



Program Catalogue

Institute of Graduate Studies

Masters of Tourism Management



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1. POSTGRADUATE PROGRAMME

1.1. Establishment of the Institute of Postgraduate Education

As a result of the merger of the Institutes of Health Sciences, Social Sciences, Natural Sciences, and Educational Sciences, our Institute provides graduate education to nearly 5,000 students across 115 programs. In accordance with the regulation that entered into force on 22 February 2021, the Institute conducts programs leading to master's and doctoral degrees.

Graduate institutes are higher education institutions that provide bachelor's degree holders with the opportunity to pursue master's and doctoral studies. The doctorate, which is the highest academic degree awarded by universities, is conferred through graduate institutes.

Master's and doctoral education consists of prestigious programs that enable bachelor's degree graduates to gain advanced specialization experience in their respective fields.

The doctoral degree not only enables individuals to specialize in their fields but also serves as a gateway to the academic world. Academics holding this degree strive to attain titles such as assistant professor, associate professor, and professor; they engage in research and publication activities to reach research culture. In this sense, doctoral education may be regarded as a program for training scientists. Universities gain prestige not only through the number of bachelor's graduates but also through the number of master's and doctoral graduates.

At our University, the Institute of Educational Sciences began admitting students in 2000, while the other institutes commenced education as of 2007. To date, more than 5,000 master's and doctoral diplomas have been awarded across a total of 115 graduate programs.

B) Education Policy and Academic Objectives

The educational philosophy of the Graduate School of Education is based on lifelong learning and is structured to encourage research and development. Within this framework, the Graduate School of Education has adopted as a guiding policy the provision of qualified services that support and advance society at national and international levels through scientific theses developed within the scope of research and projects.

Based on quality standards, the Graduate School of Education follows educational practices that prioritize research and ethics in training contemporary researchers, adhere to ethical principles within learning standards, and take universal values into account. The development of team spirit is emphasized within the framework of a collaboration-oriented policy. In order for these standards to be reflected as tangible outcomes in completed theses, conferences, seminars, and projects are organized in cooperation with various university centers and the Scientific Research Projects Unit.

C) Accreditation and Quality Policy

C.1) Quality Policy

The quality policy of the Graduate School of Education at Near East University aims to ensure the continuous improvement of graduate education and research activities conducted in line with the principles of excellence, scientific rigor, ethical values, innovation, and internationalization.

The Institute adopts a governance approach based on transparency, participation, and accountability, and conducts its quality assurance processes in accordance with the standards of the Council of Higher Education Quality (YÖKAK) and the framework of the European Higher Education Area (EHEA).

The quality policy is founded on the principles of service to society and the country, adherence to ethical values in teaching and research processes, and the effective use of smart learning environments.

The Institute aims to institutionalize a culture of continuous improvement in education and training processes by regularly evaluating the opinions of all stakeholders (students, graduates, academic staff, administrative personnel, external institutions, and representatives of society).

C.2) Accreditation Process of the Institute

The Graduate School of Education at Near East University conducts an accreditation process aligned with national and international quality assurance systems.

Institute programs undergo regular self-evaluation, external evaluation, and monitoring processes in accordance with the quality framework determined by YÖKAK.

In addition, in order to ensure alignment with the European Higher Education Area, the Institute adheres to the principles of the Bologna Process and, within this framework, takes the standards of the European Qualifications Framework (EQF) and the Turkish Qualifications Framework for Higher Education (TYYÇ) as a basis.

Within the accreditation process, indicators such as program qualifications, learning outcomes, academic staff quality, research capacity, and student satisfaction are continuously monitored, and the findings are submitted to the University Senate through the annually updated Quality Assurance Report.

This process contributes to the Institute's vision of internationalization and multiculturalism and supports the strengthening of international collaborations and exchange programs.

C.3) Quality of Education

In order to enhance quality in graduate education, the Institute adopts a learner-centered and technology-supported teaching approach.

- **Academic Staff:** The academic staff of the Institute consists of experts in their fields who demonstrate high scientific productivity and actively participate in national and international projects. Academic staff regularly attend professional development training in line with academic development and ethical principles.
- **Course Content and Learning Outcomes:** Program curricula are updated by taking contemporary scientific developments and societal needs into consideration. Courses are supported by smart learning environments, online learning systems, and artificial intelligence-supported educational technologies.
- **Assessment and Feedback:** Students' academic performance is evaluated through project work, seminars, research articles, theses, and performance-based assessment tools.

Student satisfaction surveys, course evaluation forms, and graduate tracking reports are used as key data sources for the continuous improvement of educational quality.

- Educational Resources: Students' access to information is continuously expanded through rich digital library collections, research databases, e-journal access, and open-access resources.

Within this scope, the Institute integrates its understanding of excellence and quality not only with academic achievement but also with an ethical, innovative, and productive research culture.

C.4) Research and Development (R&D) Activities

The Graduate School of Education at Near East University stands out through its R&D activities conducted in line with its vision of scientific research, innovation, and smart society transformation.

- Projects: Numerous projects supported by TÜBİTAK, BAP, the European Union (Horizon Europe, Erasmus+), Development Agencies, and international research funds are carried out.
- Student Participation: Master's and doctoral students are actively involved in ongoing projects and directly contribute to scientific production by taking part in research processes.
- Publications and Patents: Scientific studies conducted by academic staff and students are published in nationally and internationally indexed journals, and some projects result in patents, models, and product outputs.
- Research Environment: The Institute supports research-based learning through laboratories in Educational Technologies, Digital Learning, Data Science, Artificial Intelligence, and Educational Administration.
- Collaborations: Joint research conducted with national and international institutions contributes to the knowledge-based transformation of society, and research outputs are integrated into course content and community service projects.

Accordingly, the Institute's R&D policy is fully aligned with the values of scientific integrity, ethics, entrepreneurship, and social contribution.

C.5) Continuous Improvement Process

In order to ensure the sustainability of quality, the Institute operates a continuous improvement mechanism based on the Plan–Do–Check–Act (PDCA) cycle.

- Data Collection: Feedback from students, graduates, academic staff, administrative personnel, and external stakeholders is planned to be collected through satisfaction surveys, the graduate tracking system, and quality indicators.
- Analysis and Evaluation: The collected data are analyzed by the Quality Commission and the Institute Executive Board, and the results are planned to be evaluated in the annually prepared *Education Quality and Research Performance Report*. An annual activity report is submitted to the University Rectorate.

- Decision-Making and Implementation: In line with the feedback received, program contents are updated, research support mechanisms are expanded, and student services are improved.
- Concrete Improvement Practices:
 - Implementation of an online thesis monitoring system,
 - Strengthening the infrastructure of digital learning platforms,
 - Restructuring the student advisory system,
 - Diversification of research funds and increasing the number of projects.

This process ensures the sustainability of the Institute’s culture of excellence and quality while maintaining its vision of smart learning environments and research-based teaching.

1.2. The Mission, Vision and Core Values of the Institute of Postgraduate Education

This section should include information on the mission, vision, and core values of the Graduate School of Education. Mission and vision statements should be written in a clear, comprehensible, observable, and measurable manner.

A) Mission

The mission of the Graduate School of Education at Near East University is to foster cooperation between the academic world and society within the framework of the University’s graduate institute activities; to conduct research services; to contribute to developments in contemporary science and technology; to follow a scientific and ethical approach in information and project production for smart society development; to contribute to social life and governance; and to play an active role in national and international education and research projects.

B) Vision

At Near East University, graduate education and research activities play a significant role in innovation, achieving quality, and gaining competitive advantage. Especially in the rapidly developing information age, ensuring transformation and advancement in education and training in line with scientific and technological developments is made possible through the functionality of the Graduate School of Education, which provides graduate education and possesses a strong vision for scientific research.

Accordingly, the vision of the Graduate School of Education at Near East University is to provide universal and high-quality educational opportunities aligned with societal needs through graduate education opportunities and scientific research activities, and to fulfill its mission of smart society transformation by supporting the conduct of scientific research on original topics.

C) Core Values

A. Transparency, Participation, and Accountability:

All administrative activities at every level are conducted in an open, transparent, and accountable manner. The opinions, ideas, and participation of all stakeholders are valued throughout governance processes.

- B. Fair, Principled, and Honest Governance:
All individuals working at the University are treated fairly and in a principled manner without discrimination. Integrity and honesty are upheld without compromise.
- C. Competence and Merit:
It is essential that academic and administrative staff appointed to managerial positions at the University possess the necessary competence and merit in their respective fields.
- D. Scientific Integrity and Ethics:
All activities conducted at the University are based on scientific principles, and the knowledge produced is used in accordance with scientific ethical standards.
- E. Environmental Respect and Aesthetics:
The University promotes environmental awareness in its educational activities and develops its physical spaces with aesthetic sensitivity and environmental compatibility.
- F. Service to Society and the Country:
Educational and research activities are carried out with a priority on service to society and the country, and efforts are made to transform produced knowledge into social value.
- G. Freedom and Respect for Values:
Members of the University exercise their free will during academic work and educational activities. The boundaries of freedom are defined by human, social, and academic ethical values, as well as by laws and regulations.
- H. Entrepreneurship and Innovation:
It is fundamental that graduates of the University and its research staff prioritize entrepreneurship and innovation in education, training, and research activities.
- I. Excellence and Quality:
In education, research, and community service, actions are guided by a commitment to achieving excellence and continuously improving to provide the highest quality services.
- J. Internationalization and Multiculturalism:
Through a multicultural educational approach, the standardization of international education services and cooperation based on this foundation are promoted.
- K. Research and Reflective Thinking:
Through produced publications and theses, students are equipped with reflective thinking skills that support service delivery in their respective fields.
- L. Technological Development and Smart Learning Environments:
In supporting the research-based transformation of society, it is essential to promote the production of knowledge through smart learning environments and online infrastructures based on an equitable education approach.

1.3. Aims and Objectives of the Institute of Postgraduate Education

- To develop projects and research in fields aligned with the needs and priorities of the country.

- To establish working groups and foster collaboration across various disciplines within educational sciences, social sciences, natural sciences, and health sciences.
- To conduct research aimed at understanding, explaining, and advancing social and cultural structures.
- To address educational sciences, social sciences, natural sciences, and health sciences as an integrated whole and to strengthen their connection with society.
- To carry out smart societal research for the benefit of society and institutions (both for-profit and non-profit) and to promote solidarity and cooperation in the field of education.

1.4. Organizational Chart of the Institute of Postgraduate Education*

Department of Guidance and Psychological Counselling — Prof. Dr. Könül Memmedova

Department of Preschool Education — Assoc. Prof. Dr. Dervişe A. Toklu

Department of Curriculum and Instruction — Prof. Dr. Umut Akçıl

Department of Educational Administration, Supervision, Economics and Planning — Prof. Dr. Gökmen Dağlı

Department of Creative Drama in Education — Assoc. Prof. Dr. Seçil Besim Ayhan

Department of Music Education — Assist. Prof. Dr. Neriman Soykunt

Department of Measurement and Evaluation in Education — Prof. Dr. Çiğdem Hürsen

Department of Entrepreneurship and Innovation in Education — Prof. Dr. Fahriye Altınay Aksal

Department of Computer Education and Instructional Technologies — Prof. Dr. Fahriye Altınay Aksal

Department of Art Education — Assoc. Prof. Dr. Fatma Miralay

Department of Environmental Education — Prof. Dr. Aşkın Kiraz

Department of Special Education — Prof. Dr. Mukaddes Sakallı Demirok

Division of Secondary Education Teacher Training — Assoc. Prof. Dr. Didem İşlek

Division of Educational Sciences — Prof. Dr. Zehra Altınay Gazi

Division of Fine Arts Education — Assoc. Prof. Dr. Emine Kıvanç Öztuğ

Division of Mathematics and Science Education — Prof. Dr. Engin Baysen

Human Resources Education Division — Prof. Dr. Hüseyin Bicen

Division of Foreign Language Education — Prof. Dr. Mustafa Kurt

Division of Social Sciences and Turkish Education — Prof. Dr. Mustafa Yeniaşır

Tourism, Engineering, and Architecture

Department of Tourism Management — Prof. Dr. Nesrin M. Bahçelerli

Head of Department of Landscape Architecture — Prof. Dr. Özge Özden

Head of Department of Food Engineering — Assist. Prof. Dr. Şebnem Güler

Department of Physical Education and Sports — Prof. Dr. Nazım Serkan Burgul

Dentistry

Department of Prosthodontics — Prof. Dr. M. Mutahhar Ulusoy

Department of Oral and Maxillofacial Surgery — Assoc. Prof. Dr. Lokman Onur Uyanık

Department of Restorative Dentistry — Prof. Dr. Nuran Ulusoy

Department of Endodontics — Assoc. Prof. Dr. Fatma Basmacı

Department of Orthodontics — Assist. Prof. Dr. Beste Kamiloğlu

Department of Pediatric Dentistry — Assoc. Prof. Dr. Özay Önöral

Department of Oral and Maxillofacial Radiology — Prof. Dr. Seçil Aksoy

Department of Periodontology — Prof. Dr. Güney Yılmaz

Engineering

Department of Electrical and Electronics Engineering — Prof. Dr. Bülent Bilgehan

Department of Mechanical Engineering — Prof. Dr. Hüseyin Çamur

Department of Biomedical Engineering — Assoc. Prof. Dr. Süleyman Aşır

Department of Mechatronics Engineering — Assist. Prof. Dr. Mohammad Karimzadeh

Law

Head of Department of Public Law — Prof. Dr. Yeter Tabur

Head of Department of Private Law — Assoc. Prof. Dr. Aysun Beydola

Department of International Law — Assoc. Prof. Dr. Nabi Berkut

Graduate Programs Coordinator (International Law) — Merve Gertik

Health Sciences

Department of Surgery — Prof. Dr. Deniz Seyrek-İntaş

Department of Obstetrics and Gynaecology — Prof. Dr. Selim Aslan

Department of Internal Medicine — Assist. Prof. Dr. Mehmet Ege İnce

Department of Midwifery — Assoc. Prof. Dr. Filiz Yarıcı

Department of Nutrition and Dietetics — Assoc. Prof. Dr. Mustafa Hoca

Department of Physiotherapy and Rehabilitation — Assoc. Prof. Dr. Tuba Yerlikaya

Audiology Program Coordinator — Specialist Audiologist Uğur Belet

Architecture and Planning

Department of Architecture — Assist. Prof. Dr. Ayşe Gertik

Department of Interior Architecture — Assist. Prof. Dr. Çağla Beyaz Bolat

Graduate Coordinator, Faculty of Architecture — Assist. Prof. Dr. Umran Duman
Graduate Coordinator, Interior Architecture — Assist. Prof. Dr. Simge Bardak Derenel

Social Sciences and Humanities

Department of Islamic History — Prof. Dr. Mehmet Mahfuz Söylemez
Department of Arabic Language and Rhetoric — Assoc. Prof. Dr. Mustafa Kelebek

Department of Media and Communication Studies — Assoc. Prof. Dr. Ayhan Dolunay
Department of Basic Communication Sciences — Assist. Prof. Dr. İbrahim Özejder

Business and Economics

Department of Business Administration — Prof. Dr. Şerife Eyüpoğlu
Department of Economics — Prof. Dr. Hüseyin Özdeşer
Department of Innovation and Knowledge Management — Prof. Dr. Fezile Özdamlı
Department of Political Science and International Relations — Assoc. Prof. Dr. Sait Akşit
Department of Banking and Finance — Prof. Dr. Turgut Türsoy
Department of International Business — Assist. Prof. Dr. Ayşe Gözde Karaatmaca
Department of Marketing — Assoc. Prof. Dr. Ahmet Ertugan
Department of Banking and Accounting — Prof. Dr. Aliya Işıksal
Department of Human Resources Management — Assist. Prof. Dr. Hüseyin Baykan

Information Technologies

Department of Software Engineering — Prof. Dr. Fadi Al-Turjman
Department of Computer Information Systems — Prof. Dr. Nadire Çavuş
Department of Artificial Intelligence Engineering — Prof. Dr. Gülsüm Aşıksoy
Department of Computer Engineering — Prof. Dr. Rahib Abiyev
Department of Cyber Security Engineering — Assoc. Prof. Dr. Idoko John Bush
Department of Management Information Systems — Prof. Dr. Fezile Özdamlı

1.5. Management of the Institute of Postgraduate Education

Director	
Prof. Dr. K. Hüsni Can Başer	
Vice Directors	
Prof. Dr. Fahriye Altınay	
Prof. Dr. İlker Etikan	
Members of the Executive Board	
Prof. Dr. İhsan Çalış	
Prof. Dr. Sezgin İlgi	
Prof. Dr. Bülent Bilgehan	
Prof. Dr. Evren Hınçal	
Prof. Dr. Zehra Altınay	
Prof. Dr. Mukaddes Sakallı Demirok	
Prof. Dr. Erdoğan Ergün	
Doç. Dr. Sait Akşit	

1.5 (a) Quality Commission Officers Of The Graduate School

- Prof. Dr. Mukaddes Sakallı Demirok
- Prof. Dr. Erdoğan Ergün
- Assoc. Prof. Dr. Sait Akşit

1.6. Academic Programmes Offered by the Institute of Postgraduate Education

Computer Program Name

and Instructional Technologies Education (PhD)
Computer and Instructional Technologies Education (Master's)

Dramatic Writing (Master's)
Educational Measurement and Evaluation (Master's)
Curriculum and Instruction (PhD)
Curriculum and Instruction (Master's)
Educational Administration and Supervision (Master's)
Educational Administration, Supervision, Planning and Economics (Master's)
Educational Administration, Supervision, Planning and Economics (PhD)
Human Resource Development in Education (Master's)
Creative Drama in Education (Master's)
Folklore (Master's)
Mathematics Education (Master's)
Mathematics (PhD)
Music Education (Master's)
Music Education (PhD)
Secondary Education Subject Teacher Training (Master's)
Ottoman Paleography and Archival Studies (Master's)
Ottoman Paleography and Archival Studies (PhD)
Guidance and Psychological Counseling (Master's)
Guidance and Psychological Counseling (PhD)
Art Education (Master's)
History Education (Master's)
History Education (PhD)
History Teaching (Master's)
Turkish Language Education (Master's)
Special Education (PhD)
Special Education (Master's)
English Language Education (PhD)
English Language Teaching (Master's)
Geography Education (Master's)
Environmental Education and Management (Master's)
Environmental Education and Management (PhD)
Preschool Teaching (Master's)
Early Childhood Education (PhD)
Computer Engineering (PhD)
Computer Engineering (Master's)
Computer Engineering (Master's) Distance Education
Computer and Informatics (PhD)
Computer and Informatics (Master's)
Information Systems Engineering (Master's)
Information Systems Engineering (PhD)
Biomedical Engineering (Master's)
Biomedical Engineering (PhD)
Biomedical Engineering – Clinical Engineering (Master's)
Electrical and Electronics Engineering (PhD)
Electrical and Electronics Engineering (Master's)
Physics Engineering (PhD)

Physics Engineering (Master's)
Mechanical Engineering (Master's)
Mechanical Engineering (PhD)
Landscape Architecture (Master's)
City and Regional Planning (Master's)
Architecture (Master's)
Architecture / Architectural Design (PhD)
Civil Engineering (Master's)
Civil Engineering (PhD)
Interior Architecture (PhD)
Interior Architecture (Master's)
Food Engineering (Master's)
Mechatronics Engineering (Master's)
Artificial Intelligence Engineering (Master's)
Construction Management and Strategy (Master's)
Software Engineering (Master's)
Transportation and Traffic Engineering (Master's)
Environmental Sciences and Engineering (Master's)
Petroleum and Natural Gas Engineering (Master's)
Petroleum and Natural Gas Engineering (PhD)
Emergency Nursing (Master's)
Forensic Psychology (Master's)
Forensic Chemistry and Forensic Toxicology (Master's)
Analytical Chemistry (PhD)
Anatomy (PhD)
Anatomy (Master's – Thesis)
Oral and Maxillofacial Surgery (PhD)
Oral and Maxillofacial Diseases and Surgery (Master's)
Oral and Maxillofacial Radiology (PhD)
Oral and Maxillofacial Radiology (Master's)
Physical Education and Sports (Master's – Thesis)
Physical Education and Sports (PhD)
Nutrition and Dietetics (PhD)
Nutrition and Dietetics (Master's – Thesis)
Biochemistry (PhD)
Biostatistics (PhD)
Biostatistics (Master's)
Surgery (Master's)
Surgery (PhD)
Surgical Nursing (PhD)
Pediatric Nursing (PhD)
Obstetrics and Gynecology (PhD)
Midwifery (Master's)
Pharmacy (Master's)
Pharmacy (PhD)
Endodontics (PhD)

Pharmacognosy (PhD)
Pharmacology (Master's)
Pharmacology (PhD)
Pharmaceutical Botany (Master's)
Pharmaceutical Botany (PhD)
Pharmaceutical Chemistry (Master's)
Pharmaceutical Chemistry (PhD)
Pharmaceutical Technology (Master's)
Pharmaceutical Technology (PhD)
Phytotherapy (Master's)
Phytotherapy (PhD)
Physiology (Master's)
Physiology (PhD)
Physical Therapy and Rehabilitation (PhD)
Physical Therapy and Rehabilitation (Master's)
Veterinary Food Hygiene and Technology (PhD)
Veterinary Animal Nutrition and Nutritional Diseases (PhD)
Physiotherapy and Rehabilitation (Master's)
Public Health Nursing (Master's)
Nursing (PhD)
Nursing (Master's)
Histology and Embryology (Master's)
Histology and Embryology (PhD)
Clinical Pharmacy (Master's)
Clinical Pharmacy (PhD)
Chemistry (Master's)
Molecular Medicine (Master's)
Molecular Medicine (PhD)
Orthodontics (Master's)
Orthodontics (PhD)

Audiology (Master's)
Audiology (PhD)
Psychology (PhD)
Neuroscience (Master's)
Neuroscience (PhD)
Health Institutions Management (Master's)
Health Institutions Management (PhD)
Islamic History (Master's)
Occupational Health and Safety (Master's – Thesis)
European Union Relations (Master's)
European Union Relations (Master's)
Banking and Finance (Master's)
Banking and Finance (Master's)
Banking and Finance (PhD)
Banking and Finance (PhD)

Economics (Master's)
Economics (Master's)
Economics (PhD)
Economics (PhD)
Journalism (Master's)
Journalism (PhD)
Security Studies (Master's)
Security Studies (Master's)
Art and Design (PhD)
Art and Design (Master's)
Art and Design – Proficiency in Art (Master's)
Art and Design – Proficiency in Art (PhD)
General Psychology (Master's)
General Psychology (Master's)
General Psychology (PhD)
Public Relations and Publicity (Master's)
Public Relations and Publicity (PhD)
Law (Master's)
Law (PhD)
International Law (Master's)
International Law (Master's)
International Law (PhD)
Public Law (PhD)
Public Law (Master's)
Public Law (Master's)
Clinical Psychology (Master's)
Clinical Psychology (PhD)
Cyprus History (Master's)
Media and Communication Studies (PhD)
Media and Communication Studies (Master's – Thesis)
Radio, Television and Cinema (Master's)
Radio, Television and Cinema (PhD)
Political Science (Master's)
Political Science (Master's)
Political Science and International Relations (PhD)
Political Science and International Relations (PhD)
Political Science and International Relations (PhD)
Turkish Language (Master's)
Turkish Language and Literature (PhD)
Turkish Language and Literature (Master's)
International Relations (Master's)
International Relations (Master's)
International Relations (PhD)
Applied Psychology (Master's)
Modern Turkish Literature (Master's)
Modern Turkish Literature (PhD)

Acting (Master's)
Tourism Management (Master's)
Tourism Management (Master's)
Tourism Management (PhD)
Theatre (PhD)
Private Law (Master's)
Private Law (Master's)
Private Law (PhD)
Communication Sciences (PhD)
Economics (PhD)
English Language and Literature (Master's)
Innovation and Knowledge Management (Master's)
Innovation and Knowledge Management (PhD)
Human Resources Management (Master's)
Business Administration (Master's)
Business Administration (Master's)
Business Management (PhD)
Business Management (Master's)
Forensic Biology (Master's)
Allergy and Immunology (PhD)
Coaching Education (Master's)
Arabic Language and Rhetoric (Master's)
Banking and Accounting (Master's)
Banking and Accounting (Master's)
Peace, Conflict and Communication (Master's)
Information and Records Management (Master's)
Biophysics (Master's)
Biophysics (Master's)
Blockchain and Digital Currency (Master's)
Maritime Law (Master's)
Maritime Transportation and Management Engineering (Master's)
Women's Health and Obstetrics Nursing (PhD)
Innovation and Entrepreneurship in Education (Master's)
Innovation and Entrepreneurship in Education (Master's)
Science Education (Master's)
Creative Drama (Fine Arts) (Master's)
Visual Arts and Design (Fine Arts) (PhD)
Internal Medicine (PhD)
Occupational Health and Safety (Public Health) (Master's)
Theology Studies (Master's)
Cardiovascular Sciences (PhD)
Medical Biotechnology (Master's)
Medical Biotechnology (Master's)
Molecular Biology and Genetics (Master's)
Molecular Biology and Genetics (PhD)
Sports Management (Master's)

Performing Arts (Master's)
Art History (Master's)
Data Engineering (Master's)

1.7. Graduation Requirements and Awarded Degree

Within the Graduate School of Education, students may graduate from thesis-based master's programs, non-thesis master's programs, and doctoral programs. Graduates of non-thesis and thesis-based master's programs are awarded the title of Specialist, while graduates of doctoral programs are awarded the title of Doctor.

In order to graduate from a thesis-based master's program, students are required to successfully complete seven courses, one seminar, and a master's thesis. Graduation from a non-thesis master's program requires the successful completion of eleven courses, including a research project course.

To graduate from a doctoral program, students must successfully complete seven courses and one seminar, pass the doctoral qualifying examination, and subsequently complete and defend their doctoral dissertation. During the dissertation completion stage, doctoral students are also required to produce at least one scientific publication derived from their dissertation in journals indexed in SSCI, AHCI, or SCI Expanded.

Detailed information regarding the minimum academic and administrative requirements that students must fulfill is provided in the relevant regulations.

During the preparation of scientific publications, students are required to apply for and obtain ethical approval, where applicable. Additionally, success in national foreign language examinations such as YÖKDİL, YDS, or equivalent exams is among the graduation criteria for doctoral programs. All administrative procedures related to thesis submission, advisor approval, submission of required documents to the Institute, and graduation processes must be fully completed.

Students are also required to fulfill the total course credit and ECTS workload specified for their respective programs. The successful completion of all compulsory courses is mandatory. Furthermore, the minimum cumulative grade point average (CGPA) required for graduation (for example, at least 2.50 out of 4.00) must be achieved.

For doctoral programs, successful completion of the qualifying examination and approval of the dissertation proposal are required. In both thesis-based master's and doctoral programs, the thesis prepared under the supervision of an advisor must be successfully defended before an academic jury. In non-thesis master's programs, the term project must be completed with the approval of the advisor.

Depending on the program, students may also be required to publish scientific work or present papers at national or international conferences in accordance with scientific ethics and publication principles. Where applicable, foreign language proficiency requirements must also be met.

Upon successful completion of all academic and administrative requirements, students are awarded the relevant diploma corresponding to their program (Thesis-Based Master's Degree, Non-Thesis Master's Degree, or Doctoral Degree).

All details regarding graduation requirements and procedures are outlined in the Graduate Education and Training Regulation, which can be accessed via the following link:

<https://neu.edu.tr/wp-content/uploads/2025/07/14/Lisansustu-Egitim-Ogretim-Yonetmeligi14.07.2025.pdf>

2. PROGRAMME OVERVIEW

2.1. Development and Brief History of the Programme

The Department of Tourism Management was established in 2009 and has been providing education to national and international students since then. The education provided in the department aims to train tourism managers who are committed to Atatürk's principles and reforms, embrace scientific, contemporary, democratic and secular values; can adapt to developing technology and social changes; can use technology effectively and ethically; and are research-oriented and critical thinkers.

2.2. Type of Education

The Department of Tourism Management offers formal education. Courses are delivered both theoretically and practically through face-to-face, online, and hybrid methods.

2.3. Level of Qualification

The Department of Tourism Management offers a two-year master's program with 90 ECTS credits. The program meets the "Level 7" qualifications defined in the Turkish Higher Education Qualifications Framework (TYYÇ). Within this framework, the program has been meticulously designed to meet both the ECTS credit requirements and the level qualifications.

2.4. Language of Instruction

The language of instruction in the Department of Tourism Management is English.

2.5. Duration of the Programme

The duration of study in the Department of Tourism Management is 2 years (4 semesters). The program consists of 2 semesters, Fall and Spring, totaling 28 weeks.

2.6. Organizational Chart of the Programme

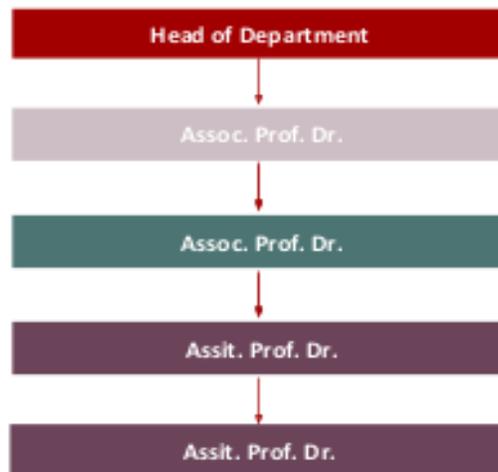


Figure 2. Organizational Chart of the Postgraduate Programme

2.7. Programme Coordinator

This section must specify the title, name, surname, job description, and contact information of the academic staff member responsible for the relevant postgraduate programme.

A. Tourism Management Academic Staff

Prof. Dr. Nesrin M. Bahçelerli is a well-established academic specializing in Tourism and Hotel Management. Her academic interests include online learning, tourism working conditions, sustainable tourism, and lifelong learning strategies; she has numerous publications in international peer-reviewed journals on these topics. She also contributes to the development of tourism education and sectoral research by supervising master's and doctoral theses. In addition to participating in academic activities in areas such as sustainability, educational management, and tourism education policies, she has presented at international conferences and served on scientific committees.

Assoc. Prof. Dr. Salim Akyürek is a faculty member conducting academic research in the fields of Tourism and Management. He contributes to graduate and undergraduate courses. His academic interests include tourism economics, tourism sociology, and organizational behavior, and he teaches courses in these areas. He also conducts research projects and publishes internationally and nationally on tourism and business topics; for example, he has academic work on topics such as the local population's perception of destination image and their support for tourism development. Akyürek supervises master's theses and holds academic and administrative positions.

Assist. Prof. Dr. Özlem Uzunsaf is an academic specializing in tourism and business. She graduated from the Department of Tourism and Hotel Management at Eastern Mediterranean University in 1998; and completed her master's degrees in Secondary School Teaching and

Tourism Management in 2009 and 2012, respectively. She received her PhD in Business Administration from Near East University in 2021. Throughout her academic career, she has supervised master's theses in tourism and business, and contributed to scientific studies through international publications, conference papers, and peer review experience. Her research interests include leadership, innovative behavior, ecotourism, and sustainable development. In her educational activities, she teaches courses related to Tourism and Hotel Management at the undergraduate and graduate levels and currently serves as the Head of the Department of Tourism and Hotel Management (English) and a member of the Social Sciences Ethics Committee at Near East University.

Assist. Prof. Dr. Yiğit Sebahattin Bozkurt is an academic and PhD lecturer specializing in tourism marketing and management, as well as alternative tourism. His academic interests include destination brand experience, brand loyalty, tourism marketing, and the impact of generational differences on tourism habits. Throughout his career, he has contributed to the field through academic publications, international scientific conference papers, and book chapters, and he supervises master's theses.

B.Members of Staff from other Departments

Asst.Prof.Dr. Özlem Ercantan's academic focus is on management and sustainable business practices. In education, she teaches a range of undergraduate and graduate courses including Human Resources Management, *Business Ethics*, *Principles of Management*, and *Statistics & Data Analysis*, while also serving as a Joint Course Coordinator for Sustainable Development and Education. Her research is heavily concentrated on Green Human Resource Management (GHRM) and its role in encouraging green employee behavior, with further work on Environmental Innovation, ESG performance, and the link between Entrepreneurial Leadership and competitive advantage.

Asst.Prof.Dr. Laith Tashtoush instructs a variety of undergraduate and postgraduate courses, including *Organizational Behavior*, *International Business*, and *Advanced-Data Analysis* (Master & PhD), and has supervised over 30 Master's theses on emerging topics like AI in social media marketing, ethical leadership, and sustainable business practices. His scientific research is published in multiple SSCI and SCOPUS-indexed journals, focusing on the link between Human Resource Management practices and Organizational Citizenship Behavior/Innovation, the mediating role of job satisfaction on organizational commitment, and the influence of reviewer comments on purchase intentions. Finally, his professional service is highlighted by his role on the Assessment, Evaluation, and Appeals Commission and his extensive contribution as a Reviewer and Editorial Board Member for numerous international scientific journals, including several top-tier SSCI publications.

Asst.Prof.Dr. Tijen Zeybek, whose academic background includes a PhD in Media Studies and Communication, contributes to education by teaching diverse courses such as *Organizational Behaviour*, *Social Psychology*, and *Research Methods*. Her scientific research is published in international peer-reviewed journals and examines critical topics in media and social studies, including self-censorship on social media (based on Bourdieu's concepts), the perception of reporting among Cypriot Turkish journalists, and the social perspective for family functions. While specific projects are not listed, she supports professional development by serving as the

Chair of the Scientific Board for TOCAM, presenting research at multiple international conferences on themes like work-family conflict and the effect of Covid-19 on consumer behaviour , and has engaged in translation work of academic book chapters.

Asst.Prof.Dr. Ayşe Hyusein's expertise centers on ethical management, corporate social responsibility, and strategic marketing. In education, she teaches a wide range of undergraduate and postgraduate courses, including Corporate Social Responsibility (at all levels), *Strategic Management* (MSc & PhD), *International Marketing*, and *Principles of Marketing*. She has also supervised multiple Master's theses on topics such as the impact of Smart Supply Chain on Green Performance and the role of Digital Marketing. Her research, published in SSCI and ESCI-indexed journals investigates the relationship between Ethical Leadership, Organizational Citizenship Behaviors, and Social Loafing, and analyzes the effect of ESG strategies and CSR on corporate financial performance in the energy and technology industries.

Asst.Prof.Dr. Mohammad Karami primarily contributes to education by teaching core marketing courses, including Marketing Communications, Marketing Research, and *Marketing and Society*. His scientific research, published in international peer-reviewed journals, is concentrated on Sustainable Consumer Behavior and the impact of relational benefits, satisfaction, trust, and habit on customer loyalty and behavioral intentions in personal service businesses. For administrative service, he previously worked as an Officer in the International Office at NEU, managing the online application unit from 2022 to 2024.

2.8. Program's Administrative and Academic Staff

The Department of Tourism Management, located within the Faculty of Tourism, aims to train well-equipped, contemporary, and qualified individuals in the field of tourism. The department contributes to applied education in the field of Tourism Management. The Head of the Department of Tourism Management is Prof. Dr. Nesrin M. Bahçelerli. As of 2025, the Department of Tourism Management has a total of 5 full-time academic staff members, including 2 professors, 1 associate professor, and 2 assistant professors. The academic staff contributes to the field through undergraduate and graduate level education, thesis supervision, and scientific studies. Faculty members play an active role through projects supporting professional development, in-service training, and academic collaborations.

3. MISSION AND VISION OF THE PROGRAM

3.1. Mission

The Department of Tourism Management aims to educate individuals who are committed to national and spiritual values, embrace democratic values, can think critically, are open to lifelong learning, can guide society, and possess a high sense of responsibility. In this regard, its mission is to contribute to the tourism sector and development goals of our country by training individuals who are equipped with scientific, technological, and applied knowledge in the field of tourism management; who can effectively and efficiently utilize their knowledge and skills in their work environments; who can continuously pursue their professional development; and who are sensitive to socio-scientific problems at national and international levels.

3.2. Vision

The vision of the Department of Tourism Management is to be an academic unit that embraces universal values in the field of Tourism Management, produces knowledge, reflects the knowledge it produces in the field, and contributes to national and international developments. Furthermore, it aims to be an academic unit that follows current educational approaches, plays an active role in scientific research, contributes to scientific development in the field by organizing congresses, symposiums, workshops, and talks; and improves the quality of tourism education through its projects and training programs. It aims to train tourism management professionals who are socially conscious and committed to continuous improvement.

4. FUNDAMENTAL VALUES OF THE PROGRAMME

Core Values;

- Commitment to Atatürk's Principles and Reforms
- Democracy
- Respect for Human Rights
- Environmental Awareness
- Critical and Creative Thinking Ability
- Productivity in Scientific Research
- Responsibility
- Activeness in Social Life

5. AREAS OF PROGRAMME ACTIVITY

1. Educational Activities

The Tourism Management Department program is structured in accordance with current scientific developments and societal needs to ensure that students acquire professional knowledge, skills, and ethical values. The program's curriculum is designed with an approach that balances theoretical knowledge with applied learning. Furthermore, student-centered methods, technology-supported applications, and active learning techniques (e.g., problem-solving, discussion method, etc.) are used in education. Psychological counseling and guidance services are provided to support students' academic development; and the quality of education is continuously monitored through process-oriented assessments such as performance evaluation, student portfolio, self-assessment, and peer assessment to measure learning outcomes.

2. Research and Development Activities

The Tourism Management Department aims to utilize necessary materials in a hotel environment and develop hotel applications within the scope of research and development activities. In this regard, faculty members conduct scientific research on topics related to the field of Tourism Management in line with sustainable development goals and participate in national and international projects. Thus, the goal is to develop students' research and higher-order thinking skills and to contribute the resulting learning outcomes to the field of Tourism Management.

3. Professional Development and Continuing Education Activities

Professional development and continuing education activities in the Tourism Management Department include seminars, certificate programs, and participation in academic events (e.g., Effective Hotel Management Techniques, Sustainable Business, etc.) aimed at updating students' knowledge and skills. These activities enable students to keep their field knowledge up-to-date, increase their professional competence, and follow innovations in the sector. Faculty members and students are encouraged to conduct scientific research, produce scientific publications, and receive guidance from experienced industry leaders. Furthermore, the adoption of hotel technologies and innovative practices, regular evaluation of professional performance, and activities based on collaboration and experience sharing are also considered important.

4. Community Contribution and Service Activities

The Tourism Management Department carries out various activities within the framework of community contribution and service activities, particularly social responsibility projects, hotel events, studies towards sustainable development goals, and volunteer practices. These activities enable students to strengthen their sense of service to society and contribute to social development.

6. AIMS AND OBJECTIVES OF THE PROGRAMME

A) Aims and Objectives Covering the Field of Education

Aim 1: To train tourism professionals who are proficient in current tourism management and administration techniques, and possess high creative and practical skills.

Objective 1.1: To enable students to reinforce basic and advanced tourism management techniques through practical courses.

Objective 1.2: To equip students with the ability to effectively use current technologies and tools used in the tourism sector.

Objective 1.3: To create learning environments that provide students with advanced professional skills such as problem-solving, quick decision-making, and productivity.

Objective 1.4: To disseminate student-centered teaching methods (discussion, case analysis, application projects, etc.) that balance theoretical knowledge with practical learning.

Aim 2: To create a continuously updated program structure that aims to improve the quality of education and is in line with scientific developments.

Objective 2.1: To regularly update course content in line with current developments in tourism management science.

Objective 2.2: To utilize contemporary and effective teaching approaches (active learning, technology-supported education, simulations) appropriate to the learning-teaching process.

Objective 2.3: To design process-oriented assessment tools such as rubrics, portfolios, and self/peer assessments to measure students' professional performance.

Objective 2.4: To strengthen counseling and guidance services to support students' academic and personal development.

B) Aims and Objectives Covering the Research Area

Aim 1: To train individuals with scientific thinking, research, and innovation development skills in the field of Tourism Management.

Objective 1.1: To provide students with theoretical and practical knowledge about research methods, scientific processes, and techniques used in hotel research.

Objective 1.2: To equip students with academic writing, reporting, and scientific communication skills.

Objective 1.3: To design applications and activities that support students' effective presentation and project development skills.

Objective 1.4: To support research on sustainable business, hotel, and innovative business practices.

Objective 1.5: To encourage the participation of faculty members in national and international scientific projects.

7. PROGRAMME QUALIFICATIONS

7.1. Programme Qualifications

Program Competencies for the Department of Tourism Management

Knowledge – Theoretical and Factual Learning Outcomes

P1. Explains fundamental and advanced theoretical approaches, concepts, and current academic discussions related to the field of tourism and hotel management from a critical perspective and relates them to the literature.

P2. Analyzes the functioning of planning, organization, leadership, and control functions within the organizational structure of tourism businesses within the framework of contemporary management theories and empirical research.

P3. Evaluates management, organization, marketing, accounting, and finance disciplines in the field of tourism management and hotel management with a holistic approach; uses theoretical knowledge in these areas in academic research.

Skills – Cognitive and Applied Learning Outcomes

P4. Evaluates public and private sector practices related to the tourism and service sector from the perspectives of quality management, human resources, and service design; relates professional practices to research findings.

P5. Analyzes the effects of tourism on the national and regional economy using quantitative and qualitative research methods; integrates the findings into teaching, policy development, and academic production processes.

PY6. Effectively uses computer software, databases, and analytical tools used in the tourism field in research design, data analysis, and reporting processes.

Competencies – Ability to Work Independently and Take Responsibility Learning Outcomes

PY7. Communicates orally and in writing in accordance with scientific writing rules on academic and professional issues in the field of tourism and hotel management; presents research results effectively.

PY8. Develops skills in accessing accurate and reliable information, critically filtering information, problem-solving, analytical thinking, and scientifically based decision-making through independent research.

PY9. Evaluates operational processes in front office services and accommodation businesses in light of management and organization theories; develops research and improvement proposals for these processes.

Competencies – Learning Competency Learning Outcomes

PY10. Integrates acquired advanced theoretical knowledge with applications in tourism activities; develops systems and produces innovative solutions in the organizations they work in or study.

PY11. Possesses the cognitive competence to use theoretical knowledge related to tourism management and hotel management in formulating research questions, developing hypotheses, and applying analyses.

Competencies – Communication and Social Competency Learning Outcomes

PY12. Possesses professional skills in academic writing, oral presentation, and scientific discussion in a foreign language; follows and conveys innovations in hospitality services and tourism at the international literature level.

Competencies – Field-Specific Competency Learning Outcomes

PY13. Adheres to ethical principles, social and universal values in all academic and professional activities; acts sensitively towards the environment, individuals, and society in research and applications.

PY14. Effectively uses access to information channels in the global and dynamic tourism environment; adopts a lifelong learning approach and ensures continuous academic and professional development.

7.2. The Relationship Between Programme Qualifications and the Turkish Qualifications Framework for Higher Education (TQF-HE)

A) Structure of the TQF-HE

The Turkish Qualifications Framework for Higher Education (TQF-HE) is structured into **four levels** to define and classify learning outcomes within education and training processes. These four levels are grouped as follows: **Associate Degree (Level 5)**, **Bachelor's Degree (Level 6)**, **Master's Degree (Level 7)**, and **Doctoral Degree (Level 8)**. Detailed information regarding **each level** is provided below.

- **Associate Degree (Level 5):** This is the level at which foundational knowledge and skills are acquired. It lasts for two (2) years.
- **Bachelor's Degree (Level 6):** This is the level at which more comprehensive knowledge and skills are acquired. These programmes can be knowledge- or application-oriented. It lasts for four (4) years.
- **Master's Degree (Level 7):** This is a level at which more advanced knowledge and skills are acquired, in addition to the Bachelor's level. It lasts for two (2) years.
- **Doctoral Degree (Level 8):** This is the highest level, at which knowledge and skills based on original research are developed. It lasts for three (3) or four (4) years.

Each level is defined by **level descriptors**, which specify the expected learning outcomes in terms of **knowledge, skills, and competence***. Detailed information regarding these **level descriptors** is provided below:

***Knowledge:** Within the scope of the TQF-HE, “**knowledge**” refers to theoretical and/or factual understanding of facts, principles, theories, and practices related to a field of study or work.

***Skills:** Within the scope of the TQF-HE, “**Skills**” encompass the ability for logical, intuitive, and creative thinking, as well as the manual dexterity, acquired in a field of study or learning; it also refers to the "application of knowledge" and "problem-solving" skills, which necessitate the use of methods, ethics, and tools and materials.

***Competence:** Within TQF-HE, “**competence**” is a concept that encompasses the application of knowledge and skills within a work or learning environment by taking responsibility and/or autonomously; the determination and meeting of learning needs; and furthermore, the consideration of societal and ethical responsibilities.

The level descriptors are used to define **programme qualifications (learning outcomes)**, determine their levels, and **align the TQF-HE with international and national qualification frameworks**. In this context, **the qualifications (learning outcomes) determined for the programmes** are organized according to the aforementioned level descriptors (**Knowledge, Skill, and Competence**). Each level is defined **within the scope of the common learning outcomes** that the competencies for that level possess.

B) The Programme Qualifications – TQF-HE Relationship Matrix

https://drive.google.com/drive/folders/1uz5125jgJ0i1IIT88t0UYZmDiu58IJ_o?usp=drive_link

7.3. Relationship Between Courses and Programme Qualifications

https://docs.google.com/spreadsheets/d/11gDt2GE98qxoe2TPAzydxWGY9ibrrqHX/edit?usp=drive_link&oid=108725917715276237511&rtpof=true&sd=true

8. COURSE LIST

8.1. Distribution Tables of Semester-Based and Elective Courses for the Programme

https://docs.google.com/spreadsheets/d/1tl3TZqRpTIS2wuq-ld-yW0mEfJCi1aJG/edit?usp=drive_link&oid=108725917715276237511&rtpof=true&sd=true

8.2. University-Wide Common Compulsory Courses

<https://odk.neu.edu.tr/dersler/>

8.3. Course Syllabi

9. PRINCIPLES OF ASSESSMENT AND EVALUATION

9.1. Examination Rules

https://docs.google.com/document/d/1TO_UHWvLJc_TGtH4Lk2xkdPS6gBz0lb3/edit?usp=drive_link&oid=108725917715276237511&rtpof=true&sd=true

9.2. Letter Grade Conversion Table

This section should include a letter grade conversion table along with brief information regarding the assigned grades.

The following example can be used as a reference:

This section presents the conversion table for letter grades assigned to each course at the end of the semester, along with brief explanations of the grades. Students' academic performance is evaluated by the instructor based on in-semester work and end-of-semester examination results. Letter grades are expressed on a 4.00 scale and correspond approximately to achievement ranges on a 100-point scale. This grading system serves as the basis for calculating the student's Grade Point Average (GPA).

**The coefficients of letter grades and their equivalents on a 100-point scale are shown below.*

<i>Points</i>	<i>Letter Grade</i>	<i>Coefficient</i>
90-100	AA	4
85-89	BA	3.5
80-84	BB	3
75-79	CB	2.5
70-74	CC	2
60-69	DC	1.5
50-59	DD	1
49 and below	FF	0

In addition to the letter grades listed above, the following grades are also assigned:

I – Incomplete, S – Satisfactory, P – Progressing, EX – Exempt, W – Withdrawn, NA – Absent

(I) – Incomplete: *This grade is assigned by the instructor to students who, due to illness or another valid reason, have successfully participated in the course during the semester but have not completed the required course components. A student receiving an (I) grade must complete the missing requirements and receive a final grade within 15 days from the date the grades are submitted to the Student Affairs Office. Otherwise, the (I) grade will automatically be converted to (FF). However, in cases of prolonged illness or similar circumstances, the Department Chair may propose, and the Faculty Administrative Board may approve, an extension of the (I) grade until the beginning of the next registration period.*

(S) – Satisfactory: *This grade is given for courses that do not count towards the grade point average to students who have passed the course. The (S) grade is also assigned for previously completed courses recognized as equivalent for students transferring from other universities or re-enrolling through an entrance exam, upon the recommendation of the Department Chair and approval of the Faculty Administrative Board. Students transferring from outside who are required to retake a course according to regulations cannot receive an (S) grade. The (S) grade is not included in GPA calculations.*

(P) – Progressing: *This grade is assigned to students who are continuing courses that do not count towards the GPA.*

(U) – Unsatisfactory: *This grade is assigned to students who are unsuccessful in courses that do not count towards the GPA.*

(EX) – Exempt: This grade is assigned to students who have been exempted from certain courses determined by the Senate, based on the results of an exemption exam administered by the relevant department. The (EX) grade is not included in GPA calculations but is indicated on transcripts.

(W) – Withdrawn: This grade is used for courses from which a student withdraws after the regular add/drop period has ended but within the first ten weeks of the semester, with the recommendation of the advisor and the approval of the instructor. The following rules apply to withdrawals: **(a)** Students cannot withdraw from courses in the first two semesters of undergraduate programs. **(b)** A student cannot withdraw from courses previously assigned a (W) grade or from courses that must be repeated and do not count towards the GPA. **(c)** A student may not reduce their course load below two-thirds of the normal course load through withdrawal. **(d)** During their entire undergraduate education, a student may withdraw from a maximum of six courses, with no more than one course per semester, subject to the recommendation of the advisor and the approval of the instructor.

(NA) – Not Attended: This grade is assigned to students who have enrolled in a course but did not attend.

I	(Incomplete)
S	(Satisfactory Completion)
U	(Unsatisfactory)
P	(Successful Progress)
NP	(Not Successful Progress)
EX	(Exempt)
NI	(Not included)
W	(Withdrawal)
NA	(Never Attended)

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS

This section should be prepared in accordance with the Near East University Student Admission and Registration Regulations.

Near East University Postgraduate Education and Teaching Regulations Link:

11. EVALUATION AND RECOGNITION OF PRIOR LEARNING

This section should clearly outline the procedures and principles for evaluating courses previously completed successfully by students at other higher education institutions, in terms of **exemption** or **adaptation** within the programs of the Institute of Postgraduate Education. In this context:

- Exemption/adaptation procedures must be conducted based on the alignment of course content, credits, ECTS, contact hours, student learning outcomes, and teaching methods with the corresponding course in the student's new programme.
- The application period, accepted documents, and evaluation processes must be clearly defined. For example, a student's exemption **request should be submitted to the relevant institute** within ****ten working days**** from the date of final registration. The application must include the official transcript of the previously completed course, as well as the course syllabus and contact hour distribution.
- Requests for exemption and adaptation are reviewed by the relevant **graduate program or Program Committee**; the recommendation is then submitted to the **Institute Administrative Board** for final approval. **The credits and grades of exempted courses** must be recorded on the student's transcript, with a clear indication of how they will affect the **Grade Point Average (GPA)** (e.g., exempted courses may not be included in the GPA calculation or may be indicated with an "M" code). In addition, **the limits for exemptions** (e.g., the maximum proportion of courses or ECTS eligible for exemption) must be clearly stated. For example, the total credits or ECTS of courses eligible for exemption may not exceed 50% of **the total program credit or ECTS load**. During **adaptation procedures**, equivalent courses must be identified to determine in which semester or term the student will be placed. Based on these adaptations, the student's course load in the new program should be **reorganized accordingly**. Finally, **the rights, time frame, and authority for appeals** regarding exemption and adaptation decisions should be specified (e.g., a written appeal may be submitted to the relevant institute within ****five working days**** after the decision is communicated to the student). These regulations should be established to ensure that the Graduate Education Institute maintains a fair, transparent, and **measurable policy for exemptions and adaptations**.

12. DIPLOMA SUPPLEMENT

https://docs.google.com/document/d/1_jNtvLSRshE-o1JNPG_tmRgzI4qVVIRn/edit?usp=drive_link&oid=108725917715276237511&rtpof=true&sd=true