

MARMARA UNIVERSITY FACULTY OF MEDICINE
UNDERGRADUATE EDUCATION-TEACHING AND ASSESSMENT-EVALUATION
DIRECTIVE

Senate: 02 March 2021 / 407-14

Part 1
Aim, Scope, Basis and Definitions

Aim

ARTICLE 1 - (1) The aim of this Directive is to determine the procedures and principles regarding the integrated system applied in Marmara University Faculty of Medicine..

Scope

ARTICLE 2 - (1) This Directive covers the provisions regarding the education, measurement and evaluation, graduation, student enrollment, admission and dismissal of Marmara University Faculty of Medicine students who are subject to the Marmara University Associate and Undergraduate Education and Examination Regulations published in the Official Gazette No. 29451 on 20 August 2015.

Basis

ARTICLE 3 - (1) This Directive, which determines the education-training and measurement-evaluation principles applied in Marmara University Faculty of Medicine, has been prepared based on the Higher Education Law No. 2547 and the Marmara University Associate and Undergraduate Education and Examination Regulations..

Definitions

ARTICLE 4 - (1) Meanings of the abbreviations that are present in this directive:

- a) Relative assessment limit (BDKL): The lower limit of the success grades to be included in the statistical assessment out of 100 points,
- b) Success coefficient: The equivalent of the letter success grade between 0.00 and 4.00,
- c) Success grade: The final grade of the curriculum, which is calculated with the participation of all measurement and evaluation processes applied in a curriculum and specified over 100 points
- d) Lower limit of achievement grade (BNAL): The lower limit of success grade required to be successful in a course program or application
- e) Chief Coordinator: Marmara University Faculty of Medicine Chief Coordinator,
- f) Core education program (CEP): It is the framework that determines essentials of knowledge, skills and attitude education of Marmara University Faculty of Medicine and the level of knowledge education.
- g) Framework education program: Marmara University Faculty of Medicine in education; the whole of the principles that determine the main structure of the program from the educational approach and principles to the competence areas, from the learning content to the learning and evaluation methods, from the implementation process to the evaluation process,
- h) Dean: Dean of Marmara University Faculty of Medicine.
- i) Course Board: The whole of the teaching and measurement-evaluation activities in Phase I, in which a certain organ system and diseases are studied theoretically and practically by the relevant medical disciplines in a certain time and flow,
- j) Course committee success grade: The final success grade calculated with the participation of all assessment and evaluation processes applied in a course committee and specified over 100 points (this grade used for relative evaluation),
- k) Direct conversion system (DDS): Evaluating student success by converting the success grade in a course program into a letter grade according to a defined scale,
- l) Education unit: Education-related structures that have integrity within themselves (department, education coordinator, education coordination support unit, clinical skills laboratory, Multidisciplinary student laboratory, computer aided learning center, etc.),
- m) Faculty: Marmara University Faculty of Medicine,
- n) Faculty Board: Marmara University Faculty of Medicine Faculty Board,

- o) Faculty Administrative Board: Marmara University Faculty of Medicine Faculty Administrative Board,
- p) Phase: Include the educational periods ((First, second and third grades Phase I - preclinical, fourth and fifth grades Phase II – clinical, and sixth grade Phase III - internship),
- q) General weighted grade point average (GANO): The weighted average of the grades a student has received from all the course programs since the first year of the education period,
- r) Letter success grade: The letter representation of the success grade obtained according to one of the relative or direct conversion systems,
- s) Introduction to Clinical Practice (CIG) Program: A self-contained curriculum in Phase I, in which students are prepared for clinical education in terms of basic professional skills, human and professional values, and ethical approach,
- t) Year-end success grade of the Introduction to Clinical Practice Program: The end-of-year success grade, which is calculated with the participation of all assessment and evaluation procedures applied in the courses within the scope of the Clinical Practice Program and specified over 100 points,
- u) Module: Interdisciplinary teaching practices in which a subject is handled with a multidisciplinary approach and interactive learning methods such as problem-based learning, case discussion, teamwork-based learning are used within a specific curriculum,
- aa) Student: Marmara University Faculty of Medicine student,
- bb) Curriculum: In Phase I, as the whole of the disciplinary or interdisciplinary teaching and assessment-evaluation activities in which the normal structure and functioning and/or diseases of a certain subject, theme or organ system are studied theoretically and practically by the relevant medical disciplines in a certain time and flow. Course Committees and Introduction to Clinical Practice Programs, Internship Programs in Phase 2 and Phase 3 and also each of the non-committee courses applied in Phase 1,
- cc) Rector: Rector of Marmara University,
- dd) Senate: Marmara University Senate,
- ee) Class: The whole of each academic year (Medical education is 6 years and year integrity is essential in education),
- ff) Class schedule: All of the compulsory and elective course programs in each grade from the first to the sixth grade,
- gg) Internship program: Application-oriented course programs conducted by the relevant departments under the coordination of the Board of Coordinators during the clinical education periods (Phase II and III),
- hh) Internship program success grade: The final success grade, which is calculated with the participation of all assessment and evaluation processes applied in an internship program and specified over 100 points,
- ii) University: Marmara University,
- jj) Year-end weighted grade point average (YANO): The weighted average of the student's grades in all compulsory and elective course programs that must be completed within the scope of a particular class program,
- kk) Final exam lower limit (YSSL): The lower limit value for the final exam grade required to be successful in a course program,
- ll) Clinical practice; Bedside and laboratory training carried out during clinical internships and internships in phases 2 and 3,
- mm) TEGEK: Medical Education Development Coordination Board,
- nn) Head of the course committee: The faculty member responsible for the coordination of the course committee, oo) Internship supervisor: the faculty member responsible for the coordination of the clinical internship,
- pp) Term coordinator: The faculty member responsible for the coordination of the course committees/internships of the term,
- rr) Preclinical period coordinators board: Board consisting of Term 1, Term 2 and Term 3 coordinators and preclinical period chief coordinator,
- ss) Clinical period coordinators committee: Board consisting of Term 4, Term 5 and Term 6 coordinators and clinical term chief coordinator,

PART 2

Registration, Transfer, Contribution, Identity Card

Registration

ARTICLE 5 - (1) Students are accepted and registered to the Faculty of Medicine in accordance with the Higher Education Law No. 2547, the relevant legislation and the Marmara University Associate and Undergraduate Education and Examination Regulations.

Registration renewal and contribution

ARTICLE 6 - (1) Each student has to renew registration within the period announced at the beginning of the academic year. Students who do not renew their registration and do not pay the student contribution fee are taken action on according to the decision within the framework of the legislation regarding the student contribution fee to the Marmara University Associate Degree and Undergraduate Education-Teaching and Examination Regulations. Students who do not renew their registration cannot enter courses, practical applications, internships and all other educational applications and are not taken to their exams. In addition, these students cannot benefit from student rights.

The student makes the course selection and course drop out processes in the periods announced at the beginning of the academic year. Students who want to repeat their DC and DD courses make their course selection only at the beginning of the semester. However, the student who is entitled to pass from a lower class to the upper class during the semester is given the right to choose a course during the semester. Except for these exceptions, course assignments cannot be made except during course registration periods.

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PART 3

Boards and Job Descriptions

Marmara University Faculty of Medicine Undergraduate Medical Education

ARTICLE 9 - (1) In Marmara University Faculty of Medicine, undergraduate medical education is developed and improved on the basis of the "Framework Education Program", under the coordination of education committees and working groups established within the Faculty with the approval of the Faculty Board.

The education at the faculty is coordinated by TEGEK in accordance with the "Undergraduate Framework Education Program" approved by the Faculty Board. The training program is developed and improved by TEGEK or by the relevant working committees.

(2) Undergraduate education practices in the faculty are coordinated by the Undergraduate Coordinators Board. Boards of preclinical and clinical term coordinators are appointed by the Dean.

Medical Education Development Coordination Board

ARTICLE 10 (1) The board is a committee formed by the Dean to coordinate the planning, development, implementation and evaluation of pre- and post-graduation education. The work of this Board is coordinated by the president or co-chairs responsible for undergraduate and post-graduate education. Board members are appointed by the Dean for a 3-year term. The vacant memberships are assigned by the Dean for a period of 3 years.

(2) TEGEK; Consists of Dean and Deputy Deans, President or Co-Presidents, Chief Coordinators, faculty members from Internal, Surgical and Basic Medical Sciences Departments, Medical Education Department representative, pre- and post-graduation student representatives and community representatives.

(3) TEGEK's duties:

- a) Presents the reports it has prepared by working on the education policies of the Faculty, educational goals and short and long-term plans in line with these goals, for pre- and post-graduation education .
- b) Prepares plans for the evaluation, development and implementation processes of pre- and post-graduation education and presents them to the Dean.

- c) Creates "Framework Education Programs" related to pre- and post-graduate education together with its basic principles, approaches, goals and main structures and presents it to the Dean for the approval of the Faculty Board.
- d) In the context of the continuous development of the faculty, it designs programs for the development of instructors, continuous professional development and institutional development for the teaching staff and presents these programs to the Dean for the approval of the Faculty Board and coordinates the execution of the approved programs.
- e) In line with the "Undergraduate and Post-Graduation Framework Education Programme", plans the studies on the changes to be made in the education program in order to improve the quality of education, forms the relevant working groups and coordinates the work of these groups. In line with the changes made in the program, it carries out studies on teaching environments, teaching methods and educational materials and their infrastructure.
- f) Establishes the necessary committees and working groups to coordinate the accreditation processes of the education program of the faculty.
- g) Evaluates the regulations requested by the departments and departments within the scope of the pre- and post-graduate education program in line with the relevant "Framework Education Program", together with the Coordinators Board, and makes a decision.
- h) Proposes the establishment of different sub-committees for the development of education to the Dean's Office, along with its justifications.

Board of Coordinators

ARTICLE 12 - (1) It is the board established within TEGEK to coordinate the implementation process of the undergraduate education program. Board of Coordinators; It consists of the Dean and/or Deputy Dean responsible for education, TEGEK president responsible for undergraduate education, pre-clinical and clinical term Chief Coordinators and Assistants, Term and Program Coordinators, Medical Education Department representative and student representatives.

(2) This Board makes the general planning and coordination of all applications related to undergraduate education carried out in the Faculty.

(3) Duties of the Board of Coordinators:

- a) Coordinates the execution of all undergraduate education practices in the Faculty in accordance with the Faculty education program and this Directive. It takes decisions on new applications and submits these decisions to TEGEK's evaluation.
- b) Each year, it prepares the academic calendar of the academic year in question and submits it to the Dean for the approval of the Faculty Board.
- c) It evaluates the changes made in the implementation process in a given academic year and the reports prepared by the coordinators regarding the implementation, and submits the evaluation results together with the change suggestions to TEGEK for evaluation.
- d) In extraordinary situations (natural disasters, etc.), it prepares a change proposal regarding the programs in order to prevent disruptions in education and training and presents it to the Dean.
- e) It coordinates all student evaluation and program evaluation activities together with the Assessment and Evaluation Board.

Assessment and Evaluation Board

ARTICLE 13 - (1) Members of the Assessment-Evaluation Board, Undergraduate Chief Coordinators, Deputy Head Coordinators responsible for Undergraduate Assessment, Medical Education Department representative and Phase 1, 2 and 3 representatives are academic members and staff, and the board members are appointed by the Dean for a period of three years.

(2) Duties of the Assessment and Evaluation Board: The Assessment and Evaluation Board coordinates all evaluation studies, including evaluations for student achievements and achievements, and program evaluations for evaluating the effectiveness of the program.

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- a) Coordinates the studies on the evaluation of students and the implementation of program evaluation practices and the development and implementation of new evaluation systems with objective, valid and reliable evaluation methods and techniques in the faculty.

- b) Pre-exam evaluation of exam questions, post-exam analysis, creation of a question bank, etc. coordinates the studies and ensures the coordination of the measurement and evaluation working groups formed for this purpose.
- c) At the end of each academic year for student evaluation and program evaluation, it reviews the evaluation activities carried out and submits a detailed report to the Dean.

Student education board

ARTICLE 14 - (1) Represents students in all educational processes. The members of the board consist of at least two students from each class and one person chosen from among the foreign students studying in all classes. Students are elected to the board for a 2-year term. The Board carries out its work under the coordination of the Deputy Chief Coordinator responsible for Student Affairs.

(2) Duties of student education boards:

- a) Holds regular monthly meetings to evaluate educational practices and experiences and presents the meeting reports to the Board of Coordinators.
- b) It elects members to all education-related boards (TEGEK, working groups, Coordinators Board, Assessment and Evaluation Board, etc.) from among themselves or from among other students.
- c) Provides support to the Board of Coordinators in the execution of educational practices and student affairs.
- d) Members of the student education board elect a student as the Faculty Student Representative.

Computer assisted learning unit coordinator

ARTICLE 15 - (1) The Head of Computer Assisted Learning Unit is appointed by the Dean from among the faculty members or staff of the Faculty of Medicine for 3 years.

(2) Duties of Head of Computer Assisted Learning Center:

- a) Creates the annual usage plan of the Computer Assisted Learning Unit and presents it to the Coordinators Board.
- b) At the end of the academic year, the unit submits its report, which includes its activities, problems and suggestions, to the Board of Coordinators.

Multidisciplinary student laboratory coordinator

ARTICLE 16 - (1) The Head of the Multidisciplinary Student Laboratory is appointed by the Dean from among the faculty members or staff of the Faculty of Medicine for 3 years.

(2) Duties of the Head of the Multidisciplinary Student Laboratory:

- a) Prepares, coordinates and presents the annual use of laboratories to the Board of Coordinators in cooperation with the chairmen of the course committees. Collects the fixtures and consumables requirements for student laboratory applications from the departments, and reports them to the Dean's Office.
- b) Observes the necessary standards for laboratory safety and informs the Dean's Office.
- c) At the end of the academic year, it prepares its annual report, which includes its activities, identified problems and suggestions, and presents it to the Board of Coordinators.

Medical Practices Unit Coordinator

ARTICLE 17 - (1) The Medical Practices Unit coordinator is appointed by the Dean from among the faculty members or teaching staff of the Faculty of Medicine for 3 years.

(2) Duties of the Medical Practices Unit coordinator:

- a) Together with the Clinical Practice Program Coordinator, the Medical Practices Unit creates the usage plan of the laboratories and presents it to the Coordinators Board.
- b) Ensures effective and appropriate use of the necessary material for skill training; determines the needs for the purchase of new materials and notifies the Dean.
- c) At the end of the academic year, it presents its annual report, which includes its activities, identified problems and suggestions, to the Board of Coordinators.

Module Coordinator

ARTICLE- 18 (1) The Module Coordinator is appointed by the Dean from among the faculty members or teaching staff of the Faculty of Medicine for 3 years.

(2) Duties of the module coordinator:

- a) Plans the problem-based teaching sessions, and informs the Dean of the faculty member responsible for

- each module and the faculty members who will take part in the trainings.
- b) Ensures the effective and appropriate use of the necessary material for education; determines the needs for the purchase of new materials and notifies the Dean.
 - c) At the end of the academic year, it submits its annual report, which includes its activities, identified problems and suggestions, to the Board of Coordinators.

PART 4

Principles Regarding Education and Training

Educational principles

ARTICLE 19- (1) The educational approach, mission and system of the faculty regarding pre-graduate medical education are determined by the "Framework Education Program". Education-related processes are carried out in line with the educational objectives defined in the Framework Education Program and the program outputs.

Education model

ARTICLE 20 - (1) An integrated education system is applied in Marmara University Faculty of Medicine. In the education system where both horizontal and vertical integration are provided together, the courses (knowledge and skills) of the organ systems in the body are given collectively by the relevant disciplines and the organization of the courses is handled on the basis of the Course Board, the Clinical Practice Entry Program or the Internship Program. In order to achieve the learning objectives related to the body organ system, which forms the basis of the course committee, the main aim is to present both the anatomy, histology, physiology, etc., as well as the basic structure and functions of the organ system, as well as the clinic, in the same period. Introduction to Clinical Practice Program and Internship Programs mainly consist of applied learning activities. As a requirement of the integrated medical education system, all assessment and evaluation activities carried out in any Course Committee, Clinical Practice Entry Program or Internship Program are calculated together and a single success grade out of 100 is calculated for each course program.

- (2) In the Marmara University integrated medical education system, there are three types of curriculum in the first three-year period, which is called the Phase I education period. The types of programs available in this period, also called the preclinical education period, are as follows:
 - a) Course Boards where basic and clinical medicine disciplines are integrated on the basis of body organ systems or themes
 - b) Introduction to Clinical Practice Programs that prepare students for clinical education in terms of medical practices and professional attitudes and behaviors
 - c) Non-board courses such as Medical English, Atatürk's Principles and Revolution History, and Turkish Language
- (3) The last three-year education period called Phase II (4th and 5th grades) and Phase III (internship) constitutes the clinical education period of the Faculty. In this period, students can use the basic concepts and principles of medicine in the analysis of clinical cases, evaluate the diagnosis and treatment approaches in terms of the patients and diseases they see in the clinical environment, choose appropriate diagnosis and treatment approaches, apply basic clinical skills at a sufficient level, and have appropriate scientific, professional and ethical values in medical applications. There are Internship Programs in which theoretical sessions and practices are carried out, aiming to exhibit attitudes and behaviors.

Academic calendar

ARTICLE 21 - (1) Education and training are organized on the basis of years and education periods in line with the integrated system. The academic calendar is submitted to the Rectorate to be discussed in the Senate after the approval of the Faculty Board.

Education and training calendar

ARTICLE 22 - (1) The provisions of the Law No. 2547 and related legislation are applied in determining the education and training period in the faculty.

Language of Instruction

ARTICLE 23 - (1) The language of instruction at Marmara University Faculty of Medicine is English. Turkish is used within the framework of ethical principles in clinical bedside training.

Off-board courses

ARTICLE 24 - (1) Medical English, Atatürk's Principles and Revolution History and Turkish Language courses are given in the first year.

(2) In order for foreign students who have the right to enter the Faculty of Medicine to start Phase II, they must be successful in the Turkish exam given by the jury of at least 3 faculty members until the end of the 3rd year.

Obligation of attendance

ARTICLE 25 - (1) Attendance to the syllabuses (Course Committees, Introduction to Clinical Practice Programs, Internship Programs, Professional Development and Counseling Program, Non-Committee Courses and Elective Programs) in the preclinical and clinical education periods is mandatory.

(2) In Phase I, attendance is obligatory for 70% of the total theoretical course hours and elective program hours in each curriculum, and 80% of each laboratory practice and module practice hours in the curriculum. The Introduction to Clinical Practice Programs in Phase I are considered as applied courses and each program requires an attendance of 80% of the total hours. It is compulsory to attend 80% of all theoretical and practical course hours in all programs, including the internship program, professional development and consultancy program, and elective programs in the Phase II and II education periods. Students who do not attend at least 80% of the total course hours of each laboratory and module application in Phase I, separately, can take the exams of the said applications; Students who do not attend at least 70% of the total theoretical course hours in the Course Board or the course hours of the elective program can take the exam of the course committee or the elective program and make-up exam; Students who do not attend at least 80% of all theoretical and practical course hours of each program in internship programs, professional development and consultancy programs and elective programs in Phases II and III are not taken to the exam and make-up exam of the respective program. Students who do not comply with the attendance rate and therefore fail that course program are deemed to have received a "DZ" grade. A student who gets a "DZ" grade from any program in the Phase I, II and III education period cannot take the make-up exam in the said academic year and takes the program again.

(3) In Phase I, absenteeism of more than 20% of the total course hours for each program carried out within the scope of the Introduction to Clinical Practice Program or for each laboratory practice carried out by the Departments in the Course Committees, and the excuse for absenteeism is the Chief Coordinator and the Head of the relevant department / Introduction to Clinical Practice Program. If accepted by the coordinator, the student can be compensated for the application in question. Make-up for practice is considered if the student applies before the practice exam. After the compensation, the student is entitled to take the course committee practice exam or the exam of the relevant Clinical Practice Entrance program.

PART 5

Principles Regarding Assessment-Evaluation and Graduation

Measurement-evaluation system for student achievements

ARTICLE 26 - (1) Different measurement and evaluation methods suitable for each learning area (knowledge, skill, attitude, proficiency) are used in the faculty. The evaluation methods and execution methods applied in each program in the preclinical and clinical period are determined by the relevant education boards and approved by the Faculty Board.

- (2) Using all the evaluations made during and at the end of each curriculum, a single point out of 100 is calculated for each program and the success grade and status of the program in question are determined according to the relative evaluation or the direct conversion system.

Grading and success

ARTICLE 27 - (1) In Phase I, in the calculation of the letter grades of the course programs; Relative Evaluation System in Course Board programs,

- (a) The Direct Conversion System is used in the Introduction to Clinical Practice Program, elective programs and non-board courses. **SADECE A ŞIKKI VAR?**
- (2) The "Direct Transformation System" is applied for the lettered success grades and success status of the internship programs, professional development and consultancy programs and elective programs in Phase II and III.
- (3) The relative evaluation system and the direct conversion system are applied according to the provisions of the Marmara University Examination and Success Evaluation Directive.
- (4) In the relative evaluation, the lower limit of success grade (BNAL) and the limit of addition to the relative evaluation (BDKL) for each course committee are determined by the recommendation of the education boards and the approval of the Faculty Board, taking into account the new situations that have arisen over the years, and are to be implemented from the beginning of the academic year. is announced. A student who takes BNAL in any course or course committee is considered unsuccessful without calculation and takes the make-up exam by considering the attendance condition. The student who fails the make-up exam takes the course, the course committee or the internship again.
- (5) In the direct conversion system, success is determined by looking at the letter grade and status conversion table.

Weighted grade point averages

ARTICLE 28 - (1) Year-end weighted grade point average (YANO): the credit weighted average of the success coefficients of all compulsory and elective programs (Course Committees, KUG Programs, Non-Committee Courses, Internship Programs, Professionalism Program, Elective Programs) included in a class program and which they are obliged to complete.

(2) General weighted grade point average (GANO): the cumulative weighted grade point average of the success coefficients obtained from all the course programs that the student has completed within a certain education period (Phase I, II and II). GPAs are recalculated after each course program completed and entered into the system in the Phase I, Phase II and Phase III education periods and are shown in the transcript. GPA calculated at the end of the Phase III education period is also the graduation GPA of the student.

Academic achievement grade point averages, transition to an upper-class program and education period

ARTICLE 29- (1) An integrated system is applied in the Faculty of Medicine and the six-year education period is divided into three separate education periods, namely Phase I, II and III. In the Faculty of Medicine, the integrity of each academic year (term) and education phase (Phase I: Term1, Term2, Term 3), Phase II (Semester 4, Term 5) and Phase III (Semester 6) is essential. For this reason, the student's success in a semester, transition to the next semester, transition from one education phase to the next education phase and graduation are determined by calculating the GPA.

Transition to a higher semester/phase program:

- (2) In Phase I and Phase II education processes, in order for the student to take courses from the next semester, they must have taken all the courses up to the relevant semester and their calculated GPA must be at least 2.00.
- (3) In order to increase the grades of the courses for which they received DC and DD grades, students can choose to take them again during the course selection period. However, in this case, the final grade is valid and the final grade is used when calculating the GPA.

Attendance requirement for make-up exam and failed courses:

- (4) Except for those who fail with a DZ grade due to absenteeism, students who fail with FD, FF and FG grades take the make-up exams of the failed course programs in that academic year.
- (5) Students who fail at the end of the make-up exams by getting FD, FF and FG grades from any curriculum take this program again. Except for failure due to absenteeism, if the course programs are taken again, attendance to these programs is not required. However, practice exams can be determined as a prerequisite in clinical internships. If the student who fails in this exam fails at the end of the make-up, repeats the internship.

Transition to the next education period (phase):

- (6) In order for the student to successfully complete the Phase I education period and move on to the Phase II education period, he or she must be successful in all of the courses in Phase I and all Clinical Practice Entry Programs and have a GPA of at least 2.00. Those who are in the process of transition from Phase I to Phase II but have FF grades from Term 3 course committees or Clinical Practice Entrance Programs are given the right to take additional exams for these courses. No additional examination right is granted for courses other than Term 3 courses.
- (7) In order for the student to be successful in the Phase II education period and to start the Phase III education period, it is necessary to get at least DD and above grades from all the curriculum in Phase II, and to have a Phase II GPA of at least 2.00. In addition, in order for the student to start the Phase III education period, he/she must be successful in all the compulsory and elective course programs that must be taken in the Phase I education period.
- (8) In order for the student to be considered successful in the Introductory Program of the Phase III education period, he/she must get at least DD and above from all the syllabuses in Phase III and his/her Phase III GPA must be at least 2.0.
- (9) In phase transitions, a general examination can be made with the decision of the faculty board to evaluate the relevant phase education. The effect of the exam on GANO is determined by the decision of the Faculty Board.

Introduction to Clinical Practice Course (KUG)

KUG course is conducted independently of course committees. The student who is successful in the KUG course can take the KUG course opened in the next semester without seeking the GANO 2.0 requirement.

Exam schedule and administration

ARTICLE 30 - (1) Exam days are announced in the academic calendar every year. After the exam dates are announced, they can be changed with the decision of the Faculty Board.

(2) Students have to take the exam on the day and time determined for the course committee, clinical practice entrance, internship and make-up exams.

excuses in exams

ARTICLE 31 - (1) Students who cannot take the exams must report their excuses to the Chief Coordinator within 5 working days following the exam date. The status of the students whose excuses are accepted as valid by the commission consisting of the Chief Coordinator responsible for assessment and evaluation, and the Term / Clinical Practice Entrance Program Coordinator are discussed at the Faculty Administrative Board and the students whose excuses are accepted take the "Make-up Exam". A make-up exam is not opened for the make-up exam.

Announcement of exam results and objection to questions or results

ARTICLE 32 - (1) Students have the right to object to the questions within 3 working days following the announcement of the exam questions. The result of the objection is notified to the Chief Coordinator within 5 working days at the latest by the relevant faculty members. Exam results are announced within 10 working days following the objection to the questions, according to the 100-point system. According to the 100-point system, the student has the right to object to the results within 3 working days following the announcement of the exam results. Objections are evaluated by the Chief Coordinator and the Deputy Chief Coordinator responsible for measurement and evaluation. Letter grades are announced within 3 working days following the end of the objection period. Objections to the letter grades are made within 2 business days and the results of the evaluation of the objection are notified to the Dean's Office within 3 days in writing and with justification. Grade changes are made with the approval of the Faculty Administrative Board.

Non-board course grade

ARTICLE 33 - (1) An end-of-year exam and at least one intra-year exam are held for non-board courses.

- (2) The contribution of the end-of-year exam to the success grade is 40%.
- (3) The lower limit for the end-of-year exam (YSSL) for non-committee courses is 50.
- (4) 60% of the grade point average of the mid-year exams and 40% of the end-of-year exam grade are added together and the success grade of the course is calculated. Then, using this grade, the letter success grade of the course is calculated with the Direct Conversion System.
- (5) Students who successfully pass the medical English course exemption exam are considered successful in this course.

Graduation

ARTICLE 34 - (1) According to the 28th ARTICLE of Marmara University Associate and Undergraduate Education and Examination Regulations, a minimum GPA of 2.00 is required for graduation.

(2) For graduation, the student must get at least DD and above grades from all the curriculum and the GPA of the Phase I, II and III education periods must be at least 2.00.

Diplomas

ARTICLE 35 - (1) Those who could not or are understood to be unable to complete their medical education; They receive a "Basic Medical Sciences Associate Degree" in accordance with the provisions of the "Regulation on Obtaining Associate Degree Diplomas or Adaptation to Vocational Schools for Those Who Have Not Completed or Cannot Complete Their Undergraduate Education" published in the Official Gazette dated 18.3.1989 and numbered 20112.

- (2) Those who successfully complete the 6-year training required for the Doctor of Medicine are awarded a "Medical Doctorate Diploma".
- (3) Graduates are given a diploma supplement.

PART 6

Principles Regarding Freezing Registration, Dismissal, and Leaving voluntarily

Freezing Registration

ARTICLE 36 - (1) Except for the cases in the 30th ARTICLE of Marmara University Associate and Undergraduate Education and Examination Regulations, in case of non-university scholarships, internships, and research opportunities that will contribute to their education and training, students are given the opportunity to freeze their registration for up to 1 year, for once, by the decision of the Board of Directors. known. This period must be requested before the academic year begins. The registration freeze period is not taken into account in the calculation of the periods in the 23rd ARTICLE of this Directive.

Dismissal

ARTICLE 37 - (1) In the case of a student's dismissal request, the provisions of Article 31 of the Marmara University Associate and Undergraduate Education and Examination Regulations are applied.

Voluntarily leaving the university

ARTICLE 38 - (1) In case of a student's request to leave the university voluntarily, the provisions of Article 32 of Marmara University Associate Degree and Undergraduate Education and Examination Regulations are applied.

PART 7

Enforcement and Execution

Cases where there is no provision

ARTICLE 39 - (1) In cases where there is no provision in this Directive, the provisions of the Higher Education Law No. 2547 and the Marmara University Associate and Undergraduate Education and Examination Regulations are applied.

Enforcement

ARTICLE 40 - (1) This Directive enters into force from the 2021-2022 academic year.

Execution

ARTICLE 41 - (1) The provisions of this Directive are executed by the Dean of the Faculty of Medicine on behalf of the Rector of Marmara University.