



T.C. ONDOKUZ MAYIS UNIVERSITY
FACULTY OF MEDICINE
2022-2023 ACADEMIC CALENDAR
THE DOCTORS OF MEDICINE PROGRAM IN
ENGLISH



Samsun 2022

ONDOKUZ MAYIS UNIVERSITY
FACULTY OF MEDICINE
2022-2023 ACADEMIC CALENDAR

YEAR I

BEGINNING – ENDING	PERIOD (Week)	CLASS
12 – 16 September 2022		Payment Of First Semester Tuition Fees
19 – 23 September 2022		Registrations Of Courses In Internet
27 – 28 September 2022		Language Proficiency Exam For Preparation Class (Compulsory)
30 September 2022		Announcement Of Proficiency Exam Results
4 October 2022		Grading Exam For Preparation Class
5 October 2022		Mondatory Foreign Language Exemption Exam
26 – 30 September 2022	1	Orientation Week
3 – 28 October 2022	4	Basics Of Life
31 October – 25 November 2022	4	Life
28 November – 9 December 2022	2	Elective
12 December 2022 – 6 January 2023	4	Nutrition
9 January – 3 February 2023	4	Energy
6 – 17 February 2023	2	Half Term
6 – 10 February 2023		Payment Of Second Semester Tuition Fees
13 – 17 February 2023		Registrations Of Courses In Internet
20 February – 10 March 2023	3	Balance in Microenvironment
13 March – 7 April 2023	4	Reproduction
10 April – 26 May 2023	7	Movement And Control Mechanisms
29 May – 6 June 2023	1	Catch-Up, Objective Structered Clinical Exam
19 – 20 June 2023		Final Exam
3 – 4 July 2023		Make Up Exam

YEAR II

BEGINNING – ENDING	PERIOD (Week)	CLASS
5 – 9 September 2022		Payment Of First Semester Tuition Fees
12 – 16 September 2022		Registrations Of Courses In Internet
19 September – 14 October 2022	4	Growth , Development And Behavior
17 October – 9 December 2022	8	Brain And Sensation
12 December 2022 – 6 January 2023	4	Ethics And Medical Research Tecniques
9 – 27 January 2023	3	Blood
30 January – 10 February 2023	2	Half Term
30 January – 3 February 2023		Payment Of Second Semester Tuition Fees
6 – 10 February 2023		Registrations Of Courses In Internet
13 February – 3 March 2023	3	Injury
6 – 24 March 2023	3	Defence
27 March – 14 April 2023	3	Elective
17 April – 12 May 2023	4	Biological Agents
15 May – 23 May 2023	1	Catch-Up, Objective Structered Clinical Exam
5 – 6 June 2023		Final Exam
19 – 20 June 2023		Make Up Exam

YEAR III

BEGINNING – ENDING	PERIOD (Week)	CLASS
29 August -02 September 2022		Payment Of First Semester Tuition Fees
5-9 September 2022		Registrations Of Courses In Internet
12-23 September 2022	2	Medical Professionalism-I
26 September -14 October 2022	3	Pregnancy And Delivery
17 October – 4 November 2022	3	Tumours
7 November -2 December 2022	4	Circulation And Respiration
5 – 23 December 2022	3	Trauma
26 December 2022-20 January 2023	4	Infection
23 January – 3 February 2023	2	Half Term
23 – 27 January 2023		Payment Of Second Semester Tuition Fees
30 January – 3 February 2023		Registrations Of Courses In Internet
6 February – 3 March 2023	4	Endocrine System

6 – 24 March 2023	3	Digestive System
27 March – 14 April 2023	3	Elective
17 April – 5 May 2023	3	Neuro-Psychiatry
8 – 26 May 2023	3	Aging
29 May – 8 June 2023	1	Catch-Up, Objective Structured Clinical Exam
21 – 22 June 2023		Final Exam
5 – 6 July 2023		Make Up Exam

YEAR IV

BEGINNING – ENDING	PERIOD (Week)	CLASS (FOR THE FIRST GROUP)
22 – 26 August 2022		Payment Of First Semester Tuition Fees
29 August – 02 September 2022		Registrations Of Courses In Internet
5 – 9 September 2022	1	Medical Professionalism-Ii
12 – 16 September 2022	1	Rational Drug Choice
19 September – 18 November 2022	9	Pediatrics
21 Nov. 2022 – 20 January 2023	9	GIS Hemotopoietic System, Masses
23 January – 3 February 2023	2	Half Term
23 – 27 January 2023		Payment Of Second Semester Tuition Fees
30 January – 3 February 2023		Registrations Of Courses In Internet
6 February – 7 April 2023	9	Endocrine-Urogenital System
10 April – 9 June 2023	9	Respiratory-Circulatory Systems And Fever
12 – 16 June 2023	1	Elective
3 – 7 July 2023	1	Make Up Exam

YEAR V

BEGINNING – ENDING	PERIOD (Week)	CLASS (FOR THE FIRST GROUP)
29 August – 02 September 2022		Payment Of First Semester Tuition Fees
05 – 09 September 2022		Registrations Of Courses In Internet
12 September – 21 October 2022	6	Emergent And Critical Patient
24 October – 2 December 2022	6	Pain
5 December 2022 – 13 January 2023	6	Nervous System Diseases
16 – 27 January 2023	2	Half Term
16 – 20 January 2023		Payment Of First Semester Tuition Fees
23 – 27 January 2023		Registrations Of Courses In Internet
30 January – 17 February 2023	3	Eruptive Diseases
20 February – 10 March 2023	3	Obstetrics And Gynecology
13 – 31 March 2023	3	Vision Disorders
3 – 20 April 2023	3	Otorhinolaryngology
24 April – 12 May 2023	3	Pschiatry
15 May – 2 June 2023	3	Elective Blocks
19 – 23 June 2023		Make Up Exam

FALL SEMESTER INTERN EDUCATION

BEGINNING – ENDING	PERIOD (Week)	CLASS
13 – 17 June 2022		Payment Of First Semester Tuition Fees
27 – 30 June 2022		Registrations Of Courses In Internet
1 July – 31 December 2022	26	The Internship Period

SPRING SEMESTER INTERN EDUCATION

BEGINNING – ENDING	PERIOD (Week)	CLASS
12 – 16 December 2022		Payment Of First Semester Tuition Fees
19 – 23 December 2022		Registrations Of Courses In Internet
1 January – 30 June 2023	26	The Internship Period

23.06.2022 It was accepted by the Senate Decision dated and numbered 2022/184

**ONDOKUZ MAYIS UNIVERSITY-FACULTY OF****2022-2023 ACADEMIC CALENDAR FOR THE DOCTOR OF MEDICINE PROGRAM IN ENGLISH****YEAR 1**

CLASS	Period (Week)	BLOCK Coordinator AND ASISTANT (The Doctor of Medicine Program in Turkish)	BLOCK Coordinator (The Doctor of Medicine Program in English)	Beginning-Ending Exam
Orientation Week	1	Rahman Yavuz	Rahman Yavuz	26-30 September 2022
Basics of Life	4	Aysin Pinar Türkmen-Ayşegül Yılmaz	Alper Arslan	3-28 October 2022
Life	4	Gökhan Arslan- Murat Akçay	Soner Tiryaki	31 October-25 November 2022
Elective	2			28 November-9 December 2022
Nutrition	4	Özgür Korhan Tuncel- Ufuk Avcioglu	Mehmet Emin Önger	12 December 2022 –6 January 2023
Energy	4	Birşen Bilgici-Aysin Pinar Türkmen	Alper Arslan	9 January 2023-3 February 2023
Half Term	2			6-17 February 2023
Balance in Microenvironment	3	Demet Tekcan- Gökhan Arslan	Mehmet Emin Önger	20 February-10-March 2023
Reproduction	4	Bülent Ayas-Ayşe Zehra Özdemir	Sezgin Güneş	13 March-7 April 2023
Movement and Control Mechanism	7	M. Ece Pirzirenli- Sebahat Turgut	Emrah Altunsoy	10 April-26 May 2023
Catch-Up, Objective Structured Clinical Exam	1			29 May-6 June 2023
Yıl Sonu Sınavı				19-20 June 2023
Bütünleme Sınavı				3-4 July 2023
Year 1 The Doctor of Medicine Program in Turkish Coordinator and Asistant Coordinator: Özgür Korhan Tuncel-Gökhan Arslan				
Year 1 The Doctor of Medicine Program in English Coordinator: Şengül Tural				



YEAR 1 BLOCS AND BOARD MEMBERS

Orienta tion Week	Basics of Life	Life	Elective	Nutrition	Energy	Balance in Microenviron ment	Reproductio n	Movement and Control Mechanism
	DR. ÖZGÜR KORHAN TUNÇEL	DR. M. ECE PIRZİRENLİ		DR. AYHAN BOZKURT	DR. DR. SONER TİRYAK		DR. RAMAZAN AŞCI	DR. AYŞE OYTUN BAYRAK
	DR. ÖZLEM TERZİ	DR. EMRAH ALTUNSOY		DR. GÖNÜL ÇALTEPE	DR. ÖGR. ÜYESİ ELİF KILIÇ KAN	DR. HAYRIYE SAYARLIOĞLU	DR. GÜNFER TURGUT	DR. MUSTAFA AYYILDIZ
	DR. MENNAN ECE PIRZİRENLİ	DR. SIRRI BİLGE		DR. ASUMAN BİRİNCİ	DR. MURAT AYDIN	DR. ÖZGÜR KORHAN TUNÇEL	DR. BAHATTİN AVCI	DR. AYSIN PINAR TÜRKMEN
	DR. GÖKHAN ARSLAN	DR. İRFAN OĞUZ ŞAHİN		DR. ÖZLEM TERZİ	DR. ENGİN ÇİFTÇİOĞLU	DR. ÖZGÜR KÖMÜRCÜ	DR. BİLGE CAN MEYDAN	DR. SANCAR BARIŞ
	DR. AYHAN BOZKURT	DR. TAHA GÜLLÜ		DR. SIRRI BİLGE	DR. AYSIN PINAR TÜRKMEN	DR. ARZU ERDAL	DR. BEYTUL LAH YAĞIZ	DR. DİLEK DURMUŞ
					DR. IŞIL ÖZER			DR. AYŞE AKSOY
								DR. AYŞEGÜL AKAR



YEAR 2				
CLASS	Period (Week)	BLOCK Coordinator AND ASISTANT (The Doctor of Medicine Program in Turkish)	BLOCK Coordinator (The Doctor of Medicine Program in English)	Beginning-Ending Exam
Growth , Development And Behavior	4	Nilden Arslan - Tuğba Ayçiçek Dinçer	Miraç Barış Usta	19 September -14 October 2022
Brain And Sensation	8	Sedat Şen	Esra Kavaz	17 October-9 December 2022
Ethics And Medical Research Tecniques	4	Nilden Arslan- Leman Tomak	Tevfik Sünter	12 December 2022-8 January 2023
Blood	3	İbrahim Kartal- Seher Kır	Arzu Erdal	9-27 January 2023
Half Term	2			30 January-10 February 2023
Injury	3	Fevziye Canbaz- Sultan Çalışkan	Mehmet Kefeli	13 February-3 March 2023
Defence	3	Seda Gün- Demet Gür Vural	Emrah Altunsoy	6-24 March 2023
Elective	3			27 March-14 April 2023
Biological Agents	4	Yeliz Tanrıverdi Çaycı- Kemal Bilgin	Heval Can Bilek	17 April- 12 May 2023
Catch-Up, Objective Structered Clinical Exam	1			29 May-6 June 2023
Final Exam				19-20 June 2023
Make Up Exam				3-4 July 2023
Year 2 The Doctor of Medicine Program in Turkish Coordinator and Asistant Coordinator: Yeliz Tanrıverdi Çaycı- Arzu Erdal				
Year 2 The Doctor of Medicine Program in English Coordinator: Mehmet Emin Önger				



YEAR 2 BLOCS AND BOARD MEMBERS

Growth , Developme nt And Behavior	Brain And Sensatio n	Ethics And Medical Research Techniques	Blood	Injury	Defence	Elective	Biologic al Agents
DR. AYSIN PINAR TÜRKMEN	DR. NURULLAH KOÇAK	DR. HASAN TAHSİN KEÇELİGİL	DR. SIRRI BİLGE	DR.MUSTAFA AYYILDIZ	DR. FATİH TEMOÇİN		DR. AYNUR ATILLA
DR. ÖZGÜR KORHAN TUNÇEL	DR. OSMAN KUKULA	DR. RAHMAN YAVUZ	DR. CANAN ALBAYRAK	DR. NİLGÜN ÖZBEK	DR. KEMAL BİLGİN		DR. AYDIN DEVECİ
DR. A TEVFİK SÜNTER	DR. MEHMET EMİN ÖNGER		DR.BAHATTİN AVCI	DR. ÖZLEM TERZİ	DR.ÖZLEM AYDOĞ		DR. TEVFİK SÜNTER
DR. ARZU ERDAL	DR. BİRŞEN BİLGİCİ		DR. SEDA GÜN	DR. OKAN GÜLEL	DR. OĞUZ AYDIN		DR. MEFTUN ÜNSAL
DR. LEYLA AKIN	DR. AYHAN BOZKURT		DR.AYHAN BOZKURT	DR. MAHMUT BAŞOĞLU	DR. LEVENT YILDIZ		
DR.ŞAHİN TAKCI			DR. ENGİN KELKİTLİ	DR.CELAL KATI	DR. AHMET UZUN		
			DR. BÜLENT AYAS	DR. AYŞEGÜL AKAR	DR. FADIL ÖZTÜRK		
				DR. HAŞAN GÜLBİÇİM	DR.YASEMİN ULUS		



Year 3				
CLASS	Period (Week)	BLOCK Coordinator AND ASISTANT (The Doctor of Medicine Program in Turkish)	BLOCK Coordinator (The Doctor of Medicine Program in English)	Beginning-Ending Exam
Medical Professionalism-I	2	Özlem Mıdık-Servet Aker	Özlem Mıdık	12-23 September 2022
Pregnancy And Delivery	3	Ulaş Çoban- Şahin Takçı	Abdülkadir Bakay	26 September -14 October 2022
Tumours	3	Yurdanur Süllü-Alparslan Serarlan	Ş Bilge Gürsel	17 October-4 November 2022
Circulation And Respiration	4	Ufuk Yıldırım-Metin Çoksevım	Tibel Tuna	7 November- 2 December 2022
Trauma	3	H. Sina Coşkun-Fatih Çalışkan	M. Ece Pirzirenli	5-23 December 2022
Infection	4	Tuba Kuruoğlu-Kemal Bilgin	Heval Can Bilek	26 December 2022-20 January 2023
Half Term	2			23 January-3 February 2023
Endocrine System	4	Ramis Çolak-Özgür Korhan Tunçel	Elif Kılıç Kan	6 February-3 March 2023
Digestive System	3	Beytullah Yıldırım-Gönül Çaltepe	Müge Ustaoglu	6-24 March 2023
Elective	3	Rahman Yavuz		27 March-14 April 2023
Neuro-Psychiatry	3	Gökhan Sarısoy-Selçuk Özdin	Gökçenur Say	17 April- 5 May 2023
Aging	3	Özlem Terzi-Nilden Arslan	Sercan Ergün	8-26 May 2023
Catch-Up, Objective Structered Clinical Exam	1			29 May-6 June 2023
Final Exam				19-20 June 2023
Make Up Exam				3-4 July 2023
Year 3 The Doctor of Medicine Program in Turkish Coordinator and Asistant Coordinator: Bahattin Avcı- Özlem Terzi				
Year 3 The Doctor of Medicine Program in English Coordinator: Alper Arslan				



YEAR 3 BLOCS AND BOARD MEMBERS

Medical Professionalism-	Pregnancy And Delivery	Tumours	Circulation And Respiration	Trauma	Infection	Endocrine System	Digestive System	Elective	Neuro-Psychiatry	Aging
DR. ÖZLEM MIDİK	DR. CANAN AYGÜN SEREN	DR. AYHAN DAĞDEMİR	DR. AYŞEN TASLAK ŞENGÜL	DR. AHMET TURLA	DR.ŞABAN ESEN	DR. IŞIL ÖZER	DR. RAMAZAN AMANVE RMEZ		DR. ÖMER BÖKE	DR.ŞENNUR DABAK
DR. SERVET AKER	DR. ENGİN ÇİFTÇİOĞLU	DR. GÜZİN DEMİRAG	DR. OSMAN KUKULA	DR. YEŞİM AKYOL	DR.BİLGE CAN MEYDAN	DR.MURAT AYDIN	DR. MURAT DANACI		DR. MURAT POLAT	
DR.MUSTAFA FEVZİ DİKİCİ	DR. ARZU ERDAL	DR. DÜZGÜN ÖZATLI	DR. SEMİH MURAT YÜCEL	DR. H.UFUK AKDEMİR	DR. AYNUR ATILLA	DR. NERMİN KILIÇ	DR. ÜNAL BIÇAKÇI		DR. HATİCE GÜZ	DR. OKAN GÜLEL
DR. AHMET RIFAT ŞAHİN	DR. ŞENNUR DABAK	DR. BAHADDİN YILMAZ	DR. İRFAN OĞUZ ŞAHİN	DR. İSMAİL ALPER TARIM	DR. OSMAN KUKULA	DR. ARZU ERDAL	DR. MEHMET KEFELİ		DR. MUSTAFA FEVZİ DİKİCİ	DR. MELDA DİLEK
DR. ÖMER BÖKE		DR.OĞUZ AYDIN	DR. MUSTAFA AYYILDIZ	DR. GÖKHAN PİRZİRENLİ	DR. EMİNE ERDENİZ	DR. SİBEL UÇAK SEMİRGİN	DR.SAVAŞ YÜRÜKER		DR. ENGİN ÇİFTÇİOĞLU	DR. DURSUN AYGÜN
DR. HASAN TAHSİN KEÇELİGİL		DR. AYSIN PINAR TÜRKMEN		DR. İLKAY ÇAMLIDAĞ	DR. TAHA GÜLLÜ	DR. SULTAN ÇALIŞKAN	DR.FİLİZ KARAGÖZ		DR. OSMAN KUKULA	DR. RAMAZAN AŞÇI
DR. ŞABAN SARIKAYA		DR. ÖZLEM TERZİ		DR. B.DİLEK DEMİREL	DR UFUK YILDIRIM		DR.BÜLENT GÜNGÖR			DR. DEVRAN BILDİRCİN
DR. ŞENNUR DABAK		DR. MEHMET CAN AYDIN			DR. NİLDEN ARSLAN		DR.TALAT AYYILDIZ			DR. HATİCE GÜZ
DR. KÜRŞAT ŞAHİN		DR. ARZU ERDAL					DR. OĞUZHAN ÖZŞAY			DR. YASEMİN ULUS
		DR. ENGİN ALTUNDAĞ								



YEAR 4					
	WEEK	BEGINNING – ENDING-EXAM			
CLASS		19 September-18 November 2022	21 November-20 January 2022	6 February-7 April 2023	10 April-9 June 2023
Pediatrics	9	I GRUP	IV GRUP	III GRUP	II GRUP
GIS Hemotopoietic System, Masses	9	II GRUP	I GRUP	IV GRUP	III GRUP
Endocrine-Urogenital System	9	III GRUP	II GRUP	I GRUP	IV GRUP
Respiratory-Circulatory Systems And Fever	9	IV GRUP	III GRUP	II GRUP	I GRUP
Medical Professionalism-II	1	5-9 September 2022			
Rational Drug Choice	1	12-16 September 2022			
Elective	1	12-16 June 2023			

YEAR FOUR Make Up Exam and Half Term				
Make Up Exam				3-7 July 2023
Half Term				23 January-3 February 2023
YEAR 4 BLOCS AND BOARD MEMBERS				
Medical Professionalism-II	1	Servet Aker		
Rational Drug Choice	1	S.Sırrı Bilge		
Pediatrics	9	Canan Seren (İbrahim Kartal-Hülya Nalçacıoğlu)		
GIS Hemotopoietic System, Masses	9	İsmail Alper Tarım (Hilmi Memiş Atay-Müge Ustaoglu)		
Endocrine-Urogenital System	9	Elif Kılıç Kan (Ercan Türkmen-Y Kamil Yakupoğlu)		
Respiratory-Circulatory Systems And Fever	9	Mahmut Şahin (Atilla Güven Atıcı-Fatih Temoçin)		
Elective	1			
Year 2 The Doctor of Medicine Program in English Coordinator: Şaban Sarıkaya-Taha Güllü				

YEAR 4 BLOCS AND BOARD MEMBERS						
Medical Professionalism-II	Rational Drug Choice	Pediatrics	GIS Hemotopoietic System, Masses	Endocrine-Urogenital System	Respiratory-Circulatory Systems And Fever	Elective
		Dr. Canan SEREN	Dr. Bahiddin Yılmaz	Dr. Ayşegül Atmaca	Dr. Mahmut ŞAHİN	
		Dr. Hülya NALÇACIOĞLU	Dr. Ahmet Bektaş	Dr. Ender Özden	Dr. Özcan YILMAZ	
		Dr. İbrahim KARTAL	Dr. Hilmi Atay	Dr. Yakup Bostancı	Dr. Serkan YÜKSEL	
		Dr. İrfan ŞAHİN	Dr. Engin Kelkitli	Dr. Ramazan Aşçı	Dr. H. Tahsin KEÇELİGİL	
			Dr. Güzin Demirağ	Dr. Melda Dilek	Dr. Meftun ÜNSAL	
			Dr. İbrahim Gören	Dr. Hayriye Sayarlıoğlu	Dr. Nurhan KÖKSAL	
			Dr. Selçuk Özbalcı		Dr. Esra TANYEL	
			Dr. Savaş Yürüker		Dr. Yasemin BÜYÜKKARABACAK	
					Dr. Aydın DEVECİ	



5 YEAR

FIRST SIX WEEKS (12 SEPTEMBER-21 OCTOBER 2022)

		12 SEPTEMBER-21 OCTOBER 2022 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		12 SEPTEMBER-30 SEPTEMBER 2022 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	3 OCTOBER-21 OCTOBER 2022 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	I GROUP	
pain	6	II GROUP	
Nervous System Diseases	6	III GROUP	
Eruptive Diseases	3	IV GROUP	BOŞ
Obstetrics And Gynecology	3		IV GROUP
Vision Disorders	3	V GROUP	
Otorhinolaryngology	3		V GRUP
Pschiatry	3		VI GROUP
Elective Blocks	3	VI GROUP	

SECOND SIX WEEKS (24 OCTOBER-2 DECEMBER 2022)

		24 OCTOBER-2 DECEMBER 2022 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		24 OCTOBER-11 NOVEMBER 2022 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	14 NOVEMBER-2 DECEMBER 2022 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	VI GROUP	
Pain	6	I GROUP	
Nervous System Diseases	6	II GROUP	
Eruptive Diseases	3	III GROUP	
Obstetrics And Gynecology	3		III GROUP
Vision Disorders	3	IV GROUP	
Otorhinolaryngology	3	BOŞ	IV GRUP
Pschiatry	3	V GROUP	BOŞ
Elective Blocks	3	BOŞ	V GROUP



THIRD SIX WEEKS (5 DECEMBER 2022-13 JANUARY 2023)

		5 DECEMBER 2022-13 JANUARY 2023 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		5 DECEMBER-23 DECEMBER 2022 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	26 DECEMBER-13 DECEMBER 2023 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	V GROUP	
Pain	6	VI GROUP	
Nervous System Diseases	6	I GROUP	
Eruptive Diseases	3	II GROUP	BOŞ
Obstetrics And Gynecology	3		II GROUP
Vision Disorders	3	III GROUP	
Otorhinolaryngology	3		III GROUP
Pschiatry	3	IV GROUP	
Elective Blocks	3		IV GROUP

FOURTH SIX WEEKS (30 JANUARY-10 MARCH 2023)

		30 JANUARY-10 MARCH 2023 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		30 JANUARY-17 FEBRUARY 2023 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	20 FEBRUARY-10 MARCH 2023 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	IV GROUP	
Pain	6	V GROUP	
Nervous System Diseases	6	VI GROUP	
Eruptive Diseases	3	I GROUP	
Obstetrics And Gynecology	3		I GROUP
Vision Disorders	3	II GROUP	
Otorhinolaryngology	3		II GROUP
Pschiatry	3	III GROUP	
Elective Blocks	3		III GROUP

**BEŞİNCİ ALTI HAFTALIK (13 MART-20 NİSAN 2023) TARİHLERİ İÇİN BEŞİNCİ SINIF PROGRAMI**

		13 MARCH-20 APRIL 2023 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		13 MARCH-31 MARCH 2023 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	3 APRIL-20 APRIL 2023 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	III GROUP	
Pain	6	IV GROUP	
Nervous System Diseases	6	V GROUP	
Eruptive Diseases	3	VI GROUP	
Obstetrics And Gynecology	3		VI GROUP
Vision Disorders	3	I GROUP	
Otorhinolaryngology	3		I GROUP
Pschiatry	3	II GROUP	
Elective Blocks	3		II GROUP

ALTINCI ALTI HAFTALIK (24 NİSAN-2 HAZİRAN 2023) TARİHLERİ İÇİN BEŞİNCİ SINIF PROGRAMI

		24 APRIL-2 JUNE 2023 (Beginning-Ending-Exam) Emergent And Critical Patient Pain Nervous System Diseases	
		24 APRIL -12 MAY 2023 (Beginning-Ending-Exam) Eruptive Diseases Vision Disorders Pschiatry	15 MAY-2 JUNE 2023 (Beginning-Ending-Exam) Obstetrics And Gynecology Otorhinolaryngology Elective Blocks
Emergent and Critical Patient	6	II GROUP	
Pain	6	III GROUP	
Nervous System Diseases	6	IV GROUP	
Eruptive Diseases	3	V GROUP	
Obstetrics And Gynecology	3		V GROUP
Vision Disorders	3	VI GROUP	
Otorhinolaryngology	3		VI GROUP
Pschiatry	3	I GROUP	
Elective Blocks	3		I GROUP



FIVETH YEAR Make Up Exam- Half Term			
Make Up Exam			19-23 JUNE 2023
Half Term			16-27 JANUARY 2023
BLOCK COORDINATOR			
Emergent and Critical Patient	6	Fatih Çalışkan	
Pain	6	Dilek Durmuş	
Nervous System Diseases	6	Sedat Şen	
Eruptive Diseases	3	Gökhan Şahin	
Obstetrics And Gynecology	3	Mesut Önal	
Vision Disorders	3	Ertuğrul Can	
Otorhinolaryngology	3	Sinan Atmaca	
Pschiatry	3	Ahmet Rifat Şahin	
Elective Blocks	3		
Year 5 The Doctor of Medicine Program in English Coordinator:Ersin Köksal			



6 YEAR (12 Months) (1 July 2022-30 June 2023)

Staj	PERI OD	
INTERNAL MEDICINE	2 Month	
PEDIATRICS	2 Month	
Obstetrics And Gynecology	1 Month	
GENERAL SURGERY	1 Month	
FAMILI MEDICINE	1 Month	
PUBLIC HEALTHY	1 Month	
Emergent and Critical Patient (Forensic Medicine) *	2 Month	
Pschiatry	2 Weeks	
Elective 1	2 Weeks	Cardiology 10/Chest Diseases 8/Plastic Surgery 2/Other clinical departments one person each
Elective 2	1 Month	All Clinical Departments

* Forensic Medicine, in a rotational rotation of one week

Ondokuz Mayıs University Faculty of Medicine Mission:

"Providing innovative, competitive and high standards of education and health services considering the requirements of the society and the country by using advanced health and educational technologies in order to educate good individual and physician and conduct researches for health promotion and prevention"

Ondokuz Mayıs University Faculty of Medicine Vision:

"To reach the status of a well recognised and preferred institute, proud to be a member of, at the national and international arena with the training and research capabilities and health care services, in which pioneers working for health promotion are trained"

History of Faculty of Medicine, Ondokuz Mayıs University

Our faculty, which started its educational and academic structuring within the body of Hacettepe University as a Faculty of Medicine in 1973, was affiliated to its own university with the establishment of Ondokuz Mayıs University in 1975. When the students studying at Hacettepe reached the 5th and 6th grades, they started to study at the Faculty of Medicine, which started to provide services in a part of Samsun Chest Diseases Hospital as of 1978. All of its classes started to study in Samsun after 1982, and after moving to its new buildings in the Kurupelit campus in 1986, it accelerated its development and took its place among the prestigious Medical Faculties of our country.

Ondokuz Mayıs University Faculty of Medicine, which has gifted approximately 5721 physicians to the medical world, defines its mission with the trilogy of "education", "research" and "service". There are 274 lecturers, 137 of whom are Professors, 72 Associate Professors, 48 Assistant Professors, and 17 Specialists, in 43 Departments affiliated to the Departments of Basic Medical Sciences, Internal Medicine and Surgical Sciences. Since its establishment, the number of physicians who have completed their specialty training at Ondokuz Mayıs University Faculty of Medicine is approaching 2115. Department of Neonatal, Cardiology, Allergy, Nephrology, Hematology, Oncology, Neurology, Endocrinology, Gastroenterology and Genetics under the Department of Child Health and Diseases, and Nephrology, Gastroenterology, Oncology, Endocrinology and Hematology under the Internal Diseases Department. branch specialization training can be given.

A total of 1966 students, 370 of whom are foreign nationals, are currently studying at the Faculty of Medicine of Ondokuz Mayıs University, which determines the purpose of pre-graduate medical education as "to train physicians who can respond to the needs of society and to provide individuals who want to pursue advanced academic education". In the Ondokuz Mayıs University Faculty of Medicine, which has developed its education program in parallel with the developments in medical education in the world and in Turkey, a new education program, in which student-centered, problem-based learning (PBL) is the main element, has been applied to newly enrolled students since 2003-2004. The first three years of the new program, which is 6 years after one year of preferential English preparatory class, consists of PBL sessions, presentations, vocational skills training, clinical skills training, practices and other supportive training programs.

Before encountering real patients, students develop their professional skills on 368 types of models in two vocational skills laboratories and receive clinical skills training with simulated patients in 19 clinical skills laboratories. In the 4th and 5th years of the training program, they encounter real patients in the "tasks" applied in the clinic, and they complete their 6th year with an internship period that lasts 12 months. In the new system, while the students continue their education in a positive and pleasant environment; It is aimed to train them as physicians who question, solve problems, and have good communication with patients and their relatives. For this purpose, the technical and cognitive infrastructure of the library, classrooms and computer rooms, especially the learning resources center, are constantly updated.

Health Practice and Research Hospital, located in Kurupelit campus of Ondokuz Mayıs University Faculty of Medicine, is the largest and most equipped hospital in the Black Sea Region and still serves with a bed capacity of 1037 (registered and unregistered). The hospital has 45 services. The Emergency Service and Intensive Care Units of the hospital, where approximately 24400 operations are performed annually in 21

operating rooms in total, have been modernized and renewed in recent years, while the operating rooms have been equipped with devices for minimally invasive surgeries. The pediatric intensive care service reached a capacity of 19 beds, while the neonatal service was modernized to have a capacity of 33 patients. Almost all of the advanced technology diagnostic and treatment devices (Multislice CT, high-speed MR, Digital Angio systems, Linear Accelerator, ESWL device, Holmium and Greenlight Laser systems, etc.) serve in the hospital. In vitro fertilization center and pediatric stem cell transplant center are other units that serve our patients.

Turkey's most modern oncology-chemotherapy application unit was brought to our hospital again. Again, chemotherapy and dialysis services have been provided in a building in the city center since December 2005. With the renovation works carried out in the hemodialysis unit, the capacity of 40 beds has been reached. The transition to financial and medical full automation has been completed at Ondokuz Mayıs University Health Practice and Research Hospital, where international accreditation and standardization studies of health services continue intensively.

The Faculty of Medicine, which is located in the Kurupelit campus of Ondokuz Mayıs University, which has a unique natural beauty of 7000 acres, is considered as one of the few Medical Faculties of our country in the evaluations made with measurable criteria. **DEANS THAT HAVE WORKED FROM ITS FOUNDATION TO THE DATE**

KURULUŞUNDAN BUGÜNE GÖREV YAPAN DEKANLARIMIZ								
								
Prof. Dr. Sevinç ORAL 01.01.1970 - 02.01.2070	Prof. Dr. Muhsin SARAÇLAR 17.05.1978 - 14.09.1981	Prof. Dr. Gürler İLÇİN 14.09.1961 - 02.09.1982	Prof. Dr. Emin U. ERKOÇAK 22.09.1962 - 09.09.1985	Prof. Dr. Arman BİLGİÇ 04.10.1965 - 05.09.1988	Prof. Dr. Ercihan GÜNEY 19.09.1968 - 15.09.1992	Prof. Dr. Naci GÜRSES 24.10.1960 - 15.09.1992	Prof. Dr. Mete KEÇİLİM 15.09.1962 - 15.09.1988	Prof. Dr. Cemil RAKUNT 19.09.1961 - 15.09.1984
								
Prof. Dr. İhsan ÖGE 21.09.1967 - 19.02.2006	Prof. Dr. Kayhan ÖZKAN 10.02.1961 - 15.09.2001	Prof. Dr. Fulya Tanyeri	Prof. Dr. Şaban Sarıkaya	Prof. Dr. Haydar Şahinoğlu	Prof. Dr. Süleyman Kaplan 23.07.1951 - 20.02.2016	Prof. Dr. Ayhan DAĞDEMİR 28.09.1974 - 13.09.2020	Prof. Dr. Cengiz Çokluk (Halen)	

ONDOKUZ MAYIS UNIVERSITY, TURKISH/ENGLISH MEDICAL FACULTY PROGRAM, GRADUATION GOALS

1. Provides Effective and Quality Medical Service

- 1 a. Takes comprehensive and adequate medical history, including social structure, and evaluates findings.
- 1b. Performs a complete and qualified physical examination, including mental status.
- 1c. He/she applies basic diagnostic methods and laboratory tests, evaluates the results and determines the appropriate treatment methods.
- 1d. Evaluates the patients with their social, cultural, physical and psychological environments and classifies them as urgent, acute and chronic to determine their personal treatment needs.
- 1e. Manages common medical emergencies, identifies areas and methods for consultation.
- 1f. Manages health problems effectively, quickly and ethically.
- 1g. It uses a rational and evidence-based approach in all its approaches.
- 1f. Adopts preventive medicine and improving health.

2. Has Competent and Sufficient Communication Skills.

- 2 a. Demonstrates a sincere, sensitive and empathetic approach in communicating with patients, their families, and their environment.
- 2b. Uses communication skills to understand people from different cultures and people of different ages and social groups.
- 2c. He/She has written and verbal communication skills, presents information in a clear and understandable way.
- 2d. He/She has basic skills and a positive approach to transfer knowledge to people.
- 2e. Establishes constructive and healthy communication channels with colleagues, other professional groups and superiors.

3. Has Competent and Sufficient Teamwork and Interprofessional Interaction Skills.

- 3 a. Respects the boundaries and duties of teammates by prioritizing the success of the team in teamwork
- 3b. It strives for the productive and efficient work of the team by performing its in-team duties fully and on time.
- 3c. By providing appropriate and effective participation in the team, it acts solution-oriented in intra-team conflicts.

4. He is Competent in Technology and Knowledge Management Skills.

- 4a. He understands the application and limits of technology.
- 4b. Uses the technologies required by professional practices and renews them as needed.
- 4c. Effectively uses electronic data systems to collect patient medical information.
- 4d. Monitors and applies technology in communication, data collection, access to information, and diagnosis and treatment initiatives.

5. Competent in Professional Behavior, Attitude, Professional and Ethical Values.

- 5 a. He is respectful, empathetic and sensitive to ethical principles in the practice of the medical profession. It adopts its core components such as accountability, honesty, high morality and commitment to the scientific method.
- 5b. It meticulously adheres to professionalism, ethical and legal standards in patient care, research and public health studies.
- 5c. Establishes healthy communication and relationships with superiors, colleagues and other employees on the basis of respect. It contributes to the development of a positive working environment.
- 5 d. Understands that the well-being of the patient and society is the primary responsibility of the physician.

6. He is Competent in Continuous Professional Development and Follow-up of Scientific Medical Developments.

- 6a. Evaluates individual competencies and performance.
- 6b. Defines the normal and abnormal physical and mental development of the human body and follows the scientific developments in this field.
- 6c. Evaluates the normal cellular, biochemical, molecular and physiological properties of the human body.
- 6d. Evaluates the etiology, risk factors and natural course of acute and chronic diseases.

6e. Knows the principles of use of biochemical, pharmacological, surgical and other interventions in the treatment of diseases and follows the developments.

6f. He meets his information needs from scientific sources, evaluates the level of evidence of the information he has acquired and reflects it in his practice.

7. He is Competent in Health Management Skills

7a. Monitors and evaluates developments in the field of health. Has knowledge of national health systems at the level required by the task.

7b. Recognizes and effectively uses the legislation, staff, infrastructure and administrative tools required by the unit.

7c. It carries out health management in accordance with the legislation, takes responsibility and leadership when necessary.

7d. It uses resources effectively and efficiently by acting in accordance with the principles of professionalism.

7e. Understands the basic principles of epidemiology, health economics and health systems management.

FEATURES OF THE TURKISH/ENGLISH MEDICAL PROGRAM OF ONDOKUZMAYS UNIVERSITY

1. It is Learner Centered

1 a. It is planned to ensure that students achieve the qualifications specified in the faculty graduation goals.

1b. In the first three years, it provides the understanding of basic medical knowledge with its clinical importance.

1c. It enables the student to meet with clinical applications in the early period.

1d. In the fourth and fifth years, it aims to develop patient approach and patient management skills in the clinical setting.

1e. It gives students an active role in patient care, treatment and follow-up as an intern when they come to the sixth grade and gives them medical experience.

1f. Receives feedback from students and cares about student opinions.

1g. It enables the student to gain independent, critical thinking, lifelong learning skills and communication skills.

1h. It enables the student to gain the knowledge, skills and attitude to successfully carry out postgraduate medical education and general practitioner practice.

1i. For newly enrolled students, the first year program includes "Integration Week" activities in the press and gives a "welcome" message to the profession with a ceremony where our faculty members dress students in their white coats.

1k. The program includes learner-centered education practices at every stage.

1l. An institutional system is established and working to ensure qualified and effective student representation.

1m. There is a functional academic and social counseling system.

1n. It provides students with social, cultural, artistic, sportive opportunities and equal access opportunities.

1o. It offers its students national and international exchange opportunities within the framework of a specific plan and policy, and provides administrative and economic support.

1p. It provides students with a continuous and regular interaction environment by using up-to-date communication tools and environments during their education.

2. Integration

2 a. It is an integrated education and training program for the health problems of the society, based on organ systems, organized with a spiral understanding, including behavioral and human sciences and social sciences.

2b. Horizontal and vertical integration of basic and clinical sciences has been achieved. As the stages increase in vertical-horizontal integration, the proportion of basic sciences decreases, while the proportion of clinical sciences increases.

2c. The integrated program, arranged with a spiral understanding, consists of six classes (I – VI).

2d. Contains associations between classes and blocks to enable horizontal integration

2e. It is updated regularly.

3. Elective courses

3 a. It includes elective courses and independent study hours in each academic year.

3b. It includes components and activities that aim to provide students with an attitude of continuous professional development and lifelong learning.

3c. It includes non-field elective courses.

4. Population Oriented/Based features

4a. It enables students to encounter health problems of the patient and society in the early stages of medical education.

4b. It includes population-based educational activities at all stages.

4c. It includes educational activities in health institutions other than tertiary care and in the community.

4d. It includes practices that will prepare students for post-graduate education and working conditions.

4e. It includes projects or educational activities where they can take social responsibility.

5. Characteristics of Scientific Perspective and Research

5 a. It provides learning opportunities that will develop skills such as analytical, critical thinking and evaluation, problem solving and decision making using scientific principles and methods.

5b. It provides learning opportunities that will support students' participation in scientific research and gain experience in doing research.

5c. It is a program that offers opportunities to gain understanding and skills of teamwork.

6. Based on Experience/Practice

6a. Includes evidence-based medicine practices.

6b. It allows students to learn and gain experience in electronic patient information management and decision support systems.

6c. It includes practices that give students an interprofessional perspective in the provision of health services and attaches importance to this.

7. Systematic Features

- 7a. In accordance with the program structure, in line with the objectives and targets at all levels, it has been arranged according to years/classes.
- 7b. Efforts have been made to ensure compliance with the current National Core Education Program (UCEP).
- 7c. The number of students suitable for the objectives, structure, characteristics, institutional manpower and infrastructure of the education program is determined and requested.
- 7d. In the program, the responsibilities of the students in the preclinical education processes were defined and made known.
- 7e. In the program, the duties and responsibilities of interns and downloaders in clinical training environments are defined and known.

8. Assessment and Evaluation and Program Evaluation Features

- 8a. It uses measurement and evaluation methods and criteria determined according to years / stages, published, shared with students and faculty members.
- 8b. It uses measurement and evaluation methods and criteria that have been shown to be compatible with the purpose and learning objectives and have been validated.
- 8c. The measurement and evaluation methods and criteria used by the program are planned and implemented to support learning.
- 8d. It is a program that constantly improves its system with new applications by following innovations and developments.
- 8e. The usefulness of the applications is constantly evaluated within the program.
- 8f. It is a program that includes student and instructor feedback that is regularly received, analyzed and evaluated.
- 8g. The program includes regular monitoring and evaluation of student achievement.
- 8h. Program evaluation results are regularly evaluated and reported to be used in the development and improvement of the program.
- 8i. Program evaluation results are shared with the education administration, academic staff and students.
- 8j. Program evaluation results are used in program development and improvement.

9. Academic Staff Characteristics

- 9a. The training program has an academic staff structure that is suitable for the workload required by different periods, processes and activities, according to its implementation characteristics.
- 9b. The duties and responsibilities of the academic staff in the education program are determined and monitored according to their fields of study and academic levels.
- 9c. Methods and criteria that take into account academic merit and provide equal opportunity are used in selection, appointment and promotion.
- 9d. There are trainer development programs that are planned and implemented in an institutional framework to develop the trainer's qualifications required by the training program.
- 9e. It organizes continuous professional development activities implemented in a planned and institutional framework.

9f. Participation support is provided for trainer development and other individual, continuous professional development activities, and their contribution and participation are monitored.

9g. Administrative and economic support for participation in continuous professional development activities is provided within an institutional framework.

9h. The continuous professional development of educators is monitored and evaluated.

10. Infrastructure and Educational Facilities

10a. There are suitable and sufficient lecture halls, classrooms, seminar rooms and student laboratories for educational activities in large and small groups.

10b. There are study halls and social areas reserved for the use of students, as well as access to information through the library, internet or other electronic media.

10d. It provides clinical education environments that will enable students to gain sufficient experience in medical knowledge, skills and practices.

10e. In the hospitals used for clinical education, it is available in the form of classrooms, seminar rooms and areas reserved for the use of students.

10f. It has ensured the safety of the environments for students, academic and administrative staff, patients and their relatives.

10g. Arrangements have been made in line with the needs of students with disabilities and to ensure their access.

10h. Institutional cooperation protocols have been implemented in the training program to provide learning opportunities within the community and health institutions outside the tertiary level.

10i. With the training program, financial resources are created and resources are used effectively for the maintenance, evaluation, development and improvement of infrastructure and opportunities.

11. Organization

11a. A training organization is established in accordance with the structure of the training program, its authorities, duties and responsibilities are defined by institutional legislation and its functionality is ensured.

11b. The mutual duties, responsibilities and relations of the administrators and lecturers with other units where education is carried out other than the institution's own hospital are defined.

11c. Institutional structures that provide administrative, technical and secretarial support to education management and organization have been established and are operational.

11d. There are competent and functional units in the field of medical education in order to benefit from the knowledge and experience of the discipline of medical education in the regulations and practices related to education.

11e. Medical faculty dean. He is a medical school graduate and has training and management experience.

11f. Most of the executive staff are graduated from medical school and have education and management experience.

11g. Our faculty has the autonomy to organize the training programs in line with the institutional goals and objectives it has determined, to create and implement the relevant legislation.

11h. Our faculty has a regular record and archive system, with documented decisions and processes related to education.

11i. The service offered in our hospital, which is used for clinical training, is structured in an education-oriented framework.

12. Continuous renewal and development

12a. The continuous innovation and development mechanism related to education has been associated with the institutional goals and plans of the faculty.

12b. The continuous renewal and development mechanism related to education has been designed as a continuous institutional and functional structure.

12c. It covers the aims and objectives of the education programs, education and measurement-evaluation methods and practices, physical infrastructure and opportunities, and the renewal and development of the academic and administrative staff in the context of the continuous renewal and development studies of the medical faculty, the needs of the society, the developments in the field of education and the characteristics of the students.

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(DEAN)



Prof. Dr. Tevfik Sunter
(VICE DEAN)

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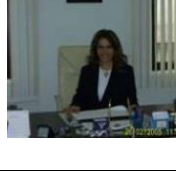
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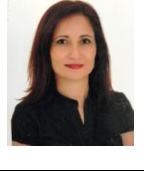
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Bayram Öksüz-
Faculty Secretary

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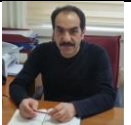
Ayşe Kaya



Ayşegül Uysal



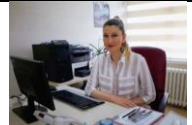
Büşra Karamangil

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Hasan Tekeli



Osman
Ekşioğlu



Aslı Gündoğdu



Şükran Özyürek



Kader Yavuz













Bülent
Özmeriç

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Doç. Dr. LEMAN TOMAK							



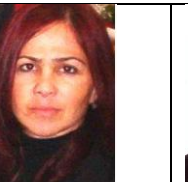



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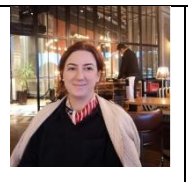


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Prof. Dr. SÜLEYMAN KAPLAN	Prof. Dr. BÜLENT AYAS	Doç. Dr. MEHMET EMİN ÖNGER	Dr. Öğretim Üyesi AYSIN PINAR TÜRKMEN	Dr. Öğr. Üyesi Abubaker Elhaj Elssidig BAKHİT			





MEDICAL BIOCHEMISTRY

							
Prof. Dr. NERMİN KILIÇ	Prof. Dr. RAMAZAN AMANVERMEZ	Prof. Dr. BİRŞEN BİLGİCİ	Prof. Dr. BAHATTİN AVCI	Doç. Dr. ÖZGÜR KORHAN TUNÇEL	Doç. Dr. Edem NUGLOZEH		




MEDICAL BIOLOGY

							
Prof. Dr. SEZGİN GÜNEŞ	Doç. Dr. ŞENGÜL TURAL	Doç. Dr. Sercan ERGÜN	Dr. Öğretim Üyesi MEHMET ALPER ARSLAN				

MEDICAL MICROBIOLOGY

							
Prof. Dr. ASUMAN BİRİNCİ	Doç. Dr. YELİZ TANRIVERDİ ÇAYCI	Dr. Öğretim Üyesi KEMAL BİLGİN	Dr. Öğretim Üyesi DEMET GÜR VURAL				



MEDICAL EDUCATION

							
Doç. Dr. ÖZLEM MIDIK	Doç. Dr. Servet AKER	Dr. Öğretim Üyesi RAHMAN YAVUZ					

INTERNAL MEDICAL SCIENCES**EMERGENCY MEDICINE**

							
Prof. Dr. AHMET BAYDIN	Prof. Dr. TÜRKER YARDAN	Prof. Dr. CELAL KATI	Prof. Dr. HIZIR UFUK AKDEMİR	Prof. Dr. LATİF DURAN	Dr. Öğretim Üyesi Fatih ÇALIŞKAN		

FORENSIC MEDICINE

							
Prof. Dr. BERNA AYDIN	Doç. Dr. AHMET TURLA						

FAMILY MEDICINE

							
Prof. Dr. MUSTAFA FEVZİ DİKİCİ	Prof. Dr. BEKTAŞ MURAT YALÇIN	Doç. Dr. MUSTAFA KÜRŞAT ŞAHİN	Dr. Öğretim Üyesi MUSTAFA YASİN SELÇUK	Dr. Öğretim Üyesi MUSTAFA ÜNAL			

CHILD AND ADOLESCENT MENTAL HEALTH AND DISEASES

							
Prof. Dr. KORAY MEHMET ZEYNEL KARABEKİROĞLU	Doç. Dr. GÖKÇE NUR SAY	Doç. Dr. Miraç Barış USTA	Dr. Öğretim Üyesi YUSUF YASİN GÜMÜŞ				

CHILD HEALTH AND DISEASES

							
Prof. Dr. AYHAN DAĞDEMİR	Prof. Dr. HASAN MURAT AYDIN	Prof. Dr. AYHAN GAZİ KALAYCI	Prof. Dr. FADIL ÖZTÜRK	Prof. Dr. RECEP SANCAK	Prof. Dr. ALIŞAN YILDIRAN	Prof. Dr. HASİBE CANAN AYGÜN	Prof. Dr. CANAN ALBAYRAK

Prof. Dr. Özlem AYDOĞ	Prof. Dr. Gönül Çaltepe	Prof. Dr. Ünsal ÖZGEN	Doç. Dr. Ayşe AKSOY	Prof. Dr. Leyla AKIN	Prof. Dr. NAZİK YENER	Prof. Dr. Mustafa Ali AKIN	Doç. Dr. Işıl ÖZER
Doç. Dr. Esra AKYÜZ ÖZKAN	Doç. Dr. Şahin TAKCI	Doç. Dr. Hülya NALÇACIOĞLU	Dr. Öğretim Üyesi İrfan Oğuz ŞAHİN	Dr. Öğretim Üyesi Demet TEKCAN	Dr. Öğretim Üyesi Ayşegül YILMAZ	Dr. Öğretim Üyesi İbrahim KARTAL	Dr. Öğretim Üyesi Gökçen ÖZ TUNÇER
Öğr. Gör. Tuğba AYÇİÇEK	Dr. Öğretim Üyesi Emine Hafize ERDENİZ						

SKIN AND VENERAL DISEASES

Prof. Dr. FATMA AYDIN	Prof. Dr. NİLGÜN ŞENTÜRK	Prof. Dr. MÜGE GÜLER ÖZDEN	Prof. Dr. ESRA PANCAR YÜKSEL	Dr. Öğretim Üyesi Gökhan ŞAHİN			

INFECTIOUS DISEASES

Prof. Dr. ESRA TANYEL	Prof. Dr. ŞABAN ESEN	Prof. Dr. AYDIN DEVECİ	Doç. Dr. Aynur Atilla	Doç. Dr. Fatih TEMOÇİN	Doç. Dr. İLKAY BOZKURT	Doç. Dr. Heval Can BİLEK	Dr. Öğr. Üyesi Tuba KURUOĞLU

MEDICAL PHARMACOLOGY


Prof. Dr. SÜLEYMAN SİRRI BİLGE	Dr. Öğretim Üyesi OSMAN KUKULA	Dr. Öğretim Üyesi ARZU ERDAL					



PHYSICAL MEDICINE AND REHABILITATION

Prof. AYHAN BİLGİCİ	Prof. Dr. GAMZE ALAYLI	Prof. Dr. DİLEK DURMUŞ	Prof. Dr. YASEMİN ULUS	Prof. Dr. YEŞİM AKYOL	Doç. Dr. İker İLHANLI	Dr. Öğretim Üyesi Bora UZUNER	Dr. Öğretim Üyesi Ahmet Kivanç CENGİZ

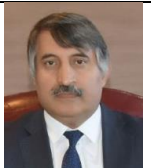
CHEST DISEASES

Prof. Dr. MEFTUN ÜNSAL	Prof. Dr. ATILLA GÜVEN ATICI	Prof. Dr. NURHAN KÖKSAL	Prof. Dr. OĞUZ UZUN	Doç. Dr. Nazmiye Tibel TUNA	Dr. Öğretim Üyesi Yusuf Taha GÜLLÜ		

PUBLIC HEALTH							
							
Prof. Dr. ŞENNUR DABAK	Prof. Dr. CİHAD DÜNDAR	Prof. Dr. AHMET TEVFIK SÜNTER	Doç. Dr. ÖZLEM TERZİ	Doç. Dr. Hatice Niliden ARSLAN			

AIR AND SPACE MEDICINE							
							
Prof. Dr. FERŞAT KOLBAKIR	Prof. Dr. MEHMET ENDER ARITÜRK						

INTERNAL MEDICINE							
							
Prof. Dr. RAMİS ÇOLAK	Prof. Dr. NUROL ARIK	Prof. Dr. AHMET BEKTAŞ	Prof. Dr. MEHMET TURGUT	Prof. Dr. DÜZGÜN ÖZATLI	Prof. Dr. GÜZİN DEMİRAĞ	Prof. Dr. MELDA DİLEK	Prof. Dr. HAYRIYE SAYARLIOĞLU
							
Prof. Dr. AYŞEGÜL ATMACA	Prof. Dr. BEYTULLAH YILDIRIM	Prof. Dr. METİN ÖZGEN	Prof. Dr. Hasan ULUSOY	Prof. Dr. ENGİN KELKİTLİ	Prof. Dr. Bülent ÇETİN	Doç. Dr. BAHİDDİN YILMAZ	Doç. Dr. TALAT AYYILDIZ
							
Doç. Dr. MEMİŞ HİLMİ ATAY	Doç. Dr. Ahmet KARATAŞ	Dr. Öğretim Üyesi Elif KILIÇ KAN	Doç. Dr. SEHER KIR	Doç. Dr. Demet YALÇIN KEHRİBAR	Dr. Öğretim Üyesi İBRAHİM GÖREN	Dr. Öğretim Üyesi Ercan TÜRKMEN	Dr. Öğretim Üyesi Müge USTAOĞLU
							
Dr. Öğretim Üyesi Ufuk AVCIOĞLU	Dr. Öğretim Üyesi Muhammed OKUYUCU	Dr. Öğr. Üyesi Özgür KILIÇ					

CARDIOLOGY							
							
Prof. Dr. MAHMUT ŞAHİN	Prof. Dr. ÖZCAN YILMAZ	Prof. Dr. OKAN GÜLEL	Prof. Dr. MURAT MERİÇ	Prof. Dr. KORHAN SOYLU	Doç. Dr. SERKAN YÜKSEL	Doç. Dr. Ömer GEDİKLİ	Doç. Dr. Murat AKÇAY

							
Dr. Öğr. Üyesi Ufuk YILDIRIM	Öğr. Gör. Metin ÇOKSEVİM						

NEUROLOGY

							
Prof. Dr. MURAT TERZİ	Prof. Dr. HÜSEYİN ALPARSLAN ŞAHİN	Prof. Dr. DURSUN AYGÜN	Prof. Dr. HACER ERDEM TİLKİ	Prof. Dr. HANDE TÜRKER	Prof. Dr. AYŞE OYTUN BAYRAK	Prof. Dr. İBRAHİM LEVENT GÜNGÖR	Öğr. Gör. Sedat ŞEN
							
Dr. Öğ. Gör. Baki DOĞAN							




NUCLEAR MEDICINE

							
Prof. Dr. TARIK BAŞOĞLU	Prof. Dr. FEVZİYE CANBAZ TOSUN	Doç. Dr. OKTAY YAPICI	Doç. Dr. SİBEL UÇAK SEMİRGİN				

MENTAL HEALTH

							
Prof. Dr. ÖMER BÖKE	Prof. Dr. Ahmet Rifat ŞAHİN	Prof. Dr. HATİCE GÜZ	Prof. Dr. GÖKHAN SARISOY	Doç. Dr. Aytül KARABEKİROĞ LU	Doç. Dr. SELÇUK ÖZDİN		

RADIATION ONCOLOGY







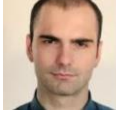




							
Prof. Dr. NİLGÜN ÖZBEK OKUMUŞ	Prof. Dr. ŞÜKRİYE BİLGE GÜRSEL	Doç. Dr. AHMET DENİZ MEYDAN	Dr. Öğretim Üyesi ALPARSLAN SERARSLAN				

RADIOLOGY

							
Prof. Dr. MELTEM NECİBE CEYHAN BİLGİCİ	Prof. Dr. MURAT DANACI	Prof. Dr. HÜSEYİN AKAN	Prof. LÜTFİ İNCESU	Prof. Dr. MEHMET SELİM NURAL	Prof. Dr. MUZAFFER ELMALI	Prof. Dr. AHMET VEYSEL POLAT	Doç. Dr.. Asli TANRIVER MİŞ SAYIT

							
Doç.Dr. KERİM ASLAN	Doç. Dr. İLKAY ÇAMLIDAĞ	Doç.Dr. Ayşegül İDİL SOYLU	Doç. Dr. Fatih UZUNKAYA	Dr. Öğretim Üyesi Aysu Başak ÖZBALCI			
MEDICAL GENETICS							
							
Dr. Öğretim Üyesi ÜMMET ABUR	Dr. Öğretim Üyesi Engin ALTUNDAĞ	Dr. Öğretim Üyesi Ömer Salih AKAR					
MEDICAL HISTORY AND ETHICS							
							
Prof. HASAN TAHSİN KEÇELİGİL							
SURGICAL MEDICAL SCIENCES							
ANESTHESIOLOGY AND REANIMATION							
							
Prof.Dr. İSMAİL SERHAT KOCAMANOĞLU	Prof.Dr. DENİZ KARAKAYA	Prof.Dr. BAHRİYE BİNNUR SARIHASAN	Prof.Dr. FUAT GÜLDOĞUŞ	Prof.Dr. SİBEL BARIŞ	Prof.Dr. ELİF BENGİ ŞENER	Prof.Dr. EBRU KELSAKA	Prof.Dr. FATİH ÖZKAN
							
Prof.Dr. FATMA ÜLGER	Prof.Dr. YASEMİN BURCU ÜSTÜN	Prof.Dr. ERSİN KÖKSAL	Prof.Dr. CENGİZ KAYA	Doç. Dr. Burhan DOST	Öğr. Gör. Sezgin BİLGİN	Dr. Öğretim Üyesi Özgür KÖMÜRCÜ	Dr. Öğretim Üyesi Mustafa KURÇALOĞ LU
BRAIN AND NERVE SURGERY							
							
Prof.Dr. CENGİZ ÇOKLUK	Prof.Dr. ÖMER LÜTFİ İYİGÜN	Prof.Dr. ALPARSLAN ŞENEL	Prof.Dr. ERSOY KOCABIÇAK	Prof.Dr. Mustafa ARAS	Doç.Dr. AYKAN ULUS	Doç.Dr. ABDULLAH HİLMİ MARANGO Z	Doç.Dr. Şevki Serhat BAYDIN
PEDIATRIC SURGERY							
							
Prof.Dr. MEHMET ENDER ARITÜRK	Prof.Dr. RIZA FERİT BERNAY	Prof.Dr. ÜNAL BIÇAKCI	Doç. Dr. Berat Dilek Demirel	Dr. Öğr. Üyesi Beytullah YAĞIZ			

GENERAL SURGERY

							
Prof. Dr. MAHMUT BAŞOĞLU	Prof. Dr. AYFER KAMALI POLAT	Prof. Dr. CAFER POLAT	Prof. Dr. BAHADIR BÜLENT GÜNGÖR	Prof. Dr. GÖKHAN SELÇUK ÖZBALCI	Doç. Dr. SAİM SAVAŞ YÜRÜKER	Doç. Dr. Murat DEREBEY	Doç. Dr. İsmail Alper TARIM
							
Dr. Öğretim Üyesi KAĞAN KARABULUT	Dr. Öğretim Üyesi Oğuzhan ÖZŞAY	Dr. Öğretim Üyesi Mehmet Can AYDIN					




CHEST SURGERY

							
Prof. Dr. AHMET BAŞOĞLU	Prof. Dr. BURÇİN ÇELİK	Prof. Dr. AYŞEN TASLAK ŞENGÜL	Doç. Dr. YASEMİN BİLGİN BÜYÜKKARABACAK	Dr. Öğretim Üyesi Selçuk GÜRZ	Öğr. Gör. Mehmet Gökhan PİRZİRENLİ		

EYE DISEASES

							
Prof. Dr. YÜKSEL SÜLLÜ	Prof. Dr. İNCİ GÜNGÖR	Prof. Dr. NURŞEN ARITÜRK	Prof. Dr. HAKKI BİRİNCİ	Doç. Dr. ERTUĞRUL CAN	Doç. Dr. LEYLA ŞAHİN	Doç. Dr. ÖZLEM EŞKİ YÜCEL	Doç. Dr. HİLAL ESER ÖZTÜRK
							
Dr. Öğrt. Üyesi Nurullah KOÇAK	Dr. Öğrt. Üyesi Volkan YETER						






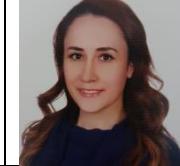

GYNECOLOGY AND OBSTETRICS

							
Prof. Dr. DAVUT GÜVEN	Prof. Dr. MEHMET BİLGE ÇETİNKAYA	Prof. Dr. İDRİS KOÇAK	Prof. Dr. MİĞRACI TOSUN	Prof. Dr. HANDAN ÇELİK	Prof. Dr. FATMA DEVRAN BILDİRCİN	Doç. Dr. Abdülkadir BAKAY	Doç. Dr. İbrahim YALÇIN
							
Doç. Dr. Ayşe Zehra ÖZDEMİR	Dr. Öğr. Üyesi Mesut ÖNAL	Dr. Öğr. Gör. Ulaş ÇOBAN					

CARDIOVASCULAR SURGERY

							
Prof. Dr. MUSTAFA KEMAL DEMİRAĞ	Prof. Dr. FERİŞAT KOLBAKIR	Prof. Dr. HASAN TAHSİN KEÇELİGİL	Dr. Öğretim Üyesi Semih Murat YÜCEL				

EAR NOSE THROAT

							
Prof. Dr. SİNAN ATMACA	Prof. Dr. Atilla TEKAT	Doç. Dr. ÖZGÜR KEMAL	Prof. Dr. SENEM ÇENGEL KURNAZ	Doç. Dr. Emel TAHİR	Dr. Öğretim Üyesi Esra KAVAZ	Dr. Öğretim Üyesi Mehmet ÇELEBİ	

ORTHOPEDICS AND TRAUMATOLOGY

							
Prof. Dr. NEVZAT DABAK	Prof. Dr. DAVUT KESKİN	Prof. Dr. YILMAZ TOMAK	Prof. Dr. AHMET PİŞKİN	Prof. Dr. FERHAT SAY	Dr. Öğretim Üyesi HÜSEYİN SİNA COŞKUN	Dr. Öğretim Üyesi İsmail BÜYÜKCERAN	

MEDICAL PATHOLOGY

							
Prof. Dr. FİLİZ KARAGÖZ	Prof. Dr. YAKUP SANCAR BARIŞ	Prof. Dr. LEVENT YILDIZ	Prof. Dr. OĞUZ AYDIN	Prof. Dr. MEHMET KEFELİ	Doç. Dr. BİLGE CAN MEYDAN	Doç. Dr. YURDANUR SÜLLÜ	Dr. Öğretim Üyesi SEDA GÜN
							
Dr. Öğretim Üyesi SULTAN ÇALIŞKAN							

UROLOGY

							
Prof. Dr. ŞABAN SARIKAYA	Prof. Dr. ALİ FAİK YILMAZ	Prof. Dr. RAMAZAN AŞCI	Prof. Dr. RÜŞTÜ CANKON GERMİYANOĞLU	Prof. Dr. YARKIN KAMİL YAKUPOĞLU	Prof. Dr. ENDER ÖZDEN	Prof. Dr. YAKUP BOSTANCI	Doç. Dr. KADİR ÖNEM

PLASTIC RECONSTRUCTIVE AND AESTHETIC SURGERY

							
Prof. Dr. AHMET DEMİR	Prof. Dr. LÜTFİ EROĞLU	Prof. Dr. TEKİN ŞİMŞEK	Doç. Dr. MURAT SİNAN ENGIN	Dr. Öğr. Gör. Kamil YILDIRIM			

Scientific journals published by Ondokuz Mayıs University Faculty of Medicine can be grouped under two main headings.



1. Journal of Experimental and Clinical Medicine

One of them is the "Journal of Experimental and Clinical Medicine" whose publication language is English. Journal of Experimental and Clinical Medicine (JECM) is a peer-reviewed online journal published quarterly by Ondokuz Mayıs University Faculty of Medicine and the issues are compiled upon request. JECM accepts articles in English in all fields of medicine and related health sciences. The journal is open to researchers in all nations. The full text of the journal is available online at omujecm.com. Free access (Open Access) to journal content is available. The journal does not charge for the submission, processing or publication of articles or even for color reproduction of photographs. The following types of articles are welcomed: original articles (for presentation of clinical and laboratory studies), review articles, case reports, and letters to the editor.

Aim:

The aim of the The Journal of Experimental and Clinical Medicine (JECM) is to help encourage, improve and disseminate the best knowledge and ideas in the medicine field and to contribute to the literature by publishing clinical and experimental research articles, case reports, letters to the editor, and editorial comments prepared in accordance with the ethical guidelines in all disciplines of health sciences. By doing this, the journal serves to share knowledge with scientific literature on academic platforms and to develop the research culture. The target audience of the journal includes specialists, researchers, and medical professionals working in all disciplines of health sciences.

Scope

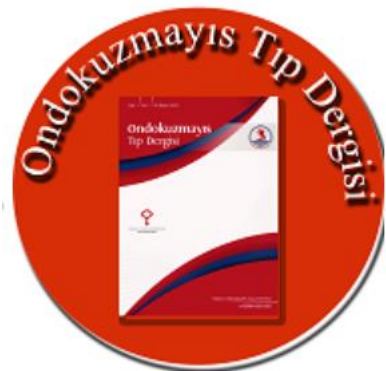
The JECM is an international, scientific, double-blinded and peer-reviewed, open access, and academic official journal of the Ondokuz Mayıs University, Faculty of Medicine (p ISSN 1309-4483, e ISSN 1309-5129). The journal publishes clinical and experimental research articles, review articles, case reports, and editorial comments prepared in accordance with the ethical guidelines in all disciplines of health sciences. The JECM article evaluation and publishing processes are completely free of charge and available in PDF format online at <http://omujecm.com> and <https://dergipark.org.tr/en/pub/omujecm>. The journal is published electronically and four times annually. The journal publishes content in English. All responsibility for the scientific content and statements in an article published in the JECM belongs to the authors.

Journal Web Pages

1. <https://dergipark.org.tr/tr/pub/omujecm> (Online Manuscript Submission)

2. <https://omujecm.omu.edu.tr/>

ISSN 1309-4483 | e-ISSN 1309-5129



2. Ondokuzmayıs Medical Journal

The other journal is "Ondokuz Mayıs Medical Journal" whose publication language is Turkish. Ondokuzmayıs Medical Journal is one of the periodicals of Ondokuz Mayıs University Faculty of Medicine and is published quarterly (in March, June, September, and December) in Turkish four times a year. Experimental and clinical research articles, case reports, letters to the editor and review articles related to medical sciences (basic medicine, internal medicine and surgical medicine) are included in the Ondokuzmayıs Medical Journal. Ondokuzmayıs Medical Journal is a scientific journal that provides free article acceptance, evaluation and publication services. Ondokuzmayıs Medical Journal is an open access journal. In this context, Budapest is a party to the Open Access Movement (BOAI). According to BOAI, Open Access is "[peer-reviewed scientific literature] via the Internet; can be freely accessed, read, downloaded, copied, distributed, printed, scanned, linked to full texts, indexed, transferred as data to software and used for any legal purpose without financial, legal and technical barriers. Articles submitted to Ondokuz Mayıs Medical Journal are subject to double-blind peer-review system. Authors or reviewers do not have information about each other's identity. All articles are evaluated by two referees. The final decision on the articles belongs to the editorial board and the editor.

Aim:

The aim of Ondokuz Mayıs Medical Journal is to encourage, develop and disseminate the dissemination of information and ideas in the field of health prepared in accordance with ethical rules in all sub-disciplines of health sciences, and in this context, to contribute to the literature by publishing clinical and experimental research articles, reviews, case reports, editorial letters. is to contribute. By doing this, the journal serves to share knowledge with scientific literature and to develop research culture in academic platforms. The target audience of the journal consists of experts, researchers and medical professionals working in all disciplines of health sciences.

Scope:

Ondokuz Mayıs Medical Journal is an international, scientific, impartial, peer-reviewed, open access and academic official journal of Ondokuz Mayıs University Faculty of Medicine (ISSN 2791-7274). The journal publishes clinical and experimental research articles, review articles, case reports, letters to the editor and editorial articles prepared in accordance with ethical rules in all disciplines of health sciences. Ondokuz Mayıs Medical Journal article evaluation and publication processes are completely free and published articles are available online in PDF format at <http://tipdergi.omu.edu.tr/>. The journal is published electronically and four times a year. The content of the journal is published in Turkish. All responsibility for the scientific content and expressions in the articles published in JECM belongs to the authors.

1. [https://ojs.omu.edu.tr/index.php/tipdergi/index\(Online Manuscript Submission\)](https://ojs.omu.edu.tr/index.php/tipdergi/index(Online%20Manuscript%20Submission))

2. <https://tipdergi.omu.edu.tr/>

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**ONDOKUZ MAYIS UNIVERSITY
FACULTY OF MEDICINE MEDICAL DOCTOR PROGRAM
EDUCATION AND EXAMINATION DIRECTIVE**

**PART ONE
Goal and Scope, Basis, Definitions**

Goal and scope

ARTICLE 1 - (1) The purpose of this Directive is to determine the principles of education and examination to be applied in the Medical Doctor Program at the Ondokuz Mayıs University Faculty of Medicine.

Rest

ARTICLE 2 - (1) This Directive is in accordance with the regulations of Higher Education Law No. 2547. The regulations issued by the relevant articles of the laws matches with the Regulation of Education and Examination of Ondokuz Mayıs University (RG: August 19, 2013 - 28740, Amendments: 14/9/2013 - 28765, 21/9/2013 - 28772, 02/07/2014 - 29048, 03/08/2015 - 29434).

Definition of some terms and concepts

ARTICLE 3 - (1) In this Directive

a) Block: The program in which the learning objectives are combined with thematic and given by different training methods.

This program is managed and curated by:

b) Dean: Ondokuz Mayıs University Faculty of Medicine Dean

c) Dean's Office: Dean of Ondokuz Mayıs University Medical Faculty

ç) Faculty Board: Ondokuz Mayıs University Medical Faculty Board

d) Faculty Board of Directors: Ondokuz Mayıs University Medical Faculty Board of Directors

e) English Program of Medicine: English program coordinated with Turkish medicine program,

f) Elective Block: Blocks configured by the departments related to the subjects that students are interested in,

g) Scenario: Examples of cases and situations prepared in accordance with the learning objectives and designed in accordance with actual facts and events

ğ) Class: Each of the teaching years

h) Faculty of Medicine: Ondokuz Mayıs University Faculty of Medicine

i) University Senate: It refers to Ondokuz Mayıs University Senate.

PART TWO

Level and duration of education and training

Level of education and training

ARTICLE 4-(1) The aim of the education and training at OndokuzMayis University Faculty of Medicine is to attain the students with ‘Doctor of Medicine’ degree.

Duration of education and training

ARTICLE 5-(1) In medical faculty the normal duration of education and training except the preparatory class is six years. For students who have been suspended from the university, the duration of suspension is counted for the education and training duration and tuition fees must be paid for these durations.

(2) In first three years of the medical education schedule, passing principles are applied. As far as the attendance necessity is met, students who fail lessons without prerequisite (English, Turkish language and literature, Atatürk’s principles and history of revolution) can continue to the next class.

PART THREE

Horizontal and vertical transfers

ARTICLE 6-(1) The transfers in medical faculty are conducted according to the regulations regarding transfers between high education institutions associate degree programs, double major and minor programs, regulations about credit transfer among institutions and according to the instructions for the transfer among associate degree programs of the Ondokuz Mayis University which has been changed via decision of the senate dated 21/08/2014 and numbered 2014/244. Relevance of the curriculums and the aims of the programs of the previous years is requested. Adaptation programs are organized if needed.

PART FOUR

Educational Committees and Their Duties

Educational boards and their duties

ARTICLE 7 - (1) Education is structured and implemented by the following boards. The members of the board of directors are appointed by the Dean's Office with the recommendation of the Medical Education Board (MEB) and the assignment is not terminated until the appointment is made. The agenda of the Board of Directors is determined by the Dean's Office. All boards elect a secretary and a Medical Education Board (MEB) representative within themselves. The secretary is obliged to record the decisions taken and the MEB representative is obliged to communicate the decisions made by MEB. The Dean and the Vice Deans remain members of all boards and participate in the work of the board when necessary.

a) **Medical Education Board:** It is the board that provides consultancy to the dean by making content, method and planning of educational activities. Turkish and English Medical Program Coordinators, Classroom Officers, Medical Education Department Representative, Multidisciplinary Practices, Assessment, Rational Drug, Educational Skills, Program, Scenario

and Development Exam Committee consists of representative and Faculty Student Representative.

b) **Board of Class Representatives:** It is the board that communicates the problems and solutions offered during the implementation of educational activities to MEB. It consists of Turkish and English Medical Program Coordinators and Assistants, Medical Education Department representative, Class Representative, Faculty and Faculty Student Representative.

c) **Program Board:** Ensures the construction and update of the training program. Provides general training objectives (field objectives) related to phase, task or block according to graduation objectives. Also integrate these into phase and blocks. Checks the compliance of learning objectives related to any training process with the overall objectives. Composed of Vice Dean, representatives from the departments of Medical Education, Family Health, Public Health, representatives of Turkish and English program board, at least one member of Pre-clinic, Internal Medicine and Surgical Medical Board and representatives of medical students. According to the agenda, the board may decide not to include the student representative or not to give a right to vote.

ç) **Multidisciplinary Practice Board:** Responsible for the description and construction of occupational and clinical skills that is needed for the application of the medical profession. It consists of at least seven members, one of them should be the representative of English Medical Program.

d) **Assessment and Evaluation Board:** Determines the principles and methods of assessment and evaluation of the education program. Make a final decision of question objections. It consists of at least seven members, one of them should be the representative of English Medical Program.

e) **Progress Exam Board:** Construct and apply the progress exams. It consists of at least seven members, one of them should be the representative of English Medical Program.

f) **Scenario Board:** Determines the standards, rules and methods for the preparation and use of scenarios. It consists of at least seven members experienced in script writing and techniques, one of which is the representative of the English Medical Program. It checks the compatibility of the scenarios prepared by the block boards with the learning objectives, compliance with the principles of script writing and when it considers some changes are necessary it advises the block boards and determines the final version of the scenario. Evaluates the performance of the scenarios after the sessions are completed by taking the feedback into consideration and reports to the TEK.

g) **Educational Skills Board:** It organizes and executes the trainers' trainings programs which will be organized in order to develop the preparation and execution skills of teaching staff. It consists of at least seven experienced members. The Board is responsible for organizing these courses when needed. Furthermore, in line with the feedback in the training process, it organizes update courses and advanced courses when needed for academic staff of the Faculty of Medicine.

ğ) **Translation Board:** Provides the foreign language support required for the execution of the English Medical program. It consists of at least seven members. It checks and corrects the

English spelling, meaning and grammar of all the education materials and exams. The boards conducting medical education programs, may request the translation board to translate the scenarios, scenario exam questions, and development exam questions into English.

h) **Rational Drug Board:** It is the board that coordinates the structuring of rational drug education.

It consists of at least seven members including at least one faculty member from the Department of Pharmacology. It determines the rational drug education titles to be made in the fourth and fifth classes, provides the rational drug sessions to be placed in the block programs, prepares rational medication reports and supervises the filling of the reports at the end of the term. When necessary, organizes trainings to instructors who will give rational drug education in the clinical sciences.

i) **Self-Evaluation Board:** All kinds of education and training activities, participation of students and faculty members, evaluation of the assessment, the program and the objectives of the block in compliance with the National Core Education Program (CEP) and effectively communicating with the necessary sub-units member collects feedback. Once a year to prepare the report informs the dean. The report prepared by the dean shall be notified to the relevant boards.

i) **Class Board:** Provides the creation and implementation of the relevant class program throughout the school year. The class and block officers and their assistants are representatives of the English Medical Program and a representative of the Multidisciplinary Practices Board.

j) **Block Committee:** It is responsible for the determination of the block objectives, the structuring of the program by using different educational methods in accordance with the objectives, the preparation of appropriate educational tools such as scenarios, panels, laboratory practices and the preparation of the exam at the end of the block, and the checking of questions to be sent for the final, resit and make-up exams. It consists of at least seven members from branches related with the block objectives and is determined by the Dean's Office.

k) **Class Supervisor:** S/he is responsible for the functioning of the class program. The class supervisor also carries out the coordination of the elective courses for that year together with the elective block coordination board. S/he prepares the final and make-up exams in the first three years. S/he checks the regular functioning of the blocks, student participation, timely response to objections to exam questions, and receives student feedback, evaluates the end of block reports and informs the Dean's Office about the positive and negative aspects with possible solutions. S/he organizes final and make-up exams.

l) **Vice-supervisor of the Class:** S/he assists the class supervisor in the structuring and functioning of the program throughout the year and deputizes for him/her when required.

m) **Head of the Block:** She/he organizes and supervises the activities of the Block Committee. S/he introduces the program to the students at the beginning of the block, checks the functioning of the block program and ensures that the exams are completed and evaluated at the end of the block. S/he represents the block committee in relevant boards. After consulting to the members of the block committee, s/he prepares the report of the end of the block and submits it to the Dean's Office at the latest one month after the end of the block.

PART FIVE

Curriculum and the Principles of Attendance to Classes, Excuses, Permissions

Curriculum

ARTICLE 8-(1) The aim of the curriculum is to ensure the students acquire the minimum knowledge, skills and attitudes defined in the National CEP. It consists of four complementary stages and six classes:

Stage I: (Class I-II / E1B0-B10) Life and sustaining life.

Stage II: (Class II-III / E2B1-B13) Mechanisms underlying the diseases, basic principles of diagnosis and treatment

Stage III: (Class IV-V / E3B1-B12) Symptoms, disease, diagnosis and treatment management

Stage IV: (Class VI / E4B1-B9) First-level medical practice

In the first and second phases (Classes 1, 2 and 3), Problem-Based Learning (PBL) is a part of the process as a training model and the three-year period is briefly defined as PBL Period; the third phase (Classes 4 and 5) is defined as "Task Based Learning (TBL) Period" and the fourth phase is defined as "Family Medicine".

(2) Class I-V programs consist of "blocks" of varying numbers and durations for each class, while Class VI (year of family medicine = internship) consists of "internships" of varying numbers and duration.

(3) Block: It is a training process determined within a learning area and appropriate to the objectives of the phases. The blocks consist of PBL sessions, task trainings, multidisciplinary practices, presentations, bedside teachings, panels, field studies and self learning processes.

(4) Problem-Based Learning Session: It is a structured education process which aims to enable students to reach learning objectives by discussing a fictional problem in small groups under the guidance of a moderator.

(5) Task Training: This is a bedside teaching process in which students gain patient management skills by discussing the symptom or disease of a patient in small groups under the supervision of a faculty member.

(6) Multidisciplinary Practices: In line with the objectives of the skills in the national CEP, it includes the primary occupational and clinical skills which are considered as compulsory to gain before encountering the real patient. It aims the early clinical encounter.

(7) Practices are performed in laboratories (basic medicine and hospital), computer rooms, clinics and outpatient clinics.

(8) Self Learning Processes: These are the processes in which students meet their learning needs in various places such as library, computer rooms, reading rooms and learning resource centers.

(9) Field Works: They are the structured education programs that the student learns how to practice the profession of a doctor, different types of health services by observing the institutions and organizations on site.

(10) Elective Courses: It consists of courses or course groups in or out of the field.

(11) Internship: This is the educational process where the students have the opportunity to practice the theoretical and practical education they have taken in the first five classes. In this class, it is aimed that the physician candidates gain the ability of patient/disease management and adopt as an attitude. It lasts for one year.

Attendance right to the courses

ARTICLE 9 -(1) The attendance status of the courses is determined by the responsible instructor(s) via taking attendance.

a) Students who cannot participate in a block-exam without an excuse get a score of "0". This only applies to one block. A student who is unable to attend more than one block-exam without an excuse accepted by the Faculty Administrative Board fails the year directly. The students whose excuses are accepted by the Faculty Administrative Board are given the right for a catch-up exam. Catch-up exams are done in the similar format as the block-exams.

b) The students who have less than 80% attendance for each block, practice, laboratory and multidisciplinary practice are deemed as absent and fail the class. Class I to III students who fail are responsible for the entire curriculum of the class in the following year and must attend to all kinds of teaching and educational activities. For classes IV and V, this rule applies separately for each block.

(6) Multidisciplinary Practices: In line with the objectives of the skills in the national CEP, it includes the primary occupational and clinical skills which are considered as compulsory to gain before encountering the real patient. It aims the early clinical encounter.

(7) Practices are performed in laboratories (basic medicine and hospital), computer rooms, clinics and outpatient clinics.

(8) Self Learning Processes: These are the processes in which students meet their learning needs in various places such as library, computer rooms, reading rooms and learning resource centers.

(9) Field Studies: They are the structured education programs that the student learns how to practice the profession of a doctor, different types of health services by observing the institutions and organizations on site.

(10) Elective Courses: It consists of courses or course groups in or out of the field.

(11) Internship: This is the educational process where the students have the opportunity to practice the theoretical and practical education they have taken in the first five classes. In this class, it is aimed that the physician candidates gain the ability of patient/disease management and adopt as an attitude. It lasts for one year.

Excuses

ARTICLE 10 - (1) The student has to document his/her disease with a report taken from a public institution which also has to be accepted by the Medical Faculty Board in order to be excused during the education period. The students whose excuses are accepted by the Board are not allowed to attend the lectures and to take the exams during the report period. However, if the student wants to attend the lectures and/or to take the exams before the report period ends he/she should obtain a new report which indicates that he/she can attend to the lectures and/or to the exams if this situation is not mentioned in the existing report. Any inquiry regarding excuses must be made to the Dean's office within seven working days after the expiry date of the excuse. After that, under no circumstances any application or report will be processed.

Permits

ARTICLE 11 - (1) Students may be granted permission by the decision of the Medical Faculty Board, for up to one year outside the university when the opportunities arise that will contribute to the education and training of the students such as scholarships, internships and researches. This period is not accepted as training period unless it is included in the National and International student Exchange programs (Erasmus, Mevlana, Farabi etc.) and is considered equivalent to our education program. If the student is given a certificate of success rather than a score grading of 100, the average score of the relevant block is accepted as the score of the student. If the average score is lower than 70 his/her score will be accepted as '70'.

PART SIX

Configuration and announcement of annual programs

ARTICLE 12 - (1) The academic calendar of the following year is configured by the Medical Education Board (MEB) by taking into consideration the block and class schedules at least two months before the end of the education period. The academic calendar, which has been finalized in the Faculty Board, takes effect after being approved by the University Senate

PART SEVEN

Block and Internship Performance, Feedback

Performing of blocks and internships

ARTICLE 13 - (1) Student lists and groups are configured by the Student Affairs Office. Performing of blocks and internships is as follows according to years.

a) Performing of Blocks in the First Three Years:

1. Blocks are composed of various educational activities such as presentations, PBL sessions, panels, practices and laboratory studies, and exams.
2. Before a scenario is implemented, an introducing meeting is held for the PBL moderators. On the PBL session day, the moderator takes the relevant documents including scenario papers, feedback forms for the moderators and the students and the attendance lists from the block chairman and distributes to the students that are related with them. PBL moderators inform the PBL performance scores to the student affairs office before the block exam.
3. At the end of the block, the block chairman prepares the block report via obtaining the opinion of the block board, then presents it to both the class coordinator and the dean's office within a month latest.

b) The process of blocks in Class 4 and 5:

1. Blocks are composed of tasks except elective courses. The process, configuration, and assessment of the elective courses are determined by the Dean's Office with the proposal of the block committee.
2. The task coordinator informs the students about the process by task introduction at the beginning of the task training.
3. At the end of the task, training is completed by the task discussion. The scores of bedside learning and task performance assessment are forwarded to the student affairs office.
4. At the end of the task, an exam including block objectives is performed.
5. The reports of end of block are presented to class coordinator and dean's office within maximum one month after the end of the program.
6. In repeated blocks within the year of education, structuring of training and examination cannot be changed.
7. Rational Drug Use training is applied as a block in Class IV program. Its measurement and evaluation are established as in the other blocks of Class IV. In Class IV and V, Rational Drug Use sessions are performed in the basic diseases determined by Rational Drug Board during task training and students are provided to fill their rational medication reports.

c) 6th Year Class Internships Procedures:

1. This is the period of education in which students find the opportunities to make practice of their knowledge and skills in various departments.
2. The evaluation areas and methods of the internship period are prepared before the academic terms start and are turned into a report form following the supervision of the program committee.
3. The students who have completed the minimum requirements are given an internship score at the end of the internship period based on the evaluation form as determined previously.

Feedback

ARTICLE 14 -(1). The students submit the feedback forms regarding the block scenarios, presentations, practices and multidisciplinary practices to the Student Affairs at the end of the each block. Feedback is recorded in the database by the Student Affairs.

- a) Feedback related to each educational process is evaluated by the relevant committees and sent to the class and program committees accordingly.

PART 8

Exams; Structuring, Implementation, Analyses and Assessment

Exams

ARTICLE 15-(1) The class passing system is applied in the Faculty of Medicine. In order to pass to the next upper class, it is required to be successful in all the blocks and courses scheduled for that relevant year in the curriculum

- 2) Open ended questions, multiple choice questions, extended matching, fill in the gaps, Objective Structured Clinical Examination (OSCE), Clinically Oriented Reasoning Exam (CORE) and other similar kinds of examinations and types of questions can be used provided that previously announced. The Dean's Office and the block committees decide what kind of devices or techniques shall be employed for the administration of the exams.

Block-end Exam

ARTICLE 16 - (1) The block committee has the authority and the responsibility for the completion of end of the block and the make-up exams. The block coordinator checks the questions and the exam, and ensures that the required documents and questions are kept safely until the exam is made. After the completion of the exam, he/she receives the answer sheets and / or the evaluation documents or the data from the responsible staff and ensures that they are kept safely until the results are announced. After the announcement, examination documents are sent to the dean's office to be archived after the exam results are announced.

Year-end and make-up exam

ARTICLE 17 - (1) Year-end and make-up exams are structured by the class coordinators and co-coordinators. The class coordinator receives the answer sheets and / or the evaluation documents or data from the responsible staff at the end of the exam and ensures that the results are kept safely until the results are announced. After the announcement, examination documents are sent to the dean's office to be archived after the exam results are announced.

Progress Exams

ARTICLE 18 -(1) It is an exam which tests all objectives of Medical Doctors Education Program and all classes take it simultaneously. Progress exam is undertaken at least twice a year by the Progress Exam Committee. The date of the exam announced 2 weeks before the exam.

(2) There is no make-up or substitution exam for progress exams.

(3) Four false answers nullify one true answer in progress exams.

(4) Students in class I-V take all progress exams. Student's exam note will be accepted as zero (0) in the case of missing an exam without an excuse. If there is a valid excuse and accepted by the Faculty Board, that exam will be excluded in the calculation of the student's score.

(5) Exam results of the students are evaluated by relative evaluation system depending on the required passing degrees for each class from I to V.

Exam analyses

ARTICLE 19 -(1) Quality of the multiple-choice questions exams will be analyzed within the 45 days after the exam by the Quantification and Evaluation Committee and Student Affairs Office and presented to the Block Committee for evaluation

Multidisciplinary practices

ARTICLE 20 - (1) Multidisciplinary practices are determined by the program board among the relevant class and block objectives by taking into consideration the skill objectives of the national CEP (national core educational program). The annual program of multidisciplinary practices is carried out by multidisciplinary practice board and block boards. The qualification report of each skill is filled by the instructor who gives the skill training, OSCE is made at the end of the year. Competence should be provided from all skills.

Students who have not been able to get the report card competence during the programmed training process must complete their inadequacy in compensation program. Students who cannot be qualified for all the skills declared in a school year cannot take OSCE.

(2) Qualification report: Each student must certify that he/ she has fulfilled the skills announced in one academic year at least once in the level of conscious proficiency.

(3) Objectively Structured Clinical Exam (OSCE): They are the structured exams in which the multidisciplinary practices are evaluated at the end of the academic year.

Evaluation

ARTICLE 21 –(1) The assessment of the exams are done by a maximum point of 100. When calculating the equivalents of the year end points in the 4 point system, the grade conversion table stipulated by the Council of Higher Education is taken as a basis. Success/ failure/ absenteeism / exemption is made according to the grade and rating system in Table 1.

Calculation of year-end success score

3.58-4.00	AA	Excellent	90 – 100
3.36-3.57	BA	Very good	85 – 89
3.15-3.35	BB	Good	80 – 84
2.93-3.14	CB	Highly satisfactory	75 – 79
2.68-2.92	CC	Satisfactory	70 – 74
1.43-2.67	DC	Fail	40 – 69
1.00-1.42	DD	Fail	30 – 39
0.00	FD	Fail	0 – 30
0.00	FF	Nonattendance	
0.00	FG	Did not attend to End Semester/ Final exam (Fail)	
	KM	Removed course exemption	

ARTICLE 22 – (1) At the first, second and third classes of Medical Program, to be able to pass to the upper grade classes, the end of year achievement score must be 70 or higher in a maximum score of 100. The year- end achievement score is calculated with the multipliers in Table 2. In the calculation of points, the result is expressed by maximum of two digits after the dot. Final marks are scrolled to integer. (For example: 69.49= 69/ Fail; 69.50= 70 / Successful)

ARTICLE 23-a) Block Success Score:

- i. Block-end Exam: The exam that is done at the end of the block.
- ii. Calculation of block success score: The weighted average of the block-end exam in class 1-3, that is calculated by taking the block credit into consideration, has a 50% effect on the year-end success score.

b)PBL score: It consists of two components that contribute equally: PBL performance score and PBL exam score. The contribution of PBL score to the year-end success score is 10%.

- i) During PBL sessions, student performance is assessed on a structured form.
- ii)PBL exam score: It refers to the quiz in the second PBL session. If the student misses the exam, s/he is considered to have answered all the questions false. Students who cannot take the exam due to an excuse accepted by the Board of Directors are exempted from the quiz.

c) (Amendment:08.11.2018-2018/425) Progress exams: The average of the last two progress exams in Class 1-3 contributes to the year-end success score by 5%. For Class 1, 5% of the highest grade in the last two progress exams contributes to the year-end success score.

ç) Multidisciplinary practices: Qualification must be obtained from all professional and clinical skills applications determined in the pre-graduate medical education program and the contribution to the year-end success score is 10%.

d) Final exam: It is a structured exam that includes the objectives of all blocks except elective blocks after completion of the curriculum. The final score must be at least 60 out of 100 points for the calculation of year-end success score. Students, who have a final exam score below 60 points, will have to take the make-up exam even if the year-end success score is 70 or higher with the participation of other contributing assessment grades.

Student's Assessment in Class 4-5

Table 2. Calculation of year-end success score in Class I-III.	
	Factor
Block success score	0.50
PBL score	0.10
Average score of progress exams	0.05
Professional skills score	0.10
Final exam success score	0.25
Year-end success score (YES):	1.00

ARTICLE 24 –(1) Task Periods (Class IV and V) student's assessment is made according to the factors in Table 3, taking into the account the following components:

a) (Amendment: 08.11.2018-2018/425) In order to be successful in class 4-5, it is required to succeed from each block of the related class. The 4th and 5th class students must obtain a passing score of 70 out of 100 or above from all the blocks of that class to pass to the upper class, and must have provided the condition under sub-paragraph c). Block success score is calculated by factors in Table 3. In the calculation of the scores, the two digits after the comma are processed. The final scores are rounded to an integer (for example: 69.49 = 69 / Failed, 69.50 = 70 / Successful). A student who cannot fulfill the condition of success in all of the blocks of a class cannot begin an upper class education. In case of failure, only the failed blocks are repeated.

b) (Amendment: 08.11.2018-2018/425) The 5 % of the average grade obtained by the student in the last two development exams held in Classes 4-5 is added to each block score.

c) In order for a student to be successful in Classes 4-5, the student must take at least 50% of the highest score that can be obtained from each of the relevant clinical skills and patient management skills exams in each block exam. Otherwise the student is considered failed even if he or she obtains passing score from other components.

ç) In the assessment of combined blocks in which the multiple disciplines carrying out of non-integrated programs (Mental disorders and elective block, Eye and Ear Nose Throat Diseases, Rash Diseases and Obstetrics and Gynecology), each discipline will be considered as a separate block and 70% success rate will be required for each.

(2) TASK Performance Score: It consists of the average of Task-end assessment score and patient visits scores.

a) Patient visit performance score: Students' performance throughout the task and their participation in the clinical applications are evaluated. Its contribution to the block success score is 5%.

b) Task-end assessment score: It is a score that is given to the students during the presentation of patients and following the evaluation of the files prepared by students at the end of TASK. Its contribution to the block success score is 10%.

(3) Clinical Skill Exam: It is a clinical skill exam conducted at the end of the block according to the block objectives. It is measured and evaluated by OSCE.

(4) Patient Management Skills Exam: It is a constructed written exam evaluating the symptoms, patient and disease management algorithms.

(5) Task Skill Application Report Card: These are the reports used for the application of occupational skills in Class IV and Class V which are determined in our Medical Education Program.

Table 3. Calculation of block success scores in Class 4 and 5:

Component Factor	
Average of patient visit performance scores	0,05
Task-end assessment score	0,10
Theoretical exam	0,40
Patient Management Skills Exam	0,20
Clinical Skill Exam	0,20

Average of development exam score	0,05
Total	1.00

Education and evaluation of class 6 (year of family medicine=internship)

ARTICLE 25 –(1) At the end of the fifth year, successful students who completed all the educational activities belong to the period defined as phase three, start their Family Medicine education.

a)The student maintains his / her education according to the education program that prepared by the department where he / she is trained and approved by the program board. Within the framework of the program, students are required to comply with the working conditions of the department, (participate in health services and laboratory study in working and off-hours, participate in patient visits, case presentations, conferences, seminars and similar) and perform these activities personally. Students' practices that in the internship skills report card must be approved by the responsible instructor. Internship scores of sixth grade students are determined according to Table 4.

b)The applications of the students who want to complete the maximum three months of their education in other medical faculties can be released by the Faculty Administrative Board decision providing the positive feedback of the related department and the internship faculty. Applications must be submitted at least two months prior to the beginning of the internship.

c)Students from other national medical faculties and foreign medical faculties may perform one or more internships in our faculty with the approval of their faculty and our Faculty Administrative Board.

ç) In order to graduate, class 6 students have to get a net of 25% of the total number of questions at least in one of the development exams since the beginning of the internship. Score average of development exams is added to the score average of final by 5%.

d) Family medicine students are evaluated according to the internship evaluation form criteria.

e) For the failed students, there is no make up exam and the internship must be repeated. The year-end achievement score of family medicine is calculated according to the weighted average of the internship points at the rate of European Credit Transfer System.

Table 4. Assessment of end of internship in Class 6

Component Factor:	
Knowledge (Sub-evaluation headings will be determined by the internship department)	0,20
Skill (Filled according to the Skill report card)	0,60
Attitude (Sub-evaluation headings will be determined by the internship department)	0,20

Total	1,00
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Make-up exam

ARTICLE 26 - (1) a) At the end of the academic year, students at classes 1-3 who have a final exam score under 60 points or a year-end success score under 70 points have to take the make-up exam at least 10 days after the final exam. The make-up exam should be similar in the form of content and format of the final exam. Those with a score under 60 points at make-up exam and a year-end success score under 70 points after make-up exam are considered failed and will repeat the same class with the constructed educational program on next academic year. Points are expressed as a maximum of one digit after a comma. The final scores are rounded to an integer (for example: 69.49 = 69 / Failed; 69.50 = 70 Successful).

b) In the classes 4 and 5, students who cannot achieve the required success in the related blocks are taken to the make-up exams in earliest seven days and at least within twenty one days following the end of the last block. While the blocks are going on during the education period, the 4th and 5th class students who will continue to the next upper class if they pass the make-up exam, they have to attend to the end-of-block exam of the related block as make-up exam. Those who fail the make-up exams will repeat the block again. However, with the decision of the Faculty Administrative Board (student exchange program, health reasons etc.), the student can use his / her right to attend the exam on the other date determined by the Dean's Office. For student tuition related to course repetitions, the provisions related to student tuition fee in Article 13 of Ondokuz Mayıs University Associate and Bachelor's Degree Education Regulations are applied.

Catch-up exams

ARTICLE 27 - (1) Catch-up exams are held in the similar format of the missed exam. Following the decision of the Faculty Administrative Board, the exam is made at the end of the semester at least 5 working days after the last exam date. If more than one catch-up exams are to be carried, they may be performed following each other, the exam date is determined by the Dean's Office.

a) There is no catch-up exam for make-up exams. The score of those who do not attend is considered zero and the year-end score is calculated accordingly.

Determination of passed and failed students

ARTICLE 28 - (1) The students' year-end success scores are calculated by student affairs using the automation system. After the last catch-up exam, before the make-up exam, year-end success scores are announced, and those who pass to the next upper class and who are not entitled to have a make-up exam are announced with the signature of the class coordinator and the dean's office.

Exam results objections

ARTICLE 29 –(Amendment: 08.11.2018-2018/425)Objections to the exam results is done within two working days after announcement of exam results, objection reasons with relevant documentation derived from the announced block resource list and filled objection appeal form are submitted to the Dean's Office for re-evaluation.

a) These objections are submitted to the measurement and evaluation board with written evaluation of the relevant block coordinator or lecturer, then the board submits these documents and their recommendation to the Dean’s Office for the final decision. The result is announced to the students within fifteen days at the latest. If the number of irrelevant or faulty questions is more than 10% of all questions, the exam is cancelled and a new exam is scheduled by the Dean's Office.

Medical Doctor Program Honorary Degrees

ARTICLE 30 - (1) For the Classes 1 to 5, students with a year-end score of 90 or above are given a "High Honor" degree, and the ones with a score between 85 and 89 are given an "Honor" degree. These students receive their certificates in the first month of the following academic year. However, students who have received a disciplinary punishment cannot be considered for "High Honor" or "Honor" degree.

(2) Graduation degrees are determined by converting the average scores of all completed classes to the final degrees according to the score conversion table. The list of the students who are entitled to receive "High Honor" and " Honor" certificates is submitted to the Rector’s Office.

Graduation ranking

ARTICLE 31 –(Amendment: 08.11.2018-2018/425)Except the students who exceeded the normal education period, the graduation scores of the all students are ranked according to the year-end success scores averages and the graduation ranking is determined. Students who had two or more make-up exams, or who spent more than 1/6 of the education period out of the OndokuzMayis University Faculty of Medicine are excluded in graduation ranking.

Diplomas

ARTICLE 32 – (1) The following diplomas are given at Faculty of Medicine for a Medical Doctor’s Program.

a) Basic Medical Sciences Associate and Bachelor Diplomas: These diplomas are given comply with Turkish Higher Education Council’s legislation.

b) Doctor of Medicine Diploma: A “Doctor of Medicine” degree is awarded to students after the completion of six years academic program with its learning objectives and the success criteria of this legislation.

Date of Graduation

ARTICLE 33 – (1) (Changed: 08.11.2018-2018/425) Medical faculty students graduate from the Faculty of Medicine for Medical Doctor’s Program by the decision of the Faculty Administrative Board following the assessment of their documents after they completed all the educational processes and, the date that they finished the last internship successfully at the sixth class is accepted as the graduation date

Deregistration

ARTICLE 34 – (1) Students may be deregistered from the faculty by their own written requests

Obligation to comply with the legislation

ARTICLE 35 – (1) It is obligatory to comply with the rules of this legislation for the OndokuzMayis University, Faculty of Medicine Medical Doctor’s Program students and for the all academicians defined in the Article 1.

**CHAPTER NINE
Turkish Proficiency**

Turkish Proficiency

ARTICLE 36 –(1) International students who achieve the right of being a student of Faculty of Medicine, English Medicine Program have to obtain their Turkish language proficiency certificate (minimum 60 points of 100 points) until the end of the 3rd class.

(2) The institutions that the Turkish proficiency certificates accepted by OndokuzMayis University, Faculty of Medicine Medical Doctor’s Program are OndokuzMayis University Turkish Teaching Research and Practice Center (OMU-TURKISH), Turkish Teaching Centers of the all universities in Turkey and YunusEmre Institute.

CHAPTER TEN

Implementation

Implementation and Execution

ARTICLE 37 – (1) This legislation shall enter into force on the date of its approval by the University Senate

Execution

ARTICLE 38 – (1) The provisions of this legislation are executed by the Dean of the Faculty of Medicine

Date and Number of the Senate Approval Decision of the Legislation	
Date	Number

04.09.2015	2015/277
Date of the Senate Decision on the Change made in the Legislation	
16.06.2016	2016/160
24.08.2017	2017/240
08.11.2018	2018/425