Yalova University

School of Foreign Languages

Teaching Staff Handbook

CONTENTS

1. About Us

1.1. History

1.2. Our Mission

1.3. Our Vision

1.4. Our Educational Philosophy

1.5. Our Educational Method

1.6. Higher Education Act

1.6.1. Higher Education Personnel Act

1.6.2. Regulations

2. YDYO Administrative Structure

2.1. College Director

2.2. Assistant Directors

2.2.1. Assistant Director 1

2.2.2. Assistant Director 2

2.3. College Secretary

3. Academic Units

3.1. Quality and Accreditation Unit

3.1.1. Unit Quality Commission

3.2. Curriculum and Materials Development Unit

3.3. Exam Development and Assessment Unit

3.4. Professional Development Unit

3.5. Extracurricular Activities Unit

3.6. Accreditation Unit

4. Issues Concerning Academic Staff

4.1. Instructor Orientation Program

4.2. Instructor Job Description

4.2.1. Responsibilities

4.2.2. Primary Duties

4.3. Leave

4.3.1. Medical Conditions and Doctor's Reports

4.3.2. Annual Leave and Leave of Absence

4.4. Professional Conduct

4.5. Working Hours

4.6. Student Database Entries

4.7. Academic Staff Performance Evaluation Criteria

5. YDYO Examination System

5.1. Level Placement Test

5.2. Proficiency/Exemption Test

5.3. Module Examinations

5.4. Examination Dates and Weightings

5.5. Overall Assessment: Pass/Fail Status

5.6. Question Types

5.6.1. Listening

5.6.2. Reading

5.6.3. Language in Use

5.6.4. Writing

5.6.5. Speaking

5.7. Invigilation Assignments

5.8. Exam Administration Rules

6. Course Resources

7. Course Hours and Attendance

7.1. Weekly Course Schedules

7.2. Class Codes

8. Online Learning Management Systems

8.1. Yalova University Foreign Languages UBS Course Management System

8.2. Google Classroom

8.3. Macmillan Education Everywhere

9. Summer School

10. Academic Calendar

11. TOEFL Test Centre

12. Important Reminders

1. About Us

1.1. History

Yalova University was established by Law No. 26892 dated 31 May 2008. Since then, it has grown rapidly, incorporating new faculties, colleges, and vocational schools. In accordance with Higher Education Law No. 2547, the Department of Foreign Languages, affiliated with the university, began offering English courses in 2009. This department continued its education and training activities for five years from its establishment.

In line with the university's growth and evolving needs, the School of Foreign Languages was established by the Council of Ministers Decision No. 2012/3054, published in the Official Gazette No. 28284 on 6 May 2012. The school initially began operating with the following four departments:

- Department of Modern Languages
- Arabic Translation and Interpretation Department
- English Translation and Interpretation Department
- English Preparatory Department

Following subsequent reorganisations, the Modern Languages Department ceased operations, and the Arabic Translation and Interpretation Department and the English Translation and Interpretation Department were transferred to the Faculty of Humanities and Social Sciences in 2024. Following these developments, the School of Foreign Languages continues its activities solely through the Department of Foreign Languages. Additionally, the school provides support through Foreign Language Skills (FLS) courses for faculties.

English Preparation Programme

The English Preparation Programme, offered by the School of Foreign Languages, is conducted in two different categories: optional and compulsory. The programme is designed to improve university students' English language skills, ensure their success in academic studies, and provide language training that meets international standards.

1.2. Our Mission

At Yalova University School of Foreign Languages, our mission is to ensure that our students acquire the foreign language knowledge and skills necessary to successfully pursue their academic studies and communicate effectively on international platforms. In line with this mission, our modular curriculum, implemented in accordance with the Common European Framework of

Reference for Languages (CEFR), aims to develop the four core language skills (listening, speaking, reading and writing) in a balanced manner, while also equipping students with 21st-century skills.

Our preparatory programme, designed for students who will study in departments where English is the language of instruction, is structured around a learner-centred approach. The programme encourages active participation in the learning process and adopts teaching methods that help students develop effective individual learning strategies. Students are expected to achieve at least a B2 level of language proficiency by the end of the programme.

Our educational processes are conducted by qualified teaching staff who value continuous professional development, in classrooms equipped with technology suitable for language teaching. These processes are designed to maximise students' foreign language proficiency.

1.3. Our Vision

The School of Foreign Languages aims to deliver foreign language teaching in accordance with international standards, guided by the Council of Europe's 'Common European Framework of Reference for Languages: Learning, Teaching and Assessment'. To this end, it embraces an educational approach that effectively integrates technology, supported by a competent and experienced academic and administrative staff, modern technical equipment, and up-to-date teaching materials. Furthermore, it prioritises providing students with a conducive environment for language learning through its contemporary and appropriate physical infrastructure.

The aim of our School is to ensure continuous development in foreign language teaching within the framework of total quality management and to be one of the institutions with the highest educational standards in the country in this field. Supporting its students in acquiring the language skills they need in their academic, professional and social lives, our School has also adopted the principle of contributing to the lifelong learning process by encouraging independent language learning skills. In this context, it operates with a vision of becoming a point of reference at both national and international levels.

1.4. Our Educational Philosophy

At Yalova University School of Foreign Languages, our educational philosophy is based on the belief that language learning is a transformative process that prepares students not only for academic success but also for active participation in professional and social life. We view language as a tool for meaningful communication, critical thinking, and intercultural understanding.

Our teaching approach is learner-centred and aligned with the Common European Framework of Reference for Languages (CEFR). Through our modular curriculum, we aim to develop our students' listening, speaking, reading and writing skills in a balanced manner. At the same time,

by encouraging active participation in the learning process, we ensure that students take responsibility for their own development, discover learning strategies and become independent learners. In line with our learner-centred philosophy, we also emphasise strategic and self-regulated learning, encouraging students to plan, monitor and evaluate their own progress. In this way, students become more autonomous, flexible and adaptable learners by developing effective learning strategies and reflective practices.

We believe that the key to effective language learning lies in authentic communication. Therefore, we provide our students with opportunities to practice English through real-life tasks such as presentations, debates, projects, and group discussions. These activities help students express their ideas with confidence, collaborate effectively, and develop the ability to use English in both academic and professional contexts.

Considering the demands of the 21st century, our philosophy goes beyond language proficiency alone. It also supports the development of critical thinking, problem-solving, creativity, teamwork, and digital literacy. By integrating technology and interactive tools into our courses, we create a dynamic learning environment that strengthens not only language skills but also broader academic competencies.

We are committed to building an inclusive and supportive learning community. Diversity, respect, and academic integrity lie at the heart of our philosophy. We encourage our students to appreciate different perspectives and cultural backgrounds. This approach helps them grow into responsible global citizens who are aware of social and environmental issues and ready to make positive contributions to their communities.

Finally, our curriculum is carefully designed to ensure that students reach internationally recognized levels of language proficiency by the end of the program. Our goal is for students to attain at least the B2 level. Through our communicative teaching methods, the integration of technology, and our focus on lifelong learning, we aim to equip our students with the skills, confidence, and mindset necessary to succeed in an increasingly globalized world.

1.5. Our Teaching Methodology

Modular System

At our School of Foreign Languages, we implement a Modular System within the framework of the Common European Framework of Reference for Languages (CEFR), developed by the Language Policy Division of the Council of Europe and the European Language Portfolio (ELP). Our Modular System consists of six levels — A1, A2, B1, B2, C1, and C2 — in accordance with the CEFR Global Scale. Each module covers an 8-week language instruction period. Students who successfully complete the B2 module are considered to have successfully fulfilled the requirements of the preparatory program. Those students who wish to continue may proceed to

the C1 and C2 modules.

Placement of Students in Appropriate Modules

At the beginning of each academic year, a placement test is administered to determine the English proficiency levels of new preparatory students and to place them in the most appropriate modules. Based on the results, students are assigned to the module that best matches their proficiency level.

Teaching and Learning Process in the Modular System

An academic year consists of four quarters, each lasting approximately eight weeks. In every quarter, modules are offered at different levels according to students' proficiency. A student starting at the lowest level (A1) can normally complete the preparatory program successfully by passing the B2 module at the end of the fourth quarter.

Assessment and Evaluation Criteria in the Modular System

To successfully complete a module, students must meet the following three criteria:

- Achieve a minimum module success grade of 60,
- Score at least 60 on the Final (End-of-Module) Exam,
- Attend at least 85% of the classes within the module,

The module success grade is calculated as follows:

- 30% from in-module exams
- 30% from portfolio assignments
- 40% from the Final Exam

Students who fail to meet these requirements are considered unsuccessful in that module.

Module Repetition

Students who fail a module must repeat the same module in order to make up for their deficiencies and progress to the next level. The A1, A2, and B1 modules may be repeated only once.

Attendance Requirements

There are two main principles regarding attendance:

- Students must attend at least 85% of all lessons in each module.
- Students who fail to meet the attendance requirement twice consecutively at the same level are considered unsuccessful for that academic year. Furthermore, students who exceed a total of 180 hours of absence during an academic year are regarded as unsuccessful due to absenteeism.

Benefits of the Modular System

- The Modular System is process-oriented and provides various advantages for both students and instructors:
- It allows for close monitoring of students' progress and enables timely interventions throughout the learning process.
- It helps students set short-, medium-, and long-term goals, increasing their awareness of their own language learning journey.
- It distributes performance evaluation evenly across the process, keeping both students and teachers motivated.
- It introduces variety and flexibility between modules, bringing dynamism to the learning environment.
- It ensures homogeneous class composition in terms of students' English proficiency levels.

1.6. Higher Education Law

The purpose of this law is to define the objectives and principles of higher education, and to regulate the organizational structures, operations, duties, authorities, and responsibilities of higher education institutions regarding education, research, publication, academic staff, students, and other personnel. This law, numbered 2547, was adopted on November 4, 1981.

1.6.1. Higher Education Personnel Law

The purpose of this law is to classify the personnel covered under the Higher Education Law (Law No. 2547, adopted on November 4, 1981); to regulate their salaries, additional indicators, and promotion criteria; to define the conditions for advancement in rank, academic title promotion, and eligibility for social benefits; and to specify the amounts of additional course payments, university allowances, development and administrative duty compensations, as well as the procedures and principles for employing retired or foreign personnel.

1.6.2. Regulations

All regulations are available in Turkish on the Legislation Information System website of the Presidency of the Republic of Türkiye. Yalova University School of Foreign Languages strongly advises its students to adhere to academic ethics and legal responsibilities throughout their education. In this context, all course materials, academic studies, articles, projects, assignments, and other related documents produced within the university must comply with copyright laws and intellectual property regulations.

2. Administrative Structure of the School of Foreign Languages (SFL)

2.1. Director of the School

Director: Dr. Lecturer Mehmet Ali Uğur

Duties, Authorities, and Responsibilities:

- Act in accordance with the objectives stated in Article 4 of the Higher Education Law No. 2547.
- Chair the School Council and School Executive Board, and ensure the implementation of the decisions taken in these councils.
- Ensure regular and efficient coordination among the administrative and academic units of the School.
- Prepare and submit institutional reports such as the strategic plan, annual activity report, and audit report to relevant authorities.
- As the authorized spending officer, oversee the preparation, effective use, and fiscal efficiency of the School's budget.
- Identify the School's staffing needs and ensure institutional strengthening in terms of personnel.
- Maintain general supervision and control over all administrative units and personnel.
- Regulate the student capacity based on the School's physical conditions and take necessary measures to enhance academic success.
- Take necessary steps to ensure the rational and efficient use of the School's resources and facilities.

- Promote and coordinate scientific research and publication activities within the School.
- Fulfil any other duties assigned by law.
- Preserve quality standards and determine quality management strategies.
- Implement the School's quality policy and continuously improve quality systems.
- Plan, manage, and oversee the organization of Public Language Courses.

2.2. Vice Directors

Duties, Authorities, and Responsibilities:

- Deputize for the Director in their absence.
- Perform duties assigned by relevant laws and regulations.
- Execute other tasks assigned by the Director or upper management.
- Contribute to the development of institutional policies and strategies.
- Assist in the preparation of the Annual Activity Reports.
- Support the strategic planning process of the School.
- Prepare and report educational and statistical data periodically as determined by the Directorate.
- Ensure the effective operation of the academic units under their supervision.
- Propose the formation of committees, monitor their activities, and ensure timely completion of their work.
- Identify needs related to offices and classrooms, supervise preparations, and oversee maintenance.
- Prepare presentations for the Annual Academic General Assembly at the end of each academic year.
- Support and assist in occupational health, safety, and risk assessment processes.
- Carry out any additional duties assigned by the Director.
- Vice Directors are accountable to their superiors for the proper execution of the services and responsibilities under their authority.

2.2.1. Vice Director 1

Vice Director: Instructor Assoc. Prof. Burcu KARAFİL

In addition to the responsibilities listed above, she coordinates with the other Vice Director in managing all administrative and academic processes of the School, including student affairs and the University Information System (UBS). She is primarily responsible for managing and overseeing Accreditation and Quality Assurance processes.

2.2.2. Vice Director 2

Vice Director: Instructor Mutlu ÇAM

In addition to the responsibilities listed above, he coordinates with the other Vice Director in managing all administrative and academic processes of the School, including student affairs and the University Information System (UBS). He is primarily responsible for managing and overseeing course scheduling, exam supervision, and the planning of ODB (Office of Digital Learning) courses.

2.3. School Secretary

School Secretary: Teslime ÇINAR

Duties, Authorities, and Responsibilities:

- Act in compliance with Article 129 of the Constitution, which states: "Civil servants and other public officials shall act in accordance with the Constitution and laws."
- Fulfill the duties and responsibilities outlined in Section 2 (Duties and Responsibilities) of the Civil Servants Law No. 657.
- Carry out the duties defined under the Higher Education Law No. 2547.
- Manage internal and external correspondence of the School.
- Prepare and announce the agendas for the Academic General Assembly, School Council, and School Executive Board in line with the Director's instructions.
- Record and distribute the decisions and minutes of the School's governing boards.
- Communicate the Disciplinary Committee decisions to relevant authorities.
- Supervise and ensure the maintenance and repair of the School's buildings and facilities.
- Oversee the periodic maintenance of all equipment and machinery used in teaching and

administrative operations.

- Ensure the posting of official announcements and notices received by the School.
- Collect and update statistical data related to the School's activities.
- Coordinate ceremonies, meetings, and other institutional events organized by the School.
- Manage the procurement, inventory, and utilization of all consumable and non-consumable materials.
- Oversee academic staff recruitment procedures, monitor examination processes, and report results to the Rectorate.
- Follow up on matters related to staff rights and benefits.
- Check and approve all documents forwarded by the financial affairs unit.
- Track staff leave and medical reports, ensuring accurate registration and reporting.
- Manage all assignments, contract renewals, and personnel records of academic and, where applicable, foreign staff.
- Prepare and update the School's annual activity report and strategic plan.
- Prepare the fiscal year budget and ensure the effective use of financial resources following the performance-based budgeting model.
- Ensure and monitor security measures within the School.
- Keep records of School property and inventory and oversee all stock movements.
- Ensure the smooth operation of student affairs.
- Contribute to the activities of the Quality Assurance Team and Risk Management Team of the School.
- Carry out any additional duties assigned by the Director.
- The School Secretary, as the head of the administrative organization, is responsible to the Director for all administrative operations of the School, and to the General Secretary and upper management to ensure compliance and coordination with the university's general administrative practices.

3. Academic Units

3.1. Quality and Accreditation Unit

The Quality and Accreditation Unit oversees quality processes to ensure that the SFL delivers language education in line with national and international standards.
Main duties:

- Monitoring and auditing educational activities,
- Managing national and international accreditation processes.

3.1.1. Unit Quality Commission

Members:
Dr. Lecturer Mehmet Ali UĞUR – SFL Director (Unit Quality Commission Chair)
Instructor Mutlu ÇAM – SFL Vice Director (Unit Quality Commission Coordinator; Unit Leadership, Governance & Quality Coordinator)
Instructor Deniz Çavdar – (Unit Teaching & Learning Coordinator)
Instructor H. Alp Sırkıntı – (Unit R&D Coordinator)
Instructor Suzan Pastakkaya – (Unit Community Engagement Coordinator)
Instructor Dr. Berkan Aygün – (Unit Sustainability Coordinator)

Hilal Altıntaş – (Unit Student Representative)

Mehmet Kalkan, Branch Director, Yalova Provincial Directorate of National Education (Unit Advisory Board Member)

The SFL aims to keep pace with evolving global standards in language teaching and to offer students a high-quality learning environment aligned with contemporary needs. Guided by this vision, our institution seeks to award students a language certificate with national and international recognition. To this end, we consider external quality assurance and accreditation by international, neutral, and independent bodies as a primary institutional goal.

Core objectives of the Quality and Accreditation Unit:

- Establishing a world-class identity and quality for the SFL's language education,
- Developing quality policies that prioritize student needs,
- Overseeing all activities related to the monitoring and accreditation of teaching and learning.

3.2. Curriculum and Materials Development Unit

Coordinator: Instructor Ömer Erşah ÇAKMAK

The SFL seeks to build an effective and holistic language-teaching process that equips students with the competence to pursue academic studies in English. In line with this aim, the Curriculum and Materials Development Unit is responsible for the development and implementation of coursebooks, supplementary materials, and digital resources used in foreign language teaching. The Unit designs a curriculum aligned with CEFR standards to ensure content coherence, plans instruction based on the needs of students and instructors, and enhances the effectiveness of the learning process through targeted material development.

Core objectives of the Unit:

Curriculum Planning and Updating

- Preparing a core curriculum for each level/track determined by placement test results at the start of each academic year,
- Defining target learning outcomes and the distribution of language skills according to CEFR levels,
- Clarifying weekly contact hours and instructional plans; creating standard curriculum maps,
- Setting academic targets for the year and monitoring progress toward them,
- Preparing weekly lesson plans and material recommendations aligned with the outcomes,
- Creating weekly plans based on coursebook units and content, consistent with the curriculum.

Material Selection, Production, and Adaptation

- Selecting the annual coursebooks and materials and allocating them to levels,
- Preparing weekly supplementary materials (worksheets, vocabulary tasks, readings, visuals, etc.) for each course in addition to the coursebooks, and sharing them with instructors,
- Ensuring alignment with the curriculum, level objectives, and course outcomes during material production.

Consistency and Standardization of Materials

- Ensuring content, format, and pedagogical consistency and coherence across materials,
- Holding routine meetings to monitor material use across all levels and maintain standardization,
- Building and updating a materials archive and ensuring instructor access.

Feedback and Process Monitoring

- Collecting systematic feedback from students and instructors via surveys, focus groups, and interviews,
- Updating coursebooks, materials, and curriculum based on feedback,
- Planning content revisions using aggregate student performance data.

Coordination with Other Units

- Ensuring alignment of materials with exam content and learning outcomes through effective coordination—particularly with the Exam Development & Assessment Unit

3.3. Exam Development and Assessment Unit

Coordinator: Instructor İnci YANKI ÇALIŞKAN

The Exam Development and Assessment Unit is responsible for planning, preparing, administering, and evaluating all exams within the preparatory program. The Unit conducts assessment processes in alignment with the CEFR, aiming for continuous improvement in validity, reliability, and consistency.

Core Objectives of the Unit:

Exam Preparation and Administration

- Preparing, updating, and administering the following exam types in line with CEFR criteria:
- Proficiency (Exemption) Exam
- Placement Test
- Erasmus Language Exam

- Master's Entrance Language Exam
- Associate Professorship Language Exam
- Module Final Exams
- Quizzes
- Pop-Quizzes
- All other exams administered throughout the academic year to assess language skills

Exam Development Process

- Creating the exam calendar and planning exam types in line with the academic calendar,
- Defining exam formats and managing the item-writing process,
- Conducting item analyses to ensure validity and reliability,
- Developing exam types and strategies in line with evolving approaches in language teaching.

Scoring, Analysis, and Reporting

- Analyzing and reporting exam data (Aggregate Results, Class-Level Results, Topic Analysis Tables, Item Statistics),
- Establishing feedback mechanisms that identify student achievement and growth areas.

Data Analysis and Archiving

- Regularly analyzing student performance data,
- Archiving all results, analyses, and reports digitally in an organized manner,
- Using statistical findings to enhance teaching processes.

Feedback and Continuous Improvement

- Gathering systematic exam-related feedback from students and instructors,
- Updating exams to increase effectiveness based on feedback,
- Preparing periodic evaluation reports on administered exams.

Academic Dissemination and Ongoing Development

- Participating in national and international assessment conferences, seminars, and workshops,
- Delivering internal briefings to unit members after such events,
- Collaborating with other academic units, especially the Curriculum and Materials Development Unit.

Rubrics for Writing/Speaking

- Designing and developing skill-specific rubrics for writing and speaking,
- Defining rubric criteria (e.g., content, organization, grammar, vocabulary, use of connectors, coherence, etc.).

3.4. Professional Development Unit

Coordinator: Instructor Dr. Sibel AYGÜN

The SFL prioritizes the continuous updating of instructors' pedagogical knowledge, skills, and methodological competencies. The Professional Development Unit aims to raise the quality of language teaching, ensure standardization in instructional processes, and support instructors' individual and academic development.

Core Objectives of the Unit:

- Identifying short-, medium-, and long-term professional development needs,
- Holding periodic meetings with instructors to determine expectations,
- Organizing orientation and in-service training for newly appointed instructors,
- Offering development activities tailored to staff needs,
- Providing content on current teaching methods, assessment approaches, and digital tools,
- Informing staff about national and international conferences, symposia, and training opportunities,
- Disseminating outcomes of attended events through internal sharing,

- Contributing to quality processes via post-event feedback surveys,
- Preparing and maintaining an Instructor's Handbook to help staff follow institutional processes,
- Recording all PD activities and preparing evaluation reports,
- Coordinating structured peer observations and developmental classroom visits within accreditation processes,
- Providing feedback to instructors based on peer/classroom observation data,
- Developing reflective teaching materials to support instructor self-evaluation and guide them in reviewing practice, strengths, and areas for growth.

3.5. Extracurricular Activities Unit

Coordinator: Instructor Dr. Merve BULDUR

The Extracurricular Activities Unit was established to support the language development of students at Yalova University School of Foreign Languages, provide opportunities addressing individual learning needs, and promote social interaction.

The Unit is responsible for delivering skills-based clubs that provide academic support, social activities, orientation programmes, and other student-centred initiatives for students enrolled in the English Preparatory Programme. By extending language learning beyond the classroom, extracurricular activities aim to increase students' exposure to the target language and further develop their communicative competence.

Core Objectives of the Unit:

- Organizing informative orientation programmes at the beginning of the academic period for newly enrolled students in the Preparatory Programme.
- Providing students with information about the operation of the School, the instructional process, assessment systems, clubs, and social opportunities.
- Conducting activities focusing on areas such as speaking, writing, listening, and reading in order to support students in developing their English language skills.
- Diversifying the content of these activities in accordance with students' interests.
- Organizing activities that contribute to students' social development, including theatre, debates, film screenings, cultural days, quizzes, and volunteering projects.
- Supporting student-centered activities that encourage greater participation in campus life.

- Organizing activities that encourage Preparatory Programme students to interact with students from academic departments and academic advisors.
- Organizing departmental information seminars, alumni talks, and academic guidance sessions.
- Monitoring the implementation of all activities, collect participation data, and report such data on a regular basis.
- Collecting feedback from students and academic staff and make recommendations for the further development of activities.
- Preparing an activity report at the end of each instructional period and submit it to the School Directorate.
- Working collaboratively with the Curriculum and Materials Development Unit, Test Development and Assessment Unit, and Professional Development Unit in order to enhance the contribution of extracurricular activities to learning objectives.
- Where appropriate, to undertake activities integrated with social events organized across the University.
- Monitoring the development of students participating in extracurricular activities through means such as self-assessment forms, participation records, and brief feedback surveys, and analyse the contribution of these activities to the learning process. document

3.6. Accreditation Unit

Coordinator: Instructor Dr. Esra ÇAM

The Accreditation Unit of Yalova University School of Foreign Languages operates with the aim of enhancing the quality of educational activities, promoting a culture of quality within the School, and ensuring compliance with national and international accreditation standards.

The Unit is responsible for ensuring that curricula, assessment systems, and professional development processes are structured in accordance with established quality criteria and that their sustainability is maintained. Its core responsibilities also include carrying out the School's internal evaluation processes, monitoring performance indicators, and planning activities that encourage the active participation of academic staff in quality assurance processes.

The Accreditation Unit consists of the Accreditation Coordinator, the coordinators of the relevant academic units, and the Vice Directors of the School. The Coordinator plans and monitors the overall process, while Unit members carry out data collection, documentation, and implementation activities within their respective areas of responsibility. Arrangements requiring administrative decisions are submitted to the School Directorate for consideration.

Core Objectives of the Unit:

- Attending meetings planned by the Accreditation Coordinator and reporting on the progress and needs related to their respective areas of responsibility.
- Reviewing practices within their areas of responsibility against the criteria established by the relevant accreditation body, identifying areas requiring attention, and develop evidence-based recommendations for improvement.
- Collecting data, documents, and evidence of practice related to their areas of responsibility, verify their accuracy, and keeping them up to date in accordance with the established filing system.
- Preparing the sections of the accreditation body's self-evaluation report relating to their respective areas of responsibility, together with supporting evidence, and submit them to the Accreditation Coordinator by the specified deadline.
- Implementing agreed arrangements, subject to administrative approval where required, within their respective areas of responsibility and reporting the outcomes and supporting evidence to the Coordinator.
- Providing relevant information and documentation concerning their areas of responsibility during accreditation visits and participating in subsequent improvement and monitoring activities following the evaluation.
- Collaborating with other Unit members on matters involving more than one area of responsibility.

4. Issues Concerning Academic Staff

4.1.Instructor Orientation Program

An orientation program is organized for newly appointed instructors to provide information and guidance on SFL operations. Without creating an excessive workload or time pressure, the program aims for rapid institutional adaptation, alignment with CEFR targets, and familiarization with DEDAK standards. It consists of four short sessions, mentored by the Professional Development Unit.

Session 1 – School and Program Overview:

Mission of the School, DEDAK accreditation standards, CEFR exit targets, curriculum, lesson plan templates, and instructional materials.

Session 2 – Assessment and Evaluation:

Exam calendar, principles of validity and reliability, rubric use, academic integrity, and AI-use

policies.

Session 3 – Teaching Practices:

Interactive teaching, self-assessment practices, and school-wide reflective practices among colleagues; presentation of all forms and professional rubrics.

Session 4 – Operational Processes:

Use of LMS, attendance and reporting, student support services, communication and emergency protocols, and staff rights and responsibilities.

4.2. Instructor Job Description

4.2.1. Responsibilities

- Delivering courses offered by the SFL and external units successfully,
- Fulfilling academic and administrative duties required by the role,
- Proctoring exams,
- Marking exam papers,
- Contributing to the continuous development of the department,
- Carrying out academic and administrative tasks assigned by SFL management.

4.2.2. Essential Duties

- Planning, preparing, and delivering lessons effectively with reference to student needs and in line with the SFL curriculum,
- Ensuring the full achievement of the educational aims specified in the curriculum,
- Supporting students both during and outside class hours and assigning regular, appropriate homework,
- Fostering positive learning environments and effective study habits to support students' personal development,
- Coordinating with other instructors to ensure the most effective delivery of courses,
- Fulfilling exam duties assigned by the Exam Preparation Unit in accordance with regulations,
- Taking measures to ensure professional exam administration (maintaining silence, enforcing seating plans, avoiding unrelated activities, accurate entry of results, etc.),
- Marking exam papers on time and in line with guidelines,
- Attending regular academic meetings and in-service training,
- Providing feedback to Academic Coordinators regarding teaching and materials,
- Entering attendance to UBS daily/weekly and submitting end-of-module absence lists to Student Affairs,
- Maintaining professional conduct and appearance at all times,

- Promoting use of the target language in and out of class,
- Checking the institutional email account regularly and participating in internal communications,
- Adopting methods aligned with the university's general education policy and using educational technologies appropriately.

4.3. Leave

4.3.1. Medical Conditions and Doctor's Reports

Sick leave is used only in case of illness. Instructors unable to come to school due to illness must inform the Vice Directors as soon as possible, make necessary arrangements for their classes during the leave, notify students of their leave and duration, and upload their medical report and submit leave forms promptly via UBS. Missed classes may be made up according to a make-up plan.

4.3.2. Annual and Excuse Leave

Instructors may use the types of leave stated in Articles 102–108 of the Civil Servants Law No. 657, under the following principles:

- Leave should be planned so as not to disrupt services; authorized supervisors schedule leave accordingly,
- Annual and excuse leave take effect upon approval by the SFL Director,
- Excuse leave consists of leave stipulated by law (birth, death, marriage, etc.) and up to 10 days at the supervisor's discretion,
- Annual leave is used during academic breaks (no annual leave during the teaching period; Law 2547, Article 64). In compulsory cases during term time, a reasoned request is submitted to the Director; if approved, leave is first deducted from annual leave (if any), otherwise from the 10-day discretionary excuse leave,
- Except for compulsory cases, annual leave requests must be made at least 5 working days before the start date,
- Leave requests are submitted via the personnel information system in UBS,
- A new leave document cannot be issued before completing the return-to-work process at the end of the previous leave.

4.4. Professional Conduct

Instructors are expected to demonstrate conduct befitting professional standards:

- Commitment to the institution and adherence to regulations,
- Belief in and support for educational quality,
- Valuing professional development in line with institutional needs and interests,
- Strong sense of professional responsibility,
- Respectful and collegial relations with colleagues and students.

4.5. Working Hours

Working hours are determined by SFL management in accordance with the academic-year curriculum. At the beginning of each term, working hours and assigned units (if any) are notified via email and the Electronic Document Management System. Schedules may differ for instructors serving in other faculties/units. When necessary, all instructors may be assigned duties by the Council of Higher Education outside regular class hours. Instructors must observe lesson start and end times; if a class cannot be taught for any reason, it must be made up.

4.6. Student Database Entries

Instructors must enter grades and attendance to https://ubs.yalova.edu.tr/ within the set timeframes. After completing online grade entry, exam booklets and related documents must be submitted—against signature—to the location specified by the Exam & Assessment Unit at the end of the module.

4.7. Academic Staff Performance Evaluation Criteria

Instructors' performance is evaluated based on 360-degree performance appraisal throughout the year. The Professional Development Coordination identifies needs via surveys and forms and implements the necessary actions.

5. SFL Examination System

All exams in the preparatory program are prepared and administered by the Exam Development and Assessment Unit.

5.1. Placement and Replacement Tests

The SFL English Placement Test determines the basic English proficiency of students enrolled

at the university. It places students in the appropriate starting level in the preparatory program (mandatory or optional). Administered at the start of the fall semester, it is diagnostic, not a success test. Students who do not take the Placement Test are placed in the A1 classes. Within the first week after classes begin, students whose Placement Test scores are close to the relevant cut-off score may, upon request, take a Re-placement Test. Based on the result of this test, they are placed at the appropriate level and continue the semester accordingly.

5.2. Proficiency/Exemption Exam

Proficiency (Exemption) Exams are held three times a year: at the start of fall, end of fall, and end of spring. All students may sit the exam at the start of fall. Students who successfully complete B1 during the fall, and students who previously failed the preparatory program, may sit the end-of-fall exam. Students who successfully complete B1 during the spring, and students who previously failed the preparatory program, may sit the end-of-spring exam.
Sample exams and guidelines:
https://ydyo.yalova.edu.tr/Icerik/Detay/ingilizce-yeterlik-sinavi-yonergesi-ve-ornek-sorular
Also exempted are students who:

- Score 60/100 or higher on the SFL General Proficiency Exam on the announced date,
- Achieve at least the minimum scores below in a national/international standardized exam recognized by ÖSYM (within validity periods set by the testing bodies or the Council of Higher Education):

YDS / E-YDS	TOEFL IBT	CAE	PTE ACADEMIC
60	72	C	55

- Have completed secondary education in a country where the language of instruction is the native language and at schools attended by citizens of that country,
- Document success in another university's preparatory program or proficiency exam within the last four academic years.

5.3. Module Exams (In-Year Assessment Components)

The assessment and evaluation activities conducted during the year in the YDYO Preparatory Program are as follow:

- Mid-Exam (Module Midterm)

Speaking Exam

- Final Exam

  Speaking Exam

- Portfolio

  Mini-Writing Tasks

  Mini Speaking Tasks

  Online Practice

  Skills Test

EXAM NAME	CONTENT	OTHER
MID-EXAM	Assesses topics and skills from the first four weeks. *Sections:* • Listening, • Reading, • Language in Use, • Writing, • Speaking	Week 5 of each module
FINAL EXAM	Assesses all topics and skills covered across eight weeks. *Sections:* • Listening, • Reading, • Language in Use, • Writing, • Speaking)	Week 8 or 9 of each module. To successfully complete each module, students must score at least 60 out of 100 on the Final Exam.
PORTFOLIO		
Mini-Writing Tasks	Short writing tasks per module (criteria printed on student papers).	Administered at appropriate times within each module.
Online Practice	Course-book platform tasks completed on Macmillan Education Everywhere within assigned weeks.	Students join the online classes created for them and complete the assignments assigned to them through the system within the given time.

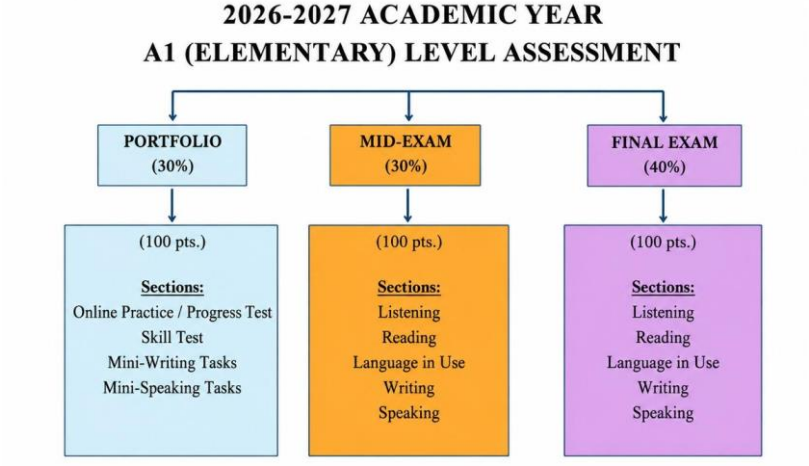
Mini Speaking Tasks	Short speaking tasks (videos, short presentations, role-plays, etc.)	Topics and rubrics shared by the course instructor.
I Skills Test	Administered at the end of each module; includes Reading, Listening, and Language Use components.	Administered at appropriate times within each module.

5.4. Exam Dates and Weightings (Sample Schedule)

The exam calendar for each module is announced at the start of the module. Below is an example:

SINAVIN ADI	SINAVIN TARİHİ	SINAV AĞIRLIĞI
MODULE 1 MID-EXAM	22 October 2026	30%
MODULE 1 PORTFOLIO	Announced at start of module	30%
MODULE 1 FINAL EXAM	16-17 November 2026	40%
MODULE 2 MID-EXAM	24 December 2026	30%
MODULE 2 PORTFOLIO	Announced at start of module.	30%
MODULE 2 FINAL EXAM	18–19 January 2027	40%
MODULE 3 MID-EXAM	18 March 2027	30%
MODULE 3 PORTFOLIO	Announced at start of module.	30%
MODULE 3 FINAL EXAM	12–13 April 2027	40%
MODULE 4 MID-EXAM	20 May 2027	30%
MODULE 4 PORTFOLIO	Announced at start of module	30%
MODULE 4 FINAL EXAM	21–22 June 2027	40%
PROFICIENCY EXAM	Start of Fall: 14 -16 Sept 2026 End of Fall: 21–22 Jan 2027 End of Spring: 24–25 Jun 2027	

Below is an example A1 Module evaluation table.



5.5. Overall Evaluation: Pass/Fail

Each module lasts 8 weeks. Students are deemed successful if they achieve a module average at least 60/100 across all assessments and score at least 60/100 in the Module Final Exam. Students failing either condition must repeat the same level. Graduation from the preparatory program requires successful completion of B2.

Students who score ≥ 60/100 in any of the Proficiency Exams (start-of-fall, end-of-fall, end-of-spring) are considered successful and may graduate. The end-of-term Proficiency Exams require at least B1 completion in that term.

Further notes:

- To progress, Module Success Grade ≥ 60/100 is required; completing B2 completes the program.
- Module grade weights: 30% Mid-Exam, 30% Portfolio, 40% Final; ≥ 60 required in the Final.
- Any failed module may be repeated once; progression after a repeat follows Articles 9 and 10 (paras 1–2) of the SFL Regulation.
- Students failing the same module a second time join the Foreign Language Support Program.
- The number and format of midterms and assignments are announced before each module.
- Proficiency Exams are administered three times annually as described above.
- Portfolio components per module: mini speaking tasks, mini writing tasks, integrated skills test, and online homework linked to the coursebooks.

5.6. Question Types

Questions to be asked in mid-year exams are prepared with an emphasis on the types given in the examples below. However, other types of questions included in the course materials for the relevant academic year may also appear in the exams.

5.6.1. Listening

Appears in Proficiency, Placement, Mid-Exam, and Final. Item types include multiple choice, gap-fill, speaker matching, and true/false. (Proficiency and Placement contain multiple-choice only.)

5.6.2. Reading

Appears in Proficiency, Placement, Mid-Exam, and Final. Item types include finding missing

sentences, multiple choice, people matching, and true/false. (Proficiency and Placement contain multiple-choice only.)

5.6.3. Language in Use

Appears in Proficiency, Placement, Mid-Exam, and Final. Item types may include multiple-choice cloze, open cloze, word formation, key word transformation, error correction, sentence completion, paragraph completion. (Proficiency and Placement contain multiple-choice only.)

5.6.4. Writing

Students write on topics covered in the materials. Depending on level, tasks may be paragraphs or essays. Work is assessed for content, fluency, and accuracy. (Proficiency: two writing parts; Placement: no writing.)

5.6.5. Speaking

Speaking components are part of the Module Final at all levels (A1/A2/B1/B2) and consist of:

- Warm-up questions,
- Picture description or monologue tasks.

5.7. Invigilation Assignments

Invigilation duties are assigned by SFL Management and must be fulfilled by instructors. Assignments are made and monitored fairly. Marking is conducted by the instructor(s) who teach the class.

5.8. Exam Administration Rules

Adherence to rules is essential for exam reliability. Prior to each exam:

- Staff in the Education & Instruction Coordination deliver sealed exam packs to invigilators,
- Listening materials are uploaded to a shared Google Drive folder before the exam,
- Students' mobile phones and smartwatches are collected before all in-year and end-year exams and kept securely; possession during the exam invalidates the exam,
- Students must present student IDs; IDs are checked before the exam,
- Invigilators are authorized to take measures for proper conduct (e.g., changing seating),
- Late students are not admitted while the listening section is in progress.

6. Course Resources

The following course materials are used at our school, which offers education at different levels.

Level	Maincourse	Writing	Speaking
A1	Language Hub Elementary (Macmillan Education)	YDYO Writing Pack	YDYO Speaking Pack
A2	Language Hub Pre-Intermediate (Macmillan Education)	YDYO Writing Pack	YDYO Speaking Pack
B1		Unlock Reading&Writing 3	Unlock Listening&Speaking 3
B2		Unlock Reading&Writing 4	Unlock Listening&Speaking 4

7. Course Hours and Attendance

There are 22 hours/week at A1, and at least 22 hours/week at other levels. Students must attend ≥ 85% of classes at every level. Those who fail due to absenteeism repeat the level. Students who fail due to absenteeism twice consecutively at the same level are deemed unsuccessful for that academic year.

7.1. Weekly Course Schedules

- At A1–A2: 18 hours Main Course + 2 hours Writing + 2 hours Speaking (22 hours total).
- At higher levels: 26 hours/week total (12 hours Reading & Writing + 12 hours Listening & Speaking + 2 hours Presentations).

7.2. Class Codes

Classes are coded by level and module for placement and tracking purposes.

8. Online Learning Management Systems

8.1.8.1. Yalova University Foreign Languages UBS Course Management System

Attendance and grade entry/announcements are completed via the UBS system under the SFL Instructor tab.

8.2.Google Classroom

All announcements are made on the SFL website (https://ydyo.yalova.edu.tr/) and via Google Classroom. Assessment criteria, materials, and all academic/administrative information are shared there.

8.3.Macmillan Education Everywhere

Students access course materials and complete online homework via Macmillan Education Everywhere and the Language Hub app.

9. Summer School

The start date is determined and announced annually by the Senate with the academic calendar. Opened by Executive Board decision and Senate approval, Summer School lasts up to 6 weeks (excluding registration and exams). Only B2 level is offered; students who successfully completed B1 in spring or were unsuccessful at B2 may apply.

10. Academic Calendar

The SFL Academic Calendar provides information on exam dates and major events and is announced at the start of the year.

	YALOVA UNIVERSITY **SCHOOL OF FOREIGN LANGUAGES** **2026 -2027ACADEMIC YEAR** **ACADEMIC CALENDAR**	
FALL SEMESTER		
18 August 2026	Foreign Language Proficiency Exam for Students Applying for Transfer and Double Major Programs	
19 August 2026	Announcement of Results for the Foreign Language Proficiency Exam (Transfer and Double Major Applicants)	
14 September 2026	Foreign Language Proficiency Exam – Session I for Students Placed by ÖSYM	
14 September 2026	Foreign Language Proficiency Exam – Session I for International (YÖS) Students	
16 September 2026	Foreign Language Proficiency Exam – Session II for Students Placed by ÖSYM	
16 September 2026	Foreign Language Proficiency Exam – Session II for International (YÖS) Students	
14–18 September 2026	Tuition Payment and Registration Renewal for Repeat Students	
21 September 2026	Beginning of Module I Courses	
143 November 2026	End of Module I Courses	
16–17 November 2026	Module I Final Exams	
23 November 2026	Beginning of Module II Courses	
15 January 2027	End of Module II Courses	
18–19 January 2027	Module II Final Exams	
21 January 2027	Fall Semester Final English Proficiency Exam – Session I	
22 January 2027	Fall Semester Final English Proficiency Exam – Session II	
SPRING SEMESTER		
1–5 February 2027	Tuition Payment and Registration Renewal for Repeat Students	
8 February 2027	Beginning of Module III Courses	
9 April 2027	End of Module III Courses	
12–13 April 2027	Module III Final Exams	
19 April 2027	Beginning of Module IV Courses	
18 June 2026	End of Module IV Courses	
21–22 June 2027	Module IV Final Exams	
24 June 2027	Spring Semester Final English Proficiency Exam – Session I	
25 June 2027	Spring Semester Final English Proficiency Exam – Session II	
SUMMER SCHOOL		
5–9 July 2027	Payment of Summer School Fees and Final Registration	
19 July 2027	Beginning of Summer School Courses	
27 August 2027	End of Summer School Courses	
31 August	Summer School Final Exams	

Senate Decision: 22.04.2026 / Article 342-1 attached.

11. TOEFL Test Center

As of April 2022, the SFL is an ETS®-authorized TOEFL iBT® Test Center located on the main campus, with a total capacity of 22 candidates.

12. Important Reminders

Course Schedules & Curriculum

At the start of each module:

- Timetables, class lists, and curricula are shared with all instructors via email and WhatsApp announcements.
- Weekly topics specified in the curriculum must be fully covered across all levels and classes.

Attendance and Absence Records

- Attendance must be entered into UBS daily or weekly.
- Attendance must be evaluated carefully for fairness.
- Signature sheets should be kept in an orderly manner for potential administrative checks.

Adherence to Teaching and Exam Calendars

- All instructors must strictly follow timetables, lesson durations, and the exam schedule.

Updating Student Records

- Attendance and achievement records must be regularly updated and accurately maintained in the system.

Compliance and Administration

- Acting in accordance with established rules facilitates smooth operations and enhances institutional success.
- All instructors should act in ways that contribute to the School's overall order and functioning