ÜYBS
Üniversite Yönetim Bilgi Sistemi
(University Management Information System)

Self-Assessment Report

GÜMÜŞHANE UNIVERSITY

DEPARTMENT OF ELECTRIC AND ENERGY, ELECTRICAL POWER GENERATION, TRANSMISSION AND DISTRIBUTION PROGRAM

Lecturer Burak AKINCI (Head of Department)

Lecturer Sedat ATASEVER (Member)

18/03/2024-01/04/2024

0. INTRODUCTION

0.1. INFORMATION ABOUT THE PROGRAM

The program for electricity generation, transmission, and distribution aims to produce graduates who are proficient in both theoretical and practical aspects, capable of generating innovative projects in their field, and possessing existing practical projects. It also aims to educate graduates who can follow technological advancements, have a research-oriented mindset, and possess socio-economic awareness.

1. STUDENTS

1.1. Students admitted to the program should have the necessary background to acquire the program's intended outcomes (knowledge, skills, and behaviours) within the specified timeframe. The indicators considered in student admission should be monitored, and their progress over the years should be assessed.

Students admitted to the program should have the necessary background to acquire the program's intended outcomes (knowledge, skills, and behaviours) within the specified timeframe. The indicators considered in student admission should be monitored, and their progress over the years should be assessed. To ensure the continuity of students and prevent them from graduating without meeting the necessary qualifications, our students succeed in certain courses directly or conditionally with specific letter grades. However, in the case of conditional passing, students who receive one of the AA, BA, BB, CB, and CC letter grades for a course as per the examination regulations are considered to have passed that course. Additionally, students who have a semester-average grade of at least 2.00 in a semester are considered successful in the courses where they receive the DC letter grade in the semester-end and makeup exams. Accordingly, over the years, if there is a general failure, the general success is generally increased, and if there is partial failure in any course, it is compensated by the overall average, and passing with the average is possible. However, all these situations are subject to specific conditions and student performance is monitored year by year. From a student who fulfils the condition of taking the semester-end exam for a course once, if they retake the course in subsequent semesters, there is no requirement for attendance only for theoretical courses. However, attendance is required for practice, laboratory, and other in-semester work associated with the course. Students can take other elective courses offered by the department chair, vocational school, or vocational school director in place of elective courses that need to be retaken. In this case, the student must count the new elective course they have taken during course registration via the automation system as the elective course they want to drop. In this case, rights used for previous courses and studies are not reused. Students with a general grade point average below 1.80 at the end of the fourth semester cannot take courses in the upper semesters. Students in this situation must take the courses they have failed and the courses they need to take for the first time to raise their weighted general grade point average to at least 1.80. Starting from the period when they raise the weighted general grade point average to 1.80, they can take courses from the upper semesters.

1.2. Admission of students through lateral and vertical transfers, the implementation of double majors, minors, and student exchange programs, as well as the evaluation of courses taken and earned credits from other institutions and/or programs, should be clearly defined and implemented in detail in accordance with the policies.

Admission of students through lateral and vertical transfers, the implementation of double majors, minors, and student exchange programs, as well as the evaluation of courses taken and earned credits from other institutions and/or programs, should be clearly defined and implemented in detail in accordance with the policies. In lateral and vertical transfers, courses that were previously taken in the student's prior education and courses required in the field of Electrical Power Generation, Transmission, and Distribution are decided through an assessment carried out by department stakeholders after examining the course contents. Within the evaluation criteria, course content, course credits, and ECTS (European Credit Transfer and Accumulation System) of the course are taken into consideration.

Lateral Transfer Article 12 - (1) Intra-institutional and inter-institutional lateral transfers are conducted in accordance with the provisions of the Regulation on the Principles of Transition Between Associate and

Bachelor's Degree Programs, Double Major, Minor, and Inter-Institutional Credit Transfer in Higher Education Institutions published in the Official Gazette dated 24/4/2010 and numbered 27561. 2. The maximum duration is determined by considering the periods spent in the institution from which the student is transferring. 3. For students whose transfer within or outside the university is decided, the equivalence of the courses they have previously taken and the semester they will be assimilated to in the program they are transferring to are decided by the relevant board of directors upon the recommendation of the department. 4. For students whose transfer within the university is decided, the letter grades of the courses they have previously taken are considered valid for the courses deemed equivalent, and these grades are included in the averages. 5. In intra-university horizontal transfers, students who wish to transfer from programs with accepted equivalence by the relevant board and committee must have a weighted general grade point average of at least 3.00.

1.3. The institution and/or program should take measures to encourage and facilitate student mobility through agreements with other institutions and the establishment of partnerships.

The institution and/or program should take measures to encourage and facilitate student mobility through agreements with other institutions and the establishment of partnerships. Within the program, there are no agreements with different institutions and programs. The Electrical Power Generation, Transmission, and Distribution Program does not have a student exchange program. However, communication is established with various institutions and organizations to ensure that students acquire practical knowledge and facilitate internship processes.

1.4. Counselling services should be provided to guide students in course and career planning.

Counselling services should be provided to guide students in course and career planning. Students who enrol in the Electrical Power Generation, Transmission, and Distribution Program are provided with information regarding course and career planning. Additionally, an academic advisor is assigned to each student who enrols in the program.

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

The success of students in all courses and other activities within the program should be measured and evaluated using transparent, fair, and consistent methods. In the Electrical Power Generation, Transmission, and Distribution Program, examinations such as Midterm, Final, Makeup, and Graduation are conducted in the same standards, fairly, consistently, and transparently. They are measured using standardized letter grades in accordance with the Gümüşhane University's Education and Examination Regulation. Additionally, answer sheets and assignments prepared by students are archived.

1.6. To make graduation decisions for students, reliable methods that determine whether all the conditions required by the program have been met should be developed and implemented.

To make graduation decisions for students, reliable methods that determine whether all the conditions required by the program have been met should be developed and implemented. In the Electrical Power Generation, Transmission, and Distribution Program, for a student to graduate, they must have successfully completed all the courses in the program without receiving an "FF" grade. Additionally, students are required to obtain a minimum of 120 ECTS credits and have a minimum cumulative grade point average of 2.00 or above on a 4.00 scale. Furthermore, the completion of mandatory internships is expected. The skills acquired by students during internship practices are evaluated by the internship committee.

2. PROGRAM EDUCATIONAL OBJECTIVES

2.1. For every program to be evaluated, program educational objectives should be defined.

For every program to be evaluated, program educational objectives should be defined. The Electrical Power Transmission and Distribution Program, which aims to train intermediate-level personnel in all public and private institutions related to electrical energy, provides education with an emphasis on economic awareness. The program's education outcomes have been defined for each course.

2.2. These objectives should align with the career goals and professional expectations that the program's graduates are expected to achieve in the near future.

These objectives should align with the career goals and professional expectations that the program's graduates are expected to achieve in the near future. Graduates of the program can work in organizations involved in energy production and distribution in the sector, companies producing goods based on energy technology, or organizations providing maintenance and service for all these technologies. Additionally, they can also be employed in energy-based environmental technology manufacturers or service providers in the relevant field.

2.3. It should be in line with the specific missions of the institution, faculty, and department.

It should be in line with the specific missions of the institution, faculty, and department. The program is conducting student-centred educational activities, fulfilling its educational mission. The program's outcomes are in line with graduation-related goals.

2.4. The program should be determined by involving various internal and external stakeholders in the process.

The program should be determined by involving various internal and external stakeholders in the process. To ensure that the Electrical Power Generation, Transmission, and Distribution Program imparts the knowledge, skills, and competencies it aims to provide, the program will be reviewed by considering prepared professional standards and the opinions of industry stakeholders related to the program.

2.5. It should be published in an easily accessible manner.

It should be published in an easily accessible manner. The competencies and educational outcomes provided by the Electrical Power Generation, Transmission, and Distribution Program can be accessed through the documents available in the course information package. The Bologna Information Package can be accessed at the following address: https://obs.gumushane.edu.tr/oibs/bologna.

2.6. The program should be updated at appropriate intervals in line with the needs of both internal and external stakeholders.

The program should be updated at appropriate intervals in line with the needs of both internal and external stakeholders. To impart the knowledge, skills, and competencies that the Electrical Power Generation, Transmission, and Distribution Program aims to provide, the program will be reviewed by considering prepared professional standards related to the program and the opinions of industry stakeholders.

3. PROGRAM OUTCOMES

3.1. The program outcomes should encompass all the necessary components of knowledge, skills, and behaviours required to achieve the program's educational objectives and should be defined in a manner that includes relevant assessment outcomes (such as Association for Evaluation and Accreditation of Engineering Programs (MÜDEK), Association for evaluation and accreditation of curricula of science, literature, science-literature, language and history-geography faculties (FEDEK), Health Sciences Education Programs Evaluation and Accreditation Association (SABAK), Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD), etc.). Programs, while being consistent with their program educational objectives, can define their own additional program outcomes.

The program outcomes should encompass all the necessary components of knowledge, skills, and behaviours required to achieve the program's educational objectives and should be defined in a manner that includes relevant assessment outcomes (such as Association for Evaluation and Accreditation of Engineering Programs (MÜDEK), Association for evaluation and accreditation of curricula of science, literature, science-literature, language and history-geography faculties (FEDEK), Health Sciences Education Programs Evaluation and Accreditation Association (SABAK), Association for Evaluation and Accreditation of Teacher Education Programs (EPDAD), etc.). Programs, while being consistent with their program educational objectives, can define their own additional program outcomes. The courses provided in the program's content are designed to achieve the knowledge, skills, and competencies that the Electrical Power Generation, Transmission, and Distribution Program aims to provide. Students in this program:

- Apply mathematics, basic sciences, and technician knowledge in the field of electricity production, transmission, and distribution.
- Have knowledge of Occupational Health and Safety.
- Compare the characteristics of basic electrical and electronic components to make decisions regarding appropriate equipment.
- Use components that enable the generation and transformation of energy in project development and problem-solving.
- Effectively use information and communication technologies in the field.
- Establish cause-and-effect relationships in the professional field based on acquired theoretical and experimental knowledge.
- Perform the connections and analysis of electrical circuits.
- Carry out maintenance, repair, and assembly tasks related to the field.
- Identify faults using the necessary measuring devices and methods.
- Design and analyse electrical circuits using computer programs related to the field in line with technological advancements.
- Continuously self-improve in professional topics to provide the quality service required by the sector.

3.2. A measurement and evaluation process has been established and is being operated to determine and document the level of achievement of program outcomes periodically.

A measurement and evaluation process has been established and is being operated to determine and document the level of achievement of program outcomes periodically. The educational content provided in the Electrical Power Generation, Transmission, and Distribution Program is evaluated through midterm and final exams held in each semester. Additionally, the practical application of program outcomes is observed through internships.

3.3. Programs must ensure that graduating students have demonstrated that they have achieved the program outcomes.

Programs must ensure that graduating students have demonstrated that they have achieved the program outcomes. The mandatory internships conducted in the Electrical Power Generation, Transmission, and Distribution Program aim to enable graduating students to apply the knowledge they have acquired. These internships help assess whether the program outcomes have been achieved as intended.

4. CONTINUOUS IMPROVEMENT

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

Evidence should be provided to demonstrate that the results obtained from the established measurement and evaluation systems are used for the continuous improvement of the program. The students in the Electrical Power Generation, Transmission, and Distribution Program will undergo a new internship program. During the internship period, active communication with the students will be maintained, and necessary improvements will be implemented.

4.2. These improvement efforts should be collected systematically, based on concrete data, and should address all areas of the program that are open to development, with a particular focus on Criteria 2 and Criteria 3 and related fields.

These improvement efforts should be collected systematically, based on concrete data, and should address all areas of the program that are open to development, with a particular focus on Criteria 2 and Criteria 3 and related fields. Understood, as the Electrical Power Generation, Transmission, and Distribution Program is newly established, improvement efforts have not been carried out yet. However, it is important to implement a systematic approach to gather concrete data and conduct improvement activities, especially in areas related to Criteria 2 and Criteria 3 as the program evolves and matures.

5. EDUCATION PLAN

5.1. Each program should have a curriculum (syllabus) that supports the program's educational objectives and outcomes. The curriculum should include the common components as well as discipline-specific components specified in this criterion.

Each program should have a curriculum (syllabus) that supports the program's educational objectives and outcomes. The curriculum should include the common components as well as discipline-specific components specified in this criterion. All educational activities within the program are provided through a fundamental departmental curriculum. Our education plan and course content are published on our university's website within the scope of the Bologna Process. You can access the Bologna Information Package at the following address: https://obs.gumushane.edu.tr/oibs/bologna.

5.2. The instructional methods used in the implementation of the educational plan should be capable of ensuring that the desired knowledge, skills, and behaviours are imparted to the students.

The instructional methods used in the implementation of the educational plan should be capable of ensuring that the desired knowledge, skills, and behaviours are imparted to the students. The courses offered in the program are designed to achieve the knowledge, skills, and competencies that the Electrical Power Generation, Transmission, and Distribution Program aims to provide.

5.3. A robust educational management system must be in place to ensure the implementation of the education plan as envisaged and to facilitate its continuous improvement.

A robust educational management system must be in place to ensure the implementation of the education plan as envisaged and to facilitate its continuous improvement. The Electrical Power Generation, Transmission, and Distribution Program makes improvements by following the Turkish Qualifications Framework, Vocational Standards, and the curricula of various educational institutions.

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

The Education Plan must include at least one year or a minimum of 32 credits or at least 60 ECTS credits of basic science education. The education plan of the Electrical Power Generation, Transmission, and Distribution Program consists of 30 ECTS credits per semester, and students who successfully complete the two-year education program with a total of 120 ECTS credits are eligible for graduation.

5.5. It should include at least one and a half years of basic (engineering, science, health, etc.) sciences and relevant professional education totalling a minimum of 48 credits or at least 90 ECTS credits.

It should include at least one and a half years of basic (engineering, science, health, etc.) sciences and relevant professional education totalling a minimum of 48 credits or at least 90 ECTS credits. The Electrical Power Generation, Transmission, and Distribution Program consists of 8 ECTS compulsory internship and 112 ECTS theoretical courses.

5.6. The educational program should include general education that complements the technical content and is in line with the program objectives.

The educational program should include general education that complements the technical content and is in line with the program objectives. The basic education planned within the program is being developed to provide a high technical infrastructure that meets the needs of the labour market in line with the program objectives.

5.7. Students should be prepared with a major practical/design experience that includes the use of knowledge and skills acquired in previous courses, relevant standards, and realistic constraints and conditions.

Students should be prepared with a major practical/design experience that includes the use of knowledge and skills acquired in previous courses, relevant standards, and realistic constraints and conditions. The evaluation of whether the program outcomes have been achieved through mandatory internships and to what extent the knowledge and skills acquired in the courses have an impact on practice can be assessed.

6. TEACHING STAFF

6.1. The teaching staff should be sufficient in number and individually qualified to maintain the relationship between faculty and students, provide student guidance, contribute to the university, pursue professional development, and maintain relationships with industry, professional organizations, and employers, covering all areas of the program.

The teaching staff should be sufficient in number and individually qualified to maintain the relationship between faculty and students, provide student guidance, contribute to the university, pursue professional development, and maintain relationships with industry, professional organizations, and employers, covering all areas of the program. The education provided within the Electrical Power Generation, Transmission, and Distribution Program is in line with the content of the program, and a sufficient number of teaching staff members are employed to support it.

6.2. The teaching staff should have the necessary qualifications to ensure the effective delivery, assessment, and improvement of the program.

The teaching staff should have the necessary qualifications to ensure the effective delivery, assessment, and improvement of the program. It is considered necessary to increase the teaching staff within the program over time and employ instructors with practical knowledge and professional experience.

6.3. The criteria for the appointment and promotion of academic staff should be established and implemented with the aim of meeting the aforementioned requirements and improvements.

The criteria for the appointment and promotion of academic staff should be established and implemented with the aim of meeting the aforementioned requirements and improvements. The criteria for the appointment and promotion of academic staff are determined and implemented in accordance with the "Regulations on Promotion, Appointment, and Reappointment to Academic Positions" published by our university.

7. INFRASTRUCTURE

7.1. The classrooms, laboratories, and other equipment should be sufficient and contribute to creating a conducive learning environment for achieving educational objectives and program outcomes.

The classrooms, laboratories, and other equipment should be sufficient and contribute to creating a conducive learning environment for achieving educational objectives and program outcomes. There are two fully equipped electronic laboratories that can be used for all kinds of practical applications in classes, with experiment kits, measuring instruments, computers, and electronic consumables. Additionally, there are two computer labs where computer-assisted lessons can be conducted.

There are various equipment and materials available for practical applications in different electronic and electrical engineering courses:

- 30 "Logic Experiment Modules" for Digital Electronics and Digital Design courses.
- 20 "Analog Experiment Sets" for courses such as Digital Electronics, DC Circuit Analysis, AC Circuit Analysis, Electronics-I, Electronics-II, and Power Electronics.
- 20 "Digital Experiment Sets" for Digital Electronics and Digital Design courses.
- 1 "15-Module Power Electronics Experiment Set" for Power Electronics course applications.
- 5 PLC (Programmable Logic Controller) Experiment Sets for PLC courses.
- 5 "8086 Experiment Sets" for Microcontroller courses.
- 15 PIC Application Kits for Microcontroller course applications.
- 15 Oscilloscopes for practical applications in all courses.
- 50 DC Power Supplies for practical applications in all courses.
- 20 Signal Generators for practical applications in all courses.
- 50 Digital Multimeters for practical applications in all courses.
- 30 Analog Multimeters for practical applications in all courses.
- 10 Solar Energy Panels for practical applications in all courses.
- 1 Desktop Saw for printed circuit board (PCB) applications.
- 1 Desktop Drill for PCB applications.

In addition to these, there are various components such as resistors, capacitors, coils, diodes, transistors, DC motors, transformers, relays, contactors, various integrated circuits, fuses, connection cables, and more that can be used in practical applications.

7.2. There should be a suitable infrastructure in place that allows students to engage in extracurricular activities, fulfils their social and cultural needs, supports professional activities, enhances their professional development, and revitalizes student-faculty relationships.

There should be a suitable infrastructure in place that allows students to engage in extracurricular activities, fulfils their social and cultural needs, supports professional activities, enhances their professional development, and revitalizes student-faculty relationships. Kelkit Aydın Doğan Vocational School is situated on a 50,000 square meters campus area with 15,000 square meters of enclosed space. The school facilities include education blocks with a capacity for 755 students, equipped with 19 technologically equipped classrooms, 8 laboratories, a 185-seat conference hall, a 19-seat meeting room, a library with 4,358 books, a 4-seat internet café, a canteen, a dining hall, and offices for academic staff. In addition to educational and instructional activities within the program, plans will be made to strengthen the relationship between students and academic staff.

7.3. Programs should provide students with opportunities to learn how to use modern engineering tools. The computer and informatics infrastructure should be at a sufficient level to support the educational goals of the program and to meet the scientific and educational needs of both students and academic staff.

Programs should provide students with opportunities to learn how to use modern engineering tools. The computer and informatics infrastructure should be at a sufficient level to support the educational goals of the program and to meet the scientific and educational needs of both students and academic staff. There are two fully equipped electronics laboratories with experiment kits, measuring instruments, computers, and electronic consumables where all kinds of practical applications in the courses can be carried out. Additionally, there are two computer laboratories for computer-aided lessons.

You have provided a detailed list of equipment and experiment kits used in various courses, particularly for electrical and electronics engineering. This equipment and materials include:

- 30 "Logic Experiment Modules" for Digital Electronics and Digital Design courses.
- 20 "Analog Experiment Sets" for Digital Electronics, DC Analysis, AC Circuit Analysis, Electronics I and Electronics II, and Power Electronics courses.
- 20 "Digital Experiment Sets" for Digital Electronics and Digital Design courses.
- 1 "15-Module Power Electronics Experiment Set" for Power Electronics courses.
- 5 "PLC Experiment Sets" for Programmable Logic Controllers (PLC) courses.
- 5 "8086 Experiment Sets" for Microcontrollers courses.
- 15 "PIC Application Kits" for Microcontrollers courses.
- 15 Oscilloscopes for various course experiments.
- 50 DC Power Supplies for experiments in different courses.
- 20 Signal Generators for course experiments.
- 50 Digital Multimeters for course experiments.
- 30 Analog Multimeters for course experiments.
- 10 Solar Panels for various course experiments.
- 1 Desktop Saw for PCB (Printed Circuit Board) applications.
- 1 Desktop Drill for PCB applications.
- A variety of components including resistors, capacitors, inductors (coils), diodes, transistors, DC motors, transformers, relays, contactors, various integrated circuits, fuses, and connecting cables, which can be used for practical experiments in different courses.

These resources provide a comprehensive hands-on learning experience for students in your electrical and electronics engineering program.

7.4. The library facilities provided to students should be at a sufficient level to help them achieve their educational goals and program outcomes.

The library facilities provided for our students are available both at the central campus and within Kelkit Aydın Doğan Vocational School. Students have access to an E-Library with various databases that they can reach through Proxy settings. Some of these resources include:

EXPLORATION TOOLS PROVIDED BY ULAKBİM

Database License Term Content / Documents Ekual (Electronic Resources National Academic License) Discovery Tool

URL Ebscohost Proquest

PURCHASED DATABASES Database License Duration Content/Documents

E-Book Central (01/01/2023 - 31/12/2024)

Hiperkitap (01/01/2023 - 31/12/2024)

İdealonline (01/01/2023 - 31/12/2024)

Sobiad (01/01/2023 - 31/12/2024)

DATABASES PROVIDED BY ULAKBİM

Database License Period Content / Documents Academic Search Ultimate

- Business Source Ultimate: Provides access to a comprehensive collection of business journals and magazines, including company profiles, industry reports, and market research.
- Central & Eastern European Academic Source Erıc: Focuses on academic sources related to Central and Eastern European regions.
- MasterFILE Complete: Offers a wide variety of full-text general reference publications, including magazines, reference books, and primary source documents.
- MasterFILE Reference eBook Collection: Contains reference eBooks covering various subjects.
- Newspaper Source Plus: Provides access to a collection of newspapers from around the world.
- OpenDissertations: A resource for accessing the dissertations and theses of universities around the world.
- Regional Business News: Focuses on regional business publications.
- The Belt and Road Initiative Reference Source: Likely covers content related to the Belt and Road Initiative, a development strategy involving infrastructure and investments in countries across Asia, Europe, and Africa.
- TR Dizin: A Turkish academic citation index.
- Applied Science & Business Periodicals Retrospective: Contains historical articles from applied science and business periodicals.
- Applied Science & Technology Index Retrospective: Contains historical articles related to applied science and technology.

- Art Index Retrospective: Provides access to historical articles related to art and art history.
- Business Periodicals Index Retrospective: Contains historical business-related articles.
- Education Index Retrospective: Focuses on historical articles related to education.
- European Views of the Americas: 1493 to 1750: Contains historical materials that describe the history of European exploration in the Americas.
- Humanities & Social Sciences Index Retrospective: Covers historical articles related to the humanities and social sciences.
- Library, Information Science & Technology Abstracts: Focuses on topics related to libraries, information science, and technology.
- Medline: Provides access to a vast collection of articles in the field of medicine and healthcare.
- Newswires: Offers news articles from various newswires.
- Teacher Reference Center: Provides resources for teachers and educators.
- Web News: Likely focuses on news articles from various online sources.
- DynaMed: A clinical decision support tool for healthcare professionals that provides evidence-based information for medical diagnosis and treatment.
- Emerald Premier eJournal: Offers access to academic journals in various fields, including business, management, and social sciences.
- IEEE iThenticate: A plagiarism detection tool used to ensure the originality of academic and research papers.
- JSTOR Archive Journal Content: Provides access to a vast collection of academic journals, books, and primary source materials.
- Mendeley: A reference manager and academic social network that helps researchers organize and collaborate on research projects.
- OVID-LWW: Likely an access point to resources from Wolters Kluwer's Ovid platform, which provides a wide range of medical and healthcare content.
- ProQuest Dissertations & Theses: A comprehensive collection of dissertations and theses from around the world.
- ScienceDirect Freedom Collection: Offers access to a wide range of scientific and technical research articles.
- Scopus: An abstract and citation database of peer-reviewed literature, covering various academic disciplines.
- Springer: Provides access to academic journals and books published by Springer.
- Nature – Academic Journals: Access to academic journals from the Nature Publishing Group, covering a wide range of scientific disciplines.
- Nature – Nature Journals All: Likely offers access to the entire range of journals published by Nature.
- Nature – SpringerLink: Access to academic journals and resources from Springer Nature.
- Nature – Adis Springer: Likely includes content related to drug information and clinical trials.

- Nature – Palgrave: Focuses on social sciences and humanities content.
- Macmillan Journals: Provides access to academic journals published by Macmillan.
- Taylor & Francis: Offers academic journals and books across various disciplines.
- Turnitin: A tool for plagiarism detection and academic integrity.
- Web of Science Science Citation Index: Provides access to scientific research articles and citation data.
- Social Science Citation Index: Focuses on social science research articles and citation data.
- Art & Humanities Citation Index: Covers research in arts and humanities fields.
- Book Citation Index: Provides citation data for books.
- Conference Proceedings Citation Index (CPCI-S) and (CPCI-SSH): Contains citation data for conference proceedings.
- WileyOnline Library: Access to academic journals and books published by Wiley.
- GrenFILE: A multidisciplinary database with a focus on environmental science and related disciplines.

FREE DATABASES

These are additional academic databases and resources that provide access to a wide range of content in various academic disciplines. Here's a brief overview of some of these resources:

- PubMed: A free database of biomedical and life sciences literature, including articles, journals, and clinical studies.
- DergiPark: A Turkish academic platform that hosts scholarly journals, conference proceedings, and theses.
- Akademik YÖK Tez Merkezi: The Higher Education Council of Turkey's thesis database, which includes Turkish theses and dissertations.
- TDV İslam Ansiklopedisi: The Turkish Foundation for Religious Affairs' encyclopedia of Islam.
- Türk Sinema Araştırmaları: Resources related to Turkish cinema research.
- Kalkınma Kütüphanesi: Resources on development studies.
- DOAJ (Directory of Open Access Journals): A directory of open access, peer-reviewed journals covering various disciplines.
- DOAB (Directory of Open Access Books): A directory of open access books from various academic publishers.
- TürKomp: A resource, possibly in Turkish, related to computational linguistics and natural language processing.
- Wikilala (Osmanlı Dijital Kütüphanesi): Resources related to the Ottoman Empire in digital format.
- Rosetta Stone: A language-learning platform that provides interactive courses for language acquisition.

7.5. Necessary safety measures should be taken in the educational environment and student laboratories. Infrastructure arrangements should be made for people with disabilities.

Necessary safety measures should be taken in the educational environment and student laboratories. Infrastructure arrangements should be made for people with disabilities. Necessary safety measures have been taken in the educational environment and student laboratories. Physical arrangements have been made for disabled students. In addition, the facilities offered for disabled students are listed as follows on the https://engelsiz.gumushane.edu.tr/ website:

Opportunities Offered

Our students are provided with part-time job opportunities, and they can benefit from the scholarships offered by our university. Health expenses of students without health insurance are covered. During registration, a dedicated staff member is assigned to handle matters related to disabled students in the Student Affairs Office.

8. INSTITUTION SUPPORT AND FINANCIAL RESOURCES

8.1. The university's administrative support, effective leadership, financial resources, and the distribution strategy should be at a level that ensures the quality of the program and its sustainability.

The university's administrative support, effective leadership, financial resources, and the distribution strategy should be at a level that ensures the quality of the program and its sustainability. The university's administrative support, constructive leadership, financial resources, and distribution strategy are believed to contribute positively to the implementation of the activities planned in the Electric Power Generation, Transmission, and Distribution Program.

8.2. Resources should be of a sufficient level to attract, retain, and enable the professional development of a qualified teaching staff.

Resources should be of a sufficient level to attract, retain, and enable the professional development of a qualified teaching staff. The 2022 Activity Report indicates that it is effective in attracting, retaining, and supporting the professional development of a qualified teaching staff.

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

Adequate financial resources should be provided to procure, maintain, and operate the infrastructure required for the program. Financial resources are provided through the university's budget, in accordance with the annual budget as determined by government institutions through the university presidency.

8.4. Support personnel and institutional services that meet the program's requirements should be provided. Technical and administrative staff should be in sufficient numbers and have the qualifications to support the achievement of program outcomes.

Support personnel and institutional services that meet the program's requirements should be provided. Technical and administrative staff should be in sufficient numbers and have the qualifications to support the achievement of program outcomes. The technical and administrative staff is in sufficient numbers and has the qualifications to support the achievement of program outcomes. You can access information about the technical and administrative staff on the following website:

https://kelkitaydindoganmyo.gumushane.edu.tr/tr/sayfa/personel/idari-personel/.

9. ORGANIZATION AND DECISION-MAKING PROCESSES

9.1. The organization of the higher education institution, including the rectorate, faculties, departments, and any other subunits, should have decision-making processes within themselves and among them that are structured to support the achievement of program outcomes and educational objectives.

The organization of the higher education institution, including the rectorate, faculties, departments, and any other subunits, should have decision-making processes within themselves and among them that are structured to support the achievement of program outcomes and educational objectives. Decisions regarding the Electrical Power Generation, Transmission, and Distribution Program are made through department meetings chaired by the department head and involving department faculty members. Ultimately, decisions are ratified by the School of Applied Sciences management board.

10. PROGRAM SPECIFIC CRITERIA

10.1. Program-specific criteria should be established.

Program-specific criteria should be established. The admission of students to the program, their qualifications, advancement to higher levels, graduation, and the achievement of program outcomes after graduation are ensured in accordance with the Bologna Process.

CONCLUSION

The department aiming to train technicians in the field of Electrical Power Generation, Transmission, and Distribution needs to be strengthened with social service academics with field experience. The planned educational activities are carried out based on knowledge, skills, and values. The education process is periodically reviewed with feedback from students, and necessary improvements are made when needed.