Program Catalogue

Faculty of Arts and Sciences

CONTENTS

1. FACULTY OF ARTS AND SCIENCES

1.1. Establishmet of The Faculty

A) History and Academic Processes of the Faculty

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

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

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

Across all departments, in line with the mission and vision of the Faculty of Arts and Sciences, the aim is to educate specialists who are prepared to conduct research in both languages and capable of addressing potential social challenges. The mission, vision, aims, and objectives approved by the Faculty Board have been published on the faculty's website. The mission, vision, general aims, and objectives of each department have been updated in accordance with the university's mission

and quality policy, as well as the Turkish Higher Education Qualifications Framework (TYYÇ). Except for the Translation and Interpreting Department, all departments have been accredited by FEDEK, and course information packages were revised according to feedback received from the FEDEK Accreditation Board during the 2022–2023 academic year.

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

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

In all undergraduate programs within the Faculty of Arts and Sciences, the first two years consist predominantly of compulsory foundational courses. From the third year onward, elective courses allow students to focus on their areas of interest. In the Psychology Department, students are expected to complete an internship during the summer following their third year. In many departments, senior-year graduation projects and theses provide students with the opportunity to apply the knowledge gained in research methods and statistics courses and to prepare for graduate studies.

B) Educational Policy and Academic Objectives

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

The academic objectives of the faculty focus on equipping students with a broad intellectual framework while enabling specialization in their chosen fields.

Programs are designed to strengthen analytical reasoning, scientific inquiry, communication skills, and problem-solving abilities. The faculty also prioritizes integrating research into teaching, promoting experiential learning opportunities, and fostering a culture of innovation. Through modern curricula, effective mentorship, and international academic standards, the faculty aims to produce graduates who are competent, adaptable, and prepared for leadership roles in academia, industry, and the public sector.

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

C) Physical and Academic Infrastructure

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

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

D) Accreditation and Quality Policy

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

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

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

1.2. Faculty Mission, Vision and Core Values

A) Mission

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

and competencies necessary to navigate an increasingly complex and interconnected world.

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

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

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

B) Vision

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

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

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

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

C) Core Values

The Faculty of Arts and Sciences is guided by core values that champion academic integrity, excellence, and inclusivity. We value critical thinking, scientific curiosity, and the pursuit of lifelong learning. Our community is built upon respect, ethical responsibility, and a commitment to diversity and equal opportunities. We prioritize innovation, interdisciplinary collaboration, and continuous improvement in all academic and administrative processes. The Faculty is dedicated to student-centered learning, quality assurance, and transparent governance. These values shape our mission to cultivate responsible and forward-thinking individuals who make positive contributions to science, society, and global development.

1.3. Faculty Aims and Objectives

A) Writing of Objectives

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

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

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

B) Writing of Goals

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

- Monitor progress with measurable KPIs (graduation rates, employment outcomes, research outputs, student satisfaction) and publish annual performance reports for accountability.

C) Goals and Objectives Covering the Field of Education

The Faculty of Arts and Sciences aims to deliver a high-quality, student-focused educational experience that integrates academic rigor with modern teaching practices. One of the primary objectives is to ensure that all programs provide strong foundational knowledge while developing students' analytical thinking, problem-solving abilities, and communication skills. The faculty seeks to design curricula that are aligned with national qualifications frameworks, FEDEK standards, and international best practices to ensure consistency, relevance, and continuous improvement.

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

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

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

D) Goals and Objectives Covering the Field of Research

Objective 1: To educate qualified individuals who contribute to individuals' social and cultural development.

Target 1.1: To conduct regular community needs assessments in order to identify society's social, cultural, and educational needs.

Within this scope, annual evaluations will be carried out by identifying priorities related to educational gaps, workforce requirements, and cultural programs.

Target 1.2: To support lifelong learning by developing community-oriented courses and short certificate programs.

Accessible education and certificate programs will be designed and implemented in areas such as lifelong learning, teacher education, and digital literacy.

Target 1.3: To establish school partnership programs to support pre-university education.

Through mentoring activities, curriculum support, and guest lectures, the quality of education in STEM and humanities fields will be enhanced.

Target 1.4: To develop applied research and consultancy activities in order to transform academic knowledge and expertise into social benefit.

Faculty expertise will be transferred to solution-oriented projects for public institutions and industry.

Target 1.5: To provide free academic services to non-governmental organizations and local authorities.

Reports and studies that contribute to society will be carried out in areas such as evaluation, analysis, and program development.

Target 1.6: To organize public events to ensure the dissemination of scientific knowledge and cultural heritage to society.

Public awareness and civic dialogue will be promoted through open lectures, science cafés, seminars, and cultural events.

Target 1.7: To integrate community engagement activities into teaching and learning processes.

Students will gain practical experience through service learning, fieldwork, and community-based projects.

Target 1.8: To create continuous professional development (CPD) opportunities for in-service teachers and public officials.

Accredited CPD programs incorporating modular assessment and certification will be developed.

Target 1.9: To monitor and evaluate the impact of community engagement activities.

Regular monitoring and evaluation will be conducted through social impact reports, stakeholder surveys, and measurable indicators.

Target 1.10: To enhance the sustainability and broader impact of successful community engagement initiatives.

Effective projects will be scaled up and extended to wider audiences through partnerships and grant applications.

E) Goal and Objectives Covering Contributions to Society and Educational Services

Aim 1: To raise qualified individuals who contribute to the social and cultural development of the community.

- **Objective 1.1:** To enable students to participate in social responsibility projects.
- **Objective 1.2:** To organize course content that fosters cultural awareness among students.
- **Objective 1.3:** To support students' social and cultural development through innovative teaching methods.
- **Objective 1.4:** To formulate educational strategies based on the social and cultural needs of the community.
- **Objective 1.5:** To ensure the sharing of scientific knowledge and cultural heritage with the community.
- **Objective 1.6:** To organize public events, seminars, and training programs to protect cultural heritage, disseminate language awareness, and develop scientific thought.

1.4. Orginizational Chart of the Faculty

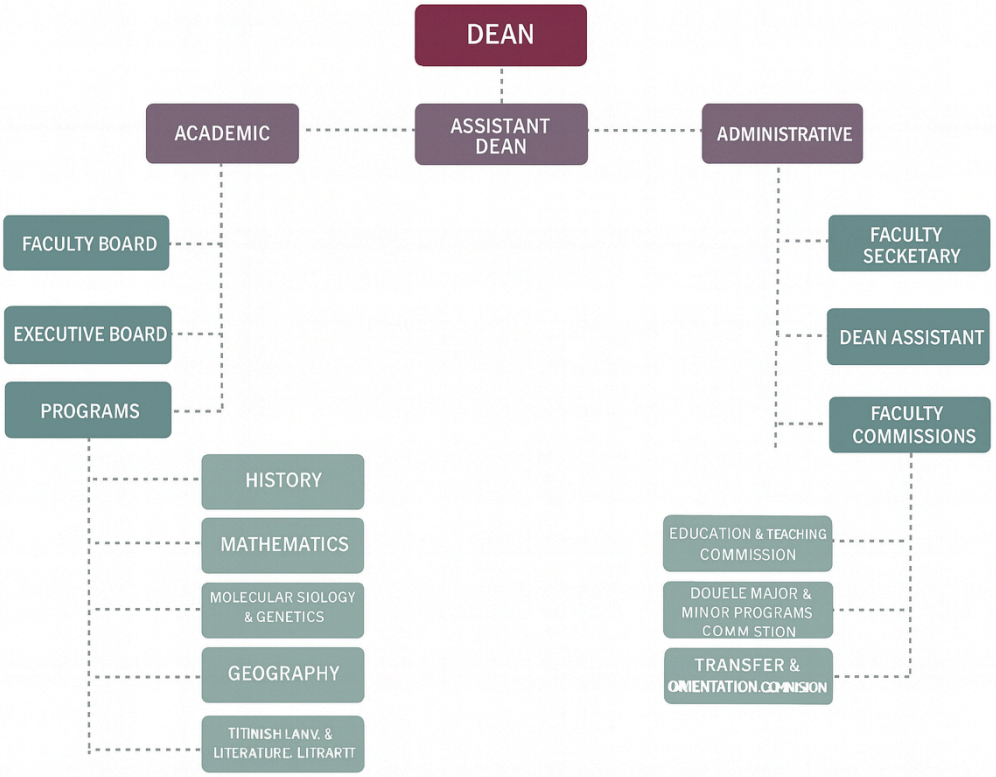
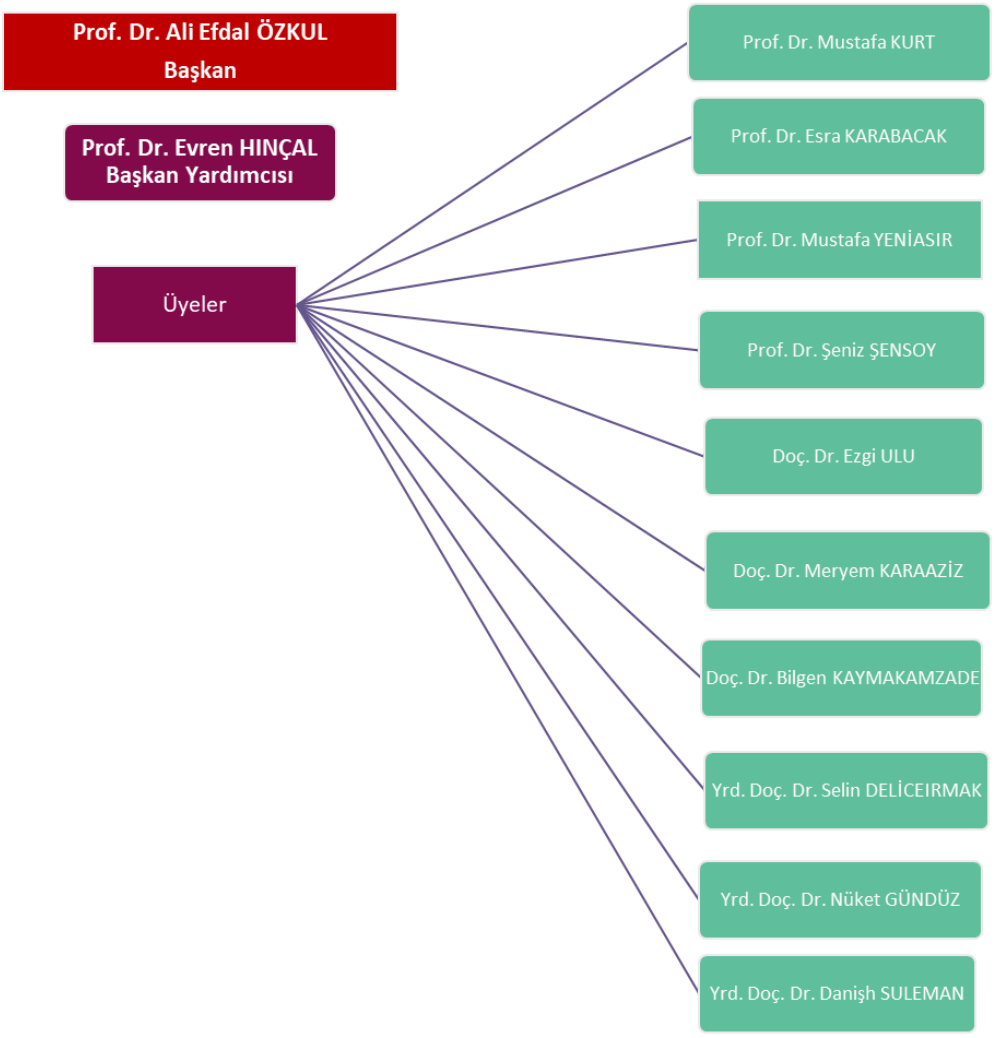


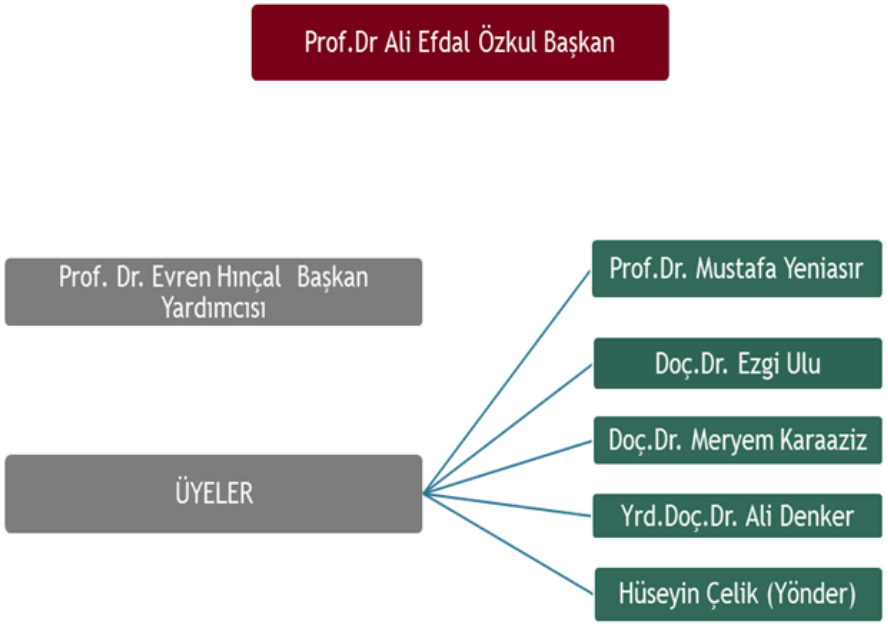
Figure 1. Organizational Chart

1.5. Faculty Administration

Administrative Board



Faculty Board



1.6. Academic Staff of the Faculty

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

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

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

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

The faculty also benefits from international scholars, visiting academics, and part-time instructors who enhance cultural diversity and bring global perspectives to the curriculum. This balanced mix of permanent and temporary staff enriches academic dialogue and broadens educational opportunities for students.

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

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

1.7. Programs within the Faculty

The Faculty of Arts and Sciences offers a wide range of academic programs at the undergraduate, graduate (Master's), and doctoral (Ph.D.) levels, providing extensive opportunities for students who wish to gain in-depth knowledge in their field of study. Each program allows students to specialize in their chosen area and contribute to the academic and professional world. The programs conducted in the Faculty are listed below:

Undergraduate Programs:

- Department of Geography
- Department of Geography Teaching
- Department of Mathematics (English)
- Department of Elementary School Mathematics Teaching
- Department of Secondary School Mathematics Teaching
- Department of Translation and Interpreting
- Department of Psychology (Turkish)
- Department of Psychology (English)
- Department of Turkish Language and Literature
- Department of Turkish Language Teaching
- Department of History
- Department of History Teaching
- Department of English Language and Literature
- Department of Molecular Biology and Genetics (Turkish)
- Department of Molecular Biology and Genetics (English)

Graduate Programs (with Thesis and Non-Thesis):

- Geography Education (with Thesis)

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

Doctoral Programs (Ph.D.):

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

2. GENERAL INFORMATION Of THE PROGRAM

2.1. Brief History and Development of the Program

The Department of Molecular Biology and Genetics began its educational activities in the Fall semester of the 2014–2015 academic year.

The undergraduate program of Molecular Biology and Genetics aims to educate individuals who have acquired advanced knowledge and skills predominantly in the fields of human genetics and human biology. The foundation of the undergraduate program is based on interdisciplinary fields such as molecular biology, genetics, cell biology, biochemistry, and biotechnology. Interdisciplinary approaches and comparative studies enrich the program, providing students with the opportunity to

develop analytical thinking, problem-solving skills, and scientific research competencies. Among the essential objectives of the department is to cultivate individuals who internalize ethical values, uphold a strong commitment to scientific responsibility, and demonstrate a sustained sensitivity to societal needs. In addition, the program aims to train individuals who can evaluate biological and genetic developments from both current and future-oriented perspectives and contribute to society. In pursuing these objectives, the Department of Molecular Biology and Genetics adopts the principle of increasing scientific awareness and contributing to public scientific literacy through seminars, conferences, scientific meetings, and similar activities.

2.2. Type of Education in the Program

Formal education is provided in the Department of Molecular Biology and Genetics. Within this scope, courses are conducted using face-to-face, online, and hybrid methods, encompassing both theoretical and practical components.

2.3. Educational Level of the Program

The Department of Molecular Biology and Genetics encompasses a 4-year undergraduate education with a total of 240 ECTS credits. The program is aligned with the Level 6 qualifications defined by the Turkish Qualifications Framework for Higher Education (TQF-HE). Within this framework, the program has been rigorously developed to ensure full compliance with both the ECTS credit requirements and the level-specific qualification descriptors.

2.4. Language of Instruction of the Program

The language of instruction for the Department of Molecular Biology and Genetics is English.

2.5. Duration of the Program

The duration of the education for the Department of Molecular Biology and Genetics is 4 years (8 semesters). The department consists of 2 semesters, Fall and Spring, totaling 32 weeks.

2.6. Organizational Chart of the Program

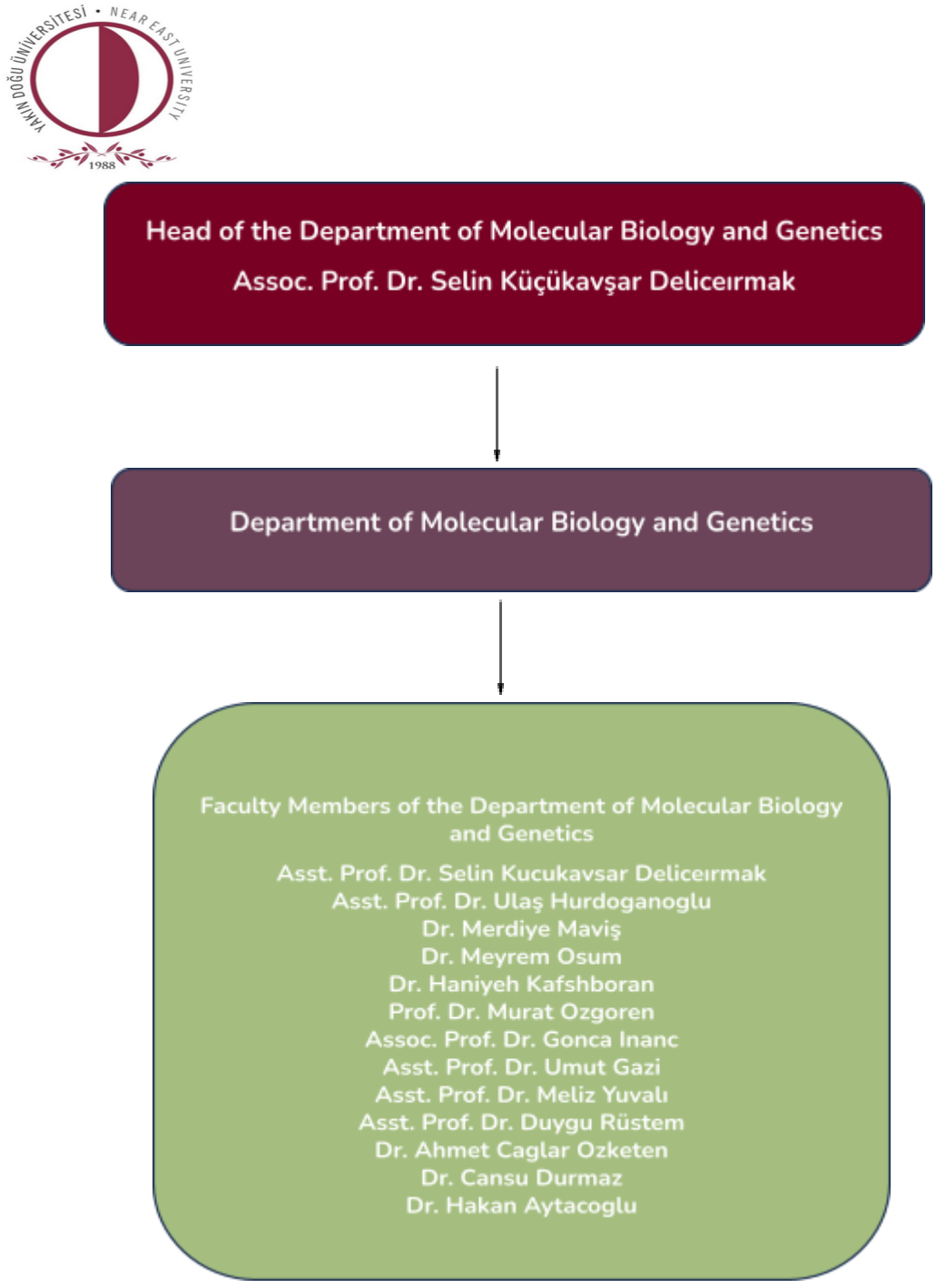


Figure 2: Program Organizational Chart

2.7. Program Coordinator

Program Coordinator:
Asist. Prof. Dr. Selin KUCUKAVSAR DELICEIRMAK
Head of the Department
selin.kucukavsar@neu.edu.tr

2.8. Program Management and Academic Staff

As of 2025, the Department of Molecular Biology and Genetics has a total of 5 full-time and 1 part-time academic staff, including 2 assistant professors, and 3 doctors which specialise in molecular biology, medical genetics, ecology and microbiology. The academic staff contributes to the field through undergraduate education, and scientific research.

Faculty members actively engage in teaching, the execution of research projects, participation in international collaborations, and the provision of academic advising to students. Their diverse expertise fosters a dynamic scholarly environment that promotes innovation, critical thinking, and the delivery of high-quality education. Additionally, the department benefits from administrative personnel to ensure the efficient management of academic and student-related operations.

3. PROGRAM MISSION AND VISION

3.1. Mission

The Department of Molecular Biology and Genetics aims to educate individuals who adhere to scientific ethical principles, possess strong research and analytical thinking skills, are committed to lifelong learning, are sensitive to problems in the field of molecular biology and genetics, can contribute to society, and have a high sense of responsibility. In line with this, the mission of the department is to provide students with scientific and technological knowledge, ensure their active participation in at least one research project by developing their laboratory and research skills, promote their continuous professional growth, and cultivate their awareness of biological, environmental, and health-related scientific issues at both

national and international levels, thereby contributing to the country’s educational, scientific, and developmental objectives.

3.2. Vision

The vision of the Department of Molecular Biology and Genetics is to be an academic unit that embraces universal values in the field of molecular biology and genetics, generates original knowledge, and applies this knowledge to scientific, societal, and health-related processes, thereby contributing to national and international advancements. Moreover, the department aims to train qualified researchers who actively engage in scientific research, organize at least one national or international congress or symposium each year, contribute to science through their studies, and commit to continuous development in the field.

4. CORE VALUES OF THE PROGRAM

Core Values

- Scientific ethics
- Critical and analytical thinking skills
- Productivity and innovation in scientific research
- Interdisciplinary collaboration
- International cooperation
- Environmental awareness
- Responsibility
- Technological competence

5. FIELDS OF ACTIVITY OF THE PROGRAM

1. Education and Training Area of Activity

The Molecular Biology and Genetics Department program is structured in line with current scientific developments and societal needs to ensure students acquire professional knowledge, skills, and ethical values. The curriculum is designed to support students' academic, professional, and personal development with an approach that balances theoretical knowledge and applied learning. The program

starts with fundamental science courses and progresses to advanced field-specific courses and electives, offering students an opportunity for in-depth learning. Additionally, student-centered teaching methods, technology-supported applications, and active learning techniques (such as problem-solving, discussion methods, etc.) are incorporated into the education process, alongside scientific project preparation and internship practices. To support students' academic development, psychological counseling and guidance services are provided; learning outcomes are continuously monitored through process-oriented assessments, such as performance evaluations, student portfolios, self-assessment, and peer evaluation, ensuring the quality of education.

2. Research and Development Area of Activity

The Department of Molecular Biology and Genetics aims, within the scope of research and development activities, to produce projects that contribute to progress in areas such as understanding the molecular basis of genetic diseases, developing new diagnostic methods and personalized treatment strategies, and addressing climate change and environmental issues, as well as to conduct scientific research to establish modern methods and techniques in the field of biotechnology. In this context, faculty members conduct research together with students on topics such as genetics, molecular mechanisms, bioinformatics applications, and molecular diagnostic methods. Thus, it is aimed that the outcomes achieved through the development of scientific research and higher-order thinking skills contribute to the fields of education, science, health, and the environment.

3. Professional Development and Continuing Education Area of Activity

Professional development and continuing education activities in the Department of Molecular Biology and Genetics encompass participation in national and international scientific congresses, symposiums, workshops, and certificate programs aimed at continuously enhancing the professional knowledge, skills, and competencies of faculty members and students in fields such as genetics, molecular biology, biotechnology, bioinformatics, and ecology. These activities enable faculty members and students to keep their disciplinary knowledge up to date and to improve their practical skills. Faculty members are encouraged to conduct scientific research and produce scholarly publications. In addition, new practices and courses

are introduced to guide graduating students in developing their professional careers and adapting to the demands of the modern era.

4. Societal Contribution and Service Area of Activity

Within the framework of societal contribution and service activities, the Department of Molecular Biology and Genetics carries out various activities such as career days for high school and undergraduate students, hands-on molecular biology training at the undergraduate level, and up-to-date informational seminars on biotechnology, genetic diseases, and ecology. In addition, faculty members and students collaborate in competitions (such as TEKNOFEST) to develop new applications that benefit society and the environment. These activities not only contribute to the professional and personal development of faculty members and prospective graduates but also allow them to strengthen their awareness of community service and contribute to societal development.

6. OBJECTIVES AND GOALS OF THE PROGRAM'S

6.1. Statement of Purpose

The aim of the Molecular Biology and Genetics Program is to provide students with theoretical and practical knowledge in the field of molecular biology and genetics, to develop their critical and analytical thinking skills, to equip them with the competence to pursue academic or professional career paths, and to train qualified graduates who will contribute to science and society. The program aims to enhance research, experimental analysis, and scientific interpretation skills in the molecular and genetics fields, to establish interdisciplinary connections, and to promote independent research abilities. Graduates are prepared to pursue careers in healthcare, biotechnology, pharmaceuticals, research laboratories, academia, genetic diagnosis centers, and related public and private sector fields.

6.2. Statement of Goals

The primary objectives of the Molecular Biology and Genetics program are to provide a comprehensive education in human genetics and genomics, to develop students' ability to effectively apply laboratory techniques, and to make them competent in designing experiments, conducting research, and analyzing results. The program encourages students to actively engage in interpreting scientific data

critically and analytically, conducting independent research, and preparing scientific reports. Additionally, it aims to equip students with the skills to adapt to interdisciplinary work, adhere to ethical principles, and strengthen their sense of responsibility. In this way, graduates are trained to become individuals with advanced knowledge and skills, ready to progress in both academic and professional fields.

A) Objectives and Goals Covering the Field of Education

Aim: To educate graduates equipped with theoretical knowledge and practical skills in the field of molecular biology and genetics, who possess critical thinking, ethical values, and 21st-century skills.

Objective 1.1: To teach classical and modern concepts in the field of molecular biology and genetics.
Objective 1.2: To provide laboratory and research skills in the field of molecular biology and genetics.
Objective 1.3: To develop critical thinking and problem-solving skills in the field of molecular biology and genetics.
Objective 1.4: To teach laboratory safety rules and train individuals committed to ethical principles.

B) Objectives Goals Covering the Field of Research

Aim: To train graduates with scientific research skills in the field of molecular biology and genetics.

Objective 1.1: To provide students with theoretical knowledge and practical skills in research methods and techniques in molecular biology and genetics.
Objective 1.2: To improve students' literature review skills in the field of molecular biology and genetics.
Objective 1.3: To equip students with academic writing skills in molecular biology and genetics.
Objective 1.4: To enhance students' ability to deliver effective presentations in the field of molecular biology and genetics.
Objective 1.5: To cultivate individuals who are knowledgeable about the principles of scientific research ethics in molecular biology and genetics.

C) Objectives Goals Covering Contributions to Society and Educational Services

Aim: To educate qualified graduates who contribute to developments in science, environment, and health.

Objective 1.1: To create activities that enhance students' interdisciplinary teamwork skills.
Objective 1.2: To enable students to participate in national and international projects involving multiple disciplines.
Objective 1.3: To support students in academic publishing and participation in activities such as conferences and symposiums.
Objective 1.4: To cultivate graduates who aim to develop new technologies and applications that benefit society.

7. PROGRAM COMPETENCIES

7.1. Program Learning Outcomes

Knowledge – Theoretical and Factual Learning Outcomes

- **PY1:** Defines and explains the theoretical foundations by integrating classical and modern concepts of molecular biology and genetics.
- **PY2:** Describes gene and cell structure–function relationships in different organisms.
- **PY3:** Possesses knowledge about applications of genetic engineering, biotechnology, and cellular therapy.
- **PY4:** Explains and compares genome stability, mutation, and repair mechanisms.

Skills – Cognitive and Applied Learning Outcomes

- **PY5:** Applies laboratory and computational techniques used in molecular biology and genetics safely and effectively.
- **PY6:** Designs, applies, and interprets experimental or computational approaches at a conceptual level.
- **PY7:** Integrates theoretical knowledge with analytical results to draw evidence-based conclusions.
- **PY11:** Adapts to new technologies and develops innovative approaches.

Competencies – Ability to Work Independently and Take Responsibility Learning Outcomes

- **PY8:** Plans and conducts research independently or as part of a team.
- **PY13:** Demonstrates leadership and collaboration skills in scientific projects with social and interdisciplinary awareness.

Competencies – Learning Competency and Learning Outcomes

- **PY10:** Exhibits a lifelong learning attitude to follow scientific and technological developments.

Competencies – Communication and Social Competency Learning Outcomes

- **PY12:** Communicates scientific knowledge clearly and effectively in oral, written, and digital formats.
- **PY14:** Evaluates molecular biology and genetics research in terms of societal, environmental, and sustainability dimensions.

Competencies – Field-Specific Competency Learning Outcomes

- **PY9:** Shows ethical awareness and complies with biosafety and data integrity principles.
- **PY15:** Contributes to science at national and international levels through original and ethical research.

7.2. Relationship Between Program Learning Outcomes and NQF Alignmet

Link:https://docs.google.com/spreadsheets/d/1pXYnNKKbCZiv_8q0yslvscNPUhYIVDZ5/edit?usp=sharing&ouid=103939318690200075153&rtpof=true&sd=true

7.3. Relationship Between Courses and Program Learning Outcomes

A) Preparation a Matrix of Course and Program Learning Qualifications

Link:https://docs.google.com/spreadsheets/d/1mDLfUH2z3FHDl5RvlyVgECI1Q6KEIUCx/edit?usp=sharing&ouid=103939318690200075153&rtpof=true&sd=true

8.COURSE LIST

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

Link:https://docs.google.com/spreadsheets/d/1OtLxdLVWsyEraGs4UiyVspFQL0YZ0CLV/edit?usp=sharing&ouid=103939318690200075153&rtpof=true&sd=true

8.2. Common Compulsory Courses Offered University-Wide

İNG100

Course Description:

The İNG100 course, designed for Turkish departments, is a year-long common course aimed at providing students with the skills to understand and respond to dialogues and content frequently encountered in daily life when they are in English-speaking environments. In every topic of the course, understanding and following communication is prioritized, and learning language structures is only seen as a tool. In this direction, the course content is supported with visual, auditory, and written materials and is designed differently for each situation and topic. The content of the İNG 100 course targets the **A1 level** of the Common European Framework of Reference for Languages (CEFR).

Course Content:

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

İNG101

Course Description:

The İNG101 course, designed for Turkish departments, is a course aimed at providing students with the skills to understand and respond to dialogues and content frequently encountered in daily life when they are in English-speaking environments. In every topic of the course, understanding and following communication is prioritized, and learning language structures is only seen as a tool. In this direction, the course content is supported with visual, auditory, and written materials and is designed differently for each situation and topic. The content of the İNG101 course targets the **A1 level** of the Common European Framework of Reference for Languages (CEFR).

Course Content:

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

İNG102

Course Description:

The İNG102 course, designed for Turkish departments, is a course aimed at providing students with the skills to understand and respond to dialogues and content frequently encountered in daily life when they are in English-speaking environments. In every topic of the course, understanding and following communication is prioritized, and learning language structures is only seen as a tool. In this direction, the course content is supported with visual, auditory, and written materials and is designed differently for each situation and topic. The content of the İNG 102 course targets the **A1 level** of the Common European Framework of Reference for Languages (CEFR).

Course Content:

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

ENG100

Course Description:

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

Course Content:

1, Talking about biographies 2. Talking about biographies 3. Asking & answering about general knowledge 4. Talking about past events 5. Talking about past events 6. Talking about technology in the future 7. Asking for permission/Making a request 8. Formal phone conversations 9. Informal phone conversations 10. Making an appointment 11. Talking about products 12. Checking understanding/ Asking for clarification 13. Recommending a place/food 14. Health Matters 15. Health Matters 16. Restaurant Problems-Complaints and responses 17. Talking about Computer Problems 18. Reporting the News and the Weather 19. Reporting the News and the Weather 20. Product Problems- Complaints at the store 21. Talking about the future possibilities 22. Talking about the future possibilities 23. Health Problems and Herbs 24. Health Problems and Herbs 25. Job qualifications and Working Conditions.

ENG101

Course Description:

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

Course Content:

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

ENG102

Course Description:

ENG 102 for English Departments aims to develop students' awareness of the language used in everyday life situations as well as the vocabulary items used in different topics. The course has been designed to show the students communicatively useful expressions in their immediate environment. Understanding how the language is used to maintain communication or convey meaning in specific situations is prior to how the structures are put together to form the language. The aim is to expose students to some basic functions in some specific situations and topics at **A2/B1 level** of the CEFR so that the students can easily communicate with foreign people in their immediate environment and develop their ability to comprehend oral English.

Course Content:

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

TUR100

Course Description:

The **Turkish Language I** course contributes to the development of students' written expression skills. The **Turkish Language II** course is designed to develop students' verbal expression skills, gain knowledge and experience about verbal expression types, and learn and apply the necessary elements for success in verbal communication.

Course Content:

Definition and importance of language; language-culture relationship, written language and its characteristics, external structure and rules in written expression, spelling rules and punctuation marks; plan, theme, point of view, supporting ideas, paragraph writing in writing; concept of composition, rules and plans for writing composition; analysis of composition structure, theme, paragraph in selected writings, composition correction studies, general expression disorders, thinking and being able to express one's thoughts; various types of writing (memoir, anecdote, story, criticism, novel, etc.), formal writings (curriculum vitae, petition, report, announcement, bibliography, declaration, official writings, scientific writings, article, etc.), study on the introduction, development, and conclusion sections of an article, article writing practice, note-taking and summarizing methods and techniques. Basic features of spoken language and verbal communication, basic principles of good speaking, techniques that aid good speaking, preparation of speeches for important days, organization of speech content, factors affecting speech, features of unprepared (talking on the phone, introduction and presenting others, etc.) and prepared speech types (debate, open session, panel, forum, symposium, conference),

diction and its importance, important issues in the correct pronunciation of Turkish, correct spelling, correct emphasis, correct intonation, and text-based applications.

TUR101

Course Description: teaching the rules of the turkish language.

Course Content:

1, definition and importance of language 2. written language and its characteristics 3. forms of expression 4. perspectives and approach styles 5. punctuation marks i 6. punctuation marks ii 7. expression disorders 8. midterm exam 9. written composition types 10. written composition types 11written composition types 12. written composition types 13. written composition types 14. final exam.

TUR102

Course Description: Teaching the rules of the Turkish language.

Course Content:

Verbal expression speaking 2. Basic concepts related to speaking 3. Principles of correct, beautiful and effective speaking perspectives and approach styles 4. Speech disorders and their remedy 5. Importance of using body language 6. What is listening 7. Midterm exam 8. Unprepared speeches 9. Discussion speeches; open session, symposium, panel, forum, debate 10. Public speaking; oration, conference, seminar, congress 11. Communication and meaning 12. Effective listening, note-taking methods and techniques 13. Voice-based language errors 14. Final exam.

YIT100

Course Description:

YIT100 is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Course Content:

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

YIT101

Course Description:

YIT101 is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Course Content:

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

YIT102

Course Description:

YIT102 is designed for students who have very little or no previous knowledge of Turkish grammar and vocabulary. It is a compulsory course formed for the students learning Turkish as a foreign language. In the course, students will follow online videos through the UZEBİM. The topics of the course will vary from the Turkish Alphabet to the present and continuous tenses.

Course Content:

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

AİT100

Course Description:

It covers the collapse of the Ottoman Empire, World War I, the National Struggle period, the establishment of the Republic of Turkey, revolutions, and principles.

Course Content:

The definition of the revolution and the Turkish Revolution, starting from the reform movements initiated with Selim III, up to the establishment of the Republic of Turkey by Mustafa Kemal Pasha on October 29, 1923, political, social, and economic events are examined. The principles and revolutions realized by Mustafa Kemal Pasha from the establishment of the Republic of Turkey on October 29, 1923, until his death are evaluated.

AİT101

Course Description

It covers the decline period of the Ottoman Empire and the National Struggle Period.

Course Content:

The reform movements carried out within the framework of seeking solutions in the Ottoman Empire, which started to decline and collapse in the face of political, economic, cultural, and socio-psychological problems arising from the encounter of Western cultures with Turkish culture, and the political events experienced during the transition from Empire to the nation-state, and the establishment of the Republic of Turkey as a result of the National Struggle led by Mustafa Kemal Atatürk are discussed.

AİT102

Course Description:

It covers the establishment of the Republic of Turkey and Atatürk's principles and revolutions.

Course Content:

The principles and revolutions realized by Mustafa Kemal Pasha from the establishment of the Republic of Turkey on October 29, 1923, until his death are evaluated.

AİT200

Course Description:

This course is offered in English to all faculties as a compulsory common course. It covers the period from the Treaty of Lausanne to the establishment of the modern Republic of Turkey and is designed with a distance learning model.

Course Content:

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

Turkish-Greek relations, Kemalism and and Six principals of Ataturk, Nationalism, Populism, Political Rights given to Women.

AİT103

Course Description:

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

Course Content:

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

AİT104

Course Description:

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

Course Content:

Discussion on "revolution", "Evolution" and the great revolutions in history. • Transformation in the Political system: From a Sultanate to Republic, Transformation

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

BİL100

Course Description:

The course is offered to all faculties as a general common course. It aims to use contemporary and basic information technologies effectively.

Course Content:

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

BİL101

Course Description:

Explains the basic concepts related to information technologies. Discusses the positive and negative aspects of different information technologies. Explains the basic concepts and functions of the computer system. Provides examples of input and output units. Produces solutions to technical problems encountered in hardware and software. Recognizes the importance of data management in electronic

environments. Performs basic file and folder management operations. Explains basic concepts related to ethics and information ethics. Respects the rights of others in the online environment. Understands the purposes and importance of digital citizenship applications. Recognizes that digital identities may not reflect reality. Identifies components important for privacy. Explores the journey of information between networks. Explains basic concepts related to computer networks and types of computer networks. Explains the formation and structure of internet addresses. Explains the concept of web browser and uses the browser. Conducts basic-level research using search engines. Defines communication technologies and lists their types. Discusses the positive and negative aspects of communicating in a virtual environment. Creates and uses an e-mail account for communication. Explains image file formats. Performs editing operations related to visuals. Recognizes the interface and features of the word processing program. Formats the text in the document created for a specific purpose. Recognizes the interface and features of the presentation preparation program. Formats the design and components of the presentation created for a specific purpose. Edits the presentation created with the presentation preparation program. Suggests solutions to problems encountered in daily life. Solves a given problem using appropriate steps. Explains the concept of an algorithm. Develops an algorithm for solving a problem. Explains basic concepts related to programming.

Course Content:

It involves using contemporary and basic information technologies effectively.

BİL102

Course Description:

Discusses the changes in information technologies over time. Recognizes the innovations that can be made using information technologies. Explains interdisciplinary careers developed by computer sciences. Discusses ethical and non-ethical behavior in information and technology use. Evaluates the importance of intellectual property rights. Discusses the individual and societal impacts caused by privacy and security problems. Explains threats to information security and privacy. Evaluates the security level of various environments. Explains precautions that can be taken against structures that may pose a threat to security. Divides a problem into sub-problems. Designs different algorithms to solve a problem. Creates the

flowchart of the designed algorithm. Tests the designed algorithm and debugs errors. Reveals the relationship between algorithm design and programming language. Recognizes the interface and features of the programming tool. Converts the algorithm developed to solve a specific problem into an error-free program. Creates the appropriate syntax for a given problem. Tests the given syntax and debugs errors. Uses variables for problem solving. Uses conditional statements for problem solving. Uses loops for problem solving. Uses functions for problem solving. Develops an original product for the solution of a specific problem. Creates a presentation using graphics and animations for a specific purpose. Designs a mind map for a specific purpose. Develops graphs and infographics consisting of numerical data. Designs a poster using a poster creation program. Creates a product using page design programs. Produces a collaborative project. Explains the basic concepts related to animation. Creates the animation scenario with the help of storyboards. Recognizes the interface and features of the animation program used. Creates an animation for a specific purpose. Explains the basic concepts for three-dimensional design. Recognizes the interface and features of the three-dimensional design program used. Makes simple three-dimensional drawings. Designs a model. Develops an original design product for a specific purpose. Explains three-dimensional printers and the areas where three-dimensional printers are used. Shares the product developed using collaborative work environments.

Course Content:

It involves using contemporary and basic information technologies effectively.

COM100

Course Description:

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

Course Content:

The Place of Information Technologies in Daily Life 2. Computer Systems, File Management 3. Ethics and Security, Digital Citizenship 4. Privacy and Security 5. Computer Networks 6. Research 7. Communication Technologies and Collaboration 8. Visual Processing Programs 9. Word Processor Programs 10. Presentation Programs 11. Spreadsheet Programs 12. Audio and Video Processing Programs 13.

Problem Solving Concepts and Approaches, Programming 14. Information Technologies in Daily Life Importance 15. Information Technologies in Daily Life Importance 16. Ethical Values 17. Privacy and Security 18. Problem Solving Concepts and Approaches 19. Problem Solving Concepts and Approaches 20. Programming 21. Programming 22. Presentation and Visualization Programs 23. Creating Two-Dimensional Animation 24. Creating Two-Dimensional Animation 25. Three Dimensional Design Programs 26. Three Dimensional Design Programs.

COM101

Course Description:

DISTANCE EDUCATION.

Course Content:

It involves using modern and basic information technologies effectively.

COM102

Course Description:

DISTANCE EDUCATION.

Course Content:

It involves using modern and basic information technologies effectively.

KAR100

Course Description:

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

Course Content:

Learning career planning and career development models. Having knowledge about the current job market conditions. Having knowledge about interview techniques. Learning how to conduct an impressive job interview. Having knowledge about

methods for preparing a CV, cover letter, and thank-you letter. Preparing a CV to be used in job applications.

CAR100

Course Description:

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

Course Content:

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

KAM100

Course Description:

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

Course Content:

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

CAM100

Course Description:

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

Course Content:

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

KTK100

Course Description:

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

Course Content:

General information about the history and culture of Cyprus; Zoology and Botany; Social and cultural life in the First Age and the Middle Ages; The social and cultural heritage of the island during the Ottoman period; History of Art; Religion and Culture; British Colonial Period; Cyprus Education History; political events from

1950 to 1974; The national struggle of Turkish Cypriots for existence; The establishment of the TRNC and social structure.

CHC100

Course Description:

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

Course Content:

General information about the history and culture of Cyprus; Zoology and Botany; Social and cultural life in the First Age and the Middle Ages; The social and cultural heritage of the island during the Ottoman period; History of Art; Religion and Culture; British Colonial Period; Cyprus Education History; political events from 1950 to 1974; The national struggle of Turkish Cypriots for existence and freedom; The establishment of the TRNC and social structure.

SEC351

Course Description:

The **21st Century Skills** course aims to develop students' basic thinking skills such as critical, creative, and philosophical thinking, problem-solving, lifelong learning, and effective learning strategies. In addition, social skills such as effective communication, teamwork, intercultural interaction, and diversity management are acquired. Students are supported to become effective and conscious individuals in the digital environment with digital literacy, media awareness, information management, and basic statistical knowledge. Students' individual development is encouraged with self-management skills such as self-awareness, emotional intelligence, flexibility, and time management; and social responsibility awareness is created with topics such as sustainability, ethical leadership, and global citizenship.

Finally, the goal is for students to acquire competencies they can use in real life by gaining applied life skills such as entrepreneurship, financial literacy, stress management, and creative presentation skills.

Course Content:

Basic thinking and learning skills, critical thinking concepts, creative thinking concepts, defines basic concepts used in the problem-solving process. Basic concepts related to lifelong learning, problem-solving processes, basic characteristics of creative thinking skills, basic principles of the lifelong learning approach, logical reasoning, effective learning strategies, elements constituting basic thinking skills, philosophical thinking methods, communication and collaboration skills, basic concepts for effective communication, basic concepts of collaboration, basic concepts related to intercultural communication, basic elements constituting the communication process of different cultures, the importance of effective communication in the collaboration process, using appropriate communication techniques in group work, appropriate communication strategies in intercultural interactions, communication problems experienced in a team work, communication problems experienced in a team work.

8.3. COURSE SYLLABI

Link:https://drive.google.com/drive/folders/1pebwT2ojSUPhHva9y-0Y3UgF4coszUv?usp=drive_link

9. ASSESSMENT AND EVALUATION PRINCIPLES OF THE PROGRAM

9.1 Exam Rules

1. Students must attend the exam on the date, time, and in the room specified in the exam schedule.
2. The lists of students and the exam rooms where the exams will take place will be posted on the department boards at least one day before the exam. Students are responsible for checking these lists.
3. Students will be seated in the exam room according to the order on the student list, under the supervision of the invigilators. Students must follow the seating plan determined by the invigilator.

4. All students must prepare their exam entry documents and identification cards before the exam begins and keep them ready on their desks.
5. Students must turn off their mobile phones before the exam begins. Mobile phones, books, notebooks, and printed course materials must be kept out of reach during the exam.
6. Before the exam begins, invigilators will inform students that no questions can be asked, except regarding printing or typographical errors in the exam paper. Questions regarding such errors may only be asked within the first 5 minutes of the exam.
7. Students are not allowed to leave the exam room within the first 30 minutes. Likewise, students arriving after the first 30 minutes will not be admitted to the exam room.
8. Students who finish their exam during the last 5 minutes must remain seated silently until all exams are collected.
9. The duration of the exam will be written on the board. Invigilators will not make oral announcements about the remaining time. Students can check the board to see how much time is left.
10. During the exam, invigilators will not speak to any student, and no question–answer communication will be allowed between students and invigilators.
11. Cheating during the exam is strictly prohibited. Invigilators will not give a verbal warning but will wait for the student to finish the exam. The invigilator will then show the student the note taken about the cheating attempt when the student hands in their paper. If the cheating is detected at the end of the exam, the invigilator will explain the situation, have the student sign the exam paper, and record the incident in the official exam report for further action.
12. Students must write their names and department information on both the exam paper and the answer sheet.
13. Students are not allowed to wait in the corridor after finishing their exam.
14. Students who finish their exam must hand in their exam paper to the invigilator and leave the exam room. If a student forgets any belongings in the room, they may collect them only after the exam has ended.
15. Before the exam starts, students must check their desks to ensure that there is no exam-related material present. Any such material found will be considered as evidence of cheating.

16. To ensure the exam starts on time, students must be present in front of the exam hall 10 minutes before the scheduled start time. Even if the exam hall is open, students are not allowed to enter before the invigilator arrives.
17. During the exam, students must sign the seating arrangement record provided by the invigilator.

9.2. Letter Grade Conversion Chart

In our university, the success evaluation for courses is generally based on face-to-face examinations, including a midterm examination and a final examination. However, in some courses, project assignments, presentations, homework, quizzes, and group work may be diversified with artificial intelligence applications to encourage students' active participation and measure different skills. Appropriate alternative assessment methods are utilized.

The assessment method for each course may vary according to the characteristics of the course and the preference of the instructor. Course evaluation criteria are announced to students by the instructor at the beginning of the semester and are clearly stated in the course syllabus.

Students' course success grade is calculated by taking the weighted average of examinations, assignments, and other assessment tools, if any, conducted within the scope of the course. Therefore, it is important for students to actively participate not only in examinations but also in all assessment components throughout the semester.

For every course taken at NEU, students are given one of the letter grades explained below as a result of the evaluation made by the academic staff teaching the course. Each letter grade corresponds to an ECTS weight.

DEGREE DISTRIBUTION		
POINT	**LETTER GRADING**	**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

50-59	DD	0.5
0-49	FF	0

To be considered successful in any course, students must obtain at least a **DD** grade in 5th level (Associate Degree) and 6th level (Undergraduate) programs, at least a **CC** grade in 7th level (Master's) programs, and at least a **BB** grade in 8th level (Doctoral) programs. For courses not included in the general average, students must receive an **S (Satisfactory)** grade.

In addition to these, every local letter grade also has an equivalent ECTS grade. This supports inter-institutional mobility.

The table above is used for all courses within NEU. In addition to these letter grades, the following letter grades are also processed on student transcripts:

Grade	Description
I	Incomplete
S	Satisfactory Completion
U	Unsatisfactory
P	Successful Progress
NP	Not Successful Progress
EX	Exempt
NI	Not Included
W	Withdrawal

Grade Description

NA Never Attended

The **I (Incomplete)** grade is given to students who fail to meet the course requirements by the final date of the relevant semester due to a valid reason acceptable to the instructor. Students who receive an **I** grade must fulfill all missing obligations within one week after the final grade submission date of the relevant semester, at the latest. However, in some exceptional circumstances, this period may be extended up to two weeks before the start date of the subsequent semester with the decision of the relevant academic unit manager and the administrative board. Students who fail to fulfill their obligations by the given date will have their **I** grades automatically converted to **FF** or **U**.

The **S (Satisfactory)** grade is given to students who successfully complete non-credit courses.

The **U (Unsatisfactory)** grade is given to students who fail non-credit courses.

The **P (Successful Progress)** grade is given to students who demonstrate the expected performance within the relevant semester in courses that are not included in the Cumulative Grade Point Average and whose obligations span more than one semester.

The **NP (Not Successful Progress)** grade is given to students who fail to demonstrate the expected performance within the relevant semester in courses that are not included in the Cumulative Grade Point Average and whose obligations span more than one semester.

The **EX (Exempt)** grade is given to students who are exempt from the relevant course in the program.

The **NI (Not Included)** grade is given for students' performance in courses they have taken but which are not included in their Cumulative Grade Point Average. These grades are stated on the student's transcript but are not counted towards the courses taken within the framework of the registered program.

The **W (Withdrawal)** grade is given if a student withdraws from a course after the add/drop date of the relevant semester and up to 10 weeks after the start of the

semester, with the recommendation of the academic advisor and the permission of the instructor. Students cannot withdraw from any course during the first two semesters of the program. Furthermore, students who have previously received a **W** grade from a course and whose grade was not included in the average cannot withdraw from the same courses again. Students studying in associate degree programs can withdraw from a maximum of two courses, while students in undergraduate programs can withdraw from a maximum of four courses. The student must re-take the withdrawn course in the first semester it is offered again.

The **NA (Never Attended)** grade is given to students who fail to meet the attendance requirements for the specified course and lose the right to participate in the end-of-semester evaluations. The **NA** grade is not included in the average calculation.

On student transcript documents, both national and ECTS-equivalent letter grades are shown.

10. STUDENT ADMISSION AND ENROLLMENT REQUIREMENTS

At Near East University, the Department of Molecular Biology and Genetics offers education at the undergraduate level. The language of instruction is Turkish and English; however, education may also be provided in other languages when deemed necessary. Examination and assessment principles are regulated by separate bylaws. Student admissions are carried out through the Directorate of Student Affairs within the framework of the rules determined by the Senate. Admission to preparatory, associate, and undergraduate programs is conducted through special examinations or, for international students, through admission without an examination. The conditions regarding admission to graduate programs and students transferring laterally are specified in the relevant regulations. Special students are allowed to take only certain courses and are not entitled to receive a diploma. The admission and registration conditions for foreign students who are not citizens of the TRNC or the Republic of Türkiye are carried out in accordance with the “Regulation on the Admission and Registration Conditions of Foreign Students Who Are Not Citizens of the Turkish Republic of Northern Cyprus or the Republic of Türkiye to Higher Education Institutions,” enacted under Article 11 of the YÖDAK Laws No. 65/2005, 21/2008, 40/2009, and 23/2007. When deemed necessary, prospective students may be placed in a one-year scientific preparatory program. Registration procedures are completed on the designated dates upon submission of

the required documents and payment of tuition fees. Students are required to renew their registration every academic term. The proficiency level of students in the English preparatory program is determined through examinations, and this education may last a maximum of two years. The associate, undergraduate, and graduate programs are conducted in accordance with their respective regulations. Students may also take teaching certificate courses. Those who successfully complete their education are awarded associate, bachelor's, and graduate diplomas. The format of diplomas and temporary graduation certificates is determined by the Senate. Students' grades are officially recorded, and certified documents are issued upon request. No tuition refund is granted to students who voluntarily withdraw or cancel their registration. Students may be granted leave for reasons of health, military service, financial circumstances, or educational purposes, and this period is not counted toward the duration of study. Students returning from leave must renew their registration to continue their education. Students are guided by their academic advisors. Compulsory internships, disciplinary procedures, scholarships, and health services are regulated in accordance with the relevant regulations.

A high school diploma is required for admission to the Department of Molecular Biology and Genetics. Student admissions from the Republic of Türkiye are carried out through the university entrance and placement examination administered by ÖSYM. Students who are citizens of the Turkish Republic of Northern Cyprus are admitted to the program through the examination and placement procedure conducted by the university.

11. HORIZONTAL AND VERTICAL TRANSFER OPPORTUNITIES

11.1. Horizontal Transfer Opportunities

This section outlines the procedures and principles to be followed in **horizontal transfer** applications to the Near East University Department of Molecular Biology and Genetics. All horizontal transfer procedures are carried out within the framework of the provisions of the **Near East University Regulation on Horizontal Transfer and Credit Transfer**.

Students applying for horizontal transfer must meet the following criteria:

- They must **not have received a disciplinary penalty**.

- Their Cumulative Grade Point Average (CGPA) must be at least **2.00/4.00** or **60/100**.
- They must have **successfully completed** a sufficient number of courses whose content is compatible with the program they wish to transfer to.

For transfers made using the **central placement score**, the student is required to have met the **minimum base score** of the program they wish to transfer to in the year they applied. Applications must be made between the dates announced by the university, and all required documents must be submitted completely to the relevant academic unit. Applications are evaluated based on the students' academic success, **within the limits of the quotas**. The evaluation of applications and the determination of accepted students'

Course exemptions,

Class adjustments,

are decided by the relevant **Faculty Administrative Board** in line with the opinion of the **Head of the Department**. During the evaluation process, special attention is paid to the content compatibility of **pedagogical formation** and **teaching professional knowledge** courses. Course equivalence is based on the principle that the content of the courses the student took at their previous higher education institution is **compatible** with the courses in the program they wish to transfer to. Horizontal transfer applications due to **special circumstances** (e.g., **war, natural disaster, health issues**, etc.) are evaluated separately in accordance with the **provisions of the relevant legislation**. In such cases, the student may be asked to submit additional documentation.

11.2. Vertical Transfer Opportunities

This section outlines the procedures and principles to be followed in **vertical transfer** applications to the Near East University Department of Molecular Biology and Genetics. In vertical transfer applications, students are required to take the **Vertical Transfer Examination (DGS)** administered by the Student Selection and Placement Center (**ÖSYM**). Preferences are made based on the score obtained from the exam, and the student placement procedures are carried out by ÖSYM.

12. RECOGNITION AND EVALUATION OF PRIOR LEARNING

Students enrolled in the Molecular Biology and Genetics Program at Near East University may apply for course exemption for the courses they have previously taken and successfully completed at other higher education institutions, provided that they submit their request by the end of the second week of the semester in which course registration is conducted. Applications must be submitted in writing to the relevant academic unit, and approved course syllabi along with an official transcript must be attached to the application. In cases where exemption is requested for courses taken at higher education institutions abroad, the equivalency of these courses must be approved by the Council of Higher Education (YÖK). Course exemption procedures are not conducted between students who are simultaneously enrolled in an associate and a bachelor's degree program. Exemption requests are evaluated by the relevant department commission by taking into account the course content, credit value, and the student's academic achievement. Approved courses are recorded on the student's transcript with a letter grade and are included in the calculation of the cumulative grade point average (GPA). Exemptions are not granted for failed courses. For compulsory common courses such as Atatürk's Principles and History of the Turkish Revolution, Turkish Language, and Foreign Language, exemption may be granted without taking credit equivalency into consideration. Students may take the exemption examination for these courses only once. If the total ECTS credits of the exempted courses exceed 70% of the total ECTS credits of the semester in which the student is enrolled, the student is advanced to the next academic year (adaptation/intibak). However, students who are advanced in this manner may not take upper-class courses during the first academic year following this decision. Objections to exemption and adaptation decisions may be submitted within two weeks from the date the results are announced to the student. In cases of horizontal and vertical transfers, course exemption requests are evaluated by the relevant faculty or school administrative board in line with the opinion of the department commission. For exemption from the foreign language preparatory class, students must demonstrate

a required level of language proficiency through examination results accepted by the university.

13. INTERNATIONAL PROGRAMS AND EXCHANGE OPPORTUNITIES

Near East University (NEU) offers its students international exchange and internship opportunities, particularly within the scope of the Europe-based Erasmus+ Program, providing study and internship opportunities abroad. Through this program, students and academic staff are given the opportunity to study and undertake internships in European Union member countries. Students who wish to participate in the Erasmus+ Program are required to have completed at least their first year of study, demonstrated a certain level of academic achievement, and documented the foreign language proficiency required by the relevant program.

In addition, NEU conducts exchange activities through various international student associations in different fields. These associations include:
IFMSA (Medicine)
IADS (Dentistry)
IPSF (Pharmacy)
IVSA (Veterinary Medicine)

Within the scope of these programs, students are offered research and clinical internship exchange opportunities. During the summer periods, in cooperation with these associations, hands-on training activities, joint research projects, and cultural events are organized together with students from different countries.

Through its active collaborations with 114 universities in 44 countries, Near East University provides students with the opportunity to both study and complete internships abroad, as well as to pursue their education in an intercultural environment on the campus of the Turkish Republic of Northern Cyprus (TRNC). NEU maintains reciprocal cooperation with numerous higher education institutions across Europe, Asia, the Americas, and Africa. Students may study for a semester or

a full academic year at these universities, complete internships, or take part in international research projects.

In order to provide students with global experience, the university is not limited solely to the Erasmus+ Program; it also conducts student exchange activities within the scope of the Mevlana and Farabi Programs. The Mevlana Program specifically offers reciprocal exchange opportunities with universities in Türkiye, while the Farabi Program supports student exchange among domestic universities. Through these programs, students gain the opportunity not only to enhance their academic knowledge but also to become familiar with different cultures and enrich their cultural background.

Throughout all these processes, the Near East University International Office provides comprehensive support to students starting from the application phase, including consultancy services, documentation and application procedures, as well as assistance with accommodation and visa matters. Students are informed and guided by expert staff at every stage of the exchange process.

14. PROGRAM ACCREDITATION AND QUALITY ASSURANCE

14.1. Quality Policy

The Department of Molecular Biology and Genetics adopts a quality policy shaped in line with its mission and vision, aiming to enhance the quality of education. The aim of the department is to equip students with the theoretical knowledge of molecular biology and genetics, scientific research skills, and ethical awareness required in the modern age, and to train qualified and well-equipped researchers who can serve society in various fields such as education, science, health, industry. In addition, supporting the production of scientific knowledge in the field of molecular biology and genetics, ensuring students' active participation in research processes, are among the primary objectives of the program. Moreover, strengthening the professional competencies of graduates, developing professional practice skills based on ethical principles, and promoting lifelong professional development.

14.2. Program Accreditation Process

The Undergraduate Program in Molecular Biology and Genetics has entered the accreditation process in order to ensure quality assurance at the national level. Within this scope, the necessary studies are carried out in accordance with the criteria determined by the relevant accreditation body. In this framework, it is essential to define and regularly review the educational objectives of the program in line with the current requirements of the science of molecular biology and genetics, to implement student-centered and evidence-based teaching and learning processes, and to support the qualifications and professional development of academic staff in accordance with their areas of expertise.

Furthermore, in order to enhance the effectiveness of the program, processes such as the continuous improvement of assessment and evaluation systems, monitoring student achievement, regularly collecting stakeholder feedback, and evaluating program outcomes in line with current needs are carried out with great care. This accreditation process ensures that the undergraduate program in molecular biology and genetics is maintained within a structure that is compatible with national standards, based on scientific foundations, and aimed at continuous improvement.

14.3. Quality of Education

The Department of Molecular Biology and Genetics underwent the FEDEK accreditation process in November 2022, and revisions were made to the curriculum in line with FEDEK's recommendations. Morever, the program is regularly reviewed in line with scientific developments in the field of molecular biology and genetics, societal needs, and innovations in professional practice; course contents are updated accordingly, and new courses covering molecular biology and genetics are added to the curriculum. In addition, courses that have lost their relevance or functionality in the field are removed from the program. This updating process is carried out systematically within the framework of the established academic calendar and quality assurance mechanisms, with the contributions of the departmental academic board as well as students, graduates, and other relevant stakeholders.

14.4. Research and Development Activities

The Department of Molecular Biology and Genetics places great importance on contemporary, scientific, innovative research and development activities based on ethical principles in line with its quality policy. These activities, which aim to enhance the quality of the educational process, are carried out wihin the framework

of supporting molecular biology and genetics theories with current scientific data, strengthening laboratory practices, effective use of research methods, and fostering student-centered approaches based on ethical scientific principles. Research and development activities are structured in a way that supports molecular biology and genetics students' critical thinking, scientific problem-solving, research design, data analysis, and lifelong learning skills. In this regard, the development of projects that establish an integration between theoretical knowledge and practice, covering fields of molecular biology and genetics, is encouraged. Furthermore, by supporting studies that are open to interdisciplinary cooperation at both national and international levels, the scientific quality of the program is enhanced.

14.5. Continuous Improvement Process

The Undergraduate Program in Molecular Biology and Genetics adopts a continuous improvement approach in order to enhance the teaching process within the scope of quality assurance. In line with the feedback received from students, graduates, and relevant stakeholders (internship institutions, academicians, etc.), course contents, teaching methods, and practical applications are regularly reviewed. In light of the data obtained, educational activities are updated, and studies are planned to support students' professional development.

15. GRADUATION REQUIREMENTS AND DEGREE AWARDED

15.1. Graduation Requirements

To graduate from the Near East University Undergraduate Molecular Biology and Genetics Program, the student must complete a total of **240 ECTS credits**, which includes all compulsory, common compulsory, and elective courses in the curriculum. Furthermore, the student's Cumulative Grade Point Average (CGPA) must be at least 2.00 out of 4.00. The application and internship processes must be fulfilled completely. When all these academic and administrative requirements are met, the student qualifies to receive an **Undergraduate Degree in Molecular Biology and Genetics**.

15.2. Degree Awarded

A student who successfully completes the Near East University Undergraduate Molecular Biology and Genetics Program is entitled to receive an **Undergraduate**

Degree in Molecular Biology and Genetics. Graduating students are awarded the professional title of **Biologist or Molecular Biologist**.

16. DIPLOMA SUPPLEMENT (DS)

17. EMPLOYMENT OPPORTUNITIES FOR GRADUATES AND ACCESS TO GRADUATE PROGRAMS

17.1. Employment Opportunities for Graduates

Graduates of the Near East University Molecular Biology and Genetics Program have a **wide range of employment opportunities** in the public and private sectors in the Turkish Republic of Northern Cyprus (TRNC) and Turkey. In the public sector, they can generally find employment opportunities as researchers, biologists/molecular biologists, or bioinformatics specialists in institutions such as universities, research institutes, and public hospitals. In the private sector, they may work in genetic laboratories, IVF centers, biotechnology companies, pharmaceutical and vaccine companies, as well as agricultural and food companies, primarily in research and development roles. At the international level, graduates may also have the opportunity to work in institutions operating in the fields of biotechnology and genetics, in international research projects, and within the health technologies sector. The university's collaborations with various institutions and its sectoral connections strengthen students' professional practice experience and make a significant contribution to the employment processes of graduates.

17.2. Access to Graduate Programs

Graduates of the Moleular Biology and Genetics Program have the right to apply to **Master's and Doctoral (Ph.D.) programs** after completing their undergraduate education. Graduates can pursue postgraduate studies in fields such as molecular biology and genetics, bioinformatics, biotechnology, and cell and tissue biology. By

completing a pedagogical formation program, they can also work as biology teachers. Graduates are informed about application requirements and program prerequisites, and guidance is also provided regarding inter-university transfer opportunities and scholarship options. Graduates who complete their education in the Turkish Republic of Northern Cyprus can apply for master's or doctoral programs in Cyprus, Turkey, or at international universities; during this process, they may benefit from various government, university-based, or project-based scholarships and financial support opportunities. The postgraduate education process enhances graduates' academic career opportunities by deepening their professional knowledge, and skills, and contributes to the development of their expertise in the field of education.

18. ADDITIONAL INFORMATION

The Molecular Biology and Genetics Program at Near East University is structured in accordance with contemporary scientific approaches and aims to provide students with a comprehensive interdisciplinary education model that combines both classical and modern theoretical knowledge of molecular biology and genetics, along with laboratory-based practical experience.

Difference from Similar Programs (Unique Features)

This program aims to educate individuals who are equipped with advanced knowledge in various fields of molecular biology and genetics, capable of applying this knowledge across other disciplines, able to think critically, approach problems with innovative solutions, and respect universal values. The program's focus on human genetics and marine ecology, and its research-oriented education, are key features that set it apart among psychology undergraduate programs in Northern Cyprus.

Opportunities Offered

Throughout the program, students have the opportunity to participate in various research projects conducted at different Research Centers of Near East University, gaining observation and practical experience. They also receive mentorship from expert academics in their field. Career guidance for graduates, collaboration with various institutions, and employment opportunities are also provided.

Applied Training

Throughout their undergraduate education, each student increases their professional competence by gaining scientific research experience in laboratory and research settings, and through activities such as project development, experiment design, data analysis, and group work.

Tools Utilized

Within the program, laboratory experiments, digital data analysis tools, and modern bioinformatics software are actively utilized.

Success Examples

Graduates of the program work in public and private institutions in the Turkish Republic of Northern Cyprus and Turkey, while some continue their postgraduate education, pursuing an academic career.

Supplementary Activities

Throughout the program, students' well-rounded development is supported through participation in scientific seminars, symposiums, professional development activities, and research projects held in various fields.

Additional Resources for Development

At the end of the program, students are provided with information on recommended reference books, bioinformatics software, open-access scientific databases, and advanced certificate programs in various fields of molecular biology and genetics to support the continuation of their scientific research development.