

Institute of Graduate Studies

Medical Biochemistry
PhD

Programme Catalogue



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1. POSTGRADUATE PROGRAMME CATALOGUE

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 consists of prestigious programs that enable bachelor's degree graduates to gain advanced specialization experience in their respective fields.

The doctoral degree not only enables individuals to specialize 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 research culture. In this sense, 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 as of 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 based on lifelong learning and is structured to encourage research and development. Within this 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 prioritize 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 emphasized 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 organized in cooperation with various university centers 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 the continuous improvement of graduate education and research activities conducted in line with the principles of excellence, scientific rigor, ethical values, innovation, and internationalization.

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 service to society and the country, adherence to ethical values in teaching and research processes, and the effective use of smart learning environments.

The Institute aims to institutionalize 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-centered 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 analyzed 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 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 fulfill

its mission of smart society transformation by supporting the conduct of scientific research on original topics.

C) Core Values

- **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.
- **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.
- **Competence and Merit:** It is essential that academic and administrative staff appointed to managerial positions at the University possess the necessary competence and merit in their respective fields.
- **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.
- **Environmental Respect and Aesthetics:** The University promotes environmental awareness in its educational activities and develops its physical spaces with aesthetic sensitivity and environmental compatibility.
- **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.
- **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.

- **Entrepreneurship and Innovation:** It is fundamental that graduates of the University and its research staff prioritize entrepreneurship and innovation in education, training, and research activities.
- **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.
- **Internationalization and Multiculturalism:** Through a multicultural educational approach, the standardization of international education services and cooperation based on this foundation are promoted.
- **Research and Reflective Thinking:** Through produced publications and theses, students are equipped with reflective thinking skills that support service delivery in their respective fields.
- **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. Organisational Chart of the Institute of Graduate Studies

Guidance and Psychological Counselling	Prof. Dr. Könül Memmedova
Preschool Education	Assoc. Prof. Dr. Derviş A. Toklu
Curriculum and Instruction	Prof. Dr. Umut Akçıl
Educational Administration, Supervision, Economics and Planning	Prof. Dr. Gökmen Dağlı
Creative Drama in Education	Assoc. Prof. Dr. Seçil Besim Ayhan
Music Education	Assist. Prof. Dr. Neriman Soykunt
Measurement and Evaluation in Education	Prof. Dr. Çiğdem Hürsen
Entrepreneurship and Innovation in Education	Prof. Dr. Fahriye Altınay Aksal
Computer Education and Instructional Technologies	Prof. Dr. Fahriye Altınay Aksal
Art Education	Assoc. Prof. Dr. Fatma Miralay
Environmental Education	Prof. Dr. Aşkın Kiraz
Special Education	Prof. Dr. Mukaddes Sakallı Demirok
Secondary Education Teacher Training	Assoc. Prof. Dr. Didem İşlek
Educational Sciences	Prof. Dr. Zehra Altınay Gazi
Fine Arts Education	Assoc. Prof. Dr. Emine Kivanç Öztuğ
Mathematics and Science Education	Prof. Dr. Engin Baysen
Human Resources Education	Prof. Dr. Hüseyin Bicen
Foreign Language Education	Prof. Dr. Mustafa Kurt
Social Sciences and Turkish Education	Prof. Dr. Mustafa Yeniasır

Tourism, Engineering, and Architecture

Tourism Management

Prof. Dr. Nesrin M. Bahçelerli

Landscape Architecture

Prof. Dr. Özge Özden

Food Engineering

Assist. Prof. Dr. Şebnem Güler

Physical Education and Sports

Prof. Dr. Nazım Serkan Burgul

Dentistry

Prosthodontics

Prof. Dr. M. Mutahhar Ulusoy

Oral and Maxillofacial Surgery

Assoc. Prof. Dr. Lokman Onur Uyanık

Restorative Dentistry

Prof. Dr. Nuran Ulusoy

Endodontics

Assoc. Prof. Dr. Fatma Basmacı

Orthodontics

Assist. Prof. Dr. Beste Kamiloğlu

Pediatric Dentistry

Assoc. Prof. Dr. Özay Önöral

Oral and Maxillofacial Radiology

Prof. Dr. Seçil Aksoy

Periodontology

Prof. Dr. Güney Yılmaz

Engineering

Electrical and Electronics Engineering

Prof. Dr. Bülent Bilgehan

Mechanical Engineering

Prof. Dr. Hüseyin Çamur

Biomedical Engineering

Assoc. Prof. Dr. Süleyman Aşır

Mechatronics Engineering

Assist. Prof. Dr. Mohammad Karimzadeh

Law

Public Law

Prof. Dr. Yeter Tabur

Private Law

Assoc. Prof. Dr. Aysun Beydola

International Law

Assoc. Prof. Dr. Nabi Berkut

Graduate Programs Coordinator (International Law)

Merve Gertik

Health Sciences

Surgery	Prof. Dr. Deniz Seyrek-İntaş
Obstetrics and Gynaecology	Prof. Dr. Selim Aslan
Internal Medicine	Assist. Prof. Dr. Mehmet Ege İnce
Midwifery	Assoc. Prof. Dr. Filiz Yarıcı
Nutrition and Dietetics	Assoc. Prof. Dr. Mustafa Hoca
Physiotherapy and Rehabilitation	Assoc. Prof. Dr. Tuba Yerlikaya
Audiology Program Coordinator	Specialist Audiologist Uğur Belet
Architecture and Planning	
Architecture	Assist. Prof. Dr. Ayşe Gertik
Interior Architecture	Assist. Prof. Dr. Çağla Beyaz Bolat
Graduate Coordinator, Faculty of Architecture	Assist. Prof. Dr. Umran Duman
Graduate Coordinator, Interior Architecture	Assist. Prof. Dr. Simge Bardak Derenel
Social Sciences and Humanities	
Islamic History	Prof. Dr. Mehmet Mahfuz Söylemez
Arabic Language and Rhetoric	Assoc. Prof. Dr. Mustafa Kelebek
Media and Communication Studies	Assoc. Prof. Dr. Ayhan Dolunay
Basic Communication Sciences	Assist. Prof. Dr. İbrahim Özejder
Business and Economics	
Business Administration	Prof. Dr. Şerife Eyüpoğlu
Economics	Prof. Dr. Hüseyin Özdeşer
Innovation and Knowledge Management	Prof. Dr. Fezile Özdamlı
Political Science and International Relations	Assoc. Prof. Dr. Sait Akşit
Banking and Finance	Prof. Dr. Turgut Türsoy
International Business	Assist. Prof. Dr. Ayşe Gözde Karaatmaca
Marketing	Assoc. Prof. Dr. Ahmet Ertugan
Banking and Accounting	Prof. Dr. Aliya Işıksal
Human Resources Management	Assist. Prof. Dr. Hüseyin Baykan

Information Technologies

Software Engineering	Prof. Dr. Fadi Al-Turjman
Computer Information Systems	Prof. Dr. Nadire Çavuş
Artificial Intelligence Engineering	Prof. Dr. Gülsüm Aşıksoy
Computer Engineering	Prof. Dr. Rahib Abiyev
Cyber Security Engineering	Assoc. Prof. Dr. Idoko John Bush
Management Information Systems	Prof. Dr. Fezile Özdamlı

1.5. Governance of the Graduate School of Education.

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 Graduate School of Education

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)
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.

In order to graduate from a thesis-based master's program, students are required to successfully 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 successfully 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 fulfill 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 fulfill 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 PhD Programme in Medical Biochemistry received its approval to commence instruction through the decision of the Higher Education Planning, Evaluation, Accreditation and Coordination Council (YÖDAK), dated June 30, 2014 and numbered 33/2006-14/499, and has been admitting students since that date.

The primary aim of the PhD Programme in Medical Biochemistry is to educate scientists who are capable of comprehensively investigating biochemical processes in living systems at the molecular and cellular levels, possess advanced theoretical knowledge, and demonstrate the ability to conduct independent research and produce original scientific contributions. The programme seeks to provide an in-depth understanding of the structure–function relationships of biomolecules, the regulation of metabolic pathways, and the molecular and biochemical basis of disease mechanisms, as well as the significance of these processes in diagnosis, treatment, and disease monitoring. Doctoral candidates acquire advanced expertise in modern and high-level laboratory techniques and analytical methodologies. The programme enhances students' abilities to formulate original research questions, design and conduct scientific studies, perform advanced statistical data analysis, and interpret and disseminate research findings in accordance with international scientific standards. Emphasis is placed on adherence to scientific and research ethics, interdisciplinary collaboration, and the development of critical and analytical thinking skills. Furthermore, the programme aims to support graduates in pursuing academic careers as faculty members or researchers at universities and research institutions, as well as assuming leadership roles in advanced research and development activities within the biotechnology, pharmaceutical, and diagnostic sectors.

2.2. Type of Education

The programme is a thesis-based graduate programme and is designed to be delivered through on-campus education.

2.3. Level of Qualification

A programme consists of at least seven courses, a seminar course, and a thesis, with a minimum total of twenty-one credits. The seminar course and the thesis are non-credit components and are evaluated on a pass/fail basis. The PhD programme comprises a minimum of 240 ECTS credits in total, including at least eight courses (including the seminar course) and the thesis, with no less than 60 ECTS credits allocated per academic year.

Programme Requirements

1. Possesses advanced theoretical and practical knowledge in Medical Biochemistry and integrates it with related disciplines to develop an integrated understanding.
2. Critically evaluates up-to-date scientific literature, databases, and research outcomes to generate new ideas and approaches and possesses advanced proficiency in English for effective communication.
3. Independently defines original scientific problems, formulates hypotheses, and designs and conducts advanced research.
4. Develops or improves existing methodologies and introduces novel approaches and technologies in Medical Biochemistry.
5. Analyzes complex data using advanced statistical and bioinformatic tools and produces publishable, original scientific outcomes.

6. Leads and manages complex and original research projects independently and provides leadership within laboratory and research teams.
7. Maintains a lifelong learning attitude and continuously integrates new scientific advances into research and professional practice.
8. Communicates scientific data and findings effectively at national and international levels; demonstrates leadership and collaboration in multidisciplinary and multicultural settings.
9. Acts with full adherence to ethical principles, laboratory safety, and academic integrity; demonstrates social and scientific responsibility.
10. Applies scientific knowledge, skills, and leadership capacity to improve healthcare practices and contribute to the advancement of medical biochemistry as a discipline.

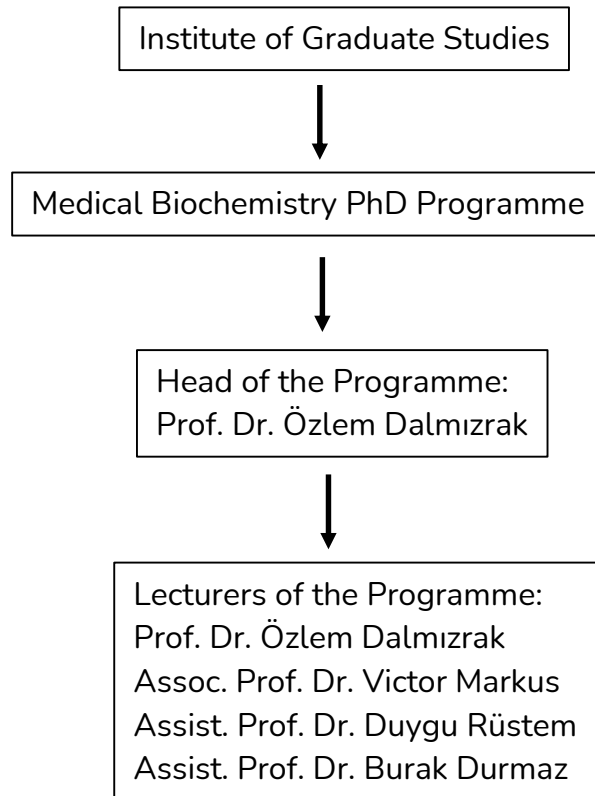
2.4. Language of Instruction

The language of instruction of the PhD Programme in Medical Biochemistry is English.

2.5. Duration of the Programme

The PhD program in Medical Biochemistry consists of eight semesters, with a maximum completion period of twelve semesters

2.6. Organizational Chart of the Programme



2.7. Programme Coordinator

Prof. Dr. Özlem Dalmızrak

Near East University, Faculty of Medicine, Department of Medical Biochemistry

Nicosia / TRNC

Phone: +90 (0392) 675 1000-3020

e-mail: ozlem.dalmizrak@neu.edu.tr

2.8. Programme's Administrative and Academic Staff

The PhD Programme in Medical Biochemistry is conducted under the supervision of Prof. Dr. Özlem Dalmızrak, with the contributions of the full-time faculty members of the Department of Medical Biochemistry.

Prof. Dr. Özlem Dalmızrak (Head of Department)

Assoc. Prof. Dr. Victor Markus (Academic Staff Member)

Assist. Prof. Dr. Duygu Rüstem (Academic Staff Member)

Assist. Prof. Dr. Burak Durmaz (Academic Staff Member)

3. MISSION AND VISION OF THE PROGRAMME

3.1. Mission

The mission of the PhD Programme in Medical Biochemistry is to educate highly qualified scientists who are capable of advanced analysis of biochemical, molecular, and cellular processes in living systems, conduct original and innovative research, effectively apply scientific methodologies, and translate generated knowledge into diagnostic, therapeutic, and monitoring practices in health sciences. The programme aims to train researchers who adhere to the principles of scientific ethics, academic integrity, and social responsibility; possess strong critical and analytical thinking skills; and actively participate in interdisciplinary and multicenter research. In addition, the programme seeks to provide sustainable, high-impact scientific contributions to health sciences by fostering national and international scientific collaborations.

3.2. Vision

The vision of the PhD programme in Medical Biochemistry is to be a doctoral programme with high national and international recognition, grounded in scientific excellence in education and research, encouraging innovative and advanced technology-based studies, and producing pioneering scientific solutions to current and future challenges in health sciences. The programme aspires to offer a dynamic academic and research environment that promotes continuous improvement and quality, while supporting

graduates in assuming leadership and influential roles in academia, research institutions, biotechnology and the healthcare sector.

4. FUNDAMENTAL VALUES OF THE PROGRAMME

The PhD Programme in Medical Biochemistry is founded on a strong commitment to scientific ethics and academic integrity in all educational, research, and scholarly activities. The programme embraces a culture of scientific excellence and quality in accordance with national and international standards, encouraging the generation of original and innovative scientific knowledge. It prioritizes the development of critical and analytical thinking skills, promoting evidence-based and multidimensional evaluation of scientific data. The programme supports interdisciplinary collaboration and multicenter research, strengthening interaction with related disciplines within the health sciences and beyond. Emphasizing social responsibility, the programme values the application of scientific knowledge for the benefit of public health, in alignment with societal needs and national priorities. With a focus on sustainability and continuous improvement, the programme encourages the integration of scientific and technological advancements into education and research processes. It actively promotes internationalization through global scientific communication and academic mobility, while upholding the principles of fairness, transparency, equality, and merit in all educational and evaluation processes. Furthermore, the programme fosters a culture of lifelong learning, supporting graduates in maintaining continuous professional and academic development.

5. AREAS OF PROGRAMME ACTIVITY

Education and Training: The Medical Biochemistry PhD Programme provides a comprehensive education and training framework aimed at equipping students with advanced theoretical knowledge and practical competencies in the field. The programme includes in-depth courses covering fundamental and advanced topics in Medical Biochemistry, supported by laboratory-based training. Students are trained to effectively apply modern biochemical analysis techniques and approaches in molecular and clinical biochemistry. Doctoral dissertation studies are conducted under close academic supervision in accordance with scientific research methodologies and ethical principles, fostering the development of independent research skills, critical thinking, and the ability to generate original scientific knowledge.

Research and Development: The research and development activities of the programme focus on conducting original, innovative, and high-quality scientific research in the field of Medical Biochemistry. Research topics include biochemical and molecular mechanisms, the role of biomarkers in diagnosis and prognosis, the biochemical basis of metabolic and systemic diseases, and advanced clinical diagnostic methods. The preparation and implementation of national and international research projects are encouraged, and the dissemination of research outcomes through publications in peer-reviewed journals and presentations at scientific meetings is actively supported. The programme also emphasizes the development of interdisciplinary and multicenter research collaborations.

Professional Development and Continuing Education: The Medical Biochemistry PhD Programme aims to support the continuous academic and professional development of its students. In this context, current scientific and technological advancements in the field are closely monitored and integrated into the training process. Participation in

national and international congresses, symposia, workshops, and specialized courses is encouraged. The programme supports the acquisition of competencies related to research ethics, scientific publishing, grant and project writing, and academic career development, thereby enabling graduates to assume effective roles in academic, clinical, and research-oriented professional environments.

Social Contribution and Community Service: The social contribution and community service activities of the programme are based on the principle of transferring scientific knowledge generated in the field of Medical Biochemistry to societal benefit. These activities include providing scientific consultancy and public information on biochemical processes and disease mechanisms relevant to public health. The programme contributes academically to clinical laboratory practices aimed at improving the quality of healthcare services and promotes collaborative projects with public institutions, healthcare organizations, and non-governmental organizations. Enhancing public awareness and promoting health literacy through the dissemination of scientific knowledge are regarded as key responsibilities of the programme.

6. AIMS AND OBJECTIVES OF THE PROGRAMME

6.1. Objectives

The primary objective of the Medical Biochemistry PhD Programme is to educate individuals who possess advanced theoretical knowledge, high-level analytical thinking skills, and the ability to conduct independent scientific research in the field of Medical Biochemistry. The programme aims to enable students to comprehensively understand biochemical and molecular mechanisms and to evaluate health and disease processes from a scientific perspective. Furthermore, the programme seeks to train innovative and critical-thinking academics and researchers who adhere to ethical principles and are

capable of contributing to the generation of scientific knowledge at national and international levels.

6.2. Aims

The Medical Biochemistry PhD Programme aims to ensure that students acquire the ability to effectively apply advanced biochemical analysis techniques and to define original research problems and address them using scientific methodologies. The programme targets the development of competencies in experimental design, data analysis, and scientific reporting, as well as the ability to disseminate research findings through presentations and publications at national and international scientific platforms. In addition, the programme seeks to enhance students' interdisciplinary collaboration skills, foster adherence to academic and professional ethical standards, promote lifelong learning, and prepare graduates to assume leadership roles in academic, clinical, and research-oriented professional environments.

7. PROGRAMME QUALIFICATIONS

7.1. Programme Qualifications

PQ1. Possesses advanced theoretical and practical knowledge in Medical Biochemistry and integrates it with related disciplines to develop an integrated understanding.

PQ2. Critically evaluates up-to-date scientific literature, databases, and research outcomes to generate new ideas and approaches and possesses advanced proficiency in English for effective communication.

PQ3 Independently defines original scientific problems, formulates hypotheses, and designs and conducts advanced research.

PQ4. Develops or improves existing methodologies and introduces novel approaches and technologies in Medical Biochemistry.

PQ5. Analyzes complex data using advanced statistical and bioinformatic tools and produces publishable, original scientific outcomes.

PQ6. Leads and manages complex and original research projects independently and provides leadership within laboratory and research teams.

PQ7. Maintains a lifelong learning attitude and continuously integrates new scientific advances into research and professional practice.

PQ8. Communicates scientific data and findings effectively at national and international levels; demonstrates leadership and collaboration in multidisciplinary and multicultural settings.

PQ9. Acts with full adherence to ethical principles, laboratory safety, and academic integrity; demonstrates social and scientific responsibility.

PQ10. Applies scientific knowledge, skills, and leadership capacity to improve healthcare practices and contribute to the advancement of medical biochemistry as a discipline.

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

The Turkish Qualifications Framework for Higher Education (TQF-HE) has been established to ensure the quality assurance of higher education programmes in Türkiye and to define national qualifications. This framework has been designed in alignment with the European Qualifications Framework (EQF) and encompasses **undergraduate, master's, and doctoral** levels of higher education.

A) Structure of the TQF-HE

The Turkish Qualifications Framework for Higher Education (TQF-HE) is structured into **four levels** to define and classify learning outcomes within education and training processes. These four levels are grouped as follows: **Associate Degree (Level 5)**, **Bachelor's Degree (Level 6)**, **Master's Degree (Level 7)**, and **Doctoral Degree (Level 8)**. Detailed information regarding **each level** is provided below.

- **Associate Degree (Level 5):** This is the level at which foundational knowledge and skills are acquired. It lasts for two (2) years.
- **Bachelor's Degree (Level 6):** This is the level at which more comprehensive knowledge and skills are acquired. These programmes can be knowledge- or application-oriented. It lasts for four (4) years.
- **Master's Degree (Level 7):** This is a level at which more advanced knowledge and skills are acquired, in addition to the Bachelor's level. It lasts for two (2) years.
- **Doctoral Degree (Level 8):** This is the highest level, at which knowledge and skills based on original research are developed. It lasts for three (3) or four (4) years.

Each level is defined by **level descriptors**, which specify the expected learning outcomes in terms of **knowledge, skills, and competence***. Detailed information regarding these **level descriptors** is provided below:

***Knowledge:** Within the scope of the TQF-HE, “**knowledge**” refers to theoretical and/or factual understanding of facts, principles, theories, and practices related to a field of study or work.

***Skills:** Within the scope of the TQF-HE, “**Skills**” encompass the ability for logical, intuitive, and creative thinking, as well as the manual dexterity, acquired in a field of study or learning; it also refers to the "application of knowledge" and "problem-solving" skills, which necessitate the use of methods, ethics, and tools and materials.

***Competence:** Within TQF-HE, “**competence**” is a concept that encompasses the application of knowledge and skills within a work or learning environment by taking responsibility and/or autonomously; the determination and meeting of learning needs; and furthermore, the consideration of societal and ethical responsibilities.

The level descriptors are used to define **programme qualifications (learning outcomes)**, determine their levels, and **align the TQF-HE with international and national qualification frameworks**. In this context, **the qualifications** (learning outcomes) **determined for the programmes** are organized according to the aforementioned level descriptors (**Knowledge, Skill, and Competence**). Each level is defined **within the scope of the common learning outcomes** that the competencies for that level possess.

B) Developing the Programme Qualifications –

TQF-HE Relationship Matrix

"TURKISH QUALIFICATIONS FRAMEWORK (TQF) - COUNCIL OF HIGHER EDUCATION Level 8 Core Qualifications"	NEAR EAST UNIVERSITY - FACULTY OF MEDICINE - MEDICAL BIOCHEMISTRY PhD PROGRAMME									
KNOWLEDGE - Theoretical / Factual	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Based on master's level qualifications, develops and deepens up-to-date and advanced knowledge in the field at a level of expertise through original thought and/or research, and attains original definitions that bring innovation to the field.	5	5	5	5	5	5	5	5	4	4
Comprehends interdisciplinary interactions related to the field; reaches original conclusions by using knowledge requiring expertise in the analysis, synthesis, and evaluation of new and complex ideas.	5	5	5	5	5	5	5	5	4	5
Possesses advanced knowledge of computers and other technological tools, as well as field-specific devices and equipment, at the level required by the health field.	4	4	5	5	4	5	5	4	3	4
Is aware of the importance of ethical principles and ethics committees for individuals and society.	5	5	5	5	5	5	5	5	5	5
Possesses knowledge of statistical methods that are continuously used in studies conducted in the health field.	4	5	5	5	5	5	4	4	3	4

SKILLS -Cognitive -Practical	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Evaluates and uses new knowledge in the field through a systematic approach.	5	5	5	5	5	5	5	5	4	5
Develops a new idea, method, design, and/or application that brings innovation to the field, or applies a known idea, method, design, and/or application to a different field; investigates, comprehends, designs, adapts, and implements an original topic.	5	5	5	5	5	5	5	5	4	5
Is able to write the report of the research conducted or participated in and publishes it in a nationally or internationally recognized peer-reviewed journal, and presents it at scientific meetings.	4	4	5	5	5	5	5	5	4	4
Carries out critical analysis, synthesis, and evaluation of new and complex ideas.	5	5	5	5	5	5	5	5	4	5
Possesses advanced skills in using research methods in studies related to the field.	5	5	5	5	5	5	5	5	4	4
Uses computers and other technological tools, as well as field-specific devices and equipment, at an advanced level required by the health field to conduct necessary examinations and to develop new and creative solutions to problems.	4	5	5	5	5	5	5	5	4	5
COMPETENCE - Ability to Work Independently and Take Responsibility	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Independently carries out an original study that brings innovation to the field by developing a new idea, method, design, and/or application, or by applying a known	5	5	5	5	5	5	5	5	4	5

idea, method, design, and/or application to a different field, thereby contributing to advancement in the field.										
Performs statistical analyses at a level sufficient to evaluate a scientific article.	4	5	5	5	5	5	4	4	4	4
Expands the boundaries of knowledge in the field by publishing at least one scientific article in nationally and/or internationally peer-reviewed journals.	4	4	5	5	4	5	4	5	5	5
Provides leadership in environments that require the resolution of field-specific and interdisciplinary problems.	5	5	5	5	4	5	5	4	4	5
COMPETENCE - Learning Competency	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Develops new ideas and methods related to the field by using higher-order cognitive processes such as creative and critical thinking, problem solving, and decision making.	5	5	5	5	5	5	5	5	4	5
Follows evidence-based practices and conducts research in the field to generate evidence related to professional practice.	5	5	5	5	5	5	5	5	4	5
Applies advanced principles of professional development and lifelong learning related to the health field in the work carried out.	5	5	5	5	5	5	5	5	4	5
COMPETENCE- Communication and Social Competency	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10

Examines social relations and the norms that shape these relations from a critical perspective, develops them, and manages actions aimed at changing them when necessary.	5	5	5	4	4	5	5	5	5	5
Defends original viewpoints in discussions of field-related topics with experts and establishes effective communication that demonstrates competence in the field.	5	5	5	5	4	5	5	5	5	5
Uses a foreign language at a minimum of the Common European Framework of Reference (CEFR) C1 level to communicate and engage in discussions at an advanced level in written, oral, and visual forms.	5	5	5	5	4	5	5	5	4	5
COMPETENCE - Area-Specific Competency	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
Contributes to the process of becoming and sustaining an information society by introducing scientific, technological, social, or cultural advances in the field of health to the community in which they live.	5	5	5	5	4	5	5	5	5	5
Establishes effective interaction by using strategic decision-making processes in solving problems encountered in their field.	5	5	5	5	4	5	5	5	5	5
Contributes to the resolution of social, scientific, cultural, and ethical issues encountered in health-related matters and supports the development of these values.	5	5	5	5	4	5	5	5	5	5
Has experience working with other health disciplines.	5	5	5	5	4	4	4	4	4	5
Selects and applies appropriate statistical methods in health-related studies, makes accurate interpretations, and performs analysis and synthesis.	4	5	5	5	5	5	4	4	3	4

Uses up-to-date developments and knowledge in the field of health for the benefit of society, in line with considerations related to children, families, national values, and the realities of the country.	5	5	5	5	4	4	4	4	5	5
NOTE: In the matrix, 1 indicates “very low,” 2 indicates “low,” 3 indicates “medium,” 4 indicates “high,” and 5 indicates “very high” contribution.										

7.3. Relationship Between Courses and Programme Qualifications

A) Developing the Course–Programme Qualification Relationship Matrix

				PROGRAMME QUALIFICATIONS									
	DERS KODU	DERS ADI	ECTS	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10
1. YEAR / 1. SEMESTER	GCC602	Education for Learning	7,5	3	3	4	3	3	3	5	4	5	4
	BIK706	Advanced Cancer Biochemistry	7,5	5	5	4	4	4	3	5	5	5	5
	BIK750	Oxygen Radicals in Biological Systems	7,5	5	5	4	4	4	3	5	5	5	5
	BIK751	Clinical Laboratory Techniques	7,5	4	5	5	5	5	3	5	5	5	5
1. YEAR / 2. SEMESTER	GCC603	Research Methods and Ethics	7,5	3	3	5	3	5	3	5	5	5	4
	BIK702	Protein Biochemistry and Proteomics	7,5	5	5	4	4	4	3	5	5	5	5

	BIK722	Hormone Biochemistry	7,5	5	5	4	4	4	3	5	5	5	5
	BIK733	Seminar	7,5	5	5	4	4	3	3	5	5	5	5
2. YEAR 1. SEMESTER	BIK700	Thesis	30	5	5	5	5	5	5	5	5	5	5
2. YEAR 2. SEMESTER	BIK700	Thesis	30	5	5	5	5	5	5	5	5	5	5
3. YEAR 1. SEMESTER	BIK700	Thesis	30	5	5	5	5	5	5	5	5	5	5
3. YEAR 2. SEMESTER	BIK700	Thesis	30	5	5	5	5	5	5	5	5	5	5
4. YEAR 1. SEMESTER	BIK700	Thesis	30	5	5	5	5	5	5	5	5	5	5
4. YEAR 2. SEMESTER	BIK700	Tez	30	5	5	5	5	5	5	5	5	5	5

Total Courses: 8 Total ECTS: 240

Note: References On the Matris: 1 "Very Low", 2 "Low", 3 "Average", 4 "High", 5 "Very High"

8. COURSE LIST

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

INSTITUTE OF GRADUATE STUDIES

MEDICAL BIOCHEMISTRY PHD PROGRAMME

1. Semester

KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E
GCC602	Öğrenme için Eğitim	Education for Learning	C	3	-	3	7,5
BIK706	İleri Kanser Biyokimyası	Advanced Cancer Biochemistry	E	3	-	3	7,5
BIK750	Biyolojik Sistemlerde Oksijen Radikalleri	Oxygen Radicals in Biological Systems	C	3	-	3	7,5
BIK751	Klinik Laboratuvar Teknikleri	Clinical Laboratory Techniques	E	3	-	3	7,5
Total						12	30

2. Semester

KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E
GCC603	Araştırma Yöntemleri ve Etik	Research Methods and Ethics	C	3	-	3	7,5
BIK702	Protein Biyokimyası ve Proteomiks	Protein Biochemistry and Proteomics	C	3	-	3	7,5
BIK722	Hormon Biyokimyası	Hormone Biochemistry	E	3	-	3	7,5
BIK733	Seminer	Seminar	C	-	-	0	7,5
Total						9	30

	3. Semester							
KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30
	5. Semester							
KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30
	7. Semester							
KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30

	4. Semester							
KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30
	6. Semester							
KOD	DERS ADI	COURSE NAME	C/E	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30
	8. Semester							
KOD	DERS ADI	COURSE NAME	C/ES	T	P	C	E	
BIK700	Tez	Thesis	C			-		30
Total								30

8.2. University-Wide Common Compulsory Courses

GCC602 Education for Learning and GCC603 Research Methods and Ethics are graduate compulsory courses taught university-wide. Link to Common Course Contents:

<https://odk.neu.edu.tr/dersler/>

8.3. Course Syllabi

Presented separately.

9. PRINCIPLES OF ASSESSMENT AND EVALUATION

9.1. Examination Rules*

Assessment and evaluation processes aim to evaluate the learning outcomes of the courses offered within the Medical Biochemistry PhD Programme. The types of examinations used in the programme, examination procedures, the diversity of assessment tools, and course-based evaluation criteria are carried out in accordance with the principles determined by the University's Measurement and Evaluation Coordination Office. The assessment and evaluation methods for each course may include midterm examinations, final examinations, assignments, projects, laboratory assessments, presentations, and similar assessment tools. Details regarding which tools are used and how they are applied in specific courses are announced by the relevant instructors.

9.2. Letter Grade Conversion Table

Students' academic performance is evaluated by the instructor based on in-semester work and end-of-semester examination results. Letter grades are expressed on a 4.00 scale and correspond approximately to achievement ranges on a 100-point scale. This

grading system serves as the basis for calculating the student's Grade Point Average (GPA).

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

<i>Points</i>	<i>Letter Grade</i>	<i>Coefficient</i>
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:

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

(I) – Incomplete: This grade is assigned by the instructor to students who, due to illness or another valid reason, have successfully participated in the course during the semester but have not completed the required course components. A student receiving an (I) grade must complete the missing requirements and receive a final grade within 15 days from the date the grades are submitted to the Student Affairs Office. Otherwise, the (I) grade will automatically be converted to (FF). However, in cases of prolonged illness or similar circumstances, the Department Chair

may propose, and the Faculty Administrative Board may approve, an extension of the (I) grade until the beginning of the next registration period.

(S) – Satisfactory: This grade is given for courses that do not count towards the grade point average to students who have passed the course. The (S) grade is also assigned for previously completed courses recognized as equivalent for students transferring from other universities or re-enrolling through an entrance exam, upon the recommendation of the Department Chair and approval of the Faculty Administrative Board. Students transferring from outside who are required to retake a course according to regulations cannot receive an (S) grade. The (S) grade is not included in GPA calculations.

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

(U) – Unsatisfactory: This grade is assigned to students who are unsuccessful in courses that do not count towards the GPA.

(EX) – Exempt: This grade is assigned to students who have been exempted from certain courses determined by the Senate, based on the results of an exemption exam administered by the relevant department. The (EX) grade is not included in GPA calculations but is indicated on transcripts.

(W) – Withdrawn: This grade is used for courses from which a student withdraws after the regular add/drop period has ended but within the first ten weeks of the semester, with the recommendation of the advisor and the approval of the instructor. The following rules apply to withdrawals: **(a)** Students cannot withdraw from courses in the first two semesters of undergraduate programmes. **(b)** A student cannot withdraw from courses previously assigned a (W) grade or from courses that must be repeated and do not count towards the GPA. **(c)** A student may not reduce their course load below two-thirds of the normal course load through withdrawal. **(d)** During their entire undergraduate education, a student may withdraw from a maximum of six courses, with no more than one course per semester, subject to the recommendation of the advisor and the approval of the instructor.

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

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

10. STUDENT ADMISSION AND REGISTRATION REQUIREMENTS

Graduates of the Faculties of Medicine, Veterinary Medicine, Pharmacy (five-year programmes), and Dentistry, as well as graduates holding a master's degree in Biochemistry, Biotechnology, Bioengineering, Molecular Biology and Genetics, Microbiology, Medical Biology, Chemistry, or Biology, may apply to the doctoral programme. Applicants are required to meet the admission requirements of the Near East University Institute of Graduate Studies.

Near East University Postgraduate Education and Teaching Regulations Link:

<https://neu.edu.tr/wp-content/uploads/2023/11/07/NEU-POSTGRADUATE-EDUCATION-TEACHING-REGULATION-07.11.2023.pdf>

For applicants applying to the doctoral programme with a thesis master's degree, the minimum required master's grade point average is 3.00 out of 4.00. For graduates of the Faculties of Medicine, Veterinary Medicine, Pharmacy (five-year programmes), and Dentistry, the minimum required undergraduate grade point average is 3.00 out of 4.00. Applicants must have obtained at least 55 (fifty-five) standard points from the ALES examination in the score type relevant to the programme they are applying for. However, the ALES requirement is not sought for student admissions to the Fine Arts and Performing Arts Departments and Major Art Programmes, nor for applications to doctoral/proficiency in art/specialization in medicine/specialization in dentistry/specialization in veterinary medicine/specialization in pharmacy programmes by graduates of these fields. In addition, the ALES requirement is not sought for students from countries other than Türkiye and the Turkish Republic of Northern Cyprus (TRNC). Applicants who apply to programmes taught in English are required to obtain at least a grade of C from the Near East University Foreign Language Examination (NPT) administered by the NEU Rectorate. In cases where a foreign language examination is

stipulated, applicants may be exempted from the foreign language (English) examination within the framework of subparagraph (b) of Article 8 of the Post-Graduate Education and Teaching Regulation. Except for subparagraphs 1, 3, and 5 of subparagraph (b) of Article 8 of this Regulation, Turkish citizen doctoral students who are exempt from the foreign language (English) examination and doctoral students who will apply for equivalency recognition by the Council of Higher Education (YÖK) are required, prior to taking the proficiency examination, to obtain at least 55 points for programmes taught in Turkish and at least 60 points for programmes taught in English from centralized foreign language examinations accepted by the Council of Higher Education, or equivalent scores from international language examinations recognized by ÖSYM (55 points for Turkish programmes and 60 points for English programmes). The validity period of examinations accepted by the Council of Higher Education is five years, while the validity period of international examinations for which no validity period is specified is three years. For students admitted to the doctoral programme who have obtained their master's degree in fields different from the doctoral programme to which they have been admitted, or who have obtained their master's degree from higher education institutions other than the institution to which they have been admitted, a scientific preparatory programme consisting of a maximum of four courses shall be implemented.

11. EVALUATION AND RECOGNITION OF PRIOR LEARNING

A successful student who has completed at least one semester in another Department/Programme within the same higher education institution, or in a graduate programme at another higher education institution, may be admitted to graduate programmes through lateral transfer. Applications for lateral transfer are reviewed for

compliance with the admission conditions determined by the Senate and are decided upon by the relevant Department/Programme Academic Board. In lateral transfers, up to a maximum of two-thirds (2/3) of the courses taken at the previous institution may be recognized. Students who wish to be exempt from courses must apply to the Institute of Graduate Studies within ten working days following final registration by submitting a petition, along with an officially approved transcript, course descriptions, and documentation of course hour distributions. Requests for course exemption and academic adjustment are examined by the relevant Graduate Programme / Programme Commission; recommendations are submitted to the Institute Administrative Board, which makes the final decision. After the decision is communicated to the student, a written appeal may be submitted to the Institute within five working days. Exemption and course adjustment procedures are carried out based on the compatibility of course content in terms of credits, ECTS, course hours, learning outcomes, and teaching methods with the corresponding courses in the student's new programme. In cases of lateral transfer to a doctoral programme, qualification examinations administered by another university are not recognized, and applicants are required to have fulfilled the foreign language examination requirement.

12. DIPLOMA SUPPLEMENT

When preparing the **diploma supplement** for postgraduate programmes, the relevant information must be presented in a **systematic and explanatory manner** within the framework of the headings outlined below.

1. Information Related to the Graduate's Identity

- Surname and given name of the graduate
- Place and date of birth

- Student number or identification information

2. Information Regarding the Qualification Awarded by the Diploma

- Name of the diploma programme and the degree awarded to the graduate (e.g., Bachelor of Arts – B.A.)
- Field of graduation (e.g., Department of Curriculum and Instruction)
- Name and status of the higher education institution awarding the diploma
- Name and type of the institution where the education was conducted
- Language of instruction and examination

3. Information Regarding the Level of the Qualification

- Programme level (e.g., Master's Degree – Level 7)
- Duration of the programme (e.g., 2 years, 2 semesters per year, 16 weeks per semester)
- Admission requirements (e.g., entrance examination, language proficiency)

4. Programme Content and Learning Outcomes

- Type of education (e.g., Formal Education)
- Programme completion requirements (e.g., minimum cumulative GPA of 3.00 on a 4.00 scale)
- General objectives of the programme and its learning outcomes
- Course curriculum, including credit/ECTS information and grades
- Grading system and classification of achievement (e.g., definitions of honor students)

- Diploma grade and overall academic performance (e.g., CGPA)

5. Use of the Qualification

- Acquired professional competence or the status of professional practice

6. Additional Information

- Accreditation and quality assurance information of the programme
- Web addresses of the institute, department, university, and relevant authorities.

7. Document Authentication

- Date of issue of the document
- Name, position, and signature of the authorized person
- Official seal or stamp

8. Information on the National Higher Education System

- General structure of the education system in the TRNC
- Higher education levels, degree structure, and transfer conditions
- Explanations regarding accreditation and quality assurance processes

The Diploma Supplement must be prepared based on the blank template provided in the relevant link. The number of semesters may vary depending on the structure of the postgraduate programme. The document must be **in English** and **must be formatted in accordance with international standards**.

Diploma Supplement Blank Template:

https://drive.google.com/file/d/1yfNZzgNpZjKv_eDEQlRlaM6lohQ_bvkP/view?usp=sharing