NEAR EAST UNIVERSITY

Civil Engineering
undergraduate's Program

1. GENERAL INFORMATION OF THE PROGRAM CATALOGUE

1.1. ESTABLISHMENT OF THE FACULTY

A) History and Academic Processes of the Faculty

The Faculty of Civil and Environmental Engineering was established in 2018 with the approval of the Council of Higher Education (YÖK) in order to respond to interdisciplinary needs in the fields of engineering. The Faculty aims to bring together environmental issues with the fields of infrastructure and structural engineering through a holistic approach.

The academic units forming the foundation of the Faculty are the English-medium Undergraduate Program in Civil Engineering, which began education in the Fall semester of 1992–1993; the Turkish-medium Undergraduate Program in Civil Engineering, opened in 2013; and the English-medium Undergraduate Program in Environmental Engineering, which became operational in 2018. These programs were separated from the Faculty of Engineering in 2018 and consolidated under the umbrella of the newly established Faculty of Civil and Environmental Engineering.

B) Educational Policy and Academic Objectives

The educational policy of the Faculty of Civil and Environmental Engineering, in line with the mission and vision of the university, is based on educating engineers who meet international standards, are grounded in sustainability, and adhere to ethical values. In this context, the Faculty aims to educate highly qualified graduates through a student-centered learning approach, the use of up-to-date engineering technologies, the provision of modern and accessible learning environments, and the strengthening of practice-oriented education.

The academic and societal objectives of the Faculty encompass strategic priorities such as the development of 21st-century engineering competencies, the enhancement of interdisciplinary research capacity, the expansion of nationally and internationally funded projects, the improvement of the quality of scientific publications, and the strengthening of research infrastructure. In addition, the Faculty aims to increase collaboration with public institutions, municipalities, and the private sector in order to produce solutions to regional infrastructure, environmental, and sustainability challenges; to ensure the transfer of research outputs to society; and to support lifelong

learning through continuing education programs. Within this framework, the Faculty seeks to establish a sustainable engineering ecosystem that prioritizes both academic development and societal benefit.

C) Physical and Academic Infrastructure

The Faculty of Civil and Environmental Engineering has a physical infrastructure strengthened with classrooms, laboratories, research centers, and technical equipment designed to support contemporary engineering education. The advanced structural, construction materials, hydraulics and water, and geotechnical laboratories within the Faculty are organized to directly contribute to educational, research, and practical activities. The academic infrastructure is further supported by expert faculty members, up-to-date curricula, and digital learning resources, with the aim of ensuring the highest level of students' scientific, technical, and professional development.

D) Accreditation and Quality Policy

The accreditation and quality policy of the Faculty aims to strengthen compliance with higher education quality standards in the areas of education and training, research, governance, societal contribution, and internationalization, and to establish a sustainable culture of quality. In line with this policy, the Faculty structures a quality assurance system in accordance with UKAP criteria, ensuring that all academic and administrative processes are transparent, traceable, and open to continuous improvement. Accreditation requirements are addressed in an integrated manner with the Faculty's strategic goals and academic priorities, and stakeholder participation and feedback mechanisms are utilized as integral components of quality management.

The quality policy is implemented through a systematic approach based on the PDCA (Plan–Do–Check–Act) cycle. Within this framework, the regular evaluation of academic programs, the monitoring of performance indicators, the conduct of satisfaction analyses, and the implementation of practices focused on continuous improvement constitute the core processes. In addition to compliance with accreditation standards, the Faculty aims to make quality assurance a natural part of institutional operations, thereby establishing a strong foundation for academic excellence and institutional sustainability.

1.2. Faculty Mission, Vision, and Core Values

A) Mission

The mission of our Faculty is to educate engineers who are in demand at the national and international levels; who possess strong self-confidence, are committed to ethical values, have analytical and innovative thinking skills, and demonstrate an entrepreneurial mindset. In line with this mission, the Faculty adopts an education and research model that prioritizes societal benefit within the framework of sustainable development principles and supports the production of scientific research and technological innovation. It aims to equip students with 21st-century engineering skills, enabling them to develop into professionals who are competitive on both national and international platforms.

B) Vision

The vision of our Faculty is to become a leading faculty that is recognized nationally and internationally through its education, research, and societal contribution activities in the fields of civil and environmental engineering; that makes a difference in industry and academia through its graduates; and that produces ethical, entrepreneurial, and sustainable engineering solutions. In line with this vision, the Faculty aims to establish an institutional structure that prioritizes both academic excellence and societal benefit by conducting its education and research activities in alignment with strategic objectives and quality standards.

C) Core Values

1. Student-centeredness: Supporting students in becoming competent and well-equipped engineers by placing their academic, social, and professional development at the core.

2. Scientific rigor and productivity: Producing knowledge in line with universal scientific principles, encouraging research, and developing projects that contribute to societal benefit.

3. Sustainability: Integrating environmental, economic, and social sustainability perspectives into education, research, and practice.

4. Accessibility and equality in education: Ensuring equal access to high-quality education for all students and upholding equality of opportunity.

5. Commitment to ethical principles: Educating honest, fair, and responsible individuals who adhere to the ethical values of the engineering profession.

6. Collaboration and sharing: Enhancing the sharing of knowledge, experience, and resources through cooperation with public institutions, the private sector, international organizations, and society.

7. Innovation: Embracing new technologies and creative solutions to develop innovative practices in engineering and to take a pioneering role.

1.3. Faculty Aims and Objectives

A) Objectives and Targets Covering the Education Domain

Objective 1: To educate well-equipped graduates by improving the quality of education.

- **Goal 1.1:** To make learning environments modern and accessible.
- **Goal 1.2:** To enhance students' level of academic knowledge.
- **Goal 1.3:** To develop programs that enable students to apply their knowledge in the field.

Objective 2: To educate instructors with 21st-century skills.

- **Goal 2.1:** To design learning environments supported by innovative teaching methods.
- **Goal 2.2:** To produce educational content that develops digital literacy skills.
- **Goal 2.3:** To organize activities that enhance critical thinking skills.

Objective 3: To enhance research and scientific productivity.

- **Goal 3.1:** To conduct research projects at the national and international levels.
- **Goal 3.2:** To actively involve students in research processes.
- **Goal 3.3:** To position the Faculty as a leading entity in scientific publications and projects.

Objective 4: To strengthen sustainability and environmental responsibility.

- **Goal 4.1:** To integrate sustainable engineering practices into academic programs.
- **Goal 4.2:** To encourage environmentally friendly designs and projects.
- **Goal 4.3:** To develop projects that produce solutions to regional and global environmental challenges.

Objective 5: To increase industry collaboration and societal contribution.

- **Goal 5.1:** To establish collaborations with public institutions, municipalities, and the private sector.

Goal 5.2: To expand students' opportunities for fieldwork and internships.

Goal 5.3: To provide engineering solutions addressing societal needs.

B) Objectives and Goals Covering the Research Domain

Objective 1: To produce high-quality knowledge with proven validity at the universal level.

Goal 1.1: To create learning environments that enhance students' scientific research skills.

Goal 1.2: To create opportunities aimed at strengthening the research identities of academic staff.

Goal 1.3: To support the participation of academic staff in scientific activities conducted at the national and international levels.

Goal 1.4: To establish academic incentive mechanisms to support academic staff in developing sustainable projects.

Objective 2: To encourage innovative research in the fields of civil and environmental engineering.

Goal 2.1: To support interdisciplinary research in structural technologies, transportation, infrastructure, and environmental engineering.

Goal 2.2: To establish new research laboratories and technology centers within the Faculty.

Goal 2.3: To increase the number of projects supported by national and international research funds.

Goal 2.4: To develop incentive mechanisms that ensure students take an active role in research projects.

Objective 3: To transform research outcomes into societal benefit.

Goal 3.1: To produce sustainable engineering solutions addressing regional and global challenges.

Goal 3.2: To ensure the transfer of academic research outputs to industry and public institutions.

Goal 3.3: To increase collaboration with stakeholders for the development of environmentally friendly and innovative technologies.

Goal 3.4: To expand seminars, workshops, and publication activities aimed at disseminating scientific research findings to society.

Objective 4: To enhance international scientific visibility.

Goal 4.1: To encourage the publication of scientific outputs produced within the Faculty in internationally reputable journals.

Goal 4.2: To strengthen academic participation representing the Faculty at international conferences and symposia.

Goal 4.3: To develop joint projects with foreign universities and research centers.

Goal 4.4: To make the Faculty an attractive research hub for international students and researchers.

C) Objectives and Goals Covering Contribution to Society and Educational Services

Objective 1: To educate qualified engineers who contribute to the social and cultural development of individuals.

Goal 1.1: To provide opportunities for students to participate in social responsibility projects.

Goal 1.2: To design course content that fosters environmental and cultural awareness among students.

Goal 1.3: To support students' social and cultural development through innovative teaching methods.

Goal 1.4: To develop engineering strategies in line with the social, environmental, and cultural needs of society.

Objective 2: To produce engineering solutions addressing societal needs.

Goal 2.1: To develop projects that provide societal benefit in cooperation with local authorities and public institutions.

Goal 2.2: To conduct field studies that produce solutions to regional infrastructure and environmental problems.

Goal 2.3: To organize public-oriented education programs on disaster management, climate change, and environmental protection.

Goal 2.4: To organize seminars and workshops that ensure the sharing of engineering projects with society.

Objective 3: To contribute to lifelong learning and professional development.

Goal 3.1: To establish continuing education programs and certificate courses for graduates.

Goal 3.2: To organize professional development workshops and technical training programs for industry professionals.

Goal 3.3: To carry out activities aimed at raising engineering and environmental awareness among different segments of society.

Goal 3.4: To enhance practice-oriented education opportunities within the framework of university–industry cooperation.

1.4. Faculty Organizational Chart

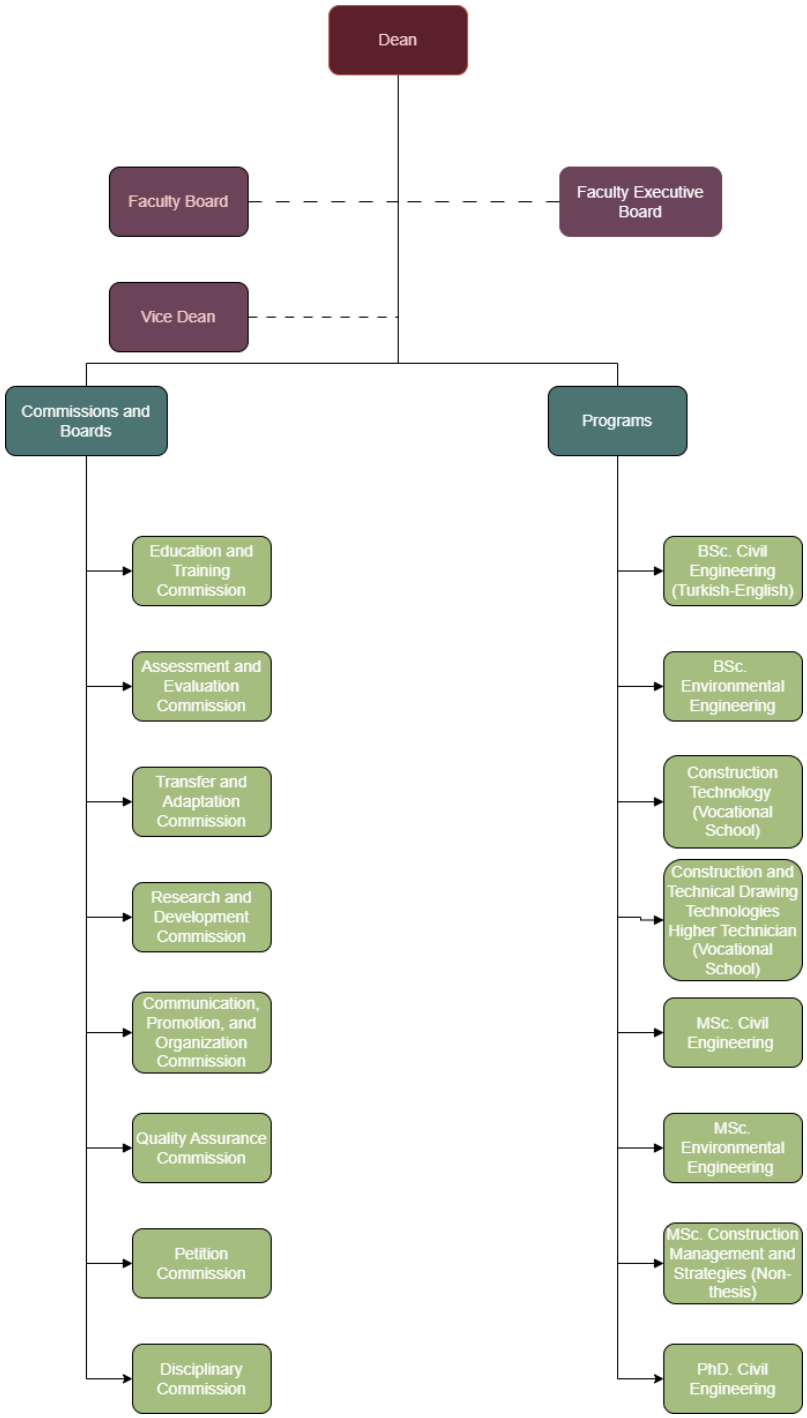

Figure 1. Organizational Chart

1.5. Faculty Administration

Figure 2. Faculty Administration Board

1.6. Academic Staff of the Faculty

Within the Faculty of Civil and Environmental Engineering at Near East University, there are a total of five academic programs: Civil Engineering (English), Civil Engineering (Turkish), Environmental Engineering (English), the Vocational School of Construction Technologies (two-year program), and the Advanced Technician Program in Construction and Technical Drawing Technologies (three-year program). In addition, the Faculty offers graduate education at the master's and doctoral levels in the divisions of water and hydraulics, structures, geotechnical engineering, construction materials, transportation, and construction management.

As of the 2025–2026 academic year, a total of 16 academic staff members are employed within the Faculty, comprising 5 professors, 3 associate professors, 6 faculty members holding doctoral degrees, and 2 specialists. The academic staff provide education at both undergraduate and graduate levels, equipping students with up-to-date theoretical

knowledge and practical experience in their respective fields, while also contributing to scientific advancement through research conducted at national and international levels.

The Faculty places strong emphasis on education and professional development programs in order to support the continuous development of its academic staff, and encourages faculty members to actively participate in national and international scientific meetings, research projects, and collaborations. This approach strengthens the individual career development of academics while also enhancing the Faculty's international visibility and recognition.

1.7. Academic Programs Offered by the Faculty

The Faculty of Civil and Environmental Engineering offers a wide range of academic programs at the associate, undergraduate, master's, and doctoral levels, providing extensive opportunities for students who wish to acquire in-depth knowledge in the field of education. Each program enables students to specialize in their chosen area and to contribute to the education system. The programs offered by the Faculty are listed below:

Associate Degree Programs:

- Associate Degree Program in Construction Technology (2 years)
- Associate Degree Program in Construction and Technical Drawing Technologies (Advanced Technician) (3 years)

Undergraduate Programs:

- Bachelor's Degree Program in Civil Engineering (Turkish–English)
- Bachelor's Degree Program in Environmental Engineering (English)

Master's Degree Programs (with Thesis and Non-Thesis):

- M.Sc. Program in Civil Engineering
- M.Sc. Program in Environmental Engineering
- M.Sc. Program in Construction Management and Strategies (Non-Thesis)

Doctoral Programs:

- Ph.D. Program in Civil Engineering

2. GENERAL INFORMATION ABOUT THE PROGRAM

2.1. Brief History and Development of the Program

The Civil Engineering Program was established at Near East University with the aim of strengthening the academic structure in the field of engineering and educating qualified engineers capable of providing scientific solutions to the country's infrastructure, construction production, and environmental planning needs. The establishment of the Program was approved by the Higher Education Planning, Supervision, Accreditation and Coordination Council (YÖDAK) with Decision No. 33/2006-13 dated 15/03/2013; subsequently, the Council of Higher Education of the Republic of Türkiye (YÖK), with Decision No. 75850160.301.01.02 dated 02/05/2013, granted permission for the admission of students holding the citizenship of the Republic of Türkiye to the Program.

The Program commenced undergraduate education within the Faculty of Civil and Environmental Engineering at Near East University and, since its establishment, has adopted a contemporary and scientific educational approach focusing on the fundamental subfields of civil engineering, including structures, geotechnical engineering, transportation, hydraulics, construction materials, project management, and environmental engineering applications.

The education provided in the Civil Engineering Program aims to train engineers who have a strong command of the fundamental principles of engineering sciences, possess analytical thinking skills, adhere to ethical values, demonstrate a high level of social responsibility, and are capable of producing innovative and sustainable solutions. The Program also seeks to support the use of technology and digital transformation in engineering, thereby fostering the development of both academic and industry-oriented competencies.

Since its establishment, the Program has made significant contributions to the education of qualified engineers capable of meeting the increasing infrastructure, transportation, and construction needs of the Turkish Republic of Northern Cyprus and the region, and has demonstrated continuous development through its academic staff, laboratory facilities, and research activities.

2.2. Type of Education Offered by the Program

Formal (on-campus) education is provided in the Civil Engineering Program. Courses are conducted through face-to-face theoretical instruction and include laboratory applications, computer-assisted studies, and field observations. Education is delivered in a face-to-face format and is supported by online materials and digital learning tools.

2.3. Level of Study

The Program is offered at the undergraduate level and comprises a four-year (eight-semester) course of study. In order to graduate, students are required to successfully complete a total of 240 ECTS credits and 150 credits.

The Civil Engineering Program corresponds to Level 6 qualifications within the Turkish Higher Education Qualifications Framework (TYYÇ) and is structured to ensure the acquisition of the knowledge, skills, and competencies defined for this level.

2.4. Language of Instruction

The language of instruction for the program is English.

2.5. Duration of the Program

The duration of the study of the Program is four years (eight semesters). The academic year consists of Fall and Spring semesters and covers a total period of 28 weeks each academic year. In addition to coursework, students are required to complete two compulsory internships prescribed within the Program.

2.6. Organizational Chart of the Program

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Revision Date: 10.12.2025

Figure 3. Program Organizational Chart

2.7. Program Coordinator

Program Coordinator:
Prof. Dr. Hüseyin Gökçekuş
Head of Department
huseyin.gokcekus@neu.edu.tr

2.8. Program Management and Academic Staff

The academic and administrative operations of the Civil Engineering Program are carried out by the Program Coordinator, and the Program operates under the authority of the Dean's Office in faculty-level administrative processes.

PROGRAMIN YÖNETİM KADROSU	
Prof. Dr. Hüseyin Gökçekuş	**Dean**, Faculty Administration and Supervision
Doç. Dr. Mustafa Alas	**Vice Dean**; *Faculty Coordination and Administrative Support*
Prof. Dr. Hüseyin Gökçekuş	**Program Coordinator**; *Academic and Administrative Management of the Program*

The Civil Engineering Program is housed within the Faculty of Civil and Environmental Engineering. The Program directly benefits from the Faculty's academic expertise and areas of specialization, thereby contributing to students' acquisition of both theoretical knowledge and practical skills.

Courses offered within the Program are delivered by faculty members and academic staff serving within the Faculty. As of the 2025–2026 academic year, a total of 16 full-time academic staff members are assigned to the Civil Engineering Program, comprising 5 professors, 3 associate professors, 6 academic staff holding doctoral degrees, and 2 specialist instructors.

In addition to their teaching activities at the undergraduate and graduate levels, the academic staff continue their professional development through research activities, sector-based consultancy, and participation in events that support professional growth. Faculty members guide students in areas such as engineering practice, laboratory work, project implementation processes, and technical reporting, thereby strengthening the applied education dimension of the Program.

3. PROGRAM MISSION AND VISION

3.1. Mission

The Department aims to educate civil engineers who are capable of practicing the engineering profession within the framework of ethical principles and who possess an interdisciplinary perspective and a strong sense of professional responsibility. The Department also seeks to encourage its graduates to pursue graduate education, thereby contributing to scientific research and producing engineering solutions for the benefit of society.

3.2. Vision

To be a leading department in engineering education that demonstrates high scientific productivity in the field of civil engineering, is preferred at national and international platforms through its graduates; develops sustainable and innovative solutions; and supports an entrepreneurial spirit.

4. PROGRAM'S CORE VALUES

The core values of the Civil Engineering Program reflect the program's vision and mission of educating engineers who are grounded in scientific principles, committed to ethical values, and possess a high level of social and environmental responsibility. The Program is committed to the following values:

- Commitment to the principles and reforms of Atatürk
- Professional ethics, integrity, and social responsibility
- Scientific rigor, a research-oriented culture, and technological competence in engineering
- Environmental awareness, sustainability, and climate consciousness
- A culture of safety, risk management, and attention to occupational health
- Competence in analytical, critical, and creative thinking
- Quality orientation, professionalism, and compliance with engineering standards
- Collaboration, participatory practices, and an interdisciplinary approach
- A sense of responsibility, leadership competence, and effective communication
- Continuous development, innovation, and a lifelong learning mindset

5. PROGRAM ACTIVITY AREAS

The Civil Engineering Program has a comprehensive, scientific, and practice-oriented education and training structure aimed at educating qualified engineers required by the construction sector. The curriculum of the Program is structured to provide a holistic learning process encompassing core engineering fields such as structural engineering, geotechnical engineering, transportation, hydraulics and water resources, construction materials, engineering mechanics, project management, computer-aided design (CAD/BIM), numerical modeling, and sustainable environmental solutions.

Throughout the education and training process, student-centered approaches are adopted, and laboratory applications, field studies, technical visits, design projects, and the effective use of contemporary engineering software are actively implemented. Measurement and evaluation processes are supported through project and design assignments, laboratory performance assessments, midterm examinations, engineering reporting, and application-based studies.

Academic advising services are provided to students within the Program, and regular guidance is offered throughout their professional development processes, graduation

projects, internship practices, and sectoral orientation. Within this framework, the Program aims to educate individuals who are equipped to integrate theoretical knowledge with practical skills and to solve engineering problems on a scientific and ethical basis.

The Civil Engineering Program provides an academic environment that promotes a culture of scientific research and supports interdisciplinary collaboration. Faculty members of the Program conduct a wide range of research and project activities in areas such as structural engineering, geotechnical engineering, hydraulics and water resources, transportation engineering, construction materials performance, sustainable infrastructure systems, earthquake engineering, numerical modeling, and smart/integrated engineering technologies.

Active student participation in research processes is encouraged, and applied research activities are carried out, including laboratory experiments, material testing, structural analysis studies, numerical simulations, hydraulic modeling, CAD/BIM-based design projects, and field measurements. These activities enhance students' problem-solving, data analysis, technical reporting, modeling, and analytical thinking skills, while also increasing their awareness of emerging engineering technologies and scientific innovations.

The Program's R&D approach places scientific productivity, innovation, sustainable engineering practices, and the implementation of sector-oriented, solution-focused projects at its core, and supports the development of both students and academic staff within a shared research culture.

The Civil Engineering Program adopts an educational approach that supports the continuous development of students' professional knowledge, skills, and competencies. In this context, course content, laboratory applications, project-based studies, academic advising services, and periodic information sessions conducted within the Program constitute the foundation of professional development activities.

The Program enables students to strengthen their practical skills in widely used engineering software in the industry (such as AutoCAD, SAP2000, ETABS, STAAD, and BIM-based tools) and to access up-to-date knowledge in core engineering fields including structural engineering, geotechnical engineering, hydraulics, transportation, construction materials, project management, and occupational health and safety. Faculty members provide guidance to students, as needed, regarding sectoral events,

conferences, online technical resources, engineering software training, and current professional developments.

In addition, students' professional development processes are supported through compulsory and elective internship practices, field observations, technical review assignments, interdisciplinary project work, and individual advisory services provided by faculty members. These activities facilitate students' adaptation to professional life after graduation and contribute to their ability to participate more competently in professional engineering environments.

The Civil Engineering Program sustains its approach to community contribution and service within the framework of available resources, the areas of expertise of its faculty members, and voluntary participation. Community engagement activities carried out within the Program primarily consist of faculty members' individual initiatives, their participation in events as invited speakers, and small-scale activities conducted by students through coursework.

Faculty members, when requested, participate in activities at schools, local institutions, or profession-related meetings, providing significant contributions to society on topics such as earthquake awareness, structural safety, engineering awareness, professional orientation, and university outreach. In addition, informational activities aimed at increasing public awareness are carried out in areas such as structural safety, sustainable engineering, and occupational health and safety.

Program students also contribute indirectly to societal benefit through technical review reports prepared within the scope of certain courses, in-class projects focused on environmental and structural safety awareness, field observations, and the experiences they gain during internship processes. These activities contribute to the development of students' sense of social responsibility.

In line with its existing resources, the Program aims to support sustainable and feasible community engagement activities, particularly by contributing to the enhancement of public awareness in the areas of earthquake preparedness, structural safety, environmental sustainability, and engineering ethics.

6. PROGRAM PURPOSES AND OBJECTIVES

When defining the program's purposes and objectives, the mission and vision of the university and faculty should be taken as the basis. The statements of purposes and objectives must be consistent with the mission and vision, clear, measurable, and achievable. Additionally, these statements should be structured in a way that ensures coherence between learning outcomes and program outcomes.

6.1. Writing the Purpose

A) Purposes and Objectives Covering the Education Area

Objective 1: To provide students with a comprehensive engineering education that develops fundamental principles of civil engineering, contemporary engineering practices, and analytical thinking skills.

Goal 1.1:
To ensure that students acquire theoretical and practical competence in core technical areas such as structural engineering, geotechnical engineering, hydraulics and water resources, transportation engineering, construction materials, and engineering mechanics.

Goal 1.2:
To integrate laboratory work, computer-aided design (CAD), structural analysis software (e.g., SAP2000, ETABS), numerical modeling, and project-based applications into the educational process.

Goal 1.3:
To instill awareness of occupational health and safety in students and to make safety culture and ethical engineering understanding a fundamental component of the educational process.

Objective 2: To maintain the education program in a structure that is aligned with the technical requirements of the industry, technological innovations, and international engineering standards, and that is continuously updatable and student-centered.

Goal 2.1:
To regularly update course contents in line with industry-used software, emerging engineering technologies, sustainability principles, and current regulations.

Goal 2.2:

To effectively conduct advising, career guidance, and mentoring activities in order to support students' academic, professional, and personal development.

Goal 2.3:

To structure the curriculum's assessment and evaluation processes to include project work, laboratory performance assessments, applied examinations, and engineering design projects.

B) Purposes and Objectives Covering the Research Area

Objective 1: To develop the scientific research, analysis, and problem-solving skills of students and academic staff, and to support a research culture and innovative thinking.

Goal 1.1:

To enhance students' skills in research methods, data analysis, modeling, and technical reporting.

Goal 1.2:

To carry out project and research assignments focused on structural analysis, soil mechanics experiments, material testing, hydraulic modeling, CAD–BIM studies, and field data.

Goal 1.3:

To encourage academic staff to produce scientific research, sector-oriented solution projects, and academic publications within their areas of expertise.

Objective 2: To strengthen technical research skills in connection with courses and practical applications, and to raise awareness of sectoral innovations.

Goal 2.1:

To integrate review and investigation studies related to construction materials testing, soil experiments, hydraulic experiments, numerical modeling, and field applications into course contents.

Goal 2.2:

To develop students' research-based thinking skills through technical review reports, field observations, projects, and design outputs.

Goal 2.3:

To reflect solution proposals developed by academic staff in response to sectoral needs into course contents and project studies.

C) Objectives and Goals Covering Contribution to Society and Educational Services

Objective 1: To contribute to activities that provide societal benefit and increase awareness of structural safety, earthquake preparedness, and engineering awareness.

Goal 1.1:
To continue participation in informational activities on earthquake safety, structural durability, occupational safety, and engineering awareness at institutions where academic staff are invited.

Goal 1.2:
To support students in providing indirect contributions to society through technical reviews, field observation reports, design projects, and small-scale research prepared within the scope of their courses.

Goal 1.3:
To strengthen course contents that raise public awareness on structural safety, earthquake awareness, engineering ethics, environmental sustainability, and disaster awareness.

Objective 2: To establish sustainable professional and societal contribution mechanisms in cooperation with the local sector, public institutions, and the community.

Goal 2.1:
To maintain and further develop internship programs, field observations, and technical collaboration practices carried out with municipalities, private sector companies, engineering offices, and public institutions.

Goal 2.2:
To strengthen educational processes that support students' applied engineering skills in order to meet the technical and analytical competencies required by the sector.

Goal 2.3:
To encourage the transformation of the knowledge and experience gained by students during field applications, design projects, and technical studies into societal benefit.

7. PROGRAM QUALIFICATIONS

7.1. Program Qualifications

A. Knowledge – Theoretical and Factual Competencies

PQ1. Engineering Knowledge: Knowledge of mathematics, natural sciences, basic engineering sciences, computational methods, and discipline-specific engineering topics; and the ability to use this knowledge in solving complex engineering problems.

PQ4. Use of Techniques and Tools: The ability to select and use appropriate techniques, resources, and modern engineering and information technologies, including estimation and modeling, for the analysis and solution of complex engineering problems, with an awareness of their limitations.

PQ9. Oral and Written Communication: The ability to communicate effectively, both orally and in writing, on technical matters by taking into account the diverse characteristics of the target audience (such as education, language, and profession).

B. Skills – Cognitive and Practical Competencies

PQ2. Problem Analysis: The ability to identify, formulate, and analyze complex engineering problems using knowledge of basic sciences, mathematics, and engineering, while considering the United Nations Sustainable Development Goals relevant to the problem addressed.

PQ3. Engineering Design: The ability to design creative solutions to complex engineering problems; to design complex systems, processes, devices, or products that meet current and future needs by considering realistic constraints and conditions.

PQ4. Use of Techniques and Tools: The ability to select and use appropriate techniques, resources, and modern engineering and information technologies, including estimation and modeling, for the analysis and solution of complex engineering problems, with an awareness of their limitations.

PQ5. Research and Investigation: The ability to use research methods, including literature review, experimental design, conducting experiments, data collection, analysis, and interpretation of results, for the investigation of complex engineering problems.

C. Competencies – Independence, Learning, Communication, and Field-Specific Competencies

Competence for Independent Work and Responsibility

PQ2. Problem Analysis: The ability to identify, formulate, and analyze complex engineering problems using knowledge of basic sciences, mathematics, and engineering, while considering the United Nations Sustainable Development Goals relevant to the problem addressed.

PQ6. Global Impact of Engineering Practices: Knowledge of the impacts of engineering practices on society, health and safety, the economy, sustainability, and the environment within the framework of the United Nations Sustainable Development Goals; awareness of the legal implications of engineering solutions.

PQ10. Project Management: Knowledge of professional practices such as project management and economic feasibility analysis; awareness of entrepreneurship and innovation.

PQ11. Lifelong Learning: The ability for independent and continuous learning, adapting to new and emerging technologies, and developing inquisitive thinking regarding technological change.

Learning Competence

PQ7. Ethical Conduct: Acting in accordance with professional engineering ethics; knowledge of ethical responsibility; awareness of impartiality, non-discrimination, and inclusiveness.

PQ8. Awareness of the necessity of lifelong learning; the ability to access information, follow developments in science and technology, and continuously update oneself.

Communication and Social Competence

PQ4. Use of Techniques and Tools: The ability to select and use appropriate techniques, resources, and modern engineering and information technologies, including estimation and modeling, for the analysis and solution of complex engineering problems, with an awareness of their limitations.

PQ7. Ethical Conduct: Acting in accordance with professional engineering ethics; knowledge of ethical responsibility; awareness of impartiality, non-discrimination, and inclusiveness.

PQ9. Oral and Written Communication: The ability to communicate effectively, both orally and in writing, on technical matters by taking into account the diverse characteristics of the target audience (such as education, language, and profession).

PQ10. Project Management: Knowledge of professional practices such as project management and economic feasibility analysis; awareness of entrepreneurship and innovation.

PQ11. Lifelong Learning: The ability for independent and continuous learning, adapting to new and emerging technologies, and developing inquisitive thinking regarding technological change.

Field-Specific Competence

PQ9. Oral and Written Communication: The ability to communicate effectively, both orally and in writing, on technical matters by taking into account the diverse characteristics of the target audience (such as education, language, and profession).

PQ11. Lifelong Learning: The ability for independent and continuous learning, adapting to new and emerging technologies, and developing inquisitive thinking regarding technological change.

7.2. The Relationship between Program Qualifications and the Turkish Higher Education Qualifications Framework

In this section, the mapping between the defined Program Qualifications (PQ) of the Civil Engineering Undergraduate Program and the Level 6 qualifications of the Turkish Higher Education Qualifications Framework (THEQF) is presented. The table prepared demonstrates the alignment of the program outcomes with the national qualifications system and ensures consistency, integrity, and quality assurance across the domains of knowledge, skills, and competencies. This mapping indicates that the program is structured in accordance with national standards and that graduates meet the fundamental qualifications required.

Click here for the Relationship between Program Qualifications and THEQF Qualifications:

https://docs.google.com/spreadsheets/d/166Jw4iT6j6MZHKyprXPHiWq5FuWq-Pnv/edit?usp=drive_link&ouid=117686995236360200130&rtpof=true&sd=true

7.3. The Relationship between Courses and Program Qualifications

In this section, the relationship between the learning outcomes of the courses and the Program Qualifications (PQ) is presented, and the contribution of each course to the overall objectives of the program and to graduate qualifications is shown through tables. The table systematically demonstrates which qualifications each course supports and to what extent, indicating that the curriculum has been designed using a holistic, outcomes-based learning approach. This mapping serves as a reference for the program's quality assurance, course design, assessment and evaluation, and continuous improvement processes.

Click here for the Relationship between Courses and Program Qualifications:

https://docs.google.com/spreadsheets/d/17bCcEzFlQrbv7ntZkzuxAOgoGQ7hoX3H/edit?usp=drive_link&ouid=117686995236360200130&rtpof=true&sd=true

8. COURSE LIST

8.1. Distribution Tables of Semester and Elective Courses in the Program

In this section, the distribution of all compulsory and elective courses of the Civil Engineering Undergraduate Program by semesters is presented in tabular form. The tables systematically show the course load that students are required to take in each semester, the ECTS credit values of the courses, and the overall credit structure of the program. This distribution aims to provide a comprehensive educational plan aligned with the program's learning outcomes.

Click here for the Table of the Semester-Based Distribution of Compulsory and Elective Courses of the Program:

https://drive.google.com/file/d/1uloh3RJAXwm0PHOPjrE6MamG6y6pjMVt/view?usp=drive_link

8.2. Common Compulsory Courses Offered University-Wide

In this section, the common compulsory courses that are required to be offered in all undergraduate programs within the university should be included.

Link to Common Course Contents:

https://drive.google.com/file/d/169y8OMD2r4N3kE56J9GraJ3LBEbMFj3x/view?usp=drive_link

8.3. Course Syllabus

In this section, the syllabi of all courses included in the program are presented. Each course syllabus includes the course objectives, learning outcomes, content topics, weekly schedule, assessment methods, references, and the level of the course's contribution to the program qualifications.

You can access the syllabi of all courses in the program via the link below:

https://drive.google.com/file/d/1kneLvk2BIqGEBg8lG_PQdio7It_aZnlA/view?usp=drive_link

9. PRINCIPLES OF PROGRAM ASSESSMENT AND EVALUATION

9.1. Exam Rules

The assessment and evaluation processes in the Civil Engineering Undergraduate Program are conducted in accordance with the principles and standards determined by the Near East University Center of Excellence in Education, Measurement and Evaluation Coordination Unit. All examinations are prepared in compliance with the Examination Guidelines, which are based on the use of valid and reliable assessment tools aligned with learning outcomes. Instructors prepare a table of specifications in line with course learning outcomes, and the type of examination, question distribution, scoring, and difficulty level are planned accordingly.

Examinations are administered within the framework of official rules set by the university; proctoring, examination security, student seating, time management, and examination conditions for students with special needs are arranged in accordance with the provisions of the guidelines. The standard Examination Cover Page and Examination

Attendance List used at the faculty level ensure consistency in the administration of examination documents across the faculty.

During the evaluation process, instructors conduct objective assessments using pre-prepared answer keys and scoring rubrics. Examination results are shared with students, and objection and feedback procedures are implemented when necessary. In addition, class averages, student performance profiles, and common errors are analyzed, and the instructional process and course content are regularly reviewed within the framework of quality assurance.

9.2. Letter Grade Conversion Table

This section presents the conversion table for the letter grades awarded to students for each course at the end of the semester, along with brief explanations of the grades. Students' academic performance is evaluated by the instructor based on their coursework during the semester and their end-of-semester examination results. Letter grades are expressed with coefficient values on a 4.00 scale and also correspond to approximate achievement ranges on a 100-point scale. This system is used as the basis for calculating the student's grade point average (GPA).

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

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

Additional Grades Provided Beyond the Above Letter Grades:

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

(I) Grade is assigned by the instructor to students who, due to illness or other valid reasons, are successful during the term but have not completed the requirements of the course. A student receiving an (I) grade must complete the missing requirements and obtain a grade within 15 days from the date the grades are submitted to the Student Affairs Office. Otherwise, the (I) grade automatically converts to (FF). However, in cases of prolonged illness or similar situations, the duration of the (I) grade may be extended until the beginning of the next registration term with the recommendation of the Department Chair and the approval of the Faculty Administrative Board.

(S) Grade is given to students who pass courses that are not included in the grade point average. The (S) grade is also given for courses previously taken and recognized as equivalent by the Faculty Administrative Board to students transferring from another university or re-enrolling via entrance exam. Students transferring from outside who are required to retake any course according to regulations cannot receive an (S) grade. The (S) grade is not included in GPA calculations.

(P) Grade is given to students who are continuing courses that are not included in GPA calculations.

(U) Grade is given to students who fail courses that are not included in GPA calculations.

(EX) Grade is given to students exempted from certain courses based on a departmental exemption exam as determined by the Senate. The (EX) grade is not included in GPA calculations but is shown on the transcript.

(W) Grade is used for a course withdrawn after the normal add/drop period within the first ten weeks of the term with the recommendation of the advisor and the permission of the instructor. The following rules apply:

(a) Students cannot withdraw from courses in the first two semesters of their undergraduate program.
(b) Students cannot withdraw from a course they are required to retake, previously

received a (W) grade, or is not included in GPA. Withdrawal is not allowed if the student's course load falls below 2/3 of the normal load. A student may withdraw from a maximum of one course per term and up to six courses throughout their undergraduate education with advisor recommendation and instructor approval.

(NA) Grade is given to students who, despite being enrolled, do not attend the course.

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

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS

At Near East University, education is provided at the associate, undergraduate, and graduate levels. The language of instruction is Turkish and English, and when necessary, instruction deemed may also be offered in other languages. Examination and assessment principles are regulated by separate regulations. Student admissions are carried out through the Student Affairs Directorate within the framework of rules determined by the Senate. Admission to preparatory, associate, and undergraduate programs is conducted through special examinations or, for international students, through admission without an entrance examination. Conditions related to graduate programs and students admitted through horizontal transfer are specified in the relevant regulations. Special students may enroll only in specific courses and are not eligible to receive a diploma.

The admission and registration conditions of international students who are not citizens of the Turkish Republic of Northern Cyprus (TRNC) or the Republic of Türkiye are carried out in accordance with the Regulation titled “Admission and Registration Conditions of Foreign Students Who Are Not Citizens of the Turkish Republic of Northern Cyprus or the Republic of Türkiye to Higher Education Institutions,” enacted under Article 11 of YÖDAK Laws No. 65/2005, 21/2008, 40/2009, and 23/2007. When necessary, prospective students deemed may be placed in a scientific preparatory program for a period of one year.

Registration procedures are completed on the specified dates once the required documents are submitted and tuition fees are paid. Students are required to renew their registration each semester. The proficiency level of students in the English preparatory program is determined through examinations, and this education may last for a maximum of two years. Associate, undergraduate, and graduate programs are conducted in accordance with their respective regulations. Students may also take teacher certification courses. Those who successfully complete their studies are awarded associate, undergraduate, and graduate diplomas. The format of diplomas and temporary graduation certificates is determined by the Senate. Students’ grades are officially recorded, and certified documents are issued upon request.

No refunds are provided to students who voluntarily withdraw or cancel their registration. Students may be granted leave of absence for reasons related to health, military service, financial circumstances, or educational purposes, and such periods are not counted toward the duration of study. Students returning from leave continue their education by renewing their registration. Students are guided by their academic advisors. Mandatory internships, disciplinary procedures, scholarships, and health services are regulated in accordance with the relevant regulations.

11 Horizontal and Vertical Transfer Opportunities

11.1. Horizontal Transfer Opportunities

Applications for internal, inter-institutional, and international horizontal transfers to the Civil Engineering Undergraduate Program are carried out in accordance with the provisions of the Near East University Regulation on Horizontal Transfer and Credit Transfer. Horizontal transfer applications are evaluated by taking into account the

applicant's academic status at their current higher education institution as well as the eligibility criteria for the program to which they are applying.

The main conditions that students must meet in order to apply for a horizontal transfer are as follows:

- Not having received any disciplinary penalties,
- Having a cumulative grade point average of at least 2.00/4.00 or 60/100,
- Having successfully completed a sufficient number of courses compatible with the curriculum of the program to which the transfer is requested.

For horizontal transfer applications based on the central placement score, it is mandatory that the student meets the base score of the program for the relevant year. Applications are submitted within the dates announced by the university, and the required documents must be delivered in full to the relevant unit.

Applications are evaluated within the allocated quotas based on students' academic performance and the compatibility of course contents. During the evaluation process, the equivalence of the courses taken at the previous institution, their credit values, content compatibility, and the students' academic achievements are taken into consideration.

Course exemptions and class placements are determined by a decision of the Faculty Administrative Board, based on the report prepared by the Exemption and Adaptation Commission operating within the faculty. The Commission provides guidance and advisory support by reviewing course exemptions, evaluating credit compatibility, and ensuring the smooth integration of students into the program.

Horizontal transfer applications based on special circumstances such as war, natural disasters, or long-term health problems are evaluated separately within the framework of the relevant legislation, and additional documentation may be requested from the applicant.

11.2. VERTICAL TRANSFER OPPORTUNITIES

Graduates of the Civil Engineering Undergraduate Program may transfer to relevant master's degree programs in Türkiye and the Turkish Republic of Northern Cyprus through the Vertical Transfer Examination (DGS). In addition, the Council of Higher Education (YÖK)–approved bachelor's degree obtained from the program may be recognized and accepted by international universities in accordance with the equivalency regulations of the respective country.

The vertical transfer process is administered by the Student Selection and Placement Center (ÖSYM), and preference procedures are carried out based on the student's DGS score.

Graduates may gain the right to be placed in various engineering and technically oriented master's programs in line with the scores they obtain in the examination. Placement procedures are conducted centrally and entirely by ÖSYM.

For students who are placed in undergraduate programs through vertical transfer:

Course exemptions and

Class placements

Are determined by the academic units of the relevant university, taking into account the compatibility of program content.

12. RECOGNITION AND CREDIT TRANSFER OF PREVIOUS LEARNING

Students enrolled in the Civil Engineering Undergraduate Program may apply for course exemption and placement (credit transfer) for courses they have previously taken and successfully completed at another higher education institution, in accordance with the Near East University Regulation on Exemption and Placement Procedures for Undergraduate Programs. Such applications must be submitted in writing by the end of the second week of the first semester in which the student registers for courses.

Applications are made together with an approved transcript and course syllabi, and are evaluated by the Exemption and Placement Commission within the faculty based on content and credit compatibility as well as academic performance. Courses deemed appropriate and approved by the Faculty Administrative Board are recorded on the

student's transcript with a letter grade and included in the calculation of the grade point average.

If the total ECTS credits of the exempted courses correspond to at least 70% of the relevant semester's course load, the student is placed into the next semester. No exemptions are granted for courses taken at institutions that do not have equivalency recognized by the Council of Higher Education (YÖK). Objections to exemption and placement decisions may be submitted within two weeks from the notification of the results.

13. INTERNATIONAL PROGRAMS AND EXCHANGE OPPORTUNITIES

Near East University (NEU) offers its students international exchange and internship opportunities, particularly through the Europe-based Erasmus+ Program, which provides study and traineeship opportunities abroad. Through this program, students and academic staff are given the opportunity to study and undertake internships in member countries of the European Union. Students wishing to participate in the Erasmus+ Program are required to have completed at least their first year of study, demonstrate a certain level of academic achievement, and document the foreign language proficiency required by the relevant program.

In addition, NEU carries out exchange activities through various international student associations in different fields. These include IFMSA (Medicine), IADS (Dentistry), IPSF (Pharmacy), and IVSA (Veterinary Medicine), within the scope of which research and clinical internship exchange opportunities are offered to students. During the summer periods, in cooperation with these associations, practical training activities, joint research projects, and cultural events are organized together with students from different countries.

Thanks to its active collaborations with 114 universities in 44 countries, Near East University enables students not only to study and undertake internships abroad but also to pursue their education on the campus of the Turkish Republic of Northern Cyprus (TRNC) within a culturally diverse and interactive environment. NEU maintains reciprocal cooperation with many higher education institutions across Europe, Asia, the Americas, and Africa. Students may study for one semester or a full academic year at these partner universities, complete internships, or participate in international research projects.

In order to provide students with global experience, the University is not limited solely to the Erasmus+ Program; it also conducts student exchange activities within the scope of the Mevlana and Farabi Programs. The Mevlana Program offers reciprocal exchange opportunities with universities in Türkiye, while the Farabi Program supports student exchanges among universities within the country.

Through these programs, students gain opportunities to enhance their academic knowledge as well as to become acquainted with different cultures and enrich their cultural perspectives. Throughout all these processes, the Near East University International Office provides comprehensive support, starting from the application stage, including advisory services, documentation and application procedures, as well as assistance with accommodation and visa matters. Students are informed and guided by expert staff at every stage of the exchange process.

14. ACCREDITATION AND QUALITY ASSURANCE OF THE PROGRAM

The Civil Engineering Undergraduate Program conducts its accreditation and quality assurance processes under the umbrella of the Faculty of Civil and Environmental Engineering, in line with the university's quality policy and UKAP standards. The Quality Assurance Commission within the Faculty is responsible for the integrated coordination of quality management, stakeholder participation, assessment and evaluation, improvement, and accreditation activities.

In accordance with the Faculty's quality policy, the PDCA (Plan–Do–Check–Act) cycle approach, and stakeholder feedback, the Program is regularly updated, and all processes are carried out in a traceable manner within the framework of the quality assurance system.

14.1. Quality Policy

The Program's quality policy has been structured in alignment with the quality approach of the Faculty of Civil and Environmental Engineering. The Faculty's quality policy is based on national and international quality assurance frameworks, accreditation requirements, and UKAP standards, and is founded on the principles of sustainability, ethical responsibility, scientific excellence, and social benefit.

Within this framework, the Civil Engineering Program aims to provide its students with knowledge and skills that are aligned with current industry requirements, to enhance the quality of practical education, and to continuously improve the professional competencies of its graduates.

14.2. Accreditation Process of the Program

The Civil Engineering Undergraduate Program continues its preparatory efforts toward ASIIN accreditation in line with its objective of achieving international quality assurance. Within this scope, the updating of program learning outcomes, the improvement of assessment and evaluation processes, the regular collection of stakeholder feedback, and alignment analyses between course plans and program outcomes are carried out concurrently with the Faculty's quality assurance mechanisms.

In addition, Near East University is continuing the Institutional Accreditation Program of YÖKAK at the university level, and the Program actively contributes to the monitoring and reporting of quality indicators as part of these institutional quality assurance activities.

14.3. Quality of Education

Educational quality is regularly monitored and updated in line with the faculty's quality policy, the activities of the assessment and evaluation commission, and stakeholder feedback. Course contents, learning outcomes, and assessment methods are revised by taking into account current developments in engineering and technical education, industry expectations, and feedback from students and graduates. The program is supported through practical training, laboratory studies, industry collaborations, and project-based learning methods, and all processes are monitored within the framework of quality assurance indicators.

14.4. Research and Development Activities

Research and development activities are carried out in alignment with the institutional efforts conducted by the Faculty's R&D Commission.

The program particularly supports development in applied engineering technologies, materials science, construction practices, environmental sustainability, and technical fields required by the construction sector. Within the framework of the faculty's strategic research objectives and quality policy, the R&D activities of academic staff are strengthened through industry-collaborative projects, laboratory studies, interdisciplinary research, and community-oriented applications.

14.5. Continuous Improvement Process

Continuous improvement activities within the program are carried out in accordance with the faculty's quality management system based on the PDCA (Plan–Do–Check–Act) cycle.

Regular feedback is collected from students, graduates, academic staff, and external stakeholders; in this context, student surveys, graduate satisfaction surveys, and faculty surveys are utilized.

The data obtained are used to improve courses, update program learning outcomes, strengthen assessment and evaluation methods, and enhance learning environments. Process outcomes are reported to the university's quality coordination unit through the Faculty Unit Internal Evaluation Report (BİDR) prepared annually.

15. GRADUATION REQUIREMENTS AND AWARDED DEGREE

15.1. Graduation Requirements

To graduate from the Near East University Civil Engineering Undergraduate Program, a student must successfully complete a total of 240 ECTS credits, including compulsory courses, common compulsory courses, and elective courses specified in the curriculum. In addition, the student is required to have a cumulative (overall) grade point average of at least 2.00. The two compulsory internship periods must also be completed in full. Upon fulfillment of all these academic and administrative requirements, the student is entitled to receive the Bachelor's degree in Civil Engineering.

15.2. Awarded Degree

A student who successfully completes the Near East University Civil Engineering Undergraduate Program is entitled to receive a bachelor's degree in Civil Engineering. Graduates are awarded the professional title of "Civil Engineer."

16. DIPLOMA SUPPLEMENT

The Diploma Supplement is a complementary academic document prepared in accordance with the standards set by the European Commission, the Council of Europe, and UNESCO/CEPES, and it provides graduates with international recognition. This document transparently presents the content, level, status, and achievements of the education completed by the student, thereby facilitating diploma equivalency procedures, applications for education abroad, and employment processes.
The Diploma Supplement issued for the Civil Engineering Undergraduate Program is prepared in line with the official template of Near East University.

Click here for the Diploma Supplement of the Civil Engineering Undergraduate Program:

https://docs.google.com/document/d/1kRQR1phVDGfcwfgVLNT470lX7rlj4wy4/edit?usp=drive_link&ouid=117686995236360200130&rtpof=true&sd=true

17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS

17.1. Employment Opportunities for Graduates

The Graduates of the Civil Engineering Program, holding the title of "Civil Engineer," have broad and continuously expanding employment opportunities in both the public and private sectors. Graduates can take part in all technical and administrative processes related to the planning, design, analysis, implementation, management, and supervision of structural, infrastructure, and environmental systems. The main fields of employment for graduates include the following:

- **Structural and Construction Site Engineering:** Management of the construction processes of reinforced concrete, steel, masonry, and prefabricated structures;

scheduling and work program monitoring; site coordination; and quality assurance processes.

- **Design and Project Engineering:** Structural and reinforced concrete calculations; geotechnical design; transportation engineering projects; hydraulic and hydrological design; and engineering calculations for infrastructure and superstructure projects.
- **Building Inspection and Quality Control:** Load-bearing system inspections in building supervision firms; material testing; geotechnical investigations; and structural safety assessments.
- **Infrastructure and Transportation Systems:** Planning, design, and field implementation of highway, bridge, dam, tunnel, irrigation, drinking water, wastewater, and other infrastructure projects.
- **Public Institutions:** Technical expertise and project management roles in municipalities, ministries, State Hydraulic Works (DSİ), General Directorate of Highways, units of Environment and Urbanization, AFAD, provincial special administrations, and other public engineering bodies.
- **Private Sector Practices:** Engineering services across a wide range of sectors, including contracting firms, engineering and consultancy companies, project offices, construction material manufacturers, and energy and transportation investments.
- **Research and Development and Academia:** Scientific research, laboratory studies, and the development of innovative engineering solutions in universities, research centers, and R&D units.

The program's engineering-based, practice-supported, and sustainability-oriented educational structure enables graduates to work effectively in office, field, and research environments. In addition, competencies in problem solving, design, modeling, occupational health and safety, digital engineering tools, and modern construction technologies enhance graduates' competitiveness in both national and international labor markets.

17.2. Access to Graduate Programs

Graduates of the Civil Engineering Program, after completing their undergraduate studies, are eligible to apply for master's (M.Sc./M.Eng.) and doctoral (Ph.D.) programs both in Türkiye and internationally. Graduates may pursue postgraduate education across a broad academic spectrum aimed at specialization in fields such as structural

engineering, geotechnical engineering, transportation engineering, water resources engineering, environmental engineering, construction management, earthquake engineering, and materials science.

During the application process for postgraduate programs, requirements such as the Academic Personnel and Graduate Education Entrance Exam (ALES), GRE/GMAT scores, foreign language proficiency examinations (YDS/TOEFL/IELTS), and institution-specific interviews may apply. Graduates may also benefit from inter-university transfer opportunities, as well as scholarships, grants, and research funding offered in Türkiye and abroad, including master's and doctoral scholarship programs provided by TÜBİTAK and similar institutions.

In addition to academic advancement, graduates who wish to specialize in pedagogical formation and teaching may apply to relevant institute programs and pursue postgraduate studies in educational sciences or technical education.

The postgraduate education process deepens graduates' professional knowledge base and strengthens their research competencies, offering significant advantages both for those aiming for academic careers and for those seeking specialist positions in the public and private sectors. Consequently, graduates are able to pursue their careers as more effective, competent, and competitive professionals at both national and international levels.

18. ADDITIONAL INFORMATION

A. Difference from Similar Programs

The Civil Engineering Program distinguishes itself from similar engineering programs through its strong academic staff, interdisciplinary working culture, and practice-oriented educational approach. The laboratory infrastructure within the faculty brings together diverse areas of specialization—such as structures, geotechnics, materials, water resources, and transportation, and computer-aided modeling— thereby providing students with a comprehensive and integrated engineering education.

With a curriculum aligned with sectoral needs, a project-based learning model, field-oriented practical applications, and the consistent emphasis on occupational health and

safety culture across all courses, the program offers a higher-quality learning experience compared to comparable programs. In addition, the active involvement of faculty members in national and international research projects enables students to directly follow developments in current technologies, sustainability, and innovative structural systems, positioning the program in a distinctive and competitive standing.

B. Opportunities Offered

Within the scope of the program, students have the opportunity to gain sectoral experience through internship practices, construction site observations, and project-based assignments. The faculty's collaborations with industry representatives provide a significant advantage by supporting students' transition into professional life. In addition, courses that involve the use of technical drawing software and practice-supported instructional methods contribute to the professional development of students.

C. Applied Training

In the program, practical education is supported, in line with the existing infrastructure, through technical drawing exercises, surveying and setting-out applications, project assignments, and laboratory activities conducted on a limited scale. The activities carried out in the laboratories are maintained within a controlled framework, and development efforts aimed at strengthening the faculty's laboratory capacity are ongoing. This approach ensures that students acquire fundamental technical skills while emphasizing the efficient use of available resources.

D. Tools and Technologies Used

During the education process, AutoCAD-based technical drawing software, field surveying equipment, and fundamental technologies used in construction production processes are actively utilized. These tools support the development of essential professional competencies that facilitate students' adaptation to both office and field environments.

E. Additional Activities

Through seminars, guest speaker sessions, industry meetings, and technical presentations organized throughout the program, students' level of knowledge regarding current practices is enhanced. In addition, student–alumni feedback meetings and stakeholder consultations conducted by the faculty constitute important activities that support the program's continuous improvement process.

F. Additional Resources for Development

Within the Civil Engineering Program, technical publications, national and international research reports, engineering databases, online course platforms, and open-access scientific resources are regularly shared with students and graduates. In addition, up-to-date software training materials related to structural, geotechnical, water resources, transportation, and materials engineering, as well as application sets that support project-based learning, are made available to students.

These resources support students' and graduates' continued professional development, enable them to keep pace with technological innovations in the sector, and help them adapt to current standards in engineering practice. Strengthening the program's application- and research-oriented structure, these supplementary resources contribute to graduates being better equipped both in professional life and in postgraduate education processes.