctoral Program must implement in order to increase the quality of education and training and keep up with the rapid changes taking place, in line with the feedback obtained from internal and external stakeholders. The deficiencies and problems revealed by this report will be examined and the necessary revisions and updates will be made in the future as a result of the evaluation of the results. This report is intended to be used as one of the important guides in identifying and solving the problems of our Program.

AIM

In this context, the main purpose of this report is; To increase our preferability in the regional sense by making a comprehensive self-evaluation in order to harmonize our program with the competitive conditions of today and the future, and to make meaningful contributions to the sustainable competitive advantage of our University.

SCOPE

The information presented in this document was obtained from Çanakkale Onsekiz Mart University, Graduate Education Institute. It covers the curriculum of the Landscape Architecture Doctoral Program. This report was prepared by the members of the Self-Assessment Commission in light of the suggestions of all internal and external stakeholders.

IMPLEMENTATION PLAN

In this process carried out by our program consultancy, a Self-Evaluation Commission of 6 people was formed among our faculty members who are experts in their fields. Then, this commission contributed to the preparation of this report by obtaining the necessary information and suggestions from all internal and external stakeholders.

Commissioners _____

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01. GENERAL INFORMATION AND GENERAL CRITERIA ABOUT THE PROGRAM

01.1. 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.

Our University has reached a total of 36 educational units, including 1 Graduate Education Institute, 18 Faculties, 4 Colleges, and 13 Vocational Schools. Besides these; 45 Research and Application Centers are also active and it has one of the best libraries in Turkey. With the decision no. 3 taken at the meeting no. 10 of the University Senate dated 30.06.2014, the Landscape Architecture PhD Program was opened at the Çanakkale Onsekiz Mart University Institute of Science and Technology and started to accept its first students in the 2015-2016 academic year. Official No. 31157 dated 16.06.2020

According to the Presidential decision published in the newspaper; The Institute of Science, Institute of Social Sciences, Institute of Educational Sciences and Institute of Health Sciences were closed and the Graduate Education Institute was established and our Department was transferred to the Graduate Education Institute.

Education in our program is given in the Faculty of Fine Arts building, as there is no building belonging to the Faculty of Architecture and Design to which our department is affiliated. The courses are held in the offices of the faculty members of the department due to lack of classrooms. There is a dining hall and many cafeterias within the campus area where our students and employees can have lunch and dinner under hygienic conditions. There are also many various sports fields on our campus. However, since these sports fields are open to the use of the entire university, their use is intense and therefore our students' access may be limited. Our students can also benefit from our library facilities located on the Terzioğlu campus.

Being close to big cities such as İstanbul, İzmir, Bursa and Balıkesir increases the preference of our Program. Our program interacts with public and private companies. Seminars, panels and conferences are organized in cooperation with relevant sectors to ensure that our doctoral candidate students are provided with the necessary education and training for their constantly changing and developing professional life.

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

The language of instruction in our PhD Program is Turkish. However, with the recommendation of the Institute Board (EK), the decision of the Senate and the approval of the Council of Higher Education (YÖK), programs in which some or all of the courses are conducted in a specified foreign language can be opened. In addition, courses to be conducted in a foreign language can be included in the opened programs, with the recommendation of EABDK/EASDK, the decision of the EK and the approval of the Senate. The written language of the theses is Turkish. When deemed necessary, the thesis advisor's recommendation, EABDK/EASDK decision and the Graduate School With the approval of the Board of Directors (EYK), the thesis may be allowed to be prepared in a foreign language.

Program admission and registration conditions

1) Candidates who will apply for undergraduate doctoral or art proficiency programs must have completed their undergraduate education, candidates who will apply for master's-based doctoral/art proficiency programs must have completed their master's degree with thesis, and candidates who will apply for master's-based art proficiency programs must have completed their master's degree. However, those who registered for non-thesis master's programs before 6/2/2013 can apply to doctoral/art proficiency programs with the diploma of the non-thesis master's program in question.

(2) Candidates who are citizens of the Republic of Turkey and have completed their undergraduate and/or graduate education abroad must have received an equivalence/recognition certificate from the Council of Higher Education.

(3) In order to apply for doctoral/art proficiency programs, candidates must have a master's degree or a master's degree whose equivalence is accepted or recognized by the Council of Higher Education; A master's degree graduation grade point average of at least 3.00 (80/100) out of 4.00, a standard score to be determined by the Senate based on the score type of the program applied for, provided that it is not less than the standard score determined by the Council of Higher Education (at least 55 ALES or at least 50 Basic Medicine Score). they must have. Graduation averages are calculated according to the 100-point system. If the student does not have a 100 grade point average in his transcript, the grade conversion chart determined by the Council of Higher Education is taken as basis in converting the averages to the 100 point system.

4) Applicants to doctorate and proficiency in arts programs must have obtained the standard score determined by the Higher Education Council in the central foreign language exam or the equivalent of this score in the foreign language exams whose equivalence is accepted by ÖSYM. This minimum score can be increased by the decision of the Senate, depending on the characteristics of the programs applied for.

5) Foreign students applying to doctoral and art proficiency programs must have received the standard score determined by the Council of Higher Education from the central foreign language exam in one of the languages determined by the Interuniversity Board, other than their mother tongue, or the equivalent score from the foreign language exams accepted as equivalent by ÖSYM. This minimum score can be increased by the decision of the Senate, depending on the characteristics of the programs applied for.

6) In determining the entrance score for doctoral programs, other evaluation criteria are determined by the Senate upon the recommendation of the EK, provided that 50% of the ALES or Basic Medicine Score is obtained.

7) In order to be accepted into doctoral and art proficiency programs, the entrance score must be at least 70. Candidates with an entrance score of 70 or more are ranked according to their entrance score and accepted to doctoral and art proficiency programs within the quota. Candidates with an entrance score below 70 points are considered unsuccessful. The minimum entry score of 70 required for candidates to be considered successful can be increased with the recommendation of the EC and the decision of the Senate.

8) For doctoral programs, among the candidates with equal entrance scores, priority is given to the student with a high ALES score, if the ALES scores are equal, the student with a high graduate graduation grade point average, and if the master's graduation grade averages are equal, the student with a high undergraduate graduation grade point average is given priority. For proficiency in art programs, priority is given to the student with a high master's graduation grade point average among the candidates whose entrance scores are equal, and if the master's graduation grade point averages are equal, the student with a high undergraduate graduation grade point average is given priority.

9) Regulations regarding the application principles may be made upon the recommendation of the EK and the decision of the Senate.

10) Candidates cannot benefit from student rights until their final registration to the Institute.

Student admission through lateral transfer

1) Students who have completed at least one semester, excluding scientific preparation, in the main science/main art branch of another institute within the university or in the graduate programs of another higher education institution, have received valid grades in their courses and have not received disciplinary punishment, can be accepted to graduate programs through horizontal transfer within the determined quotas.

2) Horizontal transfer quotas and programs to which quotas can be applied are determined by the recommendation of the EC and the decision of the Senate, by taking the opinion of the department/program chairs, and are announced before the start of the academic year.

3) Evaluation and acceptance of horizontal transfer applications are carried out with the opinion of E ABDK / EASDK and the decision of EYK.

4) When calculating the education period of the student whose horizontal transfer application is accepted, the period of time spent by the students in the graduate program is also taken into account.

5) Postgraduate courses taken by the student whose lateral transfer has been accepted can be counted towards the course load with the opinion of EABDK/EASDK and the decision of EYK.

6) If those who are appointed to the staff of a lecturer or research assistant at the university are studying at another university, they can make a lateral transfer by accepting to fulfill the graduation and other conditions on the date of transfer, regardless of the quota requirement.

7) Transfer from a thesis program to a non-thesis master's program or from a non-thesis program to a thesis master's degree program can be made with the student's application, the approval of E ABDK / EASDK and the decision of EYK.

8) Except for non-thesis master's programs, students in graduate programs can only transfer during the course phase. There is no requirement for those who are appointed to the position of lecturer or research assistant at the university to be in the teaching phase.

9) Other issues regarding horizontal transfers are regulated according to the principles determined by the Senate.

Private student admission

1) Students enrolled in a master's, doctorate or proficiency in arts program may be accepted as special students with the approval of the Institute E ABDB/EASDB where they are enrolled in graduate courses at other higher education institutions. Applicants can be accepted to graduate programs as special students with the approval of the faculty member who will teach the course, the approval of E ABDB/EASDB and the decision of EYK.

2) The exemption procedures for the courses that the students admitted to the graduate courses take as special students and are successful in, are carried out with the approval of the EABDK/EASDK and the decision of the EYK.

- 3) Special student application dates are stated in the academic calendar and announced on the Institute's website. Applications are decided by EYK, in line with the opinion of E ABDB/EASDB.
- 4) Private students can enroll in courses that are open in the relevant period in the program they apply for. Separate courses cannot be opened for special students.
- 5) Private students must fulfill the obligations that apply to other graduate students regarding courses and exams.
- 6) These students are not given diplomas or certificates; However, upon request, a document showing the courses they are enrolled in and the grades they received will be given.
- 7) Among the candidates who are eligible to take the courses, those who need to pay the fee must pay the hourly fee determined by the University Board of Directors in order to register for the relevant course(s) and all candidates must submit the requested documents. If they want to drop the course they have registered for, the fee they paid for that course will not be refunded.

Acceptance of foreign students

- 1) The procedures and principles regarding the admission of foreign candidates and Turkish citizens who have completed their entire undergraduate education abroad to graduate programs are determined by the proposal of EABDK/EASDK, the decision of the Annex and the approval of the Senate, within the framework of the provisions of this Regulation. Provided that it is not contrary to the relevant legislation, a different application calendar and different application, evaluation and acceptance principles may be determined for foreign candidates.
- 2) In the applications of foreign national candidates, for those who will be accepted to doctoral/art proficiency or master's programs accepted with a bachelor's degree, bachelor's degree, for other candidates, thesis master's graduation certificates and originals and certified Turkish translations of transcripts, as well as showing that they have knowledge of Turkish to follow graduate programs. It is mandatory for universities to submit to the Institute a document at minimum C1 level obtained from Turkish language learning, application and research centers. A Turkish proficiency certificate is not required from foreign students who have completed their undergraduate/master's education with thesis in Turkey and from candidates who will apply to programs conducted in a foreign language. Foreign students who will apply to postgraduate education programs taught in a foreign language must have met the language proficiency of the program they are applying to.
- 3) Foreign national government scholarship students coming from the protocol, bilateral agreements, European Union Integration Program, student exchange programs and similar agreements signed with the Republic of Turkey are accepted to the program regardless of the provisions regarding student admission to graduate programs. For other foreign students, the provisions of the first and second paragraphs apply.

01.3. ADMINISTRATIVE STRUCTURE OF THE PROGRAM TEACHING STAFF

There are 4 Professors, 4 Associate Professors, and 4 Assistant Professors working in the Landscape Architecture PhD Program. The Head of the Department reports to the unit manager. The Head of the Department actively plans issues such as the courses of the program, the teaching plan and the exam schedule in a joint meeting with the Department Faculty Members.

As it can be understood from what is conveyed below, our Program has a strong and competitive structure with its experienced staff who have goals, move towards these goals by constantly testing the reach of these goals, and try to involve all stakeholders in the process with a transparent and participatory management style. Detailed information about the current situation of the teaching staff of the Graduate Education Institute Landscape Architecture Doctorate Program is presented for your information in the tables as evidence.

01.4. VISION AND MISSION OF THE PROGRAM

Vision of Our Doctoral Program

To train scientists who can make methodological analysis, be creative and investigative, protect natural and cultural values and ensure sustainability, and conduct scientific research on planning and design.

Mission of Our Doctoral Program

To train experts who can conduct landscape planning and design, restoration and landscape management research, and conduct interdisciplinary research and applications within the scope of scientific research.

Basic Objectives That Form the Vision and Mission of Our Program

Preferred at the top in Turkey with its education, training and research quality, sensitive to technological developments, training human resources in line with the expectations of society and sector representatives, effectively representing our University in national and international academic studies; To be a program that creates a result-oriented education and research profile with its faculty members, trains knowledgeable, equipped and self-confident staff in scientific research and education, respects international values, protects the environment and constantly renews itself.

Core Values That Form Our Program's Vision and Mission

Being committed to the mission and vision of the university,
Adhering to ethical rules, Paying attention to institutional commitment, harmony and solidarity within the institution,
Giving importance to innovation and creativity,
Complying with all legal regulations regarding the Constitution, international law principles, human rights and higher education legislation, Thought and To give opportunity to freedom of expression, to not compromise on work, truth and honesty.

01.5. PURPOSE OF THE PROGRAM

Landscape Architecture PhD Program aims to provide qualifications to personnel who will contribute at an expert level to the solution of problems on national and international issues within the field of study. For this purpose, the public at the country and regional level (State Planning Organization (DBT), Ministry of Environment, Urbanization and Climate Change, Ministry of Culture and Tourism, Ministry of Energy and Natural Resources, Ministry of Agriculture and Forestry, Ministry of Forestry and Water Affairs, General Directorate of Highways, To meet the need for personnel with postgraduate education and training required by State Hydraulic Works (DSI), Municipalities, etc.) and private organizations.

Prone to team and project work, attaches utmost importance to human relations and communication, has an entrepreneurial spirit, is proficient in computer programs; Maximum Office aims to educate students who use computer-aided design programs, three-dimensional design programs, geographical information systems and remote sensing programs.

01.6. GOAL OF THE PROGRAM

Landscape Architecture PhD Program strives to achieve the following goals in order to achieve the above-mentioned goals:

Contributes to the development of the natural environment,
Develops alternative studies on the management and planning of wetlands,

It makes sustainable plans for the protection of ecological balance, It produces land use decisions at both local and regional scales, It makes plans for the restoration of areas destroyed by humans such as wet areas, stream corridors, mines, solid waste storage areas, forests, It makes plans for the restoration of historical areas and cultural areas. It carries out resource conservation projects, It carries out studies on land use and vegetation at national and international levels, It works on urban and rural area planning and development, It takes an important role in environmental design and protection by producing plans and implementation projects, It carries out studies with an ecological approach in planning and design issues.

01.7. DEGREE EARNED

Students who successfully complete the Landscape Architecture Doctoral Program are awarded a Landscape Architecture Doctorate diploma.

01.8. COMPETENCIES THAT STUDENTS SHOULD HAVE WHEN SELECTING THE PROGRAM

In order to apply for doctoral programs, candidates must have a master's degree or a master's degree whose equivalence is accepted or recognized by the Council of Higher Education; A master's degree graduation grade point average of at least 3.00 (80/100) out of 4.00, a standard score to be determined by the Senate based on the score type of the program applied for, provided that it is not less than the standard score determined by the Council of Higher Education (at least 55 ALES or at least 50 Basic Medicine Score). they must have. Graduation averages are calculated according to the 100-point system. If the student does not have a 100 grade point average in his transcript, the grade conversion chart determined by the Council of Higher Education is taken as basis in converting the averages to the 100 point system. Those who apply to doctoral programs must have received the standard score determined by the Council of Higher Education from the central foreign language exam or the equivalent score from the foreign language exams accepted as equivalent by ÖSYM. This minimum score can be increased by the decision of the Senate, depending on the characteristics of the programs applied for. To be accepted into doctoral programs, the entrance score must be at least 70. Candidates with an entrance score of 70 or more are ranked according to their entrance score and accepted to doctoral and art proficiency programs within the quota. Candidates with an entrance score below 70 points are considered unsuccessful. The minimum entry score of 70 required for candidates to be considered successful can be increased with the recommendation of the EC and the decision of the Senate.

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

Students who graduate from the Landscape Architecture Doctoral Program will have acquired academic equipment and skills related to, for example, design, planning, environmental management, visual communication, organization, and protection of the social and historical environment, in a way that supports all aspects of the Program, in accordance with the time allocated to pre-graduation education. Graduates can apply for an expert position in research centers in various public institutions in the same or similar fields in the country or abroad.

01.10. CURRENT STUDENT PROFILE OF THE PROGRAM

The student profile consists mainly of Landscape Architecture master's degree graduates with thesis, and non-field students from various disciplines (Architecture, City and Regional Planning, Agricultural Engineering, Geography, Forest Engineering, Environmental Engineering, Civil Engineering, etc.) are also accepted.

01.11. PROFESSIONAL PROFILE OF PROGRAM GRADUATES

Students who graduated from the Landscape Architecture Doctorate Program;

Universities (faculties, vocational schools and peripheral units affiliated with rectorates),
Municipalities (parks and gardens directorates, zoning and landscaping units), Planning
Directorates affiliated to various Ministries,

Highways,
Bank of
Provinces, State Hydraulic
Works (DSI), Agricultural Research
Institutes, Ministries (Ministry of Forestry and Water Affairs, Ministry of Agriculture and Forestry, Ministry of Environment,
Urbanization and Climate
Change), Real
Estate Bank, Landscape Architecture, Architecture, Urban Planning and
Construction offices. etc., Private companies that undertake structural
and vegetal municipal services can work in Tourism-Building Cooperatives.
They can work in private organizations and academic staff of universities that require staff with postgraduate education
and training.

01.12. STAKEHOLDERS OF THE PROGRAM

The support of all stakeholders is needed in order for our Doctorate Program to develop, increase the quality of education, and equip it with contemporary and modern education technologies. Our stakeholders are constituted by the institutions in which our University and our Department have bilateral cooperation and protocols. The internal and external stakeholders of our program are:

External stakeholders

PEMKON (Landscape Architecture Department Heads Council),
PEMAT (Landscape Architecture Academic Community),
PEMDER (Landscape Architecture Education and Science
Association), PMO (Chamber of
Landscape Architects), National and International Education and
Research Institutions, Private
Sector Organizations, Non-
Governmental Organizations, Banks.

Internal stakeholders

Our academic staff, our
administrative staff,
our students, our
graduates.

01.13. CONTACT INFORMATION OF THE PROGRAM

Çanakkale Onsekiz Mart University Terzioğlu Campus

Faculty of Architecture and Design, Department of Landscape Architecture

17100 Center / ÇANAKKALE

Head of Landscape Architecture Department

Prof. Dr. Füsün ERDURAN NEMULU

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Our Landscape Architecture PhD Program carries out its work with a strong and experienced faculty staff, in a way that is open to change and development, based on the mission and vision of the University.

All information and criteria about our program are presented for your information in the annexes with evidence.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, Regulations and Guidelines, Table 1. Distribution of Faculty Members in the Program, Table 2. Statistics on the Course Load Distribution of the Faculty Staff, Table 3. Number of Students per Faculty Member, Table 4 Statistics on Academic Publications of Faculty Members, Table 5. Analysis of Faculty Staff I, Table 6. Analysis of Faculty Staff II, Table 7. Completed or Ongoing Projects of Faculty Staff, Table 8. Scholarships and Awards Received by Faculty Members, Table 9. Number of Trademarks, Designs and Patents of Faculty Members, Prof. Dr. Tülay CENGİZ TAİLİ Documents (BAP, TÜBİTAK, Projects, Citations), Prof. Dr. Füsün ERDURAN NEMUTLU Documents (BAP), Prof. Dr. Kürşad DEMİREL Documents (TÜBİTAK, BAP, Project), Assoc. Dr. Ayşe Esra CENGİZ Documents (BAP, Awards), Dr. Lecturer Member Tutku AK Belgeler (BAP, Project), Dr. Lecturer Member Aylin ÇELİK TURAN Documents (Article, Book, Project).

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?>

[MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5](https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5)<https://mtf.comu.edu.tr/personel/akademik-personnel-r14.html>

<https://scholar.google.com.tr/citations?user=mmxqILYAAAAJ&hl=en>

<https://scholar.google.com/citations?user=vKVvsCrkAAAAJ&hl=en&oi=ao>

<https://scholar.google.com/citations?user=XJPrG58AAAAJ&hl=tr&oi=ao>

https://scholar.google.com/citations?user=e_WDW_wAAAAJ&hl=en&oi=ao

<https://scholar.google.com/citations?user=Y6K7xYEAAAAJ&hl=tr&oi=sra>

<https://scholar.google.com/citations?user=2VtBEF8AAAAJ&hl=tr&oi=ao>

<https://scholar.google.com/citations?user=8I3shJEAAAAJ&hl=tr&oi=sra>

<https://scholar.google.com/citations?user=OvYipFoAAAAJ&hl=tr&oi=ao>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/ic-kontrol-r42.html>

Evidence

[Table 3. Number of Students Per Instructor.pdf](#)

[Table 4. Statistics on Academic Publications of Academic Staff.pdf](#) 0.0 Assoc. Dr. Ayşe Esra Cengiz_I1-Academic Performance Award.pdf Table 7. Completed or Ongoing Projects of the Faculty Staff.pdf 0.0 Prof. Dr. Kürşad Demirel-Almanya_BMBF_finalreport.pdf 0.0 Prof. Dr. Kürşad Demirel_bap projects.jpg 0.0 Prof. Dr. Tülay Cengiz Taşlı TÜBİTAK1.jpg 0.0 Prof. Dr. Tülay Cengiz Taşlı Academic Encouragement.jpg 0.0 Prof. Dr. Tülay Cengiz Taşlı BAP2.jpg 0.0 Prof. Dr. Tülay Cengiz Taşlı Interinstitutional Project.jpg 0.0 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitiki_C2 BAS.pdf Table 1. Distribution of Faculty Members in the Program.pdf 0.0 Dr. Lecturer Member Tutku Ak_Proje_bryant12.pdf Table 2. Statistics for the Course Load Distribution of the Teaching Staff.pdf 0.0 Prof. Dr. Tülay Cengiz Taşlı BAP_protokol2.jpg 0.0 Dr. Lecturer Member Tutku Ak_Proje_bap.pdf 0.0 Prof. Dr. Tülay Cengiz Taşlı BAP_protokol3.jpg 0.0 Prof. Dr. Kürşad Demirel-TÜBİTAK.pdf Table 9. Number of Trademarks, Designs and Patents of Academic Staff.pdf 0.0 Assoc. Prof. Dr. Ayşe Esra Cengiz_H1-H2-H3-H4_BAP Belgesi.pdf 0.0 Prof. Dr. Füsun Erduran Nemutlu_bap_projeler.jpg Table 8. Scholarships and Awards Received by Faculty Members.pdf 0.0 Prof. Dr. Tülay Cengiz Taşlı BAP_protokol4.jpg 0.0 Prof. Dr. Tülay Cengiz Taşlı TÜBİTAK2.jpg Table 6. Analysis of the Teaching Staff II.pdf 0.0 Assoc. Dr. Ayşe Esra Cengiz_H5-Special Provincial Administration Proje.pdf 0.0 Prof. Dr. Tülay Cengiz Taşlı BAP_protokol1.jpg Table 5. Analysis of the Faculty Staff I.pdf 0.0 Prof. Dr. Tülay Cengiz Taşlı TÜBİTAK3.jpg 0.0 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitik.pdf 0.0 Dr. Lecturer Member Aylin Çelik Turan Article-A case study in natural coastline of Enez-Kesan districts by using natural threshold analysis.pdf 0.0 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitik_C1 BAS.pdf

1. STUDENTS 1.1.

Students admitted to the program should have the infrastructure to acquire the outcomes (knowledge, skills and behaviors) that the program aims to gain in the prescribed time. Indicators taken into account in the admission of students should be monitored and their development over the years should be evaluated.

1. STUDENTS

1.1. STUDENT ACCEPTANCE

Program acceptance and registration conditions

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8) Among the candidates with equal entrance scores for doctorate programs, priority is given to the student with a high ALES score, a high graduate grade point average if ALES scores are equal, and a high undergraduate graduation grade point average if their graduate graduation averages are equal. For proficiency in arts programs, priority is given to the candidates with equal entrance scores, the student with a high graduate grade point average, and a high undergraduate graduation grade point average if the graduate graduation grade point averages are equal.

9) Regulations regarding the application principles may be made upon the recommendation of the EK and the decision of the Senate.

10) Candidates cannot benefit from student rights until their final registration to the Institute.

Acceptance of students through horizontal transfer

1) Students who have completed at least one semester, excluding scientific preparation, in the main science/main art branch of another institute within the university or in the graduate programs of another higher education institution, have received valid grades in their courses and have not received disciplinary punishment, can be accepted to graduate programs through horizontal transfer within the determined quotas.

2) Horizontal transfer quotas and programs to which quotas can be applied are determined by the recommendation of the EC and the decision of the Senate, by taking the opinion of the department/program chairs, and are announced before the start of the academic year.

3) Evaluation and acceptance of horizontal transfer applications are carried out with the opinion of E ABDK / EASDK and the decision of EYK.

4) In calculating the education period of the student whose horizontal transfer application is accepted, the time spent by the students in the graduate program is also taken into account.

- 5) Postgraduate courses taken by the student whose lateral transfer has been accepted can be counted towards the course load with the opinion of EABDK/EASDK and the decision of EYK.
- 6) If those who are appointed to the position of lecturer or research assistant at the university and start working are receiving postgraduate education at another university, they can make a horizontal transfer by agreeing to fulfill the graduation and other requirements on the date of transfer, without requiring a quota.
- 7) Transfer from a thesis program to a non-thesis master's program or from a non-thesis program to a thesis master's degree program can be made with the student's application, the approval of E ABDK / EASDK and the decision of EYK.
- 8) Except for non-thesis master's programs, students in graduate programs can only transfer during the course phase. It is not required to be at the course stage for those who have been appointed to the staff of a lecturer or research assistant at the university.
- 9) Other issues related to lateral transfers are arranged according to the principles determined by the Senate.

Private student admission

- 1) Students enrolled in a master's, doctorate or proficiency in arts program may be accepted as special students with the approval of the Institute E ABDB/EASDB where they are enrolled in graduate courses at other higher education institutions. Applicants can be accepted to graduate programs as special students with the approval of the faculty member who will teach the course, the approval of E ABDB/EASDB and the decision of EYK.
- 2) Exemption procedures for the courses that students who are accepted to graduate courses take as special students and are successful in are carried out with the approval of the E ABDK / EASDK in which they are registered and with the decision of the EYK.
- 3) Special student application dates are stated in the academic calendar and announced on the Institute's website. Applications are decided by EYK, in line with the opinion of E ABDB/EASDB.
- 4) Private students can enroll in courses that are open in the relevant period in the program they apply for. Separate courses cannot be opened for special students.
- 5) Special students have to fulfill the obligations that apply to other graduate students regarding courses and exams.
- 6) These students are not given diplomas or certificates; However, upon request, a document showing the courses they are enrolled in and the grades they received will be given.
- 7) Among the candidates who are eligible to take the courses, those who need to pay the fee must pay the hourly fee determined by the University Board of Directors in order to register for the relevant course(s) and all candidates must submit the requested documents. If they want to drop the course they have registered for, the fee they paid for that course will not be refunded.

Acceptance of foreign students

- 1) The procedures and principles regarding the admission of foreign national candidates and candidates who are citizens of the Republic of Turkey, who have completed their entire undergraduate education abroad, to graduate programs are determined within the framework of the provisions of this Regulation, with the proposal of E ABDK/EASDK, the decision of the EK and the approval of the Senate. Provided that it is not contrary to the relevant legislation, a different application calendar and different application, evaluation and acceptance principles may be determined for foreign candidates.
- 2) In the applications of foreign national candidates, the originals and approved Turkish translations of the transcripts and transcripts of undergraduate degrees for those who will be accepted to doctorate/art proficiency or master's programs accepted with a bachelor's degree, and thesis master's degree certificates for other candidates, as well as the original and certified Turkish translations of the transcripts of the graduate programs are required.

It is obligatory to submit to the Institute a document at minimum C1 level from the Turkish learning, application and research centers of the universities, showing that they have knowledge of Turkish so that they can follow the programs. Turkish proficiency certificate is not required from foreign students who have completed their undergraduate/thesis master's education in Turkey and from candidates who will apply to programs conducted in a foreign language. Foreign students who will apply to postgraduate education programs in a foreign language must have achieved the language proficiency of the program they are applying for.

3) Foreign government scholarship students who come based on the protocol signed with the Republic of Turkey, bilateral agreements, European Union Harmonization Program, student exchange programs and similar agreements are accepted to the program regardless of the provisions regarding student admission to graduate programs. For other foreign students, the provisions of the first and second paragraphs apply.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System, Table 10. Statistics on Number of Students Registered to the Program, Table 11. Statistics on the Number of Students Graduating from the Program, Table 12. Number of Students Enrolled in the Program in 2022, Table 13. Attendance Status of Students.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/BIP/BusinessIntelligence/Students/LisansUstu>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

Evidence

[Table 11. Statistics on the Number of Students Graduating from the Program.pdf](#) [Table 13. Attendance Status of Students.pdf](#) [Table 12. Number of Students Enrolled in the Program in 2022.pdf](#) [Table 10. Statistics on the Number of Students Registered in the Program.pdf](#)

1.2. The policies applied in the evaluation of student admission by horizontal and vertical transfer, double major, minor and student exchange applications, and the courses taken and earned credits in other institutions and/or programs should be defined and implemented in detail.

1.2. HORIZONTAL TRANSFER AND COURSE COUNTING

All lateral transfers, Çanakkale Onsekiz Mart University Graduate Education Regulations, published in the Official Gazette dated 06/12/2020 and numbered 31326, Admission of Students by Transfer

It is made in accordance with the provisions of the principles. 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 period cannot exceed the period specified by law.

Students who have completed at least one semester, excluding scientific preparation, in the main science/main art branch of another institute within the university or in the graduate programs of another higher education institution, have received valid grades in their courses and have not received disciplinary punishment, can be accepted to graduate programs through horizontal transfer within the determined quotas.

The principles regarding accepting students through horizontal transfer are as follows:

- 1) Evaluation and acceptance of horizontal transfer applications are carried out with the opinion of E ABDK / EASDK and the decision of EYK.
- 2) When calculating the education period of the student whose horizontal transfer application is accepted, the periods spent by the students in the graduate program are also taken into account.
- 3) The postgraduate courses taken by the student whose lateral transfer has been accepted can be counted towards the course load with the opinion of the EABDK/EASDK and the decision of the EYK.
- 4) If those who are appointed to the staff of a lecturer or research assistant at the university are studying at another university, they can make a lateral transfer by accepting to fulfill the graduation and other conditions on the date of transfer, regardless of the quota requirement.
- 5) Transfer from a thesis program to a non-thesis master's program or from a non-thesis program to a thesis master's degree program can be made with the student's application, the approval of E ABDK / EASDK and the decision of EYK.
- 6) Except for non-thesis master's programs, students in graduate programs can only transfer during the course phase. There is no requirement for those who are appointed to the position of lecturer or research assistant at the university to be in the teaching phase.
- 7) Other issues related to lateral transfers are arranged according to the principles determined by the Senate.

The course(s) that students have previously succeeded and are exempt from in postgraduate programs outside the university are converted according to the evaluation of the exams and success grades in Articles 26 and 28 of the ÇOMÜ Graduate Education Regulation and are included in the GPA and GPA calculation. This period is deducted from the maximum period and the student completes the courses in the Program within this remaining period.

Conditions for students to be a special student, to have horizontal transfer or to have courses substituted from a previous graduate program, to be exempt from one or more courses and to reduce time accordingly are determined by the opinion of E ABDK/EASDK and the decision of EYK. The adjustment of the previously taken postgraduate courses or activities/applications in the transfers between the lateral or postgraduate programs of the students is made with the opinion of the EABDK/EASDK and the decision of the EYK. In the decision, the semester in which the student is adjusted during the education process is also stated. The student's credit and grade transfer request for the courses he has taken before is decided by the EYK with the proposal of the relevant EABDK/EASDK. Students who will request a course substitution must apply to EABDB with a transcript, course content and a petition within 15 days following the registration date. The student's course adjustment is carried out with the recommendation of E ABDK / EASDK and the approval of EYK.

Those who enroll in our university and request exemption are evaluated by the relevant administrative boards and the success grades of the exempted courses of the students whose exemption request is approved are converted into the success grade in Article 28 of this Regulation.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&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.

1.3. STUDENT EXCHANGE

According to the Çanakkale Onsekiz Mart University Graduate Education Regulation published in the Official Gazette dated 06/12/2020 and numbered 31326, exchange programs (Erasmus, Farabi, Mevlana, etc.) are available. Within the framework of exchange programs, students can be sent to universities in Turkey and abroad for one or two semesters. The semesters spent in higher education institutions in Turkey or abroad within the scope of exchange programs are counted as the duration of the program. The equivalence of the courses and other teaching activities completed in other higher education institutions within the scope of exchange programs with the courses in the program is determined by the approval of EABDK/EASDK and the decision of EYK. The grade conversion table accepted by the Senate is taken as a basis in converting the grades received in exchange programs to the University grading system. Within the scope of the exchange program, the provisions of this Regulation are applied to the students who come from other universities during their education at the University and they are given a transcript for the courses they have taken.

Students studying in the first year of the programs and students who have graduated 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 educational 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 the Programme, which corresponds 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.

Our Landscape Architecture PhD Program does not yet have agreements with universities for student exchange. Unit coordinators and our Department are working with various universities regarding student exchange. In addition, students can receive education by receiving acceptance letters from the universities here as a result of their interviews with various universities. Erasmus, Foreign Relations and Farabi Coordination information is actively accessible on our website. In addition, there is a coordinator for student exchange programs in our Department, and our students actively receive support from here and their program advisors.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

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

<http://lee.comu.edu.tr/>

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

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

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

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

1.4. CONSULTING AND MONITORING

In Landscape Architecture PhD Program,

1) The appointment of a thesis advisor is made for each student, upon the recommendation of E ABDK/EASDK and the decision of EYK, by taking into account the student's previous studies, the field in which he wants to work and the thesis advisor preference, among the faculty members on the University staff, at the latest by the end of the first semester.

If the student's opinion is not received and/or the thesis advisor cannot be appointed until the end of the first semester, the thesis advisor can be appointed by the EYK upon the recommendation of the relevant EABDK/EASDK.

2) In the appointment of the thesis advisor, the student can make five choices among faculty members from the relevant department or other units of the University. The thesis advisor is determined by the decision of the EYK upon the recommendation of E ABDK/EASDK, taking into account the student's preferences, the thesis consultancy loads of the faculty members and relevant opinions.

3) The thesis advisor is primarily determined among the faculty members who are on the staff of E ABD/EASD or other units of the University and who have taught at least 2 (two) semesters in undergraduate/master's/doctoral/art proficiency programs. In addition, if deemed necessary, a faculty member from another university can be appointed as the thesis advisor with the approval of E ABDK/EASDK and EYK and with the approval of the Rector.

4) The thesis advisor guides the student on issues related to the selection and approval of the courses to be taken and thesis work.

5) The thesis advisor change is decided by the EYK, taking into account the opinions of the previous thesis advisor and the newly appointed advisor, and with the approval of EABDK/EASDK.

6) In cases where the nature of the thesis study requires more than one thesis advisor, the second thesis advisor to be appointed may be a person from outside the University staff who has at least a doctorate/art proficiency degree, with the opinion of the first thesis advisor, the recommendation of E ABDK/EASDK and the decision of the EYK. In this case, the first thesis advisor is responsible for carrying out the official procedures regarding the student's courses and thesis studies.

7) In the event that the first thesis advisor cannot fulfill his duty in compulsory situations, the second thesis advisor can fulfill the duties of the first thesis advisor upon the request of the student, the recommendation of EABDK/EASDK and the decision of EYK.

8) The field of expertise of the faculty member to be appointed as the thesis advisor must be suitable for the thesis study.

9) Persons with a conflict of interest / overlapping / kinship relationship cannot be appointed as the thesis advisor of the student.

10) The thesis advisory of a faculty member who left the university by retirement or by transferring to another higher education institution may continue until the process is completed if the student's request, EABDK/EASDK's recommendation and EYK approves.

11) In order for a faculty member to be appointed as a thesis advisor, he/she must have a previous appointment within the Institute.

Minimum requirements may be imposed regarding the master's theses, scientific events, scientific publications and/or presenting papers at scientific meetings. The principles regarding this issue are determined by the proposal of the EC and the decision of the Senate.

12) If the thesis advisor leaves his/her position at the University or is assigned abroad for more than six months, or in cases where he/she is on unpaid leave, maternity leave, sick leave or similar situations for more than three months, a new thesis advisor is appointed to the student upon request. Thesis consultancy of faculty members who are assigned full-time in an institution other than higher education institutions for more than six months or who transfer to another educational institution or public institution with their staff, upon the joint request of the student and the thesis advisor, is subject to the opinion of the relevant E ABDK/EASDK and the decision of the EYK. can be extended.

13) The total number of thesis advisors to which a faculty member can be appointed in master's programs is determined according to the decisions of the Higher Education Council. However, this number can be increased up to fifty percent for postgraduate programs conducted within the framework of the protocol signed with the Council of Higher Education and within the framework of University-industry cooperation. In case this limit is exceeded, no new advisor is appointed to the relevant faculty member by the EYK.

14) In case this limit is exceeded, the change regarding the thesis advisors of the students is decided by the EYK by taking the opinion of the relevant EABDB/EASDB.

15) Thesis advisor; In the event of the faculty member's request to withdraw from the thesis advisor or the student's request for a reasoned thesis advisor change, it can be changed with the recommendation of the relevant EABDK/EASDK and the decision of the EYK by taking the opinion of the current and newly appointed faculty members. In addition, in case the thesis advisor of the student cannot fulfill the thesis advisory services and the advisor leaves the institution and the assignment approval cannot be obtained, based on the opinion of the relevant EABDK/EASDK, the thesis counseling is terminated with the decision of the EYK and the student's advisor is changed.

In addition, in our program, all faculty members have close relationships with the students and guide them. Communicating comfortably with faculty members and receiving support in this way also increases the motivation of our students and significantly affects their satisfaction level.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5>

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.

1.5. SUCCESS EVALUATION

In postgraduate education;

1) At least one midterm exam and one final grade are given for each course. The midterm exam grade can be given based on the homework prepared by the student, applied studies and/or exams taken. The final grade is given on the basis of the final exam. The final exam can be done in written, oral or practical form. Depending on the nature of the course, homework and similar studies may also be considered instead of the final exam.

Students who exceed the attendance limit cannot take the final exam of that course, and if they do, they will fail due to absenteeism. There is no final exam for thesis work, field of specialization courses, seminars and term project courses.

2) The number and quality of exams, assignments, projects, and oral presentations to be taken in a course are determined by the faculty member teaching the course and announced at the beginning of the semester.

3) At the end of each semester, a make-up exam is held after the final exam. Those who fail a course due to absenteeism cannot take the make-up exam for that course. The grade of the make-up exam is counted as the final grade of the semester.

4) Proficiency, level determination, entrance exams for graduate programs, thesis proposal defense exam and all exams measuring the thesis defense or course success can be made in written (in paper form) and simultaneously to all candidates, as well as classified according to the field and difficulty level and stored securely. It can also be done electronically, with the recommendation of the relevant EABDK/EASDK and the decision of the EYK, allowing different questions to be asked to each candidate at different times from a question bank.

5) Students who do not attend the thesis defense exam, art proficiency defense exam, doctorate and art proficiency exam, thesis monitoring committee exam and have a documented valid excuse, can apply to E ABDK/EASDK within five business days from the date of the exam in question. A new exam right may be granted upon the recommendation of the EYK and the decision of the IAB.

6) The principles related to the measurement and evaluation methods to be applied in distance education programs are determined by the EK proposal and the decision of the Senate, within the framework of the principles determined by the Council of Higher Education.

make-up exam

1) Make-up exam is only valid for midterm exams. The EYK determines whether the student will be allowed to take a make-up exam in a course and announces when, where and how the make-up exam will be held.

2) If the student who wants to take advantage of the make-up exam submits the document showing his excuse along with a petition to E ABDB/EASDB within five business days following the exam date, the student may be given the right to take a make-up exam upon the recommendation of E ABDK/EASDK and the decision of EYK. Students who do not take the make-up exam are not given the right to take a new make-up exam. The student's right to take the make-up exam depends on the following documented circumstances:

a) Health board report regarding the disease status.

b) In case of emergency, family physician or 2nd/3rd. Report received from primary health care institutions.

c) Document regarding the death of one of the student's first degree relatives on a date that would prevent him or her from taking the exam.

ç) Document obtained from official authorities in case of traffic accident, fire, flood, earthquake, collapse, destruction and similar unexpected situations.

d) Document obtained from official authorities in case of detention or detention.

e) Other excuses accepted by EABDK/EASDK and approved by EYK.

- 3) Students who cannot take the final exam due to their excuses or who fail to take the final exam can take the make-up exam.
- 4) For students who cannot take exams held in front of a jury, such as the thesis exam and proficiency exam, due to a valid excuse, a new exam date will be determined if they notify the Institute of their excuses within five business days and their excuses are accepted by the IAB.
- 5) Students who are assigned to represent Turkey, the University and the relevant academic unit in social, cultural and sports activities are given the right to make-up exams for each exam they cannot attend.

Notes

In master's and doctorate programs, one of the following letter grades is given to the students for each course they take, as the final course grade:

90-100 Points - AA (Coefficient 4.0)

85-89 Points - BA (Coefficient 3.5)

80-84 Points - BB (Coefficient 3.0)

75-79 Points - CB (Coefficient 2.5)

70-74 Points - CC (Coefficient 2.0)

60-69 Points - DC (Coefficient 1.5)

50-59 Points - DD (Coefficient 1.0)

30-49 Points - FD (Coefficient 0.5)

0-29 Points - FF (Coefficient 0)

Absent - DS (Coefficient 0)

DS: Discontinued, G: Pass, K: Fail, M: Exempt

Pass (G) and Fail (K) grades are used for specialization courses, term projects and seminar courses. These two grades are not included in the GPA.

In order to be considered successful in a course, the master's student must have received at least a CC grade and the doctoral student must have received at least a CB grade as the final grade in that course. In order to be considered successful in the seminar course, thesis proposal defense exam, proficiency exam, field of specialization course and term project course, it is necessary to receive a Pass (G) grade.

repeating the course

- 1) The student can retake the failed elective course or take another elective course with the same credit. If a different course is chosen to repeat the course, attendance is required for this course.
- 2) A student who receives a DS grade from a course must continue the course when he/she takes this course again. A student who fails the course despite meeting the attendance requirement does not have to continue the course when he/she takes the course again. However, he/she must attend the exams and/or prepare the assignments required for grade evaluation.
- 3) Students must retake the compulsory course they failed. However, compulsory courses that must be repeated due to failure or non-attendance are removed from the program or not offered.

In case of failure, the student can take another course instead of the failed compulsory course upon the recommendation of the thesis advisor, the approval of EABDK/EASDK and the decision of EYK.

4) The last grade received in repeated courses is valid.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5>

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.

1.6. GRADUATION CONDITIONS FROM THE PROGRAM

Landscape Architecture Doctoral Program requires at least 240 courses, including at least seven courses, seminars, qualifying exams, thesis proposals and thesis studies, provided that they are not less than 21 credits and 60 ECTS in one academic year for students accepted with a master's degree with a thesis. It consists of ECTS credits.

The thesis, which will be prepared at the end of the doctoral study, must fulfill at least one of the qualities of bringing innovation to science, developing a new scientific method, and applying a known method to a new field. The graduation of our doctoral students is decided by the Graduate School Administrative Board. With the decision of the EK and the approval of the Senate, minimum requirements may be determined for the student to carry out an academic activity such as scientific activity, scientific publication and/or presenting papers at scientific meetings at national or international level in order to take the thesis defense exam.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

[https://www.mevzuat.gov.tr/mevzuat?](https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5)
<https://lee.comu.edu.tr/kurumsal/idari-personnel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

2. PROGRAM EDUCATIONAL OBJECTIVES

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

2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. DEFINED PROGRAM EDUCATIONAL OBJECTIVES

Our Landscape Architecture Ph.D. Program, both our University and our Graduate He took the vision and mission of our Education Institute as a reference and defined the educational objectives accordingly. The aims of our program are to serve our University's vision of "being a quality-oriented, innovative and entrepreneurial university" and its mission of "becoming the best university in the region and a strong scientific institution of its country and the world". The mission of our Graduate Education Institute is; Supporting new programs and interdisciplinary programs in line with current developments, adopting a scientific approach, having ethical values and problem-solving skills, and having the potential to conduct research at national and international level; To contribute to the training of researchers who contribute to the development of science. The vision of our Graduate Education Institute is; To carry out its activities as an institution that is preferred at national and international level, contributes to the scientific and technological development of the country, is innovation-oriented, adheres to scientific and ethical values.

In line with these, the aim of our Program is; To provide qualifications to the personnel who will contribute to the solution of problems in national and international issues within the scope of their profession at an expert level. In line with this purpose, the public at the country and regional level (SPO, Ministry of Environment, Urbanization and Climate Change, Ministry of Culture and Tourism, Ministry of Energy and Natural Resources, Ministry of Agriculture and Forestry, Ministry of Forestry and Water Affairs, General Directorate of Highways, DSI, Municipalities etc.)) and private organizations to meet the need for personnel with postgraduate education and training. In order to develop this aim, various courses have been added to the doctoral curriculum for the use of remote sensing and geographic information systems in Landscape Architecture, which are current research topics. At the same time, our PhD Program; prone to team and project work; attaches utmost importance to human relations and communication; have an entrepreneurial spirit; Proficient in computer programs; using maximum Office, computer aided design programs, three-dimensional design programs, geographic information systems and remote sensing programs; It aims to train researchers who care about learning foreign languages.

In recent years, it has been felt necessary to provide more time and research opportunities for postgraduate studies, since these and similar research topics are covered in more detail, especially since these topics are open to theoretical developments.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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.

2.2. SUITABILITY OF PROGRAM OBJECTIVES WITH STUDENTS' CAREER GOALS

The mission, vision and educational objectives of the Landscape Architecture PhD Program are in line with the career goals and professional expectations that its graduates want to achieve. The aim of our program is; To provide qualifications to personnel who will contribute at an expert level to the solution of problems in national and international issues within their field of endeavor.

Students who graduated from the Landscape Architecture Doctorate Program;

Universities (faculties, vocational schools and environmental units affiliated to rectorates), Municipalities (parks and gardens directorates, zoning and landscaping units), Planning Directorates affiliated to various Ministries, Highways, Provincial Bank, DSI, Agricultural Research

Institutes, Ministries (Forestry and Water Affairs). Ministry of Agriculture and Forestry, Ministry of Environment, Urbanization and Climate Change), Real Estate Bank, Landscape Architecture, Architecture, Urban Planning and Construction offices etc., Private companies undertaking structural and vegetal municipal services, Tourism-Building Cooperatives, Postgraduate education and training. They can work in private institutions that demand experienced personnel and in academic staff of universities.

It is aimed to update the main objectives and duties of our program in line with the opinions of all stakeholders when necessary, taking into account regional, national and global developments. It is thought that updating the aims of the program will enable our doctoral students to prepare and approach their professional and academic career goals in a strong way.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, News, Announcements, UBYS Education Information System.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<http://peyzaj.mtf.comu.edu.tr/arsiv/haberler>

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

2.3. It must be compatible with the self-duties of the institution, faculty and department.

2.3. SUITABILITY OF PROGRAM OBJECTIVES WITH INSTITUTIONAL AND UNIT DUTIES

2.3. SUITABILITY OF PROGRAM OBJECTIVES WITH INSTITUTIONAL AND UNIT DUTIES

The objectives of the Landscape Architecture Doctoral Program have been determined in line with the mission, vision and self-duties of our University and Graduate Education Institute.

Mission of our University

Raising pioneers and entrepreneurial individuals in their fields; Producing R&D-oriented, application-oriented, multi-disciplinary and project-based research; "To be a quality-oriented and innovative university" that develops sustainable relationships with its stakeholders.

Vision of our University

With its libertarian, innovative and entrepreneurial aspect; "To be a strong university in the international arena", aiming at quality-oriented development and research-based.

Mission of Our Graduate School

As an institution that is preferred at national and international levels, contributes to the scientific and technological development of the country, is focused on innovation, and adheres to scientific and ethical values, we provide coordination of postgraduate programs, support new and interdisciplinary programs in line with current developments, and provide problem-solving skills to national and international students. Having the potential to conduct research at a high level; To contribute to the training of researchers who benefit the development of science.

Vision of Our Graduate Education Institute

To increase the universal competitiveness of the knowledge produced by our country in every field by training academicians and professionals who can meet the needs of the world-wide academy and business world with scientific knowledge and analytical thinking.

Mission of our PhD Program

To train experts who can conduct landscape planning and design, restoration and landscape management research within the scope of scientific research and can conduct interdisciplinary research and applications.

Vision of Our Doctoral Program

To train scientists who can make methodological analysis, be creative and investigative, and conduct scientific research on planning and design that protects natural and cultural values and ensures sustainability.

Our Doctoral Program has determined its main objectives in order to achieve and contribute to the regional, national and international goals of our University and Graduate Education Institute. In line with all these, the aim of our PhD Program is to provide qualifications to personnel who will contribute at an expert level to the solution of problems in national and international issues within their field of endeavor.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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

2.4. DETERMINING PROGRAM OBJECTIVES INCLUDING STAKEHOLDERS

Our Landscape Architecture Doctorate Program; It receives support from various stakeholders in order to increase the quality of education it offers to its students and to integrate with current developments, in line with the aim of providing qualifications to personnel who will contribute to the solution of problems on national and international issues within its field of study at an expert level.

Program objectives; It was determined in line with the mission and educational objectives of our University and our Graduate Education Institute, by taking the opinions of our internal stakeholders of our University. These stakeholders are:

Internal stakeholders

- Our academic staff,
- Our administrative staff,
- Our students.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, News, Announcements.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<http://peyzaj.mtf.comu.edu.tr/arsiv/haberler>

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

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

2.5. ACCESS TO PROGRAM OBJECTIVES

All our internal and external stakeholders, especially our students and prospective students, Çanakkale Onsekiz The mission, purpose, objectives, detailed teaching plan and course contents of Mart University Landscape Architecture Doctoral Program can be found on the Graduate Education Institute website and also on the University Information Management website.

They can easily access it from the system. Apart from this, our doctoral students are informed about our program's teaching plan, course monitoring and evaluation criteria at the beginning of the semester by the advisors assigned to our students. All information regarding achieving the objectives of our program is presented to your information in the annexes with evidence.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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

2.6. UPDATING PROGRAM OBJECTIVES INCLUDING STAKEHOLDERS

It is aimed to update the objectives of our program by receiving support from all internal and external stakeholders, in line with regional, national and global developments, in order to increase the quality of education offered to its students and to integrate with current developments. One of the main goals of our program is to train scientists who can "follow current developments and adapt to these developments". In this context, it is inevitable to update the objectives of the Program periodically. Making updates in a healthy and high-quality manner is only possible with the participation of multiple perspectives in the process. In this direction, our Program aims to revise its objectives in specified periods by organizing meetings with its stakeholders. The internal and external stakeholders of our program are:

External stakeholders

- PEMKON (Landscape Architecture Department Heads Council),
- PEMAT (Academic Society of Landscape Architecture),
- PEMDER (Landscape Architecture Education and Science Association),
- PMO (Chamber of Landscape Architects),
- National and International Education and Research Institutions,
- Private Sector Organizations,
- Non-Governmental Organizations,
- Banks.

Internal stakeholders

- Our academic staff,

- Our administrative staff,
- Our students,
- Our graduates.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, News, Announcements.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<http://peyzaj.mtf.comu.edu.tr/arsiv/haberler>

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

2.7. Test Criterion

2.7. TESTS THAT PROGRAM OBJECTIVES ARE ACHIEVED

The mission, purpose, objectives and teaching plan of our program have been prepared by taking into account the institutional goals and priorities of our University and Institute, as well as local, regional, national needs and targets within the framework of international cooperation. Relevant academic committees evaluate the success of the Department's goals and objectives set in previous years and the extent to which the education and training programs match the needs of the students through internal and external stakeholder meetings. At the same time, the Higher Education Qualifications Framework has defined the qualifications required for doctoral education. At the same time, the academic boards, commission meetings, annual activity reports, annual internal control reports and this self-evaluation report of our Department also contain evidence that the necessary test measurements are made by many different methods. In order to develop more professional and subjective online test criteria, the Landscape Architecture Department of our Graduate Education Institute is actively carrying out the necessary studies together with our Presidency. All information regarding the test criteria and evidence that the objectives of our program have been achieved are presented for your information in the annexes.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, News.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

<http://peyzaj.mtf.comu.edu.tr/arsiv/haberler>

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.

3. PROGRAM OUTCOMES

3.1. DETERMINATION AND UPDATE METHOD OF PROGRAM OUTCOMES AND ITS SUITABILITY WITH THE PURPOSE

The mission of the Landscape Architecture PhD Program is to train experts who can conduct landscape planning and design, restoration and landscape management research within the scope of scientific research and can conduct interdisciplinary research and applications. Our program is within this framework;

Preferred at the top in Turkey with its quality of education, training and research,
Sensitive to technological developments, training human resources in line with the expectations of society and sector
representatives, Effectively representing our University in international academic
studies, Creating a result-oriented education profile with its faculty
members, Education and training It has internalized its mission to be a program that
educates knowledgeable, well-equipped and self-confident individuals, respects international values, protects the environment and constantly renews itself.

Purpose of Our Program

To provide qualifications for personnel who can understand the environment, nature and space by ensuring the harmony and connection between nature and humans, and who will contribute to the solution of problems at an expert level on national and international issues within the field of work, Ministry, Ministry of Energy and Natural Resources, Ministry of Agriculture and Forestry, Ministry of Forestry and Water Affairs, General Directorate of Highways, DSI, Municipalities, etc.) and private organizations to meet the need for personnel with postgraduate education and training.

Prone to team and project work,
attaches utmost importance to human relations and
communication, has an
entrepreneurial spirit, is proficient in computer programs; Maximum Office aims to educate students who use computer-aided design programs, three-dimensional design programs, geographical information systems and remote sensing programs.

In this context, our program aims to contribute to the development of the natural environment, to develop alternative studies on the management and planning of wetlands, to make sustainable plans for the protection of ecological balance, to produce land use decisions at local and regional scales, wet areas, stream corridors, mines, solid waste storage areas, To make plans for the restoration of areas destroyed by humans such as forests, to carry out conservation projects of historical areas and cultural resources, to carry out studies on land use and vegetation at national and international levels, to work on urban and rural area planning and development, to produce environmental protection projects by producing plans and implementation projects. It aims to take a role in its design and conservation and to carry out studies with an ecological approach in planning and design issues. Students who successfully complete the Landscape Architecture Doctoral Program are awarded a Landscape Architecture Doctorate diploma. Students who graduate from this program work in universities (faculties, vocational schools and environmental units affiliated with rectorates), municipalities (parks and gardens directorates, zoning and landscaping units), planning directorates affiliated with various ministries, Highways, Bank of Provinces, DSI, Real Estate Bank, Agricultural Bank.

They can work in Research Institutes, Ministries (Ministry of Agriculture and Forestry, Ministry of Environment, Urbanization and Climate Change, etc.), General Directorate of Mass Housing, Landscape Architecture, Architecture, City and Regional Planning and Construction offices, Tourism-Building Cooperatives. They can also work in private organizations and academic staff of universities that require staff with postgraduate education and training.

According to Article 48 of Çanakkale Onsekiz Mart University Postgraduate Education Regulation, students studying in the Landscape Architecture Doctoral Program are required to take 7 courses (21 local credits), provided that they are not less than 60 ECTS in one academic semester, seminars, proficiency exams, They are obliged to complete at least 240 ECTS credits, including thesis proposal and thesis study. According to Article 27 of the relevant regulation, in order to obtain a doctoral degree, students must have received at least CB/S grade from all courses prescribed in their program, successfully complete their seminar studies and have a GPA of at least 3.00 out of 4.00. Each student must successfully defend his thesis in front of the thesis committee. In addition, according to Article 35 of the same regulation, with the decision of the relevant IAB and the approval of the Senate, the minimum requirements for the student to be able to take the thesis defense exam can be determined for scientific activities, scientific publications and/or presenting papers at scientific meetings.

Within the framework of this mission, goals, objectives and criteria, the relevant regulations and the Bologna system are taken into account when determining the program outputs of the Landscape Architecture Doctoral Program. When the program outputs are to be prepared, the meeting agenda is created with the recommendation of the program advisor to the Head of Department, the academic board is organized and the opinions of all relevant faculty members and our unit Bologna coordinator are also taken. In addition, if deemed necessary and/or when the teaching plan is updated or just a new course is added to the teaching plan, the compatibility of the learning outcomes of the course with the program outcomes is checked, and the program outcomes are updated when necessary. In summary, program outputs are routinely reviewed at least once a year by the relevant program advisor and commission, and when an update is required, this arrangement is carried out using the above method. The aims and objectives of the training program include the knowledge, skills and attitudes that students are expected to acquire and define the competencies and competencies expected from the graduate. This can be actively observed in the program outputs matrix in our education-training information system. In addition, determining the level of achievement of program outcomes periodically is closely related to the success level of our students in the courses taken in any semester (fall/spring). Çanakkale Onsekiz Mart University Graduate School

According to Article 28 of the Education Regulation, 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 received from the courses and the ECTS credits of the courses.

In summary, the aims and objectives presented cover all competencies to meet the professional and social expectations of the program. These competencies are to provide knowledge and skills related to, for example, design, planning, environmental management, visual communication, organization, and protection of the social and historical environment, in a way that supports all aspects of the Landscape Architecture Doctoral Program, in accordance with the time allocated to pre-graduation education. In addition, this process is supported by professional activities such as technical trips, seminars and conferences held every semester. In this context, the outputs of Çanakkale Onsekiz Mart University Graduate Education Institute Landscape Architecture Doctoral Program are presented below for your information as evidence:

P.C.1. Along with expanding and deepening the knowledge in the same or different field based on undergraduate degree qualifications, the ability to access information, evaluate, interpret and apply information by conducting scientific research.

P.Ç.2. To be equipped to produce and implement advanced creative landscape designs in different contents and scales in urban and rural spaces.

P.C.3. To have the knowledge to conduct advanced research on landscape ecology, landscape planning and management.

P.C.4. Ability to bring different landscape approaches to areas containing special and complex elements

P.Ç.5. To have advanced knowledge of current developments and practices in the planning and management of nature protected areas.

P.Ç.6. Ability to use geographical information systems and remote sensing technologies related to the field of work in Landscape Architecture at a high level

P.Ç.7. Ability to propose solutions to environmental problems at national and global scales

P.Ç.8. To understand the development of the Landscape Architecture profession and its current situation in the country and the world.

P.C.9. Ability to learn cultivation techniques of plants in landscape areas

P.C.10. Ability to design irrigation and drainage systems in landscape areas

P.C.11. Ability to communicate in written, verbal and visual form at an advanced level using at least one foreign language on a subject related to one's expertise.

P.C.12. Ability to maintain and repair plants used in landscape areas

P.C.13. To be able to offer solutions to problems by working together with different disciplines in Landscape Architecture.

P.C.14. Ability to work on the effective use of water in Landscape Architecture

P.C.15. Being able to embrace the importance of complying with scientific and ethical values in all their studies.

As can be understood from the program mission, purpose, objectives, and the program teaching plan, course contents and learning outcomes presented as evidence below, in order to see that they overlap with the relevant program outcomes above, the curriculum includes the curriculum, course contents and learning outcomes, as well as the curriculum mission, goals and objectives. It is clearly seen that the outputs support each other and that all of them are compatible with each other. Our students, student candidates and all our internal and external stakeholders can access the program outputs of the Graduate Education Institute Landscape Architecture Doctoral Program on the website of our unit and our Program, as well as through UBYS.

In addition, program self-tasks, goals and objectives, teaching plan, course contents and the relationship between program outcomes and learning outcomes are conveyed to our first-year students by the relevant program advisor at the beginning of the semester during orientation training, and the necessary outcomes are delivered to our students.

Links to relevant websites are attached as proof. From these links, you can access the program's mission, goals, objectives, teaching plan, course contents, program outcomes and learning outcomes of the courses, the matrix showing that the program outcomes and learning outcomes support each other, as well as workflow diagrams, job descriptions and activity reports on how the processes and workflow work in this regard. reports are also available.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Regulations and Guidelines.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5> <https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

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.

3.2. METHOD OF MEASURING AND EVALUATING PROGRAM OUTCOMES

As detailed above, in this context, the Higher Education Qualifications Framework has defined the qualifications required for PhD education. When determining the program outputs of the Department of Landscape Architecture, relevant regulations and the Bologna system are taken into consideration.

In addition, when preparing training programs, our Program takes into account the institutional goals and priorities of our University and Institute, as well as current local, regional and national needs and targets. When the program outputs are to be prepared, the meeting agenda is created with the recommendation of the program advisor to the program head, and if necessary, an academic committee is organized and the opinions of all relevant parties are taken. In addition, when deemed necessary and/or when the curriculum is updated, the program outputs are also updated. In this context, the periodic determination of the level of provision of the program outputs is followed from the education and training information system and the 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 the Çanakkale Onsekiz Mart University Postgraduate Education Regulation, students' success is monitored with the Semester Grade Point Average (GPA) and General Grade Point Average (GPA) values calculated through the grades they 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.

Apart from these, importance is also given to the participation of internal and external stakeholders when measuring the level of achievement of program outputs. In this context, in addition to the participation of relevant faculty members, we also try to get feedback from our students through surveys. A student course evaluation survey is conducted twice a year.

With the student course evaluation survey conducted twice a year, information about the extent to which the courses students have taken provide the program outcomes, what skills the course provides, and the adequacy of its content and scope are questioned. By using the faculty member course evaluation form, which is designed to evaluate the success of students twice a year, program outcomes related to the targeted learning outcomes for all courses in our program are determined by taking into account the course introduction forms. The extent to which students can achieve these program outcomes is determined by exams, homework, projects, etc. It is evaluated through measurement tools such as. As a result of these evaluations, the most important data is obtained regarding the extent to which the Landscape Architecture PhD Program provides the specified program outcomes. Thus, a systematic measurement based on student work can be carried out. Information about the measurement and evaluation of program outcomes of our program is presented to your information in the annexes with evidence.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Regulations and Guidelines.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

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

3.3. GRADUATES PROVIDE PROGRAM OUTCOMES

The extent to which the program outcomes are compatible with the learning outcomes and how much of the program outcomes are provided are clearly visible 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 monitored. In this regard, students are provided with academic equipment and skills related to design, planning, environmental management, visual communication, organization, social and historical environment protection, in a way that will support all aspects of the Doctoral Program, and students will be able to contribute at an expert level to the solution of problems in national and international issues within their field of study. is grown. In addition, seminars, panels, fairs and conferences are organized in cooperation with the relevant sectors, and office/application site visits are carried out. In this way, program outputs are tried to be provided.

According to Article 28 of the Çanakkale Onsekiz Mart University Postgraduate Education Regulation published in the Official Gazette dated 06.12.2020 and numbered 31326, in order to graduate from the Master's Program, students must obtain at least a CC grade from all courses in the curriculum and G (Pass) from the seminar course.) They must have received the grade. In addition, according to Article 41 of the relevant regulation, students are required to take 7 courses (21 local credits) in one academic semester, provided that they are not less than 60 ECTS, and complete the seminar, qualifying exam, thesis proposal and thesis study, and the total ECTS credits of all compulsory and elective courses are required. Must have at least 240 ECTS. Students who successfully complete their education programs and successfully defend their thesis in front of the thesis committee are given their diplomas at the end of the examination period following the completion of the program.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Regulations and Guidelines.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?>

[LegislationNo=36045&LegislationTur=8&LegislationTertip=5https://lee.comu.edu.tr/corporate/administrative_personnel-duty-dagilimi-r25.html](https://lee.comu.edu.tr/corporate/administrative_personnel-duty-dagilimi-r25.html)

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

4. CONTINUOUS

IMPROVEMENT 4.1. Evidence that the results from the established assessment and evaluation systems are used for continuous improvement of the program should be presented.

4. CONTINUOUS IMPROVEMENT

4.1. USE OF MEASUREMENT AND EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT

Student course evaluation survey conducted twice a year, academic board meetings, all meetings organized by the unit management, strategic plan and internal control report creation commissions, activity reports, job descriptions and work flow charts and their constant updating are followed by the relevant Department Head and unit manager. is your responsibility.

Our program is to contribute to being a scientific, entrepreneurial, innovative and competitive research university as a program; to provide quality education and scientific research activities; It aims to develop relations with stakeholders and to train scientists. In order to achieve these strategic goals, our Program develops strategies in line with the following strategic objectives: Development of scientific, entrepreneurial and innovative studies; development of educational activities; It is about making the relations with internal and external stakeholders effective. The steps we have taken towards these goals, the plans we intend to realize over the next five years, and the SWOT analysis of our Department have been publicly shared on our website.

Program SWOT Analysis: The education, training and management activities of our department were examined from different perspectives and the strengths, weaknesses, opportunities and threats of the university were evaluated. Evaluation;

Strengths of the Department of Landscape Architecture

G1- Having a strong image of the institute,

G2- Students in other higher education institutions can take courses,

G3- Having academicians with scientific ethics,

G4- National scientists to serve in juries for our institute's students,

G5- The Institute has a good archive,

G6- Journal of the Institute of Science and Technology begins its publication life,

G7- Dynamic structure of our faculty members,

G8- The wishes of our students towards the education they will receive in their fields,

G9- The importance given to continuous quality improvement in our academic structures and programs,

G10- Corporate structure that has internalized our cultural climate and values,

G11- Desiring a harmonious, participatory working environment,

G12- Student-oriented mentality prevails,

G13- An ever-expanding library,

G14- Having a doctoral program in the Department of Landscape Architecture.

Weaknesses of the Department of Landscape Architecture

Z1- Lack of international students,

Z2- Insufficient international cooperation,

Z3- Gradually decreasing student quality,

Z4- Lack of physical space,

Z5- Physical infrastructure inadequacies,

Z6- The relations with the planning and design sector have not been sufficiently institutionalized,

Z7- Insufficient level of foreign language knowledge of academic and administrative personnel in the environment of increasingly global universities.

Opportunities

F1- Significant increases observed in project support programs in recent years,

F2- Increasing demand for education in the fields of planning and design,

F3- Number of our graduates and the positions they have reached,

F4- Opportunities arising from our university being located at the intersection of two continents.

Threats

T1- Limited opportunities provided to our students (scholarship, dormitory, etc.),

T2- Undergraduate graduates from faculties and departments with different names in our country have received education in different qualifications and do not have adaptation and basic scientific equivalence,

T3- Appointment, staff etc. bureaucratic difficulties.

Evaluation

The Graduate School of Education is constantly developing and increasing its competitiveness. The process must be effective and controlled. Policies that meet the needs of Çanakkale and our country should be developed, and relations with the public and NGOs should be further increased. Projects should be produced with NGOs in the process of harmonization with the EU acquis. The production of industrial projects should be encouraged. A corporate culture that is known and accepted by everyone should be created. Communication channels to increase service quality should always be kept open. Publications produced from theses should be encouraged to be industry-oriented and applicable in ÇOMÜ Technopark. Regional Development National Strategy of the Ministry of Development,

According to the Turkish Industrial Strategy document of the Ministry of Science, Industry and Technology, the decisions of TÜBİTAK Science and Technology Supreme Council, etc. Projects should be produced in accordance with national policies.

Although the most important contribution to the development of our department is considered to be that the planning and design professional disciplines will carry out education, training, scientific research and application activities together, it is inevitable that eliminating the lack of qualified human resources will be a necessary step following the completion of the physical infrastructure (new faculty building). In this context, efforts should be made to eliminate the shortage of both academic and administrative personnel.

Considering the fact that our faculty carries out project and implementation activities in the field of open planning and design with high added value, the current structure will be rearranged, especially in order to increase the revolving fund income, and effective activities should be carried out in these areas.

National and international planning and design events, workshops, workshops, congresses, etc. by making the necessary plans for their work; First of all, studies should be carried out to transfer current research studies and knowledge in cooperation with Çanakkale, our region, our country and then other foreign countries.

It is inevitable to make an understandable, holistic and applicable strategic plan in planning the future of our department. In this sense, it is envisaged that this study will be carried out among the activities of 2023.

Proposing Solutions to Problems and Developing Appropriate Strategies

Looking at the program outcomes, it is seen that the opinions and expectations of external stakeholders should be taken into consideration more while preparing the education-training plan, and student exchange programs should be increased. As of 2020, the results of the surveys applied to stakeholders in the preparation of our University's new internal evaluation report will be taken into account and will be presented in the 2022 internal evaluation report. In this context, the weaknesses/strengths of our Department, which were evaluated as a result of the SWOT analysis, were evaluated in a way to harmonize them with the strategies implemented by our University, taking into account the opportunities/threats. The 2021-2025 Strategic Action Plan of our Landscape Architecture Department is presented for your information with evidence in the table given in the annexes.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, Department of Landscape Architecture SWOT Analysis.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/kurum-swot-analizi-r47.html>

Evidence

[4.1-architecture-and-design-faculty-swot-analysis.pdf](#)

4.2. These improvement efforts, especially in areas related to Criterion 2 and Criterion 3,

It should be based on systematically collected, concrete data regarding all areas open to development.

4.2. CONTINUOUS IMPROVEMENT STUDIES BASED ON CONCRETE DATA

In the Çanakkale Onsekiz Mart University Landscape Architecture Department Program, program development suggestions in previous years were discussed in extended meetings involving all Department faculty members. The Improvement Process is based on the Plan, Apply, Check, Take Action (PUKÖ) cycle of Total Quality Management. The process consists of two main cycles.

The Long-Term Cycle is repeated at five-year intervals and Educational Objectives, Program Outcomes and Draft Lesson Plan are created. The work in this cycle is mainly seen through various meetings organized. The following documents are presented as data sources to help participants make decisions before the meeting:

- i) It is used to ensure the compatibility of University, Institute, Department and Program Strategic Plans, Educational Objectives and Program Outcomes with Self-Duties.
- ii) Various domestic and international university course plans are used to question the currency and validity of the proposed course plan.
- iii) It is used to convey information to the participants whose previous meeting decisions have changed.
- iv) Annual Activity Reports, Internal Control Reports prepared after the previous meeting, education, research, project, publication, etc. of the department. It is used to provide information about its performance on issues.

Taking into account the Draft Lesson Plan and discussions created in the meetings, the lesson plan is finalized as a result of a series of checks carried out in the department, course contents are prepared and the approval process is carried out. The control process at this stage is carried out in accordance with Criterion 2 of the Course Evaluation Tables, which indicates the extent to which the courses in the plan contribute to the Program Outcomes (PLAN).

Following the Planning stage described above, the approved lesson plan is submitted to the Senate after being passed by the Institute Coordinatorship, and if accepted, it is put into practice (APPLY). In addition, it is checked whether there is a need for change due to the completion of the five-year period or a strategic decision, and when one of these conditions is met, the cycle is returned to the beginning and the Planning process is started again.

In the Short-Term Cycle, each course in the course plan is reviewed at the end of each semester using the information in the Course Files prepared for it and the evaluation results of the Course Evaluation Surveys answered by the students (CHECK).

Until today, the purpose, content, evaluation criteria, Course Success List and tables showing the relationship between the Learning Outcomes of the course and the Program Outcomes have not been created in the Course Files. It is aimed to hold extended meetings attended by all faculty members teaching in the program. Each faculty member will be able to see the results related to himself/herself as well as the evaluations for all courses and make a self-evaluation (TAKE PRECAUTIONS).

In addition, as explained in detail in the section above, our data for continuous improvement; Meeting with internal stakeholder commission members once a year, meeting with external stakeholders once a year, internal stakeholder survey once a year, external stakeholder survey once a year, new graduate survey once a year, student course evaluation survey twice a year, twice a year Evaluation of students' success in courses with the faculty member's course evaluation form, participation in academic board meetings, all meetings organized by the unit management and meetings that concern the Department, commissions for creating strategic plans and internal control reports, activity reports, job descriptions, work flow charts and their systematics. obtained from updating

It is planned to be done (TAKE PRECAUTIONS).

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, Faculty of Architecture and Design PDCA Cycle.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/puko-dongusu-r44.html>

Evidence

[850-mtf-management-system-quality-assurance-system-puko.pdf](#) [848-mtf-quality-security-internationalization-puko.pdf](#) [846-mtf-education-education-quality-assurance-system-puko.pdf](#) [845-mtf-research-development-quality-assurance-system-pu.pdf](#) [849-mtf-social-contribution-quality-assurance-system-puko.pdf](#) [847-mtf-quality-assurance-system-general-puko.pdf](#)

5. TRAINING PLAN

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

5. TRAINING PLAN

5.1. EDUCATION PLAN (CURRICULUM) THAT SUPPORTS PROGRAM OUTCOMES AND OBJECTIVES

The aims and objectives of our program include all competencies to meet professional and social expectations. These competencies are to provide knowledge and skills related to, for example, design, planning, environmental management, visual communication, organization, and protection of the social and historical environment, in a way that supports all aspects of our Program, in accordance with the time allocated to pre-graduation education.

The main goal of our program in this context is to provide students with education within the framework of a competent curriculum so that the student can continue his education with sufficient knowledge and continue his professional career in the future. In this regard, the education plan offered to students provides knowledge and skills about design, planning, environmental management, visual communication, organization, professional or interprofessional collaborative organizations, and working environments in the private sector within the scope of protecting the social and historical environment. In the Landscape Architecture PhD Program, whose main subject is humans and nature, joint studies are carried out with different disciplines. In this context, it is possible to make location selection for various uses such as parks, gardens, tourism and recreation areas, university campuses, residential areas, commercial centers, public buildings, to produce land use decisions at both local and regional scales, to make sustainable plans for the protection of ecological balance, and to be able to socialize. Importance is given to training experts who are sensitive to the historical environment and have professional ethical responsibility.

Our graduates who have studied with the education plan we have created for these areas of interest

They are trained to be equipped to work in sectors, private or public institutions and organizations. In this context, the purpose of the Program is; To meet the need for postgraduate level educated and trained personnel required by public and private organizations who are competent to contribute to the solution of problems on national and international issues within the field of work at an expert level. In this regard, students are provided with academic equipment and skills related to, for example, design, planning, environmental management, visual communication, organization, and protection of the social and historical environment, in a way that supports all aspects of the Doctoral Program. Students who graduate from the Landscape Architecture Doctoral Program are employed by universities (faculties, vocational schools and environmental units affiliated with rectorates), municipalities (parks and gardens directorates, zoning and environmental regulation units), ministries (Ministry of Agriculture and Forestry, Ministry of Environment, Urbanization and Climate Change, etc.). They can work in Highways, Bank of Provinces, DSI, Real Estate Bank, General Directorate of Mass Housing, Landscape Architecture, Architecture, City and Regional Planning and Construction offices, and they can apply for expert positions in research centers in public institutions in the country or abroad in the same or similar fields. While preparing our training plans to ensure access to program training objectives and program outcomes; To train individuals who can plan, design, manage and repair sustainable landscape areas, in short, who have the knowledge and skills required by the Landscape Architecture profession, to increase scientific research projects on Landscape Architecture subjects, to obtain effective results on a national and international scale, to develop international projects, to develop research potential through bilateral collaborations. We take into account the duties of our company to increase the quality of life, to strengthen relations with society and the sector by increasing community projects, and to design spaces that increase the quality of life with visual, auditory, technical, economic and ecological values. To improve oneself in all relevant human and technical fields, especially in professional or interprofessional collaborative organizations within the scope of environmental planning and design, environmental impact assessment, landscape management (planning, design, application, maintenance and repair), ornamental plants cultiv

Prone to team and project work,
giving utmost importance to human relations and communication; Has an entrepreneurial spirit, is proficient in computer programs; Our aim is to train students who use maximum Office, computer aided design programs, three-dimensional design programs, geographic information systems and remote sensing programs, give importance to foreign language learning, and value lifelong development.

Within the framework of this mission and purpose, we are making changes in our education plan in order to share current information with our students, in line with the feedback from our academic boards, employers, graduates and students, in order to prepare the student for a professional career. In this context, it can be seen in the attached evidence that our education plan supports the program objectives and outcomes discussed in detail above. The evidence that the education plans meet the minimum credit and ECTS components given for this criterion and include general education components is presented in the appendix for your inf

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Table 14. Program Teaching Plan.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

Evidence

Table 14. Program Teaching Plan.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.

5.2. IMPLEMENTATION OF THE TRAINING PLAN

The training methods applied by the faculty members of our program are summarized below.

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

Project – Homework: Projects or assignments are used in order to better understand the information given in the course by the student. The aim of the projects and assignments is to enable the student to recognize and comprehend the problem, to scan the necessary literature, to develop the ability to design and produce solutions, and to gain the ability to present/explain his/her work.

Practice and Application: In order to reinforce the topic given in the lesson with problems, applications are made following the lecture or at a different time during the lesson. Projects implemented for application studies are made by making use of design magazines and various written sources, as well as technical visits (fair, nursery, etc.).

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

Digitization of Data: The topics and assignments explained in the courses are better reinforced by using AutoCad, ArcGIS, 3DMax, SketchUp, Lumion, Adobe Photoshop and Adobe Illustrator programs.

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

Field Study: Field work is carried out in the application area so that students can collect data within the scope of the courses.

Examination of Application Studies: It is done by explaining and interpreting the previous studies in real environments related to the subjects covered in the lessons.

Seminar-Conference: Assignments done within the scope of the course can be divided into seminars, conferences, symposiums, congresses, etc. It is encouraged to be presented at places.

The courses included in the education plan of the program are given in the form of Normal Education (Primary Education). On the other hand, the opening of elective courses varies according to the faculty member program and the demands of the students. Elective courses that are not directly within the scope of the program are taught by faculty members of other programs or guest lecturers. In addition to providing guidance to students in their course selection during the registration period, the advisors

They follow their development closely. With face-to-face education during the lesson, an interactive environment is created where students can ask questions during the lesson. Outside of classes, our students can share any information, complaints, suggestions, etc. They can easily meet with the faculty members who teach courses on subjects such as the relevant program advisor or the Head of the Department, within the framework of the student meeting hours posted on their doors.

In order to achieve the goals of the Department's education plan in Criterion 2, importance has been given to an education with a strong technical aspect due to its openness to national and international changes and developments in public and private fields and its importance in planning and design. Students have constant communication with the relevant lecturers during and outside the classroom. All this information can be accessed via UBYS. In this context, 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 in question is implemented in the Fall and Spring semesters within the scope of Çanakkale Onsekiz Mart University Postgraduate Education and Training Regulations. Each lesson in the training plan is taught in a way that covers the weekly topics in the teaching plan. In this context, all relevant evidence is presented for your information in the annexes.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Regulations and Guidelines.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6681>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?>

[MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5https://lee.comu.edu.tr/kurumsal/idari_personnel-gorev-dagilimi-r25.html](https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5https://lee.comu.edu.tr/kurumsal/idari_personnel-gorev-dagilimi-r25.html)

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

<https://www.comu.edu.tr/duyuru-19964.html>

<https://www.comu.edu.tr/duyuru-20018.html>

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

5.3. TRAINING PLANMANAGEMENT

In terms of course selection, our students are directed by their program advisors to compulsory courses in accordance with the doctoral 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 doctoral 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. During the registration period at the beginning of each semester, students first choose courses from the Student Information System. The course selections of the students are checked and approved by their advisors. The training plan

In addition to being a guide, the consultants also play a major role as an auditor. The graduation procedures of all students who have reached the graduation stage are initiated by the student advisors. Student advisors and graduation commission check whether the students at the graduation stage take the courses in accordance with the education plan they are responsible for, and whether they meet the graduation requirements. These commission members are announced on the unit website. Again, in order to ensure that the education plan is implemented as envisaged, course description information forms for the courses included in our doctoral education plans have been created and the relevant evidence has been added. The course description forms, which include course-specific information such as course code, name, purpose, credit, compulsory/elective information, content, learning outcomes, syllabus, and course evaluation criteria, are prepared by the lecturer of the course in question and updated every year. Course description information of the courses in the education plan are 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, adjustments are made to our education plan by evaluating the feedback from our academic boards, graduates and students within the framework of Continuous Improvement Cycles in Criterion 4.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

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

5.4. TRAINING PLAN COMPONENTS

Training plans include all discipline-specific components given in the above criteria.

In addition, compulsory courses that contribute to these components are listed below. In addition to the listed required courses, there are a number of elective courses that support the education 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 Postgraduate Education Regulations. The weekly subjects in the teaching plan are followed in the operation of each lesson 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 and other evidence are presented below for your information.

SEMESTER I

PM-6041 Scientific Research Methods (3+0): Scientific research process and methods, scientific

project preparation stages and determining goals, creating project content, obtaining ethics committee permission, project management and team building, disseminating project results and writing patents, original research articles and review articles, accurate source citing, thesis writing, report writing, academic plagiarism/ethics. /plagiarism/open access, refereeing, powerpoint presentation/ poster preparation, CV, application and motivation letter preparation.

I. SEMESTER ELECTIVE COURSES

PM-6003 Barrier-Free Design in Landscape Architecture (3+0): Basic principles in outdoor design for disabled people, pedestrian paths, ramps, railings, stairs, planting, urban furniture, parking lots, access from vehicles to buildings, building entrances, removal of existing obstacles, transportation policy approaches, legal legislation.

PM-6005 Ecologically Based New Urbanization Theories (3+0): In this course; Detailed information will be given about new urban approaches that respect nature and take into account ecological values such as enriching biological diversity and correct and appropriate resource use, and the application efficiency of these approaches will be evaluated at the end of the course.

PM-6007 Determination of Economic Value of Landscape Areas (3+0): Emphasizing the purpose and importance of determining the economic value of landscape areas, methods used in determining value, benefits of determining economic value, creating a market, hedonic price method, travelcost method, contingent valuation method.

PM-6009 Recreation Management (3+0): To define the basic concepts of recreation, to give information about recreation planning, to reveal the importance of the recreation management approach, which is a new approach in the tourism industry.

PM-6011 Environmental Problems and Anthropogenic Impacts (3+0): Anthropogenic impacts on the environment and their consequences in the perspective of human history, their causes, technical, scientific, economic, sociocultural, legal and ethical solutions in solving national and international problems, the agenda of change.

PM-6013 New Trends and Applications in Landscape Design (3+0): History of design. Art movements used in the entire field of design and their association with landscape architecture. Areas and works known for their landscape design in the world. Well-known landscape architects and design approaches in the world and in Turkey. Landscape design examples for the future.

PM-6015 Urban Environmental Renewal (3+0): Theoretical information about urban renewal, urban environmental problems and solutions. Evaluation of projects on housing programs, land management, urban development, urban revitalization. Urban analysis in terms of the presence of urban green areas. Conducting project work aimed at improving the quality of urban landscape.

PM-6017 Geophytes (3+0): Morphological and physiological characteristics of important bulbous, tuberous and rhizome plants in the Turkish flora used in landscape planning, propagation methods, status of geophyte exports in Turkey, classification of geophytes, ecological demands of some genera, production techniques and their use in landscaping. usage, packaging, storage and transportation operations.

PM-6019 Landscape Planning and Management in Mountainous Areas (3+0): Concept of mountainous areas, ecological, economic and socio-cultural values of mountainous areas, landscape planning concept, landscape planning methods in mountainous areas, concept of landscape management in mountainous areas.

PM-6021 Landscape Planning and Management in Protected Areas (3+0): Conservation and protected area concepts, national and international protection categories, landscape planning and landscape management methods in protected areas.

PM-6023 Advanced Topics in Landscape Architecture (3+0): History of design. In the whole design field

The art movements used and their association with landscape architecture. New orientations in design and the areas of use of these orientations in landscape architecture. Areas and works known for their landscape design in the world. Well-known landscape architects and design approaches in the world and in Turkey. The concept of aesthetics and design relations today and in the future. New architectural elements in landscape design. Case studies. Landscape design examples for the future.

PM-6025 Preservation of Historical and Cultural Landscapes (3+0): To develop research skills in documentation, to interpret historical landscape areas, to prepare historical landscape surveys and Conservation/Restoration reports of endangered historical landscapes.

PM-6027 Irrigation and Drainage Engineering in Large-Scale Areas (3+0): Irrigation and drainage methods, irrigation and drainage applications in landscape areas, points to be considered in projects, pressurized irrigation system project, drainage systems project, irrigation and drainage in large-scale landscape areas engineering calculations, calculation of irrigation and drainage system costs, problems that may be encountered in large-scale areas and solution suggestions.

PM-6031 Sustainable Rural Planning (3+0): Concept of sustainable rural area and rural landscape, rural development models, settlement pattern in rural areas (collective villages, dispersed villages, semi-dispersed villages), legal legislation in rural areas, rural area planning principles (rural development components), rural area and nature conservation.

PM-6033 Strategic Spatial Planning (3+0): Strategic Spatial Planning has been implemented as a new planning approach and method since the 1980s. This approach also affects Turkey's planning and management system. Within the scope of the course, the European Union Spatial Development Perspective, European and Turkish practices are examined.

PM-6035 Landscape-Oriented Processes in Urban Design (3+0): Within the scope of the course, public space, urban problems and the existence of urban spaces for socialization needs are the main topics discussed. Landscape design approach has been adopted in order to respond to new needs in changing urban spaces with dynamic movements.

PM-6037 Space Analysis in Urban Open Spaces (3+0): Studies will be carried out to enable the perception and analysis of the physical qualities of urban open spaces. Within the scope of these studies, the spatial configuration of the city's open spaces will be evaluated analytically and interfaces such as public, common and private spaces will be identified.

II. SEMESTER

LEE-SE6000 Seminar (2+0): To conduct a literature review on the research topic and to compile and present existing data.

II. SEMESTER ELECTIVE COURSES

PM-6002 Highways Landscape Planning and Design (3+0): The situation of highways in Turkey and the world, their historical development and course content; problems arising from highway construction and use; environmental impact assessment and the role of the Landscape Architect; Important plan elements in the interactions between the highway and the landscape; functions of vegetation on highways; functions of vegetation on highways; vegetative planning on highways, plant selection criteria and planting methods; highway planning criteria; in-field inventory and analysis; highways landscaping project cost inputs; review of highway landscaping projects; drawing highway landscape project; care and protection of plants along the highway; evaluation of projects.

PM-6004 Advanced Urban Landscape Design (3+0): Landscaping of squares, pedestrian areas, streets, parks, recreation and promenade areas, sports fields and facilities, open and closed recreational facilities, shopping mall surroundings, etc. in open and green areas within the city. design approaches and principles.

PM-6010 Wetland Management in Landscape Architecture (3+0): Advanced information about the wetland ecosystem, important wetlands in our country, wetland legislation and Ramsar contract, wetland management plans.

PM-6012 Advanced Geographic Information System and Remote Sensing Applications in Landscape Planning (3+0): Basic principles of remote sensing GIS. Materials used in remote sensing. Basic principles of determining natural resources with remote sensing technique. GIS data models and geographic entities. GIS land applications. Land information System.

PM-6014 Preservation, Restoration and Landscape Design in Historical Environments (3+0): Examination of historical areas. Conservation, restoration and development opportunities. Revitalization of the historical landscape. Evaluation of historical garden. Making a Sample Project.

PM-6016 Growth Regulatory Substances and Their Use in Ornamental Plants (3+0): General definitions and usage areas of growth regulating substances, planning and implementation of an experimental study with one or more of the growth regulating substance groups, Gibberellic acid, Cytokinins, Auxins, Abscisic acid, properties, areas of use, ways of use, examples, examination and discussion of a study conducted on ornamental plants regarding any (auxin group) growth regulators, effects of growth regulators on the environment and discussion.

PM-6018 Coastal Areas Planning and Management (3+0): Formation, importance and problems of coasts, steps, laws and regulations regarding coastal planning and management.

PM-6020 Landscape Planning and Sustainable Tourism (3+0): Concept of tourism, types of tourism, positive and negative aspects of tourism, tourism phenomenon in protected landscapes, concept of tourism potential, presence of tourism in the landscape planning process.

PM-6022 Ecological Planning and Design Analyzes (3+0): Basic concepts of human actions affecting ecological systems. Basic landscape ecology concepts to explain the multifaceted relationship between cultural and natural systems. Ecological design and planning literature. Ecological design, planning concept and historical development process. Modernity and environment. Current concepts regarding the relationship between ecology, landscape design and planning. The concept of ecological performance in landscape design and planning. Ecological design and planning principles in landscape design and planning. Design and planning solutions based on environmental performance in urban and rural areas.

PM-6024 Recreation Planning in Landscape Architecture (3+0): Introducing the general concepts of Recreation Planning, giving descriptive information about the recreation planning process, introducing different approaches to recreational planning.

PM-6026 Climate and Energy Effects in Landscape Design (3+0): Introducing factors related to energy efficiency and climate comfort in landscape design, introducing design components and innovations related to increasing energy efficiency and climate comfort in landscape design, the effects of globalization and global warming on living spaces To raise awareness about.

PM-6028 Landscape Irrigation Design and Management (3+0): Selection of equipment used in irrigation systems, points to be considered in irrigation system project design, irrigation system design, precautions that can be taken against problems that may be encountered (insufficient water, drainage problem, etc.), irrigation in landscape areas Sample applications regarding programming, irrigation management, design and management in landscape areas.

PM-6032 Nature Protected Areas and Planning (3+0): Concept of protected area, legal status of protected areas in the world and in Turkey, current and future management planning, participatory management planning, action, management planning cycle within the scope of information evaluation, protected area governance, the importance of basin scale in water resources and holistic basin management principles.

PM-6034 Ecological Approaches in Landscape Planning (3+0): Data sources used in landscape planning and the basis of Geographic Information Systems (GIS), data analysis, fuzzy theory Topsis, electre, AHS and AWOT methods constitute the content of the course in detail.

PM-6036 Landscape Architecture Discourses in Turkey (3+0): The course will examine the development of the landscape architecture discipline in the local context. Discourses and practices in Turkey will be evaluated compared to their contemporaries in the world. The course will also question the discipline's relationship with related design disciplines such as architecture and industrial design in the Turkish context.

Landscape Components on the Axis of PM-6038 Semiotics (3+0): The environment structured as a system of indicators is evaluated within the scope of the definition and theories of semiotics. Factors that enable communication with the environment are considered as spatial components and interpreted in the context of landscape iconography.

III. SEMESTER

LEE-YE6000 Proficiency Study (0+0)

IV. SEMESTER

LEE-TÖ6000 Thesis Proposal Study (0+0)

V. SEMESTER

LEE-UZ6000 Specialized Field Course (10+0): Conducting research and literature studies on topics related to the thesis topic.

VI. SEMESTER

LEE-UZ6000 Specialized Field Course (10+0): Conducting research and literature studies on topics related to the thesis topic.

VII. SEMESTER

LEE-UZ6000 Specialization Course (10+0): To conduct research and literature studies on subjects related to the thesis topic.

VIII. SEMESTER

LEE-UZ6000 Specialization Course (10+0): To conduct research and literature studies on subjects related to the thesis topic.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Regulations and Guidelines.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://lee.comu.edu.tr/kurumsal/mevzuat-r18.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=36045&MevzuatTur=8&MevzuatTertip=5>

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.

5.5. TRAINING PLAN COMPONENTSII

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

In addition to the skills of conducting research on a specific subject, analyzing data, designing experiments, problem solving and business development; Our students are offered the opportunity to do these studies together, especially in order to improve their creative thinking and teamwork skills. In order to encourage interdisciplinary studies, joint projects can be carried out with other departments for such theoretical and applied studies.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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

5.6. EXISTENCE OF A GENERAL EDUCATION PLAN WITHIN THE SCOPE OF PROGRAM OBJECTIVES

In line with the program objectives, courses related to general education are included in the education plan. In this regard, graduates will acquire basic knowledge on environmental planning and design, environmental impact assessment, landscape management (planning, design, application, maintenance and repair), professional or interprofessional collaborative organization within the scope of ornamental plants cultivation and marketing, and prepare for the public or interprofessional collaboration in which they will work. It is aimed that they can apply it in private sector organizations or start their own business. Necessary evaluations for these courses are made by the Quality Board and the Department's Board of Directors.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://mtf.comu.edu.tr/kalite-guvencesi/komasyonlar-koordinatorklukler-r15.html>

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.

5.7. MAIN DESIGN EXPERIENCE

The courses included in the education plan are prepared with a holistic perspective that will support each other according to years and periods. In this regard, an education plan was created with the system of ensuring that the course taken in the previous term meets the learning requirements of the course to be taken in the next term.

Courses are planned gradually on a yearly basis, from basic education to qualified education and therefore from general subjects to more specific subjects. In this context, the education plan is updated by the relevant boards after the feedback received from the faculty members teaching in the unit.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Web Site, Graduate Education Institute Web Site, UBYS Education Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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.

6. TEACHING STAFF

6.1. QUALIFICATION OF TEACHING STAFF

It constantly strengthens its academic staff in order to provide quality education to our Landscape Architecture PhD students, to take care of them more closely and to raise well-equipped students. The main duty of the faculty members in the program is to conduct courses and conduct research in their relevant programs.

The curriculum vitae of all lecturers are constantly updated both on the program website and on the AVES system. In addition, relevant job descriptions are published on our unit website. Detailed information about the teaching staff of the program is shown in criterion 01.3 under the title of the administrative structure of the program and teaching staff, and in the tables and documents presented in the annexes with the evidence, information about our teaching staff.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, Table 15. Distribution of Faculty Members in the Program, Table 16. Course Load of Faculty Staff Statistics on their Distribution, Table 17. Number of Students per Faculty Member, Table 18. Statistics on Academic Publications of Faculty Members, Table 19. Analysis of Faculty Staff I, Table 20. Analysis of Faculty Staff II, Table 21. Completed or Still Continuing Academic Staff Current Projects, Table 22. Scholarships and Awards Received by Academic Staff, Table 23. Number of Trademarks, Designs, Patents of Academic Staff, Table 24. Monthly Workload Analysis of Academic Staff (2022), Prof. Dr. Dr. Tülay CENGİZ TAİLİ Documents (BAP, TÜBİTAK, Projects, Citations), Prof. Dr. Füsün ERDURAN NEMUTLU Documents (BAP), Prof. Dr. Kürşad DEMİREL Documents (TÜBİTAK, BAP, Project), Assoc. Dr. Ayşe Esra CENGİZ Documents (BAP, Awards), Dr. Lecturer Member Tutku AK Belgeler (BAP, Project), Dr. Lecturer Member Aylin ÇELİK TURAN Documents (Article, Book, Project).

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

<https://mtf.comu.edu.tr/personel/akademik-personel-r14.html>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

<https://scholar.google.com.tr/citations?user=mmxqLYAAAAJ&hl=en>

<https://scholar.google.com/citations?user=vKVsCrkAAAAJ&hl=en&oi=ao>

<https://scholar.google.com/citations?user=XJPrG58AAAAJ&hl=tr&oi=ao>

https://scholar.google.com/citations?user=e_WDW_wAAAAJ&hl=en&oi=ao

<https://scholar.google.com/citations?user=Y6K7xYEAAAAJ&hl=tr&oi=sra>

<https://scholar.google.com/citations?user=2VtBEF8AAAAJ&hl=tr&oi=ao>

<https://scholar.google.com/citations?user=8l3shJEAAAAJ&hl=tr&oi=sra>

<https://scholar.google.com/citations?user=OvYipFoAAAAJ&hl=tr&oi=ao>

Evidence

[6.1 Prof. Dr. Tülay Cengiz Taılı BAP_protokol2.jpg](#)

[Table 17. Number of Students per Faculty Member.pdf 6.1](#)

[Prof. Dr. Tülay Cengiz Taılı TÜBİTAK2.jpg 6.1](#)

[Prof. Dr. Tülay Cengiz Taılı Inter-Institutional Project.jpg](#)

[Table 22. Scholarships and Awards Received by Faculty](#)

[Members.pdf 6.1 Prof. Dr. Kürşad Demirel-](#)

[Almanya_BMBF_finalreport.pdf 6.1 Prof. Dr.](#)

[Tülay Cengiz Taılı TÜBİTAK3.jpg 6.1 Assoc. Dr. Ayşe Esra](#)

[Cengiz_H1-H2-H3-H4_BAP Belgesi.pdf Table 16. Statistics on Course Load Distribution of Teaching Staff.pdf](#)

[Table 18. Statistics on Academic Publications of Faculty Members.pdf](#) [Table 23. Number of Trademarks, Designs and Patents of Faculty Members.pdf](#) [6.1 Assoc. Prof. Dr. Ayşe Esra Cengiz_I1-Academic Performance Award.pdf](#) [Table 21. Completed or Ongoing Projects of the Faculty Staff.pdf](#) [6.1 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitik_C1 BAS.pdf](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý Academic Incentive.jpg](#) [Table 20. Analysis of the Faculty Staff II.pdf](#) [6.1 Dr. Lecturer Member Aylin Çelik Turan Article-A case study in natural coastline of Enez-Kesan districts by using natural threshold analysis.pdf](#) [6.1 Assoc. Dr. Ayşe Esra Cengiz_H5-Special Provincial Administration Proje.pdf](#) [6.1 Dr. Lecturer Member Tutklu Ak_Proje_bryant12.pdf](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý BAP2.jpg](#) [6.1 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitik.pdf](#) [6.1 Dr. Lecturer Member Tutklu Ak_Proje_bap.pdf](#) [Table 24. Monthly Workload Analysis of Faculty Members \(2022\).pdf](#) [Table 15. Distribution of Faculty Members in the Program.pdf](#) [6.1 Dr. Lecturer Member Aylin Çelik Turan_ege_geopolitik_C2 BAS.pdf](#) [6.1 Prof. Dr. Kürşad Demirel_bap projects.jpg](#) [Table 19. Analysis of the Teaching Staff I.pdf](#) [6.1 Prof. Dr. Füsün Erduran Nemutlu_bap_projeler.jpg](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý TÜBÝTAK1.jpg](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý BAP_protokol3.jpg](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý BAP_protokol1.jpg](#) [6.1 Prof. Dr. Kürşad Demirel-TÜBÝTAK.pdf](#) [6.1 Prof. Dr. Tülay Cengiz Taýlý BAP_protokol4.jpg](#)

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

6.2 QUALIFICATIONS OF THE TEACHING STAFF

Detailed information about the qualifications of the teaching staff is presented in detail in the criteria 01.3, 6.1 and the accompanying evidence under the title of the administrative structure of the program and the teaching staff.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://mtf.comu.edu.tr/personel/akademik-personel-r14.html>

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

6.3. ASSIGNMENT AND UPGRADE

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 Position

- 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. Having received at least 1000 points from the items between and at least 50% of this score in the 1st-5th grades of the academic activity evaluation. Having taken from the articles between
- 4) Having received at least 200 points from items 22 and 23 of the academic activity evaluation after associate professorship,

5) To have attended and presented at least 2 scientific meetings/shows, at least one of which is international, in his/her own field of science after associate professorship,

6) Having received at least 2000 points in total,

or in the period from the date he received the title of Associate Professor instead of the above criteria to the date he applied for the position of professor; To once again meet the associate professorship criteria developed by the current Interuniversity Board.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

<http://mtf.comu.edu.tr/>_____

<http://lee.comu.edu.tr/>_____

<https://personel.comu.edu.tr/mevzuatlar/akademik-kadro-atama-kriterleri-r7.html>_____

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.

7. INFRASTRUCTURE

7.1. ALL AREAS USED FOR EDUCATION AND TRAINING

Courses for our Landscape Architecture PhD Program are held at the Faculty of Architecture and Design. Since the Landscape Architecture Undergraduate lecturers also teach the courses of our Department, the courses are carried out in the rooms of the lecturers in our Faculty.

All areas used for education, administrative areas and academic staff rooms in our faculty have a total closed 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 lack of computers in faculty rooms. There is a need for new buildings due to the increase in the number of undergraduate and graduate students and the physical inadequacies caused by the outdated facilities.

The total closed area of the building, which is shared by the Faculty of Fine Arts, the Faculty of Communication and the Faculty of Architecture and Design, is 18636 m² and there is a canteen (745 m²) shared by the joint faculties. There is also an inner courtyard where our students can spend their free time and pergolas located around the faculty. In summary, this criterion is met and the attached evidence is presented for your information.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

<http://mtf.comu.edu.tr/>_____

<http://lee.comu.edu.tr/>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/ic-kontrol-r42.html>

7.2. Appropriate infrastructure must be in place that allows students to engage in extracurricular activities, meets their social and cultural needs, creates an environment for professional activities, supports their professional development, and revitalizes student-faculty relations.

7.2. OTHER AREAS AND INFRASTRUCTURE

Due to the lack of physical space in our faculty, there is no conference hall where scientific activities such as conferences, seminars, panels and presentations are held. There is a canteen shared with other faculties.

Our students can also benefit from our library facilities located on various campuses of our University. Social facility opportunities in our Terzioğlu Campus and Dardanos Campus are offered to our students so that they can engage in extracurricular activities. Students can also benefit from the outdoor sports areas of Terzioğlu Campus and the Hasan Mevsuf Sports Hall on our campus. Our students can also carry out their events and activities in the cultural centers located in our central district. Our students can apply to Çanakkale Onsekiz Mart University Training and Research Hospital for their health-related problems. Graduation ceremonies of students are held at Necip Fazıl Kısakürek theater hall and Çanakkale 18 Mart Stadium. In addition to making efforts for the students to be professionally competent, it is also aimed to train each of them as intellectuals with national and universal sensitivity, equipped in terms of effective speaking, expression, communication and discussion. However, due to the insufficient capacity of our existing building, there is a need for a new building.

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 where our faculty is located. There is a cafeteria and restaurants within the campus area where our students and employees can have lunch and dinner under hygienic conditions.

Student Societies: There is a student society named Landscape Community.

Information about the areas and infrastructure of our program is presented for your information with evidence.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website, News, Announcements.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

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

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

7.3. Programs provide opportunities for students to learn to use modern engineering tools.

should provide. Computer and informatics infrastructures must be at a sufficient level for the scientific and educational studies of students and faculty members, in line with supporting the educational objectives of the program.

7.3. TECHNICAL INFRASTRUCTURE

Our program could not achieve its goals of preparing equipment, infrastructure and space to serve its purpose due to lack of physical space. Although there is a library within our program in order to facilitate our students' access to information, there is a need for a library within our Faculty as it does not provide sufficient facilities. Internet access is available in the building where our faculty is located so that our students can benefit from the Internet, which is indispensable for the IT world.

Laboratories and Studios

Drawing Studio (2 units)

Computer laboratory (2 units)

Our faculty members can easily conduct research by using the internet service in their study rooms. It is possible to access periodicals, e-magazines, e-thesis, e-newspapers and e-books through access to numerous electronic databases. Additionally, programs such as Turnitin, iThenticate, Flow and Mendeley are offered to users. Face-to-face and online trainings are organized within the university for electronic databases and various software programs. In addition, there is a need for computers and technical equipment throughout the faculty.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

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

7.4. Library facilities offered to students should be sufficient to achieve educational objectives and program outcomes.

7.4. LIBRARY

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 Terzioğlu 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 (Terzioğlu Campus)

ÇOMÜ Biga Library (Ayaköy, Biga)
Education Library (Anafartalar Campus) ÇOMÜ
Theology Library (Yekerpınar Campus)
Faculty of Medicine Library (Temporarily in the Central Library) District
libraries (Yenice, Ezine, Bayramiç, Gökçeada, Ayvacık, Lapseki, Gelibolu, Çan,
in Bozca)

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

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. Our students and faculty members can benefit from 24/7 library services, study halls and rooms, and online services located at Çanakkale Onsekiz Mart University Terzioğlu 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, Graduate School of Education Website.

Evidence Links:

<http://mtf.comu.edu.tr/>_____

<http://lee.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.

7.5. SPECIAL PRECAUTIONS

We have 2 security personnel working in and around the building where our program is located. Our building is under 24-hour surveillance with existing security cameras. The building where our program is located 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, Graduate School of Education 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,

should be at a level that will ensure the quality of the program and its sustainability.

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. BUDGET PROCESS AND CORPORATE SUPPORT

The main source of expenditures made in our program is the added budget revenues. The Supplementary Budget is transferred to the universities every year by the Ministry of Finance at the beginning of the year, taking into account the recommendations from the universities. Therefore, the budget of Çanakkale Onsekiz Mart University, which is a state university, is determined every year 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. Then, this budget is distributed among the units of our University by the Strategy Development Department of our University, taking into account the necessary needs and demands. Human resources management strategies are planned according to the norm staff numbers and appointment criteria created by the units within the personnel department and strategy department of our institution, and their follow-up is carried out by our Rectorate and 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. Since the courses of our program are carried out within our Faculty, the management of movable and immovable resources is followed by the Faculty administration. Additional course fees of the faculty members of our institute, projects related to the Department, etc. fees and jury fees are covered from the budget of our Institute. Payment items belonging to our Faculty and Institute and the information contained in this criterion are presented in the appendices with evidence.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, 2022 Graduate Education Institute Activity Report, Table 25. Faculty of Architecture and Design 2022 Payment Items, Table 26. Graduate Education Institute Budget Application Results.

Evidence Links:

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

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

<http://lee.comu.edu.tr/>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/ic-kontrol-r42.html>

<https://lee.comu.edu.tr/kalite-guvencesi/ic-kontrol-r70.html>

Evidence

[Table 25. Faculty of Architecture and Design 2022 Payment Items.pdf 8.1-](#)

[comu-lee-activity-report-2022.pdf Table 26.](#)

[Graduate Education Institute Budget Application Results.pdf](#)

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

8.2. SUFFICIENCY OF THE BUDGET IN TERMS OF TEACHING STAFF

Since we are a program affiliated with a state university, our budget is limited. human resources

Management strategies are planned according to the norm staff numbers and appointment criteria established by the units within our institution's Personnel Department and Strategy Department, and are followed up by our Rectorate and General Secretariat. Additional course fees of the program faculty members are covered by the budget of the Graduate School of Education. 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 faculty members to continue their professional development, their participation in national and international scientific meetings is supported every year. Academic staff who participate in Scientific Activities on behalf of our university are provided with participation support in a national or international event once a year, provided that they participate with a declaration. A maximum of one academician can benefit from support per paper. However, with the Law Amending the Higher Education Personnel Law, which entered into force on 14 November 2014, a positive improvement in the salaries of Faculty Members and Assistants has provided an important incentive to attract and maintain qualified teaching staff in our country. Our faculty members have the opportunity to obtain additional income and equipment through their TÜByTAK and BAP projects. In addition, based on the Academic Incentive Allowance Regulation, which entered into force with the decision of the Council of Ministers on 14 December 2015, our faculty members receive academic incentive allowances for their academic activities such as projects, research, publications, designs, exhibitions, patents, citations, notifications and academic awards they have received. Books are purchased from the library on a regular basis, in line with the requests of Faculty Members and Assistants, and access to scientific publications is expanded by increasing the number of scientific databases to which members are registered.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

<https://personel.comu.edu.tr/mevzuatlar/acadek-kadro-atama-kriterleri-r7.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>

<https://mtf.comu.edu.tr/kalite-guvencesi/ic-kontrol-r42.html>

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

8.3. INFRASTRUCTURE EQUIPMENT SUPPORT

8.3. INFRASTRUCTURE EQUIPMENT SUPPORT

Faculty members of the Department of Landscape Architecture provide the necessary infrastructure and equipment support for the courses given from the part of the budget of the Faculty of Architecture and Design of our University allocated for the department. In line with the incoming requests, the Department notifies the institute in writing about its requests regarding the infrastructure. The Institute reports the relevant needs and requests to the Rectorate Building Affairs and Technical Department and tries to meet the infrastructure requests of the departments within budget possibilities. The department's machinery and equipment purchase, repair and maintenance expenses are also reported to the institute. The Institute examines the relevant requests and carries out what needs to be done within its own budget possibilities. In cases where the relevant requests and needs exceed the deanery's budget, they are met by the rectorate. When the entire Institute budget is used, if necessary, an additional budget is requested and the necessary support is provided to the departments with the additional budget received.

Our faculty has 1 classroom, 2 drawing studios, 2 computer laboratories, and all of them have projectors. Due to lack of physical space, there are no meeting rooms or conference halls that can be used by the Departments in our Faculty. There are cafeterias and restaurants within the campus area where our students and employees can have lunch and dinner under hygienic conditions. Our faculty members can easily conduct research by using the internet service in their study rooms. Periodicals, e-magazines, dissertations, e-newspapers and e-books can be accessed through access to numerous electronic databases. Additionally, programs such as Turnitin, iThenticate, Flow and Mendeley are offered to users. Face-to-face and online trainings are organized within the university for electronic databases and various software programs. In addition, there is a need for computers and technical equipment throughout the faculty.

CONCLUSION

IMMATURE APPLICATION

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

Evidence Links:

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

<http://lee.comu.edu.tr/>

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

<https://lee.comu.edu.tr/kalite-guvencesi/ic-kontrol-r70.html>

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.

8.4. TECHNICAL AND ADMINISTRATIVE SERVICE STAFF SUPPORT

In the administrative staff of our faculty, there is 1 administrative staff member who serves as the secretary of the Department in correspondence regarding the Institute. 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 administrative levels of the university with the knowledge that a modern administrator 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 applications 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 of administrative staff such as systematization (keeping the Management Information System ready for service effectively) are also available in our unit. Management responsibility is specified in detail in the relevant procedures.

CONCLUSION

SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate School of Education Website.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

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.

9. ORGANIZATION AND DECISION MAKING PROCESSES

9.1. INSTITUTION ORGANIZATION AND DUTIES

Our university applies the provisions of the Higher Education Law No. 2547 in its management and organization. The governing bodies of the university are the Rector, the University Senate and the University Administrative Board. 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 as his deputy. Rector position

When he/she is away from the school for more than two weeks, he/she informs the Council of Higher Education. If the mandate lasts more than six months, a new rector is appointed.

b) Duties, powers and responsibilities:

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

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

(3) To prepare the 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
To present to the board,

(4) When deemed necessary, changing the places of duty of the teaching staff and other personnel working in the institutions and units that make up the university, or assigning new duties to them,

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

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

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

Senate

Article 14 –

a. Establishment and functioning: The Senate, under the chairmanship of the rector, consists of vice rectors, deans, one faculty member from each faculty to be elected for three years by the faculty boards, and the directors of the institutes and colleges affiliated to the rectorate.

The Senate meets at least twice a year, at the beginning and end of each academic year.

The Rector calls the senate to a meeting when he deems it necessary.

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

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

Article 15 –

a. Establishment and functioning: University board of directors; It consists of deans, chaired by the rector, and three professors to be elected by the senate for a period of four years to represent different educational units and fields of the university.

The Rector calls the board of directors to a meeting when necessary.

Vice rectors can attend board meetings without the right to vote.

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

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

(2) To ensure the implementation of activity plans and programs; 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) To examine and make a final decision on objections to the decisions of faculty, institute and college administrative boards,

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

Faculty Bodies

Dean

Article 16 –

a. (Amended: 14/4/1982-2653/2 art.) Appointment: The dean, who is the representative of the faculty and its units, is selected by the Council of Higher Education for a period of three years from among three professors from within or outside the university, to be recommended by the rector, and is appointed by the normal procedure. The dean whose term has expired may be reappointed.

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

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

When the dean is not on duty, one of his assistants acts as his deputy. Under power of attorney

If it takes more than a month, a new dean is appointed.

b. Duties, powers and responsibilities:

- (1) To preside over the faculty boards, to implement the decisions of the faculty boards and to ensure regular work between the faculty units,
- (2) At the end of each academic year and when requested, to report to the rector about the general situation and functioning of the faculty,
- (3) To inform the rectorate of the appropriation and staff needs of the faculty along with its justification, to submit the proposal regarding the faculty budget 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 it by this law.

In the rational use and development of the teaching capacity of the faculty and its affiliated units, in taking security measures when necessary, in providing the necessary social services to the students, in the regular conduct of education, scientific research and publication activities, in the supervision and control of all activities, in the follow-up and control and He/she is primarily responsible to the rector for obtaining the results.

Institute Bodies

Article 19 –

a. The bodies of the institute are the institute director, the institute board and the institute board of directors.

b. The institute director is appointed by the rector upon the recommendation of the relevant faculty dean for three years. In institutes affiliated to the Rectorate, this appointment is made directly by the rector. The director whose term has expired can be reappointed.

The director has a maximum of two assistants to appoint for a period of three years from among the salaried faculty members working at the institute. In case of deputation of the director or vacancy of the directorate, the procedure to be followed is the same as for deans. The director of the institute carries out the duties assigned to the deans by this law in terms of the institute.

c. The institute board consists of the deputy directors and the heads of the main science branches that make up the institute, under the chairmanship of the director.

D. The board of directors of the institute consists of the director, the deputy directors, and three faculty members who will be elected for three years by the institute board from among six candidates nominated by the director.

to. The institute board and the institute board of directors carry out the duties assigned to the faculty board and faculty board of directors by this law in terms of the institute.

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, Graduate Education Institute Website, Regulations and Guidelines, Table 27. Graduate Education Institute Organization Chart.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://lee.comu.edu.tr/kurumsal/idari-personel-gorev-dagilimi-r25.html>

<https://mtf.comu.edu.tr/yonetim/gorev-tanimlari-r34.html>

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=2547&MevzuatTur=1&MevzuatTertip=5>

Evidence

[Table 27. Organization Chart of Graduate Education Institute.pdf](#)

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

10. SPECIAL CRITERIA SPECIFIC TO THE PROGRAM

10.1. SPECIAL CRITERIA SPECIFIC TO THE PROGRAM

All of our graduates from Çanakkale Onsekiz Mart University Graduate Education Institute, Landscape Architecture Doctorate Program graduate with the competencies included in the program outputs. Apart from these, no special criteria have been determined, but studies are continuing to determine special criteria.

CONCLUSION

IMMATURE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Graduate Education Institute Website, UBYS Education Information System, Student Information System.

Evidence Links:

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

<http://lee.comu.edu.tr/>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6817>

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

CONCLUSION

CONCLUSION

11. CONCLUSION

Within the scope of our University's Quality Assurance studies, our Program continues the studies deemed necessary. In this context, relevant commissions have been formed, organizational charts have been made, job descriptions and work flow 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.

Additionally, a strategic plan is prepared every five years. In this context, SWOT analysis was conducted and the PDCA cycle was developed. Our strategic plan, last prepared for 2021-2025, has been updated within the scope of the new vision of our University. A continuous academic and administrative performance measurement, monitoring and evaluation mechanism has been established in our program.

All these are shared with all our stakeholders in a transparent and participatory management style on the website of our unit. In order to more clearly determine the level of providing the relevant program outputs in our program, infrastructures have been created for survey studies for students and graduates.

It is also aimed to carry out more intensive studies on the participation of external stakeholders in the process. Our program communicates with its students not only at an academic level; At the same time, it has managed to communicate effectively with them socially in line with the decisions it has made. As a result, it can be seen that all relevant judgments in our Program are supported by the evidence added to the subheadings of the report.

Prof. Dr. Füsün ERDURAN NEMULU

Head of Landscape Architecture Department

Evidence

[ÇOMÜ PhD Program 2022 Self-Assessment Report.pdf](#)