



## **Self-Assessment Report**

### **ÇANAKKALE ONEKÿZ MART UNIVERSITY**

#### **LANDSCAPE ARCHITECTURE PR.**

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**31.12.2021-2.04.2023**

## 0.

### INTRODUCTION 0.1. INFORMATION ABOUT THE PROGRAM

#### ENTRANCE

Creating the Self-Evaluation Report of the Department of Landscape Architecture of the Faculty of Architecture and Design of our University, with the vision of gaining a competitive advantage, taking into account the increasing number of public and foundation universities today, trying to increase the quality of education and training in quantitative and qualitative terms, being at the top of entrepreneurial and innovative universities and being among the research universities. the need has arisen. This Self-Assessment Report; It has been prepared to evaluate the strategic requirements that Çanakkale Onsekiz Mart University, Faculty of Architecture and Design, Landscape Architecture Department 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 Department.

## AIM

In this context, the main purpose of this report is; To increase our regional preference by making a comprehensive self-assessment in order to align our department with today's and future competitive conditions and to make meaningful contributions to the sustainable competitive advantage of our University.

## SCOPE

The information presented in this document covers the curriculum of Çanakkale Onsekiz Mart University, Faculty of Architecture and Design, Department of Landscape Architecture. This report was prepared by the Self-Assessment Commission Members in light of the suggestions of all internal and external stakeholders.

## IMPLEMENTATION PLAN

In this process carried out by our department 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.

### **Commission Members**

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## GENERAL INFORMATION AND GENERAL CRITERIA FOR SECTION 01

### 01.1. BRIEF HISTORY OF THE DEPARTMENT 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. Department of Landscape Architecture started its activities at the Faculty of Agriculture on 08.09.2000. On March 8, 2012, with the decision numbered 2012/2734 of the Official Gazette numbered 28227, the Faculty of Architecture and Design was established and incorporated into this faculty. It admitted students for the first time with an additional quota in the 2007-2008 academic year.

Our department worked at the Faculty of Agriculture between 2007-2012; Since 2012, it has been providing education in the Faculty of Fine Arts building since there is no building belonging to the Faculty of Architecture and Design. The department has 1 classroom, 2 studios and 2 computer laboratories (25 computers), all of which have projectors. 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.

Although our department has a department library, it could not be established due to lack of physical space. Our students can also benefit from our library facilities located on Terzioğlu Campus.

Our department is preferred because it is close to metropolitan cities such as Istanbul, Izmir, Bursa and Balıkesir.

It increases. Our department interacts with public and private companies. Seminars, panels and conferences are organized in cooperation with relevant sectors to ensure that our Landscape Architect candidate students are provided with the necessary education and training for their constantly changing and developing professional life.

In addition, students coming from high schools in Çanakkale center and districts are visited and the districts are introduced to the department and efforts are made to keep in touch with our graduate students.

## 01.2. DEPARTMENT'S TEACHING METHOD, LANGUAGE OF EDUCATION AND STUDENT ACCEPTANCE

Department of Landscape Architecture, Faculty of Architecture and Design, is a four-year, full-time undergraduate program that aims to train qualified personnel, offering job opportunities to students in the public, private sector, non-governmental organizations and/or entrepreneurship within the scope of all the above-mentioned opportunities.

Although the language of instruction is Turkish, the compulsory foreign language course is English. Our department continues its education with a formal education quota of 70+2 students. Student admission to the department is made with numerical scores in the central examination system called Higher Education Institutions Examination (YKS), within the framework of the regulations determined by the Higher Education Institution.

Students enrolled in the Department of Landscape Architecture must take all courses in the prescribed curriculum in order to graduate from the department and do a 60-day internship before graduating. 30 working days of this internship are practice/nursery and 30 working days are office internship.

## 01.3. ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT TEACHING STAFF

There are 4 Professors, 5 Associate Professors, 3 Assistant Professors, 1 Research Assistant Doctor and 2 Research Assistants working in our Department of Landscape Architecture. The Department Head reports to the unit manager. The Department Head actively plans issues such as departmental courses, teaching plan, internship criteria and exam schedule in a joint meeting with the department faculty members. Our department has a strong and competitive structure with its experienced staff who have goals, move towards these goals by constantly testing the achievability of these goals, and try to include all relevant stakeholders in the process with a transparent and participatory management style.

Detailed information about the current situation of the teaching staff of the Department of Landscape Architecture of the Faculty of Architecture and Design is presented in the tables as evidence.

## 01.4. VISION AND MISSION OF THE DEPARTMENT

### Vision of our department

Being a pioneer in education and research among Landscape Architecture departments that provide education at national and international levels, Being an educational institution that establishes stronger relations with society and the sector, Having high student and faculty satisfaction, Landscape Architecture that conducts research to meet national and international needs and provides quality education. To be a pioneer in education, to train qualified Landscape Architects and academics, to conduct research that will contribute to space design, science and technology at the international level, to create staff to carry out these researches, to create a sustainable environment and future.

### Our Department's Mission

Those who plan, design, manage and repair sustainable landscape areas, in short, To train individuals with the knowledge and skills required by the Landscape Architecture profession, To increase scientific research projects on Landscape Architecture and to obtain effective results on a national and international scale, Developing international projects, increasing the research potential with bilateral cooperation, Strengthening relations with society and the sector by increasing community projects, Spaces that increase the quality of life with visual, auditory, technical, economic and ecological values

is to design.

#### Basic Purposes That Form Our Department's Vision and Mission

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 To be a department that educates knowledgeable, well-equipped and self-confident individuals, respects international values, protects the environment and constantly renews itself.

#### Core Values That Form Our Department'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 SECTION

The Department of Landscape Architecture aims to train Landscape Architects who are able to comprehend the environment, nature and space, who can improve themselves with innovations, who are based on sustainability principles, who are competent in their fields at national and international levels and who are open to developments by providing the harmony and connection between nature and humans, which is increasingly needed in today's world that is experiencing rapid urbanization. aims.

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, and who attach importance to learning foreign languages.

#### 01.6. OBJECTIVE OF THE SECTION

In this context, our department has the potential of graduating students who are trained in a qualified workforce, who follow the current developments on the national and international platforms in the sector they will work in, who are innovative, creative, have high communication skills, have full self-confidence, can understand the environment, nature, life and space, and aims to serve as experts who can improve themselves with innovations.

#### 01.7. DEGREE EARNED

Students who graduate from the Department of Landscape Architecture are entitled to receive a bachelor's degree and the title of "Landscape Architect". In order to graduate from this department, students; They are required to have a GPA of at least 2.00 out of 4.00 from all courses in their curriculum and receive 240 ECTS credits. In addition, they must complete their internship within the specified time and qualifications. GPA is calculated based on local credit.

## **01.8. COMPETENCIES THAT STUDENTS SHOULD HAVE WHEN SELECTING THE DEPARTMENT**

Analytical thinking, numerical competencies, individual and environmental awareness, empathy, being able to recognize deficiencies and develop solutions to problems, developing ideas and projects, having an innovative and entrepreneurial spirit, having a fighting spirit, enjoying reading and learning new things, being open to innovations and change. Having competencies such as being open, following innovations, and being interested in current developments in every sector in today's world at micro and macro levels will contribute to the education process they will receive in this department.

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

Students who graduate from the Landscape Architecture Department will be able to support all aspects of the Landscape Architecture Department, such as design, planning, environmental management, visual communication, organization, protection of the social and historical environment, etc. will gain relevant knowledge and skills.

## **01.10. CURRENT STUDENT PROFILE OF THE DEPARTMENT**

Our Department of Landscape Architecture is mostly preferred by students from the nearby provinces of Balıkesir, Bursa, Çanakkale, Edirne, Istanbul, Izmir and Tekirdağ, and there are also relatively high numbers of students from other provinces. In addition, although small in number, international students also prefer our Department.

## **01.11. PROFESSIONAL PROFILE OF DEPARTMENT GRADUATES**

Students graduating from the Department of Landscape Architecture;

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, State Hydraulic Works (DSİ),  
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,  
City Planning and  
Construction offices, etc., private companies that undertake structural and vegetal  
municipal services, can work in Tourism-Building Cooperatives. . In addition,  
those who want to pursue an academic career can benefit from master's or doctorate opportunities in relevant departments of universities.

## **01.12. STAKEHOLDERS OF THE SECTION**

In order for our department to develop, increase the quality of education, and equip it with contemporary and modern education technologies, the support of all stakeholders is needed. Our department's internal and external stakeholders 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 DEPARTMENT**

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17100 Center / ÇANAKKALE

Head of Landscape Architecture Department

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Our Department of Landscape Architecture carries out its work with a strong and experienced faculty staff, open to change and development, based on the mission and vision of the University. All information and criteria of our department are presented in the appendices with evidence.

#### **CONCLUSION**

#### **EXAMPLE APPLICATION**

**EVIDENCE:** Faculty of Architecture and Design Website, Department of Landscape Architecture Website, 2021-2025 Department of Landscape Architecture Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, Table 1. Distribution of Faculty Members in the Department, Table 2. Course Load of the Faculty Staff Statistics for their Distribution, Table 3. Number of Students per Faculty Member, Table 4. Statistics for Academic Publications of Faculty Members, Table 5. Analysis of Faculty Staff I, Table 6. Analysis of Faculty Staff II, Table 7. Number of Completed or Currently Continuing Faculty Members Current Projects, Table 8. Scholarships and Awards Received by Faculty Members, Table 9. Number of Brands, Designs and Patents of Faculty Members, Prof. Dr. Tülay CENGİZ TAĞLI 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://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

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

<https://scholar.google.com/citations?user=vKV5CrkAAAAJ&hl=tr&oi=ao>

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

[https://scholar.google.com/citations?user=e\\_WDW\\_wAAAAJ&hl=en&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=en&oi=ao>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

## Evidence

[00 Prof. Dr. Tülay Cengiz Taýlý BAP2.jpg](#)

[00 Prof. Dr. Tülay Cengiz Taýlý TÜBÝTAK3.jpg](#)

[00 Assoc. Dr. Ayýe Esra Cengiz\\_I1-Academic Performance Award.pdf](#)

[Table 8. Scholarships and Awards Received by Faculty](#)

[Members.pdf 00 Prof. Dr. Kürýad Demirel-](#)

[Almanya\\_BMBF\\_finalreport.pdf Table 5.](#)

[Analysis of the Teaching Staff I.pdf 00 Dr.](#)

[Instructor Member Tutklu Ak\\_Proje\\_bap.pdf 00 Prof.](#)

[Dr. Tülay Cengiz Taýlý BAP\\_protokol3.jpg Table 1.](#)

[Distribution of Faculty Members in the Department.pdf 0.1-2022](#)

[faculty of architecture and design unit activity](#)

[report.pdf 00 Prof. Dr. Tülay Cengiz Taýlý TÜBÝTAK1.jpg](#)

[00 Dr. Instructor Member Aylin Çelik](#)

[Turan\\_ege\\_jeopolitik.pdf 00 Prof. Dr. Kürýad](#)

[Demirel\\_bap\\_projects.jpg 00 Prof. Dr. Tülay Cengiz](#)

[Taýlý TÜBÝTAK2.jpg 00 Prof. Dr. Tülay Cengiz Taýlý](#)

[BAP\\_protokol2.jpg 00 Prof. Dr. Tülay Cengiz Taýlý](#)

[BAP\\_protokol1.jpg 00 Prof. Dr. Füsun Erduran Nemutlu\\_bap\\_projeler.jpg Table 7. Completed](#)

[or Ongoing Projects of the Faculty Staff.pdf Table 2. Statistics on the Course Load](#)

[Distribution of the Faculty Staff.pdf 00 Dr. Instructor Member Aylin](#)

[Çelik Turan\\_ege\\_jeopolitiki\\_C1 BAS.pdf Table 4. Statistics on Academic](#)

[Publications of Academic Staff.pdf 00 Assoc. Dr. Ayýe Esra](#)

[Cengiz\\_H5-Special Provincial Administration Project.pdf](#)

[00 Prof. Dr. Tülay Cengiz Taýlý Interinstitutional](#)

[Project.jpg 00 Dr. Instructor Member Tutklu Ak\\_Proje\\_bryant12.pdf](#)

[00. Assoc. Dr. Ayýe Esra Cengiz\\_H1-H2-H3-H4\\_BAP Belgesi.pdf](#)

[00 Dr. Instructor Member Aylin Çelik Turan\\_ege\\_jeopolitiki\\_C2](#)

[BAS.pdf Table 3. Number of Students per Faculty Member.pdf Table](#)

[9. Number of Trademarks, Designs, Patents of Faculty Members.pdf 00 Dr. Instructor Member Aylin Çelik](#)

[Turan Article-A case study in natural coastline of Enez-Kesan districts by using natural threshold analysis.pdf](#)



[00 Prof. Dr. Tülay Cengiz Taýlý BAP\\_protokol4.jpg](#)

[0.1-2021-2025 Period Landscape Architecture Department Strategic Action Plan.pdf 00](#)

[Prof. Dr. Kürýad Demirel-TÜBÝTAK.pdf 00 Prof. Dr.](#)

[Tülay Cengiz Taýlý Academic Incentive.jpg Table 6. Analysis](#)

[of the Faculty Staff II.pdf](#)

## 1. STUDENTS 1.1.

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

## 1. STUDENTS

### 1.1. STUDENT ACCEPTANCE

Within the framework of the regulations determined by the Council of Higher Education (YÖK), student admission to this department is made through the central examination system called YKS. After students declare their preference for the department they want to study in, they are placed in the relevant departments by the Student Selection and Placement Center according to the score they receive from this exam. Based on this, the department continues its education with a formal education quota of 70+2 people.

The language of instruction in our department is Turkish, and there are compulsory English courses as a foreign language. Students enrolled in the Department of Landscape Architecture must take all courses in the prescribed curriculum in order to graduate from the department. Our formal education occupancy rate in the Department of Landscape Architecture is 100%. Our students who have graduated from the day we were founded, our students who are still actively registered, and our YKS scores by year are detailed in the tables given in the evidence.

In addition, our department's base score data for the last 5 years is followed by our University's Registrar's Office. According to the base scores of the last year, our Department ranks ninth among 38 universities and our Department also ranks first outside the metropolitan provinces.

## CONCLUSION

## EXAMPLE APPLICATION

EVIDENCE: Landscape Architecture Department Website, 2021-2025 Landscape Architecture Department Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, 2018-2022 ÖSYM Placement Documents, Table 10. Statistics on the Number of Students Registered in the Department, Table 11. Students Graduating from the Department Statistics on the Number of Students, Table 12. Number of Students Enrolled in 2022 through the Central Placement Exam, Table 13. Attendance Status of Students, Table 14. Our Central Placement Exam Scores for the Last 5 Years.

## Evidence Links:

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://yokatlas.yok.gov.tr/lisans.php?y=102710333>

[https://osym.gov.tr/yks\\_yerlestirme\\_tablo4\\_2022.pdf](https://osym.gov.tr/yks_yerlestirme_tablo4_2022.pdf)

[https://dokuman.osym.gov.tr/pdfdokuman/2021/YKS/YERLESTIRME/tablo4\\_31082021.pdf](https://dokuman.osym.gov.tr/pdfdokuman/2021/YKS/YERLESTIRME/tablo4_31082021.pdf)

[https://dokuman.osym.gov.tr/pdfdokuman/2020/YKS/tablo4\\_26082020.pdf](https://dokuman.osym.gov.tr/pdfdokuman/2020/YKS/tablo4_26082020.pdf)

[https://dokuman.osym.gov.tr/pdfdokuman/2019/YKS/tablo4\\_06082019.pdf](https://dokuman.osym.gov.tr/pdfdokuman/2019/YKS/tablo4_06082019.pdf)

[https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/YER/Table4MinMax\\_31082018.pdf](https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/YER/Table4MinMax_31082018.pdf)

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

## Evidence

[Table 13. Students' Attendance Status.pdf 1.1-2022 Faculty of Architecture and Design Unit Activity Report.pdf Table 14. Our Central Placement Exam Scores for the Last 5 Years.pdf Table 10. Statistics on the Number of Students Registered in the Department.pdf Table 11. Graduates from the Department Statistics on the Number of Students.pdf 1.1-Strategic Action Plan of the Department of Landscape Architecture for the 2021-2025 Period.pdf Table 12. Number of Students Enrolled in 2022 through the Central Placement Exam.pdf](#)

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

### **1.2. HORIZONTAL AND VERTICAL TRANSFERS, DOUBLE AND COURSE COUNTING**

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

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

Those who graduated from any higher education institution, disenrolled their registration, registered at our University as a result of the exams conducted by the Measurement, Selection and Placement Center or special talent exams while registered at a higher education institution and requested exemption are evaluated by the relevant board of directors, and the students whose exemption request is deemed appropriate are exempt. The success grades of the courses attended are converted into the success grades specified in Article 26 of this Regulation. As a result, students with a GPA of 2.00 and above who want to take courses in the next semester will be required to pay the total credits of the courses they are exempt from in the current semester, in the department for that semester.

if it is at least half of its total credit; Our faculty board of directors is authorized to take courses from the next semester together with the courses they have not taken or failed in the semester they are adjusted to. If the student applies in the semester in which the exemption decision is taken, the student who wants to take the course(s) for which he/she is exempt can take it again.

Reports and regulations regarding horizontal and vertical transfers, double majors and course counting in our department are presented for your information with evidence in the annexes.

#### CONCLUSION

#### SAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2021-2025 Department of Landscape Architecture Strategic Action Plan, 2022 Faculty of Architecture and Design Activity Report, Regulations and Guidelines.

Evidence Links:

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

<https://ogrenciisleri.comu.edu.tr/mevzuat-r11.html>

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

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

Evidence

[1.2-2021-2025 Department of Landscape Architecture Strategic Action Plan.pdf](#)

[1.2-2022 faculty of architecture and design unit activity report.pdf](#)

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

Students in our department can study at another higher education institution with domestic (Farabi) and abroad (Erasmus) student programs during a certain period of their undergraduate education, if they fulfill the required requirements such as foreign language, interview, grade point average.

Students studying in the first year of associate and undergraduate programs and graduated students cannot benefit from the education mobility activity. However, students who are in their first year can apply while they are in their first year and go in their second year. The student must be a full-time student enrolled in a higher education program at any of the formal education levels (first, second or third level) within the higher education institution. The cumulative academic grade point average (GPA) of first level (Associate / Undergraduate) students must be at least 2.20/4.00. The cumulative academic grade point average (GPA) of second and third level (Master's and PhD) students must be at least 2.50/4.00. Students are expected to be sent abroad to do the studies required for their diploma/degree to follow a program equivalent to 30 ECTS (European Credit Transfer and Accumulation System, ECTS) credits for a semester and 60 ECTS credits for a full academic year. Full academic recognition is provided for credits that are successful in the program followed, and unsuccessful credits are repeated at the host institution. In our department,

We have bilateral agreements with our University Erasmus, Czech University of Life Sciences Prague in the Czech Republic and Wroclow University of Environmental and Life Sciences in Poland, as presented on our Faculty's website and in the table in the evidence.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

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

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

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

<http://erasmus.comu.edu.tr/ikili-anlasma/anlasma-listesi-acyk-r150.html>

#### Evidence

[Table 15. Department of Landscape Architecture Erasmus Active Bilateral Agreement List.pdf](#)  
[1.3-2021-2025 Period Landscape Architecture Department Strategic Action Plan.pdf](#)  
[1.3-2022 faculty of architecture and design unit activity report.pdf](#)

**1.4.** Counseling service to guide students on course and career planning should be given.

#### 1.4. CONSULTANCY AND MONITORING

Advisors approve students' internship placement acceptance approval, internship evaluation and oral exam committee formation, registration renewal, course add and drop procedures, and monitor the department in which students are registered; They are responsible for providing guidance in solving problems related to education and university life. The department is responsible for following the success of students, providing consultancy services, developing and monitoring their qualifications. Evaluation and monitoring of student achievement is accepted as an indicator of achieving the objectives aimed in teaching. Success is evaluated by monitoring individual exam scores and class averages. At the same time, the advisor lecturer has to inform, direct and follow the students on every subject starting from the first year. In our faculty, all departments reporting to department chairs have department advisor faculty members. Faculty members who are department advisors not only help students with internships, registration renewals, course registrations or course consultancy procedures, but also guide and support students as a mentor or coach. In addition, all faculty members in our faculty have close relationships with students and guide them. It is also important to communicate easily with faculty members and receive support in this way.

It increases the motivation of our students and significantly affects their satisfaction level.  
The consultancy information in our department is presented for your information in the annexes with evidence.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

Evidence Links:

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

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

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

<https://mtf.comu.edu.tr/ogrenci/peyzaj-mimarligi-bolumu-danisman-listesi-r5.html>

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

<https://ogrenciisleri.comu.edu.tr/osym-islemleri/kayit-yenilemelerde-ilgili-bilgiler-r34.html>

Evidence

[1.4-2022 faculty of architecture and design unit activity report.pdf](#)

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

#### 1.5. SUCCESS ASSESSMENT

In our university; midterm, midterm make-up exam, final exam and make-up exams are held.

In addition, summer schools can be opened for some related courses that our students request. In addition, our students' workload and performance are actively monitored in the ECTS Information Package and UBYs Student Information System according to the Bologna system, and their exam loads can be changed according to their weight. Our exams;

a) Midterm Exams/Midterm Exams: held at least once for each course. Midterm exam schedule; It is organized by the administration within the first four weeks of each semester, by taking the opinions of the faculty members responsible for the courses, and the dates are announced accordingly. Midterm exam grades are announced at least two weeks before the final exams.

b) End of Semester / Final Exams: It is held within two weeks after the education period of at least fourteen weeks. There is a final exam for each course. Students who do not take the final exam are considered unsuccessful in that course and are given an FF grade. The calendar for the final exams is determined by the University Senate, taking the recommendations of the units. Final exam programs are prepared by the deanery and school directorates and announced at least two weeks before the exams.  
There is no excuse exam for the final exam.

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

Make-up exams are not given to students again.

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

Apart from these, our unsuccessful students have the right to 2 different exams:

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

**b) Additional exams;** In order to graduate at the end of the maximum education period, senior students are given the right to two additional exams for all the courses they failed. Those who reduce the number of failed courses to five courses at the end of these exams receive three semesters for these five courses, and four semesters for those who fail up to five courses without taking additional exams; Those who fail a course are given unlimited right to take the exams of the course they failed without benefiting from the right to be a student.

## success grade

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

(2) In order to be considered successful in a course, in addition to other conditions, it is necessary to get at least 50 points from the end of the semester or make-up exam of that course. If the success grade of the students who cannot get this score is below 40, it is evaluated as FF letter grade, and if it is 40 or above, it is evaluated as FD letter grade.

(3) (YE) and (YS) grades taken from common compulsory courses specified in subparagraph (i) of the first paragraph of Article 5 of Law No. 2547 and (DS) grades for non-credit courses are not taken into account in the calculation of the weighted grade average; however, for credit courses (DS) The equivalent of ) is counted as 0.00.

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

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

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

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

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

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

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

e) In the evaluation of absenteeism and success of non-credit courses and internships; (YE) is considered satisfactory, (YS) is considered inadequate, (DS) is considered absent.

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

The course instructor evaluates the success grades received by the students for each course out of 100 points and evaluates the final grade of the course in accordance with the grade evaluation table, in the form of letter and coefficient grades, as follows:

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

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

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

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

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

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

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

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

0-39 Points - FF (Coefficient 0, ECTS grade FX) Satisfactory - YE (Coefficient -, ECTS grade S) Insufficient - YS  
(Coefficient -, ECTS grade U)

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

#### CONCLUSION

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

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

<https://mtf.comu.edu.tr/ogrenci/sinav-sistemi-ve-basari-degerlemesi-r46.html>

<https://ogrencisleri.comu.edu.tr/mevzuat-r11.html>

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

#### Evidence

[1.5-2022 faculty of architecture and design unit activity report.pdf](#)

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 DEPARTMENT

In order for a student to graduate from the department he is registered in, he must be successful in all the courses he is obliged to take, be successful in compulsory internships, if any, and take non-credit courses (YE).

It is mandatory to take 240 ECTS credits for graduation. Students with a GPA of 2.00 and above are also considered successful in conditionally successful courses. A student's GPA is also his graduation grade point average. The student's graduation is decided by the Faculty Executive Board, which is taken in line with the decisions of the department boards of the relevant academic units. The graduation requirements of the department are presented for your information with evidence in the annexes.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

Evidence Links:

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

<https://ogrenciisleri.comu.edu.tr/mevzuat-r11.html>

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

<https://mtf.comu.edu.tr/ogrenci/staj-r25.html>

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

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

Evidence

[1.6-2022 faculty of architecture and design unit activity report.pdf](#)

## 2. PROGRAM EDUCATIONAL OBJECTIVES

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

## CHAPTER 2 EDUCATIONAL OBJECTIVES

### 2.1. DEFINED DEPARTMENT EDUCATIONAL OBJECTIVES

Our department has taken as reference the vision and mission of both our University and the Faculty of Architecture and Design to which we are affiliated, and has defined its educational objectives accordingly. Aims of our department Aiming at quality-oriented development and research-based vision of "Being a strong university in the international arena" and "Raising pioneering and entrepreneurial individuals in their fields; Producing R&D-oriented, application-oriented, multi-disciplinary and project-based research; To serve the mission of "being a quality-oriented and innovative university" that develops sustainable relations with its stakeholders. In addition, in line with the main goals of our Faculty of Architecture and Design; To be in a leading and effective position in education, training, research and practices at national and international levels, to be able to constantly improve itself with its innovative, creative and sharing staff, to have a good command of technology, to respect the environment, society and ethical values, to have creative, entrepreneurial and leading characteristics, to have professional awareness and To train responsible designers who can communicate with different disciplines. Moreover, to train Landscape Architects who can understand the environment, nature, life and space and improve themselves with innovations in order to direct the future, and to transfer the knowledge produced in the fields of research and practice to social life for the benefit of the public. The study subjects of the department are; National parks and nature reserves, coastal areas, wetlands, urban open and green areas, tourism and recreation areas, arboretums, exhibition and fair areas, university campuses, botanical and zoological gardens, and areas created for the society that are considered necessities of modern life. of your spaces



constitutes planning and design. Landscape Architects select locations for various uses such as parks, gardens, tourism and recreation areas, university campuses, residential areas, commercial centers and public buildings. It produces land use decisions at both local and regional scales. The working areas of the department are; Organizations based on professional or interprofessional collaboration within the scope of environmental planning and design, environmental impact assessment, landscape management (planning, design, application, maintenance and repair), ornamental plant cultivation and marketing create working environments in the private sector.

Our department; during the education-teaching process for students who have an interest and love for nature, ecology and aesthetic vision;

It aims to provide institutional-factual  
competence in the field, cognitive-applied  
competence in the field, competence in working independently and  
taking responsibility,  
learning competence,  
communication and social competence, and field-specific competence.

#### Main Aims of Our Department

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 To be a department that  
educates knowledgeable, well-equipped and self-confident individuals, respects international  
values, protects the environment and constantly renews itself.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

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

Evidence

[2.1-2022 faculty of architecture and design unit activity report.pdf](#)

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. THE SUITABILITY OF THE SECTION OBJECTIVES WITH THE STUDENTS' CAREER GOALS

The mission, vision and educational goals of the Department of Landscape Architecture are in line with the career goals and professional expectations that graduates want to achieve. Our faculty, its future

able to comprehend the environment, nature, life and space in order to direct; able to develop itself with innovations; dominates the qualifications and technology required by the age; It is aimed to train planners and designers who respect the environment, society and ethical values, have creative, entrepreneurial and leadership qualities, have professional awareness and responsibility, and can communicate with different disciplines. The main objectives of our department are;

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 raises individuals who are knowledgeable, well-equipped and self-confident in  
education; To be a department that respects international values, protects the environment and constantly renews itself.

The main objectives of our department are; Determining it on the axis of regional, national and global developments allows our students to easily integrate into their work experiences when they graduate. It is aimed to update these aims and missions of our department in line with the opinions of all stakeholders when necessary, taking into account regional, national and global developments. It is thought that updating the department's objectives will enable students to prepare for and approach their career goals in a strong way, starting from the education process.

In this regard, in their undergraduate education, students will be taught environmental planning and design, environmental impact assessment, landscape management (planning, design, application, maintenance and repair), professional or interprofessional collaborative organizations within the scope of ornamental plants cultivation and marketing, and working environments in the private sector. Theoretical information is given to increase their knowledge, and students are prepared for business life with practical courses. In order to provide our students with the necessary education and training in the ever-changing field of design, seminars, exhibitions, conferences and technical trips are organized in cooperation with relevant sectors. In this way, students are encouraged to shape their goals and prepare for them. Students graduating from the Department of Landscape Architecture;

Universities (faculties, vocational schools and environmental units affiliated with rectorates),  
Municipalities (parks and gardens directorates, zoning and environmental planning units),  
Planning directorates affiliated with various ministries,  
Highways,  
Provincial

Bank, DSI, Agricultural Research  
Institutes, Ministries (Forest and Water Ministry of Works, Ministry of Agriculture and Rural Affairs, 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, Tourism-Building Cooperatives. In addition, those who want to pursue an academic career can benefit from master's or doctorate opportunities in relevant departments of universities.

## CONCLUSION

## EXAMPLE APPLICATION

**EVIDENCE:** Faculty of Architecture and Design Website, Department of Landscape Architecture Website, News, Announcements, 2022 Faculty of Architecture and Design Activity Report, UBYS Education Information System.

## Evidence Links:

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

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

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

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

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

## Evidence

[2.2-2022 faculty of architecture and design unit activity report.pdf](#)

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

## 2.3. COMPLIANCE OF DEPARTMENT OBJECTIVES WITH INSTITUTION AND UNIT DUTIES

The aims of our department have been determined in line with the mission, vision and self-duties of our University, Faculty and Department.

### 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 Faculty

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

### Vision of Our Faculty

As a faculty, to be the focus of leading studies focusing on space design, science, technology and art at national and international levels,

Preferred in Turkey and the world with its quality of education, training and research that will contribute to the vision of "World City Çanakkale"; To be at the forefront of national and international preferences in this regard, to have high student and faculty satisfaction,

To carry out studies that will transform national construction and development into breakthroughs with research in planning and design sciences at national and international levels, to create and support leading and innovative staff for this purpose, to provide and maintain the necessary infrastructure,

Conducting research that will contribute to space design, science and technology at the international level, creating staff to carry out these researches, Giving importance to harmony and solidarity within the institution, Creating a transparent and participatory management approach, quality working life, Ensuring the satisfaction of employees, students and other stakeholders, Respecting universal values To be a constantly developing Faculty that has adopted the principles of total quality management, to train planners, designers and scientists who can understand the environment, nature, life and space in order to direct the future, and who can improve themselves with innovations, and to transfer the knowledge produced in the fields of research and application to social life for the benefit of the public.

### **Mission of our Department**

To train individuals with the knowledge and skills required by the Landscape Architecture profession, who can plan, design, manage sustainable landscape areas and repair them when necessary, to increase scientific research projects on Landscape Architecture subjects, to obtain effective results on a national and international scale, to develop international projects, to increase the research potential through bilateral collaborations. To strengthen relations with society and the sector by increasing community projects, to design spaces that increase the quality of life with visual, auditory, technical, economic and ecological values.

Our department has determined the basic goals to achieve and contribute to the regional, national and international goals of our University and Faculty.

### **Our Department's Vision**

Being a pioneer in education and research among Landscape Architecture departments that provide education at national and international levels, Being an educational institution that establishes stronger relations with society and the sector, Having high student and faculty satisfaction, Landscape Architecture that conducts research to meet national and international needs and provides quality education. To be a pioneer in education, to train qualified Landscape Architects and academicians, to conduct research that will contribute to space design, science and technology at the international level and to create staff to carry out these researches, to create a sustainable environment and future.

### **In line with all these, the main objectives of our department are:**

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 To be a department that educates knowledgeable, well-equipped and self-confident individuals, respects international values, protects the environment and constantly renews

### **CONCLUSION**

### **EXAMPLE APPLICATION**

**EVIDENCE:** Faculty of Architecture and Design Website, Department of Landscape Architecture Website, 2022 Faculty of Architecture and Design Activity Report, UBYS Education Information System.

### **Evidence Links:**

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

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

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

## Evidence

[2.3-2022 faculty of architecture and design unit activity report.pdf](#)

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

## 2.4. DETERMINING SECTION OBJECTIVES INCLUDING STAKEHOLDERS

Our department; preferred in the first place in Turkey with its education, training and research quality; Being sensitive to technological developments, training human resources in line with the expectations of society and sector representatives, representing our University effectively in international academic studies, creating a result-oriented education profile with its faculty members, raising knowledgeable, well-equipped and self-confident individuals in education and training, respecting international values, protecting the environment. In line with its goal of being a department that protects and constantly renews itself, 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.

Department objectives; It was determined by taking the opinions of all internal stakeholders in line with the mission and educational objectives of our university and the Faculty to which we are affiliated. These stakeholders are:

### Internal stakeholders

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

### CONCLUSION

## EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Department of Landscape Architecture Website, News, Announcements, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 Department of Landscape Architecture Strategic Action Plan.

## Evidence Links:

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

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

Evidence

[2.4-2022 faculty of architecture and design unit activity report.pdf](#) [2.4-2021-2025](#)

[Term Landscape Architecture Department Strategic Action Plan.pdf](#)

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

## 2.5. ACCESS TO SECTION OBJECTIVES

All our internal and external stakeholders, and especially our students and prospective students, can easily access the mission, purpose, target, detailed teaching plan and course contents of Çanakkale Onsekiz Mart University Faculty of Architecture and Design, Department of Landscape Architecture, from our Department's web page and the University Information Management System.

In addition, how our first-year students can access this information is explained in detail during the orientation training held in the first semester of their education. Apart from this, our students are informed about our Department's teaching plan, course monitoring and evaluation criteria at the beginning of the semester by the advisors assigned to our students. All information regarding access to the objectives of our department is presented to your information in the annexes with evidence.

CONCLUSION

## EXAMPLE APPLICATION

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

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

Evidence

[2.5-2022 faculty of architecture and design unit activity report.pdf](#)

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

## 2.6. UPDATE OF SECTION OBJECTIVES INCLUDING STAKEHOLDERS

The aims of our department are to improve the quality of education it offers to its students and to integrate with current developments, in line with developments on a regional, national and global scale, in line with all internal and external developments.

It is aimed to be updated with support from stakeholders. One of the main goals of our department is to train Landscape Architects who can “follow and adapt to current developments”.

In this regard, it is inevitable that the objectives of the department are updated periodically. Making updates in a healthy and high-quality manner is only possible with the participation of multiple perspectives in the process. In this regard, our Department aims to revise its objectives in determined periods by organizing meetings with its stakeholders. Our department's internal and external stakeholders 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**

#### **EXAMPLE APPLICATION**

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

#### **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

#### **Evidence**

[2.6-2022 faculty of architecture and design unit activity report.pdf](#)

[2.6-2021-2025 Term Landscape Architecture Department Strategic Action Plan.pdf](#)

## 2.7. Test Criterion

### 2.7. TESTS THAT THE SECTION OBJECTIVES HAVE BEEN ACHIEVED

Our department's mission, purpose, objectives and teaching plan have been prepared by taking into account the institutional goals and priorities of our University and Faculty, as well as local, regional, national needs and targets within the framework of international collaborations. 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 also defines the qualifications required for undergraduate education. At the same time, our Department's academic boards, commission meetings, annual activity reports, annual internal control reports, 5-year strategic plans and this self-assessment report contain evidence that the necessary test measurements are made by many different methods. Our Department Head is actively carrying out the necessary work together with our unit management to develop more professional and subjective online test criteria.

All information regarding the test criteria that show that the objectives of our department have been achieved are presented for your information in the annexes with evidence.

#### CONCLUSION

### EXAMPLE APPLICATION

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

#### Evidence Links:

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

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

#### Evidence

[2.7-2022 faculty of architecture and design unit activity report.pdf](#)

[2.7-2021-2025 Department of Landscape Architecture Strategic Action Plan.pdf](#)

## 3. PROGRAM OUTCOMES

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

## CHAPTER 3 OUTCOMES



### **3.1. DETERMINATION AND UPDATE METHOD OF DEPARTMENT OUTPUTS AND ITS SUITABILITY WITH THE PURPOSE**

The mission of the Department of Landscape Architecture is to train individuals with the knowledge and skills required by the Landscape Architecture profession, who can plan, design, manage sustainable landscape areas and repair them when necessary, to increase scientific research projects on Landscape Architecture subjects, to obtain effective results on a national and international scale, to develop international projects, to work bilaterally. To increase the research potential with its associations, 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. In this context, our department;

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 department that educates knowledgeable,  
well-equipped and self-confident individuals, respects international values, protects the environment and constantly renews itself.

#### **The Purpose of Our Landscape Architecture Department**

Able to comprehend the environment, nature and space by ensuring the harmony and connection between nature and humans,  
Developing itself with innovations,  
Based on sustainability principles and competent and open to developments in its field at national and international levels,  
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 raise students who care about learning foreign languages.

In this context, the students who graduate from our department have a qualified workforce potential, who follow the current developments in the national and international platforms related to the sector they will work in, who are innovative, creative, have high communication skills, have full self-confidence, can understand the environment, nature, life and space, and are able to adapt to innovations. It aims to serve as experts who can improve themselves. Students who complete the Landscape Architecture education program receive a bachelor's degree and earn the title of "Landscape Architect". Students who graduate from the Department of Landscape Architecture 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. In addition, those who want to pursue an academic career can benefit from master's or doctorate opportunities in relevant departments of universities.

In order for a Landscape Architecture undergraduate student to be considered successful in a course, he or she must have received at least a DD grade in that course. Undergraduate students whose overall GPA and semester GPA are at least 2.00 are considered successful. In order to obtain a bachelor's degree in the Department of Landscape Architecture, students must successfully complete all compulsory and elective courses (240 ECTS credits in total) and have a GPA of at least 2.00 out of 4.00. In addition, each student is required to complete their office, construction site and nursery internships within 60 days and with the desired feature.

While determining the program outputs of the Department of Landscape Architecture within the framework of this self-task, goals, objectives and criteria, relevant regulations and the Bologna system are taken into consideration. When the program outputs are to be prepared, the meeting agenda is created with the recommendation of the department advisor to the department head, 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 department 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 of our program outputs in our education and 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). According to Article 28 of Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations, the success of students is monitored with the Semester Grade Point Average (GPA) and General Grade Point Average (GPA) values calculated through the grades they have received from the courses and the ECTS credits of the courses.

In summary, the aims and objectives presented cover all competencies to meet the professional and social expectations of the department. These competencies are to provide knowledge and skills related to design, planning, environmental management, visual communication, organization, social and historical environment protection, in a way that supports all aspects of our Landscape Architecture Department, 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 program learning competency outcomes of Çanakkale Onsekiz Mart University Faculty of Architecture and Design, Department of Landscape Architecture are presented below as evidence:

P.Ç.1. Discovery, quantity and costing in Landscape Architecture application studies

P.C.2. To be able to recognize the building materials used in Landscape Architecture and to extract the construction details.

P.C.3. To be able to comprehend soil-plant-water relations in Landscape Architecture

P.C.4. Being conscious of environmental problems on a national and global scale

P.C.5. Ability to design irrigation systems in landscape areas

P.C.6. To be able to use computer and information technologies at a good level within the professional discipline of landscape architecture

P.C.7. Ability to understand and solve design, planning, repair and engineering problems related to Landscape Architecture

P.C.8. Ability to use different drawing and project presentation techniques

P.C.9. Define design principles and components and be creative

P.C.10. Ability to produce ecology-based projects with design and planning logic

P.C.11. Ability to recognize design plants used in landscape areas and use them in landscape projects

P.C.12. To have a sense of professional responsibility and ethical values

P.C.13. Gaining team awareness, expression ability and communication skills in Landscape Architecture studies

P.C.14. Ability to plan and manage nature conservation areas in terms of the Landscape Architecture profession

P.C.15. To have knowledge and skills in defining, planning, protecting and managing landscapes on the basis of the European Landscape Convention.

P.C.16. Understanding urban and rural landscape characters and ecologies

P.C.17. Ability to understand the development of the Landscape Architecture profession and its current situation in the country and the world.

P.C.18. Ability to maintain, repair and ensure sustainability of design plants

As can be seen from the department's mission, purpose and objectives, which are reproduced above to see that they coincide with the relevant program outputs, and the department's teaching plan, course contents and learning outcomes, which are presented as evidence below, the department's mission, goals and objectives, as well as the teaching plan, course contents and learning outcomes, and the program. It is clearly seen that the outputs support each other and that all of them are compatible with each other. Our students, prospective students and all our internal and external stakeholders can access the program outputs of the Faculty of Architecture and Design, Department of Landscape Architecture, on the website of our unit and department, as well as through UBYS.

In addition, the department's mission, 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 department 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, the department's mission, goals, objectives, teaching plan, course contents, program outputs and learning outcomes of the courses can be accessed, as well as workflow charts, job descriptions, activity reports and strategic plans on how the processes and workflow work in this regard.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://ogrencisleri.comu.edu.tr/mevzuat-r11.html>

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

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

#### Evidence

[3.1-2022 faculty of architecture and design unit activity report.pdf 3.1-2021-2025](#)

[Period Landscape Architecture Department Strategic Action Plan.pdf](#)

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

### 3.2. METHOD OF MEASURING AND EVALUATING DEPARTMENT OUTCOMES

As explained in detail above, the Higher Education Qualifications Framework defined the qualifications required for undergraduate education in this context. While determining the program outputs of the Landscape Architecture Department, the relevant regulations and the Bologna system are definitely taken into account.

In addition, our Landscape Architecture Department takes into account the current local, regional and national needs and objectives, as well as the institutional goals and priorities of our University and Faculty, while preparing the education programs. When the outputs of the program are to be prepared, the meeting agenda is created upon the recommendation of the department advisor to the head of the department, and if necessary, the academic committee is organized and the opinions of all concerned are sought. In addition, the outputs are updated if deemed necessary and/or when the teaching plan is 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 Çanakkale Onsekiz Mart University Associate and Undergraduate Education and Examination Regulations, the success of students is monitored with the Semester Grade Point Average (GPA) and General Grade Point Average (GPA) values calculated through the grades they have received from the courses and the ECTS credits of the courses. DPA is obtained by dividing the sum of the ECTS credits of each course taken in a semester and the coefficient of the grades received from these courses by the total ECTS credits of the same courses.

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 prepared twice a year to evaluate the success of students, program outcomes related to the targeted learning outcomes for all courses in the Landscape Architecture undergraduate program are determined based on 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 undergraduate 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 our department's program outputs is presented to your information in the annexes with evidence.

CONCLUSION

SAMPLE APPLICATION

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

Evidence Links:

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://ogrencisleri.comu.edu.tr/mevzuat-r11.html>

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

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

## Evidence

[3.2-2021-2025 Period Landscape Architecture Department Strategic Action Plan.pdf](#)

[3.2-2022 faculty of architecture and design unit activity report.pdf](#)

**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 seen in the program outcomes matrix in the education-training information system, and which learning outcomes correspond to which program outcomes and to what extent they contribute are monitored. In this regard, students are given theoretical information about 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 cultivation and marketing, and also practical courses. Information is supported and students are trained for professional practice.

In order to support the theoretical and practical courses given during the education period, our students are obliged to fulfill the 60-day compulsory internship requirements. Internships are divided into 3 areas: office, construction site and nursery. In addition, in cooperation with relevant sectors, seminars, panels, fairs and conferences are organized and office/application site visits are carried out. In this way, program outputs are tried to be provided. According to the 38th and 39th articles of Çanakkale Onsekiz Mart University Associate Degree-Undergraduate Education and Examination Regulation published in the Official Gazette dated 07.05.2014 and numbered 28993, in order to graduate from the Landscape Architecture Department, students must have a minimum of 4.00 out of all courses in the curriculum. They must have a 2.00 GPA. In addition, they are required to have received at least a DD grade or above from each credit course, to have received a YE grade from each non-credit course, and the total ECTS credits of all compulsory and elective courses are 240 ECTS and they must have completed their 60-day compulsory internship (office-construction site-nursery). Students who successfully complete their education programs are given their diplomas at the end of the exam period following the completion of the program.

## CONCLUSION

## EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Landscape Architecture Department Website, 2022  
Faculty of Architecture and Design Activity Report, 2021-2025 Department of Landscape Architecture Strategic Action

Plan, UBYS Education Information System, Regulations and Guidelines.

## **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://ogrenciisleri.comu.edu.tr/mevzuat-r11.html>

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

## **Evidence**

[3.3-2021-2025 Department of Landscape Architecture Strategic Action Plan.pdf 3.3-2022  
faculty of architecture and design unit activity report.pdf](#)

### **4. CONTINUOUS IMPROVEMENT**

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

## **4. CONTINUOUS**

### **IMPROVEMENT 4.1. USE OF MEASUREMENT AND EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT**

Student course evaluation survey conducted twice a year, meetings with education-training and internship commissions, academic board meetings, all meetings organized by unit management, strategic plan and internal control report creation commissions, activity reports, job descriptions and workflow charts and their constant updating. It is the responsibility of the relevant department head and unit manager to follow up.

To contribute as a department to be a scientific, entrepreneurial, innovative and competitive research university; to provide quality education and training activities; It aims to develop relations with stakeholders and to train better graduates. In order to achieve these strategic goals, our Department develops strategies in line with the following strategic goals: Development of scientific, entrepreneurial and innovative studies; development of educational activities; It is in the form of making effective relations with internal and external stakeholders. The steps we have taken in line with these goals and the plans we intend to realize over the next five years have been publicly shared on our website in the strategic plan of our Department.

Departmental SWOT Analysis: The education, training and administrative activities of our department were examined from different perspectives, and the strengths, weaknesses, opportunities and threats of the university were evaluated and the SWOT analysis of our faculty was determined. In this direction;

## **Strengths of the Faculty of Architecture and Design**

G1- The institution it is affiliated with (ÇOMÜ) is a young and dynamic institution,

G2- Advantages brought by the geographical, cultural and historical environment,

G3- Advantages arising from the prestige and validity of professions,

G4- Wide areas to which the unit can contribute in terms of current developments and needs,

G5- The advantages of being a unit that can create education-training / research-development capacity that can make the most important professional, technical and technological contribution to the needs of cities and settlements to create sustainable, healthy and disaster-resistant living spaces,

G6- Dynamic structure of our faculty members,

G7- Our students' desires and conscious preferences for the education they will receive in their fields,

G8- The importance given to continuous quality development in the academic structure and our department,

G9- Educational structure that can adapt to development and changes,

G10- Having elective courses that will allow interdisciplinary cooperation,

G11- Providing sufficient project support to academic staff for their research,

G12- Increasing the quality of Çanakkale Onsekiz Mart University,

G13- Institutional structure that has internalized our cultural structure and values,

G14- Desiring a harmonious, participatory work environment,

G15- Student-oriented mentality dominates,

G16- An ever-expanding library,

G17- Versatile support of our graduates,

G18- Having Master's and Doctoral Programs in the Department of Landscape Architecture.

G19- Strong cooperation with local institutions (projects to municipalities, existing collaborations, memberships, visits and contacts with institutions such as the Development Agency, Provincial Directorate of Environment and Urbanization, Historical Area Directorate, Special Provincial Administration, etc.),

G20- Having academic staff who are motivated and knowledgeable about using technology in the research and education process (Current courses based on computer-aided design-planning, GIS and remote sensing, integration of these subjects with projects and other courses, informative activities for students, academic studies and research on this subject). use of technologies),

G21- Inclusion of academics from other disciplines in the education program with elective courses and seminars that will support the interdisciplinary structure of the field of planning (Geography, sociology, statistics, economics, mapping, landscape architecture, etc.),

G22- Having academic staff who work on projects and collaborate with different institutions (diversity of institutions in the 2019 activity report and the presence of many academics doing projects)

G23- Strong cooperation and interaction with other planning schools in the country and active participation in TUPOB events at the department level,

G24- The presence of faculty members and research assistants who can contribute to the program since there is no undergraduate program in their own departments at the faculty,

G25- Cultural development of the city supporting academic studies and communication in the immediate surroundings

the existence of organizations-platforms to be established,

G26- Experienced and dynamic academic staff with a good command of planning, highly motivated,

G27- Existence of student communities.

### **Weaknesses of the Faculty of Architecture and Design**

Z1- Lack of physical space,

Z2- Physical infrastructure inadequacies,

Z3- Relations with the planning and design sector have not been sufficiently institutionalized,

Z4- Industry-academia interaction not being at the desired levels,

Z5- Insufficient monitoring of graduates and employment of graduates,

Z6- Failure to provide adequate participation support to academic staff in scientific activities,

Z7- Insufficient national and international student mobility,

Z8- Administrative staff not receiving sufficient training to improve themselves,

Z9- High number of students per branch in project courses,

Z10- Inadequacies in distance education infrastructure,

Z11- Insufficient number of classrooms and insufficient capacity and equipment of existing spaces,

Z12- The structure of classrooms and workshops that does not allow group work and student participation (such as table layout, lack of open space, insufficient presentation opportunities, ventilation, lighting and heat problems),

Z13- Absence of permanent-temporary exhibition spaces for the exhibition of student works and produced projects,

Z14- Insufficient number and quality of computers and software used in computer laboratories, need for licensed programs,

Z15- The negative impact of administrative and financial difficulties on the quality of education in the organization of the field studies carried out within the scope of the project,

Z16- Insufficient infrastructure of student clubs

Z17- Inadequacy of books and visual materials on design and planning in the library collection,

Z18- Insufficiency of archiving spaces,

Z19- Lack of departmental meeting halls and event venues, accessible meeting rooms etc. that will facilitate interaction and communication between internal and external stakeholders and the department. lack of spaces,

Z20- Insufficient budget (printer etc. equipment, budget allocated for domestic and international conference activities, etc.),

Z21- Lack of City and Regional Planning Master's Program,

Z22- Lack of in-service training programs,



Z23- Being away from central public institutions related to planning,

Z24- Quality etc. limited office facilities for studies, prohibitive workload of academic staff, insufficiency of administrative staff.

### **Opportunities**

F1- Economic and infrastructure opportunities offered by the city (student city / university city image),

F2- The need for a designer as it is a developing urban area,

F3- Being located at the western edge of the country and due to its historical-geographical-cultural characteristics, it is culturally, socially and physically close to Western countries, accessible, and open to cooperation and collaboration opportunities,

F4- Significant increases observed in project support programs in recent years,

F5- Availability of ERASMUS resources,

F6- Increasing demand for education in the fields of Planning and Design,

F7- Number of our graduates and the positions they have reached,

F8- Opportunities arising from the strategic location of our university at the intersection of two continents,

F9- The region has a high social development potential,

F10- Effective use of technology and internet,

F11- Effective use of Social Media,

F12- Technological developments in the world,

F13- Increasing international internship-mobility opportunities,

F14- Increasing the amount of project support of public institutions,

F15- Increasing need to receive consultancy from universities in site selection, real estate investment, design, social and economic research on a spatial scale,

F16- Increasing demand for qualified workforce,

F17- Development of a culture of cooperation between universities,

F18- Support and contribution of municipalities and public institutions to city-related studies,

F19- Dissemination of distance education and academic activity culture.

### **Threats**

T1- Accommodation alternatives for students and visitors,

T2- Transportation alternatives for students and visitors,

T3- Students' access to the technical and technological tools and equipment they need in their work areas,

T4- Employment problems of graduates due to limited job opportunities and sectoral diversity,

T5- Due to the inadequacy of the physical infrastructure of our faculty, the courses are carried out in the classrooms of other units of our university,

T6- Difficulties in obtaining qualified academic staff,

T7- Some binding practices and policies of the Higher Education Institution (YÖK) that have negative implications for universities (for example, the number of undergraduate students, the adequacy of the infrastructure of the universities and the decrease in the quality of education by taking into account the demands coming from the universities),

T8- Increasing undergraduate quotas beyond academic staff and space opportunities,

T9- Increase in the number and quota of planning departments providing undergraduate education in Turkey,

T10- Increasing competition between universities,

T11- Institutional arrangements have not yet been made on a national scale for the accreditation of planning schools,

T12- Low potential to reach sponsors supporting department activities in small-medium sized cities,

T13- Students who come through the central exam are far from the qualifications required by the program,

T14- Changes caused by technological progress in the implementation of the planning and design profession and the rapidly changing composition of qualifications needed by the sector.

## Evaluation

In 2022, the energy of our Faculty was largely generated by the planning of the future and especially the studies carried out for the education, training, scientific research and application activities of the departments within our Faculty. These studies, which were carried out largely with the valuable contributions of the Department of Administrative Financial Affairs and the Department of Construction Works, are of vital importance for the future of our Faculty.

In the ongoing process, after the completion of the development in the academic and administrative infrastructure, the project studies of the new building of our Faculty were carried out.

Although the most important contribution to the development of our faculty 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 with the completion of the physical infrastructure (new faculty building). In this context, studies will be carried out to eliminate the shortage of both academic and administrative personnel.

Based on 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 to increase the revolving fund income, and effective activities will be carried out in these areas.

National and international planning and design events, workshops, workshops, etc. Necessary plans will be made for the work; First of all, activities will be held for curriculum development, knowledge and experience transfer, planning and design in cooperation with Çanakkale, our Region, our Country and then with other foreign countries.

In planning the future of our faculty, it is inevitable to make an understandable, integrated and applicable strategic plan. In this sense, it is foreseen that this study will be carried out among the activities of 2023.

## **Suggesting Solutions to Problems and Developing Appropriate Strategies**

Looking at the department's outputs, 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. In addition, it is seen that they have been successful in matters such as scientific activities and orientation training. 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**

### **EXAMPLE APPLICATION**

**EVIDENCE:** Faculty of Architecture and Design Website, Landscape Architecture Department Website, 2022 Faculty of Architecture and Design Annual Report, Faculty of Architecture and Design SWOT Analysis, Table 16. Landscape Architecture Department (2021-2025) Strategic Action Plan.

#### **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

<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](#)

[Table 16. Landscape Architecture Department \(2021-2025\) Strategic Action Plan.pdf](#)

[4.1-2022 architecture and design faculty unit activity report.pdf](#)

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

### **4.2. CONTINUOUS IMPROVEMENT WORKS BASED ON SOFTWARE**

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

The Long Term Cycle is repeated at intervals of five years and the 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, Faculty, Department and Division 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) Previous meeting decisions are used to convey information to changing participants.
- 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 in the subjects.

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 Faculty Coordinator's Office, 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 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 department. 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 once a year with internal stakeholder commission members, 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 the success of the students in the courses with the lecturer course evaluation form, meetings with the education and training commissions, academic board meetings, participation in all meetings organized by the unit management and faculty meetings, commissions for creating strategic plans and internal control reports, activity reports, job descriptions, job descriptions. It is planned to be obtained from flow charts and updating them systematically. In addition, in our current strategic plan, we also have strategic targets created based on data in accordance with the strategic plans of the institution, unit and department (TAKE ACTION). These are also presented below for your information.

## **Department Created Based on Data Within the Scope of Institution, Unit and Department Strategic Plans and Strategies**

Strategy 1: To increase the level of students admitted to undergraduate programs to a higher level,

Strategy 2: To raise the quality of our faculty's academic profile to the highest level,

Strategy 3: To reinforce the quality level of the Faculty of Architecture and Design in undergraduate education,

Strategy 4: To encourage qualified planning and design projects and practices,

Strategy 5: To open up to strategically important, multi-disciplinary planning and design activities that can create international impact,

Strategy 6: To support the education and research activities of our university,

Strategy 7: Increasing students' national and international academic experiences,

Strategy 8: Ensuring international equivalence of academic processes,

Strategy 9: Developing healthy and permanent cooperation with the business world/planning and design sector,

Strategy 10: Keeping the relations of our graduates with the Faculty alive,

Strategy 11: To provide a positive working environment that supports the motivation and commitment of academic and administrative staff,

Strategy 12: Creating a corporate learning environment.

#### CONCLUSION

#### EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, Department of Landscape Architecture Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 Department of Landscape Architecture Strategic Action Plan, Faculty of Architecture and Design PUKÖ Cycle.

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

Evidence

[846-mtf-egitim-education-kalite-guvence-sistemi-puko.pdf 4.2-2021-2025](#)

[Period Landscape Architecture Department Strategic Action Plan.pdf 849-mtf-social-contribution-](#)

[kalite-guvence-sistemi-puko.pdf 848- mtf-quality-assurance-](#)

[internationalization-puko.pdf 4.2-2022 faculty of architecture and](#)

[design unit activity report.pdf 845-mtf-research-development-quality-assurance-](#)

[system-pu.pdf 847-mtf-quality-assurance-system- general-puko.pdf 850-](#)

[mtf-management-system-quality-assurance-puko.pdf](#)

#### 5. TRAINING PLAN

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

#### 5. TRAINING PLAN

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

While establishing the institutional goals and objectives of our department, the defined national and international landscape

In 2018, a general change was made in the section by examining the sample sections that were compared with the aims, objectives or outputs of architectural education. With the latest updates in the 2019 academic year, the Department of Landscape Architecture at the Faculty of Architecture and Design has a curriculum that offers an alternative to the variety of compulsory elective courses of our University. The aims and objectives of the education 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 our program outputs. These goals and objectives cover all competencies to meet professional and social expectations. These competencies are to gain knowledge and skills related to design, planning, environmental management, visual communication, organization, protection of the social and historical environment in a way that supports all aspects of the Department of Landscape Architecture, in accordance with the time allocated for pre-graduate education. In addition, this is supported by a 60-day compulsory internship and technical trips, seminars and conferences held every semester. The main objective of our department in this context is to provide education to students within the framework of a competent curriculum in order to continue their education with sufficient knowledge and to continue their professional career in the future. In this direction, the educational plan presented to the students, environmental planning and design, environmental impact assessment, landscape management (planning, design, application, maintenance and repair), professional or interprofessional cooperation organizations within the scope of ornamental plants cultivation and marketing, To provide knowledge and skills regarding working environments. In the Department of Landscape Architecture, whose main subject is humans and nature, joint studies are carried out with different disciplines. In this context, it is a company that can choose places for various uses such as parks, gardens, tourism and recreation areas, university campuses, residential areas, commercial centers, public buildings, can make land use decisions at both local and regional scale, is sensitive to its social and historical environment, and has professional ethical responsibility. Importance is given to training Landscape Architects.

Our graduates, who have studied with the education plan we have created for these areas of interest, are trained to be equipped to work in relevant sectors, private or public institutions and organizations. In this context, the aim of the Landscape Architecture Department is; Our aim is to train Landscape Architects who can understand the environment, nature and space by ensuring the harmony and connection between nature and humans, which is increasingly needed in today's world, which is experiencing a rapid urbanization process, who can improve themselves with innovations, who are based on sustainability principles, who are competent in their field at national and international levels and who are open to developments. In this regard, students are given theoretical information about 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 cultivation and marketing, and also practical courses. information is supported and students are trained for professional practice. Students who graduate from the Department of Landscape Architecture 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, Environment and Urbanization). and Ministry of Climate Change etc.), Highways, Bank of Provinces, DSI, Real Estate Bank, General Directorate of Mass Housing, Landscape Architecture, Architecture, City and Regional Planning and Construction offices. In addition, those who want to pursue an academic career can benefit from master's or doctorate opportunities in relevant departments of universities. While preparing our educational plans to ensure access to departmental educational objectives and program outcomes; To train individuals with the knowledge and skills required by the Landscape Architecture profession, who can plan, design, manage sustainable landscape areas and repair them when necessary, to increase scientific research projects on Landscape Architecture subjects, to obtain effective results on a national and international scale, to develop international projects, to increase the research potential through bilateral collaborations. We take into account their duties to strengthen relations with the 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 cultivation and marketing. enthusiastic;

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 department goals and outcomes discussed in detail above. Evidence that education plans meet the minimum credit and ECTS components given for this criterion and include general education components is presented for your information in the annexes.

#### CONCLUSION

#### SAMPLE APPLICATION

EVIDENCE: Architecture and Design Faculty Website, Landscape Architecture Department Website, 2021-2025 Landscape Architecture Department Strategic Action Plan, 2022 Architecture and Design Faculty Activity Report. UBYS Education Information System, Table 17. Department Teaching Plan.

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

Evidence

[Table 17. Department Teaching Plan.pdf](#)

[5.1-2021-2025 Term Landscape Architecture Department Strategic Action Plan.pdf](#)  
[5.1-2022 faculty of architecture and design unit activity report.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 education methods applied by the faculty members of our department 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 – Assignment:** Projects or assignments are used to better understand the information explained 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.

**Exercise and Application:** In order to reinforce the subject 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.

**Laboratory-Experiment:** It is ensured that the subjects and assignments given in the lectures are better reinforced by using computer aided design programs, three-dimensional design programs, geographic information systems and remote sensing 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:** Technical trips are made within the scope of the courses and the subjects that the students have learned in the courses are seen in the application field.

**Examination of Application Studies:** It is carried out by explaining and interpreting the studies that have been done before in real environments on the subjects covered in the lessons, during the lesson.

**Seminar-Conference:** Apart from these, leading figures of the sector are invited to our Faculty and seminars, panels and conference organizations are organized.

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

In order to achieve the goals of the departmental 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 relevant faculty members during and outside of class. All this information can also be accessed from the education-training information system or student information system. In this context, 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 Undergraduate Education and Training Regulations. Each lesson in the training plan is taught in a way that covers the weekly topics in the teaching plan. In this context, all relevant evidence is presented for your information in the annexes.



## SAMPLE APPLICATION

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

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitim.html>

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

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://ogrenciisleri.comu.edu.tr/mevzuat-r11.html>

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

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

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

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

Evidence

[5.2-2022 faculty of architecture and design unit activity report.pdf](#)

[5.2-2021-2025 Term Landscape Architecture Department Strategic Action Plan.pdf](#)

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

Our students are directed to compulsory courses in accordance with the undergraduate education plan they are responsible for, and to elective courses in accordance with the fields they want to specialize in, by their department advisors. Students can easily access the undergraduate education plan they are responsible for and the contents of the courses from the Student Information System and the department website. In addition, at the beginning of each semester, the relevant department 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. In order to implement the training plan as envisaged, the consultants play a major role as supervisors as well as being a guide. 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 undergraduate 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

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/komasyonlar-koordinatorklukler-r15.html>

#### Evidence

[5.3-2022 faculty of architecture and design unit activity report.pdf](#)

[5.3-2021-2025 Term Landscape Architecture Department Strategic Action Plan.pdf](#)

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

#### 5.4. TRAINING PLAN COMPONENTS

Training plans include all discipline-specific components given in the criteria above. Additionally, compulsory courses that contribute to these components are listed below. In addition to the required courses listed, there are many elective courses that support the educational plan. There is a training management system that will ensure the implementation of the training plan as envisaged and ensure its continuous development. The education plan is implemented in the Fall and Spring semesters within the scope of Çanakkale Onsekiz Mart University Undergraduate Education and Training Regulations. The weekly topics in the teaching plan are followed in the course of each course included in the training plan. The distribution of basic sciences, vocational subjects and general education modules in education plans to semesters, and their relationship with Program Outcomes and Program-Specific Criteria are seen in detail in the education-training information system and the student information system. In this context, the relevant compulsory course contents and other evidence are presented below for your information.

#### I. SEMESTER FALL

**ATA-1001 Ataturk's Principles and History of Revolution I (2+0):** Ataturk's Principles and History of Revolution two semesters in higher education, "Ataturk's Principles and History of Revolution I" and "Ataturk's Principles and History of Revolution II"

It is taught and has the characteristics of two independent courses in terms of passing the course. Atatürk's Principles and History of Revolution includes the period of revolutions and Atatürk's principles, which started with the landing of the Great Leader Mustafa Kemal Pasha in Samsun and aimed to raise the country to the level of modern countries after the country was liberated from occupation.

**TDý-1001 Turkish Language I (2+0):** Definition of the language, the place and importance of the language as a social institution in the life of the nation, language-culture relationship, the place of the Turkish language among the world languages, the development of the Turkish language and its historical periods, the current situation of the Turkish language and areas of distribution, phonetic features of Turkish and rules related to phonetics, phonetic events in Turkey Turkish, spelling rules and their application, punctuation marks and their application, structural features of Turkish.

**YDý-1001 Foreign Language I (2+0):** Basic English for first graders in undergraduate and associate degree programs lesson.

**PMM-1005 Mathematics (2+0):** Function and function types, Transcendent Functions (Trigonometric, inverse trigonometric, exponential, logarithm), Hyperbolic, Inverse hyperbolic and basic elementary functions, Limit concept and one-sided limits in functions, Continuity concept and discontinuity types. , Intermediate value and Balzano theorems, Derivative concept and derivative rules, Derivative concept and derivative rules, Applications of derivative, Maximum and minimum values, Geometric interpretation of derivative, Rolle's theorem, mean value theorem and applications, Maximum and minimum problems, Uncertainties and L'Hospital rule.

**PMM-1009 Occupational Health and Safety I (2+0):** Historical development of the concept of Occupational Safety in the world and in our country, Development of Occupational Health and Safety Concepts and Rules, Labor Law, Occupational Health and Safety Management Systems, Physical Risk Factors, Chemical Risk Factors, Biological Risk Factors, Psychosocial Risk Factors, Ergonomics, Emergency Plans, Work Accidents, Working Environment Surveillance, Health Surveillance and Occupational Diseases, Personal Protective Equipment, Safety and Health Signs, Risk Assessment, fire and protection methods, occupational health and safety when working with electricity , occupational hygiene, Risk prevention culture in the workplace, The importance of safety culture and its place in daily life, Basic principles of occupational health and safety, The place of occupational health and safety in business management.

**PMM-1011 Plant Materials I (2+0):** **Basic** botanical concepts, differences between living and non-living, differences between plants and animals, botany types, cell, cell types, plant and animal cells, cell shapes, cell structure, cell membrane, cell structure, properties and function of the membrane, cell wall, structure, properties and functions of the cell wall, formation and layers of the cell wall, differentiation of the cell wall, passages and passage types, intercellular spaces and their types, cytoplasm, structure and functions of the cytoplasm, cell organelles, cell structure, properties and functions of organelles, chromosomes and chromosome types, ergastic substances, differences between plant and animal cells, cell division, mitosis and meiosis, differences between mitosis and meiosis, tissue, classification of tissues, organography, root, root types and systems , functions of the root, stem, stem types, branching types, functions of the stem, leaf, leaf metamorphoses, flower, flower formula and flower diagram, pollination in flowers, types of pollination, fruit and berry types, plant systematics, biodiversity, plant physiology.

**PMM-1013 Introduction to Landscape Architecture (2+0):** Definitions and concepts related to Landscape and Landscape Architecture, the emergence of Landscape Architecture and its historical development in the world and in our country, its relationship with other branches of science, landscape types, study subjects, planning/design differences and scales, concept of nature conservation and nature protected areas.

**PMM-1015 Drawing and Graphic Expression Technique (1+2):** The content of the course is to use hand drawing and different drawing tools. In addition, this course teaches architectural writing techniques, drawing of structural and vegetal elements used in landscape, use of rapido pen and drawing of some sample landscape projects.

## II. SEMESTER SPRING

**ATA-1002 Principles of Atatürk and History of Revolution II (2+0):** Definitions and concepts related to Landscape and Landscape Architecture, the emergence of Landscape Architecture and its historical development in the world and in our country, its relationship with other disciplines, landscape types, study subjects, planning/design difference and its scales, the concept of nature protection and nature protection areas.

**TDY-1002 Turkish Language II (2+0):** Definition of language, the place and importance of language in the life of the nation as a social institution, the relationship between language and culture, the place of Turkish language among the world languages, the development of the Turkish language and its historical periods, the current state of the Turkish language and spreading areas, phonetic features of Turkish and rules related to phonetics, phonetic events in Turkey Turkish, spelling rules and application, punctuation marks and application, structural features of Turkish.

**YDY-1002 Foreign Language II (2+0):** Basic English course for first graders in the undergraduate program.

**PMM-1008 Landscape Art History (2+0):** This course covers the civilizations of ancient Anatolia and Asia Minor (Egypt, Persia, Mesopotamia), Greece, Rome, Medieval Europe, Islam, Far East (Chinese, Japanese) throughout history. ), examines the impact of movements such as Renaissance, Baroque, Naturalism and Turkish art in Anatolia on the development of garden and landscape art.

**PMM-1010 Architectural Knowledge (2+0):** Explaining the issues within the basic field of architecture, especially with the key concepts that can summarize the design processes (function, aesthetics, durability).

**PMM-1012 Occupational Health and Safety II (2+0):** Occupational health and safety Committees, work at height, emergency management and plan, events that disrupt safety: Fire, Earthquake and Flood. Occupational health and safety management systems, National and International organizations related to occupational health and safety, ILO directives, risk management and assessment, 6331 occupational health and safety law, general occupational health and safety rules, special risk groups in working life, first aid, occupational safety the importance of work in terms of workforce productivity, the duties, authorities and responsibilities of the occupational safety specialist.

**PMM-1014 Basic Design (2+2):** Studies on Basic Design principles and elements will be carried out.

**PMM-1016 Plant Material II (2+2):** Teaching the dendrological characteristics of trees. Presentation and application. Drawing the characteristics of all plants.

**PMM-1018 Surveying Information (2+2):** Basic land measurement rules, basic principles of elevation measurements, creation and interpretation of topographic maps.

### III. SEMESTER FALL

**PMM-2001 Resource Analysis (2+0):** The concept of resource inventory and analysis in the landscape planning process, grouping of resources, data collection methods, natural (topography, geology, geomorphology, soil, etc.), socio-cultural and economic resources for a certain area. inventory and analysis, capacity and suitability analysis, theory and methods, classification of resources in landscape planning, tools and documents in resource analysis and inventory, data collection techniques for the analysis of biological features, data evaluation in determining species richness, species diversity and population sizes, planning decisions in landscape planning. Making evaluations so that it can be produced.

**PMM-2005 Project I (3+2):** Survey study, sketch plan, concept plan, preliminary project, basics of structural and plant projects and learning model making.

**PMM-2011 Plant Material III (2+0):** Morphological characteristics, ecological requirements, production methods, usage areas, plant drawings, plant collection and drying of shrubs, climbing and climbing plants and succulent plants used in landscape design.

**PMM-2029 Computer Aided Design I (2+2):** A contemporary computer aided drawing

Introducing the program/software (menus, commands, hot keys, use of function keys etc.). Drawing of all kinds of building pictures and details (plans, views, sections, tables, etc.) in computer aided drawing program environment. Printing/drawing their printouts. Project organization principles. Preparation of computer aided sample projects.

PMM-2031 Perspective Drawing Technique (2+2): Parallel perspective, projection perspective, project plan, view and section drawing principles, scale-drawing relations, perspective drawing principles in Landscape Architecture, perspective drawings of structural elements used outdoors in Landscape Architecture, shading in perspective and toning applications, single-shot perspective, double-shot perspective, perspective extraction from the plan.

PMM-2033 Floral Design (2+2): Makes designs for the use of outdoor ornamental plants in floral designs. Evaluation of these designs in the final exam is 60% effective.

PMM-2035 Landscape Construction I (2+2): Land application and construction of structural elements, based on the landscaping projects prepared after land arrangement and shaping.

### III. SEMESTER FALL ELECTIVECOURSES

PMM-2015 Soil Knowledge (2+0): Definition of Soil, Development of Soil Science, Formation of Soils and Factors Affecting Their Formation, Soil Profile, Soil Horizon, Physical Properties of Soils, Chemical Properties of Soil, Biological Properties of Soil, Soils of Turkey, Fertility of Soils , Soil Fertility and Plant Nutrition, Elimination of Soil Problems, Soil Management.

PMM-2019 Material Knowledge (2+0): To provide knowledge about the basic properties and usage areas of the basic material (such as stone, wood, metal, concrete, reinforced concrete, glass, plastic, binders and protectors).

PMM-2025 Grass Fields and Construction Technique (2+0): Grass, benefits of grass fields, classification of grass fields, functional effects of grass plants, morphological characteristics of plants used in the construction of grass fields, desired characteristics of grass plants, characteristics of cool and hot climate grass plant species. , environmental factors affecting the cultivation of grass plants, selection of grass types, creation of grass areas and its stages, seed mixtures, creation of grass areas by vegetative methods, tools and machines used in grass areas, new techniques in creating grass areas, hydroseeding, roll grass, maintenance of grass areas, irrigation , fertilization, mowing, raking, aeration, rolling, weeds, disease and pest control, lawn care calendar.

PMM-2027 Structural Design in Landscape Areas (1+2): To recognize different structural materials by creating different functions in landscape areas and to design them over different project topics.

PMM-2037 Model Making and Presentation Techniques (2+0): To promote the use of models in architecture by giving different scale architectural model techniques in order to develop three-dimensional thinking skills in architecture.

### IV. SEMESTER SPRING

PMM-2004 Plant Material IV (2+2): Herbaceous annual-perennial garden flowers, introduction of ground cover plants, ecological requirements, usage areas and production, use of garden flowers and grass plants in landscape areas, application examples, field work, plants drawings, seed catalog preparation, sample garden flower cultivation, seed ball, alternative projects.

PMM-2006 Landscape Ecology (2+0): Recognition of basic concepts such as landscape, ecology, ecosystem, landscape ecology, habitat and the elements that make up these concepts, processes and consequences of deterioration of ecological balances, ecological impact assessment and examination of ecological networks.

PMM-2008 Landscape Construction II (2+2): Land application and construction of structural elements, based on landscaping projects prepared after land arrangement and shaping.

PMM-2010 Project II (3+2): To carry out project studies at different scales and spaces within the framework of the landscape design process.

PMM-2028 Computer Aided Design II (2+2): Three-dimensional drawing, dimensioning, sectioning and solid model creation.

PMM-2030 Nursery Technique (2+2): Nursery planning, production techniques of herbaceous and woody plants, nursery management, maintenance, nursery inventory, disassembly, quality classification, storage, packaging, marketing.

#### IV. SEMESTER SPRING ELECTIVE COURSES

PMM-2012 Internship (0+0): Field studies.

PMM-2014 Statistics (2+0): Statistical methods and areas of use, correlation and regression analysis, problem solving.

PMM-2018 Production Technique in Outdoor Ornamental Plants (2+2): Production structures, establishment of greenhouse and production areas, equipment and materials inside the greenhouse, production materials and equipment, production with seeds, collection technique of tree and shrub seeds, seeds of trees and shrubs planting and maintenance, growing saplings, cuttings, cuttings and folding, dipping, grafting, pruning of outdoor ornamental plants, plant growth regulators, tissue culture, examination of outdoor ornamental plants production nurseries.

PMM-2026 Use of Natural Plants in Landscape Architecture (3+0): Formation of plants on the earth. Introducing the natural vegetation of the regions in our country.

PMM-2032 Digital Drawing Techniques in Landscape Architecture (1+2): Using Adobe programs for drawing and presentation purposes and working in vector and raster file formats for this purpose.

#### V. SEMESTER FALL

PMM-3001 Landscape Engineering I (1+2): Landscape Engineering includes comprehensive projects that require the participation of other professional disciplines in the field of engineering.

PMM-3003 Project III (3+2): General information (programming of the training period with introductory information about the functioning of the project course), Introduction of the project areas - on-site visit (determination of the subject / problem), Making the operation program of the landscape design process, In parallel with the progress of the program Carrying out the necessary discussion topics in the classroom environment.

PMM-3005 Urban Recreation Area Planning (2+0): Recreation concept, urban recreation areas and planning principles.

PMM-3007 Landscape Planning (3+0): Concept of planning, landscape planning process, participatory planning and stakeholder analysis in planning, legal-administrative structure regarding planning in our country, relationship with other planning disciplines and information on how the planning process will work for areas with different characteristics. giving. Additionally, students work on a specific field and produce scenarios.

PMM-3009 Statics and Strength (1+2): Concept of force, definition of moment and force couples, support types and reactions, solution of truss systems, M, N, Q diagrams, centers of gravity, moments of inertia, basic concepts and principles in strength (stress and stress types, tensile test-uniaxial stress state and Hooke's law, stress and strain relations), bars of equal strength,

rings and thin tubes, shear force and bending moment diagrams in vertically loaded beams, stress analysis in structural elements, strain analysis, analysis of shear, bending, buckling and torsion effects in structural elements and dimensioning.

**PMM-3023 Geographic Information Systems (2+2):** Basic principles of remote sensing GIS. Materials used in remote sensing. Basic principles of determination of natural resources with remote sensing technique. GIS data models and geographic entities. GIS field applications. Land information System.

**PMM-3025 Computer Aided Design III (2+2):** Giving basic information about the concepts of the computer in 3D applications, making 3D drawings of spaces and objects using the 3Ds MAX program.

## V. SEMESTER FALL ELECTIVE COURSES

**PMM-3011 Nature Conservation (2+0):** Explaining and introducing all concepts related to nature protection. Principles of nature conservation. Introducing nature protected areas in our country.

**PMM-3013 Environmental Impact Assessment (2+0):** Environmental impact assessment (EIA) and strategic impact assessment (SEA) concepts. Scientific stages of EIA and SEA processes, legal process followed in Turkey and industrialized countries. Scientific methods and techniques used in EIA and SEA studies. Preparation of reports. Introduction to the concept of social impact assessment (HIA).

**PMM-3017 Ecotourism (2+0):** The content of this course; The place of ecotourism in tourism activities and the impact of ecotourism on the protection of landscapes.

**PMM-3029 New Technologies in Ornamental Plants (2+0):** Factors affecting plant cultivation, alternative methods in cultivation, soilless agriculture and its types, plant nutrition, cultivation systems, vertical garden and roof garden, miniature garden, new approaches in cultivation.

**PMM-3031 Design Scenarios for Different Spaces (2+0):** This course focuses on understanding various aspects and strategies of the design of small spaces; It aims to provide special accessibility and design specific spaces for minorities such as children, elderly and disabled people.

**PMM-3033 Building Materials in Landscape Architecture (2+0):** To know the structural materials used in landscape architecture and to ensure the creation of sustainable landscape areas by learning the properties of these materials.

## VI. SEMESTER SPRING

**PMM-3002 Landscape Restoration Technique (2+0):** Information is given about the repair methods of deteriorated natural areas with plant and structural materials. In addition, it includes the planned implementation of appropriate biological and technical measures in rural or urban areas in order to improve the landscape for various cultural activities, to repair areas damaged by natural causes or human activities, and to reduce the mutual negative effects of natural events and cultural activities.

**PMM-3004 Landscape Engineering II (1+2):** Landscape Engineering includes comprehensive projects that require the participation of other professional disciplines in the field of engineering.

**PMM-3006 Project IV (3+2):** General information (Programming of the training period with introductory information about the operation of the project course), Introduction of the project areas - on-site visit (determination of the subject / problem), Preparation of the operation program of the landscape design process, In parallel with the progress of the program Carrying out the necessary discussion topics in the classroom environment.

**PMM-3008 Rural Area Planning (2+0):** Teaching the concept and characteristics of tourism and basic information about planning rural recreation areas, the recreational potential of rural areas.

factors affecting the landscape, recreational aspects of landscape evaluation methods, rural recreation areas characteristics, tourism-recreation relations, picnic areas, camping areas and holiday villages, etc. giving the planning principles of rural recreation areas.

PMM-3034 Remote Sensing (2+2): 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.

PMM-3036 City and Regional Planning (2+0): Understanding basic urban-regional issues and the dimensions of the planning profession.

## VI. SEMESTER SPRING ELECTIVE COURSES

PMM-3012 Internship (0+0): Field studies.

PMM-3016 Urban Green Spaces (2+0): Teaching the purposes, benefits and design principles of urban green spaces.

PMM-3020 Coastal Area Planning (2+0): The content of this course consists of coastal types, functions, importance and problems, laws and regulations regarding coastal areas, design, planning and management steps for coastal areas.

PMM-3022 Urban Tourism (2+0): Urban tourism concept and its effects, urban tourism and landscape relationship, conservation-use balance.

PMM-3026 Landscape Management (2+0): Definition, concept, scope and development process of landscape management. Basic principles of landscape management and definition of quantitative landscape parameters, indicators in landscape management, temporal and spatial change. Sustainability, system perspective, holistic and transdisciplinary approaches in landscape management. Landscape management within the scope of the European Landscape Convention.

PMM-3030 Soil Plant Water Relationship in Landscape Architecture (1+2): Determination of plant water consumption, determination of irrigation water amount, irrigation interval and system capacity, planning irrigation time.

PMM-3038 Physiological Disorders in Ornamental Plants (2+0): Factors causing physiological disorders in ornamental plants, nutritional disorders, disorders in tissues and organs, disorders in grass plants, seasonal flowers, shrubs, trees and indoor ornamental plants.

PMM-3040 Landscape Ergonomics (2+0): Definition and content of ergonomics, anthropometry and basic information in design, revealing the relationship between functionality and ergonomics in landscape designs.

PMM-3042 Participatory Planning and Design (2+0): To convey the theoretical infrastructure, purpose and historical development process of participation, to include the types of participation, the different methods used in participation, the process of determining stakeholders, and the projects carried out abroad and domestically as examples of participation in planning and design.

PMM-3044 Career Planning (2+0) Concepts such as career awareness, employability, self-awareness, skill development constitute the content of this course.

## VII. SEMESTER FALL

PMM-4001 Final Paper I (0+2): Preparing a research report on the field of interest.

PMM-4003 Project V (3+2): Landscape planning process, data collection, creation of land use plans and report presentation.



## VII. SEMESTER FALL ELECTIVECOURSES

**PMM-4005Environmental Problems and Policies (2+0):** Anthropogenic effects 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.

**PMM-4009 Modeling in Landscape Architecture (1+2):** Three-dimensional application studies constitute the content of the course. In order to analyze the human anatomy, lectures are given on the skeletal model. In addition to these, homework studies are carried out on the evaluation of the sculpture samples of the masters.

**PMM-4011Wildlife and Ecology (2+0):** Wildlife and its importance, conservation methods of wildlife, habitats in the world and in Turkey

**PMM-4015 Project Design of Irrigation Systems in Landscape Areas I (2+2):** Soil-Plant-Water Relations, Irrigation water quality, Irrigation water need, sprinkler irrigation method, drip irrigation method, sprinkler irrigation project.

**PMM-4019 Universal Landscape Design and Accessibility (1+2):** Universal design philosophy and principles, barriers in the cultural environment, physical disabilities, universal design principles for private users, the elderly and children, legal regulations in Turkey, problems and solutions, up-to-date designs.

**PMM-4021 City and Public Space (2+0):** In this course, the concept of public space, theories of public space, public space-private space dichotomy, different public space designs, and the transformation of public space are examined.

**PMM-4023 Cultural Landscape (2+0):** Definition of the cultural landscape, what elements it consists of, and teaching its characteristics. Teaching the determination of cultural landscape elements in urban and rural areas through example practice.

**PMM-4025 Wetland Management (2+0):** Definitions and concepts in the context of Wetland, scope and content of Ramsar Convention, Wetland concept in our country, legal regulations, Wetland protection concept and problems.

**PMM-4027 Indoor Ornamental Plants (2+0):** Definition of indoor ornamental plants, classification, usage areas, environmental requirements, reproduction methods, maintenance requests and growing requests of some indoor ornamental plants, reproduction methods and maintenance.

**PMM-4029 Professional Practice Technique in Landscape Architecture (2+2):** Survey of professional responsibilities in practice. Examination of skills related to professional ethics, office structure/organization, negotiation method, standards of practice.

**PMM-4031Urbanization and Zoning Law (2+0):** Conceptual framework (population movements and their reflection on space, city, countryside, urbanization, urbanization), planning and planning hierarchy, spatial plans, the place of open green areas in spatial plans.

**FRM-0007 Formation 7th Semester (Applicants can receive it) (3+0)**

## VIII. SEMESTER SPRING

**PMM-4002 Final PaperII (0+2):** Preparing a research report on the field of interest.

**PMM-4004 Project VI (3+2):** Conducting project studies at different scales and spaces within the framework of the landscape design process.

**PMM-4006 Landscape Application Technique (2+2):** Approximate application of the project within the scope of the course

The aim is to teach students how to calculate costs and to enable them to obtain legal and technical information about preparing a tender dossier, and to have information on issues such as preparation of survey reports (contracts, technical and special specifications, bill of quantities, etc.) and technical reports.

### **VIII. SEMESTER SPRING ELECTIVE COURSES**

**PMM-4008 Ecological Planning (2+0):** Ecological concepts, natural factors affecting landscape planning and detailed analysis of the relationships between these factors, mechanisms shaping the landscape (geomorphological processes, colonization of organisms within the framework of stain, corridor and matrix terms, interventions); interactions of living and nonliving landscape components with each other; The use of landscape ecology in landscape planning and design; explaining ecological impact assessment issues.

**PMM-4016 Project Design of Irrigation Systems in Landscape Areas II (2+2):** Project design of drip irrigation systems, project applications in large-scale areas.

**PMM-4018 Diseases and Pests of Ornamental Plants (2+0):** Information will be given about taxonomic and morphological identification of disease and pest species on ornamental plants, their biology and life cycles and control methods.

**PMM-4022 Green Entrepreneurship (2+0):** Evaluating and researching potential opportunities in line with current trends in the profession, examining these opportunities in terms of investment and making feasibility analysis, and recognizing funding sources constitute the content of the course.

**PMM-4024 Alternative Applications in Plant Design (2+0):** Examining different plant design applications and developing innovative designs. Making sustainable plant designs.

**PMM-4028 Innovation in Landscape Architecture(2+2):** The scope and techniques of creative thinking, product and process innovation, innovation strategies, innovation resources and innovation management will be discussed in the course.

**PMM-4030 Maintenance and Repair Techniques of Design Plants (2+0):** Urban open green areas, open green area formation, types of urban open green areas, importance of open green areas, reasons for plant care in open green areas, monthly work schedules of urban open green areas, maintenance of structural elements in urban parks, pruning in urban green areas, types of pruning, the importance of pruning, pruning of trees and shrubs, post-pruning procedures, topiary, maintenance of lawn areas, maintenance of trees and shrubs, maintenance of climbing and climbing plants, restoration of trees.

**PMM-4032Landscape Aesthetics and Landscape Quality (2+0):** The purpose of this course; It aims to contribute to the improvement of people's quality of life by examining human-environment relations in terms of environmental design and to guide the design of landscape spaces that are most suitable for human nature.

**PMM-4026 Preservation and Landscape in Historical Environments (2+0):** Explaining the concepts of historical environment, historical city and conservation; Giving theoretical information about the protection and regulation of historical environments; showing the applied conservation and regulation works, explaining the historical environment planning and design studies, explaining the settlements containing historical urban textures with examples, presenting domestic and international historical environment and city examples.

**FRM-0008 Formation 8th Semester (Available to those who petition) (2+0):**

### **CONCLUSION**

### **EXAMPLE APPLICATION**

EVIDENCE: Faculty of Architecture and Design Website, Landscape Architecture Department Website, 2022 Faculty of Architecture and Design Annual Report, UBYS Education Information System, Regulation and

Guidelines.

### **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://ogrenciisleri.comu.edu.tr/mevzuat-r11.html>

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

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

### **Evidence**

[5.4-2022 faculty of architecture and design unit activity report.pdf](#)

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

### **5.5. TRAINING PLAN COMPONENTSII**

As it can be understood from the evidence presented in Criterion 5.4, the basic sciences within the general discipline of Science and vocational education courses that are close and complementary to this discipline are sufficient ECTS in the education plan. In addition, the curriculum includes a number of elective courses that complement the compulsory core courses and that will contribute to the professional interests of the students, gain different competencies and gain knowledge 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 given 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**

### **EXAMPLE APPLICATION**

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

### **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

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

### **Evidence**

[5.5-2022 faculty of architecture and design unit activity report.pdf](#)

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

## **5.6. THE EXISTENCE OF A GENERAL EDUCATION PLAN WITHIN THE SCOPE OF DEPARTMENT OBJECTIVES**

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

### **CONCLUSION**

### **EXAMPLE APPLICATION**

EVIDENCE: Faculty of Architecture and Design Website, Department of Landscape Architecture Website, UBYS Education Information System.

#### **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/komsyonlar-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.

The courses are gradually planned from basic education to qualified education and therefore from general subjects to more specific subjects on a yearly basis. In this context, the training plan is updated by the relevant committees after the feedback received from the instructors who teach in the unit. In addition, students can benefit from compulsory internship opportunities during their undergraduate education and find an application area where they can use the knowledge and skills they have acquired in courses. The ability to use the knowledge and skills acquired in the courses is gained through studies such as 60-day compulsory internships that allow fieldwork, as well as homework and projects in various courses.

### **CONCLUSION**

### **EXAMPLE APPLICATION**

EVIDENCE: Faculty of Architecture and Design Website, Department of Landscape Architecture Website, UBYS Education Information System.

## **Evidence Links:**

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

### **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. COMPETENCY OF THE TEACHING STAFF**

The Department of Landscape Architecture constantly strengthens its academic staff in order to provide quality education to our students, to care for them more closely and to raise well-equipped students. The main duty of the faculty members in the department is to conduct courses and conduct research in the relevant department. CVs of all faculty members who are responsible for teaching courses are constantly updated both on the department website and through the AVES system. In addition, relevant job descriptions are published on our unit website. Detailed information about the faculty members of the department is shown in criterion 01.3 under the title of administrative structure and faculty staff of the department and in the tables and documents presented in the annexes with evidence.

## **CONCLUSION**

## **EXAMPLE APPLICATION**

**EVIDENCE:** Faculty of Architecture and Design Website, Department of Landscape Architecture Website, 2022 Faculty of Architecture and Design Activity Report, Table 18. Distribution of Faculty Members in the Department, Table 19. Statistics on Course Load Distribution of Faculty Staff, Table 20. Students per Faculty Member Number, Table 21. Statistics on Academic Publications of Faculty Members, Table 22. Analysis of Faculty Staff I, Table 23. Analysis of Faculty Staff II, Table 24. Completed or Ongoing Projects of Faculty Staff, Table 25. Scholarships and Awards Received by Faculty Members , Table 26. Number of Brands, Designs and Patents of Faculty Members, Table 27. Monthly Workload Analysis 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://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

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

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

<https://scholar.google.com/citations?user=vKV5CrkAAAAJ&hl=tr&oi=ao>

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

[https://scholar.google.com/citations?user=e\\_WDW\\_wAAAAJ&hl=en&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=en&oi=ao>

## Evidence

[Table 25. Scholarships and Awards Received by Faculty](#)

[Members.pdf 6.1 Prof.Dr. Dr. Tülay Cengiz Taýlý](#)

[BAP\\_protokol1.jpg 6.1 Prof. Dr. Tülay Cengiz Taýlý](#)

[Academic Encouragement.jpg 6.1 Dr. Lecturer Member Aylin Çelik](#)

[Turan\\_ege\\_jeopolitik\\_C2 BAS.pdf 6.1 Prof.Dr. Dr.](#)

[Tülay Cengiz Taýlý BAP\\_protokol3.jpg 6.1. Assoc. Dr. Ayýe Esra](#)

[Cengiz\\_H1-H2-H3-H4\\_BAP Document.pdf Table 19. Statistics on Course Load](#)

[Distribution of Teaching Staff.pdf 6.1 Assoc. Dr. Ayýe Esra Cengiz\\_11-](#)

[Academic Performance Award.pdf 6.1 Prof.Dr.](#)

[Dr. Tülay Cengiz Taýlý TÜBÝTAK3.jpg 6.1 Assoc. Dr. Ayýe](#)

[Esra Cengiz\\_H5-Special Provincial Administration Proje.pdf](#)

[Table 20. Number of Students Per Instructor.pdf](#)

[6.1 Prof.Dr. Dr. Kürýad Demirel\\_bap Proje.jpg](#)

[Table 22. Analysis of Teaching Staff I.pdf Table 27. Analysis of Monthly](#)

[Workload of Faculty Members \(2022\).pdf 6.1. Instructor Prof. Aylin Çelik Turan Article-A case study in natural coastline of Enez-Kesan](#)

[districts by using natural threshold analysis.pdf Table 24. Completed or Ongoing Projects of](#)

[the Faculty Staff.pdf 6.1 Prof.Dr. Dr. Füsün Erduran](#)

[Nemutlu\\_bap\\_projeler.jpg 6.1 Prof. Dr. Tülay](#)

[Cengiz Taýlý TÜBÝTAK2.jpg 6.1 Dr. Instructor](#)

[Tutklu Ak\\_Proje\\_bap.pdf Table 26. Number of Trademarks, Designs](#)

[and Patents of Faculty Members.pdf](#)

[6.1 Prof. Dr. Tülay Cengiz Taýlý BAP2.jpg 6.1 Dr. Lecturer](#)

[Prof. Aylin Çelik Turan\\_ege\\_jeopolitik.pdf Table 21. Statistics on Academic](#)

[Publications of Faculty Members.pdf 6.1. Instructor Member Aylin](#)

[Çelik Turan\\_ege\\_jeopolitik\\_C1 BAS.pdf 6.1 Prof. Dr. Tülay](#)

[Cengiz Taýlý Inter-Agency Project.jpg 6.1](#)

[Prof.Dr. Dr. Kürýad Demirel-TÜBÝTAK.pdf 6.1 Dr.](#)

[Lecturer Member Tutklu Ak\\_Proje\\_bryant12.pdf](#)

[6.1 Prof. Dr. Tülay Cengiz Taýlý TÜBÝTAK1.jpg 6.1-2022 faculty](#)

[of architecture and design unit annual report.pdf 6.1](#)

[Prof.Dr. Dr. Tülay Cengiz Taýlý](#)

[BAP\\_protokol4.jpg Table 23. Analysis of Teaching](#)

[Staff II.pdf 6.1 Prof.Dr. Dr. Tülay Cengiz Taýlý BAP\\_protokol2.jpg](#)

[6.1 Prof. Dr. Kürýad Demirel-Almanya\\_BMBF\\_finalreport.pdf Table 18. Distribution of Faculty Members in the Dep](#)

**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 on teaching staff qualifications is presented in detail in criteria 01.3, 6.1 and the attached evidence under the heading of administrative structure and teaching staff of the department.

#### CONCLUSION

#### EXAMPLE APPLICATION

**EVIDENCE:** Faculty of Architecture and Design Website, Landscape Architecture Department Website.

#### Evidence Links:

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

<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 PROMOTION

##### For First-Time Appointment to the Staff of DoctorFaculty Member

- 1) Having published at least 1 article within the scope of your doctoral thesis in a refereed journal scanned by international indexes,
- 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,
- 4) 22-23 of the academic efficiency evaluation, with at least 50 points after receiving the title of doctor. To have 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, and at least 65% of this score in grades 1-12 of the academic activity assessment. . At least 15% of the articles between 20-23. to have taken between

2) To have made at least 1 article in a peer-reviewed journal scanned by international indexes.

##### For Appointment to Associate Professor Position

1) Having 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 is accepted by the Council of Higher Education (the current foreign language exam equivalence table accepted by the Council of Higher Education will be accepted as 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. between

take from items,

- 3) Having received at least 150 points from items 22 and 23 of the post-doctoral academic activity evaluation,
- 4) To have a total of at least 1500 points.

### **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. to have taken between
  - 4) Having received at least 200 points from items 22 and 23 of the academic activity evaluation after associate professorship,
  - 5) Having attended and made presentations in at least 2 scientific meetings/demonstrations, at least one of which should be international, in his/her field of science after becoming an associate professor,
  - 6) Having received at least 2000 points in total,
- or in the period from the date he received the title of Associate Professor to the date he applied to the professor position, instead of the above criteria; To once again meet the criteria for associate professorship developed by the Interuniversity Board in force.

### **CONCLUSION**

### **EXAMPLE APPLICATION**

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

### **Evidence Links:**

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

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

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

### **Evidence**

[6.3-2022 faculty of architecture and design unit activity report.pdf](#)

### **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

There is 1 classroom, 2 drawing studios and 2 computer laboratories for common use by the Architecture, Urban and Regional Planning and Landscape Architecture departments within our faculty, and all of them have projection devices. Our classroom has a capacity of 48 people and our drawing studios have a capacity of 40 and 70 people. There are 25 computers in total in our computer laboratories. All areas used for education and training in our faculty, administrative areas and academic staff rooms have a total closed area of 1065 m<sup>2</sup>, areas used for education and training are 578 m<sup>2</sup>, administrative staff rooms are 132 m<sup>2</sup>, and academic staff rooms are 355 m<sup>2</sup>. There is a lack of computers in faculty rooms. There are physical inadequacies due to the increase in the number of students in our faculty and the current facilities becoming outdated, and there are no classes that can provide adequate education. Therefore, there is a need for a new building.

The total indoor area of the building, which is in the common use of the Faculty of Fine Arts, Faculty of Communication and Faculty of Architecture and Design, is 18636 m<sup>2</sup> and there is a canteen (745 m<sup>2</sup>) used by the common faculties.

In addition, there is an inner courtyard where our students can spend their free time and alcoves located around the faculty, which are not sufficient for the students of 3 faculties. The available information in this criterion is presented for your information in the annexes with evidence.

## CONCLUSION

### IMMATURE APPLICATION

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

#### Evidence Links:

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

#### Evidence

[7.1-2021-2025 Period Landscape Architecture Department Strategic Action Plan.pdf](#) [7.1-2022 faculty of architecture and design unit activity report.pdf](#)

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

### 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 the library facilities available on various campuses of our University.

can benefit from it. 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. The graduation ceremonies of the students are held in the Necip Fazıl Kısakürek theater hall and Çanakkale 18 Mart Stadium. In addition to striving for students to be professionally competent, the aim is to raise each of them as intellectuals who are well-equipped in terms of effective speaking, expression, communication and discussion, and have national and universal sensitivity. 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:** Our department has a student society called Landscape Society. Information about the areas and infrastructure of our department is presented for your information with evidence.

#### CONCLUSION

#### IMMATURE APPLICATION

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

#### Evidence Links:

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

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

<http://peyzaj.mtf.comu.edu.tr/bolum-tanitimi.html>

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

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

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

#### Evidence

[7.2-2022 faculty of architecture and design unit activity report.pdf](#)

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

#### 7.3. TECHNICAL INFRASTRUCTURE

Our Department, whose aim is to train Landscape Architects, could not achieve its goals of preparing equipment, infrastructure and space to serve its purpose due to the lack of physical space. Although there is a library within our department in order to facilitate our students' access to information, it does not have sufficient facilities.

There is a need for a library within our Faculty because it does not provide 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, 2022 Faculty of Architecture and Design Activity Report.

### **Evidence Links:**

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

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

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

### **Evidence**

[7.3-2022 faculty of architecture and design unit activity report.pdf](#)

**7.4.** Library facilities offered to students must be sufficient to achieve educational goals 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 m<sup>2</sup> 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 m<sup>2</sup>, 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 (Yekepeynar Campus)

Faculty of Medicine Library (Temporarily in the Central Library) District libraries  
(Yenice, Ezine, Bayramiç, Gökçeada, Ayvacık, Lapseki, Gelibolu, Çan,  
in Bozcaada)

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 the publications that are not in the collection of Çanakkale Onsekiz Mart University libraries from the domestic information centers and libraries in our country in order to meet the academic information needs of the users, with the "Interlibrary Loan" service.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

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

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

#### Evidence

[7.4-2022 faculty of architecture and design unit activity report.pdf](#)

7.5. Necessary security measures 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 department is located. Our building is under 24-hour surveillance with existing security cameras. The building where our department 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

#### EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website.

#### Evidence Links:

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

## **8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES**

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

## **8. INSTITUTIONAL SUPPORT AND MONEY RESOURCES**

### **8.1. BUDGET PROCESS AND CORPORATE SUPPORT**

The main source of expenditures made in our department 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 after the budget negotiations for universities in the Grand National Assembly of Turkey Planning and Budget Commission, in accordance with the relevant legal regulations. Then, this budget is distributed among the units of our University by the Strategy Development Department of our University, taking into account the necessary needs and demands. Human resources management strategies are planned according to the norm staff numbers and appointment criteria established by the units within the personnel department and strategy department of our institution, and are followed up by our Rectorate and General Secretariat. In-service training is organized to ensure that the education and qualifications of all personnel working in units providing academic, administrative and support services are compatible with the duties they undertake. The management of movable and immovable resources is monitored by the faculty administration and secretariat. The payment items of our faculty and the information included in this criterion are presented for your information in the annexes with evidence.

#### **CONCLUSION**

#### **EXAMPLE APPLICATION**

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report, Table 28. Our Department's 2022 Payment Items.

#### **Evidence Links:**

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

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

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

#### **Evidence**

[Table 28. Our Department's 2022 Payment Items.pdf](#)  
[8.1-2022 Faculty of Architecture and Design Unit Activity Report.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 department 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. Salaries and additional course fees of the department faculty members are covered from the budget of the Faculty of Architecture and Design. Salaries of faculty members, civil servants law no. 657 and academic staff salary calculations of law no. 2547

It is calculated according to the methods. 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. Maximum one academician per paper can benefit from support. However, with the Law on Amendments to the Higher Education Personnel Law, which came into force on November 14, 2014, the positive improvement in the salaries of Faculty Members and Assistants has provided a significant incentive to attract and maintain qualified teaching staff in our country. Our faculty members also have the opportunity to obtain additional income and equipment through their TÜBİTAK and BAP projects. In addition, based on the Academic Incentive Allowance Regulation, which came into force by the decision of the Council of Ministers on December 14, 2015, our faculty members receive academic incentive allowance for their academic activities such as projects, research, publications, design, exhibitions, patents, citations, notifications and academic awards they have received. Books are purchased for the library on a regular basis, in line with the requests of faculty members and assistants, and access to scientific publications is expanded by increasing the number of scientific databases subscribed to.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

#### Evidence Links:

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

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

<https://personel.comu.edu.tr/mevzuatlar/akademik-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-guvence-ve-ic-kontrol/ic-kontrol-r42.html>

#### Evidence

[8.2-2022 faculty of architecture and design unit activity report.pdf](#)

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

#### 8.3. INFRASTRUCTURE EQUIPMENT SUPPORT

The necessary infrastructure and equipment support for the department is covered from the part of the budget of our University Faculty of Architecture and Design allocated for the department. Departments, requests from department heads

In line with this, he/she notifies the dean's office in writing about his/her requests regarding the infrastructure. The Dean's Office notifies 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 machinery equipment purchase, repair and maintenance-repair expenses of the departments are also reported to the Dean's Office. The Dean's Office examines the relevant requests and carries out what needs to be done within its own budget. In cases where the related requests and needs exceed the budget of the dean's office, they are met by the rectorate. When the entire Dean's Office budget is used, if necessary, an additional budget is requested and the necessary support is provided to the departments with the additional budget received.

Our faculty has 1 classroom, 2 drawing studios, 2 computer laboratories, all of which have projection devices. Due to lack of physical space, there is no meeting room or conference room that our Department and other departments in our Faculty can use. There are cafeterias and restaurants within the campus area where our students and employees can have their 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, e-thesis, 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, 2022 Faculty of Architecture and Design Annual Report, 2021-2025 Landscape Architecture Department Strategic Action Plan.

Evidence Links:

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

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

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

Evidence

[8.3-2021-2025 Department of Landscape Architecture Strategic Action Plan.pdf](#)  
[8.3-2022 faculty of architecture and design unit activity report.pdf](#)

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

#### 8.4. TECHNICAL AND ADMINISTRATIVE SERVICE STAFF SUPPORT

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

To equip those at the administrative levels of the university with the knowledge that a modern administrator should have,

In order to achieve this, to organize manager development programs, to ensure that managers comply with the principle of positive motivation in their managerial activities, to make evaluations based on high performance and success criteria in all practices against the managed. Not compromising the principle of equality and justice, Ensuring that administrators have an understanding of solidarity and support with each other, Systematizing the transfer of knowledge and experience in order not to cause weakness in institutional activities during managerial staff changes, Fulfilling the flow of information from the Electronic Document Management System on time, providing the statistical information needed about the University. Support activities of administrative staff such as systematization (keeping the Management Information System ready for service effectively) are also available in our unit.

The responsibility of the action plan for compliance with internal control standards lies with the faculty secretary in terms of administrative staff. This is important in terms of power sharing. Procedures regarding management responsibility are specified in detail.

#### CONCLUSION

#### EXAMPLE APPLICATION

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

Evidence Links:

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

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

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

Evidence

[8.4-2022 faculty of architecture and design unit activity report.pdf](#)

## 9. ORGANIZATION AND DECISION MAKING PROCESSES

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

## 9. ORGANIZATION AND DECISION MAKING PROCESSES

### 9.1. INSTITUTION ORGANIZATION AND DUTIES

Our university implements the provisions of the Higher Education Law No. 2547 in its management and organization. The governing bodies of the university are the Rector, the University Senate and the University Board of Directors. The governing bodies at the faculty level are as follows:

rector

Article 13 –

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



The age limit for rectors is 67 years. However, there is no age limit for those appointed as rectors until their term of office ends.

(Amended first sentence: 20/8/2016-6745/14 art.) The rector selects a maximum of three people from among the salaried professors of the university as vice rectors, limited to his own term of office as rector, to assist him in his work. (Added: 2/1/1990 - Decree Law - 398/1 art.; Accepted as is: 7/3/1990 - 3614/1 art.) However, in universities responsible for providing central open education, five vice-rectors may be elected by the rector when necessary.

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

b) Duties, powers and responsibilities:

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

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

(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 present to the Board,

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

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

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

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

## **Senate**

### **Article 14 –**

a. Establishment and operation: The Senate is composed of vice-rectors, deans, and a faculty member from each faculty to be elected for three years by the faculty committees, under the presidency of the rector, and the directors of institutes and colleges affiliated to the rectorate.

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

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

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

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

to take,

(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 a member to the university administrative board,

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

#### University Board of Directors

##### Article 15 –

a. Establishment and functioning: University board of directors; It consists of deans under the presidency of the rector, and three professors to be elected by the senate for four years to represent different teaching 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 recommendations of the units affiliated with the university, and submitting them together with their own recommendations 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 from among three professors from within or outside the university, to be recommended by the rector.

He is elected for a period of three years and appointed through 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. If the appointment lasts more than six months, a new dean is appointed.

b. Duties, powers and responsibilities:

- (1) To preside over faculty boards, to implement the decisions of faculty boards and to ensure regular work between faculty units,
- (2) At the end of each academic year and when requested, to report to the rector about the general situation and functioning of the faculty,
- (3) To inform the rectorate about the faculty's funding and staff needs, together with the justification, and to submit the proposal regarding the faculty budget to the rectorate after obtaining the opinion of the faculty board of directors,
- (4) To carry out general supervision and control duties over the faculty's units and personnel at all levels,
- (5) To perform other duties assigned to him by this law.

In the rational use and development of the teaching capacity of the faculty and its affiliated units, in taking security measures when necessary, in providing the necessary social services to students, in carrying out education, scientific research and publication activities in an orderly manner, in supervising, monitoring and controlling all activities, and He is primarily responsible to the rector in obtaining the results.

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

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

## CONCLUSION

## EXAMPLE APPLICATION

EVIDENCE: Faculty of Architecture and Design Website, 2022 Faculty of Architecture and Design Activity Report, Regulations and Guidelines, Table 29. Faculty Organization Chart.

### Evidence Links:

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

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

<https://mtf.comu.edu.tr/yonetim/teskilat-semasi-r35.html>

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

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

Evidence

[Table 29. Faculty Organization Chart.pdf](#)

[9.1-2022 faculty of architecture and design unit activity report.pdf](#)

10. PROGRAM-specific criteria 10.1.

Program-Specific Criteria should be provided.

10. SECTION SPECIFIC CRITERIA 10.1.

SPECIAL CRITERIA SPECIFIC TO THE SECTION

All of our students who graduate from Çanakkale Onsekiz Mart University Faculty of Architecture and Design, Department of Landscape Architecture graduate with the competencies stated in the program outcomes. 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, Department of Landscape Architecture Website, 2022 Faculty of Architecture and Design Activity Report, 2021-2025 Department of Landscape Architecture Strategic Action Plan, UBYS Education Information System, Student Information System.

Evidence Links:

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

<http://landscape.mtf.comu.edu.tr/bolum-tanitimi.html>

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

<https://ubys.comu.edu.tr/AIS/OutcomeBasedLearning/Home/Index?id=6272&culture=tr-TR>

<https://mtf.comu.edu.tr/kalite-guvence-ve-ic-kontrol/stratejik-eylem-plani-r41.html>

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

Evidence

[10.1-2022 faculty of architecture and design unit activity report.pdf](#)

[10.1-2021-2025 Period Landscape Architecture Department Strategic Action Plan.pdf](#)

CONCLUSION

CONCLUSION

11. CONCLUSION

Within the scope of our University's Quality Assurance studies, our Department carries out the necessary studies.

continues. 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 department.

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 provision of relevant program outcomes in our department, surveys were conducted for students and graduates. It is also aimed to carry out more intensive studies on the participation of external stakeholders in the process.

Our department 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 appears that all relevant judgments in our Department are supported by the evidence added to the subheadings of the report.

Prof. Dr. Füsün ERDURAN NEMULU

Head of Landscape Architecture Department

Evidence

[ÇOMÜ Landscape Architecture Department 2022 Self-Assessment Report.pdf](#)