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The Status of 3rd Cycle Programs in Fine Art Faculties in Turkey

Pelin Yildiz *

Assoc. Prof. Pelin Yildiz is now working in Fine Arts Faculty as the Head of the Department of Interior Architecture and Environmental Design in Hacettepe University.

Abstract

The 3rd Cycle Programs in Turkey is called as Proficiency in Arts in some Fine Arts Faculties. It is accepted to be equivalent to the **PhD** Status in necessary formalities and in academic positions. The Problem statement is underlying that there are discussions regarding the name of the 3rd cycle programs. Some disciplines suggest it to be called as 'PhD.' while the others prefer to call the program as 'Proficiency in Arts'. There are problems based on the relation between the balance of theoretical and practical works in 3rd cycle thesis studies. The purpose of the study is to evaluate the general approaches regarding the 3rd cycle programs in arts in Turkey. Some disciplines e.g. painting, sculpture etc. may offer the main synthesis work to be based on a unique practical study as an applied piece of art in the end of the thesis study. Disciplines like interior architecture and environmental design, etc. offer the work as both theoretical and practical proposals as outcomes of wide analysis studies composing from visual and literature based research. Departments like graphics are concentrating on the work of the final study and the main context to be the balance of practical and theoretical.

Doctoral thesis should carry at least one of the following qualities:

- The use of innovative scientific approach in the thesis
- Development of a novice scientific method
- Application of a known method to a new field.

Proficiency in Art thesis must have artistic value and should include at least one of the following qualities and a report that documents and explains such a study:

- Development of an original artistic study.
- Development of an original project.
- Giving/organizing a concert or recital that requires creativity.
- Organizing a drama/play that requires creativity.

These programs attempt to provide the students with the opportunities to acquire the necessary knowledge accumulation in their fields, to organize independent research activities, to interpret scientific data and facts by deeply reviewing them, to develop new synthesis based on these data and facts or to develop an original and high quality artistic study with creativity.

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Corresponding Author: Pelin Yıldız Tel: 0212 4353463

E-mail: pelinyildiz@gmail.com

1. Introduction

Doctoral education in Europe has been undergoing a major transformation in the last decade. This transformation has occurred in response to several challenges: the changing nature of the labor market in the globalized economy; the European Union's common agenda in research and education, which seeks to make Europe the most competitive knowledge-based economy in the world; and the intergovernmental European initiative called the Bologna Process, the aim of which is to create the European Higher Education Area by implementing reforms that will improve cooperation among European universities, raise quality, foster mobility of students and academic staff, and increase the employability of graduates (Bitusikova,). The Bologna Process is driven by participating countries from across Europe, including countries with a long history of the continuous development of higher education as well as those that joined the European. The word "harmonization" is often used to describe the Bologna Process (Bitusikova, A. 2009).

Bitusikova, A. (2009) believes that doctoral education is recognized as the third cycle of higher education in the Bologna Process. In Europe, it is known also as "postgraduate education" or "research training." Applicants accepted for doctoral studies are usually called "doctoral candidates" instead of students. Doctoral candidates may have the legal status of students or of employees (or a combination of both), but they are considered early-stage researchers at the beginning of their careers and should be given all commensurate rights, including health care, social security, and pension rights. Universities and public authorities in Europe share a collective responsibility to address the status and according to EUA surveys, about 30 percent of universities have introduced doctoral, graduate, or research schools alongside traditional individual models, which still may prevail in the social sciences, arts, and humanities.

Understanding of what a doctoral, graduate, or research school is differs from country to country and even from university to university according to Bitusikova, A. (2009). Different names, labels, and models often cause confusion, but in Europe such a school can be generally described as an independent organizational unit of a university (or several universities) with clear administration and leadership and specific funding support. Graduate school, as in the United States, is an organizational university structure that includes doctoral candidates and sometimes also master's students. It organizes recruitment and admissions, offers courses and seminars, provides generic skills training, and is responsible for the supervision of students and quality assurance. This model can be found in the United Kingdom, the Netherlands, Germany, and Turkey. "Doctoral" or "research" school, by contrast, refers to a university or interuniversity structure that includes only doctoral candidates and may be organized around a particular discipline (such as a doctoral school in psychology); a disciplinary or interdisciplinary research theme (such as a research school in climate change); or a research group, network, or project (such as a project-based doctoral school in central European history). This model usually involves one university (as is the case in Finland, Norway, Denmark, and the Netherlands), but it may be based on close cooperation of several universities (*écoles doctorales* in France) or on cooperation of universities with no university research institutes (in Germany, for example).

According to the first assessments of doctoral, graduate, and research schools, these structures have many advantages. They stimulate the research environment, provide critical mass and help young researchers overcome isolation, bring junior and senior researchers together, support and improve supervision, make the admissions process more transparent with clearly defined procedures, provide teaching and generic skills training, guarantee quality assurance and monitoring, and enhance opportunities for international and inter institutional collaboration and mobility as well as for inter disciplinary.

Time needed to obtain a doctoral degree in Europe used to be approximately six to eight years, but it has been reduced in recent years as a result of the introduction of structured programs and schools and strict funding schemes. The official and recommended duration of doctoral studies in the Bologna Process is now three to four years for full-time students; that duration corresponds with the length of scholarships, fellowships, and grants. The real time needed to obtain a degree tends to be four to five years, however, and in some cases it may be longer.

Approaches Concerning 3rd Cycle Programs in Turkey

There are discussions regarding the name of the 3rd cycle programs.

Some disciplines suggest it to be called as 'PhD.' while the others prefer to call the program as 'Proficiency in Arts'.

There are problems based on the relation between the balance of theoretical and practical works in 3rd cycle thesis studies.

Disciplines like painting, sculpture etc offer the main synthesis work to be practical as an applied piece of art. Disciplines like interior architecture and env. design, etc. offer the work as theoretical outcome of a wide analysis composing from visual and literature based research. Departments like graphics offer the work to be the balance of practical and theoretical.

Another regulation for activating a 3rd cycle program in a department is that there has to be at least 3 academic staffs (Prof./ Assoc. Prof./ Assist. Prof.).

Otherwise there is no permission to provide the existence of a 3rd cycle network in a department defined by the Higher Education Council in Turkey.

National policy and definitions. what are the key features of national policy/ regulation on artistic 3rd cycle programs?

- Doctoral thesis should carry at least one of the following qualities:

The use of innovative scientific approach in the thesis

Development of a novice scientific method

Application of a known method to a new field.

Proficiency in Art thesis must have artistic value and should include at least one of the following qualities and a report that documents and explains such a study:

Development of an original artistic study.

Development of an original project.

Organizing a drama/play that requires creativity.

Giving/organizing a concert or recital that requires creativity.

Title of the 3rd cycle study program. There is no uniform denomination of 3rd cycle music studies in Europe. Some are called PhD studies, others research studies, doctoral studies or „Promotionsstudiengang“, to mention but a few of the more common titles. What is notable is that most 3rd cycle studies do not refer to music in the name.

Degree awarded. The actual degree titles awarded differ as well, although there is more uniformity than in the name of the studies. Typically, the address of a graduate of a 3rd cycle study in music is „Dr.“, the qualification can be a PhD. Other titles are DMus or ArtD. Only in one case the institution states that the graduates do not receive a degree title as such.

Process of admission. General admission requirements for most 3rd cycle studies in music are:

1. Application

2. Master's degree, in some cases an equivalent is sufficient (professional experience); in two cases a (high) first degree is sufficient

3. Research proposal/portfolio and sometimes an interview – these are required by nearly two thirds of the responding institutions.

Only some institutions additionally require one of the following:

4. Admission exam and/or audition

5. Professional experience

6. Language skills

7. References

Generally it has to be remarked that the applicants for 3rd cycle studies are apparently very carefully selected in most of the institutions as they undergo a sometimes extensive admission procedure and in some cases even have to demonstrate proficiency in their field of study. On the other hand, nearly a third of the answering institutions do not even require a research proposal by the applicant.

An overview of the compulsory elements of 3rd cycle studies according to Polifonia 3rd Cycle Working Group Guide (2007) (as a sample in music) shows the following result:

Specific 3rd cycle (individual) seminars	31%
Methodology	17%
Music related (including performance)	17%

Language	10%
Pedagogy/ Psychology	10%
Presentation/ Communication	7%
Philosophy	7%
Information technology	2%

The ‘seminar’ category that scores highest according to the above displayed list has been set up as a common category for the specific 3rd cycle courses that have not been defined in more detail. It can comprise elements of the less frequently mentioned course topics or be related to the student’s inquiry topic and therefore individual to each doctoral candidate.

Duration of studies. Study duration varies among institutions. It reaches from 2 years up to 8 years in full- or part- time studies. The average duration of full-time studies is 3.6 years.

Part time. Most of the 3rd cycle studies offered can be studied part-time, which extends the length of the study from one more year to even double the time in some cases. The average duration of part time studies is 5.6 years.

Supervision. More than half of the institutions offer their 3rd cycle students supervision through a single supervisor. In 31% of the cases the students are supervised by at least two people, often by a research and an artistic supervisor, an internal and an external supervisor or a main tutor and an assistant tutor. In about 15% of the 3rd cycle studies students are supervised by more than 2 people. Most institutions, however, allow team supervision. In some cases there is a general supervisor and a specialist supervisor who is an expert in the field of study which the student is investigating.

The supervisor(s) are in most cases not appointed by the same body that chooses them. The appointment is in one single case a matter for the Ministry of Education and Research . In another case, all staff members with a 3rd cycle degree appoint supervisor(s). In some cases, this is a task of a special board but in most cases the supervisor(s) are appointed by senior administrative staff. Most supervisors have to be teaching staff members in the institutions where the student studies. Sometimes supervisors additionally need a PhD or 3rd cycle degree themselves or equivalent artistic experience. In some cases they are not required to be teachers but can also be researchers only, holding a 3rd cycle degree. Some institutions allow supervision only by staff members that already have supervising experience; this is usually connected to team supervision, where not every supervisor has to be qualified in the same way, but is usually a specialist in his own field. In some exceptional occasions an external consultant can be allowed to supervise and is chosen according to his/her outstanding expertise (Polifonia 3rd Cycle Working GroupGuide, 2007).

Prof/ university teacher	PhD/Dr.	Both
45%	16%	39%

Requirements for teaching staff on 3rd cycle level. Requirements mentioned for those teaching 3rd cycle students are quite similar to the qualifications supervisors must have with the exception that a 3rd cycle degree is not always necessary to teach 3rd cycle students. In addition, external experts are sometimes invited to lecture to 3rd cycle students. The external experts usually are not required to have academic qualifications but equivalent qualifications, including career experience.

Promotion. The institutions offering a 3rd cycle were asked to explain which kind of presentations they require from the students for promotion.

Nearly all 3rd cycle studies in music for promotion require a thesis and a public defence. This is logical for theory/research based 3rd cycle studies. It is remarkable that for most 3rd cycle studies that have an artistic emphasis, the candidates are asked to give a concert or a similar event, and to write a thesis, which has to be defended in public. There are few variations of this concept to reach the artistic aim of the courses and it is combined in a sensitive way with research or inquiry that has to be explained to an examination board in a final presentation. In theory, the nature of a 3rd cycle qualification in music could be purely scientific (musicology), a combination between theory and artistic practice or purely artistic. However, the purely artistic doctorate is hard to

imagine as it would not involve any of the classical elements of a doctoral thesis, which traditionally is the final outcome of research/inquiry related to one or more initial hypotheses based on some kind of revisable and traceable documentation. As the survey in the frame of the 'Polifonia' project showed, in none of the existing 3rd cycle studies in music the approach is purely artistic. Therefore, a written piece of work of one or the other kind is always part of a 3rd cycle in music as well.

Composition of the final examination/evaluation committee. Most of the final examination panels are composed of a combination of internal and external members. A substantial amount of commissions are also composed of internal examiners only. Only one commission in one responding institution consists of external evaluators only.

Most committees are composed of 3 people or more, up to 12 members. Only in 3 institutions there are only 2 people sitting in the final examination committee.

Relation between research and artistic practice. Polifonia 3rd Cycle Working GroupGuide (2007) indicates that the institutions that offer a 3rd cycle in music studies were asked to describe their 3rd cycle studies according to three categories:

- Research
- Combination research – artistic practice
- Other

For a sizable higher education system such as in Turkey, several distinct institutional models may be worth considering according to . Hatakenaka, S, (2006).

a. **International Research Universities** would be distinguished from others through internationally cutting edge research.

i. YOK's strategy report mentions the need to build centres of excellence, where a group of researchers create an intellectual environment to support rigorous research. In research universities, most of departments would operate as 'centres of excellence' generating high quality PhDs.

ii. Recently among OECD countries, there has been a growing recognition that internationally competitive research excellence demands concentration of resources and differentiation, which is hard to attain implicitly. More countries are making explicit statements about the need for concentrating resources and selectivity to foster excellence.

b. **Research universities** would offer both bachelors and masters programmes in most fields and PhD programmes in some but not necessarily all of the disciplines.

c. **Applied science and technology universities** would mainly offer bachelors and masters' programmes for professional and technical fields, with staff conducting application oriented research to bring science together with practice.

d. **Teaching universities** offer mainly bachelors programmes and staff duties do not involve much research activities.

e. **Vocational colleges** (MYOs) offer sub-degree programmes in vocational and professional subjects, to provide mid-level skilled labour.

f. **Open education** would offer educational options mainly to those who are physically unable to attend conventional programmes.

Polifonia 3rd Cycle Working GroupGuide (2007) believes that conservatoires are dedicated to the artistic training of various musical instruments or the voice. But training in music is not devoid of inquiry, theory and reflection. The highly trained musician also seeks to achieve deep understanding and progress at the forefront of the art not only through playing or singing but also by investigating into the pieces of music, the composers' intentions with the music, the art of playing by different interpreters or in different musical traditions. In some individuals this methodological search for more in- depth and structured information about music, a more rational and descriptive approach towards artistic reality is an inner vocation equally strong as performing itself. For those purposes, it would seem logical to be able to research and communicate about music in all circumstances and from all aspects within the institutions with the main body of knowledge and by those persons that are performers, not only by the institutions that offer musicology as a scientific study field. For this reason amongst others, professional music training institutions have started to develop doctoral studies of various kinds as well.

About Proficiency In Art (3rd Cycle) Programs In Turkey

The Structure of 3rd Cycle Programs in Hacettepe University

Hacettepe University carries on its activities with 13 faculties, 13 institutes, 2 schools, 1 conservatory, 6 vocational schools, and 41 research and application centers within the scope of Act No. 2809 of the Organization for Higher Education Institutions, which was enacted in 1982.

Faculty of Fine Arts

Department of Ceramics

Department of Graphic Design

Department of Interior Architecture and Environmental Design

Department of Painting

Department of Sculpture

Undergraduate programs are designed to give students a basic art education in their first year. Second year courses prepare the students for their special discipline of art and the last two years of their education emphasize both theory and studio work concerning their area of interest. Assessment is by practical studio work and examinations.

3rd Cycle Programs. These programs attempt to provide the students with the opportunities to acquire the necessary knowledge accumulation in their fields, to organize independent research activities, to interpret scientific data and facts by deeply reviewing them, to develop new synthesis based on these data and facts or to develop an original and high quality artistic study with creativity.

Doctoral program must be completed within minimum 6 maximum 8 semesters by students who hold a masters degree and within minimum 8 and maximum 10 semesters by students holding a bachelor's degree. However, students who have fulfilled the conditions in the regulations may complete the program in a shorter period of time. Students who have completed the required course work, passed the doctoral qualifying examination and whose thesis proposal have been accepted but could not complete the thesis work until the end of the eighth semester are given a maximum of 4 additional semesters to complete thesis work.

A doctoral program, for students who hold a masters degree, is based on at least 7 courses, not being less than 21 credits in total, a doctoral qualifying examination, a thesis proposal and a thesis. For those who have been accepted with a bachelor's degree, this program is comprised of a minimum of 42 credits or 14 courses, a doctoral qualifying exam, a thesis proposal, and a thesis.

Upon completion of the course work, the students are required to take a doctoral qualifying exam assessing the level of their performance in the related field of study, research methods, the theoretical and empirical issues related to the topic of their intended doctoral research. Successful students are initially granted a two year period to produce their theses based on original research and making a genuine contribution to the advancement of science.

To assess the student's progress on regular basis there is a committee (The Thesis Supervising Committee), consisting of a supervisor and two academic staff. The committee meets twice a year; January-June and July-December. The student submits a written report to the Committee members one month before the meeting. In this report, there should be a summary of the work that has been done by that day and the plan for the next semester. The Committee gives a grade to the student's thesis.

Hacettepe University Proficiency in Art Programs

- Dancing
- Guitar
- Graphic
- Sculpture
- Interior Architecture and Environmental Design
- Composition
- Correpetition and Ballet Correpetition
- Opera
- Piano and Harp

- Painting
- Ceramic
- Theatre
- Wind and Percussion Instruments
- String Instruments

Activities Concerning the development of 3rd Cycle Programs in Fine Arts Faculty

Hacettepe University Fine Arts Faculty is an active member of Elia Art Schools in order to sustain and develop the international relations and artistic integration with the European context with 2nd Cycle and 3rd Cycle programs. The recent European Union Project in collaboration with Elia Art Schools is called as 'SHARE' (<http://www.elia-artschools.org/activities/share>).

ELIA and GradCAM, Dublin jointly coordinate SHARE - Step-change for Higher Arts Research and Education. The European Commission has selected the project for structural funding over the period 2010-2013.36 graduate schools and institutions engaged in third-cycle research in the arts take part, representing almost all European countries. SHARE consists of three networks, working independently:

It is a network of existing graduate schools to develop innovative, cross-disciplinary approaches and programs of world-class excellence, building upon the current EARN European Artistic Research Network;

It's newly to form network for developing third-cycle education, providing information, support and a collaboration base for programs in the start-up phase;

It's a network of researchers and supervisors, continuing and expanding the EUFRAD forum for research degrees in arts and design.

According to the common practical analysis approaches that have been prepared under the aspect of project 'SHARE' there are some surveys and data those have been prepared by the active members of the group. First some different variations of 3rd Cycle Programs are being identified as below;

Some basic Fine Art Academies with 3rd Cycle programs and definitions

Structure and Position of 3rd Cycle Programs

1. Academy of Fine Arts And Design Bratislava

It is 10 years program in which "ArtD" or Phd are both used

A new "study field experts committee" responsible for 3rd cycle would now meet twice yearly with set tasks and agenda – **discussing:** each individual study plan for 3 years written by student annual evaluation of student by main supervisor (and consultant supervisor) written report student comments on annual evaluation

(ii) specific features of doctoral study – Most common view is that 3rd cycle should be unstructured and not formalized. From this is emerged that training for teachers / education for the supervisors was a key issue.

(iii) A painful point that was addressed is how the 3rd cycle is run according to old academic model. The teacher announces thematic circle (e.g., non-linear narrative in video) but there is often an uneven quality of specification requiring knowledge of how to define and describe the knowledge base /thematic circle – the forum is driving teaching-and-learning for teachers

(iv) student teacher communications;

OVERALL ISSUE: How to enhance the quality of the 3rd cycle

It was noted that Bratislava is using Czech Republic as source for external critics.

2. Moholy-Nagy University of Art and Design Budapest

It was noted that Hungary is in the news, but that the information in the international media was not so reliable. It was especially important to see that Hungarian Higher Education was in flux and undergoing change. The former policy to grow student numbers was now changed.

While there was consistent BA numbers, there was uncertainty about the future numbers at graduate level. In the former arrangements the 3rd cycle was 10% funded and 90% paid part fee. The practice was to offer a Doctor of "Liberal Arts" award for Practice Based Research. But the model of BA in "Liberal Arts" references a different spectrum of disciplines. It was felt that this gave rise to "terminological chaos".

It was noted that Stephen Scrivener had visited Hungary as part of discussion on 3rd cycle and research in the arts. There are three streams: 1. Applied Art (for design) 2. Media (includes animation, video, design) 3. Architecture – There was formerly a "theoretical" strand through "Theory of Applied Art". The Doctoral Council of

University was convinced that this strand be removed and a new PhD in Design Theory and History (with the aspiration for “Design Culture”) be developed. A big challenge is the number of professors with qualification to supervise, (Issues of “habilitation”).

DLA is equal by law, but according to the National Qualification Authority if the University has DLA and the staff member has PhD, then PhD-bearer cannot do habilitation there. They must go to institution with PhD award (not DLA). One way to habilitation was to have 2 books published.

A typical model of 3rd Cycle was to combine 3 years “taught” and 2 years to finish thesis (up to 5 years)

Graduating students make “masterworks” of very high standard but there is a discrepancy between quality of practical work (extremely high) and writing quality (sometimes poor).

A big challenge identified was the division between theory and practice, and the way some theorists are uninformed about the practices.

3. Vilnius Academy of Arts

The important experience of the last year was writing the application for the right to award the PhD. This right was sought in 2 new areas in art and in design where previously the right to award PhD was in the area of art theory. Students had been accepted in each area

The national legislation has changed and is more strict. If you do not finish your program of study, you have to repay. This now creates pressure on supervisors also as they are partly responsible for the student finishing. Because recent completions of the award “Art Licensiate” were seen to be disadvantaged by the new practice based PhD it was agreed that Art Licensiate students could get PhD in 2 years more of study.

New opportunities to fund PhD – It is possible to apply to the Academy of Sciences since late 2011 for funding. Professors can now apply for competitive PhD places.

There was also a possible issue of the academy’s peer review journal on PhD thesis – and there would be a request for contributions.

4. Akademia Sztuk Pięknych W Poznaniu

It was noted that the student motivations for study was a recurrent issue. There are approximately 20 Higher Arts Education Institutions in Poland. There are 8 music institutions. Only one of these – is providing PhD studies this is in Warsaw, at Fryderyk Chopin. Other music institutions may be providing 3rd cycle but they have not said so in their published materials yet.

The development of 3rd cycle and whether institutions will do this, is connected to financing in a strong way. There are 3 Theatre and Film Academies and none providing regular PhD but some are using the “special procedure” (e.g., Warsaw, Lodz). There are 8 Academies of Fine Art and officially 3 are doing regular PhD (Gdansk, Krakow, Wrocław?)

5. National University Of Arts Bucharest

PhD in arts since 1990 and then professional doctorate introduced in 2005. Foreign language compulsory (but not English necessarily). For the Professional doctorate Year 1 is full time with theoretical courses and meetings with supervisor. Year 2 is bibliography-based and involves extensive reading. Year 3 has both the practical work submitted and the written submission 80 to 100 page (whereas typical 180 page). One key change is that one must now have master level to enter doctoral level whereas previously BA was enough.

Foreign experts take part in validation of doctoral level. Doctoral level schools have been established. The habilitation requirement is a 50 page submission and now it has to be in English.

The Ministry is the key agency managing the doctoral level. Specialists leading PhDs in other EU countries can automatically lead PhD in Rumania, but Rumanian experts must be validated by international panels?

6. University of Ljubljana, Academy of Fine Arts and Design

There are not art doctorates but PhD in science and research. There are 3 academies Music, Theatre Art & Design implementing. They have established “arts council” to drive change

It has been proposed to make some supplements to Higher Education Law 2011-2020 and to add “artistic research”. This document was accepted by Slovenian Parliament as Resolution but it has still to be implemented? There has been an analysis and study done and people are now working on a proposal for the content/form of arts

doctorate. The proposal to a committee for art doctorate at university equal to science committee and the Rector has already agreed and supported this proposal. The model is 3 years of study and it is credit-based. While working on 2nd cycle we were already thinking how to connect to 3rd cycle. Recently the Rector of University of Ljubljana reduced the number of doctoral programs (now they are less than the number of Faculties.) 70% young people who are graduates of secondary education are in higher education. This is a very high rate of participation. It was suggested that in many Eastern European contexts that students cost less than unemployed and there are also questions about the sources of data on these issues.

7. GradCAM

The challenges of working in an inter-institutional way were discussed and the value of European connections for promoting confidence in the pilot program was also noted.

That PhDs for design and music and art had existed before GradCAM in Ireland, but that GradCAM was the first attempt at a structured model bringing people together and bringing institutions and disciplines together. The difficulty of working in a situation where long term continuity was uncertain was also described. The experience of getting a 90 day extension for an administrator was described as a way of illustrating the challenges faced in delivering any kind of activity when the institutional systems were so difficult to navigate.

Structure of Higher Education Institutes in Turkish Higher Education System

Higher education institutions can be classified as follows: Universities, Higher Institutes of Technology, Post Secondary Vocational Schools, Other Higher Education Institutions (Military and Police Academies).

There are two types of universities in Turkey, namely State Universities and Foundation Universities. The following are units within these universities:

Faculty (School): A division conducting higher education, scholarly research and publication. Various departments and programs may be connected to it. It carries out an educational program of at least four years' duration that culminates with the award of a Bachelor's degree.

Graduate School: An institution in universities concerned with graduate education, scholarly research and applications. Called institutes, they award MA, MS and PhD degrees.

Post-secondary School: An institution of higher education which is mainly concerned with providing instruction for a specific profession. It carries out eight-semester education.

Conservatory: An institution of higher education in which artists are trained for music and the performing arts. It carries out eight-semester education.

Post-secondary Vocational School: An institution of higher education that is aimed at training manpower in specific occupations and provides instruction lasting four semesters.

Department: The main unit of a faculty offering degrees at bachelor degree level and carrying out research. It may be sub-divided into sections or programs.

Research and Applied Studies Centre: An institution of higher education carrying out research and applied studies to meet the applied study needs of various areas and to provide preparatory and support activities for various professional areas, with the aim of supporting education in institutions of higher education.

Steps in Higher Education in Turkey. Associate Degree. Awarded at the end of 2 years of education. The associate degree programs are offered by universities and post-secondary vocational schools. Some distance education programs are also available. The associate degree programs may require a period of on-the-job training.

Bachelors Degree. Awarded after the completion of a four-yearcourse of study. The duration of study for dentistry, veterinary medicine and pharmacy is five years and that of medicine is six years. The qualifications in these four fields are considered to be the equivalent of a **Master's degree**. A two-year program leading to the Master of Arts (MA) or Master of Sciences (MS). There are two kinds of Master's programs, with or without a thesis. The Master's with thesis program is a two-year program generally consisting of seven courses with a minimum of 21 credits followed by submission of a thesis. Non-thesis programs are to be completed in one and a half years and call for the completion of ten graduate courses of a minimum 30 credits and a term project.

Doctoral Program. Generally an eight-semester program leading to the PhD degree. It consists of a minimum of seven courses, with a minimum of 21 credits, a proficiency exam, a dissertation proposal, a dissertation

and its oral defence. After successful completion of the course work and the proficiency exam, students must submit the dissertation and defend it orally before an examining committee.

Proficiency in Arts. It is at least a six-semester post-Master's program in the visual and performing art branches making it equivalent to a Doctorate.

Samples from disciplines

Painting

Havva Altun Demircan (September 2012). *The Transitivity Between Art and Advertisement in Today's Society*, Proficiency in Arts Thesis.

A study in 3rd Cycle Program Proficiency in Arts is titled "The Transitivity Between Art and Advertisement in Today's Society" subjects the relationships between concepts such as consumption, advertisement and art that is perceivable in various aspects of daily life during the 20th century. Global capital enforcing consumption via advertisements and art doesn't leave out untouched. From time to time it has been seen that precious or alternative looking art institutions and most rebel minded artists bond sponsorship relations with large corporate identities thus became their advertisement tools.

It is quite obvious how the 'image' defined by the advertisements lead us to a consumerist society in a time when the very notion of 'consuming' forms the cultural frame work of societies. Throughout this study, forming an original visual language with the elements of capital representation regarded more important and central than the subject itself as the originating point.

During the research process images from advertisements, visual elements and rhetoric of such have been sourced both theoretically and artistically.

In the first section of the thesis report which consists of two sections, the image concept and the approach of philosophy to the image concept have been explained in accordance with philosophers' opinions. Owing to the fact that it includes too much out-of-field information, during explaining the approach of philosophy to the image concept, it proceeded with quotations and received expert support. Under another sub-heading similarity and dissimilarities between image-symbol-allegory concepts have been described with examples. In a short monologue story which emerges at the end of the first section, creating an imaginary text, I have tried to explain my point of view about myself and images with speech of an animal which I use in my paintings.



Fig. 1 Havva Altun, "Over Dose", Modelling Past, Acrilic (2011)

Ceramics

Sümengen Berker, Olgu. *Osteoporosis in Art*, Report on the Study of Proficiency in Art, Ankara, 2012

This dissertation titled *Osteoporosis in Art* is composed of two sections.

In the first section, *Art and Life*, it is primarily mentioned that art is in integrity with the whole life, and everything in life can be a subject of art. Next, important social events and works which have determined the way of life and art since prehistoric times are covered. Then, how these social and cultural events such as the effects of academies on art, the French Revolution, the Age of Enlightenment, Bauhaus, the Arts and Crafts Movement, the emergence of modern art movements, and the first and second world wars have affected and changed the life course is touched upon. As a result of these social and cultural events, how the conception of art has changed and developed until today's contemporary art is examined.

After touching upon these facts, such as what is the subject of art, and no matter what its subject is, art has a different aesthetic point of view from the notion of ‘beauty’ that we use in everyday life; how some subjects, which everyone regards as bad, ugly or sad, such as death, illnesses and disasters are expressed in art is studied.

Considering the fact that osteoporosis can be a subject of art as other illnesses, it is explained what this illness is, and several works related to osteoporosis, ranging from architecture to textile, from graphics to photography, are exemplified.

The second section is titled *Ceramics and Osteoporosis*. In this section, historical development of ceramics and the process of acceptance of ceramics as an expression of art are explained by giving examples of ceramics from Turkey and all over the world. At the end of this process, artworks which show how contemporary ceramic artists express subjects such as bone, bone structure and osteoporosis, or which are reminiscent of subjects as texture or form are examined.

At the end of the second section, as a result of all these researches, investigation and evaluation, as a personal interpretation, bone structure and osteoporotic texture are used to form new and unique ceramic artworks.

Graphics

Seza Soyuluççek (July 2011). *Problems of Graphic Design and Implementation in Computer Games; Interface Design for a Game*. Proficiency in Arts Thesis, Hacettepe University.

Computer games have become a sector in which great developments are occurring in recent years thanks to the technological developments. In this sector, in order to receive more interest in games, there is an increasing need in qualified game interface designs and also graphic designers who are leading expert. In the area of computer games, whose importance has been increasing day by day, in terms of the development of qualified games aesthetic, creativity and originality are also increasing the importance of graphic designers in question. Because of the reasons in question, the importance of graphic design in computer games is being examined in this study.

In the first section of the thesis called “The Problems of Graphic Design and Implementation in Computer Games; Interface Design for a Game” definitions about games and game functions are being made under the base of titles which are determined by dealing with game concepts.

In the second section, by referring games’ historical developments and types, the improvements of the subject from past to present are being mentioned and owing to the facility presented by technological developments, it is mentioned that there is a possibility of this games’ being played in different environment.

The third section includes the problems of graphic design and implementations in computer games, by dealing with the phases during the games production; there is an emphasis on which area of proficiency should be included in the project. In order to examine how much a play is successful, essential criteria are determined; the examples of games are studied in the light of these criteria. As a result of these analyses, there is an explanation about the failure of most of the games due to the problems in graphic design. Besides these games are weak in graphic design, because of the conflict in design and software, there is a mention about problems of playing. Considering the fact of this data, successful game projects are also studied and the factors that affect this success are determined and solutions are suggested.

The fourth section includes the study of implementation and analysis; there is an emphasis on the necessity of two dimensional computer game which is both entertaining and educational for the children between 8 and 10. Therefore, for the study of implementation, to increase the sensitivity of children on global warming as one of the daily subject, an instructive platform game that is designed with aesthetic approach is used and this study of implementation is examined; the process of the game is explained by dealing game elements one by one which is determined in this review.



Fig. 2 Seza Soyluçiçek (July 2011). *Problems of Graphic Design and Implementation in Computer Games; Interface Design for a Game.*



Fig. 3 Some other related figures of thesis work



Fig. 4 Works from Thesis of Seza Soyluçiçek

Conclusions and Future Study

In this work The 3rd Cycle Programs in Turkey is being evaluated in order to redefine new opportunities and obstacles beyond 3rd Cycle programs. These programs are called as Proficiency in Arts in some Fine Arts Faculties. That is nearly in the same context with the **PhD** Status. The main difference is that a Proficiency in Arts holder is an able to use the status Dr. in some situations.

As it has been indicated above in the abstract that there are problems based on the relation between the balance of theoretical and practical works in 3rd cycle thesis studies, the main concept depends on the general structure of 3rd Cycle thesis. Up to the preparation of the applied work as thesis study the overall study are similar with each other. There is a common credit based system in that the student are obliged to take lessons both theoretical and practically.

The main discussions or approaches concerning the context of 3rd Cycle programs whether to be called as PhD or Proficiency in Arts depends mainly on applied work in the end of the thesis work as the unique structure of

the program. During the preparation and completion of thesis work the balance and equity of theoretical and practical work is mainly being discussed in educational programs in order to be more

As in the disciplines like painting, sculpture etc. the main synthesis work is aimed to be mostly an applied study as a practical work that is an applied piece of art. This study is unique and the delicate outcome of the main context of Proficiency in Arts Program. Disciplines like interior architecture and environmental design, etc. mainly concentrates on the thesis work as a theoretical and practical proposal as the outcome of a wide analysis composing from visual and literature based research in analytical and multidimensional aspects. Departments like graphics may offer the work to be the balance of practical and theoretical as in the other disciplines regarding the same approaches and concepts.

In order to summarize;

1. An artistic manner is not an easy developing thing. It needs time and effort. During the 4 year study in the university, the students learn how to understand an artwork. But the character of an artist needs to be established by a deep research on artworks, essays, literature then focusing on the main problems of personal art issues. This period is master degree as 2nd Cycle. Then by establishing the main problems of art and self as a young artist, the student starts to the doctorate program. Doctorate in Arts is about gaining the character of an artist and creating one's own artistic personality. From this point of view, in the doctorate program, from the theoretical courses to the workshops, the contemporary issues of art is emphasized in order to give the perspective of self approaches of art and culture in a scientific manner to the student in the active art life.

2. The thesis in the departments is an ongoing process for a doctorate student even in the courses period. The courses are encouraging the students to make researches about their own problematic in art and they should make deep analysis works, search the literature or learn about the artists and their works in order to solve it. The 60 per cent of the courses are practical. The students should have an artistic issue during the course period. In general this issue develops to be a thesis subject. The students start their researches in the course period. This situation allows the student to create strong relations between the thesis subject and the contemporary matters they examine in the theoretical and practical courses they take.

3. The doctorate subjects are chosen according to the workshop projects they prepare during the practical courses.

4. "Proficiency in art" and "doctorate" is the same.

Doctorate Degree Art Works: Students who complete their credits and accomplish Doctorate Degree Exam prepare Doctorate Degree Art Work. The individual works including drawing, painting, sketches, film, and etc. are presented as an exhibition. This exhibition should last at least for one week.

Doctorate Degree Art Work Report: Right along with the Doctorate Degree Art Work, student prepares a Doctorate Degree Art Work Report which includes the explanation of phases of creation of the work, its goal and its methods, analysis of its technical and esthetic problems and photographs, drawings and sketches from the work.

The 80 per cent of the thesis period of the doctorate degree consists of artworks. In the thesis jury, the student opens an exhibition in a public area. The works can be seen by the public also. The student can create public events, video works, happening in order to display his/her art problematic. These events are encouraged by departments.

The courses are monitored and changed frequently according to the new disciplines in art.

Master and doctorate programs are related. The courses are in a continued structure. Workshop and drawing, printmaking and mural painting courses are in an ongoing structure especially designed to support the improvement.

Theoretical courses are also related.

As the general overview and the approaches of 3rd Cycle Programs in Fine Arts it could be identified that; the main concept of the structure should depend to compose a valuable piece of art with the vision of scientific research methodologies with a wide artistic vision. Then the general idea and final study should anyway become an artistic and scientific outcome of the study in which filed or discipline it is related with. According to the general definitions and approaches being underlined in this study the proposed idea is that it should be a more large aspect to define the thesis and the name of the 3rd Cycle program in any discipline under these titles;

-Art Doctorate

-PhD

-Proficiency in Arts

-Doctorate in Art and Design

-Doctorate in Arts

-PhD. in Art and Design etc.

These titles should be enlarged or defined under some basic principles.

A thesis work with an applied study like a unique artistic work should be titled as Proficiency in Arts, after the recognition of this title in the discipline by most of the academics in that area. Thesis works with both theoretical and applied studies in which the balance is nearly the same should be titled as Art Doctorate or Doctorate in Art and Design. The main and the most important point is to remind the fact that this system and the titles should be eligible or the rights and decisions of the context and the title of the 3rd Cycle programs should be depending mainly on the specific reasons of the disciplines.

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