NEAR EAST UNIVERSITY

Department of Mathematics

Program Catalogue

1. FACULTY OF ARTS AND SCIENCES

1.1. Establishment of the Faculty

A) History and Academic Processes of the Faculty

Our Faculty of Arts and Sciences began its educational activities with the establishment of our university, launching its first program with the Department of English Language and Literature. In 1994, the addition of the Departments of Turkish Language and Literature and Psychology further expanded the faculty. In more recent years, the number of departments increased to five with the opening of the Mathematics Department in the 2005–2006 academic year and the English Translation and Interpreting Department in 2009–2010. Continuing its development, the faculty welcomed the Departments of History and Geography in the 2013–2014 academic year.

One of the scientific fields that has long been missing at our university, yet is rapidly growing in importance worldwide, is Molecular Biology and Genetics. Therefore, applications were submitted to relevant authorities in both the TRNC and the Republic of Türkiye, and the program was accredited by the Council of Higher Education (YÖK) in 2014. With this development, the number of programs offered within the faculty increased to eight. During this expansion, the faculty also strengthened its academic staff with a sufficient number of qualified instructors.

Interest from international students in the Turkish-medium programs at our university continues to grow each year. The aims, objectives, and program qualifications (learning outcomes) of all programs within the Faculty of Arts and Sciences have been defined. The Psychology Department began offering education in English in 1994, and starting from the 2014–2015 academic year, it expanded to provide education in Turkish as well. Similarly, the Molecular Biology and Genetics Department offers education in both Turkish and English, while the Mathematics Department continues to operate exclusively in English.

Across all departments, in line with the mission and vision of the Faculty of Arts and Sciences, the aim is to educate specialists who are prepared to conduct research in both languages and capable of addressing potential social challenges. The mission, vision, aims, and objectives approved by the Faculty Board have been published on the faculty's website. The mission, vision, general aims, and objectives of each department have been updated in accordance with the university's mission and quality policy, as well as the Turkish Higher Education Qualifications Framework (TYYÇ). Except for the Translation and Interpreting Department, all departments have been accredited by FEDEK, and course information packages were revised according to feedback received from the FEDEK Accreditation Board during the 2022–2023 academic year.

A structured plan has been developed for monitoring program outcomes, and the learning outcomes and curriculum management matrices have been made publicly available on each department's webpage through the faculty website.

Online/distance courses offered by the faculty are conducted in accordance with the Near East University Regulations on Distance Education. Within these regulations, a maximum of 40% of courses in face-to-face programs may be delivered exclusively via distance education. At our faculty, the university's common compulsory courses are offered online. While a significant portion of departmental courses is conducted face-to-face, special emphasis is placed on conducting internships in person. Face-to-face courses are also supported with online materials via the UZEBIM platform using distance education technologies.

In all undergraduate programs within the Faculty of Arts and Sciences, the first two years consist predominantly of compulsory foundational courses. From the third year onward, elective courses allow students to focus on their areas of interest. In the Psychology Department, students are expected to complete an internship during the summer following their third year. In many departments, senior-year graduation

projects and theses provide students with the opportunity to apply the knowledge gained in research methods and statistics courses and to prepare for graduate studies.

B) Educational Policy and Academic Objectives

The Faculty of Arts and Sciences is committed to delivering a comprehensive and student-centred educational experience that integrates rigorous academic training with critical thinking, creativity, and ethical responsibility. Its educational policy aims to create an inclusive learning environment where diverse perspectives are valued, interdisciplinary collaboration is encouraged, and academic excellence is continually pursued. By combining foundational knowledge with advanced research skills, the faculty prepares students to understand complex global issues, engage in lifelong learning, and contribute meaningfully to society.

The academic objectives of the faculty focus on equipping students with a broad intellectual framework while enabling specialization in their chosen fields. Programs are designed to strengthen analytical reasoning, scientific inquiry, communication skills, and problem-solving abilities. The faculty also prioritizes integrating research into teaching, promoting experiential learning opportunities, and fostering a culture of innovation. Through modern curricula, effective mentorship, and international academic standards, the faculty aims to produce graduates who are competent, adaptable, and prepared for leadership roles in academia, industry, and the public sector.

Ultimately, the educational policy and academic objectives together ensure that the Faculty of Arts and Sciences remains a dynamic institution that supports personal development, academic integrity, and impactful scholarship.

C) Physical and Academic Infrastructure

The Faculty of Arts and Sciences offers a robust physical and academic infrastructure designed to support high-quality education, research, and community engagement. The faculty is equipped with modern classrooms, multimedia-supported lecture halls, well-maintained laboratories, and discipline-specific research facilities that meet contemporary scientific and educational standards. Students benefit from a rich academic environment that includes advanced computer laboratories, fully resourced departmental libraries, collaborative study areas, and access to centralized university services such as the main library, learning centers, and digital academic platforms. The faculty also maintains dedicated spaces for seminars, workshops, and academic events, ensuring continuous interaction between students, researchers, and visiting scholars.

On the academic side, the faculty offers well-structured curricula, strong advisory systems, and a qualified academic staff committed to excellence in teaching and research. Emphasis is placed on maintaining high academic quality, aligning programs with national and international standards, and continuously improving learning outcomes. Importantly, several programs within the Faculty of Arts and Sciences hold **FEDEK accreditation**, demonstrating the faculty's commitment to quality assurance, transparency, and continuous improvement. This accreditation reflects the faculty's dedication to providing an academically rigorous, student-centered, and globally competitive educational experience.

D) Accreditation and Quality Policy

The Faculty of Arts and Sciences is committed to maintaining the highest standards of academic excellence through continuous quality assurance processes and adherence to national and international accreditation criteria. Our programs are regularly reviewed, updated, and improved in alignment with evolving scientific developments, stakeholder feedback, and industry expectations. The faculty

prioritizes transparency, accountability, and evidence-based decision-making in all academic and administrative practices.

As part of its quality-focused approach, the faculty ensures that educational programs meet the requirements of established accreditation bodies. Several of our departments hold **FEDEK accreditation**, demonstrating our dedication to providing student-centered education, robust learning outcomes, and well-structured curricula. This accreditation confirms that our programs operate in accordance with recognized quality standards and reflect a commitment to continuous improvement.

The Quality Policy of the faculty emphasizes promoting a culture of excellence, supporting effective teaching and research, enhancing student satisfaction, and strengthening institutional sustainability. Ongoing evaluation, stakeholder engagement, and systematic monitoring of performance indicators are essential components of this policy. Through these efforts, the Faculty of Arts and Sciences ensures that its academic environment remains innovative, competitive, and aligned with global best practices.

1.2. Faculty's Mission, Vision, and Core Values

A) Mission

The mission of the Faculty of Arts and Sciences is to provide a comprehensive, innovative, and inclusive academic environment that nurtures intellectual growth, scientific curiosity, cultural awareness, and ethical responsibility. The faculty is committed to offering high-quality undergraduate and graduate education that integrates the foundational principles of the natural sciences, social sciences, and humanities. By fostering interdisciplinary learning, critical thinking, and creative problem-solving, the faculty aims to equip students with the knowledge and competencies necessary to navigate an increasingly complex and interconnected world.

Central to our mission is the development of individuals who possess strong analytical skills, effective communication abilities, and a deep appreciation for scientific inquiry and cultural diversity. The faculty seeks to cultivate a learning atmosphere where students are encouraged to question, explore, and innovate. We emphasize research-based education, supporting students and academic staff in conducting impactful, ethical, and socially relevant research that contributes to the advancement of knowledge.

The Faculty of Arts and Sciences is also dedicated to community engagement and societal contribution. By collaborating with local, national, and international partners, the faculty aims to apply academic expertise to address real-world challenges, promote sustainable development, and enhance the well-being of society. Through continuous improvement, adherence to quality standards, and commitment to accreditation processes such as FEDEK, the faculty strives to maintain excellence in all academic and administrative activities.

Ultimately, our mission is to educate responsible, knowledgeable, and forward-thinking graduates who are prepared to assume leadership roles in academia, industry, and public service, and who contribute positively to global society.

B) Vision

The vision of the Faculty of Arts and Sciences is to become a leading academic institution recognized globally for excellence in education, research, and community engagement. The faculty aspires to create a dynamic and innovative learning environment where scientific inquiry, interdisciplinary collaboration, and creative thinking flourish. We aim to be a center of intellectual advancement that inspires students, scholars, and society through cutting-edge research, high-quality teaching, and a strong commitment to ethical and cultural values.

Our vision is to cultivate graduates who are globally competent, socially responsible, and equipped with the analytical and creative skills needed to address the evolving challenges of the modern world. By fostering an academic culture rooted in critical reflection, innovation, and inclusiveness, the faculty seeks to empower individuals to contribute meaningfully to scientific, cultural, and societal development.

The faculty strives to strengthen its international presence by expanding research networks, increasing interdisciplinary initiatives, and maintaining high standards through continuous improvement and accreditation processes such as FEDEK. Through these efforts, we aim to enhance institutional reputation, promote academic excellence, and ensure that our programs remain competitive and aligned with global best practices.

Ultimately, our vision is to shape a forward-thinking academic community that leads with integrity, advances knowledge across diverse fields, and plays a transformative role in shaping a more informed, sustainable, and interconnected world.

C) Core Values

The Faculty of Arts and Sciences is guided by core values that uphold academic integrity, excellence, and inclusiveness. We value **critical thinking**, **scientific curiosity**, and the pursuit of **lifelong learning**. Our community is built on **respect**, **ethical responsibility**, and a commitment to **diversity** and **equal opportunity**. We prioritize **innovation**, **interdisciplinary collaboration**, and continuous improvement in all academic and administrative processes. The faculty is dedicated to **student-centered learning**, **quality assurance**, and **transparent governance**. These values shape our mission to educate responsible, forward-

thinking individuals who contribute positively to science, society, and global development.

1.3. Faculty's Aims and Objectives

A) Aims

The Faculty of Arts and Sciences aims to provide a high-quality, student-centered educational environment that promotes intellectual development, scientific inquiry, and cultural awareness across diverse academic disciplines. The faculty seeks to equip students with strong analytical abilities, effective communication skills, and a deep understanding of the natural sciences, social sciences, and humanities. By fostering critical thinking and creativity, we aim to prepare graduates who can address complex global challenges with confidence, responsibility, and ethical awareness.

A key aim of the faculty is to strengthen interdisciplinary learning and encourage collaboration among departments, enabling students to integrate knowledge from multiple fields. We are committed to supporting innovative teaching practices, research-based education, and the use of modern technologies to enhance learning experiences. The faculty also aims to increase research productivity by encouraging faculty members and students to engage in impactful, original, and socially relevant research.

In addition, the Faculty of Arts and Sciences aims to contribute to society through community engagement, outreach activities, and partnerships with local and international institutions. Ensuring continuous improvement, maintaining quality standards, and upholding accreditation processes such as FEDEK are essential components of our institutional aims. Ultimately, our goal is to produce well-rounded, competent, and socially responsible individuals who contribute positively to academia, industry, and society.

B) Goals

- Define curriculum priorities and learning outcomes for each program, ensuring alignment with national standards and FEDEK requirements.
- Update and standardize course content to incorporate interdisciplinary modules, experiential learning, and digital literacy components.
- Strengthen faculty development by implementing regular training, mentoring, and performance review systems that reward teaching excellence and research.
- Expand research capacity by creating seed-grant programs, research clusters, and incentives for publishing in high-quality journals.
- Modernize physical and digital infrastructure — upgrade labs, classrooms, and library resources; enhance LMS capabilities and access to databases.
- Improve student support services through enhanced advising, career guidance, mental health resources, and structured internship partnerships with industry.
- Increase internationalization via exchange programs, joint research projects, visiting scholars, and English-medium course offerings.
- Implement a robust quality assurance cycle: collect stakeholder feedback, track learning outcomes, run periodic program reviews, and act on findings.
- Promote community engagement by launching outreach projects, public seminars, and consultancy services that address local and regional needs.
- Monitor progress with measurable KPIs (graduation rates, employment outcomes, research outputs, student satisfaction) and publish annual performance reports for accountability.

C) Objectives and Goals Covering the Field of Education

The Faculty of Arts and Sciences aims to deliver a high-quality, student-focused educational experience that integrates academic rigor with modern teaching practices. One of the primary objectives is to ensure that all programs provide strong

foundational knowledge while developing students' analytical thinking, problem-solving abilities, and communication skills. The faculty seeks to design curricula that are aligned with national qualifications frameworks, FEDEK standards, and international best practices to ensure consistency, relevance, and continuous improvement.

Another key goal is to promote active learning through innovative teaching methods, technology-enhanced instruction, and opportunities for experiential learning such as laboratory work, research participation, field studies, and community projects. The faculty is committed to creating inclusive and supportive learning environments that respect diversity, encourage participation, and enhance student engagement.

The faculty also aims to strengthen academic advising and student support services to guide students effectively throughout their educational journey. Regular evaluation of learning outcomes, systematic feedback collection, and ongoing curriculum revision are essential components of our educational objectives. Additionally, the faculty strives to enhance professional and academic preparedness by offering career development activities, seminars, and interdisciplinary learning experiences.

Through these goals, the faculty ensures that graduates are well-equipped, responsible, and competitive in both national and global contexts.

D) Objectives and Goals Covering Contributions to Society and Educational Services

- Conduct community needs assessments annually to identify local and regional priorities (education gaps, workforce needs, and cultural programs). Responsible: Outreach Office. Outcome: prioritized project list; KPI: 1 assessment per year.

- Design and launch community-facing courses and short certifications (lifelong learning, teacher training, digital literacy). Responsible: Program Directors. Outcome: accessible courses; KPI: enrollment and completion rates.
- Establish school partnership programs—mentoring, curriculum support, and guest lectures—to strengthen pre-university STEM and humanities education. Responsible: Faculty Liaisons. Outcome: improved school outcomes; KPI: number of partner schools and teacher feedback.
- Create applied research and consultancy units that translate faculty expertise into solutions for public institutions and industry. Responsible: Research Office. Outcome: funded projects and policy briefs; KPI: contracts, citations, policy uptake.
- Offer pro-bono academic services (assessment, evaluation, program development) for NGOs and local governments. Responsible: Service Desk. Outcome: delivered reports; KPI: number of engagements and stakeholder satisfaction.
- Run public lecture series, science cafés, and cultural events to promote public understanding and civic dialogue. Responsible: Events Team. Outcome: community reach; KPI: attendance and media mentions.
- Integrate community projects into curricula (service learning, fieldwork) to give students practical experience while delivering societal benefit. Responsible: Course Coordinators. Outcome: student portfolios; KPI: number of credit-bearing projects.
- Build continuing professional development (CPD) pathways for in-service teachers and public servants, with modular assessment and certification. Responsible: CPD Unit. Outcome: accredited CPD offerings; KPI: participant employment impact.
- Monitor and evaluate impact through annual social-impact reports, stakeholder surveys, and measurable indicators (employment, policy change,

literacy gains). Responsible: Quality Office. Outcome: transparent reporting; KPI: published report.

- Scale successful initiatives via partnerships and grant applications, ensuring sustainability and wider societal reach. Responsible: Grants Office. Outcome: funded scale-ups; KPI: growth in beneficiaries.

1.4. Faculty Organizational Chart

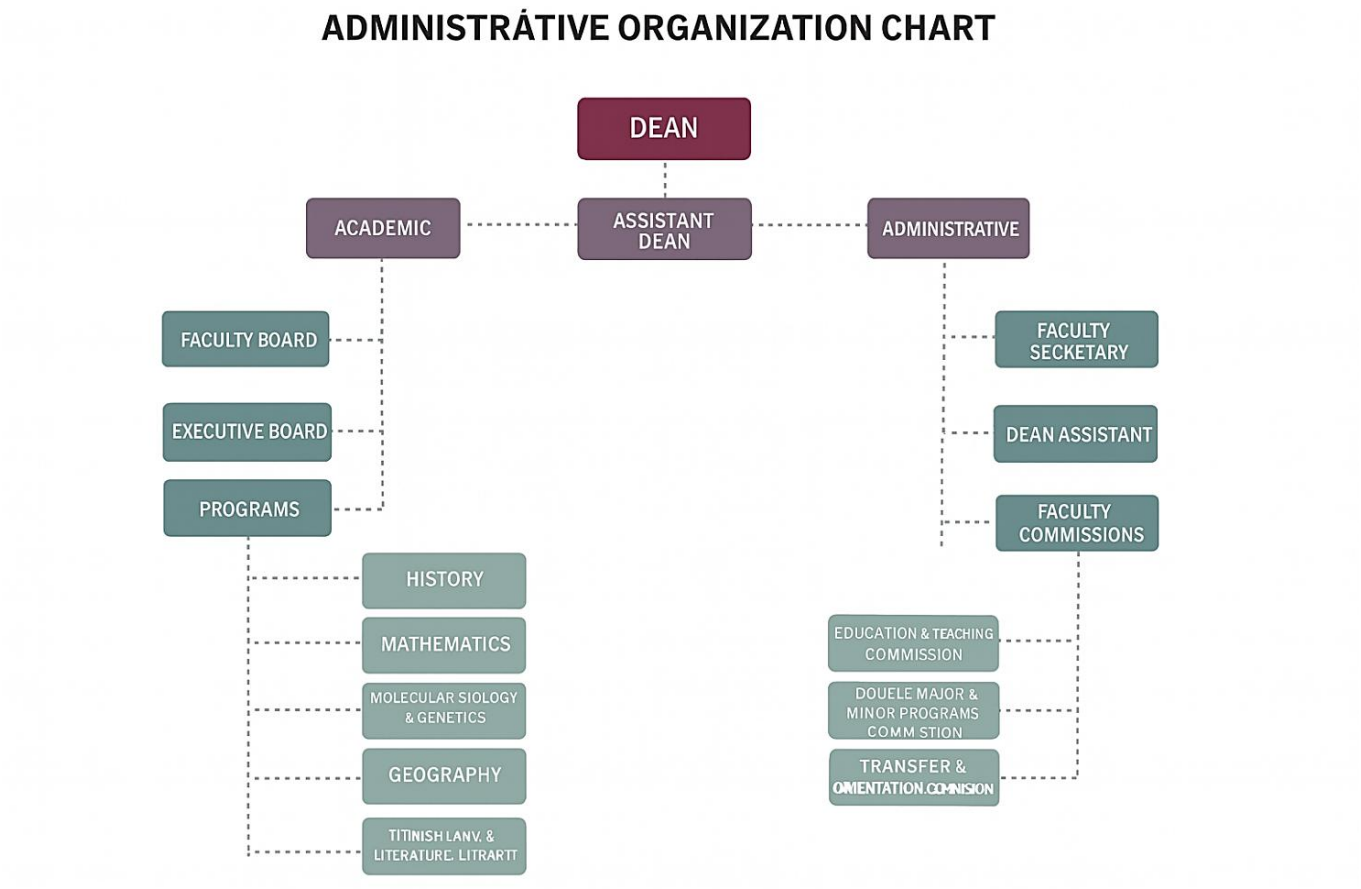
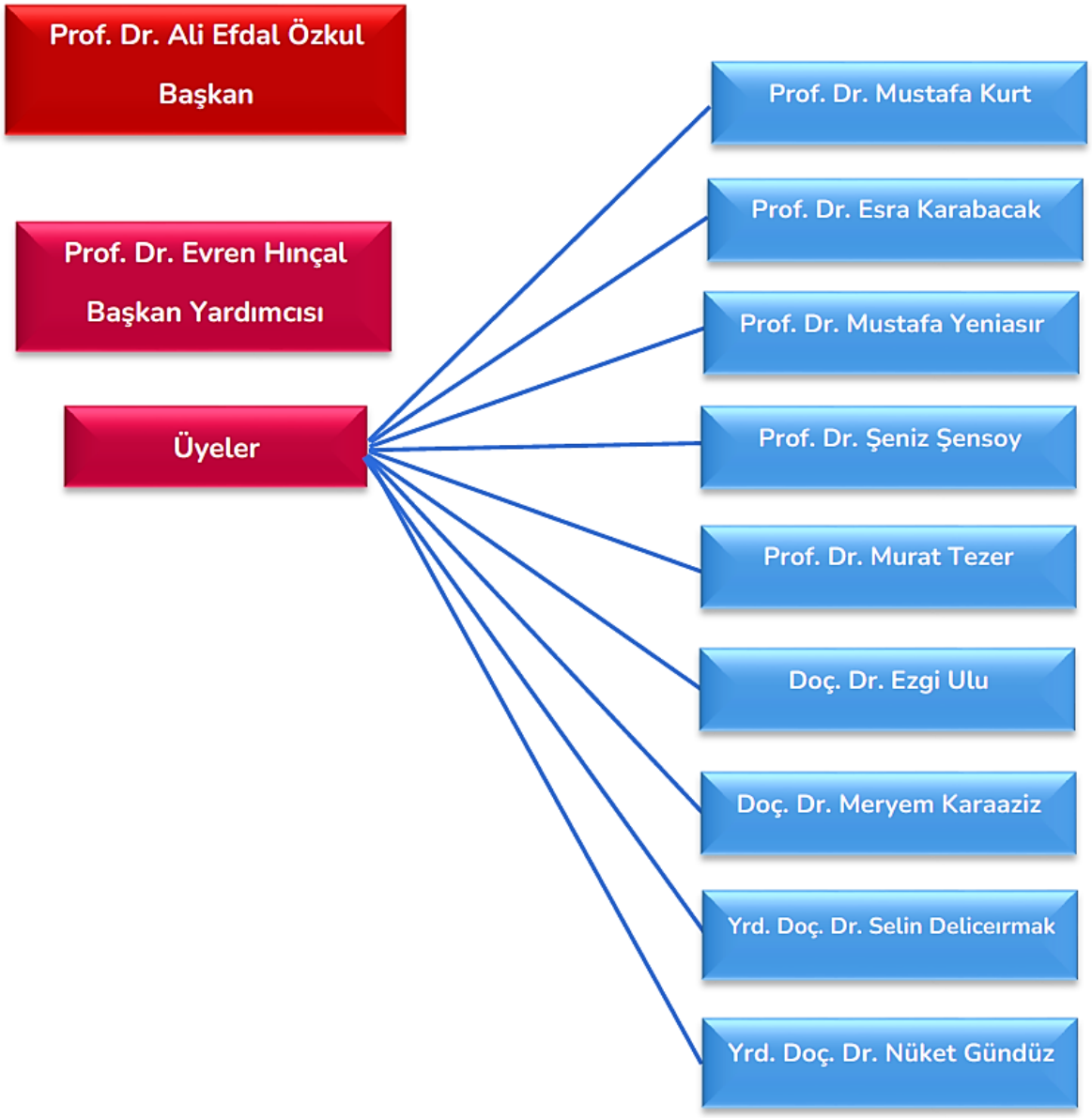
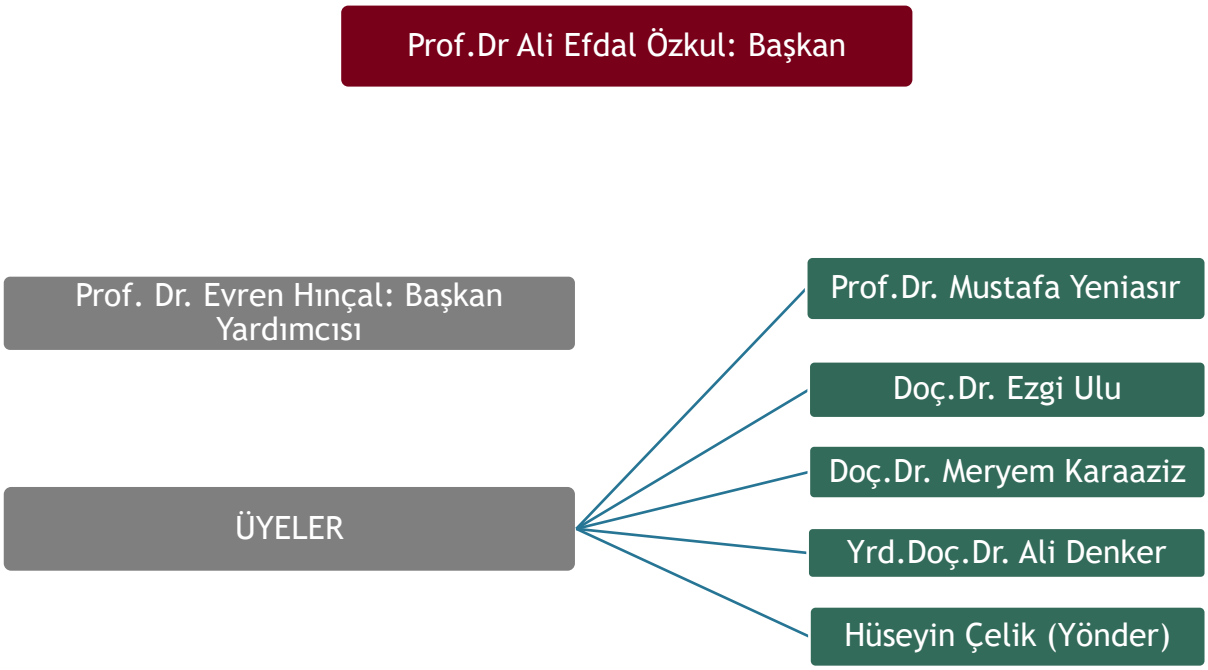


Figure 1. Organizational Chart

1.5. Faculty Administration



1.6. Academic Staff of the Faculty



A) Distribution and Strength of Academic Personnel

*"Near East University Faculty of Arts and Sciences consists of a total of 8 main disciplines, including Department of Mathematics, Department of Turkish Language and Literature, Department of Psychology, Department of History, Department of English Language and Literature, Department of Translation and Interpretation, Department of Molecular Biology and Genetics and Department of Geography.. The faculty is recognized for its expert and experienced academic staff. As of the 2024–2025 academic year, the faculty includes **12 professors**, **8 associate professors**, **15 assistant professors**, **10 PhD holders**, **13 lecturers**, and **6 research assistants**, totaling **58 academic personnel**. The academic staff contributes to both **undergraduate and postgraduate education**, and, with their research-oriented profiles, they actively engage in scientific studies. In addition, to support their professional development, they participate in a variety of **training and development**

programs and play active roles in **national and international projects**, thereby advancing their individual academic careers and enhancing the university's global recognition."

The Faculty of Arts and Sciences maintains a diverse and well-balanced academic staff structure that supports its multidisciplinary educational and research mission. The distribution of academic personnel is organized across various departments, ensuring that each program has the expertise and capacity required to deliver high-quality instruction, conduct impactful research, and provide meaningful contributions to society.

Professors, associate professors, and assistant professors form the core academic strength of the faculty. Senior professors bring extensive experience, lead advanced research projects, and mentor younger academics, ensuring continuity of knowledge and scholarly excellence. Associate professors contribute significantly to both teaching and research activities, often coordinating departmental programs and supervising graduate work. Assistant professors, supported through structured professional development, play a vital role with their dynamic and innovative approaches to teaching and emerging research interests.

Lecturers and teaching assistants ensure that fundamental courses, laboratory work, and practical sessions are delivered effectively. Their presence supports smooth student learning and allows faculty members to focus on specialized and research-oriented tasks. Research assistants contribute to the faculty's scientific output by participating in ongoing projects, data analysis, and publication efforts, strengthening the research ecosystem.

The faculty also benefits from international scholars, visiting academics, and part-time instructors who enhance cultural diversity and bring global perspectives to

the curriculum. This balanced mix of permanent and temporary staff enriches academic dialogue and broadens educational opportunities for students.

To maintain high standards, the faculty prioritizes equitable distribution of staff across departments based on student numbers, program needs, and strategic plans. Continuous assessment ensures that the faculty remains adequately staffed to adapt to changing academic trends, accreditation requirements, and institutional goals.

Overall, the strength of academic personnel in the Faculty of Arts and Sciences lies in its diversity, expertise, and commitment to fostering high-quality education, research innovation, and community engagement.

1.7. Academic Programs Offered by the Faculty

Academic Programs Offered by the Faculty

The **Faculty of Arts and Sciences** offers a wide range of academic programs at undergraduate, master's, and doctoral levels, providing broad opportunities for students who aim to gain in-depth knowledge in the field of education. Each program enables students to specialize in their chosen field and contribute to the advancement of the educational system. The programs offered within the faculty are listed below:

Undergraduate Programs

- Department of Geography
- Department of Geography Teaching
- Department of Mathematics (English)
- Department of Elementary Mathematics Education
- Department of Secondary Mathematics Education
- Department of Translation and Interpreting
- Department of Psychology (Turkish)
- Department of Psychology (English)

- Department of Turkish Language and Literature
- Department of Turkish Language Teaching
- Department of History
- Department of History Teaching
- Department of English Language and Literature
- Department of Molecular Biology and Genetics (Turkish)
- Department of Molecular Biology and Genetics (English)

Master's Programs (Thesis and Non-Thesis)

- Geography Education (Thesis)
- Geography Education (Non-Thesis)
- Clinical Psychology (Turkish, Non-Thesis)
- Clinical Psychology (Turkish, Thesis)
- General Psychology (English, Thesis)
- Mathematics Education (Thesis)
- Mathematics Education (Non-Thesis)
- History Education (Thesis)
- History Education (Non-Thesis)
- Cyprus History (Thesis)
- Turkish Language and Literature (Thesis)
- Turkish Language Education (Thesis)
- Turkish Language Education (Non-Thesis)

Doctoral Programs

- History Education (Thesis)
- English Language Education (Thesis)
- Mathematics (Thesis)
- General Psychology (Thesis)

2. GENERAL INFORMATION ABOUT THE PROGRAM

A Department of Mathematics is an academic unit dedicated to the study, teaching, and advancement of mathematical sciences. It offers a broad curriculum covering fundamental areas such as calculus, algebra, geometry, differential equations, statistics, and mathematical logic, as well as more advanced fields including topology, numerical analysis, optimization, and applied mathematics. The department typically provides undergraduate and graduate programs designed to develop students' analytical thinking, problem-solving abilities, and theoretical understanding.

Faculty members are engaged in both teaching and research, contributing to scientific progress in pure and applied mathematics. Their research often intersects with fields such as physics, engineering, computer science, economics, data science, and biology, reflecting the interdisciplinary nature of modern mathematics. Departments frequently organize seminars, workshops, and conferences to encourage collaboration and expose students to current developments.

In addition to academic instruction, the department supports students through advising, tutoring services, and research opportunities, helping them prepare for careers in education, industry, finance, technology, and research institutions. With a commitment to intellectual rigor and innovation, the Department of Mathematics plays a central role in fostering logical reasoning, quantitative literacy, and the ability to model and interpret real-world phenomena.

2.1. Brief History and Development of the Program

The Department of Mathematics was established in 2006 with a clear mission to provide high-quality education and promote excellence in both pure and applied mathematics. In the same year, the department was officially accredited by the Council of Higher Education (YÖK), confirming that its academic structure, curriculum,

and institutional standards met national higher education requirements. Since its foundation, the department has focused on developing students' analytical thinking, research skills, and mathematical competence. It offers well-structured undergraduate and graduate programs, encourages scientific research, and supports interdisciplinary collaboration, aiming to prepare graduates for successful academic, professional, and research-oriented careers.

2.2. Type of Education Offered by the Program

The Mathematics program provides comprehensive theoretical and applied education, combining core mathematical concepts with problem-solving, logical reasoning, and analytical skills. It offers lectures, tutorials, and computer-based learning, preparing students for academic, industrial, and research careers through a balance of rigorous theory and practical applications.

2.3. Level of Study

The Mathematics program is offered at the undergraduate and postgraduate levels, providing a structured progression from fundamental principles to advanced mathematical theory and research. At the bachelor's level, students develop core competencies in calculus, algebra, statistics, and mathematical reasoning. Master's programs deepen theoretical knowledge and introduce specialized areas such as applied mathematics, optimization, and computational methods. Doctoral studies focus on original research, independent inquiry, and producing scholarly contributions to the mathematical sciences. Across all levels, the program aims to cultivate critical thinking, problem-solving ability, and the capacity to apply mathematical tools in academic, scientific, and professional contexts.

The Department of Mathematics offers a **4-year undergraduate program** comprising **240 ECTS credits**.

The program meets the qualification requirements of **Level 6** within the **Turkish Higher Education Qualifications Framework (TYYÇ)**.

In line with the **European Qualifications Framework for Higher Education (QF-EHEA)**, it corresponds to the **First Cycle (Bachelor's Level)**.

The curriculum has been meticulously designed to fulfill both the ECTS credit requirements and the expected learning outcomes defined at this qualification level."

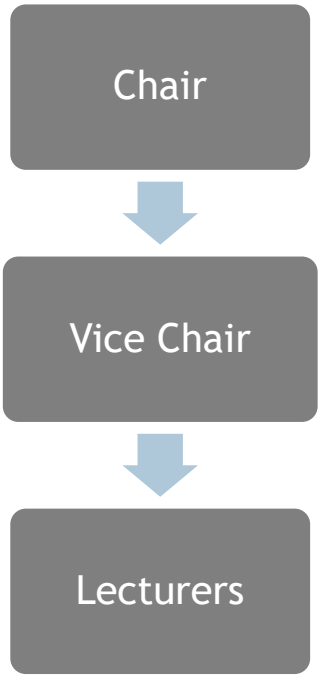
2.4. Language of Instruction

The language of instruction for the Department of Primary School Teaching is English.

2.5. Duration of the Program

The duration of the Department of Primary School Teaching program is **4 years (8 semesters)**. The department operates two semesters per academic year, Fall and Spring, comprising a total of 28 weeks."

2.6. Organizational Chart of the Program



2.7. Program Coordinator

Sample Text:

Program Coordinator:

Prof. Dr.Evren Hınçal

Head of the Department

evren.hincal@neu.edu.tr

2.8. Program Management and Academic Staff

As of 2025, the Department of Mathematics has a total of 18 full-time academic staff members, including 2 professors, 5 associate professors, 7 assistant professors, and 2 lecturers. The academic staff contributes to the field through undergraduate and graduate education, thesis supervision, and scientific research. The Mathematics Department is managed by a department chair and supported by vice-chairs responsible for academic affairs, curriculum development, and research coordination. The academic staff consists of professors, associate professors, assistant professors, and research assistants who are experts in fields such as analysis, algebra, applied mathematics, statistics, and mathematical modeling. Faculty members actively participate in teaching, research projects, international collaborations, and student supervision. Their diverse expertise contributes to a dynamic academic environment that supports innovation, critical thinking, and high-quality education. The department also benefits from administrative staff who ensure the smooth operation of academic and student-related processes.

3. PROGRAM MISSION AND VISION

3.1. Mission

The mission of the Department of Mathematics is to advance mathematical knowledge through high-quality education, innovative research, and community engagement. The department aims to cultivate analytical thinking, problem-solving ability, and creativity in students, preparing them for academic, professional, and interdisciplinary careers. By fostering an environment that supports collaboration, ethical values, and lifelong learning, the department strives to contribute to scientific progress and provide solutions to real-world problems through the power of mathematics.

3.2. Vision

The mission of the Department of Mathematics is to advance mathematical knowledge through high-quality education, innovative research, and meaningful community engagement. The program aims to equip students with strong analytical thinking, problem-solving abilities, and theoretical understanding that can be applied in academic, scientific, and industrial settings. It is committed to fostering a supportive learning environment where students develop intellectual curiosity, creativity, and ethical responsibility in the pursuit of mathematics.

4. PROGRAM'S CORE VALUES

The Department of Mathematics is guided by a set of core values that shape its academic culture and long-term goals. **Integrity** stands at the heart of all teaching, research, and professional activities, ensuring honesty, responsibility, and respect in every aspect of academic life. **Excellence** drives the department to maintain high standards in curriculum design, research output, and student achievement, continually striving for improvement and innovation. **Collaboration** reflects the belief that meaningful progress emerges from collective effort; the department promotes teamwork among students, faculty, and external partners to address complex problems through diverse perspectives. **Inclusivity** ensures a welcoming environment for individuals from different backgrounds, supporting equal opportunities and encouraging the participation of underrepresented groups in mathematics. **Curiosity and Lifelong Learning** motivate students and staff to explore new ideas, advance mathematical understanding, and embrace ongoing professional development. **Social Responsibility** highlights the importance of using mathematical knowledge for the benefit of society, contributing to scientific, technological, and economic progress. These values collectively strengthen the department's commitment to fostering an engaging, supportive, and forward-looking academic community.

5. PROGRAM ACTIVITY AREAS

The Mathematics program engages in a wide range of activities that support education, research, and community service. Academically, the program focuses on delivering comprehensive undergraduate and graduate curricula covering pure mathematics, applied mathematics, statistics, and computational methods. These courses aim to develop students' theoretical understanding and practical skills applicable in various professional fields. Research activities include investigations in algebra, analysis, geometry, mathematical modeling, data science, optimization, and differential equations, contributing to advancements in both theoretical knowledge and real-world applications. Faculty members collaborate with national and international researchers, participate in conferences, and publish in peer-reviewed journals, strengthening the program's scientific impact.

The department also supports interdisciplinary projects, working with departments such as engineering, computer science, economics, and physics. These collaborations enable the application of mathematical tools to solve complex problems in technology, finance, healthcare, and environmental sciences. Community engagement activities include organizing seminars, workshops, mathematics competitions, and outreach programs for schools to promote mathematical awareness. Additionally, the program provides consultancy and analytical support to industries and public institutions requiring mathematical expertise. Overall, the field of activities encompasses education, research, innovation, and public service, reflecting the department's commitment to advancing mathematical knowledge and societal development.

6. PROGRAM PURPOSES AND OBJECTIVES

6.1. Statement of Purpose

The purpose of the Mathematics Program is to provide students with a solid foundation in mathematical theory and its applications, enabling them to think critically, solve complex problems, and pursue advanced academic or professional pathways. The program seeks to develop analytical reasoning, creativity, and logical thinking while promoting interdisciplinary connections and research skills. Graduates are prepared for careers in education, industry, finance, data science, and technology.

6.2. Statement of Objective

The main objectives of the Mathematics program are to deliver comprehensive mathematical education, strengthen students' analytical and critical thinking skills, and prepare them for professional or academic advancement. The program aims to develop proficiency in mathematical methods, logical structure, and abstract reasoning. It seeks to encourage students to apply mathematical concepts to real-world problems and engage in research and independent inquiry. Additionally, the program aims to produce graduates capable of effective communication, teamwork, and continuous learning. By achieving these objectives, the program ensures that its students are well-prepared for diverse career paths and future challenges.

A) Purposes and Objectives Covering the Education Area

The program aims to deliver high-quality mathematical education that develops analytical thinking, problem-solving abilities, and foundational theoretical knowledge. Its objectives include preparing students for advanced studies, research, and professional careers, while promoting creativity, ethical responsibility, and effective application of mathematics in scientific and practical domains.

B) Purposes and Objectives Covering the Research Area

The program promotes original research, supports interdisciplinary collaboration, and encourages publication in reputable journals. It aims to develop innovative mathematical methods, contribute to scientific progress, and foster research skills among students and faculty. The program seeks to build a dynamic research environment that addresses contemporary scientific and technological challenges.

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

The department aims to contribute to society by sharing mathematical knowledge through outreach programs, public seminars, competitions, and teacher training activities. It seeks to inspire interest in mathematics among younger generations and support the development of future scientists and educators. By providing expert guidance, producing qualified graduates, and promoting scientific literacy, the department plays a vital role in advancing education and contributing to societal well-being.

7. PROGRAM QUALIFICATIONS

7.1. Program Qualifications

Program Outcomes	
1	Prove theorems and construct counterexamples of reasonable difficulty in analysis, abstract algebra, and other mathematical areas;
2	Use techniques of calculus, linear algebra, differential equations, and linear algebra;
3	Effectively communicate mathematical ideas;
4	Model problems mathematically and apply appropriate techniques to analyze them;
5	Apply mathematics outside the classroom;
6	Students will formulate complete, concise, and correct mathematical **proofs**;
7	Students will frame problems using multiple mathematical and statistical representations of relevant structures and relationships and **solve** using standard techniques;
8	Students will create quantitative **models** to solve real world problems in appropriate contexts;
9	Students will effectively use professional level **technology** tools to support the study of mathematics and statistics;
10	Students will clearly **communicate** quantitative ideas both orally and in writing to a range of audiences;
11	The connections between the mathematical sciences and other scientific and humanistic disciplines;
12	The principles of mathematical reasoning and their use in understanding, analyzing and developing formal arguments;
13	Fundamental objects, techniques and theorems in the mathematical sciences, including the fields of analysis, algebra, geometry, and discrete mathematics.

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

https://docs.google.com/document/d/1f0Xg2-VX-vSGcCuhMrTrHP7smTfJOdv8/edit?usp=drive_link&ouid=114949069513865414173&rtpof=true&sd=true

7.3 Relation between Program's Learning Outcomes and National Qualification Framework

https://docs.google.com/document/d/14QD7gKCu9Ka_8pZjjhWY_4uL7eUmNdmB/edit?usp=drive_link&ouid=114949069513865414173&rtpof=true&sd=true

7.4. The Relationship between Courses and Program Qualifications

https://docs.google.com/document/d/1lA9OqCxlTnSA1YYDasJSKNOzgEdT4MoT/edit?usp=drive_link&ouid=114949069513865414173&rtpof=true&sd=true

8. COURSE LIST

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

https://docs.google.com/document/d/1qw14nURyplJJ9zFELRITkb2Hyvqm8Oq7/edit?usp=drive_link&ouid=114949069513865414173&rtpof=true&sd=true

8.2. Common Compulsory Courses Offered University-Wide

İNG100

Ders Tanımı:

Türkçe bölümler için dizayn edilmiş iNG100 dersi senelik ortak bir ders olup öğrencilere İngilizcenin konuşulduğu ortamlarda bulundukları zaman günlük hayatta sık karşılaşabilecekleri diyalogları ve içeriklerini anlama ve karşılık verme becerilerini kazandırmaya yönelik bir derstir. Dersin her konusunda anlam ve iletişimi takip edebilme, ön planda tutulmuş dil yapılarının öğrenilmesi sadece bir araç olarak görülmüştür. Bu doğrultuda dersin içeriği görsel, işitsel ve yazılı materyallerle desteklenmiş her durum ve konu için farklı şekilde tasarlanmıştır. İNG 100 dersi, içerik olarak Avrupa Ortak Diller Çerçevesi Kriterleri'nin A1 seviyesini hedeflemektedir.

Ders İçeriği:

Introducing yourself, Giving Personal Info, Giving Personal Info, Talking about Objects, Talking about Family, Describing and talking about buildings and furniture, Talking about schedules, Talking about routines, Talking about routines, Ability Asking for and giving directions, Talking about food & quantities, Explaining a Recipe, Ordering food & Making requests, Comparing things/people/places, Comparing things/people/places, Talking about now, Talking Making suggestions & arrangements, Talking about Past, Talking about Past, Giving Advice Talking about the future, Talking about the future, Checking into a hotel.

İNG101

Ders Tanımı:

Türkçe bölümler için dizayn edilmiş İNG101 dersi öğrencilere İngilizcenin konuşulduğu ortamlarda bulundukları zaman günlük hayatta sık karşılaşabilecekleri diyalogları ve içeriklerini anlama ve karşılık verme becerilerini kazandırmaya yönelik bir derstir. Dersin her konusunda anlam ve iletişimi takip edebilme ön planda tutulmuş dil yapılarının öğrenilmesi sadece bir araç olarak görülmüştür. Bu doğrultuda dersin içeriği görsel, işitsel ve yazılı materyallerle desteklenmiş her durum ve konu için farklı şekilde tasarlanmıştır. İNG101 dersi, içerik olarak Avrupa Ortak Diller Çerçevesi Kriterlerinin A1 seviyesini hedeflemektedir.

Ders İçeriği:

1. Introducing yourself 2. Giving Personal Info 3. Giving Personal Info 4. Talking about Objects 5. Talking about Family 6. Describing and talking about buildings and furniture 7. Talking about schedules 8. Talking about routines 9. Talking about routines 10. Ability 11. Asking for and giving directions 12. Talking about food & quantities.

İNG102

Ders Tanımı:

Türkçe bölümler için dizayn edilmiş İNG 102 dersi öğrencilere İngilizcenin konuşulduğu ortamlarda bulundukları zaman günlük hayatta sık karşılaşabilecekleri diyalogları ve içeriklerini anlama ve karşılık verme becerilerini kazandırmaya yönelik bir derstir. Dersin her konusunda anlam ve iletişimi takip edebilme, ön planda tutulmuş dil yapılarının öğrenilmesi sadece bir araç olarak görülmüştür. Bu doğrultuda dersin içeriği görsel, işitsel ve yazılı materyallerle desteklenmiş her durum ve konu için farklı şekilde tasarlanmıştır. İNG 102 dersi, içerik olarak Avrupa Ortak Diller Çerçevesi Kriterlerinin A1 seviyesini hedeflemektedir.

Ders İçeriği:

1. Explaining a Recipe 2. Ordering food & Making requests 3. Comparing things/people/places 4. Comparing things/people/places 5. Talking about now 6. Talking about now 7. Making suggestions & arrangements 8. Talking about Past 9. Talking about Past 9. Giving Advice 10. Talking about the future 11. Talking about the future 12. Checking into a hotel.

ENG100

Ders Tanımı:

ENG 100 for English Departments aims to develop students' awareness of the language used in everyday life situations as well as the vocabulary items used in different topics and also aims to develop students' awareness of the language used in everyday life situations as well as the vocabulary items used in different topics. The course has been designed to show the students communicatively useful expressions in their immediate environment. Understanding how the language is used to maintain communication or convey meaning in specific situations is prior to how the structures are put together to form the language. The aim is to expose students to some basic functions in some specific situations and topics at A2/B1 level of the CEFR so that the students can easily communicate with the foreign people in their immediate environment and develop their ability to comprehend oral English.

Ders İçeriği:

1. Talking about biographies 2. Talking about biographies 3. Asking & answering about general knowledge 4. Talking about past events 5. Talking about past events 6. Talking about technology in the future 7. Asking for permission/Making a request 8. Formal phone conversations 9. Informal phone conversations 10. Making an appointment 11. Talking about products 12. Checking understanding/ Asking for clarification 13. Recommending a place/food 14. Health Matters 15. Health Matters 16. Restaurant Problems-Complaints and Responses 17. Talking about Computer

Problems 18. Reporting the News and the Weather 19. Reporting the News and the Weather 20. Product Problems- Complaints at the store 21. Talking about the future possibilities 22. Talking about the future possibilities 23. Health Problems and Herbs 24. Health Problems and Herbs 25. Job Qualifications and Working Conditions.

ENG101

Ders Tanımı:

ENG 101 for English Departments aims to develop students' awareness of the language used in everyday life situations as well as the vocabulary items used in different topics. The course has been designed to show the students communicatively useful expressions in their immediate environment. Understanding how the language is used to maintain communication or convey meaning in specific situations is prior to how the structures are put together to form the language. The aim is to expose students to some basic functions in some specific situations and topics at A2/B1 level of the CEFR so that the students can easily communicate with the foreign people in their immediate environment and develop their ability to comprehend oral English.

Ders İçeriği:

1. Talking about biographies 2. Talking about biographies 3. Asking & answering about general knowledge 4. Talking about past events 5. Talking about past events 6. Talking about technology in the future 7. Asking for permission/Making a request 8. Formal phone conversations 9. Informal phone conversations 10. Making an appointment 11. Talking about products 12. Checking understanding/ Asking for clarification 13. Recommending a place/food.

ENG102

Ders Tanımı:

ENG 102 for English Departments aims to develop students' awareness of the language used in everyday life situations as well as the vocabulary items used in

different topics. The course has been designed to show the students communicatively useful expressions in their immediate environment. Understanding how the language is used to maintain communication or convey meaning in specific situations is prior to how the structures are put together to form the language. The aim is to expose students to some basic functions in some specific situations and topics at A2/B1 level of the CEFR so that the students can easily communicate with the foreign people in their immediate environment and develop their ability to comprehend oral English.

Ders İçeriği:

1. Health Matters 2. Health Matters 3. Restaurant Problems-Complaints and Responses 4. Talking about Computer Problems 5. Reporting the News and the Weather 6. Reporting the News and the Weather 7. Product Problems- Complaints at the store 8. Talking about the future possibilities 9. Talking about the future possibilities 10. Health Problems and Herbs 11. Health Problems and Herbs 12. Job Qualifications and Working Conditions.

TUR100

Ders Tanımı:

Türk Dili I dersi, öğrencilerin yazılı anlatım becerisinin gelişmesine katkı sağlayan bir derstir. Türk Dili II dersi, öğrencilerin sözlü anlatım becerilerini geliştirmelerine, sözlü anlatım türleri hakkında bilgi ve deneyim kazanmalarına, sözlü iletişimde başarılı olmak için sahip olunması gereken hususları öğrenip uygulamalarına yönelik bir derstir.

Ders İçeriği:

Dilin tanımı ve önemi; dil-kültür ilişkisi, yazı dili ve özellikleri, yazılı anlatımda dış yapı ve kurallar, imlâ kuralları ve noktalama işaretleri; yazıda plan, tema, bakış açısı, yardımcı fikirler, paragraf yazımı; kompozisyon kavramı, kompozisyon yazma kuralları ve planları; seçilmiş yazılarda kompozisyon çatısı, tema, paragraf incelemesi,

kompozisyon düzeltme çalışmaları, genel anlatım bozuklukları, düşünme ve düşündüğünü ifade edebilme; çeşitli yazı türleri (anı, fıkra, hikaye, eleştiri, roman vb.) formal yazılar (özgeçmiş, dilekçe, rapor, ilan, bibliyografya, tebliğ, resmi yazılar, bilimsel yazılar, makale, vb.) makalenin giriş, gelişme ve sonuç bölümleri üzerine çalışma, makale yazma çalışması, not alma ve özetleme yöntem ve teknikleri. Sözlü dilin ve sözlü iletişimin temel özellikleri, iyi bir konuşmanın temel ilkeleri, güzel konuşmaya yardımcı teknikler, önemli günler için konuşma hazırlama, konuşma içeriğinin düzenlenmesi, konuşmayı etkileyen faktörler, hazırlıksız (telefonda konuşma, tanışma ve tanıştırma vs.) ve hazırlıklı konuşma türlerinin (münazara, açık oturum, panel, forum, sempozyum, konferans) özellikleri, diksiyon ve önemi, Türkçenin doğru telaffuzunda önemli olan hususlar, doğru imla, doğru vurgu, doğru tonlama ve metin ağırlıklı uygulamalar.

TUR101

Ders Tanımı:

Türkçe dilinin kurallarına göre öğretilmesi.

Ders İçeriği:

1. Dilin tanımı ve önemi 2. Yazı dili ve özellikleri 3. Anlatım biçimleri 4. Bakış açısı ve yaklaşım biçimleri 5. Noktalama işaretleri 1 6. Noktalama işaretleri ıı 7. Anlatım bozuklukları 8. Vize sınavı 9. Yazılı kompozisyon türleri 10. Yazılı kompozisyon türleri 11. Yazılı kompozisyon türleri 12. Yazılı kompozisyon türleri 13. Yazılı kompozisyon türleri 14. Final sınavı.

TUR102

Ders Tanımı:

Türkçe dilinin kurallarına göre öğretilmesi

Ders İçeriği:

1. Sözlü anlatım konuşma 2. Konuşma ile ilgili temel kavramlar 3. Doğru, güzel ve etkili konuşmanın ilkeleri, bakış açısı ve yaklaşım biçimleri 4. Konuşma bozuklukları

ve giderilmesi 5. Beden dili kullanımının önemi 6. Dinleme nedir 7. Vize sınavı 8. Hazırlıksız konuşmalar 9. Tartışma konuşmaları; açık oturum, sempozyum, panel, forum, münazara 10. Topluluk konuşmaları; nutuk, konferans, seminer, kurultay 11. İletişim ve anlam 12. Etkili dinleme, not alma yöntem ve teknikleri 13. Sese dayalı dil yanlışları 14. Final sınavı.

YIT100

Ders Tanımı:

YİT is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Ders İçeriği:

Introduction to classes, the Turkish Alphabet and how Phonetics is in Turkish Alphabet, how nouns are made plural in Turkish, how to form yes-no questions, how to form sentences with “there is/there are, possessives in Turkish, how to use personal pronouns, numbers and asking questions related to numbers, how to use noun states in Turkish, where and how to use present continuous tense and simple present tense.

YIT101

Ders Tanımı:

YİT is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Ders İçeriği:

Introduction to classes, the Turkish Alphabet and how Phonetics is in Turkish Alphabet, how nouns are made plural in Turkish, how to form yes-no questions, how to form sentences with “there is/there are, possessives in Turkish, how to use personal pronouns, numbers and asking questions related to numbers, how to use noun states in Turkish, where and how to use present continuous tense and simple present tense.

YIT102

Ders Tanımı:

YİT is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Ders İçeriği:

Introduction to classes, the Turkish Alphabet and how Phonetics is in Turkish Alphabet, how nouns are made plural in Turkish, how to form yes-no questions, how to form sentences with “there is/there are, possessives in Turkish, how to use personal pronouns, numbers and asking questions related to numbers, how to use noun states in Turkish, where and how to use present continuous tense and simple present tense.

AİT100

Ders Tanımı:

Osmanlı devletinin yıkılışından, I. Dünya savaşı, milli mücadele dönemi, Türkiye cumhuriyeti’nin kurulması, inkılaplar, ilkeleri kapsar.

Ders İçeriği:

İnkılabın tanımı ve Türk İnkılabı ile III. Selimle başlayan yenileşme haraketlerinden başlanılarak Mustafa Kemal Paşanın 29 Ekim 1923'de Türkiye Cumhuriyeti'nin kuruşuna kadar ortaya çıkan siyasî, sosyal ve ekonomik olaylar incelenmektedir. Mustafa Kemal Paşanın 29 Ekim 1923'de Türkiye Cumhuriyeti'ni kuruşundan itibaren vefatına kadar gerçekleştirdiği ilke ve inkılâplar değerlendirilmektedir.

AİT101

Ders Tanımı:

Osmanlı devleti gerileme dönemi ve Milli Mücadele Dönemini kapsar.

Ders İçeriği:

Batı kültürleri ile Türk kültürünün karşılaşması sonucu ortaya çıkan siyasi ekonomik kültürel ve sosyo-psikolojik problemler karşısında ölmeye ve yıkılmaya başlayan Osmanlı devletinde çözüm arayışları çerçevesinde yapılan reform hareketleri ve İmparatorluktan milli devlete gecis surecinde yasanan siyasi olaylar ile Mustafa Kemal Atatürkün önderliğinde verilen Milli Mücadele sonucu Türkiye Cumhuriyeti'nin kuruluşunun ele alınması.

AİT102

Ders Tanımı:

Türkiye Cumhuriyeti'nin kuruluşu ve Atatürk ilkeleri ve inkılaplarını kapsar.

Ders İçeriği:

Mustafa Kemal Paşanın 2 Ekim 1923 de Türkiye Cumhuriyetini kuruluşundan itibaren vefatına kadar gerçekleştirdiği ilke ve inkılapları değerlendirilmektedir .

AİT200

Ders Tanımı:

Bu ders zorunlu ortak bir ders olarak tüm fakültelere İngilizce olarak sunulmakta olan bir derstir. Lozan Antlaşması'ndan modern Türkiye Cumhuriyeti'nin kuruluşuna kadar olan dönemi kapsamakla birlikte, uzaktan öğretim modeli ile tasarlanmış bir derstir.

Ders İçeriği:

A Concise Political History of the Ottoman Empire Ottoman Modernization Ottoman Empire in the World War I and the Armistice of Mudros The Treaty of Sevres and the National Liberation War I The Treaty of Sevres and the National Liberation War II Invasions, Mustafa Kemal and the National Resistance Movement Organization of National Resistance Movement: Circular of Amasya, Congresses of Erzurum and Sivas, opening of Grand National Assembly Unsuccessful attempts for a democratic regime and the consolidation of the Single-Party State; 12. Social and economical reforms Cultural and educational reforms; 16. Legal and Judiciary Reforms Unsuccessful attempts for a democratic regime and the consolidation of the Single-Party State Social and economic reforms The armistice of Mudanya and the Peace treaty of Lausanne Proclamation of the Republic, abolishment of the Sultanate and Caliphate Turkish-Russian relations Turkish-British relations Turkish-German Relations Turkish-Italian-relations Regional Organizations Turkey and the League of Nations Statism-Secularism (Laicism) Revolutionism, Republicanism General Feature of Turkish Foreign Policy During the Atatürk Period Turkish-Greek relations Kemalism and the Six principles of Atatürk Nationalism, Populism Political Rights given to Women.

AİT103

Ders Tanımı:

This course focuses on the early dynamics of the Ottoman Empire (including social, economic, political, institutional, and cultural) and examines the historical background of the Republic of Turkey. The main aim of the course is to scrutinize the political dynamics and modernization attempts of the Ottoman state, analyzed comprehensively. By doing so, basic concepts of History of Revolution, World and Ottoman Empire at the Beginning of the 20th Century, The Last Period of the Ottoman State, The First World War, The Preparatory Period of the National Struggle are the main topics that are focussed in the classes.

Ders İçeriği:

A Concise Political History of Ottoman Empire 1300-1914 Decline and the Ottoman Modernization Ottoman State and Society in Classical Period The organization of National Resistance Movement: The Circular of Amasya The Congresses of Erzurum and Sivas Invasions, Mustafa Kemal and National Resistance Movement Ottoman Empire in the First World War I Armistice of Mudros The Treaty of Sevres and the National Liberation War against the Armenians and Greeks The Armistice of Mudanya and the Peace Treaty of Lausanne.

AİT104

Ders Tanımı:

It aims to let the student who attends the AİT 104 courses to acquire the ability of classification, description, explanation, analysis of the current social and individual problems in Turkey by taking rationality and science, norms of modernity into account with respect to the Kemalist thought and the Turkish Revolution.

Ders İçeriği:

Discussion on "revolution", "Evolution", and the great revolutions in history. •Transformation in the Political system: From a Sultanate to Republic Transformation in education and cultural life • Unsuccessful attempts for multi-party system and consolidation of the Single Party Regime • Atatürkçülük/Kemalizm and the 6 principles of Ataturk, Nationalism, Secularism-Laicism, Populism • Sheikh Said Rebellion: Kurdish Nationalism or A Reaction to Secular policies of the new regime Turkey During the Second World War • Turkey and the League of Nations Turkey in the Regional Organizations • Turkish Foreign Policy and the Foreign Policy Issues Statism, Republicanism, Revolutionism.

BİL100

Ders Tanımı:

Ders genel ortak bir ders olarak tüm fakültelere sunulmaktadır. Çağdaş ve temel bilişim teknolojilerinin etkin bir şekilde kullanılmasını hedeflemektedir.

DERS İÇERİĞİ:

1. Bilişim teknolojilerinin günlük yaşamdaki yeri 2. Bilgisayar sistemleri, dosya yönetimi 3. Etik ve güvenlik, dijital vatandaşlık 4. Gizlilik ve güvenlik 5. Bilgisayar ağları 6. Araştırma 7. İletişim teknolojileri ve işbirliği 8. Görsel işleme programları 9. Kelime işlemci programları 10. Sunu programları 11. Tablolama programları 12. Ses ve video işleme programları 13. Problem çözme kavramları ve yaklaşımları, programlama 14. Bilişim teknolojilerinin günlük yaşamdaki önemi 15. Bilişim teknolojilerinin günlük yaşamdaki önemi 16. Etik değerler 17. Gizlilik ve güvenlik 18. Problem çözme kavramları ve yaklaşımları 19. Problem çözme kavramları ve yaklaşımları 20. Programlama 21. Programlama 22. Sunu ve görselleştirme programları 23. İki boyutlu animasyon oluşturma 24. İki boyutlu animasyon oluşturma 25. Üç boyutlu tasarım programları 26. Üç boyutlu tasarım programları.

BİL101

Ders Tanımı:

Bilişim teknolojilerine ilişkin temel kavramları açıklar. Farklı bilişim teknolojilerinin olumlu ve olumsuz yönlerini tartışır. Bilgisayar sisteminin temel kavramlarını ve işlevlerini açıklar. Giriş ve çıkış birimlerine örnek verir. Donanım ve yazılım konusunda karşılaştığı teknik sorunlara çözüm üretir. Elektronik ortamda veri yönetiminin önemini fark eder. Temel dosya ve klasör yönetim işlemlerini yapar. Etik ve bilişim etiği ile ilgili temel kavramları açıklar. Çevrimiçi ortamda başkalarının haklarına saygı duyar. Dijital vatandaşlık uygulamalarının kullanım amaçlarını ve önemini kavrar. Dijital kimliklerin gerçeği yansıtmayabileceğini fark eder. Gizlilik açısından önemli olan bileşenleri belirler. Bilginin ağlar arasındaki yolculuğunu keşfeder. Bilgisayar ağlarına ilişkin temel kavramları ve bilgisayar ağ türlerini açıklar. İnternet adreslerinin oluşumunu ve yapısını açıklar. Web tarayıcısı kavramını açıklar ve tarayıcıyı kullanır. Arama motorlarını kullanarak basit düzeyde araştırma yapar. İletişim teknolojilerini tanımlayarak türlerini listeler. Sanal ortamda iletişim kurmanın olumlu ve olumsuz yanlarını tartışır. E-posta hesabı oluşturur ve iletişim kurmada kullanır. Görüntü dosyası biçimlerini açıklar. Görsellerle ilgili düzenleme işlemlerini yürütür. Kelime işlemci programının arayüzünü ve özelliklerini tanır.Belirli bir amaç için oluşturduğu belgedeki metni biçimlendirir. Sunu hazırlama programının arayüzünü ve özelliklerini tanır. Belirli bir amaç için oluşturduğu sununun tasarımını ve bileşenlerini biçimlendirir. Sunu hazırlama programı ile oluşturduğu sunuyu düzenler. Günlük hayatta karşılaştığı problemlere çözüm önerileri getirir. Verilen bir problemi uygun adımları kullanarak çözer. Algoritma kavramını açıklar. Bir problemin çözümü için algoritma geliştirir. Programlamayla ilgili temel kavramları açıklar.

Ders İçeriği:

Çağdaş ve temel bilişim teknolojilerinin etkin şekilde kullanılması içerir.

BİL102

Ders Tanımı:

Bilişim teknolojilerinin zaman içindeki değişimlerini tartışır. Bilişim teknolojilerini kullanarak yapılabilecek yenilikleri fark eder. Bilgisayar bilimleri tarafından geliştirilen disiplinler arası kariyerleri açıklar. Bilgi ve teknoloji kullanımında etik olan ve olmayan davranışları tartışır. Fikri mülkiyet haklarının önemini değerlendirir. Gizlilik ve güvenlik problemlerinin neden olduğu bireysel ve toplumsal etkileri tartışır. Bilgi güvenliği ve gizliliğine karşı tehditleri açıklar. Çeşitli ortamların güvenlik düzeyini değerlendirir. Güvenlik için tehdit oluşturabilecek yapılara karşı alınabilecek önlemleri açıklar. Bir problemi alt problemlere ayırır. Bir problemi çözmek üzere farklı algoritmalar tasarlar. Tasarlanan algoritmanın akış şemasını oluşturur. Tasarlanan algoritmayı test eder ve hataları ayıklar. Algoritma tasarımı ile programlama dili arasındaki ilişkiyi ortaya koyar. Programlama aracının arayüzünü ve özelliklerini tanır Belirli bir problemi çözmek üzere geliştirdiği algoritmayı hatasız bir programa dönüştürür. Verilen bir probleme uygun söz dizimi oluşturur. Verilen bir söz dizimini test eder ve hataları ayıklar. Problemin çözümüne yönelik değişkenleri kullanır. Problemin çözümüne yönelik koşullu ifadeleri kullanır. Problemin çözümüne yönelik döngüleri kullanır. Problemin çözümüne yönelik fonksiyonları kullanır. Belirli bir problemin çözümüne yönelik özgün ürün geliştirir. Belirli bir amaç için grafik ve animasyonları kullanarak sunu oluşturur. Belirli bir amaç için zihin haritası tasarlar. Sayısal verilerden oluşan grafik ve bilgi grafiği geliştirir. Poster oluşturma programı kullanarak bir poster tasarlar. Sayfa tasarım programları kullanarak bir ürün oluşturur. İş birliğine dayalı proje üretir. Animasyon ile ilgili temel kavramları açıklar. Öykü yaprakları (storyboard) yardımıyla animasyonun senaryosunu oluşturur. Kullanılan animasyon programının arayüzünü ve özelliklerini tanır. Belirli bir amaç için animasyon oluşturur. Üç boyutlu tasarıma yönelik temel kavramları açıklar. Kullanılan üç boyutlu tasarım programının arayüzünü ve özelliklerini tanır. Basit düzeyde üç boyutlu çizimler yapar. Model tasarımı

yapar. Belirli bir amaca yönelik özgün tasarım ürünü geliştirir. Üç boyutlu yazıcıları ve üç boyutlu yazıcıların kullanıldığı alanları açıklar. İşbirlikli çalışma ortamlarını kullanarak geliştirdiği ürünü paylaşır.

Ders İçeriği:

Çağdaş ve temel bilişim teknolojilerinin etkin şekilde kullanılması içerir.

COM100

Ders Tanımı:

The course is offered to all faculties as a general common course. It involves using modern and basic information technologies effectively.

DERS İÇERİĞİ:

1. The Place of Information Technologies in Daily Life 2. Computer Systems, File Management 3. Ethics and Security, Digital Citizenship 4. Privacy and Security 5. Computer Networks 6. Research 7. Communication Technologies and Collaboration 8. Visual Processing Programs 9. Word Processor Programs 10. Presentation Programs 11. Spreadsheet Programs 12. Audio and Video Processing Programs 13. Problem Solving Concepts and Approaches, Programming 14. Information Technologies in Daily Life importance 15. Information Technologies in Daily Life importance 16. Ethical values 17. Privacy and Security 18. Problem Solving Concepts and Approaches 19. Problem Solving Concepts and Approaches 20. Programming 21. Programming 22. Presentation and Visualization Programs 23. Creating Two-Dimensional Animation 24. Creating Two-Dimensional Animation 25. Three Dimensional Design Programs 26. Three Dimensional Design Programs.

COM101

Ders Tanımı:

Dıstance Educatıon.

Ders İçeriği:

It involves using modern and basic information technologies effectively.

COM102

Ders Tanımı:

Dıstance Educatıon.

Ders İçeriği:

It involves using modern and basic information technologies effectively.

KAR100

Ders Tanımı:

Öğrencilere, iş dünyasının hızla değişen ekonomik, sosyal, kültürel, etik ve yasal koşullarına uyum sağlamalarında yardımcı olacak kariyer yöntemlerini tanıtmak ve kendi yaşamlarına uyarlama becerisi kazandırma.

Ders İçeriği:

Kariyer planlama ve kariyer gelişimi modellerini öğrenme. Hâlihazırda mevcut iş piyasası koşulları hakkında bilgi sahibi olma. Mülakat teknikleri hakkında bilgi sahibi olma. Etkileyici bir iş görüşmesi nasıl yapılacağını öğrenme. Özgeçmiş, kapak yazısı ve teşekkür mektubu hazırlama yöntemleri hakkında bilgi sahibi olma. İş başvurularında kullanmak üzere CV hazırlama.

CAR100

Ders Tanımı:

To introduce students to career methods that will help them adapt to the rapidly changing economic, social, cultural, ethical and legal conditions of the business world and to gain the ability to adapt them to their own lives.

Ders İçeriği:

• Introduction to the Course • Career Concept and Career Stages • Expectations of the Business World from New Graduates • Career Management and Career Management Models in Organizations • Individual Career Planning and Goal Setting • Job Search Techniques • Individual Career Planning and Applications: Cover Letter and CV Writing • Basic Communication Skills • Individual Career Planning Practices: Preparing for the Interview • Interview Techniques • Orientation and Introduction to Working Life • Lifelong Learning.

KAM100

Ders Tanımı:

Öğrencilerimizin üniversite yaşamını daha iyi tanıyabilmesi için düzenlenmiş olan bu dersimiz, Yakın Doğulu olma kimliğini kazanmaya ve üniversite yaşamına daha kolay uyum sağlamaya yönelik çeşitli etkinliklerden oluşmaktadır.

Ders İçeriği:

YDÜ tarihi ve genel bilgiler; fakültelere ait bilgiler; danışmanlık ve akademik süreçler; dijital/uzaktan öğrenme ve UZEBIM kullanımı; bilgi erişimi ve yönetimi; kampüs genelinde alınan ortak ve seçmeli derslere ilişkin bilgiler; çalışma takvimi oluşturma ve akademik çalışma alışkanlıklarının geliştirilmesi; akademik etik ve bilimsel yaklaşım; sosyal yaşam ve Öğrenci Dekanlığı; sağlık yönetimi ve Hastane hizmetleri; Kıbrıs kültürü ve adaya uyum; bilimsel araştırma ve etkinlikler; ölçme ve değerlendirme; iletişim becerileri ve insan ilişkileri yönetimi.

CAM100

Ders Tanımı:

Organized so that students can get to know university life better, this course consists of variousactivitiesaimed at gaining the identity of being a Near Easterner and adapting to university life more easily.

Ders İçeriği:

Near East Universityhistoryand general information; information on faculties; counseling and academic processes; digital/distance learning and use of UZEBIM; information access and management; information on common and elective courses taken throughout the campus; creating a work schedule and developing academic study habits; academic ethics and scientific approach; social life and the Dean of Students; health management and Hospital services; Cyprus culture and adaptation to the island; scientific research and activities; quantification and consideration; communication skills and human relations management.

KTK100

Ders Tanımı:

Çağlar arası Kıbrıs'ın değişken dinamiklerini karşılaştırmalı olarak analiz edebilmek, aynı zamanda Akdeniz havzasının dinamiklerini anlamayı da beraberinde getirmektedir. Kıbrıs adası ve Akdeniz kültürü ile alakalı bilgi sahibi olmak bize; Akdeniz'de kurulmuş devletleri, burada faaliyet gösteren dini toplulukları ve insanlar arasındaki sosyo-kültürel etkileşimleri anlama ve tanımlama fırsatı sunmaktadır. Bu ders, Doğu ve Batı arasında bir köprü görevi gören Kıbrıs'ın sosyal, ekonomik ve kültürel dinamiklerini derinlemesine inceleme fırsatı sunmaktadır.

Ders İçeriği:

Kıbrıs tarihi ve kültürü hakkında genel bilgiler; Zooloji ve Botanik; İlkçağ ve Ortaçağda sosyal ve kültürel yaşam; Osmanlı dönemi adanın sosyal ve kültürel mirasi; Sanat Tarihi; Din ve Kültür; İngiliz İdare dönemi; Kıbrıs Eğitim Tarihi; 1950-1974 siyasi olayları; Kıbrıslı Türklerin varoluş mücadelesi; KKTC'nin kuruluşu ve sosyal yapı.

CHC100

Ders Tanımı:

Being able to comparatively analyse the variable dynamics of Cyprus across the ages also brings with it an understanding of the dynamics of the Mediterranean basin. Having information about the island of Cyprus and the Mediterranean culture provides us with an opportunity to understand and describe the states established in the Mediterranean, the religious communities operating there, and the socio-cultural interactions between people. This course offers the opportunity to examine in depth the social, economic, and cultural dynamics of Cyprus, which acts as a bridge between East and West.

Ders İçeriği:

General information about the history and culture of Cyprus; Zoology and Botany; Social and cultural life in the First Age and the Middle Ages; The social and cultural heritage of the island during the Ottoman period; History of Art; Religion and Culture; British Colonial Period; Cyprus Education History; political events from 1950 to1974; The national struggle of Turkish Cypriots for existence and freedom; The establishment of the TRNC and social structure.

SEC351

Ders Tanımı:

21. Yüzyıl Becerileri dersi; öğrencilerin eleştirel, yaratıcı ve felsefi düşünme, problem çözme, yaşam boyu öğrenme ve etkili öğrenme stratejileri gibi temel düşünme becerilerini geliştirmelerini amaçlamaktadır. Bunun yanı sıra, etkili iletişim, takım çalışması, kültürlerarası etkileşim ve çeşitlilik yönetimi gibi sosyal beceriler kazandırılmaktadır. Dijital okuryazarlık, medya farkındalığı, bilgi yönetimi ve temel istatistik bilgisi ile öğrencilerin dijital ortamda etkin ve bilinçli bireyler olmaları desteklenmektedir. Öz farkındalık, duygusal zeka, esneklik ve zaman yönetimi gibi öz-yönetim becerileriyle öğrencilerin bireysel gelişimi teşvik edilirken; sürdürülebilirlik,

etik liderlik ve küresel vatandaşlık konularıyla toplumsal sorumluluk bilinci de oluşturulmaktadır. Son olarak, girişimcilik, finansal okuryazarlık, stres yönetimi ve yaratıcı sunum becerileri gibi uygulamalı yaşam becerileri kazandırılarak öğrencilerin gerçek yaşamda kullanabilecekleri yeterlilikler edinmeleri hedeflenmektedir.

Ders İçeriği:

Temel düşünme ve öğrenme becerileri, kritik düşünme kavramları, yaratıcı düşünme kavramları, problem çözme sürecinde kullanılan temel kavramları tanımlar. Yaşam boyu öğrenme ile ilgili temel kavramlar, problem çözme süreçleri, yaratıcı düşünme becerilerinin temel özellikleri, yaşam boyu öğrenme yaklaşımının temel ilkeleri, mantıksal akıl yürütme, etkili öğrenme stratejileri, temel düşünme becerilerini oluşturan öğeler , felsefi düşünce yöntemleri, iletişim ve işbirliği becerileri, etkili iletişime yönelik temel kavramlar, işbirliğinin temel kavramları, kültürlerarası iletişim ile ilgili temel kavramlar, farklı kültürlerin iletişim sürecini oluşturan temel unsurlar, işbirliği sürecinde etkili iletişimin önemi, grup çalışmasında uygun iletişim tekniklerini kullanma, kültürlerarası etkileşimlerde uygun iletişim stratejileri, bir ekip çalışmasında yaşanan iletişim sorunları, ekip çalışmasında yaşanan iletişim sorunları ve çözüm önerileri, grup içi işbirliği süreci, çeşitlilik yönetimini destekleyecek yenilikçi iletişim stratejileri, ekip çalışmasında etkili iletişimi artırmaya yönelik stratejiler, ekip çalışmasında işbirliğini artırmaya yönelik stratejiler, dijital okuryazarlık ve medya yetkinlikleri, dijital okuryazarlık ile ilgili temel kavramlar, medya yetkinlikleri ile ilgili temel kavramlar, bilgi yönetimi kavramları, temel istatistik terimleri, dijital medya araçlarının kullanım amaçları, istatistiksel verilerin yorumu, dijital araçlar ve medya platformları, dijital içeriklerin güvenilirliği, medya kaynaklarının güvenilirliği, farklı dijital kaynakların kalitesi, dijital medya araçları, özgün medya içerikleri, siber güvenlik, etik ve felsefi yansımalarla öz yönetim ve bilişsel esneklik, bilişsel esneklik kavramları, öz yönetim ile ilgili temel kavramlar, zaman yönetimi stratejileriyle ilgili temel kavramları, uyum sağlama sürecinin bireysel ve çevresel faktörleri, duygusal zekânın bileşenleri, zamanı etkili kullanma, bireysel çalışma programında

önceliklendirme teknikleri, farklı durumlarda gösterilen dayanıklılık örnekleri, bireylerin stres ve değişim karşısındaki uyum yaklaşımları ve etik, zaman yönetimi stratejileri, kişilik profilleri ve duygusal zekânın başarıya etkileri, stresli bir durumda kullanılabilecek kişisel bir uyum stratejisi, empati temelli iletişim stratejileri, akademik, sosyal ve kişisel hedefleri içeren zaman yönetimi, sosyal sorumluluk ve küresel vatandaşlık terimleri, sosyal sorumlulukla ilgili temel kavramlar, küresel vatandaşlıkla ilgili temel kavramlar, sürdürülebilirlik ile çevre bilincinin toplum üzerindeki etkileri, etik liderlik ilkeleri, küresel sorunların iklim değişikliği, eşitsizlik gibi sosyal sorumlulukla ilişkisi, farklı sosyal sorumluluk projelerinin sürdürülebilirlik ile ilişkisi, evrensel farkındalık yaratmaya, uygulamalı yaşam becerileri edinme, girişimcilik sürecinde kullanılan temel kavramlar, finansal okuryazarlık ile ilgili terimler, proje yönetiminin aşamaları.

8.3. Course Syllabus

https://drive.google.com/file/d/15eskL1ETbTKrzJ2Xdt6uu8Z-942wGF8O/view?usp=drive_link

9. PRINCIPLES OF PROGRAM ASSESSMENT AND EVALUATION

9.1. Exam Rules

All information regarding exam rules, a variety of assessment tools, etc., will be shared **by the Assessment and Evaluation Coordination Office.**

9.2. Letter Grade Conversion Table

This section includes the conversion table for letter grades that students receive 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 in-semester work and end-of-semester exam results. Letter grades are expressed with a coefficient value on a 4.00 scale and also correspond approximately to achievement ranges on a 100-point scale. This system i**s** used as the basis for calculating the student's overall 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 associate, undergraduate, and graduate levels. The language of instruction is Turkish, and English or other languages may be used when necessary. Examination and evaluation principles are regulated by separate regulations. Student admissions are conducted through the Student Affairs Office within the framework of rules determined by the Senate. Admission to preparatory, associate, and undergraduate programs is carried out either through special exams or without exams for foreign students. Conditions for graduate programs and transfer students are specified in the relevant regulations. Special students may only enroll in certain courses and cannot receive a diploma. Admission and registration conditions for foreign students who are not citizens of the TRNC or Turkey are conducted in accordance with the regulations titled “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,” under Articles 65/2005, 21/2008, 40/2009, and 23/2007 of YÖDAK Law No. 11. If deemed necessary, prospective students may be admitted to a one-year scientific preparatory program. Registration is completed when the required documents and tuition fees are submitted within the specified dates. Students are required to renew their registrations every semester. The proficiency level of English preparatory class students is determined by exams, and this education lasts a maximum of two years. Associate, undergraduate, and graduate programs are conducted according to their respective regulations. Students may also take courses for teaching certification. Diplomas for associate, undergraduate, and graduate programs are awarded to those who successfully complete their studies. The issuance of diplomas and provisional graduation certificates is determined by the Senate. Students' grades are officially recorded, and certified documents are provided upon request. No tuition refunds are given to students who voluntarily withdraw or cancel their registration. Students may take leave for health, military

service, financial reasons, or educational purposes, and this period is not counted toward the duration of their studies. Students returning from leave must renew their registration to continue their education. Students are guided by their academic advisors. Mandatory internships, disciplinary procedures, scholarships, and health services are regulated according to relevant regulations.

Registration procedures for the Near East University Classroom Teaching Program are carried out in accordance with the university's general regulations and the provisions of the Higher Education Council (YÖK) and the Higher Education Supervisory and Accreditation Board (YÖDAK). The language of instruction in the program is Turkish, although some courses may be offered in English. English proficiency is assessed through a compulsory preparatory class, which may last up to two years.

Candidates wishing to enroll in the program must apply based on the results of the Higher Education Institutions Exam (YKS) and be placed by ÖSYM. Registration procedures are conducted through the Student Affairs Office, and the submission of required documents and payment of relevant fees during registration are mandatory. Registration is only completed when all these conditions are fully met. Students must renew their registration at the beginning of each academic term. Students who do not renew their registration lose the right to attend courses and take exams for that term. Foreign students may be admitted to the program without an exam or through a special exam organized by the university. This process is carried out in accordance with relevant legislation and Senate decisions. Individuals with special student status may only take certain courses; they are not considered enrolled in the program and are not entitled to a diploma. Students who successfully complete the program and fulfill all obligations are awarded a bachelor's degree. Students' grade records are securely stored digitally; upon request, these documents can be provided as certified copies to the student or authorized institutions. No tuition refunds are given to

students who cancel their registration. Leaves of absence for health, military service, financial reasons, or educational purposes are not counted toward the official duration of study. Such cases are evaluated and decided upon by the relevant committees. Each student is assigned an academic advisor upon registration. Students should maintain regular communication with their academic advisors throughout their education and must obtain advisor approval for course selection, internships, graduation, and similar matters. All processes, such as mandatory internships, disciplinary procedures, scholarship opportunities, and health services, are conducted in accordance with the current regulations, directives, and Senate decisions of Near East University.

11. HORIZONTAL AND VERTICAL TRANSFER OPPORTUNITIES

11.1. Horizontal Transfer Opportunities

In horizontal transfers, students applying for transfers within the institution, between institutions, or from abroad should be informed about the important points they need to consider. Horizontal transfers can be made based on ÖSYM scores or grade point averages.

This section outlines the procedures and principles to be followed for **horizontal transfer applications** to the **Department of Mathematics** at Near East University. All horizontal transfer processes are conducted within the framework of the **Near East University Horizontal Transfer and Credit Transfer Directive**.

Students applying for horizontal transfer must:

- Have **no disciplinary penalties**,
- Have a minimum cumulative grade point average of **2.00/4.00 or 60/100**,
- Have successfully completed a sufficient number of courses compatible with the curriculum of the program they wish to transfer into.

For transfers based on the **centralized placement score**, students must meet the minimum score requirement of the program they wish to transfer to for the year of application.

Applications must be submitted within the **dates announced by the university**, and all required documents must be delivered completely to the relevant academic unit. Applications are evaluated according to students' academic success and available quotas.

Decisions regarding:

- **Course exemptions**,
- **Class equivalencies**,

are made by the **Faculty Executive Board** based on the opinion of the **Department Chair**.

Course equivalency is based on the compatibility of the content of courses previously taken by the student at their former higher education institution with those of the program they intend to transfer into.

Applications for horizontal transfer due to **special circumstances** (e.g., war, natural disasters, health issues, etc.) are evaluated separately according to relevant legislation. In such cases, students may be required to submit **additional documentation**.

11.2. Vertical Transfer Opportunities

This section outlines the procedures and principles to be followed for vertical transfer applications to the Near East University Department of Mathematics. Students applying for vertical transfer are required to participate in the Vertical Transfer Exam **(DGS)** administered by the Assessment, Selection and Placement Center **(ÖSYM)**. Preferences are made based on the exam scores, and student placements are carried out by ÖSYM accordingly.

12. RECOGNITION AND CREDIT TRANSFER OF PREVIOUS LEARNING

Students enrolled in the Near East University Department of Mathematics may request exemption for courses they have completed at previous higher education institutions until the end of the second week of the semester in which the course registration is made. Applications must be submitted in writing to the relevant academic unit and must include approved course descriptions and an official transcript. For courses taken at foreign higher education institutions, the equivalency of these courses must be approved by the Higher Education Council (YÖK) for exemption requests to be accepted. No course exemption is granted between students simultaneously registered in both an associate degree and a bachelor's degree program. Exemption requests are evaluated by the relevant departmental committee, considering the course content, credits, and the student's success status. Approved courses are recorded on the student's transcript with the letter grade and included in the cumulative GPA. Exemptions are not granted for failed courses. Exemptions can be granted without credit equivalency for common compulsory courses such as Atatürk's Principles and History of Revolution, Turkish Language, and Foreign Language. Students may only take the exemption exam for these courses once. If the total ECTS credits of exempted courses exceed 70% of the total ECTS credits of the semester in which the student is registered, the student is placed into the next grade level. However, students who are placed into a higher class cannot take upper-level courses during the first academic year following this placement. Objections to exemption and placement decisions can be submitted within two weeks from the date the results are notified to the student. In cases of horizontal and vertical transfers, course exemption requests are evaluated by the faculty or school board based on the opinion of the departmental committee. For exemption from the foreign language preparatory class, a certain level of language proficiency must be demonstrated through exam results accepted by the university.

13. INTERNATIONAL PROGRAMS AND EXCHANGE OPPORTUNITIES

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

In addition, NEU conducts exchange activities through various international student associations in different fields. These associations include:

- IFMSA (Medicine)
- IADS (Dentistry)
- IPSF (Pharmacy)
- IVSA (Veterinary Medicine)

Within these programs, research and clinical internship exchange opportunities are offered to students. During the summer terms, practical training sessions, joint research projects, and cultural activities are organized in collaboration with these associations, involving students from different countries.

Thanks to NEU's active partnerships with 114 universities from 44 countries, students have opportunities to study and intern abroad while also learning in an intercultural environment on the campus in the Turkish Republic of Northern Cyprus (TRNC). NEU maintains reciprocal collaborations with numerous higher education institutions across Europe, Asia, America, and Africa. Students can study for a

semester or full academic year, intern, or participate in international research projects at these universities.

To provide global experience, the university does not limit itself to Erasmus+ but also conducts student exchange activities under the Mevlana and Farabi programs. The Mevlana Program particularly offers reciprocal exchange opportunities with universities in Turkey, while the Farabi Program supports student exchanges among domestic universities. Through these programs, students have the chance to enhance their academic knowledge and gain cultural insights by experiencing diverse cultures.

Throughout the entire process, the NEU International Office provides comprehensive support starting from the application stage, including advisory services, document and application handling, accommodation, and visa matters. Students are informed and guided by expert staff at every step of the exchange process.

14. ACCREDITATION AND QUALITY ASSURANCE OF THE PROGRAM

14.1. Quality Policy

The Department of Mathematics is committed to providing high-quality education, fostering research excellence, and supporting continuous improvement in line with national and international academic standards. Our quality policy emphasizes student-centered learning, innovative teaching methods, and the integration of modern mathematical tools. We aim to cultivate analytical thinking, problem-solving abilities, and ethical academic conduct. Regular evaluations, stakeholder feedback, and accreditation processes guide the ongoing enhancement of our curriculum and teaching practices. By promoting professional development, encouraging research engagement, and ensuring transparent, data-driven decision-making, the department strives to maintain excellence and prepare graduates for advanced study and diverse career opportunities.

14.2. Accreditation Process of the Program

The Primary School Teaching Program has entered the accreditation process to ensure quality assurance at the national level. Within this scope, necessary efforts are being carried out in accordance with the criteria set by the relevant accreditation body, the Association for Evaluation and Accreditation of Science, Arts, Science–Arts, Language and History–Geography Faculties Educational Programs (FEDEK). In this context, various activities are conducted in areas such as the determination and review of the program's educational objectives, the implementation of student-centered teaching and learning processes, supporting the qualifications and professional development of academic staff, and carrying out continuous monitoring and evaluation processes.

14.3. Quality of Education

The Mathematics Department ensures high-quality education through a rigorous curriculum, expert academic staff, and a strong commitment to continuous improvement. Courses are designed to develop analytical thinking, problem-solving ability, and mathematical creativity, supported by modern teaching methods and digital tools. Students gain a solid foundation in both theoretical and applied mathematics, preparing them for advanced studies and professional careers. Regular assessments, accreditation standards, and stakeholder feedback guide curriculum updates and teaching enhancements. Research opportunities, seminars, and academic advising further enrich the learning experience. Through this comprehensive approach, the department provides an educational environment that supports excellence, innovation, and student success.

14.4. Research and Development Activities

The Department of Mathematics actively conducts research and development activities in accordance with the program's quality policy, emphasizing innovation, academic excellence, and societal contribution. Faculty members engage in national and international research projects, publish in reputable journals, and participate in conferences to ensure continuous scientific advancement. Research groups focus on areas such as applied mathematics, mathematical modeling, optimization, differential equations, and data science. Students are encouraged to join research activities through seminars, project courses, and thesis work, strengthening their analytical and scientific skills. Collaboration with other departments and research centers further enhances the department's R&D capacity and supports interdisciplinary innovation.

14.5. Continuous Improvement Process

The program implements a continuous improvement process aligned with the university's quality policy, ensuring systematic evaluation and enhancement of teaching and learning. Regular feedback is collected from students, faculty, alumni,

and external stakeholders through surveys, course evaluations, and advisory meetings. Assessment results are reviewed by the department and curriculum committees to identify areas for development. Program learning outcomes, course content, and teaching methods are updated based on this feedback and accreditation requirements. Annual self-assessment reports, external evaluations, and internal audits ensure accountability and support evidence-based decision-making. These practices maintain academic excellence and promote ongoing improvement in student achievement and program effectiveness.

15. GRADUATION REQUIREMENTS AND AWARDED DEGREE

This section should be addressed within the framework of the subheadings below. The first subheading should explain the requirements to graduate from the relevant program; the second subheading should describe the academic degree awarded.

15.1. Graduation Requirements

To graduate from the Near East University Primary School Teaching Undergraduate Program, a student must complete a total of 240 ECTS credits, including compulsory, common compulsory, and elective courses within the curriculum. Additionally, the student’s cumulative (overall) academic grade point average must be at least 2.00. The practicum and internship processes must be fully completed. When all these academic and administrative requirements are met, the student becomes eligible to receive the Primary School Teaching Bachelor's degree diploma.

15.2. Awarded Degree

Students who complete the Near East University Department of Mathematics Undergraduate Program are awarded a bachelor's degree in Mathematics. Graduates are granted the title of 'Mathematician'.

16. DIPLOMA SUPPLEMENT

NEAR EAST UNIVERSITY

Diploma No: 52310	Diploma Date:
1.INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION	
1.1. *Family name(s):* 1.2. *Given name(s):*	1.3. *Place and date of birth:* 1.4. *Student identification number:*
2. INFORMATION IDENTIFYING THE QUALIFICATION	
2.1. *Name of the qualification and (if applicable) the title conferred* BACHELOR OF SCIENCE, B.SC. 2.2. *Main field(s) of study for qualification* MATHEMATICS 2.3. *Name and status of awarding institution* YAKIN DOĞU ÜNİVERSİTESİ, PRIVATE UNIVERSITY	2.4. *Name and type of institution administering studies* SAME AS 2.3. 2.5. *Language(s) of instruction/examination* ENGLISH
3. INFORMATION ON THE LEVEL OF THE QUALIFICATION	
3.1. *Level of qualification* First Cycle (Bachelor's Degree)	3.2. *Official length of program* Normally 4 Years (excluding 1 year English Preparatory School, if necessary), 2 semesters per year, 16 weeks per semester
3.3. *Access requirement(s)* Admission of Turkish nationalities to higher education is based on a nation-wide Student Selection Examination (ÖSS) administered by the Higher Education Council of Turkey (YÖK). Admission of Turkish Republic of Northern Cyprus nationals is based on the Near East University Entrance and Placement Exam for Turkish Cypriots. Admission of foreign students is based on their high school credentials. Proof of English language proficiency is also required.	
4. INFORMATION ON THE CONTENTS AND RESULTS GAINED	
4.1. *Mode of study* Full-Time	4.2. *Programme requirements* A student is required to have a minimum CGPA of 2.00/4.00 and no failing grades (below DD).
4.3. *Objectives* Our majors should be able to formulate and solve problems from a mathematical perspective, understand the relationship of mathematics to other technical fields and develop competence at the application of mathematics in one or more of these areas, use technology effectively in mathematics and the application of mathematics, communicate effectively (reading, writing, speaking and listening) to both technical and non-technical audiences, and work cooperatively with others.	4.4. *Programme details and the individual grades/marks obtained* Please see the next page.
4.5. *Grading scheme, grade translation and grade distribution guidance:* For each course taken, the student is assigned one of the following grades by the course teacher. For the B.Sc. or B.A. degrees, students must obtain at least DD or S from each course and have a GGPA of not less than 2.00 out of 4.00 and have completed all the courses and summer practices in the program. For graduate degrees, students must obtain at least CC or S from each course for M.Sc. and M.A., at least BB for Ph.D. They also need to have a GCPA of 3.00 to graduate. The student's standing is calculated in the form of a Graduate Point Average (GPA) and Cumulative Grade Point (CGPA) and is announced at the end of each semester by the Registrar's Office. The total credit points for a course are obtained by multiplying the coefficient of the final grade by the credit hours. In order to obtain the GPA for any given semester, the total credit points are divided by the total credit hours. The averages are given up to two decimal points. Students who obtain a CGPA of 3.00-3.49 at the end of a semester are considered as "Honour Students" and those who obtain a CGPA of 3.50-4.00 at the end of a semester are considered as "High Honour Students" and this is recorded in their academic report. The letter grades, the quality point equivalents are: **Percentage Course Coefficient Grade** **Percentage Course Coefficient Grade** 90-100 4 AA 70-74 2 CC 85-89 3.5 BA 60-69 1.5 DC 80-84 3 BB 50-59 1 DD 75-79 2.5 CB 49 and below 0 FF I- Incomplete S- Satisfactory Completion, U-Unsatisfactory, NA-Never Attended, E-Exempted, W– Withdrawn	
4.6 *Overall classification of the award* CGPA: …../4.00	
5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION	
5.1. *Access to further study* May apply to second cycle programmes.	5.2. *Professional status conferred* This degree enables the graduates to teach Mathematics in public and private institutions.
6. ADDITIONAL INFORMATION	
6. 1. *Additional information* The department is accredited by Science, Literature, Faculty of Sciences and Letters, Faculty of Languages, History and Geography Curriculum Programs Assessment and Accreditation Association (FEDEK) assured services for its quality standards.	6.2. *Sources for further information* *Faculty web site* https://fenedebiyat.neu.edu.tr/ *Department web site* http://mathematics.neu.edu.tr/ *University web site* http://www.neu.edu.tr *The Council of Higher Education of Turkey* http://www.yok.gov.tr *Higher Education Planning, Evaluation Accreditation and Coordination of North Cyprus Council Web site*http://www.mevzuk.org **Edexcel Quality Assured Services** http://www.edexcel.com/international/qualifications/edexcel-assured/Pages/default.aspx

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

1 (1st Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH109	Analysis I	5	8	Compulsory	
MTH113	Linear Algebra I	3	5	Compulsory	
MTH115	Abstract Mathematics I	3	6	Compulsory	
YIL101	Turkish I	2	2	Compulsory	
AIT101	Atatürk Principles and History of Turkish Revolution I	2	2	Compulsory	
İNG101	English I	3	3	Compulsory	
UNI100	Campus orientation	0	2	Compulsory	
CMU103	Cyprus history of culture	2	2	Elective	
		20	30		

2 (2nd Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH110	Analysis II	5	8	Compulsory	
MTH114	Linear Algebra II	3	5	Compulsory	
MTH116	Abstract Mathematics II	3	6	Compulsory	
YIL102	Turkish II	2	2	Compulsory	
AIT104	Atatürk Principles and History of Turkish Revolution II	2	2	Compulsory	
İNG102	English II	3	3	Compulsory	
LibL	Elective course	2	2	Elective	
CMU103	Career Planning	0	2	Compulsory	
		20	30		

3 (3rd Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH205	Analysis III	5	8	Compulsory	
MTH207	Analytic Geometry I	3	5	Compulsory	
MTH209	Differential Equations I	4	5	Compulsory	
MTH219	Computer Programming I	3	4	Elective	
MTH203	Topology I	3	5	Compulsory	
İNG201	Oral Communication Skills	3	3	Compulsory	
		21	30		

4 (4th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH206	Analysis IV	5	8	Compulsory	
MTH208	Analytic Geometry II	3	5	Compulsory	
MTH202	Differential Equations II	3	5	Compulsory	
MTH204	Topology II	3	5	Compulsory	
MTH214	Computer Programming II	3	4	Compulsory	
İNG 202	Academic Writing Skills	3	3	Compulsory	
		20	30		

5 (5th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH301	Algebra I	3	5	Compulsory	
MTH323	Numerical Analysis I	3	5	Compulsory	
MTH303	Analysis	3	5	Compulsory	
MTH355	Theory Of Complex Functions I	3	5	Compulsory	
MTH351	Differential Geometry I	3	5	Compulsory	
MTH361	Statistics I	3	3	Compulsory	
LibL	Elective Course	2	2	Elective	
		20	30		

6 (6th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH302	Algebra II	3	6	Compulsory	
MTH324	Numerical Analysis II	3	6	Compulsory	
MTH321	Applied Physics for Mathematics	3	5	Compulsory	
MTH356	Theory Of Complex Functions II	3	5	Compulsory	
MTH358	Differential Geometry II	3	5	Compulsory	
MTH362	Statistics II	3	3	Compulsory	
		18	30		

7 (7th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH401	Functional Analysis I	3	6	Compulsory	
MTH405	Applied Mathematics I	3	5	Elective	
MTH407	Real Analysis I	3	6	Compulsory	
LibL	Elective Course	3	3	Elective	
MTH421	Partial Differential Equations I	3	5	Compulsory	
MTH403	Number Theory	3	5	Elective	
		18	30		

8 (8th Semester)

Course Code	Course Name	CR	ECTS	Status	Grade
MTH405	Factor Analysis	3	5	Elective	
MTH402	Functional Analysis II	3	6	Compulsory	
MTH406	Applied Mathematics II	3	6	Elective	
MTH432	Partial Differential Equations II	3	5	Elective	
LibL	Elective Course	2	3	Compulsory	
MTH499	Graduation Project	3	6	Elective	
		17	30		

TOTAL CREDITS 120 - ECTS 240

7. CERTIFICATION OF THE SUPPLEMENT

7.1. *Date* :

7.2. Name and *Signature* : Ümit Saydaoğlu

7.3. *Capacity* : Registrar

7.4. *Official stamp or seal* :

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

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

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

The Higher Education System in North Cyprus is regulated by the Higher Education Planning, Evaluation, Accreditation and Coordination Council (Yükseköğretim Planlama, Denetleme, Akreditasyon ve Koordinasyon Kurulu – YÖDAK). Established in 1988, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization. The higher education institutions are established within the framework of the Higher Education Law. All programs of higher education should be accredited by YÖDAK.

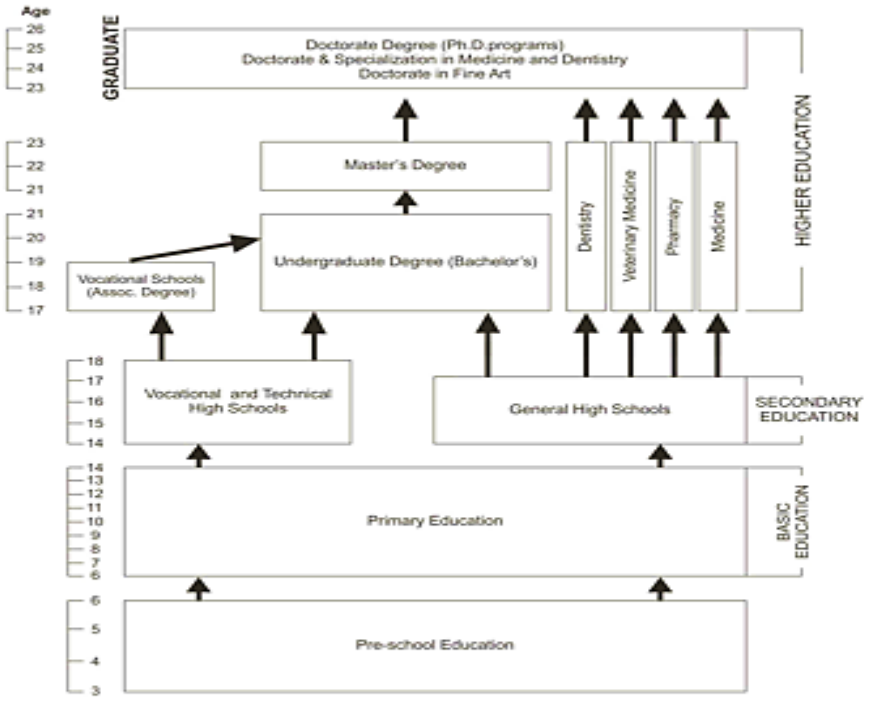
Higher education in North Cyprus comprises all post-secondary higher education programmes, consisting of short, first, second, and third cycle degrees in terms of terminology of the Bologna Process. The structure of North Cyprus higher education degrees is based on a two-tier system, except for dentistry, pharmacy, medicine and veterinary medicine programmes which have a one-tier system. The duration of these one-tier programmes is five years except for medicine which lasts six years. The qualifications in these one-tier programmes are equivalent to the first cycle (bachelor degree) plus secondary cycle (master degree) degree. Undergraduate level of study consists of short cycle (associate degree) - (önlisans derecesi) and first cycle (bachelor degree) - (lisans derecesi) degrees which are awarded after the successful completion of full-time two-year and four-year study programmes, respectively.

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

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

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

GENERAL STRUCTURE OF THE NORTH CYPRUS EDUCATION SYSTEM



17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS

17.1. Employment Opportunities for Graduates

Graduates of the Department of Mathematics have diverse and strong employment opportunities across both academic and professional sectors. They can pursue careers as mathematicians, data analysts, statisticians, financial analysts, or actuarial specialists in banks, insurance companies, and financial institutions. Many graduates work in information technology, software development, artificial intelligence, and cybersecurity fields, where analytical and problem-solving skills are highly valued. Opportunities also exist in research centers, governmental agencies, and private industry for roles involving modeling, optimization, and quantitative analysis. Additionally, graduates may pursue teaching positions in schools or continue with postgraduate studies to build careers in academia and advanced research.

17.2. Access to Graduate Programs

Admission Requirements (General)

To apply for a graduate program at NEU, including Mathematics, typical requirements are:

1. A bachelor's (for Master's) or master's degree (for PhD) from a related field.
2. For Turkish applicants: a valid ALES exam score (minimum ~55) is often required.
3. Transcript and diploma (or provisional document).
4. Identity/passport copy, photos.
5. Two reference letters, CV; possibly English-proficiency proof (if required and if previous degree not in English).

Because the Mathematics program is in English, international applicants typically need to show English proficiency.

Application Process

- Applications are submitted via the NEU Graduate Studies application system. There is a downloadable application form for graduate admissions.
- You must indicate the program (Mathematics) and preferred start term (Fall — September, or Spring — February) on the form.
- If the program's instruction is in English, and your prior degree was in English, you may be exempt from additional English-proficiency exams. Otherwise, you must submit TOEFL/IELTS or take the university's own English placement test.

Why Choose Mathematics at NEU

- Mathematics is explicitly listed among the graduate programs (Master's and PhD) under the Graduate School of Applied Sciences.
- NEU states that its Graduate School provides many opportunities for advanced study, research, and professional development with experienced academic staff.

18. ADDITIONAL INFORMATION

Differences of the Program from Other Similar Programs:

The Mathematics program distinguishes itself through its strong emphasis on analytical thinking, English-medium instruction, and research-oriented training supported by experienced faculty. It integrates modern mathematical approaches with applied fields such as data science and modeling, offering students broader interdisciplinary opportunities compared to many traditional mathematics programs.

Special opportunities offered to participants during or after the program (internships, job connections, mentorship):

The program offers students valuable opportunities, including research-based internships, academic mentoring from faculty, and participation in seminars and workshops that build professional skills. Graduates benefit from strong institutional connections, guidance for postgraduate study, and networking links with industry and research centers, supporting smooth transitions into careers or advanced academic pathways.

Details about the practical aspects of the program:

Special technologies or tools to be used:

The program incorporates advanced mathematical software and digital tools such as MATLAB, MAPLE, R-programming, Mathematica, Python, and statistical analysis platforms to support learning and research. Online learning systems, computer laboratories, and simulation tools enhance problem-solving, modeling, and data analysis skills, ensuring students gain practical experience with technologies widely used in academic and professional environments.

Success stories related to the program or testimonials from previous participants:

Graduates of the Mathematics program have gone on to successful careers in academia, finance, data science, and technology. Many alumni have completed

Master's and PhD degrees at reputable universities, published research, or secured positions as analysts and educators. Their testimonials highlight the program's strong mentorship, rigorous training, and excellent preparation for professional and academic advancement.

Information about additional activities, webinars, seminars:

The program enriches students' academic experience through regular seminars, webinars, and workshops led by faculty members and guest speakers from universities and industry. These events introduce current research topics, emerging technologies, and career pathways. Additional activities—such as problem-solving sessions, math competitions, research groups, and departmental colloquia—support student engagement and foster a vibrant academic community.