YAŞAR UNIVERSITY

SCHOOL OF FOREIGN LANGUAGES

EDUCATIONAL QUALITY ASSURANCE 2022

1. **Program Tasarımı, Değerlendirmesi ve Güncellenmesi / Curriculum Design, Evaluation and Review**

1.1. Programların tasarımı ve onayı (İçerik standardı için tıklayınız.) / Curriculum design and approval

School of Foreign Languages (SoFL) comprises the Preparatory (Prep) Class, the in-sessional General English program, the English for Academic Purposes (EAP) program and the Modern Languages program. As set out in the mission statements, students attending the pre-sessional Prep Class are prepared to be able to use English for their future academic studies, professional lives and personal lives. The in-sessional General English program is an elementary course aimed at giving students in a number of Turkish-medium departments at Yaşar University a basic grounding in English. The in-sessional EAP program is designed to assist students who have either graduated out of or who are exempt from the Prep Class and who are now studying for their degrees in their departments. They learn academic skills and strategies in order to help them succeed in their English-medium courses, as well as helping them develop useful skills for their lives after university. The EAP program also incorporates a number of English for Specific Purposes (ESP) courses for specific departments. The in-sessional Modern Languages program provides elective courses for students in their departments who are required or desire to study additional foreign languages. A full range of languages and levels are offered.

All the programs listed above design their curriculum to support the principles of the Mission. Each program prepares all the curricular items and constructs the syllabi which form the curriculum always by reference to the Mission. Course goals, course objectives and student learning outcomes are all evaluated according to their contribution to the Mission. Also, programs are based around widely used frameworks describing achievements of foreign language learners, such as Common European Framework (CEFR). Similarly, the course books along with other curricular materials selected for the Program have been calibrated in accordance with these frameworks. General course goals, course objectives and learning outcomes are taken into consideration while new materials are being chosen and/or developed.

The approach of SoFL is a functional one that places emphasis on the production and reception of the four language skills. Students learn and perform practical structures for daily situations as well as more complex structures for academic purposes. SoFL encourages full student participation in lessons through learning by doing. Student learning outcomes for each course serve as the backbone of the course, providing a logical progression. These form the basis for examinations to maintain consistency between the areas of curriculum and assessment.

All curricular materials are available for the Faculty on a shared drive called SoFL Cloud. The Faculty can view and/or print a copy if they wish. Students can reach their course packs, which include all the curricular materials for their course, on Microsoft Teams class opened by the course instructor.

1.2. Programın ders dağılım dengesi (İçerik standardı için tıklayınız.) / Course distribution of the programs

Hour allocation of the in-sessional programs' courses is planned in a way to balance the compulsory-elective courses and field-non-field courses depending on the departments. In Prep Class, on the other hand, it is designed based on the needs analysis the program conducts and weekly load of each course may vary in different levels. In the distribution of the courses, the specializations and workloads of the instructors are considered in a way to give all faculty members equal opportunities. Course materials are chosen/developed to help learners gain an understanding of the target language culture in a variety of topics, disciplines.

1.3. Ders kazanımlarının program çıktılarıyla uyumu (İçerik standardı için tıklayınız.) / Compatibility of lesson

objectives with student learning outcomes

The course goals are the base for student learning outcomes. Student learning outcomes are the base for the course objectives. In practice, the course objectives are generated from student learning outcomes and student learning outcomes are developed from the course goals. In this way, SoFL makes sure that the tasks they require from students in each course are aligned with the outcomes. The level of coherence among these curricular documents is also ensured by the ongoing assessment activities. All assessment tools are based on the objectives and student learning outcomes found in the Syllabi so that the questions in the exams effectively assess student learning outcomes. As part of the general course evaluation conducted within each department annually, student learning outcomes are reviewed against the course objectives and goals. All curriculum development is made based on alignment between the Mission, goals, objectives, learning outcomes and their assessment.

All curricular materials are available for the Faculty on a shared drive called SoFL Cloud. The Faculty can view and/or print a copy if they wish. Students can reach their course packs, which include all the curricular materials for their course, on Microsoft Teams class opened by the course instructor.

1.4. Öğrenci iş yüküne dayalı ders tasarımı (İçerik standardı için tıklayınız.) / Course design based on student

production

Faculty and students can see each course's ECTS value on course syllabi. The approach of SoFL is a functional one that places emphasis on the production and reception of the four language skills. Students learn and perform practical structures for daily situations as well as more complex structures for academic purposes. SoFL encourages full student participation in lessons through learning by doing.

1.5. Programların izlenmesi ve güncellenmesi (İçerik standardı için tıklayınız.) / Revision of curriculum

Matters involving the curriculum, materials and assessment systems – student achievement data, participation, and other statistical records are reviewed to assess the impact of an initiative. Such analysis will be undertaken generally by the relevant department and/or the Director of SoFL. Feedback from Instructors is obtained as to how

any action taken has worked in practice. For substantive changes, specific focus groups may also be constituted for evaluative purposes. In the absence of specific focus groups, there are also general focus groups for Instructors and students throughout the year. Any changes are then placed on the agenda of those meetings. Feedback may also be obtained informally by Students and Instructors. Finally, all significant actions taken are then reported by the relevant parties at the Annual Review, during which a formal evaluation decision is taken. This may result in further actions being taken and/or a decision for a specific area of evaluation to continue.

The Prep Class was awarded a 5-year accreditation by the Commission on English Language Program Accreditation (CEA) in December 2011, the first university English preparatory class in Turkey to do so. It was subsequently awarded a 10-year re-accreditation in December 2016. As an accredited program, the Prep Class must continue to meet various wide-ranging standards prescribed by the CEA. A copy of the CEA Standards is available on the Faculty drive for review. Each Faculty Member has a responsibility to ensure the Prep Class as a whole continues to meet the high standards achieved to be an accredited institution.

1.6. Eğitim ve öğretim süreçlerinin yönetimi (İçerik standardı için tıklayınız.) / Administration of educational

processes

Excluding the 5 primary administrators of the Management Team, there are permanent administrative Office Members within the SoFL. Each Office Member's position has clearly defined roles and responsibilities as described in their job descriptions. Office members are aware of the lines of authority within the structure of the SoFL, which offices they must coordinate with, and who they are accountable to through the SoFL Organizational Chart and their job descriptions. They are also aware of the roles and responsibilities of other administrative offices within the structure of the organization. All administrative positions have been carefully planned out and set in place to fulfil necessary organizational functions and meet objectives with the achievement of the Mission in mind. These functions include strategic planning, Faculty management, curriculum development, developing and implementing reliable assessment tools, staff training, etc. Numbers of staff for each administrative office are also determined carefully in order to ensure that there are adequate numbers of administrative staff to fulfil the duties and responsibilities of that office. During the planning stages, the numbers of each administrative office needed to fulfil the duties and responsibilities are carefully calculated. New positions are created and established positions eliminated in response to changing needs and circumstances as required. Therefore, administrative positions and their numbers are subject to careful review at the Annual Review meeting. A decision to create a new position is based on information received from multiple sources including: enrollment numbers, performance appraisals of administrators, student questionnaires, informal feedback from students and Faculty Members.

2. **Programların Yürütülmesi (Öğrenci Merkezli Öğrenme, Öğretme ve Değerlendirme) / Execution of Programs (Student-Centered Learning, Teaching and Assessment)**

2.1. Öğretim yöntem ve teknikleri (İçerik standardı için tıklayınız.) / Teaching approaches and methodologies

The SoFL Teaching Philosophy is expressed as follows:

The SoFL is fully committed to offering quality language instruction to its learners in a learner-centered environment. Recognizing that each language learner has individual preferences and need to act in the language, the SoFL puts emphasis on learners attaining mastery in all four skills and gaining linguistic and communicative competence. In addition to these goals the instructors in the SoFL constantly seek and apply a variety of language teaching methods and techniques that best fit the materials, learners, and the curriculum to promote self-directed learning. In order to involve and empower learners to achieve their educational goals, instructors act as facilitators and guides of the learning process where the learners are encouraged to make the most of curricular and extracurricular activities.

It is also paramount that all stakeholders in SoFL are committed to teaching approaches and techniques conducive to learning by acknowledging and respecting personal differences and preferences. Through the application of this teaching philosophy, SoFL strives to create a rewarding learning experience.

2.2. Ölçme ve değerlendirme (İçerik standardı için tıklayınız.) / Testing and assessment

The weighting and number of assessments within a semester (track for Prep Class) is based upon curriculum and assessment research; pass rate analysis; instructor and student evaluations; and the results from focus groups. The alignment of assessment tools with the curriculum, course goals and objectives is ensured by the respective offices mentioned above. Respective office designs each assessment tool in compliance with the specific Learning Objectives and The Student Learning Outcomes (SLOs) set out in the curriculum and syllabi. In addition, they assign one native speaker and a proofreader to review and check each item in each assessment tool in terms of its language, content and coverage before they are used. Quizzes, midterms and finals are achievement tests, and they assess the students' knowledge of what has been presented in accordance with the Course Objectives and the SLOs in their respective courses/classes. Portfolio work also indicates what students can do in relation to what is taught in class. All these assessment tools and their results are considered as concrete evidence of students' progress in line with the curriculum.

2.3. Öğrenci kabulü, önceki öğrenmenin tanınması ve kredilendirilmesi (İçerik standardı için tıklayınız.) / Student admission, recognition of previous learning and placement

Students registering at the University are required to take a paper-based exam called the Foreign Language Achievement Test (FLAT) prior to the beginning of their first semester in September. The FLAT is prepared and administered by the Testing and Assessment Office (TAO) of the Prep Class of the School of Foreign Languages (SoFL) and serves the purpose of determining exemption and proficiency. Depending on the score a student receives in the FLAT, it is determined whether they are exempt from the Prep Class and, if not, they will be required

to take the Placement Test. Like the FLAT exam, the Placement Test is also prepared and administered by the TAO. There are two versions of the Placement Test: Test A and Test B and students are given either Test A or Test B depending on their scores in the FLAT exam. Once students from English medium departments have left the Prep Class, they are required to pass English for Academic Purposes (EAP) courses. The Prep Class and the EAP program liaise regularly to ensure that the two programs are complementary.

Students who register the Vocational School Programs are required to take General English (GE) courses, they do not study in the Prep Class Program.

2.4. Yeterliliklerin sertifikalandırılması ve diploma (İçerik standardı için tıklayınız.) / Certification of qualifications and diploma

Students graduating from the Prep Class Program receive a certificate that states they have completed the Program successfully.

3. Öğrenme Kaynakları ve Akademik Destek Hizmetleri / Learning Resources and Academic Advising and Counseling Services

3.1. Öğrenme ortam ve kaynakları (İçerik standardı için tıklayınız.) / Learning environment and resources

Core textbooks have their own Language Management Systems (LMS) for students to be able to use online and have extra exercises outside the classroom. This allows students to experience the spoken form of English in an authentic, or semi-authentic, context. Instructors are encouraged to incorporate visual aids and technology into the classroom as they see fit. All Instructors have laptops and the classrooms are equipped with data projectors and smartboards. Instructors make use of MS Teams for any kinds of announcement, document sharing and/or in case of an online education.

3.2. Akademik destek hizmetleri (İçerik standardı için tıklayınız.) / Academic advising and counseling

A Psychologist from the Department of Psychology (who holds a Ph.D. in counseling) is available in the University Psychological Counselling and Guidance Center to help students cope with the challenges of student life and improve their academic performance. Students may make an appointment with the psychologist at their convenience.

Students who take in-service courses have an academic advisor in their departments, yet all SoFL instructors are available during their office hours in order to help students. Students may make an appointment with any members of the SoFL for assistance. All students may also meet with any member of the management by requesting an appointment any day of the week.

Furthermore, all students are assigned an academic advisor during their study at the Prep Class. Most levels have two Integrated Skills (IS) instructors who share teaching and evaluation duties. In these cases, the designated IS1 instructor is responsible for providing academic assistance to the students of

that class. The academic advising system is closely monitored by the management in terms of efficiency and appropriateness. Students also receive academic advising from the Prep Class Supervisors, who act as the first line of communication between the School of Foreign Languages (SoFL), and students and their families.

3.3. Tesis ve altyapılar (İçerik standardı için tıklayınız.) / Student services

The majority of student services are provided centrally by the University. This includes the provision of food and beverages, copy services, library and information services, sports services, housing services (in the University dormitory) and health and counselling services. The SoFL itself provides extra-curricular activities and other events linked with English language learning for students and academic counselling by Faculty.

3.4. Dezavantajlı gruplar (İçerik standardı için tıklayınız.) / Disabled students

In each faculty/school there is a member of the 'Disabled Students Unit'. The current SoFL member is the Administrative Assistant Director. He determines, depending on each individual student need, how the requirement is met.

3.5. Sosyal, kültürel, sportif faaliyetler (İçerik standardı için tıklayınız.) / Social, cultural and sports activities

As well as opportunities provided by student clubs within the university, the SoFL has also a Student Activities Office to help students use the language outside the classroom. Student Activities Officer (SAO) is responsible for planning, organizing, and monitoring additional activities within the program designed to help students practice what they have learned in class and stimulate their interest in the target language and culture.

4. **Öğretim Kadrosu / Faculty**

4.1. Atama, yükseltme ve görevlendirme kriterleri (İçerik standardı için tıklayınız.) / Internal appointment and promotion criteria

All internal vacancies within SoFL are advertised by email. Internal appointments are made in accordance with applicable YÖK regulations and in accordance with the SoFL Internal Appointment & Terms of Office Procedures. All Faculty appointed to administrative offices have a term of 3 years after which the position falls open. The incumbent and any other Faculty Member may then (re)apply for the open position.

Faculty members each receive a job description and all the terms and conditions of employment in writing at the time they are hired and any time their duties or employment conditions change.

Performance management is a key part of the fulfillment of SoFL's Missions. Faculty Members continually reflect on their strengths and weaknesses as instructors, colleagues and their role in the institution as a whole and give and receive feedback on performance issues. In addition, the formal appraisal process allows each Faculty Member to have a personal review of their performance during the year and to set future goals for the coming year. All Faculty Members are subject to an annual appraisal of their performance.

4.2. Öğretim yetkinlikleri ve gelişimi (İçerik standardı için tıklayınız.) / Teaching competency and continuing

   development

SoFL requires its Faculty Members to keep updated on current educational practices and developments in the field by undertaking regular continuing professional development. Professional development consists of any activity which allows Faculty Members to enhance their current knowledge and professional skills in turn improving the University as a whole. In accordance with this policy, all Faculty Members are expected to undertake Continuing Professional Development ("CPD") each academic year. A register of each Faculty Member's CPD activities is kept by the Continuing Professional Development Office (CPDO). Faculty Members are responsible for ensuring the CPDO records are accurate and up to date. There is no minimum amount of CPD required but a failure to do any substantive CPD in a year is noted in the Faculty Member's annual appraisal and considered as non-performance of an important aspect of the Faculty Member's responsibilities as set out in their job description.

4.3. Eğitim faaliyetlerine yönelik teşvik ve ödüllendirme (İçerik standardı için tıklayınız.) / Incentives and rewards

   for professional development activities

The University makes financial awards to members of the University who publish research or other work in recognized academic publications. Details of the amounts and how to benefit from such an award can be found in the respective policy and procedures document available online on the university webpage.