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EVALUATION OF GASTRONOMY AND CULINARY ARTS DEPARTMENT CURRICULUMS IN THE CONTEXT OF THE RELATIONSHIP BETWEEN GASTRONOMY AND TOURISM

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ABSTRACT

Gastronomy and tourism are two concepts that are closely related to each other. In this context, gastronomy and culinary arts (GCA) education include courses related to tourism. This study aims to examine, compare and evaluate the curricula of GCA departments in Turkey in the context of the tourism concept and to make suggestions. Within the scope of the study, the document analysis method was used, and the departments' curriculum on the universities' websites was accessed and examined. The obtained data were analyzed by frequency analysis. Study findings show that GCA departments were built by using the infrastructure of tourism faculties and food and beverage management departments in state universities, while it was opened within the faculties of fine arts in foundation universities. In the curricula of the departments under evaluation, there are 189 courses related to tourism areas. 87.30% of these courses are offered at state universities and 12.70% at foundation universities. Among these courses, which are generally carried out as two (44.44%) and three (52.38%) hours each, the ones primarily included in the GCA department curricula are General Tourism with 11.1% and Gastronomy Tourism with 10.58%.


Keywords: Gastronomy, Education, Curriculum, Tourism, Gastronomy Tourism.


JEL Classification Codes: L58, Z32


GASTRONOMİ VE MUTFAK SANATLARI BÖLÜM MÜFREDATLARININ GASTRONOMİ VE TURİZM İLİŞKİSİ BAĞLAMINDA DEĞERLENDİRİLMESİ

ÖZET

Gastronomi ve turizm birbiriyle yoğun ilişkide olan iki kavramdır. Bu çerçevede gastronomi ve mutfak sanatları (GMS) eğitimi içeriğinde turizmle ilişkili dersleri içermektedir. Bu çalışmada; Türkiye’de bulunan GMS bölümleri müfredatlarının turizm kavramı bağlamında incelenmesi, karşılaştırılması ve değerlendirilerek öneriler

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getirilmesi amaçlanmıştır. Çalışma kapsamında doküman analizi yöntemi kullanılmış, üniversitelerin web sitelerinde yer alan bölüm ders müfredatlarına ulaşılarak incelenmiştir. Elde edilen veriler frekans analiziyle çözümlenmiştir. Çalışmanın bulguları incelendiğinde devlet üniversiteleri bünyesinde GMS bölümlerinin turizm fakülteleri ve yiyecek-içecek işletmesi bölümlerinin alt yapıları kullanılarak inşa edildiği, vakıf üniversitelerinde ise güzel sanatlar fakülteleri bünyesinde açıldığı gözlemlenmiştir. Değerlendirme altına alınan bölümlerin müfredatlarında toplam 189 adet turizm alanı ile ilişki ders bulunmaktadır. Bu derslerin 87.30%'u devlet üniversiteleri, 12.70%'i vakıf üniversitelerinde yer almaktadır. Genellikle ikişer (44.44%) ve üçer (52.38%) saat olarak yürütülen bu dersler içerisinde en çok GMS bölüm müfredatlarında yer alanlar ise %11.11 oranla Genel Turizm ve %10.58 oranla Gastronomi Turizmi dersi olmuştur.

Anahtar Kelimeler: Gastronomi, Eğitim, Müfredat, Turizm, Gastronomi Turizmi.

JEL Sınıflandırma Kodları: L58, Z32.

INTRODUCTION

Today, the term gastronomy emerges as a concept used by large masses. In the social structure that has developed with the effect of technological developments, the ease of obtaining food has increased people's interest in this concept (Pedersen, 2012; Çarbuğa et al., 2018). The roots of the concept of gastronomy, which has been heard frequently in recent times, are based on ancient Greek culture. Etymologically the image; consists of the combination of the words "gastro" and "nomos" and corresponds to stomach rules and regulations (Santich, 2004). In dictionaries, gastronomy is defined as "the art and practice of cooking and eating good food" (Oxford, 2019).

In addition to the dictionaries generally defining gastronomy as the science of eating and preparing good food, recently, gastronomy has been shown as a culturally changing and affected knowledge of nutrition, practices based on nutritional rules, consumer behaviour and design related to many points (Navarro et al., 2012; Tütüncü, 2019). From a broader perspective, gastronomy is shown as an interdisciplinary concept related to fields such as food and culinary science, nutrition, health, economics, anthropology, history, geography, tourism and art (Hegarty, 2011; Samancı, 2020; Süren, 2022).

Culture is one of the primary sources for the concept of tourism. The cultural structures of societies enable to attract different people to their destinations. Culinary culture and gastronomic structures of organizations, which are considered intangible cultural heritage, are important factors affecting the travel motivation of the tourist who will visit a destination. At the same time, it should not be forgotten that human beings need to consume food and beverage to provide the energy necessary to maintain their life and meet their physiological needs (Kivela and Crofts, 2005; Arman and Ak, 2021). For this reason, tourists also consume products from the cuisines of their countries. In summary, gastronomy is a part of tourism in terms of cultural and physiological aspects, and due to this value, it is included in studies as a concept intertwined with the field of tourism (Bahar, 2021).

1. THEORETICAL BACKGROUND

1.1. Relationship between Gastronomy and Tourism

McIver (2014) defines the term gastronomy, which is considered interdisciplinary, as a cultural and touristic science. In this context flavors, cooking techniques, presentation and eating-drinking rituals emerge based on the culture and gastronomy. Gastronomy, which has an important place in the survival of local cultural values, can contribute to the region's development as a touristic product in economic terms (Telfer and Wall, 2000).

With interest it has gained in the last 30 years, gastronomy has become an attraction in terms of tourism. Thus, various benefits have been achieved in two dimensions: providing multiple touristic

products and appreciating gastronomy (Navarro and Medina, 2018). When evaluated in terms of studies and education in the literature, the term gastronomy is associated with the field of tourism in many ways (Kivela and Crotts, 2006; Yılmaz, 2017; Samancı, 2020).

The concept of gastronomy, which has gained increasing recognition with its processing in tourism and social areas in the 2000s, has started to take place as one of the particular interest tourism types today (Akmeşe, 2021). Gastronomy, which expresses how to cook well, understand and taste the original flavours well, and create delicious experiences for people in various destinations, reveals the concept of gastronomic tourism (Cracknell and Nobis, 1985). In this way, gastronomic tourism, among the sub-types of tourism, plays a vital role in the preservation of the cultural structures of the societies and the development of the relevant region economically. On the other hand, the relationship between gastronomy and tourism also contributes to the differentiation, marketing and promotion of destinations by producing differences (Okumuş et al., 2007; Yılmaz, 2017).

Since it is a concept that directly effects touristic activities, gastronomy has a place in academic education systems and the literature as a relationship with the field of tourism. However, although it is a holistic term, studies conducted in Turkey have generally focused on one direction, the concept of gastronomy tourism (Altaş and Acar, 2018; Samancı, 2020). In this respect, when the literature is examined, it is seen that there are minimal studies on the evaluation of the concepts of gastronomy and tourism in terms of education.

1.2. Gastronomy and Culinary Arts (GCA) Education

Diversity in the food and beverage industry has increased in recent years. This situation has led to an increase in people interested in the gastronomy field. At the same time, the decrease in the time spent at home due to technological developments has revealed developments in the science of gastronomy (Cheng et al., 2011). As a result of the transformations in consumer preferences (Süren, 2022) and the increasing interest in this field, gastronomy has become more valuable commercially. In this context, there has been an increase in the competition and qualified workforce needs of companies in the gastronomy industry (Özilgen, 2010). Consumers' food and beverage preferences, innovations and gastronomy trends are constantly updated, and changing directs gastronomy businesses to follow these situations, implement them and supply them to consumers. When the changes are evaluated the GCA departments of universities have critical importance in creating a qualified and equipped workforce in terms of interdisciplinary knowledge and contributing to the development of the field of gastronomy (Çarbuğa et al., 2018; Süren, 2022).

It is seen that gastronomy education dates to the Roman Empire period. During this period, it was reported that an institution named "Collegium Coquourum" provided education on cookery (Montagnè, 1977). When examined in the recent period, the first example of gastronomy education, it is known was brought to life by Cornell University (Allen, 2003). The USA and some European countries have taken steps in formal gastronomy education in the last 70 years. In the USA, the first departments were opened under "Culinary Arts" concerning this department. The studies of higher education institutions on gastronomy education worldwide have started to increase at the level of undergraduate and associate degree diplomas in the last 20 years. In Turkey, gastronomy education is carried out under the name of "Gastronomy and Culinary Arts" at the undergraduate level (Samancı, 2020; Süren, 2022).

Cooking education, which was previously taken in a hierarchy progressing from apprentice to master, has changed today. In Turkey, within the formal education system, culinary science, cooking, culinary arts and gastronomy education as an interdisciplinary concept can be given as high school, associate degree, undergraduate and graduate. Gastronomy education, carried out with the increasing number of departments and students, contributes to the food and beverage services and tourism sectors (Süren, 2022).

Turkey's first undergraduate gastronomy education started in 2003 with the GCA department opening at Yeditepe University. After this, Gazi University was the first state university to provide gastronomy education in 2010 (Görkem and Sevim, 2016). The first GCA departments in Turkey started their activities within the Faculties of Fine Arts. However, these departments were opened and operated within the body of Tourism Schools and Faculties in state universities (Öney, 2016). With the changing of the names of the departments called Culinary Arts, Gastronomy and Food and Beverage Management, which have similar educational content to GCA, the number of GCA departments that continue their activities actively in state and foundation universities throughout Turkey is increasing every year (YÖK, 2022).

2. METHODOLOGY

2.1. Research Purpose

Gastronomy education is developing daily and has an increasing interest, and activities in the context of gastronomy and tourism are highly valued. For this reason, increasing academic gastronomic studies and developing educational programs are necessary. Thus, the qualifications for gastronomy education will be increased. In this context, study is aimed to examine, compare, evaluate and offer suggestions for the curricula of the Gastronomy and Culinary Arts departments, which continue their educational activities in Turkey.

2.2. Data Collection Method

In the research, the document analysis method, one of the qualitative research designs, was used. Qualitative research is a research form in which qualitative data collection techniques such as observation, interview, document and content analysis are used, and a qualitative process is followed to reveal perceptions and events realistically and holistically in the natural environment (Yazıcıoğlu and Erdoğan, 2014: 25). The document analysis method is used in the process of reaching the sources for the research and in the process of determining the data obtained. In this method, documents are scanned on the subject to be studied, and the data obtained is subjected to various analyzes (Kıral, 2020: 183).

2.3. Population and Sample

The research population consists of universities that provide gastronomy and culinary arts education. Universities that actively continued their education and training activities in Turkey in 2022 and provide 4-year Turkish undergraduate GCA education at the faculty level were determined as the sample of the research, in which the size of the population was evaluated. In this context, the study sample consists of 64 GCA departments in 62 universities, 39 states and 23 foundations (Table 1). However, the GCA department curricula of Van Yüzüncü Yıl University, Antalya Akev University and Istanbul Arel University could not be accessed, so these departments could not be included in the scope of the study.

Table 1. Universities Included in the Sample

| Row: | University: | Type: | Row: | University: | Type: |
|------|-------------------------------|------------|------|-----------------------------|------------|
| 1 | Afyon Kocatepe University | State | 32 | İstanbul Kent University | Foundation |
| 2 | Akdeniz University | State | 33 | İstanbul Medeniyet Uni. | State |
| 3 | Alanya Alaaddin Keykubat Uni. | State | 34 | İstanbul Medipol Uni. | Foundation |
| 4 | Alanya Ham. Emin Paşa Uni. | Foundation | 35 | İstanbul Okan University | Foundation |
| 5 | Altınbaş University | Foundation | 36 | İstanbul Rumeli Uni. | Foundation |
| 6 | Anadolu University | State | 37 | İstinye University | Foundation |
| 7 | Ankara Hacı Bayram Veli Uni. | State | 38 | İzmir Katip Çelebi Uni. | State |
| 8 | Antalya Akev University | Foundation | 39 | Kafkas University | State |
| 9 | Atatürk University | State | 40 | Kahramanmaraş İstiklal Uni. | State |
| 10 | Balıkesir University | State | 41 | Karabük University | State |

| | | | | | |
|----|--------------------------------|------------|----|--------------------------------|------------|
| 11 | Başkent University | Foundation | 42 | Kastamonu University | State |
| 12 | Beykent University | Foundation | 43 | Kırklareli University | State |
| 13 | Beykoz University | Foundation | 44 | Kocaeli University | State |
| 14 | Bolu Abant İzzet Baysal Uni. | State | 45 | Kütahya Dumlupınar Uni. | State |
| 15 | Çanakkale Onsekiz Mart Uni. | State | 46 | Maltepe University | Foundation |
| 16 | Doğuş University | Foundation | 47 | Mardin Artuklu University | State |
| 17 | Dokuz Eylül University | State | 48 | Mersin University | State |
| 18 | Eskişehir Osmangazi University | State | 49 | Muğla Sıtkı Koçman Uni. | State |
| 19 | Gaziantep University | State | 50 | Munzur University | State |
| 20 | Giresun University | State | 51 | Necmettin Erbakan Uni. | State |
| 21 | Gümüşhane University | State | 52 | Nevşehir Hacı Bektaş Veli Uni. | State |
| 22 | Haliç University | Foundation | 53 | Niğantaşı University | Foundation |
| 23 | Hasan Kalyoncu University | Foundation | 54 | Ordu University | State |
| 24 | Iğdır University | State | 55 | Osmaniye Korkut Ata Uni. | State |
| 25 | İskenderun Teknik University | State | 56 | Pamukkale University | State |
| 26 | İstanbul Arel University | Foundation | 57 | Recep Tayyip Erdoğan Uni. | State |
| 27 | İstanbul Aydın University | Foundation | 58 | Sakarya Uyg. Bilimler Uni. | State |
| 28 | İstanbul Ayvansaray University | Foundation | 59 | Selçuk University | State |
| 29 | İstanbul Galata University | Foundation | 60 | Sivas Cumhuriyet University | State |
| 30 | İstanbul Gedik University | Foundation | 61 | Toros University | Foundation |
| 31 | İstanbul Gelişim University | Foundation | 62 | Van Yüzüncü Yıl University | State |

2.4. Data Screening

The research is limited to the date range of 10-17 March 2022. The analyzes within the scope of the study were carried out through the Higher Education Institution Atlas Program Undergraduate Preference Wizard (YÖK, 2022) and the curricula on the official websites of the universities. After this date, changes, innovations, additions, etc., are made on the websites. The GCA department curricula of the universities that were excluded from the study and included in the study were evaluated. In total, the curricula of 61 GCA departments were accessed and analyzed for study purposes.

The number of courses in the curricula examined in the context of the relationship between gastronomy and tourism, their names, the periods in which they are given, whether they are presented as a compulsory vocational elective or elective, weekly course hours and ECTS credits is included in the scope of the evaluation. The data were compiled with a statistical package program and processed using frequency analysis.

3. FINDINGS AND DISCUSSION

According to the access status to the curricula of the GCA departments, which were evaluated within the scope of the study, 61 documents were reached. However, as seen in Tables 2 and 3, the findings related to universities, departments and faculties were conveyed by considering the entire sample.

Table 2. GCA Turkish Undergraduate Education Types of Universities and Distribution of Departments

| <i>Types of Universities Included in the Research</i> | n | % |
|--|-----------|---------------|
| State | 39 | 62.90 |
| Foundation | 23 | 37.10 |
| Total | 62 | 100.0 |
| <i>GCA Department Distributions by University Type</i> | n | % |
| State | 40 | 62.50 |
| Foundation | 24 | 37.50 |
| Total | 64 | 100.00 |

When the data in Table 2 are examined, it is seen that 62.90% of the GCA departments in Turkey, which provide education in Turkish, operate in state universities and 37.10% in foundation universities. There are two GCA departments in different faculties at Akdeniz University, a state university, and Istanbul Gelişim University, a foundation university. In this context, the sample consists of 62 universities and 64 departments.

Table 3. Distribution of GCA Departments by Faculty Types

| Faculty Types | State | | Foundation | | Total | |
|---|-----------|---------------|------------|---------------|-----------|---------------|
| | n | % | n | % | n | % |
| Faculty of Fine Arts | - | - | 6 | 25.00 | 6 | 9.38 |
| Faculty of Fine Arts, Design and Architecture | 1 | 2.50 | 7 | 29.17 | 8 | 12.50 |
| Faculty of Engineering, Architecture and Design | 1 | 2.50 | - | - | 1 | 1.56 |
| Faculty of Arts and Social Sciences | - | - | 1 | 4.17 | 1 | 1.56 |
| Faculty of Art and Design | - | - | 7 | 29.17 | 7 | 10.94 |
| Tourism Faculty | 36 | 90.00 | - | - | 36 | 56.25 |
| Faculty of Applied Sciences | 2 | 5.00 | 3 | 12.50 | 5 | 7.81 |
| Total | 40 | 100.00 | 24 | 100.00 | 64 | 100.00 |

According to Table 3, as a result of the evaluation of GCA departments based on faculties, it was found that GCA departments were opened in many different faculties. Regarding state universities, tourism faculties constitute the largest share, with 90% among faculties with GCA departments. Compared to the GCA departments in tourism faculties in 36 state universities, none of the GCA departments operating in foundation universities is in tourism faculties. When examined, it is seen that GCA departments of foundation universities are generally included in Art and Design (29.17%), Faculty of Fine Arts, Design and Architecture (29.17%), and Faculty of Fine Arts (25%). The Faculties of Applied Sciences follow these faculties with 12.50%.

When the results in Table 3 are evaluated, it is seen that state universities have opened GCA departments in tourism faculties that come from the past and have infrastructure preparation. As Tütüncü (2019) reported in his study, there is a situation in which GCA departments in state universities are generally built on the Food and Beverage Services department. In addition to this situation, within the framework of Samancı's (2020) thought that GCA departments in Turkey provide tourism-oriented and interdisciplinary education, it is understood that state universities have activated GCA departments within tourism faculties. In foundation universities, the opposite is the case. Assuming that financial concerns are also involved, it can be thought that foundation universities do not invest in tourism faculties, which may have lower rates when the GCA department is excluded in terms of occupancy rate. From this point of view, it should be considered quite normal for foundation universities to carry out gastronomy education (Bulut, 2019; Çağlayan, 2019), which has a lot of connection with art within the faculty of fine arts.

Table 4. The Distribution of the Number of Courses Related to the Tourism Field in the GCA Department Curriculum within the Scope of the Sample

| Number of Courses Related to the Field of Tourism | State | | Foundation | | Total | |
|---|-----------|---------------|------------|---------------|-----------|---------------|
| | n | % | n | % | n | % |
| None | 1 | 2.56 | 7 | 31.82 | 8 | 13.11 |
| 1 Course | 5 | 12.82 | 10 | 45.45 | 15 | 24.59 |
| 2 Course | 8 | 20.51 | 3 | 13.64 | 11 | 18.03 |
| 3 Course | 4 | 10.26 | 1 | 4.55 | 5 | 8.20 |
| 4 Course | 8 | 20.51 | - | - | 8 | 13.11 |
| 5 Course | 2 | 5.13 | 1 | 4.55 | 3 | 4.92 |
| 6 Course | 4 | 10.26 | - | - | 4 | 6.56 |
| 7 Course | 2 | 5.13 | - | - | 2 | 3.28 |
| 8 Course and over | 5 | 12.82 | - | - | 5 | 8.20 |
| Total | 39 | 100.00 | 22 | 100.00 | 61 | 100.00 |

When the analyzed GCA department curricula were evaluated in terms of the number of courses related to the field of tourism, it was determined that 86.89% of the departments forming the sample had at least one tourism-related course. As seen in Table 4, the rate of state universities that do not have courses in the curriculum in relation to tourism is 2.56%, while the rate of foundation universities is 31.82%. When viewed proportionally, 24.59% of the departments have a tourism-related course, 18.03% have two courses, and 13.11% have four courses. Compared to other ratios, the number of departments with five or more courses in their curriculum is relatively low. The university with the most courses related to tourism in its curriculum is 14, including compulsory and elective courses.

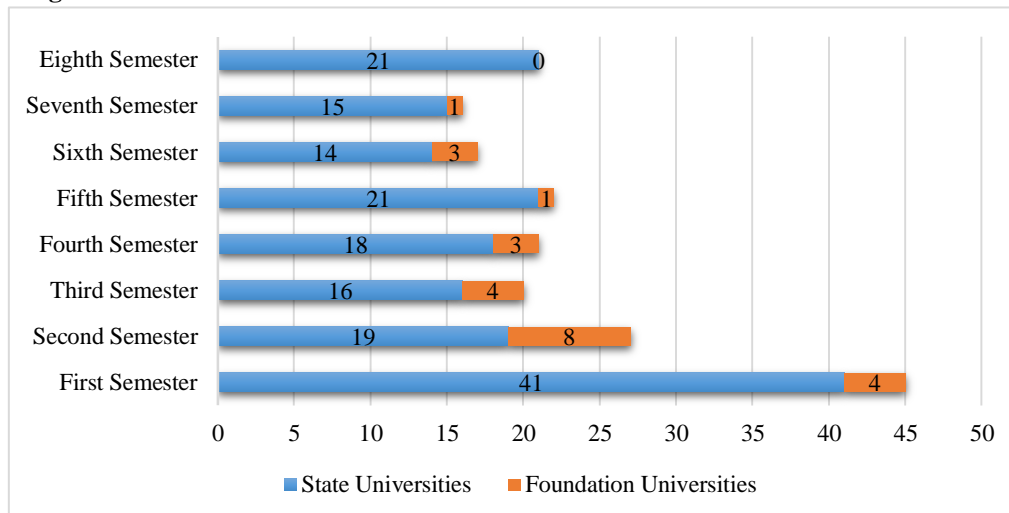
Akmeşe (2021) states that GCA graduate students will mainly work in businesses affiliated with the tourism sector and emphasizes that the students studying in these departments need theoretical and practical training on tourism. When the study findings are evaluated in this context, it is concluded that the tourism-related courses in foundation universities can be diversified and increased. However, due to the art and nature of these departments within the Faculty of Fine Arts having courses related to practice, adding tourism-related classes will result in excluding different courses from the plan. At this point, as seen in Table 5, since the number of tourism-related elective courses in foundation universities is deficient compared to the number of compulsory courses, it may be a suitable solution to add tourism-related courses to the elective course pool.

Table 5. Compulsory/Elective Courses Related to the Tourism Field and Their Distribution by University Type

| University Type | Compulsory Course | | Elective Course | | Total | |
|-----------------|-------------------|--------|-----------------|--------|-------|--------|
| | n | % | n | % | n | % |
| State | 81 | 84.38 | 84 | 90.32 | 165 | 87.30 |
| Foundation | 15 | 15.63 | 9 | 9.68 | 24 | 12.70 |
| Total | 96 | 100.00 | 93 | 100.00 | 189 | 100.00 |

When Table 5 is evaluated, it is seen that there are a total of 189 courses related to the field of tourism in the GCA department curricula of state and foundation universities. The distribution of courses in these state universities in terms of compulsory (84.38%) and elective (90.32%) courses is very close to each other. In foundation universities, this rate is 15.63% in compulsory courses and 9.68% in elective courses compared to state universities. When the GCA department curricula of state and foundation universities are evaluated, the rate of courses related to the tourism field is only 12.70% in foundation universities. Considering the rates in Table 5, it is seen that the GCA department curricula of foundation universities does not include the courses in the tourism management group. The main template of the lesson plans in foundation universities is art, design, theoretical and applied gastronomy-related courses.

Figure 1. Distribution of Courses Related to the Field of Tourism on the Basis of Semesters



In Figure 1, the distribution of the courses related to the tourism field in the curricula of GCA departments on a semester basis is given. When this distribution is examined, it has been determined that the students of the GCA department usually take courses in relation to the field of tourism in the first year of their undergraduate education. While 41 tourism-related courses are taught in state universities in the first semester, this number is four in foundation universities. While the eight courses taught in the second semester in foundation universities are the highest in semester distribution, no courses related to tourism are taught in the GCA department of any foundation university in the eighth semester. After the first semester, which was intense in terms of tourism courses in state universities, the number of courses related to the field of tourism in the other semesters continues, varying from 14 to 21. Çarbuğa et al. (2018) emphasized the importance of applied courses in gastronomy education from a professional perspective. They noted that the number of applied studies in GCA departments should be increased in preparation for the sector. When evaluated from this point of view, compared to the applied courses in the GCA department curriculum, the intensity of the theoretical courses is undeniably high. It is thought that it would be more appropriate to intensify the applied courses in the last two semesters to improve the GCA department curriculum and to create the cognitive infrastructure in the first years of the career plan aimed by the students by giving the theoretical courses related to the tourism field mainly until the fourth semester.

Table 6. Distribution of Weekly Course Hours and ECTS Credits of Courses Related to Tourism

| <i>Weekly Course Hours</i> | <i>State</i> | | <i>Foundation</i> | | <i>Total</i> | |
|-----------------------------------|--------------|----------|-------------------|----------|--------------|----------|
| | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> |
| 2 Hours | 72 | 43.64 | 12 | 50.00 | 84 | 44.44 |
| 3 Hours | 88 | 53.33 | 11 | 45.83 | 99 | 52.38 |
| 4 Hours | 5 | 3.03 | 1 | 4.17 | 6 | 3.17 |
| Total | 165 | 100.00 | 24 | 100.00 | 189 | 100.00 |
| <i>ECTS Credits of the Course</i> | <i>State</i> | | <i>Foundation</i> | | <i>Total</i> | |
| | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> |
| 2 Credits | 10 | 6.06 | 3 | 12.50 | 13 | 6.88 |
| 3 Credits | 57 | 34.55 | 8 | 33.33 | 65 | 34.39 |
| 4 Credits | 50 | 30.30 | 7 | 29.17 | 57 | 30.16 |
| 5 Credits | 37 | 22.42 | 3 | 12.50 | 40 | 21.16 |
| 6 Credits | 11 | 6.67 | 3 | 12.50 | 14 | 7.41 |
| Total | 165 | 100.00 | 24 | 100.00 | 189 | 100.00 |

In Table 6, the credit and hour distributions of the courses related to the tourism field in the GCA department curricula. When these results are examined, it is seen that 52.38% of the courses related to the tourism field in the GCA departments are taught for three hours, 44.44% for two hours and 3.17% for four hours.

In terms of ECTS credits, it has been found that the courses related to tourism are much more diverse than the hour applications. At this point, the credits of the courses in the curriculum vary between two and six credits. It has been determined that the courses related to tourism are generally concentrated in three and four credits in both university types. While the courses with 3 credits are 34.39%, the courses with four credits have a rate of 30.16%. Regarding ECTS credit values, the value with the lowest rate is two credits with 6.88%, followed by six credits with a rate of 7.41%. When these results are evaluated, the GCA department curricula are not nationally standardized. In this system, where GCA departments can determine different ECTS credit loads for the same course, at least in cases where there is no application credit, determining the same level of credit per hour will prevent differences.

In Table 7, the names of the courses related to the tourism field in the curriculum of the GCA departments are given. When the diversity of these courses was examined, it was determined that there

were 67 different courses. The most intensive course in the curriculum was the General Tourism course (11.11%), which can also be considered an introductory tourism course.

Secondly, there is a Gastronomy Tourism course (10.58%), which has recently attracted a lot of attention. Gastronomy Tourism course includes concepts, principles and practices related to gastronomy tourism, which is increasingly preferred in today's tourism activities. Bahar (2021), in her study evaluating tourist guiding associate and undergraduate programs in terms of gastronomy guiding, states that the Gastronomy Tourism course will benefit guidance students. Considering the current trends and other studies in the literature (López-Guzmán and Sánchez-Cañizares, 2012; Stone et al., 2022), it is a course that will improve the knowledge and skills of students studying in GCA departments that will be culinary professionals and serve gastro-tourists. It will be essential to increase the rate of the Gastronomy Tourism course in the curriculum.

Table 7. Names of Courses Related to the Field of Tourism

| <i>Names of Courses</i> | <i>n</i> | <i>%</i> | <i>Names of Courses</i> | <i>n</i> | <i>%</i> |
|---|----------|----------|--|------------|--------------|
| Alternative Tourism Applications | 1 | 0.53 | Tourism Law | 3 | 1.59 |
| European Union and Tourism | 1 | 0.53 | Tourism Law and Legislation | 1 | 0.53 |
| World Tourism Geography | 1 | 0.53 | Tourism Management | 7 | 3.70 |
| World Tourism Movements | 2 | 1.06 | Tourism Business Management | 1 | 0.53 |
| Gastronomy Guidance | 2 | 1.06 | Ethics in Tourism Businesses | 1 | 0.53 |
| Gastronomy Routes | 1 | 0.53 | Finance in Tourism Businesses | 1 | 0.53 |
| Gastronomy Tourism | 20 | 10.58 | Human Resources Management in Tourism Businesses | 1 | 0.53 |
| Gastronomy Tourism Destinations | 1 | 0.53 | Performance Management in Tourism Businesses | 1 | 0.53 |
| Gastronomy and Tourism | 2 | 1.06 | Tourism Legislation | 2 | 1.06 |
| Gastronomy, Culture and Tourism | 2 | 1.06 | Tourism Marketing | 10 | 5.29 |
| Gastrotourism | 1 | 0.53 | Tourism Policy | 1 | 0.53 |
| General Tourism | 21 | 11.11 | Tourism Policy and Planning | 3 | 1.59 |
| General Tourism Information | 4 | 2.12 | Tourism Guidance | 1 | 0.53 |
| General Tourism Economy | 1 | 0.53 | Tourism Sociology | 5 | 2.65 |
| Kahramanmaraş, Tourism and Gastronomy | 1 | 0.53 | Tourism and Environment | 4 | 2.12 |
| Winter and Sports Tourism | 1 | 0.53 | Tourism and Ethics | 1 | 0.53 |
| Culture Tourism | 1 | 0.53 | Tourism and Gastronomy Routes | 1 | 0.53 |
| Culture and Tourism | 4 | 2.12 | Tourism and Gastronomy Cities | 1 | 0.53 |
| Muğla, Tourism and Gastronomy | 1 | 0.53 | Tourism and Art | 1 | 0.53 |
| Hotel Management | 3 | 1.59 | E-Commerce in Tourism | 1 | 0.53 |
| Special Interest Tourism | 3 | 1.59 | Ethics in Tourism | 1 | 0.53 |
| Health Tourism | 1 | 0.53 | Developments in Tourism | 2 | 1.06 |
| Travel Agency and Tour Operator | 1 | 0.53 | Current Problems and Approaches in Tourism | 1 | 0.53 |
| Social Media and Tourism | 1 | 0.53 | Public Relations in Tourism | 2 | 1.06 |
| Sustainable Tourism | 6 | 3.17 | Communication in Tourism | 1 | 0.53 |
| Nature Tourism | 1 | 0.53 | Innovation and Regional Development in Tourism | 1 | 0.53 |
| Touristic Product Types and Analysis | 1 | 0.53 | Business Information in Tourism | 1 | 0.53 |
| Tourism Analysis and Demand Forecasting | 1 | 0.53 | Recreation and Animation in Tourism | 2 | 1.06 |
| Tourism Geography | 6 | 3.17 | Consumer Behaviors in Tourism | 2 | 1.06 |
| Tourism Geography I | 1 | 0.53 | Introduction to Tourism | 14 | 7.41 |
| Tourism Geography II | 1 | 0.53 | Turkey Tourism Geography | 3 | 1.59 |
| Tourism Economy | 13 | 6.88 | International Tourism | 1 | 0.53 |
| Tourism Industry | 1 | 0.53 | International Tourism Management | 1 | 0.53 |
| Introduction to the Tourism Industry | 2 | 1.06 | Total | 189 | 100.0 |

Another course heavily included in the GCA department curriculum is Introduction to Tourism (7.41%), which is also an introductory course to the field. This course is followed by Tourism Economics (6.88%), Tourism Marketing (5.29%) and Tourism Management (3.70%), which can also be considered an extension of the Tourism Management and Food and Beverage Management

departments (Tütüncü, 2019). Many other courses in the GCA departments are explicitly selected for the departments and are taught individually (0.53%) only in specific GCA departments. In addition, as in the example of Cultural Tourism and Culture and Tourism, World Tourism Geography and Tourism Geography courses, there are courses with similar contents but different names that have taken their place in the curricula. It is critical to ensure integrity to make the tourism-related courses taught in GCA departments efficient. It is thought that choosing courses with the same name instead of such course separations in the opening of similar departments will prevent students' problems such as not being able to count their courses in vertical and horizontal transfers.

CONCLUSION

Gastronomy is a concept intertwined with many different disciplines with its interdisciplinary structure. Tourism is one of the concepts related to gastronomy. Gastronomic product is one of the parts of tourism. At the same time, many people who have studied culinary practices and gastronomy are employed in the tourism industry. In this context, the inclusion of subjects and courses related to the field of tourism within gastronomy education is one of the fundamental priorities in the theoretical and practical structure.

As can be understood from the research findings, today GCA education is carried out in public universities in Turkey mainly within the Faculty of Tourism and using the tourism infrastructure. By reason of the combination of functional structures with theoretical knowledge in GCA education, qualified graduates can be trained. As a result of the study, it was observed that foundation universities could not focus on tourism-related courses in their theoretical education.

Another point that draws attention from the research is the inconsistency in the ECTS credits used by the GCA departments while adding the courses related to the tourism field to their curriculum. It would be appropriate to concentrate on the determined credit values while calculating the credit load of the courses in which the course hours are generally over two and three hours. While the GCA department curricula were examined within the scope of the research, the discrepancy in the content and outputs of the courses in the curricula was not go unnoticed. The outputs of these courses with similar names vary depending on the universities. The situation involving these differences is thought to be as similar important as inconsistency in ECTS credits.

As a result of the findings, it is understood that the introductory tourism courses and Gastronomy Tourism courses among the courses related to the field of tourism in the GCA departments have a critical value in terms of educational content. Because the theoretical courses in the GCA departments, and especially the courses mentioned above, are given in the first four semesters, it is considered appropriate in terms of increasing the application courses in the last semesters and preparing for the sector. Students who graduate from GCA departments should be different from professionals who have been trained in accommodation and food and beverage businesses while they are brought into the sector. In creating this difference, the theoretical tourism infrastructure and knowledge gained from different disciplines will be valuable.

In gastronomy education, artistic, theoretical, business and application dimensions should be evaluated in the right proportions, and current developments in the creation and arrangement of curricula should be followed and kept up with the world. In the developments to be made in this respect, it should not be forgotten that tourism and gastronomy are valuable together, the other will be incomplete without one, and when considered in terms of education, they are complementary elements to each other. Within the framework of the findings obtained as a result of the study, some suggestions can be made for future studies and improvements in GCA education. These;

- Giving more place to tourism field courses (Introduction to Tourism and Gastronomy Tourism, etc.) that can be associated with gastronomy in the course curricula,

- Including more practical lessons and hours on both tourism and cooking in the course curricula,
- Reaching GCA department staff with trained expert lecturers who can conduct practical courses on tourism and culinary,
- Working with the joint commissions to be established to ensure that the compulsory courses in the GCA department curricula are primarily standard,
- Leaving the planning of the departmental elective courses to the department boards, on the condition that the faculty to which the department is affiliated, the province it is located, the quality and availability of the practice kitchens, the quality and quantity of the department instructors,
- Increasing the applications that will enable the student to gain experience in the sector, such as internship and on-the-job training applications,
- It is the examination of the gains gained through developments within the framework of scientific research methods.

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