



YAKIN DOĞU ÜNİVERSİTESİ

Program Catalogue

Environmental Engineering
Undergraduate Programme

TABLE OF CONTENTS

1. PROGRAM CATALOGUE GENERAL INFORMATION.....	3
1.1. Establishment of The Faculty.....	3
A) History of the Faculty and Academic Processes.....	3
B) Education Policy and Academic Objectives	3
C) Physical and Academic Infrastructure	3
D) Accreditation and Quality Policy.....	4
1.2. Mission, Vision and Core Values of the Faculty	4
A) Mission	4
B) Vision.....	4
C) Core Values.....	5
1.3. Goals and Objectives of the Faculty	5
A) Goals and Objectives Covering the Field of Education	5
B) Goals and Objectives Covering the Research Area	6
C) Goals and Objectives Covering Contribution to Society and Educational Services	6
1.4. Organization Chart of the Faculty.....	8
1.5. Management of the Faculty.....	9
1.6. Academic Staff of the Faculty.....	9
1.7. Programs within the Faculty	10
2. GENERAL INFORMATION OF THE PROGRAM	11
2.1. Brief History and Development of the Program	11
2.2. Type of Education of the Program	11
2.3. Education Level of the Program.....	11
2.4. Language of Instruction of the Program	11
2.5. Duration of Education of the Program	11
2.6. Organization Chart of the Program	11
2.7. Program Coordinator	12
2.8. Management and Academic Staff of the Program	12
3. MISSION AND VISION OF THE PROGRAM.....	13
3.1. Mission	13
3.2. Vision	13
4. CORE VALUES OF THE PROGRAM	14
5. FIELDS OF ACTIVITY OF THE PROGRAM.....	15

6. AIMS AND OBJECTIVES OF THE PROGRAM	16
7. PROGRAM QUALIFICATIONS	19
7.1 Program Qualifications Knowledge – Theoretical, Factual Competencies	19
7.2. The Relationship Between Program Qualifications and the Turkish Higher Education Qualifications Framework	21
7.3. The Relationship Between Courses and Program Qualifications	21
8. COURSE LIST	22
8.1. Distribution Tables of Semester and Elective Courses of the Program	22
8.2. Common Compulsory Courses Offered Throughout the University	22
8.3. Course Syllabi	22
9. ASSESSMENT AND EVALUATION PRINCIPLES OF THE PROGRAM	23
9.1. Exam Rules	23
9.2. Letter Grade Conversion Chart	23
10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS	26
11. HORIZONTAL AND VERTICAL TRANSFER OPPORTUNITIES	27
11.1. Transfer Opportunities	27
11.2. Vertical Transfer Opportunities	27
12. EVALUATION AND RECOGNITION OF PREVIOUS LEARNING	28
13. INTERNATIONAL PROGRAMS AND EXCHANGE OPPORTUNITIES	29
14. ACCREDITATION AND QUALITY ASSURANCE OF THE PROGRAM.....	30
14.1. Quality Policy.....	30
14.2. Accreditation Process of the Program	30
14.3. Quality of Education	30
14.4. Research and Development Studies	30
14.5. Continuous Improvement Process.....	31
15. GRADUATION REQUIREMENTS AND DEGREE EARNED.....	32
15.1. Graduation Requirements.....	32
15.2. Degree Awarded.....	32
16. DIPLOMA SUPPLEMENT	33
17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS.....	34
17.1. Employment Opportunities for Graduates	34
17.2. Access to Graduate Programs	34
18. ADDITIONAL INFORMATION	35

1. PROGRAM CATALOGUE GENERAL INFORMATION

1.1. Establishment of The Faculty

A) History of the Faculty and Academic Processes

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

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

B) Education Policy and Academic Objectives

The education policy of the Faculty of Civil and Environmental Engineering is based on training engineers who adhere to ethical values, embrace sustainability, and meet international standards, in alignment with the mission and vision of the university. In this direction, the faculty aims to produce highly qualified graduates through a student-centered learning approach, the use of modern engineering technologies, the provision of contemporary and accessible learning environments, and the strengthening of practical education.

The academic and societal goals of the faculty encompass strategic priorities such as developing 21st-century engineering competencies, increasing interdisciplinary research capacity, expanding nationally and internationally funded projects, enhancing the quality of scientific publications, and strengthening research infrastructure. In addition, the faculty aims to develop solutions to regional infrastructure, environmental, and sustainability issues by increasing collaborations with public institutions, municipalities, and the private sector; 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 possesses a physical infrastructure enhanced with classrooms, laboratories, research centers, and technical equipment that support contemporary engineering education. The advanced materials, structural, hydraulic and water, and geotechnical laboratories within the faculty are organized to directly contribute to education, research, and practical applications. The academic infrastructure is supported by expert faculty

members, up-to-date curricula, and digital learning resources, aiming to maximize students' scientific, technical, and professional development.

D) Accreditation and Quality Policy

Fakültenin akreditasyon ve kalite politikası, eğitim-öğretim, araştırma, yönetişim, toplumsal katkı ve uluslararasılaşma alanlarında yükseköğretim kalite standartlarına uyumu güçlendirmeyi ve sürdürülebilir bir kalite kültürü oluşturmayı amaçlamaktadır. Bu politika doğrultusunda fakülte, YÖKAK ölçütlerine uygun bir kalite güvence sistemi yapılandırarak tüm akademik ve idari süreçlerin şeffaf, izlenebilir ve sürekli gelişime açık olmasını sağlamaktadır. Akreditasyon gereklilikleri, fakültenin stratejik hedefleri ve akademik öncelikleriyle bütünsel bir şekilde ele alınmakta; paydaşların katılımı ve geri bildirim mekanizmaları kalite yönetiminin ayrılmaz bir bileşeni olarak kullanılmaktadır.

Kalite politikası, fakültede PUKÖ (Planla–Uygula–Kontrol Et–Önlem Al) döngüsüne dayalı sistematik bir yaklaşım ile yürütülmektedir. Bu kapsamında eğitim programlarının düzenli değerlendirilmesi, performans göstergelerinin izlenmesi, memnuniyet analizlerinin yapılması ve sürekli iyileştirme odaklı uygulamaların hayatı geçirilmesi temel süreçleri oluşturmaktadır. Fakülte, akreditasyon standartlarına uyumun yanı sıra kalite güvencesinin kurumsal işleyişin doğal bir parçası haline gelmesini hedeflemekte, böylece akademik mükemmeliyet ve kurumsal sürdürülebilirlik için güçlü bir altyapı oluşturmaktadır.

1.2. Mission, Vision and Core Values of the Faculty

A) Mission

The mission of our faculty is to educate self-confident, ethically grounded, entrepreneurial engineers equipped with analytical and innovative thinking skills who are in demand at both national and international levels. In line with this mission, our faculty adopts an education and research model that prioritizes societal benefit within the framework of sustainable development principles, and supports scientific research and technological innovation. By equipping its students with 21st-century engineering competencies, the faculty aims to ensure that they become highly competitive on both national and international platforms.

B) Vision

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

C) Core Values

1. Student Focus: To support students' academic, social and professional development by supporting them to grow as competent and well-equipped engineers.
2. Scientificity and Productivity: To produce knowledge in line with universal scientific principles, to encourage research and to develop projects that contribute to the benefit of society.
3. Sustainability: Integrating an understanding of environmental, economic, and societal sustainability into education, research, and practices.
4. Accessibility and Equality in Education: Ensuring that all students have equal access to quality education and observing equal opportunities.
5. Commitment to Ethical Principles: To raise honest, fair and responsible individuals by adhering to the ethical values of the engineering profession.
6. Collaboration and Sharing: To develop the sharing of knowledge, experience and resources in cooperation with public institutions, the private sector, international organizations and society.
7. Innovation: To be a pioneer and develop innovative applications in the field of engineering by adopting new technologies and creative solutions.

1.3. Goals and Objectives of the Faculty

A) Goals and Objectives Covering the Field of Education

Objective 1: To raise well-equipped graduates by increasing the quality of education.

Goal 1.1: To make teaching environments modern and accessible.

Goal 1.2: To increase the academic knowledge level of students.

Goal 1.3: To create programs where students can apply their knowledge in the field.

Goal 2: To train teachers with 21st century skills.

Goal 2.1: To design teaching 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 develop critical thinking skills.

Goal 3: To improve research and scientific productivity.

Goal 3.1: To carry out research projects at national and international level.

Goal 3.2: To actively involve students in research processes.

Goal 3.3: To move the faculty to a leading position in scientific publications and projects.

Goal 4: Strengthen sustainability and environmental responsibility.

Goal 4.1: To integrate sustainable engineering practices into educational programs.

Goal 4.2: To promote environmentally friendly design and projects.

Goal 4.3: To develop projects that produce solutions to regional and global environmental problems.

Goal 5: To increase sector collaborations and social contribution.

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

Goal 5.2: To increase students' field studies and internship opportunities.

Goal 5.3: To provide engineering solutions for the needs of society.

B) Goals and Objectives Covering the Research Area

Objective 1: To produce qualified knowledge that has been proven to be universally valid.

Goal 1.1: To develop students' scientific research skills. teaching ortamlari

Goal 1.2: To create opportunities for academics to strengthen their researcher identities.

Goal 1.3: To support the participation of academics in scientific activities held at national and international level.

Goal 1.4: To create academic incentives to support academics in developing sustainable projects.

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

Goal 2.1: To support interdisciplinary research in building 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 will enable students to take an active role in research projects.

Objective 3: To transform research results into social benefit.

Goal 3.1: To produce sustainable engineering solutions for regional and global problems.

Goal 3.2: To ensure that academic research outputs are transferred to the sector and public institutions.

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

Goal 3.4: To increase seminars, workshops and publication activities for the transfer of scientific research findings to the society.

Objective 4: To increase international scientific visibility.

Goal 4.1: To encourage the publication of scientific publications produced within the faculty in internationally respected journals.

Goal 4.2: To strengthen academic participation to represent the faculty at international conferences and symposiums.

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

Goal 4.4: To make the faculty an attractive research center for international students and researchers.

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

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

Goal 1.1: To enable students to participate in social responsibility projects.

Goal 1.2: To organize course content that will create environmental and cultural awareness among students.

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

Goal 1.4: To create engineering strategies according to the social, environmental and cultural needs of the society.

Objective 2: To produce engineering solutions for the needs of society.

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

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

Goal 2.3: To organize training programs for the community on disaster management, climate change and environmental protection.

Goal 2.4: To organize seminars and workshops that will enable engineering projects to be shared with the society.

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

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

Goal 3.2: To organize professional development workshops and technical trainings for sector employees.

Goal 3.3: To carry out activities to increase engineering and environmental awareness for different segments of society.

Goal 3.4: To develop applied training opportunities within the scope of university-industry cooperation.

1.4. Organization Chart of the Faculty

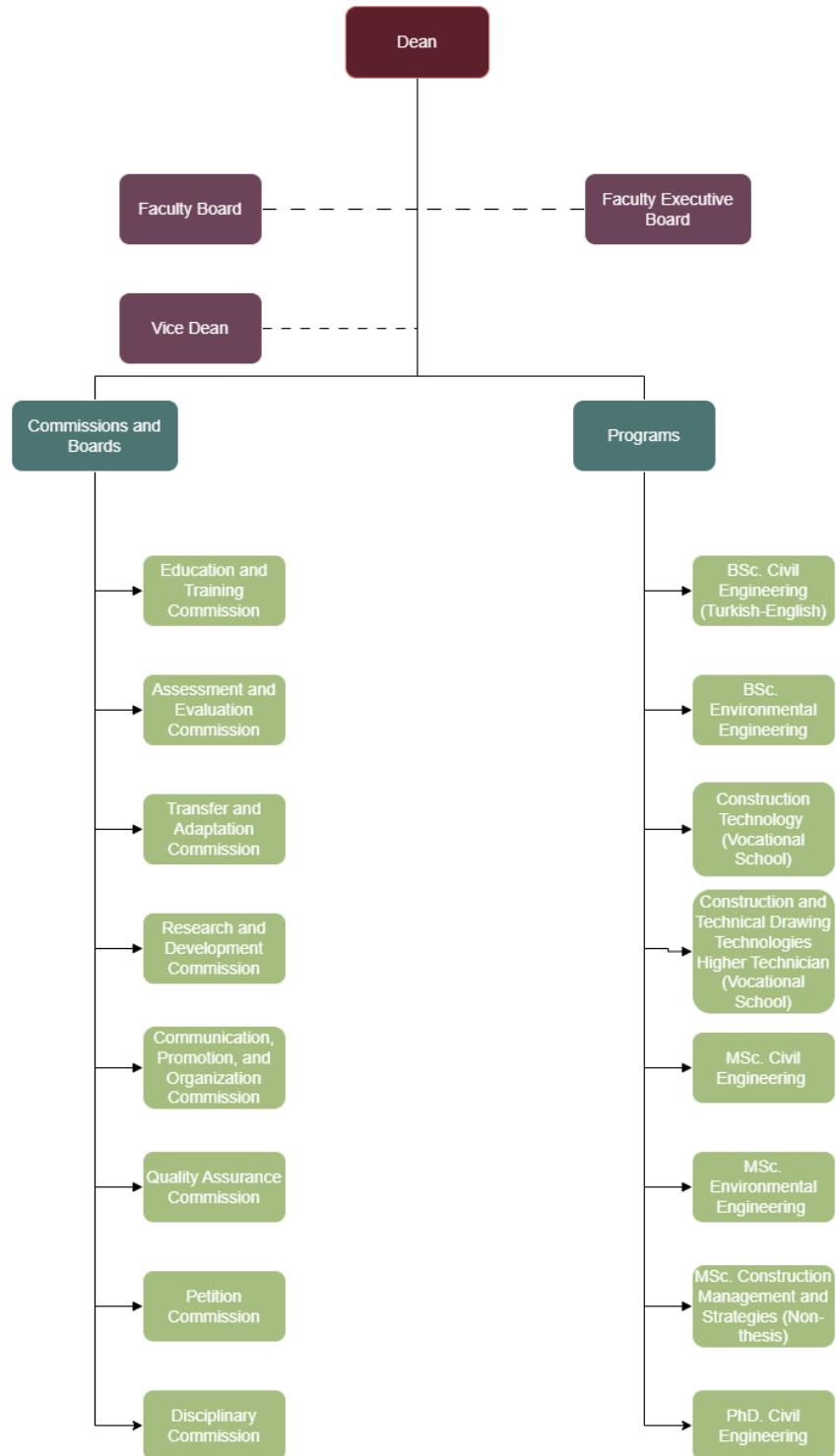


Figure 1. Organization Chart

1.5. Management of the Faculty



Figure 2. Faculty Administrative Board

1.6. Academic Staff of the Faculty

Within the Near East University Faculty of Civil and Environmental Engineering; There are a total of 5 education programs: Civil Engineering in English, Civil Engineering in Turkish, Environmental Engineering in English, Vocational School of Construction Technologies (two-year), Construction and Technical Drawing Technologies Higher Technician Program (three-year). In addition, the faculty offers graduate education opportunities at the master's and doctoral levels in the departments of Water and Hydraulics, Civil, Soil, Materials, Transportation and Construction Management.

As of the 2024–2025 academic year, a total of 16 academic staff, including 5 professors, 2 associate professors, 1 assistant professor, 6 doctors, and 2 master's degrees, work within the faculty. The academic staff provides students with up-to-date theoretical knowledge and practical experience in their fields by providing undergraduate and graduate education; at the same time, it contributes to scientific development with research carried out at national and international level.

The faculty attaches importance to training and development programs in order to support the continuous development of its academic staff; It encourages faculty members to actively participate in national and international scientific meetings, research projects and collaborations. This approach not only strengthens the individual career development of academics but also increases the international recognition of the faculty.

1.7. Programs within the Faculty

The Faculty of Civil and Environmental Engineering offers a variety of academic programs at the undergraduate, graduate, and doctoral levels, providing ample opportunities for students seeking in-depth knowledge in the field of education. Each program allows students to specialize in their chosen field and contribute to the education system. The programs carried out in the faculty are listed below:

Vocational Schools:

- *Construction Technology (2 Years)*
- *Construction and Technical Drawing Technologies Higher Technician (3 Years)*

Undergraduate Programs:

- *Civil Engineering (Turkish-English)*
- *Environmental Engineering*

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

- *Civil Engineering*
- *Environmental Engineering*
- *Construction Management and Strategies Non-Thesis*

Doctoral Programs:

- *Civil Engineering*

2. GENERAL INFORMATION OF THE PROGRAM

2.1. Brief History and Development of the Program

The Environmental Engineering Program, which is affiliated to the Faculty of Civil and Environmental Engineering, started its education process with both the decision of the Higher Education Planning, Supervision, Accreditation and Coordination Board (YÖDAK) dated March 22, 2018 and numbered 18/16 and the decision numbered RY-037/2018 taken by the Council of Higher Education (YÖK). Students from the Republic of Turkey, TRNC and different countries of the world receive education and training in the program.

2.2. Type of Education of the Program

Formal education is provided in the Environmental Engineering Branch. In this context, courses are carried out face-to-face, online and hybrid methods, both theoretically and practically.

2.3. Education Level of the Program

The Department of Environmental Engineering, affiliated to the Faculty of Civil and Environmental Engineering, covers a 4-year undergraduate education with 240 ECTS credits. The program is determined in line with the Turkish Higher Education Qualifications Framework (NQF) "6. Level" qualifications. Within this framework, the program is meticulously designed to meet both ECTS credit requirements and level qualifications.

2.4. Language of Instruction of the Program

The language of instruction in the Department of Environmental Engineering is English.

2.5. Duration of Education of the Program

The education period of the Environmental Engineering Department is 4 years (8 semesters). The department consists of 2 semesters, Fall and Spring, and a total of 28 weeks.

2.6. Organization Chart of the Program

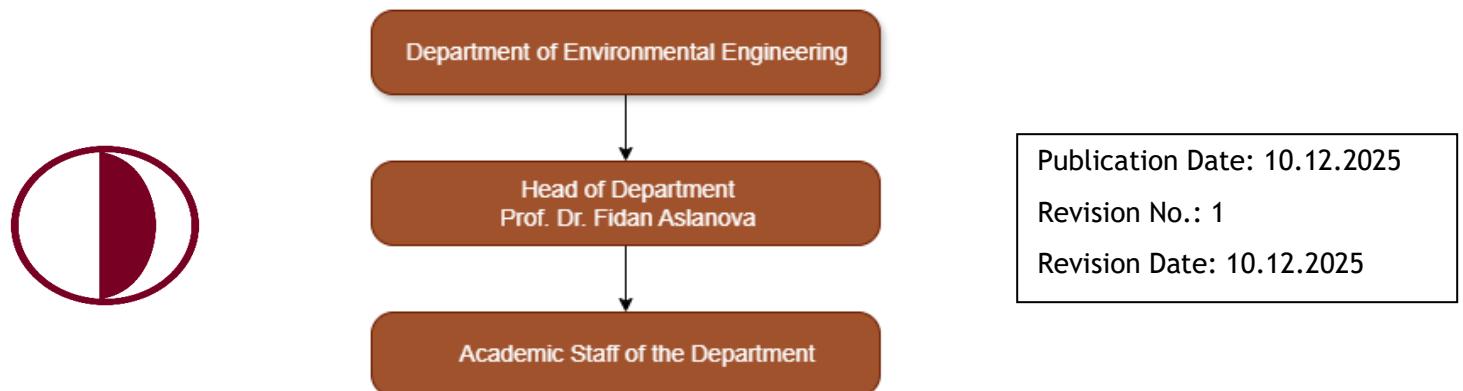


Figure 2. Organization Chart of the Program**

2.7. Program Coordinator

Prof. Dr. Fidan Aslanova
Head of Department
fidan.aslanova@neu.edu.tr

2.8. Management and Academic Staff of the Program

In the Department of Environmental Engineering, which is within the Faculty of Civil and Environmental Engineering, the aim of the program is to train environmental engineers who aim to use science and technology for the benefit of society and environmental protection, have contemporary knowledge, are forward-thinking, researchers, have the self-confidence to work and be successful at national and international level, can contribute positively to society and engineering science, and have ethical values.

MANAGEMENT STAFF OF THE PROGRAM	
Prof. Dr. Hüseyin Gökçekuş	Dean; <i>Faculty Management and Senior Supervision</i>
Assoc. Prof. Dr. Mustafa Alas	Vice Dean; <i>Faculty Coordination and Administrative Support</i>
Prof. Dr. Fidan Aslanova	Program Head; <i>Academic and Administrative Management of the Program</i>

As of 2018, a total of 6 full-time academic staff, including 3 professors, 2 associate professors and 1 lecturer, work in the Department of Environmental Engineering. The academic staff contributes to the field with undergraduate and graduate education, thesis consultancy and scientific studies. Faculty members play an active role in projects that support professional development, in-service trainings and academic collaborations.

3. MISSION AND VISION OF THE PROGRAM

3.1. Mission

The mission of the Environmental Engineering department; It aims to train graduates who are experts in their fields, have developed environmental awareness, have professional and ethical values, can follow professional scientific and technological developments on a national and international scale, can offer solutions to environmental problems in accordance with the needs of the age, cooperate with the public bureaucracy in solving environmental problems on a regional/national scale, carry out social contribution studies and conduct quality research on national/international platforms.

3.2. Vision

The Environmental Engineering Department aims to be a leading academic unit that educates environmentally responsible and innovative engineers committed to protecting natural systems and improving quality of life. The department strives to advance science and technology in the sustainable management of water, air, and soil resources. It envisions graduates who are forward-thinking, research-oriented, and ethically grounded, capable of addressing complex environmental challenges. The department seeks to foster strong analytical and problem-solving skills supported by contemporary knowledge and practical experience. It aims to contribute to national and international environmental solutions through education, research, and collaboration. By promoting sustainability and professional responsibility, the department aspires to make a lasting positive impact on society and the environment.

4. CORE VALUES OF THE PROGRAM

Among the basic values of environmental engineering;

- to find solutions to environmental problems,
- to protect human health and natural resources,
- Adopting sustainability principles
- Focus on Preventive Measures
- Applying Engineering Principles
- to take measures to prevent pollution.

5. FIELDS OF ACTIVITY OF THE PROGRAM

In the fifth part, there are 4 main fields of activity of the Environmental Engineering Program.

1. Educational Field of Activity,

In the Environmental Engineering program, the field of activity aims to provide students with theoretical and practical knowledge on issues such as air and water pollution control, waste management, soil pollution, noise pollution and sustainability. These fields are designed to produce solutions to environmental problems with engineering approaches.

2. Research and Development Field of Activity

The field of research and development focuses on finding innovative solutions to environmental problems; In this context, it covers areas such as air quality management, water and wastewater treatment technologies, waste management and recycling, sustainable energy production, developing clean industrial production technologies, modeling environmental impacts and developing new methods to control environmental pollution. R&D activities aim to improve existing technologies, design new systems and produce solutions in accordance with environmental legislation by conducting scientific research.

3. Professional Development and Continuing Education Activities Area

In the field of professional development and continuing education activities, it covers a wide range from the analysis and solution of environmental problems to sustainability projects and legal regulations. These areas include water and wastewater management, air pollution control, waste management and recycling, soil pollution and groundwater protection, environmental impact assessment (EIA) and inspection, noise pollution control, ecological restoration, sustainable urban planning, and environmental awareness activities.

4. Social Contribution and Service Activities Area

In the field of social contribution and service activities, it includes working in public and non-governmental organizations such as municipalities, environmental protection agencies and international development organizations to produce social solutions to environmental problems. This field includes activities such as raising public awareness, developing sustainability projects, and disseminating implemented environmental policies to society.

6. AIMS AND OBJECTIVES OF THE PROGRAM

A) Objectives and Goals Covering the Educational Field

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

Goal 1.1:

To ensure that students acquire theoretical and practical competencies in core areas such as water and wastewater engineering, air pollution control, solid and hazardous waste management, environmental chemistry, environmental microbiology, soil and groundwater protection, and environmental systems analysis.

Goal 1.2:

To integrate laboratory applications, computer-aided design (CAD), environmental modeling and simulation tools, data analysis software, and project-based learning into the educational process.

Goal 1.3:

To instill awareness of occupational health and safety, environmental ethics, and professional responsibility, and to make sustainability-oriented engineering practice a fundamental component of education.

Objective 2: To maintain an education program that is student-centered, continuously updated, and aligned with sectoral needs, technological advancements, and international environmental engineering standards.

Goal 2.1:

To regularly update course contents in line with emerging environmental technologies, sustainability principles, regulatory frameworks, and industry-used software tools.

Goal 2.2:

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

Goal 2.3:

To structure assessment and evaluation processes to include project work, laboratory performance, applied examinations, and environmental engineering design projects.

B) Objectives and Goals Covering the Research Field

Objective 1: To develop scientific research, analytical thinking, and problem-solving skills among students and faculty members, and to promote a culture of research and innovation.

Goal 1.1:

To enhance students' competencies in research methodologies, data analysis, environmental modeling, and technical reporting.

Goal 1.2:

To conduct project and research assignments related to water and wastewater treatment experiments, air quality measurements, environmental chemistry and microbiology analyses, solid waste characterization, environmental impact assessment, GIS-based studies, and field data evaluation.

Goal 1.3:

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

Objective 2: To strengthen technical research skills through course-related applications and to increase awareness of sectoral innovations in environmental engineering.

Goal 2.1:

To integrate laboratory experiments, field measurements, numerical modeling, environmental monitoring studies, and case-based analyses into course contents.

Goal 2.2:

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

Goal 2.3:

To reflect faculty-generated sector-based solution proposals into course content and student project work.

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

Objective 1: To contribute to social welfare by supporting activities that enhance environmental awareness, public health protection, sustainability, and climate and disaster resilience.

Goal 1.1:

To maintain faculty participation in awareness-raising activities related to environmental protection, water and waste management, climate change, pollution control, public health, and occupational safety in invited institutions.

Goal 1.2:

To support students' indirect contributions to society through technical analyses, field observation reports, design projects, and small-scale environmental research conducted within courses.

Goal 1.3:

To strengthen course content that promotes public awareness of environmental sustainability, environmental ethics, climate change adaptation, resource efficiency, and disaster risk reduction.

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

Goal 2.1:

To sustain and enhance internships, field studies, and technical collaboration activities conducted with municipalities, environmental consulting firms, industrial facilities, and public institutions.

Goal 2.2:

To strengthen educational processes that support students' applied environmental engineering skills in line with sectoral technical and analytical requirements.

Goal 2.3:

To encourage the transformation of knowledge and experience gained through field applications, environmental design projects, and technical studies into tangible societal benefits.

7. PROGRAM QUALIFICATIONS

7.1 Program Qualifications

Knowledge – Theoretical, Factual Competencies

PQ1. Engineering Knowledge: Knowledge of mathematics, science, basic engineering, computer computing and related engineering discipline-specific subjects; ability to use this knowledge in solving complex engineering problems.

PQ4. Use of Techniques and Tools: An ability to select and use appropriate techniques, resources, and modern engineering and informatics tools, 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 orally and in writing on technical issues, taking into account the various differences of the target audience (such as education, language, profession).

A. Skills – Cognitive and Applied Competencies

PQ2. Problem Analysis: An ability to identify, formulate, and analyze complex engineering problems using basic science, mathematics, and engineering knowledge, and in accordance with the UN Sustainable Development Goals related to the problem at hand.

PQ3. Engineering Design: Ability to design creative solutions to complex engineering problems; Ability to design complex systems, processes, devices, or products to meet current and future requirements, taking into account realistic constraints and conditions.

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

PQ5. Research and Review: Ability to use research methods for the study of complex engineering problems, including literature search, designing experiments, conducting experiments, collecting data, analyzing and interpreting results.

B. Competencies – Ability to Work Independently, Learning, Communication and Domain-Specific Competence

PQ2. Problem Analysis: An ability to identify, formulate, and analyze complex engineering problems using basic science, mathematics, and engineering knowledge, and in accordance with the UN Sustainable Development Goals related to the problem at hand.

PQ6. Global Impact of Engineering Practices: Knowledge of the impacts of engineering practices on society, health and safety, economy, sustainability and the environment within the scope of the

UN Sustainable Development Goals; Awareness of the legal consequences of engineering solutions.

PQ10. Project Management: Knowledge of business applications such as project management and economic feasibility analysis; awareness about entrepreneurship and innovation.

PQ11. Lifelong Learning: Lifelong learning skills that include independent and continuous learning, adaptation to new and emerging technologies, and questioning thinking about technological changes.

Learning Competence

PQ7. Ethical Behavior: Acting in accordance with engineering professional principles, knowledge about ethical responsibility; awareness of acting impartially and being inclusive of diversity without discrimination in any matter.

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

Communication and Social Competencies

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

PQ7. Ethical Behavior: Acting in accordance with engineering professional principles, knowledge about ethical responsibility; awareness of acting impartially and being inclusive of diversity without discrimination in any matter.

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

PQ10. Project Management: Knowledge of business applications such as project management and economic feasibility analysis; awareness about entrepreneurship and innovation.

PQ11. Lifelong Learning: Lifelong learning skills that include independent and continuous learning, adaptation to new and emerging technologies, and questioning thinking about technological changes.

Domain-Specific Competence

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

PQ11. Lifelong Learning: Lifelong learning skills that include independent and continuous learning, adaptation to new and emerging technologies, and questioning thinking about technological changes.

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

In this section, the Program Qualifications (PQ) of the Civil Engineering Undergraduate Program and the Turkish Higher Education Qualifications Framework (THEQF) 6. It is shown how level competencies are matched. The prepared table reveals the compatibility of the program outcomes with the national qualifications system; It provides consistency, integrity and quality assurance in the fields of knowledge, skills and competencies. This association demonstrates that the program is structured in accordance with national standards and meets the core competencies that graduates must possess.

Click here for the Relationship of Program Qualifications with THEQF Qualifications:

https://docs.google.com/spreadsheets/d/11RaNPcF3-NAecxllGnfoOp6VE8burYX/edit?usp=drive_link&ouid=107379801052265958625&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 (PM) is shown, and the contribution of each course to the general objectives of the program and graduate qualifications is presented through tables. The table systematically reveals which competencies each course supports and at what level, showing that the lesson plan is created with a holistic and output-based learning approach. This association is a reference in the quality assurance, course design, assessment and evaluation and continuous improvement processes of the program.

Click here for the Relationship of Courses with Program Qualifications:

https://docs.google.com/spreadsheets/d/1EWZLiHSc0sQG-Z4UqRGuJpFyYlotydE3/edit?usp=drive_link&ouid=107379801052265958625&rtpof=true&sd=true

8. COURSE LIST

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

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

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

https://docs.google.com/spreadsheets/d/1wHaN6UXkaD3V5poA1hHOko1E58HXFqm/edit?usp=drive_link&ouid=107379801052265958625&rtpof=true&sd=true

8.2. Common Compulsory Courses Offered Throughout the University

In this section, common compulsory courses that should be taught in all undergraduate programs within the university should be included.

Common Course Contents Link:

https://drive.google.com/file/d/1DV6hrEardXoUCyMboFjT_Oa6stiTB99U/view?usp=drive_link

8.3. Course Syllabi

In this section, syllabus for all courses in the program are presented. Each course syllabus; The aim of the course includes learning outcomes, content titles, weekly plan, assessment methods, resources and contribution levels of the course to program competencies.

You can access the syllabus of all courses in the program from the link below:

https://drive.google.com/drive/folders/1YzAZxOjSywVu1SmTSULs6MElkWOUwHFo?usp=drive_link

9. ASSESSMENT AND EVALUATION PRINCIPLES OF THE PROGRAM

9.1. Exam Rules

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

Examinations are administered within the framework of the official rules established by the university; invigilation, exam 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 Sheet used within the faculty ensure consistency in examination documentation across the faculty.

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

9.2. Letter Grade Conversion Chart

In the Department of Environmental Engineering, the status of the students is evaluated by the instructor on the basis of their midterm studies and final exam results. Letter grades; It is expressed with a coefficient value out of 4.00 and corresponds to the approximate success ranges out of 100 points. This system is used as a basis for calculating the student's grade point average (GDP). Letter grade coefficients are given in the table below.

Table 5: Coefficients of letter grades (equivalents out of 100 points)

Points	Letter	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
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Apart from the letter grades above, the following grades are also given:

I-Incomplete, S-Satisfactory, P-Developing, EX-Exempt, W-Withdrawn, and NA-Absent

(I) Grade is appreciated by the faculty member to students who are successful during the semester due to illness or any other valid reason but do not complete the requirements for the course. If the student receives a grade (I) in any course, he/she must complete the deficiencies and get a grade within 15 days from the date of submission of the grades to the Registrar's Office. Otherwise, the grade (I) automatically becomes (FF). However, in cases of prolonged illness or similar cases, the duration of the grade (I) may be extended until the beginning of the next registration period with the recommendation of the Department Chair and the approval of the Faculty Administrative Board.

Grade (S) is given to students who have passed courses that are not included in their grade point average. The grade (S) is also given to students who come from outside the University by transfer or re-register to the University with an entrance exam, for the courses they have taken before and whose equivalence is recognized by the Faculty Administrative Board upon the recommendation of the Department Chair. Students who come from outside and need to repeat any course in accordance with the Regulation cannot be given an (S) grade. (S) grade is not included in the average calculations.

(P) Grade is given to students who are not included in the grade point averages and who are still attending the courses.

(U) Grade is given to students who do not participate in the grade point averages and do not succeed in the courses.

(EX) Grade is given to students who are exempted from the courses determined by the Senate as a result of the exemption exam administered by the relevant department. (EX) The grade is not included in the average. However, it is shown in the grade documents.

Grade (W) is used for a course that the student is allowed to withdraw within the first ten weeks from the beginning of the semester after the normal add-and-drop period ends, with the recommendation of the advisor and the permission of the instructor. The following rules are applied when students withdraw from the course in this way. (a) Students do not withdraw from the courses in the first two semesters of their undergraduate programs. (b) A student does not withdraw from courses that he/she has to repeat, that he/she has previously taken (W) and that are not included in his/her grade point average. A student is not allowed to withdraw from a course to the extent that the course load is less than 2/3 of the normal course load. A student may be allowed to withdraw from a maximum of six courses during the entire undergraduate education, with a maximum of one course from a semester, with the recommendation of the advisor and the permission of the faculty member.

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

I	Incomplete
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S	Yeterli (Satisfactory Completion)
U	Yetersiz (Unsatisfactory)
P	Yeterli İlerleme (Successful Progress)
NP	Yetersiz İlerleme (Not Successful Progress)
EX	Muaf (Exempt)
NI	Dahil Edilmemiş (Not included)
W	Withdrawn
NA	Devamsız (Never Attended)

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS

Registration procedures to the Department of Environmental Engineering of Near East University are carried out in accordance with the general regulations of the university and the provisions of the Council of Higher Education (YÖK) and the Higher Education Supervision and Accreditation Board (YÖDAK). The language of instruction of the program is English. Turkish student candidates who want to enroll in the program must make a choice according to the results of the Higher Education Institutions Exam (YKS) and be placed by ÖSYM. The admission and registration conditions of foreign students who are not citizens of the TRNC and the Republic of Turkey to our University are made in accordance with the regulation "Admission and Registration Conditions for Foreign Students Who Are Not Citizens of the Turkish Republic of Northern Cyprus or the Republic of Turkey to Higher Education Institutions" made under Article 11 of the Laws No. 65/2005, 21/2008, 40/2009 and 23/2007 of YÖDAK. Registration procedures are carried out through the Registrar's Office, and it is mandatory to submit the necessary documents and pay the relevant fees during registration. Foreign students can be admitted to the program without an exam or with a special exam organized by the university. This process is carried out in accordance with the relevant legislation and Senate decisions. Individuals with special student status can only take certain courses; These persons are not considered enrolled in the program and cannot obtain a diploma. Students who successfully complete the program and fulfill all obligations are awarded a bachelor's degree. Students' grade information is stored securely in digital environment; In case of need, these documents can be submitted to the student or the competent authorities as approved. Students who cancel their registration will not be refunded for the fees already paid. Students should be in regular communication with their academic advisors during their education and obtain advisor approval on issues such as course selection, internship and graduation. All processes such as compulsory internship, disciplinary procedures, scholarship opportunities and health services are carried out within the framework of the current regulations, directives and senate decisions of Near East University.

11. HORIZONTAL AND VERTICAL TRANSFER OPPORTUNITIES

11.1. Transfer Opportunities

The procedures and principles to be followed in transfer applications to the Department of Environmental Engineering within the Faculty of Civil and Environmental Engineering of Near East University are included. All transfer procedures are carried out within the framework of the provisions of the Near East University Horizontal Transfer and Credit Transfer Directive. Students who will apply for transfer;

- Not having received any disciplinary punishment,
- Their GPA must be at least 2.00/4.00 or 60/100,
- They must have successfully completed a sufficient number of courses in accordance with the course content of the program they want to transfer.

For transfers to be made with a central placement score, the program that the student wants to transfer to must have achieved the base score of the year of application. Applications must be made between the dates announced by the university and all documents required for application must be submitted to the relevant academic unit in full. Applications are evaluated according to the success of the students within the quotas. Evaluation of applications and accepted students;

- Course exemptions,
- Class adjustments,

It is determined by the decision of the relevant Faculty Administrative Board in line with the opinion of the Department Chair. In the evaluation process, the content compatibility of pedagogical formation and teaching professional knowledge courses is taken into account. Course equivalence is based on the principle that the content of the courses taken by the student in the previous higher education institution is compatible with the courses in the program he/she wants to transfer. Transfer applications to be made due to special circumstances (e.g. war, natural disaster, health problems, etc.) are evaluated separately in accordance with the provisions of the relevant legislation. In such cases, the student may be asked to submit additional documents.

11.2. Vertical Transfer Opportunities

The procedures and principles to be followed in vertical transfer applications to the Department of Environmental Engineering within the Faculty of Civil and Environmental Engineering of Near East University are included. In vertical transfer applications, students must take the Vertical Transfer Exam (DGS) conducted by the Assessment, Selection and Placement Center (ÖSYM). Preferences are made in line with the score obtained as a result of the exam and the placement of the students is carried out by ÖSYM.

12. EVALUATION AND RECOGNITION OF PREVIOUS LEARNING

In the twelfth chapter; According to the content and credit compatibility of the courses that the students have taken and succeeded in before, there is information about the Exemption and Adjustment Procedures at Near East University.

Students enrolled in the Department of Environmental Engineering, Faculty of Civil and Environmental Engineering of Near East University can request exemption for the courses they have taken in previous higher education institutions until the end of the second week of the semester in which the course registration is made. Applications must be made in writing to the relevant academic unit and an approved transcript must be attached to the application along with the approved course contents. In case of an exemption request for courses taken in higher education institutions abroad, the equivalence of these courses must be approved by the Council of Higher Education (YÖK). Course exemption is not made between students enrolled in an associate degree and an undergraduate program at the same time. Exemption requests are evaluated by the relevant department commission, taking into account the content of the course, the credit and the student's success status. Eligible courses are recorded in the student's transcript with a letter grade and included in the GPA. Exemption is not given for failed courses. Exemption can be provided for common compulsory courses such as Atatürk's Principles and History of the Turkish Revolution, Turkish Language and Foreign Language without seeking credit compatibility. The exemption exam for these courses can only be taken once. If the total ECTS of the exempted courses exceeds 70% of the total ECTS of the semester in which the student is registered, the student is adjusted to the next class. However, adjusted students cannot take upper-year courses in the first academic year after this process. Objections to exemption and adjustment decisions can be made within two weeks from the date of notification of the results to the student. Course exemption requests for horizontal and vertical transfers are evaluated by the relevant faculty or school board of directors in line with the opinion of the department commission.

13. INTERNATIONAL PROGRAMS AND EXCHANGE OPPORTUNITIES

In the thirteenth chapter, within the scope of "International Programs and Exchange Opportunities"; general promotion and programs, participation conditions, exchange and internship opportunities, cooperation and networks, summer term programs, support services and gains and benefits are included.

Near East University (NEU) offers international exchange and internship opportunities to its students; It provides study and internship opportunities, especially within the scope of the European-based Erasmus+ Program. Through this program, students and academics in European Union member countries are offered the opportunity to study and do internships abroad. Students who want to participate in the Erasmus+ Program must have completed at least the first year, show a certain level of academic achievement, and document the foreign language proficiency required by the relevant program. In addition, NEU also carries out exchange activities through international student unions in different fields. During the summer semesters, in cooperation with these associations, applied training studies, joint research projects and cultural activities are carried out with students from different countries. Thanks to the active collaborations of Near East University with 114 universities from 44 countries, students; both have the opportunity to study and do internships abroad and study in an intercultural interaction environment on the Turkish Republic of Northern Cyprus (TRNC) campus. NEU is in mutual cooperation with many higher education institutions in Europe, Asia, America and Africa. Students can study at these universities for half a semester or a full semester, do internships or take part in international research projects. The university is not limited to Erasmus+ in order to provide its students with global experience; It also carries out student exchange activities within the scope of different programs. Through these programs, students have the opportunity to improve their academic knowledge, get to know different cultures, and increase their cultural knowledge. In all these processes, the Near East University International Office starts from the application process of the students; It provides comprehensive support in consultancy services, paperwork and application procedures, accommodation and visa issues. Students are informed and guided by expert staff at every stage of the exchange process.

14. ACCREDITATION AND QUALITY ASSURANCE OF THE PROGRAM

14.1. Quality Policy

The Department of Environmental Engineering adopts a quality policy in line with its mission and vision in order to increase the quality of education. The department is a commitment that aims to maintain and improve the quality standards determined in education and research activities at the same time, in accordance with national and international standards, and aims at the satisfaction of students, faculty members and stakeholders. This policy; It covers areas such as the up-to-dateness of the curriculum, the quality of teaching, the competence of research opportunities, the success of graduates in the sector and their social contribution.

14.2. Accreditation Process of the Program

The accreditation process of the Environmental Engineering department usually follows a cycle that includes the establishment of certain standards, the department's self-evaluation, an independent external evaluation visit, the accreditation decision, and continuous review steps. The process enables the evaluation of areas such as quality assurance, education and training, research and development and social contribution.

14.3. Quality of Education

The quality of education in the Environmental Engineering department is directly related to the course content and the up-to-dateness of the curriculum. The trainings provide expertise in areas such as waste management, air and water quality, sustainability, and environmental health, as well as basic engineering sciences. The quality of the department is also measured by its ability to provide students with technical, analytical, and practical skills for real-world problems. In line with the innovations and developing needs in education, it is reviewed at regular intervals, course contents are updated, and new courses in the field of engineering are added to the program. In addition, outdated courses are removed from the program. This process is carried out systematically within the framework of the determined calendar and mechanisms, with the participation of the academic board of the department and relevant stakeholders.

14.4. Research and Development Studies

The Environmental Engineering department focuses on producing innovative solutions to environmental problems. These studies include developing new systems, processes, and practices in areas such as water and wastewater treatment technologies, waste management, air pollution control,

sustainable energy, environmental monitoring and risk analysis, clean technologies, and sustainability principles. The main goal is to ensure a sustainable future by protecting human health and the environment.

14.5. Continuous Improvement Process

The Environmental Engineering department is an approach that increases efficiency by continuously analyzing and improving environmental performance and processes. It adopts a continuous improvement approach in order to improve the teaching process within the scope of quality assurance. Course contents, teaching methods and application processes are regularly reviewed in line with student, alumni and stakeholder feedback. With the data obtained, educational activities are updated and studies that support the professional development of teacher candidates are planned.

15. GRADUATION REQUIREMENTS AND DEGREE EARNED

15.1. Graduation Requirements

In order to graduate from the Near East University, Environmental Engineering Undergraduate Department, the student; must complete a total of 240 ECTS credits together with the compulsory, common compulsory and elective courses in the curriculum. In addition, the student's cumulative (general) academic achievement average must be at least 2.00. Application and internship processes must be carried out completely. When all these academic and administrative requirements are met, the student is entitled to receive a Bachelor's degree in Environmental Engineering.

15.2. Degree Awarded

Upon successful completion of the Near East University, Environmental Engineering Undergraduate Department, the student is entitled to receive a bachelor's degree in Environmental Engineering. Graduated students are given the title of "Environmental Engineer".

16. DIPLOMA SUPPLEMENT

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

Click here for the Environmental Engineering Undergraduate Program Diploma Supplement:

https://docs.google.com/document/d/1D3ltsX4xXpQXeErpyLEF0V3gaKP3vcBv/edit?usp=drive_link&ouid=107379801052265958625&rtpof=true&sd=true

17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS

17.1. Employment Opportunities for Graduates

Graduates of the Department of Environmental Engineering at Near East University have a wide range of job opportunities in the public and private sectors. They can work in public institutions (such as municipalities, ministries, etc.) and the private sector (environmental consultancy firms, industrial facilities, energy companies). Additionally, they can improve themselves in areas such as recycling, waste management, water treatment, air pollution control, project development, auditing, and research. The educational institutions the university cooperates with and the strong connections in the sector support graduates in their employment processes.

17.2. Access to Graduate Programs

Graduates of the Department of Environmental Engineering of Near East University have the right to apply to existing master's and doctoral programs both at the Near East University and at Universities Abroad after completing their undergraduate education. Information is provided about application conditions and program requirements, as well as guidance on inter-university transfer opportunities and scholarship opportunities. The graduate education process deepens graduates' professional knowledge and skills, increases their academic career opportunities, and contributes to the development of their expertise in the field of engineering.

18. ADDITIONAL INFORMATION

Program-specific "Special" details and "Additional Information" are as follows:

Difference of Environmental Engineering Department from Similar Programs

Unlike other engineering, the Department of Environmental Engineering is a multidisciplinary field that focuses directly on environmental issues (pollution, waste management, sustainability, etc.). Although it has common courses with some departments such as Chemical Engineering, the main difference of Environmental Engineering is that it uses engineering principles to minimize environmental impact. In this department, engineering and environmental sciences (such as ecology, microbiology) come together.

Facilities Offered

During the program of the Environmental Engineering department, students are equipped with the ability to analyze and solve environmental problems. During this period, students gain theoretical and practical knowledge on topics such as water and waste management, air pollution control, environmental impact assessment, sustainability, and energy efficiency. This knowledge allows them to reach a wide range of careers after graduation.

Practical Training

Throughout the Environmental Engineering program, practical training is offered through laboratory studies in courses, project-based learning and internships for students to develop their professional knowledge and skills. These practices aim to turn theoretical knowledge into practice in areas such as waste management, water and wastewater treatment, air pollution control, and environmental impact assessment.

Tools Used

Within the scope of the program, students use various tools according to their core areas. These include laboratory equipment (for chemical analysis), field measuring instruments (for parameters such as air quality, noise level), and software programs (for topics such as biological models, waste management planning, and environmental impact assessment).

Success Examples

It covers the success of students graduating from the Department of Environmental Engineering in courses, as well as the practical and theoretical achievements they exhibit through projects, internships and competitions. These include participating in waste management, water treatment, air pollution control, environmental impact assessment, and

sustainability projects, internships in the public or private sector, and using engineering skills in various projects.

Additional Events

Among the various additional activities that students can participate in during the program of the Environmental Engineering department in addition to the courses; environmental seminars, workshops, field trips, internships, project competitions, environmental club activities and participation in national/international conferences. These events allow to reinforce theoretical knowledge with practical applications, learn about current developments in the sector and establish professional networking.

Additional Resources for Development

In addition to core courses, it is important to study areas such as waste management, water and wastewater treatment, air pollution control, environmental impact assessment, sustainability, and environmental law to support the development of the Environmental Engineering program . Following project development, field practices and legal regulations for these areas will enrich the careers of graduates.