

Medical Microbiology and Clinical Microbiology

PhD Programme Catalogue



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1.1. Establishment of the Institute of Graduate Studies

A) History and Academic Processes of the Institute of Graduate Studies

As a result of the merger of the Institutes of Health Sciences, Social Sciences, Natural Sciences, and Educational Sciences, our Institute provides graduate education to nearly 5,000 students across 115 programs. In accordance with the regulation that entered into force on 22 February 2021, the Institute conducts programs leading to master's and doctoral degrees.

Graduate institutes are higher education institutions that provide bachelor's degree holders with the opportunity to pursue master's and doctoral studies. The doctorate, which is the highest academic degree awarded by universities, is conferred through graduate institutes.

Master's and doctoral education consist of prestigious programs that enable bachelor's degree graduates to gain advanced specialisation experience in their respective fields.

The doctoral degree not only enables individuals to specialise in their fields but also serves as a gateway to the academic world. Academics holding this degree strive to attain titles such as assistant professor, associate professor, and professor; they engage in research and publication activities to reach a research culture. In this context, doctoral education may be regarded as a program for training scientists. Universities gain prestige not only through the number of bachelor's graduates but also through the number of master's and doctoral graduates.

At our University, the Institute of Educational Sciences began admitting students in 2000, while the other institutes commenced education in 2007. To date, more than 5,000 master's and doctoral diplomas have been awarded across a total of 115 graduate programs.

B) Education Policy and Academic Objectives

The educational philosophy of the Institute of Graduate Studies is grounded in lifelong learning and is structured to encourage research and development. Within this academic framework, the Institute of Graduate Studies has adopted as a guiding policy the provision of qualified services that support and advance society at national and international levels through scientific theses developed within the scope of research and projects.

Based on quality standards, the Institute of Graduate Studies follows educational practices that prioritise research and ethics in training contemporary researchers, adhere to ethical principles within learning standards, and take universal values into account. The development of team spirit is emphasised within the framework of a collaboration-oriented policy. In order for these standards to be reflected as tangible outcomes in completed theses, conferences, seminars, and projects are organised in cooperation with various university centres and the Scientific Research Projects Unit.

C) Accreditation and Quality Policy

C.1) Quality Policy

The quality policy of the Institute of Graduate Studies at Near East University aims to ensure and sustain the continuous improvement of graduate education and research activities conducted in line with the principles of excellence, scientific rigour, ethical values, innovation, and internationalisation.

The Institute adopts a governance approach based on transparency, participation, and accountability, and conducts its quality assurance processes in accordance with the standards of the Council of Higher Education Quality (YÖKAK) and the framework of the European Higher Education Area (EHEA).

The quality policy is founded on the principles of serving society and the country, adhering to ethical values in teaching and research processes, and the effective use of smart learning environments.

The Institute aims to institutionalise a culture of continuous improvement in education and training processes by regularly evaluating the opinions of all stakeholders (students, graduates, academic staff, administrative personnel, external institutions, and representatives of society).

C.2) Accreditation Process of the Institute

The Institute of Graduate Studies at Near East University conducts an accreditation process aligned with national and international quality assurance systems.

Institute programs undergo regular self-evaluation, external evaluation, and monitoring processes in accordance with the quality framework determined by YÖKAK.

In addition, in order to ensure alignment with the European Higher Education Area, the Institute adheres to the principles of the Bologna Process and, within this framework, takes the standards of the European Qualifications Framework (EQF) and the Turkish Qualifications Framework for Higher Education (TYYÇ) as a basis.

Within the accreditation process, indicators such as program qualifications, learning outcomes, academic staff quality, research capacity, and student satisfaction are continuously monitored, and the findings are submitted to the University Senate through the annually updated Quality Assurance Report.

This process contributes to the Institute's vision of internationalization and multiculturalism and supports the strengthening of international collaborations and exchange programs.

C.3) Quality of Education

In order to enhance quality in graduate education, the Institute adopts a learner-centred and technology-supported teaching approach.

- **Academic Staff:** The academic staff of the Institute consists of experts in their fields who demonstrate high scientific productivity and actively participate in national and international projects. Academic staff regularly attend professional development training in line with academic development and ethical principles.
- **Course Content and Learning Outcomes:** Program curricula are updated by taking contemporary scientific developments and societal needs into consideration. Courses are supported by smart learning environments, online learning systems, and artificial intelligence-supported educational technologies.
- **Assessment and Feedback:** Students' academic performance is evaluated through project work, seminars, research articles, theses, and performance-based assessment tools. Student satisfaction surveys, course evaluation forms, and graduate tracking reports are used as key data sources for the continuous improvement of educational quality.
- **Educational Resources:** Students' access to information is continuously expanded through rich digital library collections, research databases, e-journal access, and open-access resources.

Within this scope, the Institute integrates its understanding of excellence and quality not only with academic achievement but also with an ethical, innovative, and productive research culture.

C.4) Research and Development (R&D) Activities

The Institute of Graduate Studies at Near East University stands out through its R&D activities conducted in line with its vision of scientific research, innovation, and smart society transformation.

- **Projects:** Numerous projects supported by TÜBİTAK, BAP, the European Union (Horizon Europe, Erasmus+), Development Agencies, and international research funds are carried out.

- **Student Participation:** Master's and doctoral students are actively involved in ongoing projects and directly contribute to scientific production by taking part in research processes.
- **Publications and Patents:** Scientific studies conducted by academic staff and students are published in nationally and internationally indexed journals, and some projects result in patents, models, and product outputs.
- **Research Environment:** The Institute supports research-based learning through laboratories in Educational Technologies, Digital Learning, Data Science, Artificial Intelligence, and Educational Administration.
- **Collaborations:** Joint research conducted with national and international institutions contributes to the knowledge-based transformation of society, and research outputs are integrated into course content and community service projects.

Accordingly, the Institute's R&D policy is fully aligned with the values of scientific integrity, ethics, entrepreneurship, and social contribution.

C.5) Continuous Improvement Process

In order to ensure the sustainability of quality, the Institute operates a continuous improvement mechanism based on the Plan–Do–Check–Act (PDCA) cycle.

- **Data Collection:** Feedback from students, graduates, academic staff, administrative personnel, and external stakeholders is planned to be collected through satisfaction surveys, the graduate tracking system, and quality indicators.
- **Analysis and Evaluation:** The collected data are analysed by the Quality Commission and the Institute Executive Board, and the results are planned to be evaluated in the annually prepared Education Quality and Research Performance Report. An annual activity report is submitted to the University Rectorate.
- **Decision-Making and Implementation:** In line with the feedback received, program contents are updated, research support mechanisms are expanded, and student services are improved.
- **Concrete Improvement Practices:**
 - Implementation of an online thesis monitoring system,
 - Strengthening the infrastructure of digital learning platforms,
 - Restructuring the student advisory system,
 - Diversification of research funds and increasing the number of projects.

This process ensures the sustainability of the Institute's culture of excellence and quality while maintaining its vision of smart learning environments and research-based teaching.

1.2. Mission, Vision, and Core Values of the Institute of Graduate Studies

This section should include information on the mission, vision, and core values of the Institute of Graduate Studies. Mission and vision statements should be written in a clear, comprehensible, observable, and measurable manner.

A) Mission

The mission of the Institute of Graduate Studies at Near East University is to foster cooperation between the academic world and society within the framework of the University's graduate institute activities; to conduct research services; to contribute to developments in contemporary science and technology; to follow a scientific and ethical approach in information and project production for smart society development; to contribute to social life and governance; and to play an active role in national and international education and research projects.

B) Vision

At Near East University, graduate education and research activities play a significant role in innovation, achieving quality, and gaining a competitive advantage. Especially in the rapidly developing information age, ensuring transformation and advancement in education and training in line with scientific and technological developments is made possible through the functionality of the Institute of Graduate Studies, which provides graduate education and possesses a strong vision for scientific research. Accordingly, the vision of the Institute of Graduate Studies at Near East University is to provide universal and high-quality educational opportunities aligned with societal needs through graduate education opportunities and scientific research activities, and to fulfil its mission of smart society transformation by supporting the conduct of scientific research on original topics.

C) Core Values

- **D) Transparency, Participation, and Accountability:**

All administrative activities at every level are conducted in an open, transparent, and accountable manner. The opinions, ideas, and participation of all stakeholders are valued throughout governance processes.

- **E) Fair, Principled, and Honest Governance:**

All individuals working at the University are treated fairly and in a principled manner without discrimination. Integrity and honesty are upheld without compromise.

- **F) Competence and Merit:**

Academic and administrative staff appointed to managerial positions at the University must possess the necessary competence and merit in their respective fields.

- **G) Scientific Integrity and Ethics:**

All activities conducted at the University are based on scientific principles, and the knowledge produced is used in accordance with scientific ethical standards.

- **H) Environmental Respect and Aesthetics:**

The University promotes environmental awareness in its educational activities and develops its physical spaces with aesthetic sensitivity and environmental compatibility.

- **I) Service to Society and the Country:**

Educational and research activities are carried out with a priority on service to society and the country, and efforts are made to transform produced knowledge into social value.

- **J) Freedom and Respect for Values:**

Members of the University exercise their free will during academic work and educational activities. The boundaries of freedom are defined by human, social, and academic ethical values, as well as by laws and regulations.

- **K) Entrepreneurship and Innovation:**

Fundamentally, graduates of the University and its research staff prioritise entrepreneurship and innovation in education, training, and research activities.

- **L) Excellence and Quality:**

In education, research, and community service, actions are guided by a commitment to achieving excellence and continuously improving to provide the highest quality services.

- **M) Internationalisation and Multiculturalism:**

Through a multicultural educational approach, the standardisation of international education services and cooperation based on this foundation are promoted.

- **N) Research and Reflective Thinking:**

Through produced publications and theses, students are equipped with reflective thinking skills that support service delivery in their respective fields.

- **O) Technological Development and Smart Learning Environments:**

In supporting the research-based transformation of society, it is essential to promote the production of knowledge through smart learning environments and online infrastructures based on an equitable education approach.

1.3. Goals and Objectives of the Institute of Graduate Studies

- To develop projects and research in fields aligned with the needs and priorities of the country.
- To establish working groups and foster collaboration across various disciplines within educational sciences, social sciences, natural sciences, and health sciences.
- To conduct research aimed at understanding, explaining, and advancing social and cultural structures.
- To address educational sciences, social sciences, natural sciences, and health sciences as an integrated whole and to strengthen their connection with society.
- To carry out smart societal research for the benefit of society and institutions (both for-profit and non-profit) and to promote solidarity and cooperation in the field of education.

1.4. Organizational Chart of the Institute of Graduate Studies

Ataturk Faculty of Education

Department of Guidance and Psychological Counselling — Prof. Dr. Könül Memmedova

Department of Preschool Education — Assoc. Prof. Dr. Derviş A. Toklu

Department of Curriculum and Instruction — Prof. Dr. Umut Akçıl

Department of Educational Administration, Supervision, Economics and Planning — Prof. Dr. Gökmen Dağlı

Department of Creative Drama in Education — Assoc. Prof. Dr. Seçil Besim Ayhan

Department of Music Education — Asst. Prof. Dr. Neriman Soykunt

Department of Measurement and Evaluation in Education — Prof. Dr. Çiğdem Hürsen

Department of Entrepreneurship and Innovation in Education — Prof. Dr. Fahriye Altınay Aksal

Department of Computer Education and Instructional Technologies — Prof. Dr. Fahriye Altınay Aksal

Department of Art Education — Assoc. Prof. Dr. Fatma Miralay

Department of Environmental Education — Prof. Dr. Aşkın Kiraz

Department of Special Education — Prof. Dr. Mukaddes Sakallı Demirok

Division of Secondary Education Teacher Training — Assoc. Prof. Dr. Didem İşlek

Division of Educational Sciences — Prof. Dr. Zehra Altınay Gazi

Division of Fine Arts Education — Assoc. Prof. Dr. Emine Kıvanç Öztuğ

Division of Mathematics and Science Education — Prof. Dr. Engin Baysen

Human Resources Education Division — Prof. Dr. Hüseyin Bicen

Division of Foreign Language Education — Prof. Dr. Mustafa Kurt

Division of Social Sciences and Turkish Education — Prof. Dr. Mustafa Yeniasır

Tourism, Engineering, and Architecture

Department of Tourism Management — Prof. Dr. Nesrin M. Bahçelerli

Head of Department of Landscape Architecture — Prof. Dr. Özge Özden

Head of Department of Food Engineering — Asst. Prof. Dr. Şebnem Güler

Department of Physical Education and Sports — Prof. Dr. Nazım Serkan Burgul

Dentistry

Department of Prosthodontics — Prof. Dr. M. Mutahhar Ulusoy

Department of Oral and Maxillofacial Surgery — Assoc. Prof. Dr. Lokman Onur Uyanık

Department of Restorative Dentistry — Prof. Dr. Nuran Ulusoy

Department of Endodontics — Assoc. Prof. Dr. Fatma Basmacı

Department of Orthodontics — Asst. Prof. Dr. Beste Kamiloğlu

Department of Pediatric Dentistry — Assoc. Prof. Dr. Özey Önoral

Department of Oral and Maxillofacial Radiology — Prof. Dr. Seçil Aksoy

Department of Periodontology — Prof. Dr. Güney Yılmaz

Engineering

Department of Electrical and Electronics Engineering — Prof. Dr. Bülent Bilgehan

Department of Mechanical Engineering — Prof. Dr. Hüseyin Çamur

Department of Biomedical Engineering — Assoc. Prof. Dr. Süleyman Aşır

Department of Mechatronics Engineering — Asst. Prof. Dr. Mohammad Karimzadeh

Law

Head of Department of Public Law — Prof. Dr. Yeter Tabur

Head of Department of Private Law — Assoc. Prof. Dr. Aysun Beydola

Department of International Law — Assoc. Prof. Dr. Nabi Berkut

Graduate Programs Coordinator (International Law) — Merve Gertik

Health Sciences

Department of Surgery — Prof. Dr. Deniz Seyrek-İntaş

Department of Obstetrics and Gynecology — Prof. Dr. Selim Aslan

Department of Internal Medicine — Asst. Prof. Dr. Mehmet Ege İnce

Department of Midwifery — Assoc. Prof. Dr. Filiz Yarıcı

Department of Nutrition and Dietetics — Assoc. Prof. Dr. Mustafa Hoca

Department of Physiotherapy and Rehabilitation — Assoc. Prof. Dr. Tuba Yerlikaya

Audiology Program Coordinator — Specialist Audiologist Uğur Belet

Architecture and Planning

Department of Architecture — Asst. Prof. Dr. Ayşe Gertik

Department of Interior Architecture — Asst. Prof. Dr. Çağla Beyaz Bolat

Graduate Coordinator, Faculty of Architecture — Asst. Prof. Dr. Umran Duman

Graduate Coordinator, Interior Architecture — Asst. Prof. Dr. Simge Bardak Derenel

Social Sciences and Humanities

Department of Islamic History — Prof. Dr. Mehmet Mahfuz Söylemez

Department of Arabic Language and Rhetoric — Assoc. Prof. Dr. Mustafa Kelebek

Medicine

Department of Physiology — Prof. Dr. Emine Koç

Department of Histology and Embryology — Prof. Dr. Aysel Kükner

Department of Medical Biology and Genetics — Prof. Dr. Mehmet Öztürk

Department of Medical Microbiology and Clinical Microbiology — Prof. Dr. Emrah Ruh

Department of Medical Biochemistry — Prof. Dr. Özlem Dalmızrak

Department of Biostatistics — Prof. Dr. İlker Etikan

Department of Neurosciences — Prof. Dr. Murat Özgören

Department of Molecular Medicine — Prof. Dr. Selma Yılmaz

Department of Anatomy — Prof. Dr. Sezgin İlgi

Faculty of Communication

Department of Media and Communication Studies — Assoc. Prof. Dr. Ayhan Dolunay

Department of Basic Communication Sciences — Asst. Prof. Dr. İbrahim Özejder

Business and Economics

Department of Business Administration — Prof. Dr. Şerife Eyüpoğlu

Department of Economics — Prof. Dr. Hüseyin Özdeşer

Department of Innovation and Knowledge Management — Prof. Dr. Fezile Özdamlı

Department of Political Science and International Relations — Assoc. Prof. Dr. Sait Akşit

Department of Banking and Finance — Prof. Dr. Turgut Türsoy

Department of International Business — Asst. Prof. Dr. Ayşe Gözde Karaatmaca

Department of Marketing — Assoc. Prof. Dr. Ahmet Ertugan

Department of Banking and Accounting — Prof. Dr. Aliya Işıksal

Department of Human Resources Management — Asst. Prof. Dr. Hüseyin Baykan

Faculty of Nursing

Department of Surgical Nursing — Prof. Dr. Ümran Dal Yılmaz

Department of Pediatric Nursing — Prof. Dr. Candan Öztürk

Department of Obstetrics and Women's Health Nursing — Assoc. Prof. Dr. Dilek Sarpkaya Güder

Department of Internal Medicine Nursing — Assoc. Prof. Dr. Ezgi Bağrıaçık

Department of Fundamentals of Nursing and Nursing Management — Asst. Prof. Dr. Özdem Nurluöz

Department of Mental Health and Psychiatric Nursing — Assoc. Prof. Dr. Samineh Esmaeilzadeh

Department of Public Health Nursing — Asst. Prof. Dr. Dilay Necipoğlu Kalmaz

Information Technologies

Department of Software Engineering — Prof. Dr. Fadi Al-Turjman

Department of Computer Information Systems — Prof. Dr. Nadire Çavuş

Department of Artificial Intelligence Engineering — Prof. Dr. Gülsüm Aşıksoy

Department of Computer Engineering — Prof. Dr. Rahib Abiyev

Department of Cyber Security Engineering — Assoc. Prof. Dr. Idoko John Bush

Department of Management Information Systems — Prof. Dr. Fezile Özdamlı

1.5. Governance of the Institute of Graduate Studies. This section includes the organisational chart and the governance structure of the Institute of Graduate Studies.

Director	
Prof. Dr. K. Hüsnü Can Başer	
Vice Directors	
Prof. Dr. Fahriye Altınay	
Prof. Dr. İlker Etikan	
Members of the Executive Board	
Prof. Dr. İhsan Çalış	
Prof. Dr. Sezgin İlgi	

Prof. Dr. Bülent Bilgehan	
Prof. Dr. Evren Hınçal	
Prof. Dr. Zehra Altınay	
Prof. Dr. Mukaddes Sakallı Demirok	
Prof. Dr. Erdoğan Ergün	
Doç. Dr. Sait Akşit	

1.5 (a) Quality Commission Officers Of The Graduate School

- Prof. Dr. Mukaddes Sakallı Demirok
- Prof. Dr. Erdoğan Ergün
- Assoc. Prof. Dr. Sait Akşit

1.6. Academic Programs Offered by the Institute of Graduate Studies

Program Name

Computer and Instructional Technologies Education (PhD)
 Computer and Instructional Technologies Education (Master's)
 Dramatic Writing (Master's)
 Educational Measurement and Evaluation (Master's)
 Curriculum and Instruction (PhD)
 Curriculum and Instruction (Master's)
 Educational Administration and Supervision (Master's)
 Educational Administration, Supervision, Planning and Economics (Master's)
 Educational Administration, Supervision, Planning and Economics (PhD)
 Human Resource Development in Education (Master's)
 Creative Drama in Education (Master's)
 Folklore (Master's)
 Mathematics Education (Master's)
 Mathematics (PhD)
 Music Education (Master's)

Music Education (PhD)
Secondary Education Subject Teacher Training (Master's)
Ottoman Paleography and Archival Studies (Master's)
Ottoman Paleography and Archival Studies (PhD)
Guidance and Psychological Counseling (Master's)
Guidance and Psychological Counseling (PhD)
Art Education (Master's)
History Education (Master's)
History Education (PhD)
History Teaching (Master's)
Turkish Language Education (Master's)
Special Education (PhD)
Special Education (Master's)
English Language Education (PhD)
English Language Teaching (Master's)
Geography Education (Master's)
Environmental Education and Management (Master's)
Environmental Education and Management (PhD)
Preschool Teaching (Master's)
Early Childhood Education (PhD)
Computer Engineering (PhD)
Computer Engineering (Master's)
Computer Engineering (Master's) Distance Education
Computer and Informatics (PhD)
Computer and Informatics (Master's)
Information Systems Engineering (Master's)
Information Systems Engineering (PhD)
Biomedical Engineering (Master's)
Biomedical Engineering (PhD)
Biomedical Engineering – Clinical Engineering (Master's)
Electrical and Electronics Engineering (PhD)
Electrical and Electronics Engineering (Master's)
Physics Engineering (PhD)
Physics Engineering (Master's)
Mechanical Engineering (Master's)
Mechanical Engineering (PhD)
Landscape Architecture (Master's)
City and Regional Planning (Master's)
Architecture (Master's)
Architecture / Architectural Design (PhD)
Civil Engineering (Master's)
Civil Engineering (PhD)

Interior Architecture (PhD)
Interior Architecture (Master's)
Food Engineering (Master's)
Mechatronics Engineering (Master's)
Artificial Intelligence Engineering (Master's)
Construction Management and Strategy (Master's)
Software Engineering (Master's)
Transportation and Traffic Engineering (Master's)
Environmental Sciences and Engineering (Master's)
Petroleum and Natural Gas Engineering (Master's)
Petroleum and Natural Gas Engineering (PhD)
Emergency Nursing (Master's)
Forensic Psychology (Master's)
Forensic Chemistry and Forensic Toxicology (Master's)
Analytical Chemistry (PhD)
Anatomy (PhD)
Anatomy (Master's – Thesis)
Oral and Maxillofacial Surgery (PhD)
Oral and Maxillofacial Diseases and Surgery (Master's)
Oral and Maxillofacial Radiology (PhD)
Oral and Maxillofacial Radiology (Master's)
Physical Education and Sports (Master's – Thesis)
Physical Education and Sports (PhD)
Nutrition and Dietetics (PhD)
Nutrition and Dietetics (Master's – Thesis)
Biochemistry (PhD)
Biostatistics (PhD)
Biostatistics (Master's)
Surgery (Master's)
Surgery (PhD)
Surgical Nursing (PhD)
Pediatric Nursing (PhD)
Obstetrics and Gynecology (PhD)
Midwifery (Master's)
Pharmacy (Master's)
Pharmacy (PhD)
Endodontics (PhD)
Pharmacognosy (PhD)
Pharmacology (Master's)
Pharmacology (PhD)
Pharmaceutical Botany (Master's)
Pharmaceutical Botany (PhD)

Pharmaceutical Chemistry (Master's)
 Pharmaceutical Chemistry (PhD)
 Pharmaceutical Technology (Master's)
 Pharmaceutical Technology (PhD)
 Phytotherapy (Master's)
 Phytotherapy (PhD)
 Physiology (Master's)
 Physiology (PhD)
 Physical Therapy and Rehabilitation (PhD)
 Physical Therapy and Rehabilitation (Master's)
 Veterinary Food Hygiene and Technology (PhD)
 Veterinary Animal Nutrition and Nutritional Diseases (PhD)
 Physiotherapy and Rehabilitation (Master's)
 Public Health Nursing (Master's)
 Nursing (PhD)
 Nursing (Master's)
 Histology and Embryology (Master's)
 Histology and Embryology (PhD)
 Clinical Pharmacy (Master's)
 Clinical Pharmacy (PhD)
 Chemistry (Master's)
 Medical Microbiology and Clinical Microbiology (Master's)
 Medical Microbiology and Clinical Microbiology (PhD)
 Molecular Medicine (Master's)
 Molecular Medicine (PhD)
 Orthodontics (Master's)
 Orthodontics (PhD)
 Audiology (Master's)
 Audiology (PhD)
 Psychology (PhD)
 Neuroscience (Master's)
 Neuroscience (PhD)
 Health Institutions Management (Master's)
 Health Institutions Management (PhD)
 Islamic History (Master's)
 Occupational Health and Safety (Master's – Thesis)
 European Union Relations (Master's)
 European Union Relations (Master's)
 Banking and Finance (Master's)
 Banking and Finance (Master's)
 Banking and Finance (PhD)
 Banking and Finance (PhD)

Economics (Master's)
Economics (Master's)
Economics (PhD)
Economics (PhD)
Journalism (Master's)
Journalism (PhD)
Security Studies (Master's)
Security Studies (Master's)
Art and Design (PhD)
Art and Design (Master's)
Art and Design – Proficiency in Art (Master's)
Art and Design – Proficiency in Art (PhD)
General Psychology (Master's)
General Psychology (Master's)
General Psychology (PhD)
Public Relations and Publicity (Master's)
Public Relations and Publicity (PhD)
Law (Master's)
Law (PhD)
International Law (Master's)
International Law (Master's)
International Law (PhD)
Public Law (PhD)
Public Law (Master's)
Public Law (Master's)
Clinical Psychology (Master's)
Clinical Psychology (PhD)
Cyprus History (Master's)
Media and Communication Studies (PhD)
Media and Communication Studies (Master's – Thesis)
Radio, Television and Cinema (Master's)
Radio, Television and Cinema (PhD)
Political Science (Master's)
Political Science (Master's)
Political Science and International Relations (PhD)
Political Science and International Relations (PhD)
Political Science and International Relations (PhD)
Turkish Language (Master's)
Turkish Language and Literature (PhD)
Turkish Language and Literature (Master's)
International Relations (Master's)
International Relations (Master's)

International Relations (PhD)
Applied Psychology (Master's)
Modern Turkish Literature (Master's)
Modern Turkish Literature (PhD)
Acting (Master's)
Tourism Management (Master's)
Tourism Management (Master's)
Tourism Management (PhD)
Theatre (PhD)
Private Law (Master's)
Private Law (Master's)
Private Law (PhD)
Communication Sciences (PhD)
Economics (PhD)
English Language and Literature (Master's)
Innovation and Knowledge Management (Master's)
Innovation and Knowledge Management (PhD)
Human Resources Management (Master's)
Business Administration (Master's)
Business Administration (Master's)
Business Management (PhD)
Business Management (Master's)
Forensic Biology (Master's)
Allergy and Immunology (PhD)
Coaching Education (Master's)
Arabic Language and Rhetoric (Master's)
Banking and Accounting (Master's)
Banking and Accounting (Master's)
Peace, Conflict and Communication (Master's)
Information and Records Management (Master's)
Biophysics (Master's)
Biophysics (Master's)
Blockchain and Digital Currency (Master's)
Maritime Law (Master's)
Maritime Transportation and Management Engineering (Master's)
Women's Health and Obstetrics Nursing (PhD)
Innovation and Entrepreneurship in Education (Master's)
Innovation and Entrepreneurship in Education (Master's)
Science Education (Master's)
Creative Drama (Fine Arts) (Master's)
Visual Arts and Design (Fine Arts) (PhD)
Internal Medicine (PhD)

Occupational Health and Safety (Public Health) (Master's)
Theology Studies (Master's)
Cardiovascular Sciences (PhD)
Medical Biotechnology (Master's)
Medical Biotechnology (Master's)
Molecular Biology and Genetics (Master's)
Molecular Biology and Genetics (PhD)
Sports Management (Master's)
Performing Arts (Master's)
Art History (Master's)
Data Engineering (Master's)

1.7. Graduation Requirements and Degree Awarded

Within the Institute of Graduate Studies, students may graduate from thesis-based master's programs, non-thesis master's programs, and doctoral programs. Graduates of non-thesis and thesis-based master's programs are awarded the title of Specialist, while graduates of doctoral programs are awarded the title of Doctor.

To graduate from a thesis-based master's program, students are required to complete seven courses, one seminar, and a master's thesis. Graduation from a non-thesis master's program requires the successful completion of eleven courses, including a research project course.

To graduate from a doctoral program, students must complete seven courses and one seminar, pass the doctoral qualifying examination, and subsequently complete and defend their doctoral dissertation. During the dissertation completion stage, doctoral students are also required to produce at least one scientific publication derived from their dissertation in journals indexed in SSCI, AHCI, or SCI Expanded.

Detailed information regarding the minimum academic and administrative requirements that students must fulfil is provided in the relevant regulations.

During the preparation of scientific publications, students are required to apply for and obtain ethical approval, where applicable. Additionally, success in national foreign language examinations such as YÖKDİL, YDS, or equivalent exams is among the graduation criteria for doctoral programs. All administrative procedures related to thesis submission, advisor approval, submission of required documents to the Institute, and graduation processes must be fully completed.

Students are also required to fulfil the total course credit and ECTS workload specified for their respective programs. The successful completion of all compulsory

courses is mandatory. Furthermore, the minimum cumulative grade point average (CGPA) required for graduation (for example, at least 3.00 out of 4.00) must be achieved.

For doctoral programs, successful completion of the qualifying examination and approval of the dissertation proposal are required. In both thesis-based master's and doctoral programs, the thesis prepared under the supervision of an advisor must be successfully defended before an academic jury. In non-thesis master's programs, the term project must be completed with the approval of the advisor.

Depending on the program, students may also be required to publish scientific work or present papers at national or international conferences in accordance with scientific ethics and publication principles. Where applicable, foreign language proficiency requirements must also be met.

Upon successful completion of all academic and administrative requirements, students are awarded the relevant diploma corresponding to their program (Thesis-Based Master's Degree, Non-Thesis Master's Degree, or Doctoral Degree).

All details regarding graduation requirements and procedures are outlined in the Graduate Education and Training Regulation, which can be accessed via the following link:

<https://neu.edu.tr/wp-content/uploads/2025/07/14/Lisansustu-Egitim-Ogretim-Yonetmeligi14.07.2025.pdf>

2. PROGRAMME OVERVIEW

2.1. Development and Brief History of the Programme

The Medical Microbiology and Clinical Microbiology PhD Programme was established to address the advanced scientific and clinical demands arising from global infectious disease challenges. The programme was designed in alignment with contemporary developments in microbiology, molecular technologies, and translational research, recognizing the increasing necessity for highly qualified researchers capable of generating new knowledge in pathogen biology, host–pathogen interactions, diagnostic innovation, and antimicrobial resistance.

Since its inception, the programme has aimed to cultivate researchers who can independently conduct original scientific investigations, contribute to methodological innovation, and lead interdisciplinary research teams. The curriculum integrates advanced theoretical foundations with high-level laboratory competency, promoting critical thinking, ethical scientific conduct, and the ability to produce internationally recognized research outputs.

The programme admits candidates in accordance with the regulations of the national higher education authorities and undergoes continuous evaluation to ensure alignment with national and international doctoral education frameworks.

The PhD programme is officially approved by YÖDAK (Decision No: 14/25; Date: 12.12.2014) and YÖK (Date: 04.10.2017), and its academic structure is periodically revised to maintain compliance with global scientific standards.

2.2. Type of Education

The PhD programme is delivered through formal, full-time education and is structured to provide an advanced, research-intensive learning environment. Educational activities include doctoral-level theoretical coursework, laboratory-based practical training, research seminars, journal clubs, project development workshops, and supervised independent research.

The programme adopts an educational approach that merges advanced academic knowledge with high-level applied practice, enabling candidates to develop the competencies required for independent scientific inquiry, critical analysis, methodological innovation, and leadership in research settings. Doctoral supervision is carried out by qualified academic staff, ensuring continuous academic guidance and scholarly development throughout the programme.

2.3. Level of Qualification

This programme corresponds to the Doctoral Degree (Level 8) within the Turkish Qualifications Framework for Higher Education (TQF-HE). The programme requires the successful completion of doctoral coursework, a seminar, the doctoral qualification examination, and an original research thesis. The total workload amounts to 240 ECTS credits, in accordance with national and international standards for doctoral education.

2.4. Language of Instruction

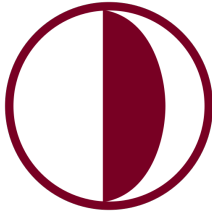
The language of instruction of the Medical Microbiology and Clinical Microbiology PhD Programme is English.

2.5. Duration of the Programme

The normal duration of the Medical Microbiology and Clinical Microbiology PhD Programme is four (4) academic years, consisting of eight semesters. The first two years include coursework, seminars, and preparation for the doctoral qualification examination, while the subsequent years are dedicated to thesis research and the production of original scientific work.

Each semester comprises 14–16 weeks of instructional and research activities, excluding examination and evaluation periods.

2.6. Organizational Chart of the Programme



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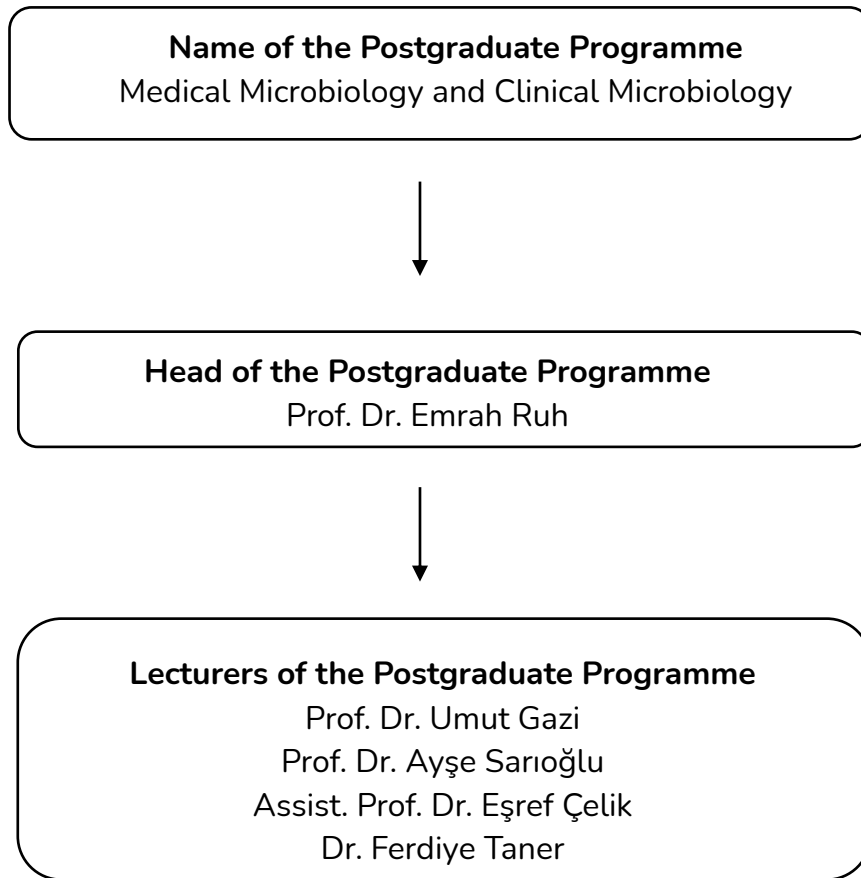


Figure. Organizational Chart of the Postgraduate Programme

2.7. Programme Coordinator

Head of Medical Microbiology and Clinical Microbiology Department is Prof. Dr. Emrah Ruh.

E-mail: emrah.ruh@neu.edu.tr. Phone: +90 392 6751000 – 3019.

2.8. Program's Administrative and Academic Staff

The academic staff of the Medical Microbiology and Clinical Microbiology Postgraduate Programme contribute to doctoral education through advanced theoretical instruction, high-level laboratory and research training, and the supervision of original scientific theses. The programme benefits from the staff's extensive expertise in undergraduate, postgraduate, and doctoral-level teaching, as well as their active engagement in scientific research, publication, and national and international research projects. Academic staff also participate regularly in scientific meetings, conferences, workshops, and professional development activities, ensuring that the programme maintains alignment with current advancements in medical and clinical microbiology.

Title and Name-Surname	Role in the Programme
Prof. Dr. Emrah Ruh	Head of Department
Prof. Dr. Umut Gazi	Academic Staff Member
Prof. Dr. Ayşe Sarioğlu	Academic Staff Member
Assist. Prof. Dr. Eşref Çelik	Academic Staff Member
Dr. Ferdiye Taner	Academic Staff Member

3. MISSION AND VISION OF THE PROGRAMME

3.1. Mission

The mission of the Medical Microbiology and Clinical Microbiology PhD Programme is to educate highly qualified researchers who possess advanced scientific knowledge, strong laboratory competence, and the ability to conduct independent and original research in the field of microbiology. The programme aims to train individuals capable of developing innovative diagnostic, preventive, and therapeutic approaches; contributing to the scientific understanding and control of infectious diseases; and producing research that adheres to ethical principles. Graduates are expected to respond effectively to national and international public health needs and to assume leadership roles in academic, clinical, and research environments.

3.2. Vision

The vision of the Medical Microbiology and Clinical Microbiology PhD Programme is to become a nationally and internationally recognized doctoral programme that leads scientific advancement in medical and clinical microbiology. The programme aims to support the development of innovative, high-impact research and to train researchers capable of addressing current and emerging infectious disease challenges through interdisciplinary collaboration, advanced scientific inquiry, and evidence-based approaches.

4. FUNDAMENTAL VALUES OF THE PROGRAMME

The fundamental values of the Medical Microbiology and Clinical Microbiology PhD Programme are aligned with its mission and vision and reflect its academic philosophy. These values include:

- Commitment to scientific integrity, ethical responsibility, and high standards of academic conduct
- Emphasis on evidence-based practice, analytical thinking, and the pursuit of original scientific knowledge
- Respect for academic freedom, diversity, and an inclusive research environment
- Promotion of lifelong learning, continuous scholarly development, and scientific curiosity
- Contribution to public health and societal well-being through advanced research and innovation
- Encouragement of interdisciplinary collaboration, methodological innovation, and scientific leadership

5. AREAS OF PROGRAMME ACTIVITY

Education and Training:

The PhD programme provides advanced, research-oriented education aimed at developing comprehensive scientific knowledge and high-level practical competencies in medical and clinical microbiology. The curriculum is structured to ensure full alignment between programme objectives and doctoral learning outcomes, incorporating contemporary teaching methods, laboratory-based instruction, research seminars, and student-centred academic activities. Continuous assessment practices, including project work, presentations, and supervised research tasks, support the development of independent inquiry, critical thinking, and methodological expertise.

Research and Development:

Research is a central component of the Medical Microbiology and Clinical Microbiology PhD Programme. Doctoral candidates are encouraged to take active roles in scientific research projects, formulate original research questions, and design and conduct thesis studies under academic supervision. These activities aim to develop advanced competencies in scientific methodology, analytical thinking, data interpretation, and scholarly productivity, ultimately preparing candidates to contribute original research to the international scientific community.

Professional Development and Continuing Education:

The programme supports the ongoing professional development of doctoral candidates through seminars, workshops, scientific meetings, journal clubs, and participation in academic events. These activities strengthen professional competencies, enhance communication and presentation skills, and encourage engagement with contemporary scientific advancements and interdisciplinary perspectives in microbiology and related fields.

Social Contribution and Community Service:

The programme promotes social responsibility by encouraging doctoral candidates to take part in public health awareness initiatives, scientific dissemination activities, and community-oriented projects. Such efforts aim to foster a strong sense of social responsibility, ethical awareness, and commitment to contributing to public health and societal well-being through scientific knowledge and expertise.

6. AIMS AND OBJECTIVES OF THE PROGRAMME

6.1. Objectives

The objectives of the Medical Microbiology and Clinical Microbiology PhD Programme are:

- To provide doctoral candidates with advanced and comprehensive scientific knowledge in medical and clinical microbiology
- To develop high-level laboratory, diagnostic, and methodological competencies required for independent research
- To enhance advanced research skills, scientific problem-solving abilities, and the capacity to generate original scientific contributions
- To promote strong ethical awareness, academic integrity, and a responsible research culture

- To support interdisciplinary collaboration, innovation, and evidence-based approaches in microbiology research and practice

6.2. Aims

The aims of the Medical Microbiology and Clinical Microbiology PhD Programme are:

- To educate highly qualified researchers capable of contributing to the diagnosis, prevention, and control of infectious diseases
- To train individuals who can conduct independent and original scientific studies in microbiology
- To support the development of advanced analytical thinking, critical evaluation, and lifelong learning skills
- To contribute to public health systems through advanced scientific expertise and evidence-based approaches

7. PROGRAMME QUALIFICATIONS

7.1. Programme Qualifications

Programme Qualifications define the advanced knowledge, skills, and competencies that students are expected to acquire upon successful completion of the Medical Microbiology and Clinical Microbiology PhD Programme. These qualifications have been formulated in alignment with Level 8 (Doctoral Degree) of the Turkish Qualifications Framework for Higher Education (TQF-HE) and corresponding international qualification frameworks, including the Qualifications Framework of the European Higher Education Area.

Program Qualifications

1. Possesses advanced theoretical and practical knowledge in Medical Microbiology and Clinical Microbiology and integrates it with related disciplines to develop an integrated understanding.
2. Follows and critically evaluates the most current scientific literature, databases, and research results; develops new knowledge and approaches; communicates proficiently in English.

3. Independently defines original scientific problems, formulates hypotheses, and designs and conducts advanced research.
4. Improves and develops existing methods used in Medical Microbiology and Clinical Microbiology or designs new methods and technologies.
5. Analyzes obtained data using appropriate statistical methods; produces original research results suitable for publication in scientific journals.
6. Leads and manages comprehensive and original research projects independently; demonstrates leadership in project, laboratory, and team work.
7. Possesses scientific curiosity and maintains a lifelong learning culture; integrates new developments in the field into continuous knowledge production.
8. Presents scientific data and results effectively in written and oral form at national and international levels; applies effective communication in multidisciplinary and multicultural settings.
9. Acts in full compliance with scientific ethics, laboratory safety, and academic integrity; demonstrates awareness of scientific and social responsibility.
10. Applies acquired scientific knowledge, skills, and leadership competencies to innovative practices in healthcare, education, and research institutions; contributes to scientific advancement in Medical Microbiology and Clinical Microbiology.

7.2. Relationship Between Programme Qualifications and the Turkish Qualifications Framework for Higher Education (TQF-HE)

The programme qualifications of the Medical Microbiology and Clinical Microbiology Doctoral Programme are aligned with Level 8 (Doctoral Degree) of the Turkish Qualifications Framework for Higher Education (TQF-HE).

At this level, learning outcomes emphasize the acquisition of original and advanced scientific knowledge, the ability to conduct independent and innovative research, and the competence to contribute new findings to the field. The defined programme qualifications reflect these dimensions and ensure coherence between the programme's educational objectives, learning outcomes, and national qualification standards.

Programme Qualifications (PQ) – TQF-HE Relationship Matrix

(References on the Matrix: 1: Very Low; 2: Low; 3: Medium; 4: High; 5: Very High)

KNOWLEDGE – Organizational and Factual Learning Outcomes										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Develops advanced field knowledge through original thinking and research.	5	4	5	4	4	4	3	3	4	4
Understands interdisciplinary interactions and produces original analyses.	4	5	4	4	4	4	4	4	3	5
Has advanced knowledge of technological and field-specific equipment.	4	4	3	4	4	4	3	3	4	5
Understands the importance of ethical principles and ethics committees.	4	4	3	3	4	4	3	3	5	4
Possesses knowledge of statistical methods used in health research.	4	4	3	4	5	4	3	3	4	4
SKILLS – Cognitive and Applied Learning Outcomes										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Evaluates and applies new knowledge systematically.	4	4	4	4	4	4	3	3	4	5
Develops or adapts original ideas, methods, or applications.	4	5	4	5	4	5	4	4	4	5
Publishes and presents scientific research results.	4	5	5	4	5	4	4	5	4	4
Performs critical analysis and synthesis of complex ideas.	4	5	4	5	4	4	4	4	3	5
Uses advanced research methodologies effectively.	4	4	5	4	4	5	4	3	3	5
Uses advanced tools and develops creative solutions.	4	4	4	5	4	5	4	4	3	5
COMPETENCE – Ability to Work Independently and Take Responsibility										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Conducts independent original work contributing to science.	4	4	5	5	4	5	4	4	4	5
Performs statistical analyses for scientific evaluation.	4	4	3	3	5	4	3	3	4	4
Publishes scientific work in peer-reviewed journals.	4	5	4	4	5	4	4	5	4	4
Leads in solving field-specific and interdisciplinary problems.	4	4	4	5	4	5	4	4	4	5

COMPETENCE – Learning Competence										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Develops new ideas using advanced cognitive skills.	4	4	4	5	4	4	5	4	4	5
Applies evidence-based practices and conducts research.	4	4	4	4	5	4	4	4	4	5
Applies lifelong learning and professional development.	4	4	4	4	4	4	5	4	4	5
COMPETENCE – Communication and Social Competence										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Critically examines social relationships and leads improvements.	4	4	4	4	4	4	4	5	4	5
Communicates original ideas effectively with experts.	4	5	4	4	4	4	4	5	4	5
Uses a foreign language at C1 level for advanced communication.	4	5	3	3	3	3	4	5	4	4
COMPETENCE – Field-Specific Competence										
Learning Outcomes	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Contributes to scientific, technological, and social advancement.	4	4	4	4	4	4	4	4	4	5
Uses strategic decision-making in problem-solving.	4	4	4	4	4	5	4	4	4	5
Supports solutions to ethical, scientific, cultural, and social issues.	4	4	4	4	4	4	4	4	5	5
Collaborates effectively with other health disciplines.	4	4	3	4	3	5	4	4	4	5
Applies correct statistical methods and interprets results.	4	4	4	4	5	4	4	4	4	5
Uses current developments for societal benefit.	4	4	4	4	4	4	4	4	5	5

7.3. Relationship Between Courses and Programme Qualifications

The relationship between the courses offered within the Medical Microbiology and Clinical Microbiology Doctoral Programme and the programme qualifications is established to ensure full alignment between the curriculum and the advanced learning outcomes expected at the doctoral level.

Each course contributes to one or more programme qualifications, and this contribution is demonstrated through a course–programme qualification relationship matrix. The matrix presents the level of contribution of each course using a numerical scale, reflecting how the curriculum supports the development of original research

competence, advanced scientific skills, and independent scholarly productivity required at Level 8 of the TQF-HE.

Course – Programme Qualifications (PQ) Relationship Matrix

(References on the Matrix: 1: Very Low; 2: Low; 3: Medium; 4: High; 5: Very High)

	Code	Subject	ECTS	PQ 1	PQ 2	PQ 3	PQ 4	PQ 5	PQ 6	PQ 7	PQ 8	PQ 9	PQ 10
1. Year 1. Semester	MIK601	General Microbiology	7.5	5	4	4	5	4	3	3	4	4	3
	MIK602	Clinical Microbiology	7.5	5	4	4	5	5	3	3	4	4	4
1. Year 2. Semester	MIK604	Medical Bacteriology	7.5	5	4	4	5	4	3	3	4	4	3
	MIK605	Medical Virology	7.5	5	4	4	5	4	3	3	4	4	3
	MIK607	Medical Parasitology	7.5	5	4	4	5	4	3	3	4	4	3
2. Year 1. Semester	GCC602	Education for Learning	7.5	4	4	3	4	3	3	5	4	4	4
2. Year 2. Semester	GCC603	Research Methods and Ethics	7.5	4	5	5	4	5	4	5	4	5	5
3. Year 1. Semester	MIK699	Seminar	7.5	5	4	4	3	4	4	5	5	4	4

3. Year 2. Semester	MIK700	Thesis	60	5	5	5	5	5	4	5	5	5	5
4. Year 1. Semester	MIK700	Thesis	60	5	5	5	5	5	4	5	5	5	5
4. Year 2. Semester	MIK700	Thesis	60	5	5	5	5	5	4	5	5	5	5

Total Subject: 7 course + 1 Seminar + 1 Thesis work. ECTS: 240.

8. COURSE STRUCTURE AND CREDIT DISTRIBUTION

8.1. Distribution Tables of Semester-Based and Elective Courses for the Programme

The curriculum of the Medical Microbiology and Clinical Microbiology Doctoral Programme is structured to provide candidates with original and advanced scientific knowledge, high-level research competence, and the ability to conduct independent and innovative studies in the field of microbiology.

The programme consists of coursework, a doctoral qualification examination, a thesis proposal, and an original doctoral dissertation. It is designed in accordance with national and international doctoral education standards and aims to enable students to generate new scientific knowledge and contribute to the advancement of the discipline.

The total workload of the programme is 240 ECTS credits, distributed across eight semesters. Coursework is primarily completed during the initial semesters, followed by the qualification examination and dissertation research phases in subsequent semesters. The curriculum ensures an appropriate balance of compulsory and

elective courses, supporting advanced specialization, interdisciplinary engagement, and the development of high-level research capabilities.

8.2. Course Types

Courses within the programme are classified as **compulsory** and **elective**:

- **University-wide common compulsory course:**

Course Code	Course Name	Course Type	ECTS
GCC602	Education for Learning	Compulsory	7,5
GCC603	Research Methods and Ethics	Compulsory	7,5

- Compulsory courses aim to equip doctoral candidates with advanced and original knowledge in medical and clinical microbiology, strengthen their ability to design and conduct independent research, and develop high-level analytical and laboratory competencies required for producing new scientific contributions.
- Elective courses allow candidates to deepen their expertise in specialized subfields, explore emerging research areas, and gain interdisciplinary perspectives that enhance their capacity to contribute innovatively to microbiology, public health, and related scientific domains.

Departmental Courses (Fall Semester):

Course Code	Course Name	Course Type	ECTS
MIK601	General Microbiology	Compulsory	7,5
MIK602	Clinical Microbiology	Compulsory	7,5

Departmental Courses (Spring Semester):

Course Code	Course Name	Course Type	ECTS
MIK604	Medical Bacteriology	Elective	7,5
MIK605	Medical Virology	Elective	7,5
MIK607	Medical Parasitology	Elective	7,5

Seminar and Thesis:

Course Code	Course Name	ECTS
MIK699	Seminar	7,5
MIK700	Thesis	60

8.3. Course Syllabi

Detailed information on each course, including course objectives, learning outcomes, content, teaching methods, assessment criteria, and contribution to programme qualifications, is provided in the Course Information Packages. These packages are prepared in accordance with institutional, national, and international accreditation requirements and are made accessible to students through official academic platforms.

The programme adopts the European Credit Transfer and Accumulation System (ECTS). Each course is assigned ECTS credits based on the total student workload, including theoretical instruction, practical applications, laboratory work, assignments, examinations, individual study, and research activities relevant to doctoral-level expectations.

The distribution of ECTS credits ensures that candidates acquire the advanced competencies and research capabilities required at the doctoral level within the expected duration of the programme. The workload is regularly reviewed to maintain full alignment with ECTS principles and to ensure transparency, consistency, and comparability at the international level.

9. PRINCIPLES OF ASSESSMENT AND EVALUATION

9.1. Examination Rules

Student achievement in the Medical Microbiology and Clinical Microbiology Doctoral Programme is assessed through a combination of continuous assessment and final evaluations. Assessment methods include written examinations, assignments, presentations, project work, seminar evaluations, and other research-based activities that reflect doctoral-level competencies.

In addition to course-based assessments, candidates must successfully pass the doctoral qualification examination, which evaluates their mastery of advanced scientific knowledge and their readiness to conduct independent, original research. Assessment methods are selected in accordance with course objectives and programme learning outcomes to ensure that doctoral programme qualifications are comprehensively and accurately measured.

To be eligible for graduation, PhD students must achieve the minimum CGPA of 3.00 and complete 240 ECTS credits as specified by the university regulations.

9.2. Letter Grade Conversion Table

This section provides the conversion table for the letter grades assigned to courses at the end of each semester, together with brief descriptions of their meanings. Students' academic performance is determined by the course instructor through a combination of ongoing coursework and end-of-semester examination results. Letter grades are calculated on a 4.00 grading scale and are approximately aligned with achievement ranges on a 100-point scale. This grading structure forms the basis for computing the student's Grade Point Average (GPA). The coefficients of the letter grades and their corresponding values on the 100-point scale are presented below.

Points	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

In addition to the letter grades listed above, the following grades are also assigned: S – Satisfactory, P – Progressing, NA – Absent

S – Satisfactory: This grade is given upon successful completion of seminar and thesis that do not count towards the GPA.

P – Progressing: This grade is assigned to students who are continuing thesis work that do not count towards the GPA.

NA – Not Attended: This grade is assigned to students who have enrolled in a course but did not attend.

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS

- A master's degree in medical microbiology, molecular biology, genetics, or a bachelor's degree in medicine or a related field.
- Proof of English language proficiency (Near East University NPT Exam, or an international exam such as IELTS or TOEFL that is accepted by the Near East University English Preparatory School).
- Reference letters and a statement of purpose may be required.
- To be eligible for admission to the postgraduate program, applicants must meet the criteria indicated in the Near East University Graduate Education and Teaching Regulation.

11. EVALUATION AND RECOGNITION OF PRIOR LEARNING

The recognition of prior formal, non-formal, and informal learning is carried out in line with institutional policies and applicable national regulations.

Courses completed at other higher education institutions may be accepted for credit if their scope, learning outcomes, and workload are deemed comparable to those of the programme. Decisions regarding the recognition of such courses are taken by the authorized academic committees.

12. DIPLOMA SUPPLEMENT

Graduates of the Medical Microbiology and Clinical Microbiology Doctoral Programme receive a Diploma Supplement prepared in line with both national and international guidelines.

The Diploma Supplement outlines the character, level, scope, and academic standing of the completed studies, supporting international academic and professional recognition. It is issued in English and prepared in accordance with the transparency and comparability principles established by the European Higher Education Area.