NEAR EAST UNIVERSITY

COURSE CATALOGUE FOR THE DEPARTMENT OF TRANSLATION AND INTERPRETATION

2019-2020

Contents

Preface

This catalo, which contains information about the undergraduate and graduate programs of the Department of Translation and Interpretation, has been prepared for all our stakeholders to access detailed information about our programs.

The catalo contains general information about our faculty and the program, its features, duration, language of instruction, courses offered, internships, intern period, grading, admission requirements and professional profile of graduates. We hope that the relevant people and organizations will be able to benefit from this catalo, which has been prepared with great effort, in terms of the information they want to learn about our program.

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Head of Department of Translation and Interpretation

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General Information About the Faculty

General information about the Faculty of Arts and Sciences is given below:

The Near East University Faculty of Arts and Sciences is a faculty that started its education life with the establishment of our university. Education and training in our faculty started with English Language and Literature, and continued with the inclusion of Turkish Language and Literature and Psychology in 1994, Mathematics in the 2005-2006 academic year and English Translation-Interpretation in the 2009-2010 academic year as well as History and Translation in the 2013-2014 academic year. With the opening of the Geography and Turkish Preparatory School, and the Molecular Biology and Genetics department in the 2014-2015 academic year, our Faculty has reached eight departments.

Mission and Vision

The Faculty of Letters, with its high-level academic staff in eight departments, aims to fill the gap of the society in this field by training specialists in their fields. The main objectives of our faculty include providing expert staff who can use both Turkish and English as a foreign language perfectly, interpret both languages correctly, provide competent and sought-after personnel in their field, deal with the possible psychological problems that the society may encounter, with the language education programs it implements, in terms of our future. Our goal is to recruit qualified personnel who will solve mathematical problems, who are highly sought after, and who will do important work on this subject.

Duration of the Program

Undergraduate

The Translation and Interpretation Department Undergraduate Program consists of 58 courses and 159 credits in total; the courses are divided into four groups as professional knowledge, field education, general culture and elective courses. The Department of Translation and Interpretation Undergraduate Program is a 4-year, 8-term undergraduate program.

Postgraduate

There is no master's degree under the Department of Translation and Interpretation.

Doctorate

There is no doctorate degree under the Department of Translation and Interpretation.

Education Type

The type of education is full-time and formal. 40% of the training program is designed to be distance and 60% face-to-face.

The language of instruction is English.

General Information about the Program and Teaching Methods

The academic staff of the Department of Translation and Interpretation consists of expert and experienced lecturers. The courses given in the department are offered by lecturers who are experts in their field. Students of the Department of Translation and Interpretation are required to do 6-week internships in private or public institutions in the last two semesters of their education, and it is aimed to improve their professional competencies in this process.

Mission and vision
The Department of Translation and Interpretation aims to train professionals who are knowledgeable and willing to research and learn. Our mission is to combine the knowledge and skills required by the translation profession to train translators who are multicultural, interested in current issues and cultural relations, aware of the expectations and conditions of the market, can use their knowledge and experience in translation and interpretation with scientific methods, and to prepare translators who put theory into practice.
Our department aims to be the leading national educational institution in the field of translation and interpretation and offers our graduates training to provide better employment opportunities.

Purposes
The aim behind the establishment of the Department of Translation and Interpretation is to train qualified translators and interpreters who can translate and interpret into English / Turkish in various fields such as medicine, social sciences, international relations, and who can translate in the fields of law, economy and literature within a scientific framework.

Goals

Our specific goals include:
(a) students should have in-depth knowledge of the cultures and structures of both languages, be suitably equipped and also have the necessary experience
(b) to provide students with basic knowledge and skills in translation and interpretation theories and techniques.

Degree Earned

Graduate of Translation and Interpretation (Bachelor's degree according to the Bologna system, BA (Bachelor of Arts)

Education Level

Studies and recommendations made within the Bologna Process for the basis of the principles and standards published in the European Association for Quality Assurance in Higher Education-ENQA in 2005, published in the Quality Assurance Principles and Standards Report in the European Higher Education Area, provide services at the quality level. In addition, the undergraduate program of the Department of Translation and Interpretation has been organized in accordance with the 6th Level (undergraduate) qualifications framework, which was created as a result of the editing studies of the Higher Education Qualifications Framework of the Higher Education Supervision and Accreditation Board of the Turkish Republic of Northern Cyprus. This framework is as follows:

TABLE (Source: https://yodak.gov.ct.tr/%C3%87al%C4%B1%C5%9Fma-Gruplar%C4%B1)

TRNC HIGHER EDUCATION QUALIFICATIONS FRAMEWORK (TRNC-EQF) 6. Level (Undergraduate Education) Qualifications			
TRNC-EQF	INFORMATION	SKILLS	COMPETENCIES (Taking responsibility and acting autonomously)
6 LICENSE	1. To be able to comprehend advanced theoretical (theory, principles and generalizations) and factual information about the field of study and work with a critical approach	1. To be able to use the advanced skills acquired in the field of education and work, 2. Ability to solve complex and/or unexpected problems related to education and work area 3. To be able to solve the problems identified in the field of education and work with an innovative approach based on research and evidence	1. To be able to independently and autonomously carry out an advanced study related to the field of education and work 2. To be able to critically evaluate the advanced knowledge and skills acquired in the field of education and work 3. To be able to share thoughts and solutions to problems related to the field of education and work by using information and communication technologies by supporting them with quantitative and qualitative data 4. To be able to take responsibility for meeting the professional development of individuals or team members in relation to the field of study and work

EQF-LLL: 6. Level —— QF-EHEA: 1. Level		4. The skills acquired in the field of study and work adaptability to situations that require innovation and expertise	5. To be able to take responsibility for making decisions regarding an unexpected situation in the working environment, 6. Ability to manage professional or technical projects or activities with complex features 7. To be able to act in accordance with these values by internalizing professional / academic ethical values 8. To be able to communicate in the field by using a foreign language at least at the European Language Portfolio B1 General Level 9. To be able to communicate by considering the differences between cultures 10. To be able to use the knowledge and skills acquired in the field of education and work in a way that will benefit society 11. To be able to identify and meet the learning needs appropriate to their level

Registration Acceptance Conditions

Student Admission
Conditions Required for the Registration of Students from the Republic of Turkey:

To be placed in the 4-year and 2-year programs of our university by obtaining sufficient points as a result of the university entrance exams organized by the Republic of Turkey Higher Education Council Student Selection and Placement Center (SSPC).

Documents required for registration at Near East University:
• Original high school diploma
• 12 passport size photos
• Copy of identity card
• Certificate of residence
• LYS document (internet printout)

Enrolment conditions for the National Students of the Republic of Turkey Who Completed High School Abroad:

Students who have completed their secondary education abroad (except for the TRNC and the Republic of Turkey) and wish to study at our university can apply for enrolment at our university with a high school diploma equivalency certificate they will receive from the Ministry of National Education, without interrupting their education.

Citizens of the TRNC can be placed in the Associate Degree and Undergraduate programs of Near East University, taking into account the number of quotas of the department they prefer and the score they have obtained in the exam, as a result of the Placement and Scholarship Ranking Exam held every year. Further information on this subject can be obtained from the Near East University Registrar's Office.

Documents Required During Registration
• ID Card Copy
• Original High School Diploma or original graduation certificate
• 12 passport size photos
• Pre-registration + semester social activity fee will be charged.
• Candidates on the reserve list gain the right to register instead of candidates who do not register by the specified dates.

Student Development and Success
The average time for students to complete the Translation and Interpretation program is 8 semesters. In order to pass each semester on time, each student must have a GPA of at least 2.00 out of 4.00 at the end of the semester. In order to continue their education in the departments, students must achieve at least the following grade point averages at the end of the semester.

4th semester minimum CGPA 1.50
5th semester minimum CGPA 1.60
6th semester minimum CGPA 1.70

4th semester minimum CGPA 1.80
5th semester minimum CGPA 2.00 (at least 2.00 in all subsequent semesters)

An "Academic Disability Warning" is given to students with an average lower than the minimum overall average stated above. This warning means that if the student does not achieve the required average in the next semester, they will not be allowed to continue their education. Students who receive a warning can enrol in courses up to 60% of the required credit for the new semester. In addition to their new courses and the courses they have taken before in FF, U or W, these students must also take the courses they have taken before in DC or DD in order to increase their general average (GPA). If a student who has received a warning wants to take an elective course that they have taken DC or DD before, they can take the same elective course or another elective course equivalent to that course in the department. In such cases, that course is not considered a "new course".

The Department of Translation and Interpretation also provides academic consultancy services to its students. Each student in the department has an academic advisor who assists them in academic and non-academic matters throughout their university life. The academic advisor monitors the course choices of the student he/she advises and is responsible for all academic problems and is in charge of finding the necessary solutions.

Each lecturer has 5 hours of office hours per week for the development and success of the students. During these hours, students are guided through their courses and academic research. The purpose of office hours is to provide students with maximum assistance and guidance regarding their courses and research, to enable them to be more successful in their studies and to increase their performance.

Students' learning difficulties are determined by the Evaluation Questionnaire held at the end of each semester. Evaluation questionnaires are examined by the Department's management, and the learning difficulties of the students are eliminated with the measures taken.

Requirements for Graduation

For graduation, students must complete all credits by taking core and elective courses in the 4-year program. There are 58 courses consisting of 159 credits in total in the four-year program. The Near East University credit system is a grading system arranged according to theoretical and practical courses (https://neu.edu.tr/wp-content/uploads/2015/10/10/ydu -on- undergraduate-undergraduate-education-teaching-management-29.06.2020.pdf).

ECTS (ECTS) is a credit system designed to facilitate the mobility of students. Since the ECTS credit system covers all the in-school and out-of-school activities that the student must do in order to be successful in a course, the mobile student can carry the ECTS credits he/she earns to his/her own university and this credit is added to the credits he/she receives from his/her program. ECTS supports the learning process of the student because it is a student-cantered system. ECTS is one of the cornerstones of the Bologna process. ECTS is also a tool that can be used for planning, reviewing and developing the education program. As a result, the program becomes more transparent. (http://ec.europa.eu/education/ects/ects_en.htm)

In order for the student to graduate, he or she must be successful in every course and his general academic average (GNO[Cumulative Grade Point Average-CGPA]) must be at least 2 (two) out of 4 (four).

Graduation Exams

In order for students to graduate from any department, their Grade Point Average (GPA) must be at least 2.00. If a student successfully completes all his/her courses but his/her GPA is below 2.00, he/she can request the right to do a Graduation Make-up Exam. Students can request a Graduation Make-up Exam for up to three courses. The amount to be for these exams for each course varies each semester.

Graduation Ceremony

Students who have completed all their courses and have a GPA of 2.00 and above have the right to graduate. Graduation ceremonies are held twice a year, separately for each semester. The cost of robe rental for the graduation ceremony is determined by Near East Bank every semester. Students can rent or buy according to their wishes. If the students who rented their robes return the rental receipt to Near East Bank, the payment they made will be refunded to them.

Conversion of United States credits to ECTS

The most important difference between ECTS and the US credit system is that ECTS is based on student workload, while the US credit system is based on the student's theoretical and practical hours. In the studies, it was concluded that 1 ECTS = 1.67 US credits versus income.

However, this rate may vary in different universities in the USA (http://www.mastersportal.eu/articles/1110/what-you-need-to-know-aboutacademic-credit-systems-in-the-us.html).

Lateral Transfer Conditions

General conditions

(1) Except for lateral transfers with a central placement score, lateral transfers cannot be made to the first and last semesters of associate degree programs, the first and last two semesters of associate degree programs with annual education, and the first and last two semesters of undergraduate diploma programs.

(2) Lateral transfers can be made in the same diploma programs within the university without quota limitation.

(3) Candidates who are placed in higher education institutions with the SSPC first step exam can apply to the programs that accept students with the first step exam.

(4) Candidates who will apply for lateral transfer must apply to the class they are required to be in according to the year of entry, excluding registration freeze, and must have succeeded by taking all the courses, applications and internships in the education plan.

(5) Candidates who will transfer from abroad can only apply for these quotas if separate quotas are determined for the countries and universities they are studying. It is not possible to apply for other quotas.

(6) Frozen registration does not constitute an obstacle to benefit from the right of horizontal transfer.

Application conditions for lateral transfer between domestic institutions;

a) To be enrolled in an equivalent diploma program at an equivalent higher education institution at the time of application,

b) To have completed at least one semester for associate degree programs, excluding Foreign Language Preparatory Class, and at least two semesters for associate degree programs and undergraduate programs providing annual education,

c) Not to have received any disciplinary punishment during his/her education,

d) Having a cumulative grade point average of at least 2.00 out of 4.00 or 60 out of 100,

e) The central placement score of the candidates who cannot meet the success requirement in sub-paragraph(d) is equal to or higher than the base score of the diploma program to which they want to transfer,

f) In order to be able to transfer from open and distance education to formal education programs (except for entrance without examination within the scope of the Second University), the student's GPA must be 80 out of 100 or above, or the central placement score in the year he/she is enrolled must be must be equal to or higher than the base score for the diploma program of the university he/she wishes to transfer to.

(2) In the transition to the diploma program where students are admitted with a special talent test, it is required to be successful in the special talent test to be held, among other conditions.

Intra-institutional lateral application conditions:

(1) Candidates applying for internal transfer must;

a) enrol in an equivalent diploma program at the time of application, and have completed at least two semesters in the undergraduate program (excluding the Foreign Language Preparatory Class),

b) not receive any disciplinary punishment during his education,

c) have no loss of semester/year, except for registration freeze,

d) in order to be able to apply for lateral transfer between the diploma programs that accept students with the same level but different central placement score types within the university, the central placement score obtained by the student in the type of score valid for the diploma program they want to pass as of the year they took the central exam must be equivalent to the diploma program they want to pass. Diploma programs of other universities in the country should not be less than the lowest base score,

d) have a cumulative grade point average of at least 2.00 out of 4.00,

e) For internal transfers to diploma programs that admit students through an aptitude test, students must also be successful in the aptitude test as well as other requirements.

Application conditions for lateral transfer from higher education institutions abroad

(1) Candidates applying for lateral transfer from higher education institutions abroad must:

a) be recognized by the Higher Education Board of the higher education institution abroad

b) have completed at least one semester for associate degree (at least two for annual education programs) and at least two semesters for undergraduate degree in the program to which he/she is registered, to be accepted by the relevant faculty/school as equivalent to the associate degree or undergraduate diploma program applied for lateral transfer of the program he/she is registered for,

c) The minimum scores in the exams held by SSPC, and the exams and scores accepted as equivalent to these, which will be used in the evaluation of transfer applications of students who start higher education abroad, are announced by the Higher Education Council. Candidates must meet the scores and conditions and have the necessary documents in order to apply for lateral transfer,

c) have a GPA of at least 2.00 out of 4.00 and 60 out of 100 or equivalent points accepted by the relevant unit authorized boards,

d) not have received any disciplinary punishment during their education.

Lateral transfer with central placement score

(1) If the student's ÖSYM placement score in the year he/she is registered is equal to or higher than the base score of the diploma program he/she wishes to pass, he/she can apply for lateral transfer, including the preparatory class.

(2) In lateral transfer with a central placement score, the student must meet the other conditions determined by the Council of Higher Education, apart from the base score condition.

(3) In cases where the application is more than the quota, as a result of the ranking to be made starting from the candidate with the highest ÖSYM score, the lateral transfer of the

candidate equal to the quota is accepted.

Lateral transfer in special cases

(1) Students studying in countries where education is determined by the Council of Higher Education to be unsustainable due to violence and/or humanitarian crisis can apply for lateral transfer, provided that they meet the conditions determined by the Council of Higher Education.

Foreign language

(1) For lateral transfer to the undergraduate program of the Department of Translation and Interpretation, it is obligatory to pass the foreign language proficiency exam held by the English Preparatory School or to certify a score at the level of success determined by the Near East University preparatory class guidelines from the national or internationally valid foreign language exams.

Documents required for application

(1) In order for the application to be evaluated, the documents specified in the lateral transfer announcement must be submitted by the deadline. Applications of candidates with missing documents will not be evaluated.

(2) For lateral transfer, an application is made with the original or certified copy of the following documents.
  a) Officially approved document (transcript) showing all the courses that the applicant student will take from the institution he/she will leave, the grades he/she has taken from these courses and the overall grade point average,

  b) Course contents of the courses in the program,

  c) A document proving that he has not received a disciplinary penalty,

  ç) SSPC result document, (Result document for the exams determined by the Council of Higher Education for those who have started their education abroad)

  d) Other documents specified in the announcement

Application

(1) The application dates for lateral transfer between institutions are announced by Near East University on the website. Applications are made to the relevant unit by hand or by mail, with all documents completed. Those who do not meet the conditions or whose applications are not evaluated due to missing documents will not be notified separately.
(2) Internal transfer quotas are announced on the website of the relevant unit. Lateral transfer applications to be made between the units and departments/programs of the university are made to the relevant unit in person or by mail within the framework of the announced conditions.

Evaluation

(1) Applications are evaluated by the relevant unit within the framework of the announced conditions. Applications of candidates who do not meet the

conditions will be rejected.

(2) Evaluation of applications is made by the board of directors of the relevant unit based on the provisions of this Regulation.

(3) Placement is made within the quota, starting from the highest score according to the Lateral Transfer Ranking Score, and alternate candidates are determined and announced as much as the number of quotas.

Announcement of results

(1) Lateral transfer application results and registration dates are announced on the website of the relevant unit.

Exemption and adjustment procedures

(1) The exemption and adjustment procedures for the courses taken by the students whose lateral transfer applications are accepted at the higher education institutions they are registered with are made in accordance with the Near East University Exemption and Adaptation rules.

(2) The students who come with lateral transfer of the courses they have taken from the previous diploma program and are successful are adjusted by the advisor of the relevant department, and the grades taken for these courses and adapted to the NEU grading system are recorded on the student transcript.

Maximum duration

(1)

    a) The maximum duration of the students who transfer to a different program from the program they are studying with their central placement score is calculated by subtracting the class they are accepted from the maximum duration of the program,

    b) The maximum duration of transfer students other than the central placement score is calculated by taking into account the time they spent in previous higher education institutions.

(2) The total period cannot exceed the maximum period specified in the legislation.

Exams, Assessment and Grading

The teaching methods and measurement-evaluation techniques used for each lesson in the program, the connection between teaching and learning processes, and the connections between the objectives of each lesson and the learning experiences provided in the lesson can be followed from the syllabus.

In the context of midterm and final evaluations, the format of the questions depends on the content of the course and depending on the content of the course and the decision of the instructor, students can be evaluated in the form of a written exam. If the course is a performance-based course, the instructor may decide not to implement a final exam. Instead, students can be given a presentation or project preparation or application assignment. These can be counted instead of the final exam. At the end of the presentation and project submission, students are given feedback on their performance. Feedback is usually given during office hours on a one-on-one basis. Assignments submitted late are generally not accepted. If a student submits his/her homework late, it is at the instructor's discretion whether the assignment is accepted or not or some points are removed from the assignment by the instructor.

Success status as a result of the evaluation
Students are evaluated according to their work and performance, and they are subjected to different types of evaluation according to the conditions of each course. Types of assessment include written exams, presentations, project assignments, activities, and practices. The evaluation distribution of each course may be different. However, the overall grade distribution is the same. The overall grade distribution is as follows.

NEAR EAST UNIVERSITY		
GRADE BREAKDOWN		
POINTS	**LETTER GRADE**	**CREDIT**
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
0-49	FF	0

In addition to the letter grades above, students may receive a Satisfactory (Sufficient) (S) or Unsatisfactory (Unsatisfactory) (U) grade from non-credit courses. If the student fails to complete the course requirements in the current time frame, he or she is asked to contact the course instructor and have him/her give him an Incomplete grade (I). This means that the student must complete any missing assignments, exams, or coursework within two weeks of submission of grades. At the end of this process, the I grade is replaced with the grade corresponding to the student's total score. If the student fails to complete the required studies, the I grade is automatically changed to the FF grade at the beginning of the next semester.

Occupational Profile of Graduates

The education we provide with an interdisciplinary approach during the four-year program, taking into account the dynamics of the market, provides our graduates with a wide variety of job opportunities on a national and international scale. The institutions and organizations where our graduates work include private and local television channels, newspaper offices and agencies, municipalities, chambers of commerce, and the Ministry of Foreign Affairs. Our graduates also work in different positions such as editors in publishing houses, translators and project managers in localization projects, translation office managers, and foreign language teachers. Finally, most of our graduates continue their postgraduate studies in translation studies and related fields.

Program Director

Prof. Dr. Mustafa Kurt (ead of

Department)

List of Courses

	Course Code	Course Name
1.	TRI 101	Writing Skills
2.	TRI 103	Speaking Skills I
3.	TRI 105	Specific Language Usage
4.	TRI 107	Introduction to Linguistics
5.	FLA 101	Foreign Language I
6.	COM 101	Information Technologies
7.	TUR 101	Turkish Language I
8.	AIT 101	Atatürk's Prin. And History of Turkish Revolution I
9.	ELEC	Elective I
10.	TRI 102	Vocabulary Building
11.	TRI 104	Speaking Skills II
12.	TRI 106	Specific Language Usage II
13.	TRI 108	Introduction to Translation
14.	TRI 110	EU Culture & Treaty Texts
15.	FLA 102	Foreign Language II
16.	TUR 102	Turkish Language II
17.	AIT 102	Atatürk's Prin. And History of Turkish Revolution II
18.	ELEC	Elective II
19.	TRI 201	Advanced Grammar
20.	TRI 203	Discourse Analysis
21.	TRI 205	Note Taking and Consecutive Translation I
22.	TRI 207	Sight Interpretation I
23.	TRI 209	Comparative Turkish English Grammar

24.	ELEC	Elective III
25.	FLA 201	Foreign Language III
26.	TRI 202	Translation of Economy and Trade Articles
27.	TRI 204	Intercultural Communication
28.	TRI 206	Note Taking and Consecutive Translation II
29.	TRI 208	Sight Interpretation II
30.	TRI 210	Translation Theory and Criticism
31.	ELEC	Elective IV
32.	FLA 202	Foreign Language IV
33.	TRI 301	Simultaneous Interpretation I
34.	TRI 303	Translation of Law Texts
35.	TRI 305	Publishing and Editing
36.	TRI 307	Analytical Translation Applications
37.	TRI 309	Literary Translation
38.	ELEC	Elective V
39.	FLA 301	Foreign Language V
40.	TRI 302	Simultaneous Interpretation II
41.	TRI 304	Translation of Medical Texts
42.	TRI 306	Translation of Technical Texts
43.	TRI 308	Community Interpretation
44.	TRI 310	Translation of Subtitles and Films
45.	ELEC	Elective VI
46.	FLA 302	Foreign Language II
47.	TRI 401	Translation of Press and Media
48.	TRI 403	Translation of Scientific Texts

49.	TRI 405	Translation Project I
50.	TRI 407	Translation Practicum I
51.	TRI 409	Translation Studies in Foreign Languages I
52.	ELEC	Elective VII
53.	TRI 402	Research Tools and Technology in Translation
54.	TRI 404	Conference Interpretation
55.	TRI 406	Translation Project II
56.	TRI 408	Translation Practicum II
57.	TRI 410	Translation Studies in Foreign Languages I
58.	ELEC	Elective VIII

Courses and Contents

First Semester course contents are as follows:

Writing Skills (TRI 101):

Paragraph formats and structure; technical characteristics of the paragraph; paragraph analysis; making a paragraph plan; producing text with description, comparison, discussion, narration types, writing summary, interpretation; writing short stories, reviews (on books and/or films) and formal/informal letters.

Speaking Skills I (TRI 103):

Developing verbal communication skills using appropriate expressions and strategies for various verbal communication situations; improving the ability to express feelings and thoughts effectively through mutual conversation, presentation and discussion activities; Developing speaking and listening comprehension skills by using up-to-date, original, auditory, audio-visual materials.

Specific Language Usage I (TRI 105):

Developing language and grammatical rules, examining non-equivalent structures and translating them into Turkish language after creating the sentence level and basic equivalent. English-Turkish translation studies using current news and articles.

Introduction to Linguistics (TRI 107):

Basic concepts of linguistic analysis; concepts related to the nature, structure and use of language with the help of awareness raising, misanalysis of language learners' data, case studies and comparative mother tongue and foreign language analyses; components of language as a system; linguistic competence and performance, sub-branches of linguistics, types of grammar, language universals, linguistic creativity, linguistic causation, sign languages, artificial languages and communication between living things; research on brain and language, lateralization and handedness, language evolution, human language functioning patterns, language use and language disorders (e.g., simultaneous listening test, split brain, WADA test); phonetics, acoustics, affective and pronunciation phonetics, speech organs, phonemes, vowels and consonants, international phonology alphabet, double vowel, triple vowel, form and place of pronunciation; phonology, sound samples, analogy, dissimilarity, conjugation, consonant clusters, consonants, suprasegmental, stress and melody; semantics, analysis of semantic components, semantic relations, semantic correlation, meaning and reference, collocation.

Foreign Language I (GRE 101/ GER 101/ FRE 101):

Present tense; verbal, reading, writing and listening skills in these tenses; verbal skills (introducing oneself, being able to describe something/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels in restaurants, buses-trains, etc., shopping places, asking questions, etc.); writing skills (writing text messages, writing poster content, filling out forms); listening skills (directions, place/person directions, etc.).

Turkish Language I (TUR 101):

Written language and its features; spelling and punctuation; characteristics of written and oral expression; paragraph creation and paragraph types (introductory, body, conclusion paragraphs); ways of developing thinking (explanation, discussion, narration, description; definition, exemplification, witnessing, comparison, etc. practices); text structure (structural features of the text, introduction-development-result sections); textuality features (cohesiveness, coherence; purposefulness, acceptability, contingency, informational, intertextuality); writing text (drafting, writing, editing and sharing);

writing informative-explanatory text; writing a narrative text; writing descriptive text; writing argumentative and persuasive text.

Atatürk's Prin. And History of Turkish Revolution I (AIT101):

Internal and external reasons that led to the collapse of the Ottoman Empire; XIX. Innovation movements in the Ottoman Empire in the 19th century; The currents of ideas in the last period of the Ottoman Empire; XX. The political and military situation of the Ottoman Empire at the beginning of the century; World War I and the Armenian question; Invasion of Anatolia and reactions; Mustafa Kemal Pasha's departure to Samsun and his activities; congress period and organization; the opening of the last Ottoman Chamber of Deputies and the acceptance of the National Pact; Preparation for the National Struggle and the material and moral foundations of this preparation; The opening and activities of the TGNA; Treaty of Sevres; the struggles on the Southern and Eastern fronts; the establishment of the regular army, the Greek offensive and the wars on the Western front, the signing of the Armistice of Mudanya, the convening of the Lausanne Conference and the signing of the Peace Treaty.

Information Technologies (COM 101):

Information technologies and computational thinking; problem solving concepts and approaches; algorithm and flowcharts; computer systems; basic concepts of software and hardware; basics of operating systems, current operating systems; file management; utilities (third party software); word processing programs; calculation/table/graph programs; presentation programs; desktop publishing; database management systems; Web designing; internet use in education; communication and collaboration technologies; safe internet use; IT ethics and copyrights; The effects of computers and internet on children/youth.

Second Semester course contents are as follows;

Vocabulary Building (TRI 102):

Vocabulary learning by focusing on prefixes, suffixes and components of word formation, also improves their oral and written expression by learning idioms, slang, proverbs, synonyms to help them better understand reviews.

Speaking Skills II (TRI 104):

Developing advanced verbal communication skills; developing the ability to express feelings and thoughts appropriately through verbal activities such as interviews, presentations and discussions; Developing advanced speaking and hearing comprehension skills through the introduction and application of hearing comprehension techniques and strategies.

Specific Language Usage (TRI 106):

Teaching and translating certain terminology and structures from Turkish to English, Analysis and discussion of translated texts. Examination of English structures used in texts. Translation of current Turkish texts into English on a sentence basis.

Introduction to Translation (TRI 108):

Emphasizing the relationship between language differences and cultural differences, their effects on translation are examined. Students are given the opportunity to practice and theoretical knowledge is transferred. Students are asked to analyze examples of comparative translations and make specific translations. Students are encouraged to analyze the texts given to them and share the practices made in the classroom. The course is evaluated using discussion and peer feedback.

European Union Culture and Treaty Texts (TRI 110):

It is a compulsory undergraduate course providing an introduction to European culture and institutions. In this course, basic information about European culture, institutional bodies of the European Union, evolution stages of European integration and social, political and economic concerns in Europe are introduced to the student.

Foreign Language II (GRE 102/ GER 102/ FRE 102):

Past tense; future tense; modal verbs (can, could, may, must, etc.); speaking, reading, writing and listening skills in these tenses and moods; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, poster/poster text, etc.); writing skills (writing text messages, giving written directions, writing e-mails/invitations, etc.); listening skills (weather report, recipe, etc.).

Atatürk's Prin. And History of Turkish Revolution 2 (AIT102):

Reforms made in the political field (abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); social reforms (hat reform, closure of lodges and lodges, Calendar, Clock and Surname Law); reforms in the field of education and culture (Tevhid-i Tedrisat Law, Alphabet Revolution, Turkish History and Language Revolution); reforms in the field of law; Attempts to transition to multi-party life in the Atatürk period and reactions (establishment and closure of the Progressive Cumhuriyet Fırka, Sheikh Said rebellion and assassination attempt on Atatürk); Attempts to transition to a multi-party political life in the Atatürk period (establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policy in the Republican era (İzmir Economics Congress); Turkish foreign policy in the Atatürk period (Population Exchange, membership of the League of Nations, Balkan Entente and Loyalty Pact); Atatürk period Turkish foreign policy (Montreux Straits Convention, Hatay's accession to the Motherland, Turkey's bilateral relations with other countries); Definition, scope and principles of Atatürk's thought system; Turkey after Atatürk, the ruling years of the Democrat Party, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.

Turkish Language 2 (TUR102):

Features of academic language and writing; using definitions, concepts and terms in academic writings; objective and subjective expression; structure and types of academic texts (articles, reports and scientific abstracts, etc.); making a claim, proposition (justifying, defending, or opposing an idea); formal features of scientific reports and articles; the steps of writing a report; explanation, discussion, establishing intertextual relations, citing references (citing and footnotes, bibliography); writing titles, summarizing, writing keywords; ethical principles to be considered in scientific writings; academic writing practices.

Third Semester course contents are as follows;

Advanced Grammar (TRI 201):

The aim of the course is to improve students' knowledge of English language to an advanced level. To learn the functions of the language, to recognize the grammatical structures in the texts, and to do grammar studies so that the student can produce and use advanced grammatical structures.

Discourse Analysis (TRI 203):

The course is designed to provide students with a general knowledge of text analysis. This course teaches students how to interact with texts, how to classify and analyze texts. In addition, it is aimed to inform students about different text types and their features.

Note Taking and Consecutive Translation I (TRI 205):

Students learn to recognize the implicit organization of improvised speech by presenting and translating such speech. As it strengthens the ability to grasp the real meaning, it also brings note-taking techniques to a higher level. Emphasis is placed on clarity of expression, correct style and grammar, appropriate expression, and attractive presentation. Students expand their active vocabulary to include idioms and terms frequently encountered in impromptu conversations. At the end of the course, students are expected to be able to translate passages from medium difficulty and professional settings. These passages differ in length depending on the language combination, direction, and source language content.

Sight Interpretation I (TRI 207):

The course aims to enable students to acquire the necessary skills for interpreting from written text. It also aims to enable students to be fluent in both languages, to focus on the message rather than structure, to become accustomed to different types of text, including conversations or informative ones, and to communicate the message actively. This course covers the basic theories and techniques necessary to translate a text written in the source language orally into the target language fluently and accurately.

Comparative Turkish English Grammar (TRI 209):

In this course, students learn the syntax of English and Turkish by contrast. For this purpose, students are given simple and complex sentences carefully selected from a wide range of fields. In order to increase the student's knowledge about the structures of the language, various topics from both languages are examined. Practice-oriented exercises are done.

Foreign Language III (GRE 201/ GER 201/ FRE 201):

Question and answer Forms, Singulars and Plurals, learning words, using them with learned verbs, using colours (Singular-Plural).

Fourth Semester course contents are as follows;

Translation of Economy and Trade Articles (TRI 202):

The aim of this course is to learn the translation of business language according to its textual features, with special emphasis on technical terms in economics, business, banking, trade, insurance and commercial law.

Intercultural Communication (TRI 204):

It is to inform students about intercultural communication theories, to gain sensitivity to cultural differences and to gain an intercultural perspective that they will consider in their daily lives, and to show how intercultural communication situations can be resolved.

Note Taking and Consecutive Translation II (TRI 206):

It is to develop students' consecutive translation skills by focusing on active listening, comprehension, note-taking and memory techniques. Consecutive translation exercises are carried out in areas such as politics, economy, European Union, Law, Economics, health, human rights, justice, freedom, security, environment, energy and culture.

Sight Interpretation II (TRI 208):

In this course, students are presented with rapid text analysis techniques related to the topics they may encounter in conferences, and written texts are translated orally. The course serves as an introduction to conference interpreting.

Translation Theory and Criticism (TRI 210):

The aim of this course is to provide students with the skills to criticize translations from English to Turkish by closely examining them. In addition, students learn how to correct structural and semantic inconsistencies in translations from English to Turkish.

Foreign Language IV (GRE 202/ GER 202/ FRE 202):

Supporting and furthering the ability to understand and produce more complex oral and written discourse, emphasizing subjective expression: generating indirect orders and requests; expressing ideas, making suggestions; making claims; defending and criticizing ideas.

Fifth Semester course contents are as follows;

Simultaneous Interpretation I (TRI 301):

To introduce simultaneous translation to students, to teach the techniques used in simultaneous translation theoretically and practically. In this course, simultaneous translations are made from English to Turkish. Text selections are made taking into account current issues and developments. Students are taught how to deal with any problems during translation.

Translation of Law Texts (TRI 303):

To recognize the basic concepts used in the field of law and to translate different types of legal texts such as contracts or laws from Turkish to English and/or from English to Turkish.

Publishing and Editing (TRI 305):

In this course, students are provided with the skills to ensure clarity, accuracy, integrity and consistency, especially in the creation of translated texts, through expression and practice. Thus, it is ensured that students make corrections of both their own and translated texts.

Analytical Translation Applications (TRI 307):

In this course, in the light of translation criticism theory, various texts will be studied in order to enable students to analyze Mother Tongue/Foreign language texts, and to determine to what extent elements such as words, syntax, structure level, content and style are conveyed in a translated text with a comparative analysis. How the translator solves problems, whether the solutions are in place and their validity in terms of translation studies will be examined in comparison with various texts.

Literary Translation (TRI 309):

Literary communication and language, linguistic, formal and stylistic features of literary text, micro and macro factors that direct literary translation. Current issues and translation examples in the field of literary translation. Translation and presentation of selected literary texts inside and outside the classroom.

Foreign Language V (GRE 301/ GER 301/ FRE 301):

Developing mutual speaking and writing skills by strengthening them. The vocabulary and structures needed to move from everyday experiences and subjective expressions to more abstract thoughts and ideas, and discussion of social and cultural issues.

Sixth Semester course contents are as follows;

Simultaneous Interpretation II (TRI 302):

This course includes in-class practice work on simultaneous interpreting in a variety of subjects and focuses on accuracy, fluency, appropriate word choice and syntax.

Translation of Medical Texts (TRI 304):

This course covers the principles of term research for the translation of texts in the fields of medicine and health sciences and the translation techniques to be used in the translation of these texts.

Translation of Technical Texts (TRI 306):

By doing term and translation studies on different technical texts, the aim is to introduce the structure of technical texts to students, to explain the points to be observed in their translation and to enable them to have terminology knowledge in different fields.

Community Interpretation (TRI 308):

In the first weeks, students will learn about issues that need to be considered in advance, such as the environments in which community translation is required, cultural differences and accents, as well as business ethics. Students will do exercises where they will prepare terminology and improve the note-taking technique used as an aid to remembering during the community interpreting task within the framework of various scenarios. It will also develop the skills of interpreting from written text to gain the ability to translate forms and documents that need to be translated orally as part of the community translator role.

Translation of Subtitles and Films (TRI 310):

Practical studies on subtitle techniques. Analyzing documentaries, TV shows and movies and subtitling translations.

Foreign Language VI (GRE 302/ GER 302/ FRE 302):

Continuing to expand the scope and complexity of speaking skills, developing effective explanatory text writing in a wide range. Short literary texts provide the basis for oral discussion, analytical reading, and writing short critical essays.

Seventh Semester course contents are as follows;

Translation of Press and Media (TRI 401):

In this course, students learn the basic concepts and textual features of Journalism, they practice the translation of news in newspapers on topics such as politics, economy, health, war, newspaper advertisements, and acquire special terminology and expression styles of related subjects.

Translation of Scientific Texts (TRI 403):

The aim of this course is to provide students with the opportunity to translate using scientific texts in order to gain terminology in the field of positive sciences.

Translation Project I (TRI 405):

Students are expected to translate a Turkish or previously untranslated book into English under the supervision of their advisors and prepare a glossary of terms.

Translation Practicum I (TRI 407):

In this course, the student performs a 6-week translation internship in a private company or government office with the consultancy of the instructor in charge of the course, and presents the translations and the internship document to the course supervisor for evaluation.

Translation Studies in Foreign Languages I (TRI 409):

The aim of this course is to enable students to develop a conscious and consistent approach to the phenomenon of translation in the process of translating various texts from foreign languages (German, French, Greek) to Turkish, taking into account the theories of translation studies.

Eight Semester course contents are as follows;

Research Tools and Technology in Translation (TRI 402):

This course covers the history of machine translation, rules-based, statistical, machine translation systems, and methods for evaluating machine translation performance. This course is designed to give general theoretical and practical information about technological tools used for translation purposes. In this course, students are expected to use CAT (Computer Aided Translation) tools in both the translation process and the research process.

Conference Interpretation (TRI 404):

In this course, activities that improve students' ability to quickly comprehend and transfer English/Turkish structure, style and discourse are included in order to prepare them for conference interpreting. Speech texts covering different areas are studied and practice is made by creating artificial conference environments. It is ensured that the student does fieldwork by participating in conferences.

Translation Project II (TRI 405):

Students are expected to translate a Turkish or previously untranslated book into English under the supervision of their advisors and prepare a glossary of terms.

Translation Practicum II (TRI 407):

In this course, the student performs a 6-week translation internship in a private company or government office with the consultancy of the instructor in charge of the course, and presents the translations and the internship document to the course supervisor for evaluation.

Translation Studies in Foreign Languages II (TRI 409):

The aim of this course is to enable students to develop a conscious and consistent approach to the phenomenon of translation in the process of translating various texts from foreign languages (German, French, Greek) to Turkish, taking into account the theories of translation studies.

Vocational Elective Courses are as follows;

Listening and Pronunciation I:

Authentic listening materials and speech phrases taken from different contexts are analyzed; it also covers sound differences and phonological transcription of problematic sounds; high-level listening skills; basic listening and speaking skills such as vowels, consonants, word stress and intonation, and phonological transcription studies are done.

Listening and Pronunciation 2 II:

Listening sub-skills such as taking notes, making predictions, reaching certain and detailed information, making sense of the context, understanding the essence of the content; phonetic; the focus is on authentic listening materials with different English accents drawn from a variety of fields, such as interviews, films, songs, lectures, television programs and news broadcasts.

Education Law:

Basic concepts of administrative law; sources of administrative law; rights and duties in management; Convention on the Rights of the Child and the Declaration of Human Rights; administrative and judicial supervision of teachers; The basic laws establishing and regulating the Turkish Education System; duties, rights and responsibilities of education stakeholders.

Educational Anthropology:

Subject, basic concepts, history and method of anthropology; basic approaches in social-cultural anthropology; anthropological education and basic concepts of educational anthropology: Culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture etc.; cultural foundations and functions of education; intercultural differentiation, education and learning; school as a living space, school cultures and ethnographies; media, mass media, popular culture and education; globalization, cultural interaction, cultural literacy and education; Education in oral and written literary works in the history of Turkish culture and civilization; The roles of parents and children in Turkish family structure.

Education History:

Education in Antiquity (Ancient Egypt, Mesopotamia, Anatolian, Indian, Chinese, Ancient Greek and Roman civilizations); Education in Eastern, Western and Islamic societies in the Middle Ages and the New Age; Renaissance, Reformation, Enlightenment and education; Education in the Industrial Age and the Modern Period; The relations of Islamic culture and civilization with Western civilization; the emergence of national/nation-states and the development of national education systems; post-modern society discussions and education; Fundamental changes and transformations in education in the world since ancient times.

Drama in Education:

Basic concepts of drama and creative drama (drama, creativity, creative drama, play and theatre pedagogy, communication-interaction, role playing, improvisation, action, dramatic play, children's theatre, puppetry, pantomime etc.); stages, dimensions and elements of creative drama; role playing and improvisation; history of creative drama; relationship between social events and creative drama; application steps of drama in education; resources that can be used in drama in education; preparation and implementation of the creative drama lesson plan; Contribution of drama to individual and social development.

Extracurricular Activities in Education:

Formal curriculum and extracurricular activities/hidden curriculum concepts in education; approaches to hidden curriculum; cognitive and affective learning and hidden curriculum; school as a place of ritual; school ceremonies as extra-curricular activities at school; the importance and management of social, cultural, sportive and artistic activities at school; the place and importance of the hidden curriculum in values education; extracurricular activities (commemoration, celebration, meeting, graduation, etc.) in terms of values education.

Curriculum Development in Education:

Basic concepts of program development; theoretical foundations of curriculum development; types of programs; philosophical, social, historical, psychological and economic foundations of curricula; Curriculum development and features of curricula; phases of program development; the core elements of the program (objective, content, process, evaluation) and the relationships among the elements; classification of objectives and their relationship to program elements; content editing approaches; identifying training needs; program development process and models; curriculum design approaches; program evaluation models; program literacy; duties and responsibilities of teachers in the development of curricula; Features of MNE curricula; implementation of curricula; New approaches and trends in curriculum development in the world and in Turkey.

Project Preparation in Education:

Project concept and project types; curricula and project-based learning; project programs in schools (TÜBİTAK, EU and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of the scientific method in the project; project report preparation and development; finalizing the project report; project evaluation and review of best practices; project presentations, poster and brochure design techniques.

Critical and Analytical Thinking:

Basic concepts and definitions; brain as a thinking organ, ways of thinking and grouping of thinking; involuntary thinking and its features; voluntary thinking and its characteristics; methods of voluntary thinking; critical and analytical thinking; basic features and criteria of critical and analytical thinking, stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

Inclusive Education:

Inclusivity and its content; inclusive education: definition, content and importance; legal basis for inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices: characteristics that differentiate students, effective communication, language used, psycho-social support, differentiation of teaching and examples, methods and techniques, planning teaching, inclusion in course materials and selection of inclusive activities; lesson design applications.

Character and Value Education:

Conceptual framework: Character, personality/personality, value, virtue, morality, temperament, etc.; character development and education; family, environment and school in character development and education; definition and classification of values; the sources of values and their individual, social, cultural, religious, moral foundations; character and value education approaches and practices; intercultural differentiation and culture of coexistence in character and value education; character and value education in terms of educational philosophy and goals; teaching methods and techniques in character/value education; the crisis of values and education in modern and multicultural societies; value education in the human-cultural development process; Examples of values education from the history of Turkish education and culture, values education practices and research in Turkey; teacher as a role model in character and value education.

Comparative Education:

Definition, scope and history of comparative education; method and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school levels, human resources, financing of education, specialization in education, policy making in education, planning and implementation; gender, social justice and equality in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalization and internationalization in education; international examinations, institutions and organizations related to education

Learning Environments Out of School:

Out-of-school education and learning concepts; scope and importance of out-of-school learning; teaching in out-of-school settings; teaching methods, techniques (project-based learning, station technique, etc.) and teaching materials suitable for out-of-school learning environments; out-of-school learning environments (museums, science centres, zoos, botanical gardens, planetariums, industrial establishments, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation and evaluation of out-of-school learning activities.

Learning Disability:

Definition, characteristics and classification of learning disabilities: Educational, psychological, medical factors; prevalence and incidence; causes of learning difficulties; early intervention; response model to intervention; screening/diagnosis: medical, developmental and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; scientifically based applications; supporting reading,

writing and math skills; supporting non-academic skills.

Individualizing and Adapting Teaching:

The concept of individualization and its importance in education; What needs to be done for individualization: curriculum-based evaluation, rough evaluation, criterion-dependent measurement tool preparation, rules to be followed in evaluation; determining long-term and short-term teaching goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting teaching; Examples of individualization and adaptation in inclusion/integration classes.

Sustainable Development and Education:

The concept of sustainability and its usage areas; sustainability in terms of social and natural sciences; sustainability in the context of social change; education and sustainability; future of humanity and sustainability; immigration, poverty and inequality; sustainable environment; ecology, global environmental issues and sustainability; sustainable society in harmony with nature; population, economic system and natural environment; technological developments, consumption habits and environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

Adult Education and Lifelong Learning:

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education etc.); Historical development of adult education in Turkey; approaches and models in adult education; adults and learning; purpose, scope and historical development of lifelong learning; Lifelong learning practices in Turkish education system.

General Culture Elective Courses are as follows;

Addiction and Fighting Addiction:

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in the family, peer group and social context that prepare the person for substance abuse; communication skills in dependent children, adolescents and adults; the role of social work in addiction; models of addiction; addiction prevention efforts; consequences of addiction; national policy and strategy methods in the fight against addiction; readjustment process.

Nutrition and Health:

Natural and healthy nutrition; fighting obesity; food additives; healthy living and exercise; Growth and development; healthy sex life; fight against addiction (tobacco, alcohol, substance abuse, etc.); traffic, disaster and first aid. History and Philosophy of Science, philosophy, scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; Science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the age of enlightenment; classification of sciences; relations between science, scientism (scientism), ideology, ethics and religion; science and paradigms; Vienna and Frankfurt schools of thought; science criticism in the twentieth and twenty-first centuries.

Science and Research Ethics:

Science, the nature of science, its development and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behaviours and ethical violations in the research process; ethical issues of authorship and copyright; biased publication, editorial, refereeing and ethics; publication ethics and unethical behaviour in the publication process; legislation and committees related to research and publication ethics; ways to detect ethical violations; common research, publication ethics violations and methods to prevent them.

Economy and Entrepreneurship:

Basic concepts of economics and economic systems; basic concepts of business and business management; establishment, aims and legal structure of the enterprise; management processes and functions in enterprises; management of human resources and other resources; entrepreneur and entrepreneurship concepts, success factors in entrepreneurship; entrepreneurial culture, entrepreneurial process and entrepreneurship types; career planning, original ideas, extraordinary examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized businesses; management processes and functions in small businesses; business idea development, innovation, business planning, elements of business plan, writing and presentation; preparing a project on entrepreneurship in a specific field and subject.

Traditional Turkish Crafts:

Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; their contributions to the individual, society and national economy; Historical development of traditional Turkish arts (Huns, Göktürks, Uyghurs, Seljuks, Principalities and Ottoman Periods); Ahilik and Guild Organization; Institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpet-rug, fabric, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver and gold etc.) arts; wood (kündekari, carving and mother-of-pearl inlay) arts; tile-ceramic and stonework arts; education, production and marketing of traditional Turkish arts.

Human Rights and Democracy:

Education Concept of human rights and its historical development; types of human rights; understanding of democracy, principles, approaches and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary school education program and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

Human Relations and Communication:

Definition and classification of interpersonal relations; theoretical approaches to interpersonal relations (psychoanalytic, attachment, contemporary theories); theoretical approaches about interpersonal relations (social, psychological, cognitive theories); interpersonal relations as a developmental process (infancy and childhood, adolescence and adulthood); factors affecting interpersonal relations; gender, gender roles and interpersonal relationships; self-adaptation and self-disclosure in interpersonal relationships; communication and communication errors; effective communication skills; interpersonal problems, conflict and conflict resolution approaches; human relations in terms of intercultural differentiation.

Career Planning and Development: Concept of career, career planning and stages; individual career development, creation of career strategy; career planning model, career options in related teaching fields; CV preparation and CV types, CV format and examples, points to be considered in CV preparation; cover letters, introductory letters, job interviews, objectives, methods and types, interview preparation and interview stages; situations that may be encountered in negotiations; question types, body language-body signs.

Culture and Language:

Basic concepts of language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture in individual and social terms; culture as a unifier and a divider; acculturation, enculturation, cultural diffusion and adaptation; culture in terms of cognitive, symbolic, structural-functional approaches; language as a system of symbols; individual language and language acquisition; the effect of language on human consciousness; the relationship between culture, language, cognition and reality; the function of language to transfer knowledge and culture, to establish social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions of the interplay of changes in culture and language; national cultures; globalization, multilingualism and multiculturalism.

Media Literacy:

Information literacy; conscious use of the internet and social media; effects of social media on individuals; power to disseminate and mislead; news dissemination power; media and perception management; legal rights and responsibilities for the media and the Internet; Copyright; personality right; information privacy; breach of privacy; language use in the media; value and quality analysis of news; popular culture; roles of men and women in the media; consumer culture and advertisements; stereotyping in the media.

Professional English:

Basic English reading-writing-listening skills; basic concepts of child development and stages; basic concepts related to basic education and secondary education; basic concepts of educational sciences; examples of student-parent-teacher dialogue; listening and understanding of academic texts (YouTube, TeacherTube, TEDex talks etc.); verbal skills for professional development (vocabulary, patterns, etc.); writing skills (writing a petition, preparing a report, creating a CV, writing a text message, creating lesson objectives, etc.); reading skills (reading written texts using web 2.0 tools, etc.); Translation studies in the related teaching field.

Art and Aesthetics:

Arts, fine arts, crafts and culture; arts and education; art, creativity and works of art; philosophy of art and aesthetics; theories of art and aesthetics; art criticism; art history, art in pre-modern, modern and post-modern periods; art and social context; art and everyday life; Turkish-Islamic art-aesthetics and works of art; the position of art and craftsmanship in the process of social change; The development of art in Turkey; understanding of art today; civilization building and art; art, aesthetics and morality.

Turkish Folk Dances:

Definition of folklore; rhythm and perception studies, dance and folk dance-figure studies; regional differences in folk dances; studies on the attitude and playing styles of learned dances; staging of folk dances, staging types and differences.

Turkish Sign Language:

Basic concepts of sign language; Turkish sign language, its history and features; letters in Turkish sign language; sound information; internal structure of the sign, simultaneity and succession; hand alphabet in terms of phonetics; morphology in sign language, structuring and shaping of the sign; word classes and pronouns; syntax in sign language; word order, sentence types; question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; Conversation with Turkish sign language.

Turkish Cultural Geography:

Culture, people and society; Turkish culture and Turkish civilization; The first ethnographic sources about the Turks; Turkish states in history; State, administrative, military and social structure in Turks; Folk beliefs and mythology in Turks; Relationship between human and space in Turks; Oral, written and material culture in Turks; Family structure in Turks; Demographic and cultural consequences of migrations in Turkish history; The spread of Turkish culture and its effect on neighbouring geographies; The tangible and intangible cultural heritage of Turkey; transfer of natural and cultural heritage to future generations.

Turkish Music:

Musical elements of Turkish communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals and holidays, etc.), mythological elements in Turkish Folk Music repertoire, types of music existing in Turkish States and Communities, Turkish Folk Music in the historical process and the development of Turkish Art Music; interplay of different musical traditions and styles; examination of instruments, composers, performers and sample works.

History of Turkish Art:

Art styles from the Hun Art to the Gokturk, Uygur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Principalities and Ottoman periods, and examples of architecture, sculpture and painting from these periods are examined comparatively; Starting from the Art of the Republic Period through to contemporary Turkish artworks and artists.

Field Education Elective Courses are as follows:

Language and Society:

Basic concepts and technical terms in the context of Language-Society relationship; geographic and social differences in linguistic communities; the relationship between social strata and linguistic communities; changes in language; language and culture; language planning.

Pragmatics and Language Teaching:

Knowledge of basic pragmatics theories and models; applying subtlety theory to English language teaching; Preparation of material for teaching situational utterances in English.

English Textbook Review:

Physical, educational, visual design and language expression features and standards that should be in the textbook; the suitability of the contents of the textbooks to the program; content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, ease of use in teaching, etc. of some of the existing textbooks. examination from different angles.

Drama in English Teaching:

Definition and meaning of the term drama; psycho-drama, creative drama, educational drama, socio-drama etc. concepts; drama-play relationship; history of drama practices in education; the structure and application stages of drama in education; drama environment and teacher qualifications; evaluation of drama; Developing and applying drama examples, examples suitable for the educational purposes of the field.

Material Design in Teaching English:

Using field-specific instructional technologies; software types and uses; design and development principles of materials to be used in teaching the field; determining material needs; designing two- and three-dimensional teaching materials; worksheets; transparencies; VCD, DVD, MP3 and MP4 files etc. development of teaching materials; Evaluation of classroom practices for different teaching materials.

New Approaches in Teaching English:

Approaches suitable for different student needs such as course design in English Language Teaching, English as a second/foreign/international/special purpose/academic language; contemporary practices such as the constructivist approach, content-oriented, task-oriented, problem-oriented, corpus-oriented language teaching, multiple intelligences and holistic language approach; second/foreign language teaching and the importance of culture in language teaching, the use of technology in language classes, the place of communication in the developing world and intercultural interaction.

Teaching English Vocabulary:

It focuses on analyzing the relationships between English vocabulary, semantics and discourse, and developing skills in teaching English words with an integrated language skills approach; students are given the opportunity to evaluate English word variants, word formation and different meanings of words in context; elements of teaching vocabulary in the classroom and various types of texts that can be used in the classroom, resources such as dictionary and corpus, and vocabulary teaching techniques are covered; This course also focuses on exams that can be used to measure English vocabulary and teaching/learning strategies that support students' vocabulary learning.

English in Mass Communication:

Students will be able to recognize both written and electronic international mass media such as newspapers and magazines and their types; will be aware of the special language elements in English in international mass media and develop their skills to use them; will gain the ability to analyze editorial letters, articles and columns, to find the main idea and to write reports; will be able to compare the validity and reliability of news and articles in mass media with different views and societies; write short news, headlines, advertisements, editorial letters using the stylistic, vocabulary and grammatical structures used in mass media; it will also analyze with examples how the target language uses its language while reflecting its own culture.

Evaluation of Classroom Learning:

Measurement tools used in education and their features; tools based on traditional approaches: Written exams, short answer exams, true-false type tests, multiple choice tests, matched tests, oral exams; Tools for getting to know the student in multiple ways: Observation, interview, performance evaluation, student product file, research papers, research projects, peer assessment, self-assessment, attitude scales; Points to be considered in the evaluation of student success; assessment and grading of learning outcomes.

Sociolinguistics and Language Teaching:

In this course, which is defined as the study of language in the context of the society in which it is spoken, information is given about the fields and forms of sociolinguistics; students are taught that there are different uses of language in society and how they vary by region, social class and ethnicity; At the end of the course, students will be able to comprehend how language use changes in a society and how language teaching is related to sociolinguistics.

Discourse Analysis and Language Teaching:

At the end of the course, pre-service English language teachers can analyze the coherence and consistency of texts by examining actual language use in different types of discourse in their language skills and teaching practices; they can discuss the contribution of coherence and consistency in the text by examining the place of language teaching; explain the connection between discourse analysis and language teaching.

Teaching Integrated Language Skills:

Learning teaching methods and techniques that will enable pre-service teachers to teach communicative language skills in an integrated manner within a lesson plan; it focuses on how to integrate reading, speaking, listening and writing skills in a lesson plan, especially in the adolescent and adult classroom, and how to integrate language elements such as grammar, vocabulary and pronunciation, if any, into this skill-based lesson plan.

First (1st) Year

First year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 101	Writing Skills	2	4	2			0	2	1	2
TRI 103	Speaking Skills I	2	4	2			0	2	1	2
TRI 105	Specific Language Usage I	3	4	3			0	2	1	2
TRI 107	Introduction to Linguistics	3	4	3			0	2	1	2
FLA 101	Foreign Language I	3	3	3			0	2	1	1
COM 101	Information Technologies	3	3	3			0	2	1	1
TUR 101	Turkish Language I	2	2	2			0	2	1	1
AIT 101	Atatürk's Prin. And History of Turkish Revolution I	2	2	2			0	1	1	1
ELEC	Elective I	2	4	2			0	2	1	1

First year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 102	Vocabulary Building	2	3	2			0	2	1	2
TRI 104	Speaking Skills II	2	4	2			0	2	1	2
TRI 106	Specific Language Usage II	3	4	3			0	2	1	2
TRI 108	Introduction to Translation	2	4	2			0	2	1	2
TRI 110	EU Culture and Treaty Texts	3	4	3			0	2	1	1
TUR 101	Turkish Language II	2	2	2			0	2	1	1
FLA 101	Foreign Language II	3	3	3			0	2	1	1
AIT 101	Atatürk's Prin. And History of Turkish Revolution II	2	2	2			0	1	1	1
ELEC	Elective II	2	4	2			0	2	1	1

Second (2nd) Year

The second year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 201	Advanced Grammar	3	4	3			0	2	1	1
TRI 203	Discourse Analysis	3	4	3			0	2	1	1
TRI 205	Note Taking & Consecutive Translation I	3	5	3			0	2	1	1
TRI 207	Sight Interpretation I	3	4	3			0	2	1	1
TRI 209	Comparative Turkish English Grammar	2	4	2			0	2	1	1
ELEC	Elective III	2	6	2			0	2	1	1
FLA 201	Foreign Language III	3	3	3			0	2	1	1

The second year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 202	Translation of Economics and Trade Articles	3	4	2			0	2	1	1
TRI 204	Intercultural Communication	2	4	2			0	2	1	1
TRI 206	Note Taking & Consecutive Translation II	3	4	3			0	2	1	1
TRI 208	Sight Interpretation II	3	4	3			0	2	1	1
TRI 210	Translation Theory & Criticism	3	5	2			0	2	1	1
ELEC	Elective IV	2	6	2			0	2	1	1
FLA 202	Foreign Language IV	3	3	3			0	2	1	1

Third (3rd) Year

Third year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 301	Simultaneous Interpretation I	2	5	2			0	2	1	1
TRI 303	Translation of Law Texts	3	4	2			0	2	1	1
TRI 305	Publishing and Editing	3	4	2			0	2	1	1
TRI 307	Analytical Translation Applications	3	4	2			0	2	1	1
TRI 309	Literary Translation	3	4	2			0	2	1	1
ELEC	Elective V	2	6	2			0	2	1	1
FLA 301	Foreign Language V	3	3	3			0	2	1	1

Third year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 302	Simultaneous Interpretation II	3	4	2			0	2	1	1
TRI 304	Translation of Medical Texts	3	4	2			0	2	1	1
TRI 306	Translation of Technical Texts	3	4	2			0	2	1	1
TRI 308	Community Interpretation	2	4	2			0	2	1	1
TRI 310	Translation of Subtitles and Films	3	5	2			0	2	1	1
ELEC	Elective VI	2	6	2			0	2	1	1
FLA 302	Foreign Language VI	3	3	3			0	2	1	1

Fourth (4th) Year

Fourth year Fall semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 401	Translation of Press and Media	3	5	2			0	2	1	1
TRI 403	Translation of Scientific Texts	3	4	2			0	2	1	1
TRI 405	Translation Project I	5	6	1			0	2	1	1
TRI 407	Translation Practicum I	4	6	1			0	2	1	1
TRI 409	Translation Studies in Foreign Languages I	3	3	3			0	2	1	1
ELEC	Elective VII	2	6	2			0	2	1	1

The fourth year Spring semester courses are as follows;

Course Code	Course Name	Credit	ECTS	Period	Lab	Practice	Learning Sessions			
							PÇ	BP	D	Ö
TRI 402	Research Tools and Technology in Translation	2	4	2			0	2	1	1
TRI 404	Conference Interpretation	3	5	3			0	2	1	1
TRI 406	Translation Project II	5	6	1			0	2	1	1
TRI 408	Translation Practicum II	4	6	1			0	2	1	1
TRI 410	Translation Studies in Foreign Languages II	3	3	3			0	2	1	1
ELEC	Elective VII	2	6	2			0	2	1	1

Diploma Supplement Example

Diploma Supplement Example

Diploma No:	Diploma Date:
1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION	
1.1. Family name(s): *1.2. Given name(s):*	*1.3. Place and date of birth:* *1.4. Student identification number:*
2. INFORMATION IDENTIFYING THE QUALIFICATION	
2.1. Name of the qualification and (if applicable) the title conferred **BACHELOR OF ARTS, B.A.** *2.2. Main field(s) of study for qualification* **ENGLISH LANGUAGE TEACHING** *2.3. Name and status of awarding institution* **YAKIN DOĞU ÜNİVERSİTESİ, PRIVATE UNIVERSITY**	*2.4. Name and type of institution administering studies* **SAME AS 2.3.** *2.5. Language(s) of instruction/examinations* **ENGLISH**
3. INFORMATION ON THE LEVEL OF THE QUALIFICATION	
3.1. *Level of qualification* First Cycle (Bachelor's Degree)	**3.2.** *Official length of program* **Normally 4 Years (excluding 1 year English Preparatory School, if necessary), 2 semesters per year, 16 weeks per semester**
3.3. *Access requirement(s)* **Admission of Turkish nationalities to higher education is based on a nation-wide Student Selection Examination (ÖSS) administered by the Higher Education Council of Turkey (YÖK). Admission of Turkish Republic of Northern Cyprus nationals is based on the Near East University Entrance and Placement Exam for Turkish Cypriots. Admission of foreign students is based on their high school credentials. Proof of English language proficiency is also required.**	
4. INFORMATION ON THE CONTENTS AND RESULTS GAINED	
4.1. *Mode of study* **Full-Time**	**4.2.** *Programme requirements* **A student is required to have a minimum CGPA of 2.OO/4.00 and no failing grades (below DD).**

4.3. *Objectives*

The department aims to train teachers and researchers who are well equipped with universal values, pluralist, analytical and critical in their opinions, self-motivated to investigate and question the matters as well as aiming to construct viable knowledge and putting it into effective use, qualified and skilful in applying the contemporary teaching methods and techniques, and competent in English language teaching and on the issues of linguistics. It specifically aims to train well qualified teachers of English who are ready to integrate in the education system and face its requirements and to inspire and lead students towards scientific research in the areas of Linguistics and ELT.

4.4. Programme details and the individual grades/marks obtained
Please see the next page.

4.5. *Grading scheme, grade translation and grade distribution guidance:*

For each course taken, the student is assigned one of the following grades by the course teacher.

For A.Sc., B.Sc. or B.A. degrees, students must obtain at least DD or S from each course and have a CGPA of not less than 2.00 out of 4.00 and have completed all the courses and summer practices in the program. For graduate degrees, students must obtain at least CC or S from each course for M.Sc. and M.A., at least BB for Ph.D. They also need to have a CGPA of 3.00 to graduate. The student's standing is calculated in the form of a Graduate Point Average (GPA) and Cumulative Grade Point Average (CGPA) and is announced at the end of each semester by the Registrar's Office. The total credit points for a course are obtained by multiplying the coefficient of the final grade by the credit hours. In order to obtain the GPA for any given semester, the total credit points are divided by the total credit hours. The averages are given up to two decimal points. Students who obtain a CGPA of 3.00-3.49 at the end of a semester are considered as "Honour Students" and those who obtain a CGPA of 3.50-4.00 at the end of a semester are considered as "High Honour Students" and this is recorded in their academic report. The letter grades, the quality point equivalents are:

Percentage	Course Coefficient	Grade		Percentage	Course
Coefficient	Grade				
90-100	4	AA		70-74	2	CC
85-89	3.5	BA		60-69	1.5	DC
80-84	3	BB		50-59	1	DD

| 75-79 | 2.5 | CB | | 0-49 | 0 | FF |

I- Incomplete S- Satisfactory Completion, U-Unsatisfactory, NA-Never Attended, E-Exempted, W– Withdrawn

4.6 *Overall classification of the award*   **CGPA:**   **/4.00**

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. *Access to further study*
May apply to second cycle programmes.

5.2. *Professional status conferred*
This degree enables the graduate to work as a translator and teach English in public and private institutions.

6. ADDITIONAL INFORMATION

6. 1. *Additional information*
The department is accredited by EPDAD (Association for Evaluation and Accreditation of Teacher Education Programs) for its quality standards.

6.2. Sources for further information
Faculty web site
http://www.neu.edu.tr/en/node/6183
Department web site
http://english.neu.edu.tr/
University web site
http://www.neu.edu.tr
The Council of Higher Education of Turkey

 http://www.yok.gov.tr
Higher Education Planning, Evaluation Accreditation and Coordination of North Cyprus Council Web site
http://www.ncyodak.org
EPDAD web site
https://epdad.org.tr/

4.4. *Program details and the individual grade/marks obtained:*

CODE	COURSE NAME	T	P	K	A	CODE	COURSE NAME	T	P	K	A
TRI 101	Writing Skills	2	0	2	4	TRI 102	Vocabulary Building	2	0	2	3
TRI 103	Speaking Skills I	2	0	2	4	TRI 104	Speaking Skills II	2	0	2	4
TRI 105	Specific Language Usage	3	0	3	4	TRI 106	Specific Language Usage	3	0	3	4
TRI107	Introduction to Linguistics	3	0	3	4	TRI108	Introduction to Translation	2	0	2	4
FLA 101	Foreign Language I	3	0	3	3	TRI 110	EU Culture & Treaty Texts	3	0	3	4
COM 101	Information Technologies	3	0	3	3	FLA 102	Foreign Language II	3	0	3	3
TUR 101	Turkish Language I	2	0	2	2	TUR 102	Turkish Language	2	0	2	2
AIT 101	Atatürk's Prin. And History of Turkish Revolution I	2	0	2	2	AIT 102	Atatürk's Prin. And History of Turkish Revolution II	2	0	2	2
ELEC	Elective I	2	0	2	4	ELEC	Elective II	2	0	2	4
		22	0	22	30			21	0	21	30

	3rd Semester						**4th Semester**				
CODE	COURSE NAME	T	P	K	A	CODE	COURSE NAME	T	P	K	A
TRI 201	Advanced Grammar	3	0	3	4	TRI 202	Translation of Economy and Trade Articles	2	2	3	4
TRI 203	Discourse Analysis	3	0	3	4	TRI 204	Intercultural Communication	2	0	2	4
TRI 205	Note Taking and Consecutive Translation I	3	0	3	5	TRI 206	Note Taking and Consecutive Translation	3	0	3	4
TRI 207	Sight Interpretation I	3	0	3	4	TRI 208	Sight Interpretation II	3	0	3	4
TRI 209	Comparative Turkish English Grammar	2	0	2	4	TRI 210	Translation Theory and Criticism	2	2	3	5
ELEC	Elective III	2	0	2	6	ELEC	Elective	2	0	2	6
FLA 201	Foreign Language III	3	0	3	3	FLA 202	Foreign Language IV	3	0	3	3
		19	0	19	30			17	4	19	30

	5th Semester						**6th Semester**				
CODE	COURSE NAME	T	P	K	A	CODE	COURSE NAME	T	P	K	A
TRI 301	Simultaneous Interpretation I	2	2	3	5	TRI 302	Simultaneous Translation II	2	2	3	4
TRI 303	Translation of Law Texts	2	2	3	4	TRI 304	Translation of Medical Texts	2	2	3	4

TRI 305	Publishing and Editing	2	2	3	4		TRI 306	Translation of Technical Texts	2	2	3	4
TRI 307	Analytical Translation Applications	2	2	3	4		TRI 308	Community Interpretation	2	1	2	4
TRI 309	Literary Translation	2	2	3	4		TRI310	Translation of Subtitles and Films	2	2	3	5
ELEC	Elective	2	0	2	6		ELEC	Elective	2	0	2	6
FLA 301	Foreign Language V	3	0	3	3		FLA 302	Foreign Language VI	3	0	3	3
		15	10	20	30				15	9	19	30

7th Semester   **8th Semester**

CODE	COURSE NAME	T	P	K	A		CODE	COURSE NAME	T	P	K	A
TRI 401	Translation of Press and Media	2	2	3	5		TRI 402	Research Tools and Technology in Translation	2	1	2	4
TRI 403	Translation of Scientific Texts	2	2	3	4		TRI 404	Conference Interpretation	3	0	3	5
TRI 405	Translation Project I	1	4	5	6		TRI 406	Translation Project II	1	3	5	6
TRI 407	Translation Practicum I	1	6	4	6		TRI 408	Translation Practicum II	1	6	4	6
ELEC	Elective	2	0	2	6		ELEC	Elective	2	0	2	6
ELEC*	Elective	3	0	3	3		ELEC**	Elective	3	0	3	3
		11	14	20	30				12	10	19	30

TOTAL		**T:**	**132**	**P: 47**		**Credit:**	**159**		**ECTS**	**240**	

Total Elective Credits	40		Elevtive %	25
Total Elective ECTS	62		Elective ECTS %	26

7. CERTIFICATION OF THE SUPPLEMENT

7.1. *Date*   :

7.2. Name and *Signature*   : Ümit Serdaroğlu

7.3. *Capacity*   : Registrar

7.4. *Official stamp or seal*   :

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The basic structure of the North Cyprus Education System consists of four main stages as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programs whereas primary education is a compulsory 8 year program for all children beginning from the age of 6. The secondary education system includes "General High Schools" and "Vocational and Technical High Schools".

The Higher Education System in North Cyprus is regulated by the Higher Education Planning, Evaluation, Accreditation and Coordination Council (YükseköğretimPlanlama, Denetleme, AkreditasyonveKoordinasyonKurulu – YÖDAK). Established in 1988, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization. The higher education institutions are established within the framework of the Higher Education Law. All programs of higher education should be accredited by YÖDAK.
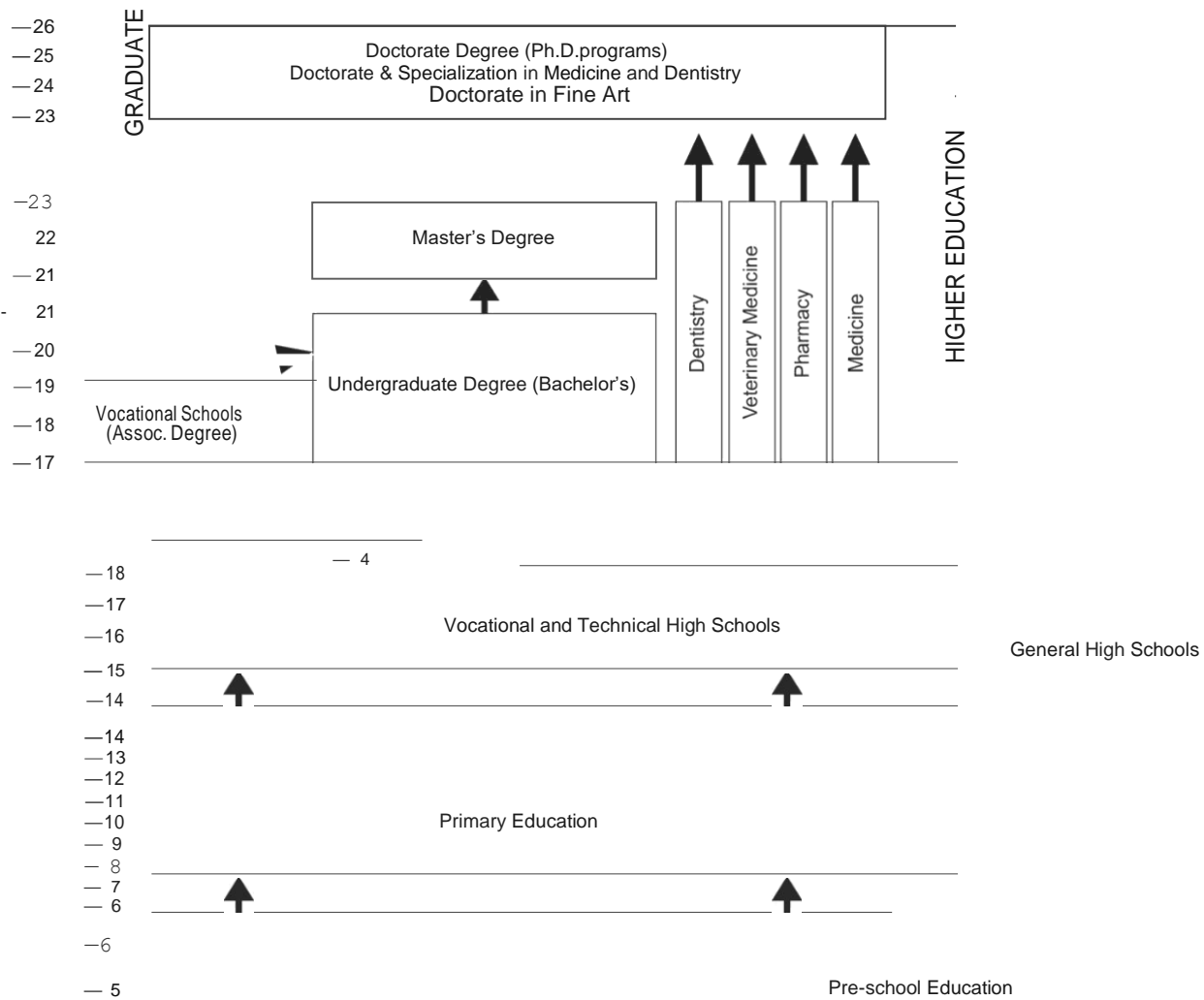
Higher education in North Cyprus comprises all post-secondary higher education programmes, consisting of short, first, second, and third cycle degrees in terms of terminology of the Bologna Process. The structure of North Cyprus higher education degrees is based on a two-tier system, except for dentistry, pharmacy, medicine and veterinary medicine programmes which have a one-tier system. The duration of these one-tier programmes is five years except for medicine which lasts six years. The qualifications in these one-tier programmes are equivalent to the first cycle (bachelor degree) plus secondary cycle (master degree) degree. Undergraduate level of study consists of short cycle (associate degree) - (önlisansderecesi) and first cycle (bachelor degree) - (lisansderecesi) degrees which are awarded after the successful completion of full-time two-year and four-year study programmes, respectively.

Graduate level of study consists of second cycle (master degree) – (yükseklisansderecesi) and third cycle (doctorate) – (doktoraderecesi) degree programmes. Second cycle is divided into two sub-types named as master without thesis and master with thesis. Master programmes without thesis consists of courses and semester project. The master programmes with a thesis consist of courses, a seminar, and a thesis. Third cycle (doctorate) degree programmes consist of completion of courses, passing a qualifying examination and a doctoral thesis. Specializations in dentistry, accepted as equivalent to third cycle programmes are carried out within the faculties of dentistry. Specialization in medicine, accepted as equivalent to third cycle programmes are carried out within the faculties of medicine, and university hospitals and training hospitals operated by the Ministry of Health.

Universities consist of graduate schools (institutes) offering second cycle (master degree) and third cycle (doctorate) degree programmes, faculties offering first cycle (bachelor degree) programmes, four-year higher schools offering first cycle (bachelor degree) degree programmes with a vocational emphasis and two-year vocational schools offering short cycle (associate degree) degree programmes of strictly vocational nature.

Second cycle degree holders may apply to third cycle programmes if their performance at the first cycle degree level is exceptionally high and their national central Graduate Education Entrance Examination (ALES) score is also high and their application is approved. The doctoral degree is conferred subject to at least one publication in a cited and refereed journal.

GENERAL STRUCTURE OF THE NORTH CYPRUS EDUCATI0N SYSTEM

GRADUATE

—26
—25
—24
—23

Doctorate Degree (Ph.D.programs)
Doctorate & Specialization in Medicine and Dentistry
Doctorate in Fine Art

HIGHER EDUCATION

—23
22
—21
- 21
—20
—19
—18
—17

Master's Degree

Dentistry

Veterinary Medicine

Pharmacy

Medicine

Undergraduate Degree (Bachelor's)

Vocational Schools
(Assoc. Degree)

— 4

—18
—17
—16

Vocational and Technical High Schools

General High Schools

—15
—14

—14
—13
—12
—11
—10
— 9
— 8
— 7
— 6

Primary Education

—6

— 5

Pre-school Education

SECONDARY EDUCATION

BASIC EDUCATION

**END OF
CATALOGUE**