Self Assessment Reports

GUMUSHANE UNIVERSITY

LAND REGISTRY AND CADASTRE PR.

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0. INTRODUCTION

0.1. INFORMATION ABOUT THE PROGRAM

The purpose of the Land Registry Cadastre program is to train intermediate manpower to work on land registry studies, aiming at keeping and updating land records, which are among the transactions in the Land Registry Directorate of the General Directorate of Land Registry and Cadastre in our country, and carrying out the basic transactions related to the land registry. Graduates of the Land Registry Cadastre program are given the title of "Land Registry Technician". The training period of the Land Registry and Cadastre Program is 2 years. The Land Registry and Cadastre program is the only program opened in 2017-2018 within the Department of Architecture and Urban Planning at Kelkit Aydın Doğan Vocational School. The Land Registry and Cadastre program started its education by accepting students in the 2019-2020 academic year.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/departments/department-of-architecture-and-urban-planning/?birim=tapu-ve-kadastro-programi

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.

To raise individuals who can lead the society in changing world conditions, who have the investigative, questioning and analytical mindset needed by the public and private sectors, by using advanced technologies in every period, and who respect human values, and at the same time, to provide lifelong education and development of the society by accessing information, producing, sharing and transforming it into life. It is our duty to contribute to the process. It is aimed to raise the graduates of this department as individuals who have sufficient professional knowledge, can constantly improve themselves in line with technological developments, have high application skills, and benefit their country professionally.

Admission Conditions: To be successful in the exams held by the Student Selection and Placement Center (ÖSYM). Admission conditions for foreign students are announced on the university's website at the beginning of each academic year. In order to ensure continuity of students and to prevent them from graduating without providing the necessary qualifications, our students are directly or conditionally successful in courses with certain letter grades. However, in case of conditional pass, according to the examination regulations: Students who receive one of the letter grades AA, BA, BB, CB and CC from a course are deemed to have succeeded that course. In addition, students whose grade point average for a semester is at least 2.00 are considered successful in the courses in which they received a DC letter grade in the final exam and make-up exam in that semester. Accordingly, depending on the year, if there is a general failure, the overall success is increased, and a partial failure in any course is compensated with the general average and passing with the average is possible. However, all these situations are subject to certain conditions and student success must be monitored over the years. If a student who has completed the final exam requirement for a course once repeats this course in subsequent semesters, attendance only in theoretical courses is not required. However, attendance at practical, laboratory and other course-

related studies during the semester is required. Instead of elective courses that need to be repeated, students can take other elective courses opened by the department head, school or vocational school directorate. However, in this case, the student must have the new elective course he/she took during course registration through automation count towards the elective course he/she wants to drop. In this case, rights used for previous courses and studies cannot be used again. Students whose GPA is below 1.80 at the end of the fourth semester cannot take courses from the upper semesters. Students in this situation must increase their weighted GPA to at least 1.80 by taking the courses they failed and the courses they must take for the first time in the semester. He/she can take courses from higher semesters starting from the semester in which he/she increases his/her GPA to 1.80.

Evidence

https://apiozdegerlendirme.gumushane.edu.tr/Storage/320012/580/GostergeCevapProofFiles/Y%C3%B6netmelik.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.

Course contents and all information about the course have been prepared in accordance with the Bologna process, and it is appropriate to evaluate horizontal and vertical transfer, student minor and student exchange applications, and courses taken and credits earned in other institutions and/or programs. Students who are definitely registered for the first year may be considered exempt from the courses they have previously completed at other higher education institutions, by the decision of the relevant board of directors, if they apply within the first week of the academic year in which they will start their education. In this case, a higher class will be determined to which a student who is exempt from at least 75% of the total credits required to be taken in his current class will be transferred. In this case, the adjusted period is deducted from the maximum education period. Since it is an associate degree program, vertical transfer is made from this program to four-year undergraduate programs.

Evidence

http://apiozdegerlendirme.gumushane.edu.tr/Storage/320012/580/GostergeCevapProofFiles/basvuru-kosullari.doc

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.

It is carried out in accordance with the provisions of GUMUSHANE UNIVERSITY EXCHANGE PROGRAM DIRECTIONS, Erasmus Exchange Program Directive, Farabi Exchange Program Directive, Mevlana Exchange Program Directive. Erasmus education mobility is where higher education institution students spend one or two semesters of their education at a contracted higher education institution in a European Union member country within an academic year. In order to carry out the mobility activity, your department must have an Erasmus Bilateral Agreement with the relevant department at a higher education institution in a European Union member country that has the Erasmus University Charter (EÜB). Farabi Exchange Program Student and Faculty Exchange Program Between Higher Education Institutions, briefly called "Farabi Exchange Program", offers associate, undergraduate, graduate and undergraduate degrees within universities and high technology institutes. It is a student and faculty exchange program between

higher education institutions providing education at the doctoral level. Farabi Exchange Program aims to enable students or faculty members to continue their education and training activities at a higher education institution outside their own institution for one or two semesters. Non-refundable scholarships are provided to students participating in the Farabi Exchange Program, and additional tuition payments are made to faculty members. The principles regarding the implementation of the Farabi Exchange Program are determined in detail by the Regulation, Principles and Procedures. Mevlana Exchange Program is a program that enables the exchange of students and faculty members between higher education institutions providing education in the country and higher education institutions providing education abroad. With the Regulation published in the Official Gazette dated 23 August 2011 and numbered 28034, the way for the exchange of students and faculty members between higher education institutions abroad and higher education institutions in our country has been paved. Unlike other exchange programs, the mobility within the exchange program covers higher education institutions all over the world, regardless of geographical region. Students who want to participate in the exchange program must study for at least one and at most two semesters; Lecturers can benefit from the program to teach at higher education institutions around the world for a minimum of 1 week and a maximum of 3 months. Similarly, students and faculty members from all regions of the world can come to higher education institutions in Turkey.

Evidence

https://erasmus.gumushane.edu.tr/en/

https://farabi.gumushane.edu.tr/en/

https://mevlana.gumushane.edu.tr/en/

1.4. Consultancy services should be provided to guide students on course and career planning issues.

According to Gümüşhane University Education and Examination Regulations, consultancy services are carried out as follows. Orientation programs may be organized by the relevant units before the start of classes, in order to introduce the University to first-year students with final registration. An academic advisor is appointed for each student by the head of the department in which they are registered before classes begin. The academic advisor checks and approves the course software approved by the student he/she advises within the period specified in the academic calendar. It warns the student about incorrect course records and approves them after making the necessary corrections. Academic advisors carry out other advisory duties within the framework of the principles determined by the Senate. Duties of Student Advisors Advisors provide guidance to students on issues related to the education process and inform them about the facilities and external environmental opportunities of the university and faculty/school/vocational school/department. Online courses taken by students from the automation system. To ensure that the records are complete and that the forms prepared by the university, faculty, school, vocational school and department are filled out. To inform students about the courses and to help them in course selection. To inform the students about the Education and Examination Regulations. To keep a record of students' performance and, in case of failure, to investigate the reasons that led to failure and to inform students about these reasons. Assisting students with career planning. To contribute to students gaining lifelong learning habits. When necessary, directing students to the guidance service within the University to receive psychological counseling and guidance services

and informing the department chair about student problems they cannot solve. To carry out the consultancy program determined weekly by the department head. To ensure the election of class student representatives. Participating in the board of advisors and reporting the problems of the students he/she is advisor to and the precautions to be taken to the department chair at the end of each academic year.

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.

All students take midterm, final, make-up and graduation exams with the same standards, in a fair, consistent and transparent manner, and are measured by standardized letter grades. According to Gümüşhane University Education and Examination Regulations, exams are administered as follows. Exams are of six types: midterm exam, final exam, make-up exam, graduation exam, excuse exam and exemption exam. Exam scores are evaluated out of 100 points. Courses that are not included in the grade point average are stated in the education plan. Educational studies that do not require examinations are determined by the relevant academic board and stated in the education plan, and the Directorate of Student Affairs is informed about this. In this case, the student's letter grade is evaluated by evaluating his / her work during the semester. Midterm exam ARTICLE 19 – (1) At least one midterm exam is held for each course every semester. The contribution of the midterm exam to the letter grade is 40%. If one midterm exam is held, 40% is determined by the course instructor, and if more than one midterm exam and semester work is held, the contribution of the sum of the percentages of these exams or mid-term work to the letter grade is determined by the course instructor, not exceeding 40%. The semester studies and calendar are presented to the relevant board by the department chair at the beginning of the semester and announced to the student. A schedule is prepared so that no more than two exams are held in a day for the lessons of a class. Midterm exams are held in the eighth week, there will be no classes this week. Grades are announced within fifteen days from the end date of the exams. There are no midterm exams for project, final study and seminar courses. In health schools and health services vocational schools, the contribution of the application grade of applied vocational courses such as clinical and field work to the letter grade is 50%. Letter grade is calculated by taking 50% of the weighted average of the midterm and final exam and 50% of the application grade. Final exam Final exams are held over two weeks at the place, date and time announced by the relevant department head or school directorate, and the Registrar's Office is also informed about this. The contribution of the final exam to the letter grade is 60%. It is mandatory to get at least 45 points out of 100 in the final exam. For students who do not take the final exam or do not get at least 45 points from this exam, their midterm exams and mid-term studies are not included in the evaluation and these students are evaluated with a FF letter grade.

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.

The student who will graduate from the program must have passed all the courses in the program and must not have an FF grade. In this program, the student must obtain a minimum of 120 ECTS credits and have a GPA of at least 2.00 out of 4.00 and above. ARTICLE 44 – (1) In order to be awarded an undergraduate and associate degree diploma, the student's overall grade point average must be at least 2.00. Provided that they have not received any disciplinary punishment other than a warning during their university studentship, at the end of a semester, students with at least a normal course load and a GPA of 3.00-3.50 for that semester will graduate as honor students, students with a grade point average between 3.51-4.00 will be listed as high honor students and their status will be stated on their diplomas.

2. PROGRAM EDUCATIONAL AIMS

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

Although the purpose of our Land Registry and Cadastre program is defined on the School's website, we provide training to our students in line with this purpose. The purpose of the Land Registry and Cadastre program is; In our country, the General Directorate of Land Registry and Cadastre aims to keep and update land records, which are among the transactions in the Land Registry Directorate, and to train intermediate manpower to work on land registry studies, aiming to carry out basic transactions regarding the land registry.

Program educational objectives are as follows:

P1 Ability to master current legislation and have basic theoretical and practical knowledge in this field

P2 To be able to do her job with the theoretical and practical knowledge she has acquired and to gain the necessary skills to take her education in this field to the next level

P3 Ability to skillfully use information technologies in solving professional problems

P4 Making any calculations using measurements and drawing on the computer

P5 To be able to have knowledge about the organizational structures of public institutions and private sector working on title deeds and to adapt to this structure.

P6 Ability to direct his/her education to a further level of education in the same field or to a profession at the same level.

P7 Ability to make changes to the land registry

https://obs.gumushane.edu.tr/oibs/ogrsis/mufredat_dersleri.aspx

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.

In line with the aims of the Land Registry and Cadastre program of Kelkit Aydın Doğan Vocational School, Department of Architecture and Urban Planning, our aim is to ensure that our students who graduate from our department respond to their professional work in accordance with today's conditions and carry out the work.

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

Our faculty members in the land registry and cadastre department in our institution fulfill their duties in accordance with the purpose of the program.

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

Active students and faculty members in our program are included in the system by contributing to the education process together and contributing to the course process and course content during the academic year.

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

The grades of the courses in our Land Registry and Cadastre program are updated to the system during the distance education period. During the face-to-face education period, lecture notes for our students are available in our school library before classes.

Our programs are published in an accessible manner.

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/departments/department-of-architecture-and-urban-planning/?birim=tapu-ve-kadastro-programi

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

The contents of the courses are updated according to today's needs in line with the needs of the students and faculty members in our program.

3. PROGRAM OUTCOMES

3.1.   Program outputs should cover all the necessary knowledge, skills and behavior 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.

Program outcomes in the Land Registry and Cadastre program are: Being able to master the current legislation and having basic theoretical and applied knowledge in this field, being able to practice one's profession with the theoretical and applied knowledge acquired and gaining the necessary skills to take one's education in this field to the next level, being able to skillfully use information technologies in solving professional problems, To be able to make any desired calculations and draw on the computer by using the measurements made, to have information about the organizational structures of public institutions and private sector working on land registry and to adapt to this structure, to be able to direct his/her education to an advanced education level in the same field or to a profession at the same level and to be able to register on the land registry. Ability to make changes. Our program contains information that is consistent with the program educational objectives and specific to our program.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/departments/department-of-architecture-and-urban-planning/?birim=tapu-ve-kadastro-programi

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

Students can be contacted through the alumni portal, which is included in the system by Gümüşhane University. Through this communication, it can be understood whether the program outcomes have achieved their purpose. In addition, verbal feedbacks are received through the graduated students with whom the faculty members of our department are in contact on various occasions.

Evidence

https://obs.gumushane.edu.tr/oibs/kariyer/

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

If the curriculum is created in accordance with the program outcomes and the students successfully pass the courses in this curriculum, they have an associate degree diploma. Students who successfully complete all of the courses in the program for a total of 120 ECTS and achieve a GPA of at least 2.0 out of 4.00 are eligible to graduate.

Students who have reached the graduation stage in our Land Registry and Cadastre program have proved that they have passed the courses they have taken in the education and training periods they have provided the program outcomes.

4. CONTINUOUS IMPROVEMENT

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

The results obtained from the established measurement and evaluation systems are used to improve the program. we do not have studies.

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

All data related to the program is kept in our system. There was no need to update the curriculum of the program in 2022.

5. TRAINING PLAN

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

Our courses in our department have curriculum content. Our education plan supports the program outcomes. In accordance with the purpose of the Land Registry and Cadastre program, course contents and after graduation It includes components suitable for the work discipline of our students.

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

Distance Education: Due to the pandemic occurring worldwide, education and training continued throughout 2019-2020 through the distance education portal prepared in cooperation with the Information Technology Department and the Distance Education Application and Research Center, by the decision of the Senate. In the 2022-2023 Spring semester, courses were conducted via distance education due to the Kahramanmaraş earthquake.

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 in the student and help them understand the subject. Incomprehensible topics are repeated by instructors.

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

Practice and Application: In order to reinforce the topic given in the lesson with problems, applications are made after the lecture or at a different time during the lesson. Practice questions are made using textbooks or other resources given to students. Question and answer: It is implemented by answering students' questions during or after the lecture, during or after the application. Questions and answers are also included in the assignments given.

Project – Assignment: Projects or assignments are used to better understand the topics covered in the course by the student. The aim of the projects and assignments is for the student to first recognize and comprehend the problem, scan the necessary literature, develop the skills to solve the problem, and prepare and present a presentation/report. Case study: It is carried out by explaining and interpreting previous studies in real environments related to the subjects covered in the lectures during the course.

Seminar-Conference: Apart from these, the leaders of the sector (Land Registry Director, Cadastre Director) were invited to our vocational school and seminars and conference organizations were organized. There must be a training management system that will ensure the implementation of the training plan as planned and ensure its continuous development.

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

Our training plans include sufficient credits in basic science education.

Evidence

https://obs.gumushane.edu.tr/oibs/ogrsis/mufredat_dersleri.aspx

5.4. It must include at least one and a half years or at least 48 credits or at least 90 ECTS credits of basic (engineering, science, health...etc.) sciences and vocational training appropriate to the relevant discipline.

Our education plans include courses that include basic sciences and vocational education appropriate to the discipline of our department.

Evidence

https://obs.gumushane.edu.tr/oibs/ogrsis/mufredat_dersleri.aspx

5.5. There should be general education that complements the technical content of the training program and in line with the program objectives.

The courses that complement the technical content of the Land Registry and Cadastre program are in our curriculum.

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

In order for our students to transform the knowledge they have acquired in theoretical and practical courses into practice and experience, they are required to do 30 working days of compulsory internship practices. They can apply to the institution they have agreed for internship by submitting the documents required for internship to our university. Documents required for internship can be found on the website of our organization. is included. Participation in the internship mobilization project can be considered in this context. Detailed information on our website.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/

https://kelkitaydindoganmyo.gumushane.edu.tr/tr/sayfa/staj-y%C3%B6nergesi/

6. TEACHING STAFF

6.1. The teaching staff must be sufficient in number to cover all areas of the program and to ensure the faculty-student relationship, student counseling, service to the university, professional development, maintaining relations with industry, professional organizations and employers, each at a sufficient level.

In accordance with the content of the education offered within the scope of the program, there is a sufficient level of faculty members employed in the program with professional experience.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/departments/department-of-architecture-and-urban-planning/?birim=tapu-ve-kadastro-programi

6.2. The teaching staff must have adequate qualifications and ensure that the program is effectively maintained, evaluated and developed.

Our lecturers and faculty members who have completed their undergraduate and graduate education in their fields, have sector experience in their fields and continue their doctoral studies have the necessary qualifications in terms of transferring both academic and professional experience to students.

Evidence

https://akademik.yok.gov.tr/AkademikArama/view/viewAuthor.jsp

6.3. Faculty member appointment and promotion criteria must be determined and implemented in order to ensure and improve the above-mentioned criteria.

The criteria for the appointment and promotion of faculty members are determined and implemented according to the REGULATION ON THE CRITERIA FOR PROMOTION, APPOINTMENT AND REAPPOINTMENT OF FACULTY MEMBERSHIP published by our university. In this way, it is aimed to ensure the above-mentioned qualifications and criteria. Directive is attached to the evidence section.

Evidence

https://www.yok.gov.tr/Documents/Akademik/AtanmaKriterleri/gumushane_kriter.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.

Our school has a closed area of 15,000 m2 on a campus area of 50,000 m2. In education blocks with a capacity of 1010 students; There are 19 classrooms equipped with technological equipment, 8 laboratories, a conference hall for 185 people, a meeting room for 19 people, a library with 4,358 books, an internet cafe for 4 people, a canteen, a cafeteria and offices for faculty members. In laboratories with 58 computers, practical parts of foreign language courses are also held in addition to computer lessons.

Evidence

7.2. There should be a suitable infrastructure that allows students to engage in extracurricular activities, meets their social and cultural needs, supports their professional development by creating an environment for professional activities, and revitalizes student-faculty relations.

There is a suitable infrastructure that allows students to engage in extracurricular activities, meets their social and cultural needs, supports their professional development by creating an environment for professional activities, and revitalizes student-faculty relations. Extracurricular activities and social and cultural needs of students are met within the scope of the activities of the Career Center, Scientific Research Projects Coordinatorship, Library and Documentation Department, Health, Culture and Sports Department.

At the same time, students can voluntarily participate in internship programs where they can use the knowledge and skills they have acquired in previous courses and gain professional experience, as stated in Article 5.7.

Within the scope of the program, in addition to education and training activities, activities that will strengthen the relationship between students and instructors are planned. Aydın Doğan Vocational School has established activity clubs such as Theater and Art Club, Animal Lovers Club, Nature and Sports Club, etc., which bring together students from different programs, allow them to engage in extracurricular activities, and organize organizations that meet their social and cultural interactions.

Evidence

https://kariyer.gumushane.edu.tr/en/

https://ebap.gumushane.edu.tr/en/

https://kutuphane.gumushane.edu.tr/en/

https://sks.gumushane.edu.tr/en/

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

Computer and informatics infrastructures are in line with the educational objectives of the program, in education blocks with a capacity of 1010 students; There are 19 classrooms equipped with technological equipment, 8 laboratories, a library with 4,358 books, and an internet cafe for 4 people. In laboratories with 59 computers, practical parts of foreign language courses are also held in addition to computer lessons. While our program provides our students with opportunities to learn how to use modern engineering tools, the computer and informatics infrastructures are at a sufficient level for the scientific and

educational studies of students and faculty members, in line with supporting the educational objectives of the program. Information regarding this is included in the 2022 activity report presented as evidence

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/internal-control/activity-reports/

7.4. The library facilities offered to students should be sufficient to achieve the educational objectives and program outcomes.

Within the scope of the educational activities offered in the program, the School library is at a minimum level that can meet the needs of the students.

The library facilities offered to students are sufficient to achieve educational goals and program outcomes.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/tr/sayfa/%C3%B6%C4%9Frenci/k%C3%BCt%C3%BCphane-et%C3%BCt-salonu/

https://kutuphane.gumushane.edu.tr/en/

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

Necessary warning signs are available in the teaching environments of the college and security measures have been taken. During the education of disabled students, special arrangements are made depending on the student's disability. The university has a Disability Unit.

Evidence

https://engelsiz.gumushane.edu.tr/en/

https://engelsiz.gumushane.edu.tr/media/uploads/engelsiz/files/gu_engelli_oy-2013.pdf

8. INSTITUTIONAL SUPPORT AND FINANCIAL RESOURCES

8.1. The university's administrative support, constructive leadership, monetary resources and the strategy for their distribution should be such as to ensure the quality of the program and its sustainability.

So far, the program has not received any funding requests from the university administration.

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

Studies should be planned to support the development of the academic careers of the academic staff involved in the program

8.3. There should be sufficient funds to provide, maintain and operate the infrastructure required for the program.

No assessment of these criteria can be made under the program for the time being.

8.4. Support staff and institutional services should be provided to meet program requirements. Technical and administrative staff should be of sufficient number and quality to support the delivery of program outcomes.

In order for the program to function in an effective and qualified manner, academic staff should be employed to improve the quality of education.

9. ORGANIZATION AND DECISION-MAKING PROCESSES

9.1. All decision-making processes within and between the organization of the higher education institution and 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 objectives.

Any decision to be taken in terms of the program is first discussed in a meeting with the professors of the department, accompanied by the head of the department, and then the decision taken is processed to the department board and forwarded to the administration for processing to the board of directors.

Evidence

https://kelkitaydindoganmyo.gumushane.edu.tr/en/sayfa/personnel/organization-chart/

10. PROGRAM SPECIFIC CRITERIA

10.1. Program Specific Criteria should be provided.

With the course content planned within the scope of the program, education is provided at the level of theory and practice. In line with the application-based knowledge of land registry and cadastral services, the feedback to be provided by internship practices and the quality and functionality of the education provided will constitute an evaluation criterion.

CONCLUSION

With the curriculum planned to realize the determined goals and objectives and the faculty members of the department with field experience, technician level staff will be trained in the field of Land Registry and Cadastre. In the process, the education process will be reviewed with the feedback received from the students and the necessary improvement activities will be initiated if necessary.