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MUĞLA SITKI KOÇMAN ÜNİVERİSTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü

Quality Handbook

2025
MUGLA

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LIST OF ABBREVIATIONS

MSKU   Muğla Sıtkı Koçman University

SFL   School of Foreign Languages

Prep.   Preparatory

OBS   Student Information System (Öğrenci Bilgi Sistemi)

CEFR   Common European Framework of Reference

Inst.   Instructor

LMS   Learning Management System

CP   Class Performance

ELEM   Elementary

PRE-INT   Pre-intermediate

INT   Intermediate

ABOUT US

History of Muğla Sıtkı Koçman University School of Foreign Languages

Following the establishment of Muğla University on July 3, 1992, pursuant to Law No. 3837, the School of Foreign Languages commenced its language instruction program with an initial cohort of 1,127 students and instructors transferred from Dokuz Eylul University in accordance with Law No. 2547, under the auspices of the rectorate.

Since the academic year 1993-1994, Muğla University has experienced rapid expansion, resulting in the addition of new faculties, schools, and vocational institutions.

Beginning in the academic year 1994-1995, foreign language courses have been offered across faculties, institutes, and schools, complemented by the English Preparatory Program. The preparatory program within the Department of Foreign Languages has been conducted in two categories: compulsory and optional. The Department of Foreign Languages sustained its educational efforts for a decade.

The School of Foreign Languages was officially established on April 1, 2005, following a decision by the Council of Ministers (Council Decision Number 2005/8715), which was published in the Official Gazette on April 29, 2005. With the appointment of a new manager, its teaching operations were initiated.

Subsequently, the Council of Ministers authorized a name change to "Sıtkı Koçman School of Foreign Languages" through an official correspondence from the Ministry of Education, numbered 4025 and dated February 22, 2006, as delineated in the additional 30th article of Law No. 2809. This change was formally announced in Official Gazette numbered 26109 on March 15, 2006.

In a later decision, the Council of Ministers resolved to revert the name to "School of Foreign Languages" through another official letter from the Ministry of Education, numbered 485665 and dated January 15, 2015, again citing the additional 30th article of Law No. 2809; this decision was published in Official Gazette numbered 29261 on February 8, 2015 2015.

MISSION, VISION AND OBJECTIVES

Mission

The mission of Muğla Sıtkı Koçman University School of Foreign Languages is to ensure high-quality language instruction that aligns with the university's foreign language policy. We aim to equip students with strategies for enhancing their language skills, fostering independent learning, and facilitating their ability to communicate effectively in professional and academic settings contexts.

Vision

Our vision is to establish ourselves as a leading foreign language school in our country by achieving excellence in language education through skilled academic and administrative personnel, state-of-the-art technical resources, and suitable facilities, while implementing the Common European Framework of Reference (CEFR) for Languages developed by the Council of Europe.

Objectives

The Preparatory Program in MSKU SFL aims to equip the students with language proficiency at the B2 level (Voluntary English Language Program B1+), as per the CEFR by the end of the academic year. The primary aim is to ensure that students attain B2 proficiency in reading, listening, writing, and speaking, encompassing the fundamental language skills. To achieve this objective, a combination of in-class and extracurricular activities, along with written and oral assessments and assignments are tailored to the students' proficiency level and are centered around essential language competencies.

ORGANIZATIONAL STRUCTURE

Administrative Structure

Academic Structure

General Overview on the SFL Preparatory Program Units

Aligned with SFL's vision and mission, within the preparatory programs to effectively implement comprehensive procedures aimed at reaching our primary objectives, certain units are established. In this regard the job definitions of the major units are as in the follows:

Testing Unit

The Testing Office collaborates with the Curriculum Unit, the Speaking Unit, and the Administration to determine the mid-term evaluation systems, exam types, the number of exams to be administered, and assessment and evaluation schedules. It manages the preparation, administration, and evaluation of the exams. Although not limited to the following, the categories of assessments may vary annually based on established decisions. Common assessments include: Proficiency Examinations, Level Placement Examination, Achievement Examinations, Quizzes (Language Usage), Writing Quizzes, and Speaking Examinations.

As mentioned earlier, the Test Office manages and oversees the processes associated with test preparation, administration, evaluation, and reporting results. The main steps of these processes are outlined below:

Preparation

- Collaboratively deciding the types of exams to be administered
- Preparing the exam preparation work schedule.
- Distributing the tasks among the teams.
- Preparing exams, answer keys, rubrics, evaluation criteria, and test specifications in accordance with the program flow.
- Forwarding them to the relevant editor(s)/proofreader(s) for review within the specified timeline.
- Making necessary adjustments based on feedback received from the editor.
- Performing required reproduction and envelope sealing processes.

Administration

- Assigning tasks related to the implementation of the exams.
- Announcing exam-related information to academic staff and students. Arranging meetings with academic staff when necessary before exams. (Announcements for Proficiency Test, B1 & B2 Proficiency Exams are made by the School administration.)
- Coordinating the preparation of the exam environment and necessary tools.
- Establishing and communicating the rules to be followed during exams to academic staff and students.
- Ensuring the secure distribution and collection of exam documents.

Evaluation

- Supplying assessment rubrics, criteria, and accompanying documents to the teachers.
- Assigning assessment tasks. The Testing Office is tasked with completing, securely collecting, and archiving exam documents.
- Ensuring the delivery of results to Student Affairs.
- Addressing student appeal letters by conducting necessary reviews and providing responses.

Proofreaders of all levels work in coordination with the Testing Office. They examine and proofread the exams prepared within the work schedule created by Testing Office in terms of level, content, order, compliance with the goals and objectives. They determine the goals and purposes that the questions serve in the exams they examine and convey their opinions and thoughts about the exam to the Testing Office in written format by filling out a checklist.

After each assessment for productive skills, Test Office and related sub-units organize standardization workshops to increase interrater reliability. In this process, the Test Office provides samples to be used as reference points for reliable evaluation. These standardization meeting need to be carried out before the evaluation prossess so that instructors ccould be on the same page.

In conclusion, the Testing Office provides a report to the administration concerning the practices implemented during the preceding year and offers recommendations for the subsequent year.

Curriculum Unit

The Curriculum Unit, one of the core operational units at SFL, collaborates closely with various other units to achieve SFL's primary objectives. Their main responsibilities include defining objectives that align with SFL's mission statement, overseeing teaching practices, and implementing required adjustments and enhancements to the curriculum annually. The Curriculum Unit is tasked with the following duties:

- Setting program objectives and goals.
- Preparing the program in line with the objectives and goals.
- Contribute to the selection of appropriate materials in accordance with the program.
- collaborating with the Testing Unit to decide on in-term assessment systems, types of exams, the number of required tests
- Creating assessment schedule collaboratively with the Testing Unit and Administration
- Preparing the flowchart

- Designating tasks to sub-units for pacing and prepare weekly reminders with essential information and documents.
- At the start of each academic year, preparing the student handbook to inform students, incorporating data from other units and making annual adjustments as needed.
- Acting together with the level coordinators to monitor the teaching processes
- Implementing required modifications to the program and flowchart according to feedback from level coordinators throughout the academic year.
- Notifying the material office of topics needed to address deficiencies in the resources used in line with program needs.
- Reporting to the administration

Speaking Unit

In SFL, particular emphasis is placed on productive skills because the main goal is to enhance students' communicative abilities. However, due to their susceptibility to subjective assessment, the evaluation process is quite intricate and demands careful consideration. Consequently, a dedicated unit has been established to develop a more effective evaluation system for speaking skills. In this respect, the Speaking Unit is responsible for

- the preparation of speaking exams in line with the objectives identified by the Curriculum Unit.
- Formulating warm-up questions, creating visuals for monologues, and developing prompts for the interactive segments of the assessment process.
- Creating teacher manuals to clarify their roles before, during, and after the exam.
- Assisting in the development of test specifications for student guidance.
- Developing suitable rubrics and, if necessary, conversion charts.
- Participate in standardization workshops to enhance interrater reliability.
- Reporting administration

Material Development Unit

To guarantee that instructors and units have the necessary materials, the material unit strives to fulfill these requirements. In this context, it holds the responsibility:

- To work in collaboration with the Curriculum Unit
- To gather resources for instructors according to alerts from the Curriculum Unit, the Continuous Professional Development Unit, level coordinators, and/or the instructors themselves.
- To ensure the alignment of materials with the objectives and goals.
- To prepare reports for the Administration

Continuous Professional Development Unit

Similar to many other fields, achieving excellence in SFL requires providing staff with opportunities for professional development. In this context, the Continuous Professional Development Unit aims to establish these pathways by recognizing various units' and academic personnel' professional development requirements. Among the responsibilities of the Unit are:

- Working in collaboration with the other units to identify the needs
- Preparing teacher handbooks and keeping it updated
- Preparing induction programs and assigning roles to other units as required
- Assisting novice instructors in finishing the induction program.
- Planning the observation cycles in SFL
- Compiling necessary guidelines, forms, and surveys for peer, developmental, administrative, and various observations and reviews
- Organizing training sessions (if required)
- Organizing peer observations and assisting instructors throughout the process
- Planning and carrying out developmental observation cycles
- Organizing administrative observations and assisting staff throughout the process.
- Arranging professional development review sessions and assisting the team

- Conducting teacher surveys to get feedback
- Reporting to the Administration

Accreditation Unit

The accreditation coordinator and unit staff ensure the smooth and regular progression of quality studies by creating a work schedule based on information from the Equals Accreditation team and the School Administration. They continuously monitor and regulate the processes and enable the collaboration between the units.

Level Coordinators

SFL offers three language preparation programs—Turkish, English, and German—taught by over forty instructors. To effectively monitor these programs and facilitate communication and coordination both within and across them, specific structures are necessary. Each program and its subprograms function under the guidance of Level Coordinators

Level coordinators facilitate communication among instructors, units, and administration by organizing regular level meetings. They convey requests, identify potential issues, and suggest solutions to the units and School administration. They collaborate on the program, goals, and objectives developed by the Curriculum Unit and provide feedback and recommendations to the Curriculum Unit. They also assist the Testing and other units during standardization workshops for assessing productive skills.

Teacher resource center

This unit handles the archiving of course-related materials for teachers, including teachers' books and course books. They also archive resources for the professional development of instructors. The coordinator manages the records, organizes operations for the unit, and provides materials as needed. At the end of each academic year, the coordinator reports to the administration.

Student Access Center

SFL recognizes its supportive role in helping students access additional materials to enhance their language skills. Accordingly, this unit functions under the guidance of a coordinator. The unit's responsibilities include creating an inventory of materials in the access center, establishing a schedule, and outlining the procedures for the operations conducted. The unit coordinator engages with the administration to discuss the term's activities and the necessary materials.

POLICIES

The School of Foreign Languages organizes its activities and operations in accordance with the policies established in alignment with those of Muğla Sıtkı Koçman University and the Higher Education Council. In this regard, the following policies have been developed and are subject to continuous review and updating based on prevailing circumstances.

Curriculum Development Policy

The primary goal of MSKU SFL, which is in line with Muğla Sıtkı Koçman University's mission and vision, is to give students who have been accepted into programs that demand a certain level of foreign language proficiency and who are willing to learn a language on a voluntary base an efficient language education so that they can improve their language skills, and gain an international identity. Following a year of foreign language preparation, MSKU SFL aims to ensure that students in the Preparatory Program reach a CEFR level of B2. To achieve this, the institution is dedicated to providing an effective learning environment that fosters essential language skills throughout the educational process. Consequently, coursebooks, computer-assisted activities, resources, and the weekly, quarterly, and annual curricula, along with

assessment rubrics, are all systematically aligned and subject to continuous review modification.

Basic Principles

At MSKU SFL, the main objective of language instruction is to assist students in reaching the B2 level across the four essential CEFR skills: reading, writing, speaking, and listening, while enhancing their communicative competence. Consequently, this core principle underpins the planning and implementation of the entire program materials.

Learning Outcomes

According to the program created with the CEFR in mind, the time required for each language level in the four skills of reading, writing, speaking, and listening is organized and reviewed weekly, quarterly, and annually for the students who begin their training in different language levels (A2-Basic Language Use Level, B1-Independent Language Use Level, and B1+-Independent Language Use Level). All the students in the Preparatory Program will have completed B2 level foreign language instruction at the end of the program.

Evaluation of Learning Outcomes

The learning outcomes of the MSKU SFL Preparatory Program are assessed by quizzes, online exams, achievement exams and proficiency exam as well as a speaking projects which are completed towards the end of academic year. Evaluation criteria for the writing quizzes and oral exams are provided to instructors to ensure fair assessment. These evaluation criteria are revised and updated based on input from the teachers.

Teaching Materials

All the course materials used at MSKU SFL are chosen with the CEFR in mind. A course book and Learning Management System (LMS) are employed in the education offered at MSKU SFL.

Coursebooks

The coursebooks used for foreign language instruction at MSKU SFL align with CEFR language levels. The committee tasked with evaluating the courses and materials selects the most appropriate resources based on their compatibility with the program's objectives and requirements. In selecting these books, we consider how well they integrate into daily

lesson plans, how engaging the content is for students, their potential to aid in both classroom and community settings, and whether they provide sufficient information tailored to each language level to enhance students' speaking, listening, reading, writing, and comprehension skills.

Learning Management System (LMS)

Alongside the primary coursebook in MSKU SFL's Preparatory Program, the online learning management system (LMS) is integrated into the language education framework. Students access this system using the password provided in their course materials. This software facilitates learning beyond the classroom, enabling students to take charge of their educational journey. The LMS features additional resources and assignments on a digital platform, where students must complete tasks by specified deadlines, aiding them in independently enhancing their language knowledge and skills in the target language. Furthermore, it significantly improves the effectiveness and efficiency of e-learning processes.

Evaluation of the Curriculum

MSKU SFL primarily oversees curriculum evaluation. Year-round monthly meetings with level coordinators are instrumental in identifying issues, challenges, and gaps within the program while offering feedback for curriculum assessment. During these coordination meetings, teachers discuss the materials to be utilized, identify sections of the coursebook to exclude, and propose additional resources and tasks. These decisions are forwarded to the Curriculum unit for objective review. Additionally, expert guidance and training are sought as necessary. Figure 1 illustrates this cycle of the renewal process.
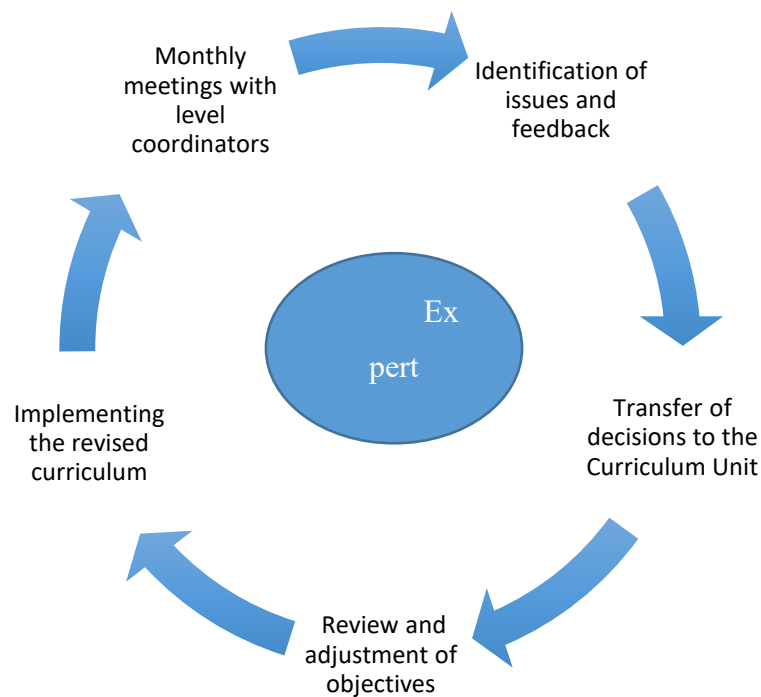
Figure 1 Evaluation of Curriculum in the preparatory Program

Archiving

Throughout the semester, all resources created and utilized—including tests, projects, rubrics, and evaluation criteria—are categorized, filed, and archived for future use, regardless of whether they are printed. The Testing Unit archives the exams and quizzes that students complete throughout the year, along with their results. Weekly attendance records for each class are also maintained for future reference. Additionally, all official documents—including petitions, announcements, assignment letters, correspondences, minutes, and records—are archived.

Periodic Meetings

To ensure the system operates harmoniously, periodic meetings are scheduled and conducted within each unit and across the SFL. Each unit prepares its annual meeting schedule before the academic year begins. Additionally, meetings between coordinating units, as well as between units and administration, are organized and announced by the assistant directors. The relevant unit also prepares a separate meeting schedule for class student representatives, allowing students to gather, share their thoughts, and provide feedback. All meetings must be documented in minutes. The dates of periodic meetings in the Preparatory Program at MSKU SFL, which all instructors are required to attend,

are communicated to them through the Electronic Document System at least one week in advance. Furthermore, other meetings arranged by level coordinators are similarly announced via this system. To enhance convenience, social media accounts, the school website, and class communication channels are also utilized. The minutes recorded during the meetings are submitted to the administration and uploaded to a OneDrive folder.

Learner Training Policy

Purpose

This policy outlines the framework for learner training and support services provided to students enrolled in the programs at the Muğla Sıtkı Koçman University School of Foreign Languages. The SFL is committed to developing well-rounded, independent language learners who are equipped with the necessary skills, strategies, and resources for success in their academic and personal pursuits.

Guiding Principles

The SFL's learner training approach is guided by the following principles:

- Learner Autonomy: Fostering students' ability to take ownership of their learning by providing them with strategies, tools, and resources to become self-directed learners.

- Needs-Based Approach: Addressing the diverse learning needs of students through differentiated instruction, individualized support, and targeted interventions.

- Holistic Development: Promoting the development of not only language skills but also critical thinking, intercultural competence, and digital literacy.

- Accessibility and Inclusivity: Ensuring that all students have equal access to learner training resources and support services, regardless of their background or learning differences.

- Continuous Improvement: Regularly evaluating and updating learner training programs based on student feedback, best practices, and current research in language education.

Learner Training Components

The SFL's learner training program encompasses the following key components:

Orientation Program

- At the beginning of each academic year/semester, a comprehensive orientation program is conducted to familiarize students with the SFL's academic expectations, regulations, resources, and support services.

- The orientation program covers topics such as:

  o SFL curriculum and assessment procedures

  o Student handbook and academic integrity policy

  o Available learning resources (library, online platforms, language labs)

  o Student support services (academic advising, counseling, career services)

  o Extracurricular activities and student clubs

  o Health and safety information

- The orientation presentation and related materials are made available on the SFL website and student portal for easy access.

Learner Development Workshops and Seminars

The SFL offers a series of workshops and seminars throughout the academic year focusing on key learner skills and strategies, including:

- Language learning strategies (e.g., vocabulary acquisition, grammar learning, pronunciation improvement)

- Study skills (e.g., time management, note-taking, exam preparation)

- Critical thinking and academic writing

- Digital literacy and AI learning skills

- Intercultural communication

Integrated Skills Enhancement

Learner training principles and skills are integrated into the regular language classes. Instructors explicitly teach and model effective learning strategies and provide opportunities for students to practice and apply these strategies in their language learning.

Individualized Learning Support

Students have access to individualized learning support through:

- Academic advising: SFL members serve as academic advisors, providing guidance on academic planning and language learning strategies.

- Counseling services: Students can access counseling services for academic, personal, or social concerns.

Online Resources and Platforms

The SFL provides access to a variety of online resources and platforms to support student learning, including:

- Learning Management System (LMS): Course materials, assignments, and announcements are accessible through the LMS.

- Online dictionaries, grammar resources, and language learning apps

- Digital library resources

- Studen Information System (OBS)

Accessibility and Accommodations

The SFL is committed to providing reasonable accommodations to students with disabilities, ensuring equal access to learning resources and assessment opportunities. Students are encouraged to contact the Disabled Students Unit to request accommodations.

Feedback and Evaluation

The SFL regularly collects feedback from students on the effectiveness of learner training programs and services. This feedback is used to evaluate and improve the programs. Learner training programs are also evaluated based on student learning outcomes and achievement data.

Policy Review

This policy will be reviewed and updated periodically to ensure its effectiveness and alignment with the SFL's mission and goals.

Assessment and Evaluation Policy

The assessment and evaluation process in the Preparatory Program at MSKU SFL aims to consistently measure students' performance throughout the academic year. This process is conducted transparently, fairly, and regularly. Students are evaluated on four language competencies, utilizing quizzes, achievement exams, proficiency exams, and various formative assessments to gauge academic performance. The weighting of each type of assessment is decided by a commission involving the Testing Unit, Curriculum Unit, and Administration. Prior to each assessment, students receive test specifications detailing the exam content and objectives. All students at the same level take identical questions on the same day, with exams conducted simultaneously. If unforeseen circumstances prevent students from participating, those with documented health issues may have a chance to take a make-up exam for achievement tests, but there are no make-up options for quizzes or writing quizzes.

Basic Principles

MSKU SFL Testing Unit's basic tenets are to prepare and administer exams that are impartial, sensitive to equality, and free from race and gender discrimination; to arrange meetings that guarantee the highest level of standardization in the evaluation process; and to handle any situation or issue that may arise during the process.

The Testing Unit acknowledges that the evaluation and assessment process is a part of the curriculum and that it should be in line with the curriculum's goals, subject matter, and method of teaching and learning. Therefore, it should collaborate with all of the instructors in order to create an effective learning environment and to carry out this procedure. All of the SFL's courses and the students enrolled in them are covered by the policy for assessment and evaluation.

Objectives

The goal of the SFL Testing Unit is to administer fair tests that are impartial, attentive to equity, and free from race and gender discrimination and to produce accurate and trustworthy findings in this regard. The Testing Unit is responsible for making all necessary arrangements for the preparation, administration, evaluation, and smooth execution of all exams included in the curriculum throughout an academic year. In order to provide a transparent, equitable, and student-centered evaluation process, the Testing Unit offers in-person feedback meetings with instructors following quizzes, as well as the opportunity for students to object to exam results. Transparency is also provided by the exam application rules that the Testing Unit has developed for each exam in order to notify the instructors and students.

Reliability and Validity

The goal of MSKU SFL is to attain a high degree of validity and reliability in student evaluations. Prior to tests, MSKU SFL also seeks to guarantee that every student is familiar with the techniques of assessment and evaluation. For this reason, students are exposed to an orientation program at the beginning of the academic year. Activities throughout the year are prepared in harmony with the pacing and curriculum created by the Curriculum Unit. This guarantees that all of the measuring instruments and techniques utilized in the program have been taught to the students, and the measurement process is carried out concurrently. To ensure validity and reliability, it is essential to create test specifications that outline the test items and their corresponding objectives. These specifications are provided to instructors and students prior to each exam. Furthermore, to enhance the exams' reliability and validity, the prepared exams undergo review by designated lecturers outside the exam preparation unit, including L1-speaking lecturers and assistant principals. Once the tests receive approval, the designated instructor can proceed to duplicate and archive the exam documents.

During the evaluation processes, one instructor for the parts of the exams that involve objective evaluation (containing multiple choice questions such as listening, reading, grammar, vocabulary, etc.) and at least two instructors for the parts that involve subjective evaluation (writing and speaking skills) provide independent and blind-check evaluation. This ensures that measurements and evaluations are fair and consistent.

Another precaution taken to ensure that exam papers are evaluated reliably is that the exam evaluations must be carried out by lecturers within the School of Foreign Languages building. A standard answer sheet format is used to evaluate the exams. This makes the evaluation of exams both easier and more reliable. Evaluation keys (rubrics) have been created for the evaluation of written and oral exams, and evaluations are made within the framework of these keys. Additionally, standardization processes are implemented for productive skills—speaking and writing—to enhance interrater reliability prior to each respective exam. The foundation for the reliability of the evaluation is also provided by the SFL's adopted curricula. In this regard, exam questions are produced using the subjects covered by students in their textbooks, which serve as the fundamental teaching tools, to guarantee the authenticity of the assessments. Students take tests on every skill they have learned during the year at regular times. Instructors and students are provided with the assessment tools, their contents, and the rubrics used in the process; they are presented in a manner that they are accustomed to.

Internal Verification

The verification concept involves several actions to ensure the effectiveness of the assessment and evaluation process. The Testing Unit and Curriculum Unit constantly collaborate and communicate. They exchange views on exam content and decide on the best methods to ensure consistency. The Testing Unit is tasked with creating and implementing the most suitable tests for the Preparatory Program in SFL, considering the curriculum's objectives, subjects, and instructional methods. Additionally, it coordinates the assessment and evaluation processes. A coordinator for all units and levels is appointed by the Testing Unit, with specific members assigned to each language level within SFL. Teachers responsible for each level of the Preparatory Program follow these procedures when conducting examinations. For both the Turkish as a Foreign Language and German programs, identical processes and procedures are implemented in accordance with SFL policies.

Exam Preparation Process

Determining the students' level of competence in terms of the knowledge and abilities necessary to utilize the language in line with the target levels is the primary goal of assessment and evaluation in MSKU SFL. As a result, the institution targets certain language levels and learning goals when determining the content of all tests. In both

Testing and Curriculum Units, these concerns serve as the primary focal factors that direct the test preparation process.

The curriculum created by the Curriculum Unit serves as the foundation for all of the tests offered by the SFL Preparatory Program. Therefore, the Testing Unit receives the curriculum created by the Curriculum Unit as the first step in the test preparation process. The Testing Unit keeps in touch with the Curriculum Unit over the academic year to make sure that the test material aligns with the curricular goals.

Each language level taught at the SFL is supervised by specific Testing Office members. They are responsible for creating all tests at their assigned level and supervising the preparation and administration of exams. Members of the Testing Unit follow consistent protocols for exam preparation. This ensures uniformity and standards across all assessments. Therefore, the following steps are undertaken to prepare for the exams:

- The curriculum focuses on specific learning objectives suitable for the corresponding language level identified,

- Test questions are designed to align with the desired learning outcomes

- Instructors who are L1 speakers of the target language, along with teachers from outside the Testing Unit and Assistant Directors, review and proofread the exam

- Feedback meetings are conducted to discuss insights regarding the exam,

- Adjustments are implemented based on the feedback received

- The final exam review is carried out by the proofreaders,

- The exam items are finalized after the final review.

Exam Types

During the exam preparation phase, the testing unit utilizes the following types of assessments, though this list is not exhaustive

Quizzes

- The Testing Office develops exam questions based on the objectives and test specifications. The Testing Office holds a proofreading session with the office members.

- After gathering feedback, a member of the Testing Office adjusts the materials and hands them over to the designated proofreader.

- Following the second round of checks and any necessary corrections, the Testing Office proceeds to print, copy, and package the documents exam.

- These processes are followed for the application of the exam at the scheduled time and day.

- After administering the exam, the teacher provides feedback to students on a selected day

- At last, educators share the quiz outcomes on OBS.

Writing Quizzes

When preparing and administering the writing quizzes, the steps taken are as follows:

Writing Standardization Process

- **Collection of Writing Papers**
  - After the writing exam is completed, the level coordinators collect the pass, borderline, and fail writing papers for each level

  Anonymization of Student Papers

  - Student names are removed before making copies for the checkers to ensure an unbiased evaluation.

- **Task Examination**
  - During the standardization session, teachers first review the writing task.
  - The task may be displayed on the board or provided in printed format for reference.

- **Clarification of Task Requirements**
  - The requirements of the task are explained to all teachers to ensure a shared understanding.
  - Standardized ground rules for evaluating different task types must be established.

- **Provision of Evaluation Materials**
  - Each teacher receives:
    - The writing assessment criteria.
    - A set of anonymized student papers for grading.

- **Initial Evaluation and Discussion**
  - Teachers assess the papers and assign grades based on the predefined criteria.
  - Teachers discuss their grading decisions and justify their scores to ensure consistency.

- **Handling Discrepancies in Grading**

- If the assessment is graded out of 15 points, a discrepancy of up to 2 points applies; if graded out of 100 points, a discrepancy of up to 10 points applies.
    - The third checker's assigned grade is **final and accepted**.
- **Resolution of Disagreements**
    - If disagreements persist among checkers, they consult a **testing office member** for a final decision.
- **Group-Based Grading (for Larger Groups)**
    - In **elementary-level assessments** with a larger number of teachers, grading may be conducted in **small groups** during the standardization session.
    - Teachers in each group collaboratively assess and discuss student papers to maintain grading consistency.

Achievement Exams

When preparing and administering the achievement exams, the steps taken are as follows:

- The Testing Office prepares the questions according to the objectives and test specifications.
- The exams undergo proofreading in stages: first by the testing office, followed by each level's proofreader, and lastly by the level coordinator
- Feedback sessions take place, and essential adjustments are implemented accordingly.
- The Testing department copies and seals the exam documents.
- The Testing Office prepares the recordings for the listening section of the exam and provides them on USB drives for instructors.
- The Testing Office conducts the exam on the scheduled date and time.
- The testing office organizes the schedule to assess the exam results and allocate instructors.
- Exam results are submitted to the test office along with the documents.
- Exam results are published on OBS.

Proficiency Exam

When preparing and administering the proficiency exams, the steps taken are as follows:

- The Testing Office prepares exam questions.

- The proficiency exam is reviewed by members of the Testing Office, a L1 speaker teacher and finally by at least one Assistant Director.
- Once feedback sessions and revisions are completed, the Testing Office copies and seals the exam documents.
- The Testing Office prepares the recordings for the listening section of the exam and provides them on USB drives for instructors.
- The written part of the exam is administered at the designated date and time.
- Instructors are assigned in pairs to ensure double-checking in the writing session.
- The speaking part of the exam is administered in the next two days. Each student is assigned a specific date and time for their speaking exam.
- The Testing Office coordinates and arranges the evaluation phases of the exam and assigns instructors.
- Scores from both sections of the exam are forwarded to the Testing Office, which merges them to calculate the final grade.
- Exam results are made public on OBS.

Speaking Exam

Due to the complicated nature of evaluating students' speaking skills, a special unit operating under the Testing Office has been established. When preparing and administering the speaking exams, the steps taken are as follows:

- The Speaking Unit establishes the criteria for the exam.
- Test materials are identified by focusing on the defined criteria, objectives, and specifications.
- Speaking Exam cards are arranged
- Each student's speaking exam appointments are organized and announced on the SFL website.
- The exam is administered.
- Each student's interview is recorded on video during the exam
- The reports containing the exam results are sent to the Testing Office.
- Exam results are posted on OBS.

LMS Online Exam

In addition to physical exams, students are evaluated on the language management system through a distinct exam.

- The Testing Office prepares online exams for the LMS.
- Students receive a designated day and time to complete the exam in the computer laboratories.
- The exam is conducted in university laboratories with supervision from the faculty instructors.
- Students receive a link on exam day that allows them to access the test.
- The results are reported to the Testing Office.
- Students can view their exam results on OBS.

Invigilation Policy

Fair, secure, and suitable testing conditions are vital for MSKU SFL. Thus, invigilators play a key role. MSKU SFL ensures meticulous preparation and adherence to invigilation protocols in every exam, maintaining consistent testing standards across the board. The examination and invigilation processes for the Preparatory Program in SFL are outlined here below:

MSKU SFL announces all exam dates in advance on its website and communicates them to students through the orientation presentation, SFL website, student handbook, and social media accounts.

- The Testing Unit posts exam hours and room assignments on the MSKU SFL website and notice boards.

- The invigilators collect the exam documents from the Testing Office 30 minutes prior to the exam.

- Invigilators must arrive at their assigned exam room no later than 15 minutes before the exam begins

- The invigilators implement necessary safety procedures to create comfortable testing environments and establish the needed technology controls in the exam rooms

- The invigilators verify students' identity cards and confirm that the exam documents are signed by students.

- The invigilators clearly state the test rules and necessary procedures to the students during the exam.

- Students should switch off their phones and put them on the instructor's desk.

- Exam materials are handed out to students.

- Each examination hall starts the exam simultaneously, marked by an announcement from Testing Office members

- At the conclusion of the exam, invigilators collect all students' exam documents, count them, and place them in the exam file. They ensure that no exam documents remain in the exam room before leaving.

- Once the exam is concluded, the Testing Unit supplies invigilators with the answer key (which includes alternative responses) and the writing criteria (rubric for assessing written work).

In addition, invigilators consider the following items for the exam:

- Only students arriving within the first fifteen minutes can take the exam. Those who arrive after this timeframe will not be permitted to participate in the exam.

- During the test, invigilators must refrain from any activities that could disrupt their duties, such as reading books or making phone calls.

- The invigilators officially document any cheating incidents and notify the Testing Unit accordingly.

- The Testing Unit is made aware of any additional concerns.

Marking Policy

At MSKU SFL, monitoring student progress and providing feedback to both instructors and students are crucial for effective teaching and learning. The institution is committed to ensuring a clear, unbiased, and fair grading process. To achieve this, the following policies and procedures are in place.

Alignment with Learning Outcomes

Instructors are thoroughly informed about the intended learning outcomes for each course and the specific sections of assessments designed to measure student achievement of those outcomes. This ensures that grading directly reflects student mastery of the intended learning objectives.

Standardized Marking Guidelines

All instructors in preparatory classes are required to adhere to established marking guidelines and conduct grading and feedback procedures accordingly. This ensures consistency in methodology and communication of information to students across all sections of a course.

Uniform Assessment Criteria

The SFL Preparatory Program prioritizes fair and impartial grading. Grades are determined by applying standardized assessment criteria. The Testing Office develops and provides answer keys and assessment rubrics to ensure uniformity in grading.

- Answer Keys: For written examinations, instructors are required to use the official answer key provided by the Testing Office. Instructors are not permitted to accept answers not included in the official key. If, during the exam paper grading process, instructors encounter a student-written alternative not in the answer key, they must forward the details of the alternative to the Testing Office for review and potential inclusion in the official key. This process ensures that all papers are evaluated using a standardized procedure for alternative responses.
- Rubrics: For writing and speaking tests, instructors are expected to thoroughly understand and consistently apply the provided rubrics to ensure uniform grading across all sections and instructors.

Accommodations for Students with Disabilities

MSKU SFL is committed to providing equitable assessment opportunities for all students, including those with disabilities. The following procedures are in place:

- Notification of Accommodations: Students with documented disabilities are responsible for notifying the Disabled Students Unit of their required accommodations prior to the assessment.
- Collaboration with Disability Services: The Disabled Students Unit will work with the instructor and the Testing Office to determine the appropriate accommodations for the specific assessment, which may include but are not limited to: extended time, alternative formats, assistive technology, or a separate testing environment.
- Implementation of Accommodations: Instructors are responsible for implementing the approved accommodations in a timely and appropriate manner. The Testing Office will provide support as needed.
- Confidentiality: All information regarding a student's disability and accommodations will be kept confidential and shared only with those who have a legitimate need to know.

Transparency and Student Review

Transparency in the grading process is a priority. After assessments are graded, students are given the opportunity to review their exam papers. This allows students to understand their errors and facilitates their learning process. It also provides transparency regarding the evaluation of their work.

Grade Appeals Process

Students have the right to formally appeal their grades within a specified time (7 workdays) frame following the release of grades. Appeals are submitted to the Testing Office, which reviews the appealed exam papers to ensure accuracy and fairness. This process helps to rectify any potential grading errors.

Grading Process

MSKU SFL implements the subsequent grading procedure for each individual test type:

Quizzes

- The Testing Office prepares answer keys for the tests.
- Dates for document delivery and the meeting are communicated to the instructors.
- Exam papers are assessed by the invigilators based on the answer key provided by the Testing Office.
- If alternative answers not anticipated by the Testing Office are identified, instructors will be notified through instant messaging services.
- The Testing Office members evaluate other responses that the instructors recommend during the grading process.
- On a day decided by the instructor, quiz papers are distributed to the students, grades are declared, the answer key is clarified, the students are provided with feedback, and the exam papers are eventually collected. Students are not allowed to use any pencils or erasers nor mobile phones during this process.
- Instructors submit test materials to the Testing Office by the specified deadline and input their students' grades into the student information system (OBS).

Writing Quizzes

- The Testing Office provides the instructors with the writing criteria and conversion chart.
- Two instructors participate in the grading process for writing quizzes. Initially, one instructor grades the exam papers without making any corrections or markings. Following that, the second instructor assesses the same papers. If the difference between their grades is less than 10 points (out of 100), the student's final mark is determined by averaging the two grades. If the difference exceeds 10 points, they convene to reassess the papers. If they still cannot reach an agreement on the final grade, the Testing Office assigns a third instructor, whose grade becomes the student's final mark.

- In the evaluation process for writing quizzes, students' exam papers are graded out of 15 and then converted to their equivalent mark using the conversion chart.
- The writing exam papers are distributed to students on a day selected by the instructor. Students are given feedback based on the criteria.
- Test materials are sent to the Testing Office, with results posted on OBS by the students' instructors.

Speaking Exam

- The Speaking Unit provides the assessor with the speaking exam assessment rubric and exam documents for individual records.
- Students are examined on the day and at the time of their appointments, which are announced earlier on MSKU SFL's website.
- Two instructors conduct the speaking exam. One serves as the interlocutor, asking the questions, while the other is designated as the assessor, evaluating the students' performance
- As the students undergo evaluation by the interlocutor, the assessor grades them concurrently. The assessor assigns a score out of 12, while the interlocutor awards points out of 3 based on the students' overall performance.
- The exam is recorded by using a video recorder.
- Following the completion of the examination, all relevant documentation is submitted to the Speaking Unit, and the students' grades are subsequently announced on the OBS platform.

Speaking Project

- Guidelines and other documents for the Speaking Project are provided to instructors by the Speaking Unit.
- Students take 50% of their Speaking Project grade from preparation and 50% from presentation.
- Grading is done step by step (5% topic selection / purpose, 20% outline, 10% first draft, 15% final draft, 50% presentation)

- Every student is given a certain date for his/her presentation (like an exam).

Online Homework

- Parallel to the subjects covered in the class each week, some listening, reading, and use of English exercises are assigned as homework to the students on the LMS system provided by the Publisher.
- The students are required to do the homework on the LMS system until the due date and time.
- After each level of the book, a report that consists of students' scores is taken from the LMS system and announced on OBS.

Online LMS Exams

- Online exams and their answer key is prepared by Testing Office using the assessment resources that the Publisher supplies.
- The exam is applied on a specific day and times for groups of students, it is evaluated online, as well. instructors announce the scores on OBS when they get them.

Class Performance

- Students receive grades according to their performance and active participation in class.
- When a class is taught by two or three instructors, each instructor provides a CP grade for every student, and the average of those grades is recorded as the student's CP grade.

Achievement Exams

- The Testing Office creates an answer key for the exams
- The Testing Office appoints instructors to serve as examiners and invigilators, while students are rearranged into different classes for their exams to deter cheating. The examiner holds the responsibility for the proper administration of the exam.

- The teachers submit the test materials to the Testing Office until the day set by the Testing Office. The Testing Office collects all the grades and classifies them into classes, making it possible for the teachers to enter their own students' grades on OBS.

Proficiency Exam

- The Testing Office prepares an answer key for the exam.
- Instructors are designated as examiners by Testing Office.
- The exam locations for students are posted on the MSKU SFL website (www.ydyo.mu.edu.tr) and also displayed on the notice boards.
- The invigilators mark the exam's speaking, listening, and reading components. For the writing section, an additional instructor is assigned for evaluation of the written part in addition to the invigilator.
- Instructors are notified of meetings and deadlines.
- During the exam, the speaking portion is recorded with a video camera. An instructor evaluates this segment based on a rubric created by the Speaking department Unit.
- The exam's writing component is evaluated by two instructors based on criteria developed by the Testing Office. Throughout this evaluation, instructors are prohibited from marking or correcting the exam paper. After the first instructor completes their assessment, they pass the exam to the second instructor for a second evaluation time.
- Once the second evaluation is finished, both instructors convene to review and assign final grades for the students' writing. Should there be a discrepancy exceeding 20% between their scores, the exam will be reassessed by both teachers. If they still cannot reach an agreement on the mark, the Testing Office will appoint a third instructor to evaluate the papers.

Duties and Responsibilities of Instructors in the Grading Process

This section outlines the duties and responsibilities of instructors within SFL concerning the grading process. Consistent and fair grading practices are essential for maintaining academic integrity and providing students with accurate feedback on their progress. Instructors are expected to adhere to these guidelines to ensure a transparent and equitable assessment system.

Syllabus Transparency

- The Testing Office, the Curriculum Office and the Speaking Unit are responsible for clearly outlining the grading criteria and weighting of assignments, exams, and other assessment components in the course syllabus, which is declared at the beginning of the semester/term.
- Any changes to the grading scheme during the semester must be communicated to students in a timely and transparent manner, and justification must be provided.

Fair and Consistent Assessment

- The Testing Office is expected to design assessments that accurately measure student learning outcomes and are aligned with the course objectives.
- Grading should be objective and consistent, applying the same standards to all students. Personal biases or favoritism must be avoided.
- Clear rubrics or marking schemes should be developed for each assessment, outlining the specific criteria for awarding points or grades. These rubrics should be shared with students before the assessment.

Timely Feedback

- Instructors and the SFL administration are responsible for providing timely feedback to students on their performance on assignments and exams.
- The timeframe for providing feedback should be clearly communicated to students. Delays in grading should be communicated to the students with an explanation.

Accessibility and Accommodation

- Instructors must adhere to university policies regarding accommodations for students with disabilities. This includes providing appropriate accommodations for assessments, such as extended time or alternative formats.

- Instructors, the Testing Office, and the Administration should be aware of available resources and support services for students with disabilities and be prepared to work with the relevant offices to ensure equitable assessment practices.

Grade Recording and Submission

- Instructors are responsible for accurately recording student grades in the university's OBS.
- Grades must be submitted by the deadlines established by the Administration.
- Any errors in grade submission must be corrected promptly and officially through the appropriate channels.

Addressing Student Concerns

- Instructors must be accessible to discuss grades for exams, including quizzes, writing assignments, projects, and other evaluations, while addressing any questions or concerns students may have.
- Students must receive proper guidance on the processes for official petitions related to exam channels.
- A clear process for submitting regrade requests should be established and communicated to students. Regrade requests should be reviewed fairly and objectively.
- If a student disagrees with the outcome of a regrade request, they should be informed of the next steps in the appeals process, as outlined in the university's academic policies.

Confidentiality

Student grades and performance data are confidential and should be treated with respect. Instructors must adhere to privacy regulations and avoid discussing student performance with unauthorized individuals.

Professional Development

Instructors are encouraged to participate in professional development opportunities related to assessment and grading best practices.

Compliance

Instructors are expected to comply with all university policies and regulations related to grading and assessment.

Staff Recruitment Policy

Purpose

This policy outlines the procedures for recruiting qualified and competent academic staff (instructors/lecturers) and administrative staff at the School of Foreign Languages of Muğla Sıtkı Koçman University, in accordance with the regulations set forth by the Council of Higher Education (YÖK), the Ministry of National Education, the Ministry of Labor and Social Security, and relevant Turkish state personnel laws, as well as the internal regulations of Muğla Sıtkı Koçman University. The aim is to attract, select, and retain individuals who are committed to the school's mission, vision, and strategic goals and who demonstrate the necessary skills, knowledge, and experience to contribute to a high-quality learning environment.

Scope

This policy applies to all recruitment processes for academic staff (instructors/lecturers) and administrative staff within the School of Foreign Languages of Muğla Sıtkı Koçman University.

Guiding Principles

The recruitment process will be guided by the following principles:

- Meritocracy: Selection will be based on qualifications, experience, and demonstrated competencies relevant to the position.
- Transparency: All stages of the recruitment process will be conducted openly and fairly, with clear criteria for evaluation.

- Equal Opportunity: Muğla Sıtkı Koçman University is committed to equal opportunities and prohibits discrimination based on gender, race, ethnicity, religion, or any other protected characteristic.
- Compliance: All recruitment activities will adhere to the applicable laws and regulations of the Republic of Turkey, including those related to public sector employment, and the specific regulations of Muğla Sıtkı Koçman University.

Procedures

General Academic Staff Recruitment (Applicable to all academic staff)

- Needs Assessment: Prior to initiating a recruitment process, the SFL and The Directorate of Personel Department of Muğla Sıtkı Koçman University will conduct a needs assessment to determine the specific qualifications, experience, and expertise required for the open position(s). This assessment will consider the school's strategic plan, curriculum needs, and workload.
- Advertisement: Open positions will be advertised on the university's official website, the YÖK website, and other platforms, specifying the job description, required qualifications (including language proficiency requirements), application process, required documents, deadlines, and specified exam venue and time. The advertisement will clearly state the type of academic position.
- Application Review: A selection committee (Jury) composed of The Director of SFL, faculty members with relevant expertise, and relevant administrators, appointed by the Muğla Sıtkı Koçman University Rectorate, will review applications and shortlist candidates based on their qualifications, experience, publications (if applicable), and suitability for the position. The composition of the jury will adhere to YÖK regulations.
- Preliminary Assessment: The selection committee may conduct a preliminary assessment of candidates, such as a written exam, language proficiency test, or portfolio review, to narrow down the pool of applicants before interviews. This step should be clearly outlined in the job advertisement.

- Interviews: Shortlisted candidates will be invited for interviews to assess their teaching skills, research potential, communication skills, pedagogical approach, and suitability for the position. Interviews may include a teaching demonstration.

- Evaluation and Selection: The selection committee will evaluate the candidates based on their application materials, interview performance, teaching demonstration (if applicable), publications (if applicable), and references. A detailed evaluation report will be prepared. The final decision, based on the committee's recommendation, will be made by the Rector of the Muğla Sıtkı Koçman University.

- Appointment: The selected candidate will be appointed in accordance with the university's regulations, relevant state laws (including the Civil Servants Law No. 657, and YÖK Law No. 2542), and YÖK regulations. The appointment process will include necessary security clearances and administrative procedures.

Recruitment of Instructors Whose First Language is the Target Language

In addition to the general procedures outlined in the section *Academic Staff Recruitment*, the following specific considerations apply:

- Justification: A clear justification for the need to recruit instructors whose first language is the target language for specific positions will be documented and approved by the Director of SFL, the Directorate of Personnel Department of MSKU, and the Rectorate of Muğla Sıtkı Koçman University.

- Language Proficiency Verification: While first language proficiency is assumed, candidates may be asked to provide documentation confirming this (e.g., proof of education in the target language country).

- Teaching Methodology and Materials Development: Candidates will be evaluated on their familiarity with current language teaching methodologies and their ability to develop and adapt teaching materials. In accordance with YÖK regulations No. 2914, individuals who are to be appointed as L1 speakers of the target language in foreign language schools are required to possess either CELTA or DELTA certification.

- Collaboration with Local Staff: SFL will ensure that instructors whose first language is the target language are integrated into the SFL and have opportunities for collaboration and professional development with local staff.

- Contract Terms: Clear contract terms will be provided, taking into consideration local regulations and competitive international standards.

Recruitment of Administrative Staff

Administrative staff recruitment at Muğla Sıtkı Koçman University is managed by the Department of Personnel and adheres to the regulations set forth by the Turkish Government, Muğla Sıtkı Koçman University's internal regulations. Therefore, the general staff recruitment policy outlined in this document applies to all departments and units within Muğla Sıtkı Koçman University, including the School of Foreign Languages, and the procedures outlined below:

Initial Recruitment

KPSS Requirement: Candidates for administrative positions at Muğla Sıtkı Koçman University must have taken the national Public Personnel Selection Examination (KPSS) and achieved a qualifying score as determined by the university.

- Rectorate Announcement: The Rectorate announces open administrative positions, specifying the required qualifications, KPSS score requirements, application process, necessary documents, and deadlines. These announcements are typically made on the university's official website and other relevant platforms.

- Application Process: Applicants submit their applications along with the required documents to the Department of Personnel within the specified timeframe.

- Evaluation and Selection: The Department of Personnel reviews the applications, verifies KPSS scores, and shortlists candidates based on their qualifications and KPSS ranking. Additional selection processes, such as interviews or written exams specific to the position, may be conducted.

- Assignment to Departments: Following the completion of the recruitment process, the Department of Personnel assigns the successful candidates to the

relevant departments based on the university's needs and the candidates' qualifications.

Internal Transfer/Reassignment

- Application by Existing Staff: Current administrative staff members of Muğla Sıtkı Koçman University may apply for open administrative positions within the university. They submit their applications to the Department of Personnel, indicating their interest in a specific position and highlighting their qualifications and experience.
- Evaluation and Approval: The Department of Personnel evaluates the applications, taking into consideration the employee's performance, qualifications, experience, and the needs of the department with the open position. The relevant department head and/or administrative authority may also be involved in the evaluation process.
- Reassignment: If the application is approved, the employee is reassigned to the new position in accordance with university regulations.

General Provisions for Administrative Staff Recruitment

- Compliance: All recruitment and transfer processes will strictly adhere to the Turkish Civil Servants Law No. 657, related regulations, and the internal regulations of Muğla Sıtkı Koçman University.
- Transparency: The Department of Personnel will maintain transparent records of all administrative staff recruitment and transfer processes.
- Equal Opportunity: Muğla Sıtkı Koçman University is committed to equal opportunities in administrative staff recruitment and prohibits discrimination based on gender, race, ethnicity, religion, or any other protected characteristic.

Documentation

All stages of the recruitment process will be thoroughly documented, including:

- Needs assessment reports
- Job advertisements

- Applications received

- Selection committee meeting minutes

- Shortlist of candidates

- Interview notes and evaluation forms

- Teaching demonstration evaluations (if applicable)

- Evaluation report

- Appointment letter

- Notifications regarding the results

These records will be maintained in accordance with the university's record-keeping policies and relevant legal requirements.

Policy Review

This policy will be reviewed and updated periodically to ensure its effectiveness and compliance with current regulations.

AI Policy

Introduction

Muğla Sıtkı Koçman University School of Foreign Languages recognizes the transformative potential of Generative Artificial Intelligence (GenAI) tools in education, while also acknowledging the importance of responsible and ethical implementation. This policy aims to guide the use of GenAI by SFL academic staff and students, balancing innovation with academic integrity and ethical considerations. While Türkiye currently lacks specific legislation directly addressing artificial intelligence, this policy is informed by existing legal frameworks relevant to AI use, including those highlighted by the Council of Higher Education in their "Ethics Guide of Generative Artificial Intelligence Use in the Scientific Research and Publication Process of Higher Education Institutions." These include, but are not limited to, Law No. 6698 on the Protection of Personal Data, Law No. 2547 on Higher Education, Law No. 5846 on Intellectual and Artistic Works, the Graduate Education and Examination Regulations, and the Higher Education

Institutions Scientific Research and Publication Ethics Directive. This policy is further established in alignment with:

- The Presidential Circular No. 2021/18 regarding the "National Artificial Intelligence Strategy 2021-2025"
- The regulations and policies of Muğla Sıtkı Koçman University

Definition of GenAI

Generative AI refers to a class of artificial intelligence algorithms capable of creating new content, including text, images, audio, code, and more, by learning patterns and structures from existing data. Examples of GenAI tools include, but are not limited to, ChatGPT, Bard, DALL-E, DeepSeek, and various code generation platforms. This definition will be reviewed and updated periodically to reflect advancements in GenAI technology.

Guiding Principles

The SFL's approach to GenAI is anchored in the following principles:

- Responsible Use: GenAI should be used ethically, promoting academic integrity, enhancing learning, and respecting intellectual property rights.
- Transparency: The use of GenAI tools must be disclosed appropriately, ensuring clarity about the extent of AI involvement.
- Critical Evaluation: Users are responsible for critically evaluating AI-generated outputs, recognizing potential inaccuracies, biases, or plagiarism.
- Human Oversight: GenAI serves to augment, not replace, human intellect. Human oversight and critical thinking are essential.
- Continuous Learning: The SFL fosters ongoing dialogue and education regarding the ethical and effective use of GenAI.
- Data Privacy: Protecting the privacy of student and faculty data used in AI-related activities. Adherence to data protection regulations is mandatory.
- Bias Mitigation: Recognizing that AI algorithms can perpetuate or amplify existing biases. Efforts should be made to critically evaluate AI outputs for potential bias and to use AI tools in ways that promote equity and inclusion.

- Intellectual Property: Respecting intellectual property rights when using AI-generated content. Proper attribution and licensing are essential.
- Explainability: Where possible, making AI-driven decisions explainable. This fosters trust and understanding.
- Accessibility: Striving to ensure that AI tools and resources are accessible to all members of the SFL community, including those with disabilities.

Instructor Agency and the Use of AI

Instructors play a critical role in guiding the responsible use of AI in the classroom. Their agency includes:

- Curriculum Integration: Determining how AI tools can be effectively integrated into the curriculum to enhance learning outcomes.
- Assessment Design: Designing assessments that evaluate students' critical thinking and problem-solving skills, even when AI tools are used.
- Ethical Guidance: Providing students with clear guidance on the ethical use of AI and fostering discussions about the implications of AI in education and society.
- Transparency and Disclosure: Being transparent about their own use of AI tools in teaching and research.
- Professional Development: Engaging in professional development opportunities to stay informed about advancements in AI and best practices for its use in education.

Student Agency and the Use of AI in Learning

Students also have agency in how they engage with AI tools for learning:

- Critical Consumption: Developing the ability to critically evaluate AI-generated content and recognize its limitations.
- Ethical Use: Using AI tools responsibly and ethically, respecting academic integrity and intellectual property rights.
- Self-Directed Learning: Leveraging AI tools to support their own learning goals and develop their self-directed learning skills.

- Feedback and Input: Providing feedback on the effectiveness of AI tools and resources in the learning process.

AI in the Learning Experience

AI can enhance the learning experience in various ways:

- Personalized Learning: AI can help personalize learning experiences by adapting to individual student needs and providing tailored feedback.
- Enhanced Content Creation: AI tools can assist students in creating and editing written work, presentations, and other learning materials.
- Language Development: AI-powered tools can provide personalized feedback on language skills and offer opportunities for practice.
- Accessibility: AI can improve accessibility for students with disabilities through tools like text-to-speech and language translation.

However, it's crucial to remember that AI should complement, not replace, human interaction and the development of essential critical thinking and problem-solving skills.

University Regulations

This policy is subject to and must be interpreted in accordance with the regulations and policies of Muğla Sıtkı Koçman University.

Continuous Professional Development Policy

Introduction

The Muğla Sıtkı Koçman University School of Foreign Languages is committed to fostering a culture of continuous professional development for its academic staff. This policy outlines the roles, responsibilities, and operational framework of the Continuous Professional Development (CPD) Unit in supporting the growth and enhancement of SFL instructors.

Purpose

This policy aims to:

- Define the scope and objectives of the SFL's CPD program.

- Establish the structure and function of the CPD Unit.

- Outline the responsibilities of the CPD Unit in planning, organizing, and reporting on professional development activities.

- Ensure alignment of CPD activities with the SFL's strategic goals and the needs of its instructors.

Scope

This policy applies to all academic staff members (instructors) within the SFL, including full-time, part-time, and temporary employees.

Guiding Principles

The CPD Unit's activities are guided by the following principles:

- Needs-Driven: CPD initiatives are based on a thorough analysis of instructor needs and aligned with SFL priorities.
- Data-Informed: Feedback from surveys, observations, and performance reviews informs the design and evaluation of CPD programs.
- Collaborative: The CPD Unit works in collaboration with instructors and administration to ensure relevant and effective professional development opportunities.
- Resourceful: The CPD Unit identifies and secures necessary resources to support professional development activities.
- Impactful: CPD programs are designed to have a measurable impact on instructor skills, teaching practices, and student learning outcomes.

Responsibilities of the CPD Unit

The CPD Unit is responsible for the following activities:

Needs Analysis

- Conducting regular needs assessments to identify the professional development needs of instructors.
- Utilizing various methods, including surveys, interviews, and focus groups, to gather feedback from instructors.

- Analyzing data from observations and professional development reviews to inform CPD planning.

Planning and Organization

- Developing a comprehensive CPD plan that aligns with the SFL's strategic goals and addresses identified instructor needs.
- Designing and organizing a range of professional development activities, including workshops, training sessions, presentations, and mentoring programs.
- Preparing all necessary documentation for each CPD activity.
- Planning and coordinating classroom observations across the SFL.
- Planning and supporting the administration in conducting performance reviews.

Resource Management

- Identifying the resources required to support CPD activities, including materials, equipment, and personnel.
- Requesting and managing the allocation of resources for CPD programs.
- Developing and maintaining a database of relevant professional development resources.

Support Systems

- Designing and implementing support systems for instructors, such as mentoring programs, peer observation groups, and online resource platforms.
- Providing individual consultations and support to instructors regarding their professional development.

Reporting and Evaluation

- Regularly reporting to the SFL administration on CPD activities, participation rates, and evaluation results.
- Providing suggestions and recommendations for improving the CPD program based on data analysis and feedback.

- Evaluating the impact of CPD initiatives on instructor skills and teaching practices.

Unit Operations

- Holding regular unit meetings to discuss CPD planning, implementation, and evaluation.
- Maintaining accurate records of all CPD activities and related data.

Collaboration and Communication

The CPD Unit will:

- Collaborate closely with the SFL administration and staff to ensure effective communication and alignment of CPD activities.
- Communicate regularly with instructors about upcoming CPD opportunities and available resources.
- Establish partnerships with other institutions or organizations to expand access to professional development opportunities.

Professional Development of CPD Unit Staff

The SFL recognizes that the effectiveness of the CPD Unit depends on the expertise and ongoing development of its staff. Therefore, the CPD Unit staff will be provided with opportunities for professional growth in areas relevant to their roles, including:

- Training and Development: CPD Unit staff will have access to training programs, workshops, and conferences focused on areas such as:
    - Adult learning principles and instructional design
    - Needs assessment and data analysis
    - Curriculum development and evaluation
    - Facilitation and presentation skills
    - Mentoring and coaching techniques
    - Online learning technologies and platforms
    - Project management and administration
    - Higher education trends and best practices

- Mentorship and Peer Learning: The CPD Unit staff will be encouraged to participate in mentorship programs or peer learning groups to share knowledge and expertise.
- Research and Scholarship: CPD Unit staff will be supported in conducting research or engaging in scholarly activities related to professional development in higher education.
- Professional development Review and Feedback: Regular PDRs will include feedback on professional development goals and progress.
- Resource Access: The SFL will provide access to relevant resources, such as books, journals, online platforms, and professional organizations, to support the ongoing learning of CPD Unit staff.

Observations

This policy aims to outline the various types of observations carried out within the School of Foreign Languages and identify the individuals responsible for conducting them. Every instructor will undergo two administrative, two developmental, and two peer observations each academic year. The SFL implements four types of observations: Developmental, Administrative, Quality, and Peer. Under the category of Developmental Observations are:

- Those carried out by CPD Staff – these are conducted by notification (i.e., CPD Staff notifies instructor)
- Those carried out by administration and instructors.

Quality Observations are carried out without notification.

Developmental Observations

The aim of the notified observations for developmental purposes is to offer instructors valuable feedback and assistance to refine their teaching methods and improve student learning outcomes. These observations are carried out by CPD Staff and are designed to be a collaborative and ongoing process.

Observation Process

- CPD Staff informs the instructor ahead of time, and together they determine the focus of the observation.

- Once the observation time is confirmed, the instructor will be asked to prepare a lesson plan, highlighting key stages and the lesson objectives.
- After the observation, a follow-up meeting will take place where written feedback will be provided. This allows the instructor to seek clarification, ask questions, or offer additional information if needed. It also provides the observers with updates on any actions taken following the observations and offers an opportunity to address any concerns or queries raised by the instructor.
- Any feedback, responses, or actions resulting from the notified observations should be documented for future reference. This documentation can serve to track the instructor's progress.

Peer observation

These observations allow instructors to evaluate each other's lessons in a constructive way. Instructors are required to observe their colleagues' lessons at least twice to complete a cycle. Instructors are supposed to complete two cycles in one academic year. Each peer observation consists of three meetings: pre-observation, observation, and post observation.

Observation Process

- The observer and observee decide on a focus before the observation at the pre-observation meeting.
- At the post observation meeting, a peer observation is followed by a self-reflection task completed by the observer. At this meeting, the instructors share and discuss the reflections. Action points (areas to improve) are assigned as professional development plans. Observes decide on a professional development plan to work on the areas they need to improve.
- To complete the cycle, a following observation takes place. After the observation, the instructors meet again and share and discuss their reflections.

Self- Reflection

Self-reflection is an effective tool for enhancing teaching, as it enables instructors to reflect on their own practices, recognize areas for improvement, and make thoughtful adjustments to increase their effectiveness in the classroom.

Self-Reflection Process

After the observed lesson by a peer (another instructor), the instructor assesses his/her own lesson in terms of lesson focus, lesson success, plan adherence, likes/dislikes, strengths/weaknesses, adjustments for future lessons and key takeaways.

Administrative Observations

The purpose of Administrative Observations is to ensure the quality of instruction across the SFL. These observations aim to assess whether teaching and learning are occurring as intended. They involve evaluating both the physical and academic aspects of the classroom environment. They are not intended for formal evaluation or instructor assessment. After each observation, feedback will be provided within 48 hours.

Observation Process

- Observers will visit classrooms during regular teaching hours without prior notice to the instructor.
- The observation rubric will be shared with the instructors
- Observations may last up to 15 minutes, depending on the circumstances.
- During the observation, the observer will take notes on various elements, such as classroom setup, instructional materials, student participation, and teacher-student rapport.
- Following the observation, the administrator will schedule a feedback session with the instructor. During this meeting, both parties will reflect on and assess the lesson in relation to the goals of the observation.
- Additional follow-up observations may be arranged to evaluate progress and provide further feedback.

Quality Assurance Observations

The SFL is committed to maintaining high-quality instruction and a positive learning environment. To ensure this, the SFL utilizes a system of unannounced Quality Assurance Observations.

Quality Assurance Observations serve the following purposes:

- Monitor the consistency and quality of instruction across the SFL.
- Assess the classroom learning environment, including physical and academic aspects.
- Identify areas of strength and potential areas for improvement in teaching practices and classroom management.
- Gather data to inform decisions related to resource allocation, professional development initiatives, and curriculum development.
- Ensure alignment of teaching practices with SFL policies and procedures.

Observation Process

Quality Assurance Observations will be conducted as follows:

- Unannounced Visits: Administrative staff will conduct unannounced classroom visits during regular teaching hours.
- Observation Focus: Observations will focus on various aspects of the classroom environment and teaching practices, including:
  o Classroom management and organization
  o Use of instructional materials and technology
  o Student engagement and participation
  o Teacher-student interaction and rapport
  o Adherence to SFL policies and procedures (e.g., attendance, assessment)
  o Safety and accessibility of the learning environment
- Observation Rubric: Observers will use a standardized observation rubric to ensure consistency and objectivity in their assessments. The rubric will be shared with instructors in advance.

- Data Collection: Observers will take notes and collect relevant data during the observation, focusing on the elements outlined in the rubric.

- Feedback (Optional): While not the primary focus, if significant issues are observed, administrators may provide brief, informal feedback to the instructor immediately following the observation. Formal feedback sessions are not typically scheduled after Quality Assurance Observations, as the primary purpose is data collection and monitoring.

- Data Analysis and Reporting: The data collected from Quality Assurance Observations will be aggregated and analyzed by the CPD. Regular reports will be generated summarizing key findings and trends. These reports will be used to inform decision-making and continuous improvement efforts within the SFL.

Distinction from Administrative Observations

It is important to distinguish Quality Assurance Observations from Administrative Observations. Administrative Observations are designed to provide feedback to individual instructors for their professional growth. Quality Assurance Observations, on the other hand, are focused on gathering data to monitor the overall quality of instruction and learning environment within the SFL. They are not intended for individual instructor evaluation or performance assessment.

Professional Development Reviews

The SFL is committed to supporting instructors' professional growth through a structured review process. Professional development reviews are designed to provide instructors with constructive feedback, summarize their overall performance, identify strengths and areas for improvement, and collaboratively develop action plans for future growth.

Purpose

Professional development reviews serve the following purposes:

- Provide instructors with regular feedback on their teaching practices, classroom management, and professional contributions.
- Recognize and celebrate instructors' strengths and accomplishments.

- Identify areas where instructors can further develop their skills and knowledge.
- Facilitate collaborative goal setting and action planning for professional growth.
- Document professional development activities and progress over time.

Process

The professional development review process will adhere to the following steps:

- Self-Reflection: Prior to the formal review meeting, instructors will complete a self-reflection form, assessing their performance in key areas, identifying their strengths and challenges, and reflecting on their professional goals.
- Review Meeting: A formal meeting will be held between the instructor and their reviewer (e.g., director or designated administrator). The meeting will be scheduled in advance to allow for preparation.
- Feedback and Discussion: The reviewer will provide constructive feedback to the instructor, drawing upon various sources such as classroom observations, student feedback (if available), and the instructor's self-reflection. Open discussion and dialogue are encouraged.
- Action Plan Development: Collaboratively, the instructor and reviewer will develop a professional development action plan. This plan will include:
  - SMART Goals: Specific, Measurable, Achievable, Relevant, and Time-bound goals for professional growth.
  - Action Steps: Concrete steps the instructor will take to achieve their goals.
  - Timeline: A realistic timeline for completing action steps and achieving goals.
  - Instructor Comments: A space for the instructor to provide their input and feedback on the review and action plan.
  - Reviewer Conclusion: A summary and concluding statement by the reviewer, reflecting the overall performance and professional growth trajectory of the instructor.

- Documentation and Signatures: The completed review form, including the action plan, will be documented and signed by both the instructor and the reviewer.

- Archiving: Signed review documents will be archived securely by the Administration.

Follow-Up

The reviewer will follow up with the instructor periodically to discuss progress on the action plan and provide ongoing support.

Confidentiality and Privacy

All observations, reviews, and feedback will be handled with strict confidentiality. The details of the observation process, including any notes or feedback provided, will not be shared beyond relevant administrative personnel unless required by university policy or law.

Policy Review

This policy will be reviewed and updated annually or as needed to ensure its continued relevance and effectiveness.

Incident Management Policy

Introduction

This Incident Management Policy (IMP) sets forth the procedures for responding to incidents at the SFL at Muğla Sıtkı Koçman University. The primary goals are to protect the safety and well-being of all individuals on SFL premises, minimize damage to property, and facilitate a rapid and effective return to normal operations. This policy is aligned with applicable Turkish laws and regulations, including the Occupational Health and Safety Law No. 6331, Labor Law No. 4857, and Disaster and Emergency Response Services Regulation No. 5211, as well as relevant policies and procedures established by Muğla Sıtkı Koçman University.

Scope

This policy covers all potential incidents on SFL premises, including but not limited to:

- Natural Disasters: Earthquakes, fires (including wildfires), floods, severe weather.
- Technological Incidents: Power outages, IT failures, gas leaks.
- Security Incidents: Intrusion, vandalism, theft.
- Medical Emergencies: Accidents, injuries, illnesses.
- Public Health Incidents: Contagious illness outbreaks.
- Other Incidents: Hazardous material spills, bomb threats, civil disturbances.

Guiding Principles

Incident response will be guided by the following principles:

- Prioritization of Life Safety: Protecting human life is the paramount concern.
- Preparedness and Prevention: Proactive measures will be taken to mitigate risks.
- Rapid Response: Swift and decisive action will be taken to contain and manage incidents.
- Effective Communication: Clear and timely communication will be maintained.
- Coordination and Collaboration: Collaboration with internal and external stakeholders is essential.
- Continuous Improvement: The IMP will be regularly reviewed and updated.

Incident Management Team (IMT)

The IMT structure and roles will be as follows:

- Incident Commander: [Role/Position, e.g., School Director]
- Operations Section Chief: [Role/Position, e.g., Head of Academic Affairs]
- Planning Section Chief: [Role/Position, e.g., Administrative Manager]
- Logistics Section Chief: [Role/Position, e.g., Facilities Manager]
- Communications Section Chief: [Role/Position, e.g., Designated Staff]

- Safety Officer: [Role/Position, e.g., Designated Staff]

Incident Reporting Procedures

Report incidents immediately to [Designated Contact/Office, e.g., Security Desk] via [Reporting Method, e.g., phone, in person]. Provide:

- Incident location
- Incident nature
- Incident time
- Injuries/damage
- Reporter's name/contact info

Incident Response Procedures

General guidelines:

- Immediate Actions: Ensure safety, provide first aid, evacuate if needed, contact emergency services if needed.
- Notification: Notify designated contact and IMT.
- IMT Activation: Incident Commander activates IMT as needed.
- Incident Assessment: IMT assesses the situation.
- Action Plan: Planning Section Chief develops an incident action plan.
- Resource Deployment: Logistics Section Chief deploys resources.
- Communication: Communications Section Chief manages communication.
- Documentation: Designated personnel document actions.

Specific Incident Protocols

Earthquake Protocol

- During the Earthquake:
    - "Drop, Cover, and Hold On": Instruct everyone to drop to the ground, take cover under a sturdy desk or table, and hold on until the shaking stops. If there's no suitable cover, crouch near an interior wall and protect the head and neck with arms.
    - Stay away from windows, glass, and heavy objects.

- If outdoors, move to an open area away from buildings, trees, and power lines.
- After the Earthquake:
  - Check for Injuries: Assess yourself and others for injuries. Administer first aid if needed.
  - Evacuate if Necessary: If there's structural damage or a risk of aftershocks, evacuate the building immediately, following designated evacuation routes. Proceed to the designated meeting point (football field).
  - Do Not Use Elevators: Use stairs only.
  - Check for Hazards: Look for gas leaks, electrical shorts, or other hazards. Do not light matches or lighters.
  - Follow Instructions: Listen to announcements from the IMT or emergency responders and follow their instructions.

Fire Protocol

- If You Discover a Fire:
  - Activate Alarm: Pull the nearest fire alarm.
  - Evacuate: Evacuate the building immediately, following designated evacuation routes. Proceed to the designated meeting point (football field).
  - Use Fire Extinguisher (if trained and safe to do so): If the fire is small and contained, and you are trained in its use, attempt to extinguish it using a fire extinguisher. Prioritize your safety – if the fire is spreading rapidly, evacuate immediately.
  - Report the Fire: Report the fire to emergency services (112) and the SFL's emergency contact [Designated Contact Person/Office].
- During Evacuation:
  - Stay low to the ground to avoid smoke inhalation.
  - Do not stop to retrieve belongings.
  - Assist others who may need help.
- Assembly Point: Report to the designated meeting point (football field) and inform the IMT of your location and status.

Medical Emergency Protocol

- Assess the Situation: Determine the nature of the medical emergency and the severity of the injury or illness.
- Provide First Aid: Administer first aid if you are trained and it is safe to do so.
- Call for Help: Call emergency services (112) or seek assistance from a designated first aid responder within the SFL.
- Notify Administration: Inform the [Designated Contact Person/Office] of the medical emergency.
- Provide Information: Give emergency responders clear and accurate information about the situation, including the location, nature of the emergency, and the condition of the individual.

Evacuation Protocol

- Evacuation Order: Evacuation orders will be given by the Incident Commander or designated personnel.
- Evacuation Routes: Follow designated evacuation routes posted in classrooms and throughout the buildings.
- Calm and Orderly Evacuation: Proceed calmly and orderly to the designated meeting point (football field). Do not run unless there is immediate danger.
- Accountability: Upon arrival at the meeting point, report to designated personnel for accountability.

Evacuation Procedures

- Evacuation plans are posted in each classroom and throughout the buildings.
- Evacuation routes will be clearly marked.
- Regular evacuation drills will be conducted.
- Assembly point: The football field adjacent to the school.

Resources and Equipment

(List resources and equipment, as previously discussed.)

Training and Drills

Regular training and drills will be conducted to ensure staff familiarity with the IMP.

Plan Maintenance and Review

The [Designated Office/Individual] will review and update this plan annually or as needed.

Communication and Dissemination

This policy will be communicated to all staff and made readily accessible (e.g., online, hard copies).

Meeting Points

In case of emergencies requiring evacuation, the designated meeting point for all students, staff, and visitors is the football field located next to the school. Specific assembly areas within the football field may be designated for different groups (e.g., by department or class)

Student Training

Student training will be conducted through a variety of methods, including:

- Orientation Sessions: Initial training during orientation programs to introduce students to basic emergency procedures.
- Classroom Instruction: Regular integration of safety information into classroom lessons.
- Drills and Exercises: Periodic drills and exercises (e.g., fire drills, earthquake drills, lockdown drills) to practice emergency procedures.
- Online Resources: Providing access to online resources, such as videos, tutorials, and interactive modules, on emergency preparedness.
- Posters and Signage: Displaying clear and informative posters and signage throughout the school to reinforce safety messages.
- Guest Speakers: Inviting guest speakers from emergency services or safety organizations to provide expert training.

Training Schedule

Training activities will be scheduled throughout the academic year to ensure that students receive regular reminders and updates on emergency procedures. [Specify frequency, e.g., "Fire drills will be conducted monthly," "Earthquake drills will be conducted twice per semester," etc.].

Special Considerations

The SFL will make accommodations to ensure that students with disabilities receive appropriate training and support to participate fully in emergency procedures.

Feedback and Evaluation

Student feedback on training programs will be collected and used to improve future training sessions. The effectiveness of training will also be evaluated through drills and exercises.

Policy Review

This policy will be reviewed and updated annually or as needed to ensure its continued relevance and effectiveness.

Quality Assurance Policy

Purpose

This Quality Assurance Policy outlines Muğla Sıtkı Koçman University School of Foreign Languages' (MSKU SFL) commitment to providing high-quality language instruction that aligns with the university's foreign language policy. It serves as a framework for ensuring the achievement of the school's mission and vision, focusing on equipping students with effective communication skills for professional and academic success. This policy is designed to guarantee student satisfaction, meet stakeholder expectations, and maintain the highest standards in language education.

Scope

This policy applies to all aspects of language instruction provided by MSKU SFL, including curriculum development, teaching methodologies, assessment procedures,

learning resources, school development, student support services, and administrative processes related to the preparatory program and other language courses offered.

Guiding Principles

- Student-Centered Learning: We prioritize student needs and learning outcomes, fostering an engaging and supportive learning environment.
- Excellence in Teaching: We are committed to employing qualified and experienced instructors who utilize effective teaching practices and stay abreast of current trends in language education.
- Continuous Improvement: We strive for continuous improvement in all aspects of our programs through regular evaluation, feedback mechanisms, and adaptation to best practices.
- Alignment with CEFR: We adhere to the Common European Framework of Reference for Languages (CEFR) to ensure internationally recognized standards in language proficiency and assessment.
- Transparency and Accountability: We maintain transparency in our processes and are accountable for the quality of education we provide.
- Professional Development: We invest in the professional development of our school and staff to enhance their skills and knowledge.

Objectives

- To ensure that all students in the Preparatory Program achieve B2 level proficiency (with b1+ in the Voluntary English Language Program, with the possibility of continuing further studies in the language) in all four language skills (reading, listening, writing, and speaking) as defined by the CEFR by the end of the academic year.
- To provide students with the strategies and resources necessary for independent language learning and continuous improvement beyond the program.
- To maintain a high level of student satisfaction with the quality of instruction, support services, and learning resources.
- To regularly evaluate and update the curriculum to reflect current best practices and the evolving needs of students.

- To conduct ongoing assessments to monitor student progress and identify areas for improvement in the program.
- To provide feedback to students regarding their progress.
- To gather data by surveys to enable data-driven quality reviews about the education

Responsibilities

- Director of MSKU SFL: Responsible for the overall implementation and effectiveness of the Quality Assurance Policy and the achievement of the school's mission and vision.
- Academic Staff: Responsible for delivering high-quality instruction, providing student support, and participating in curriculum development and assessment processes.
- Administrative Staff: Responsible for providing efficient administrative support, managing resources, and ensuring smooth operation of the school.
- Students: Responsible for actively participating in the learning process, providing feedback on the program, and adhering to the school's policies and procedures.

Processes and Procedures

The MSKU SFL Quality Management System is implemented through documented procedures covering key processes such as:

- Curriculum Development and Review
- Student Assessment and Evaluation
- School Recruitment and Development
- Student Support Services
- Resource Management
- Feedback Collection and Analysis
- Program Evaluation and Improvement
- Continuous Professional development

Commitment to Continuous Improvement

MSKU SFL is committed to the ongoing review and improvement of this Quality Assurance Policy and its associated processes to ensure its continued suitability and effectiveness in achieving the school's mission and vision.

Policy Review

This policy will be reviewed and updated annually or more frequently as needed to reflect changes in best practices, accreditation requirements, or the needs of the university and its students.

Copyright Policy

Purpose

This policy outlines the School of Foreign Languages' (SFL) commitment to respecting copyright law and promoting the fair use of copyrighted materials for educational purposes within its closed circuit environment. This policy aims to balance the rights of copyright holders with the educational needs of our instructors and students.

Scope

This policy applies to all SFL instructors, students, staff, and visitors who use copyrighted materials in any format (e.g., print, digital, audio, video) for teaching, learning, research, or administrative purposes within the SFL's closed network and facilities.

Guiding Principles

The SFL adheres to the principles of Turkish Copyright Law (Law No. 5846 on Intellectual and Artistic Works), the Council of Higher Education Law No. 2547, and the regulations of Muğla Sıtkı Koçman University regarding intellectual property. We recognize the importance of respecting intellectual property rights and encourage responsible use of copyrighted materials.

Fair Use for Educational Purposes

The SFL recognizes the importance of fair use for educational purposes. Instructors and students may use copyrighted materials within the SFL's closed circuit environment for activities directly related to teaching and learning, such as:

- Classroom instruction
- Course assignments
- Research
- Presentations
- Internal training materials

Use of Copyrighted Materials

- Instructors and students may use copyrighted materials within the SFL's closed network for educational purposes as outlined in Section 4. This includes, but is not limited to, excerpts from textbooks, articles, images, and multimedia content.
- All users are expected to properly attribute all copyrighted materials used in their teaching, learning, research, and creative works. This includes citing the author, title, publisher, and other relevant information. Failure to do so may constitute plagiarism.
- Sharing copyrighted material outside the closed network is prohibited without obtaining explicit permission from the copyright holder.

Ownership of Created Materials

Instructors and students retain copyright ownership of original educational materials they create, such as lecture notes, presentations, assignments, and research papers, unless otherwise specified by university policy.

Prohibited Activities

The following activities are strictly prohibited:

- Unauthorized reproduction or distribution of copyrighted materials outside the SFL's closed network.
- Use of copyrighted materials for commercial purposes without permission.
- Plagiarism, which is the act of presenting someone else's work as one's own.
- Violation of software licenses.

Article 34: Selected and Collected Works for Education and Training

The SFL acknowledges the provisions of Article 34 of Law No. 5846 concerning the use of selected and collected works for educational and training purposes. Within the scope of this article, the following uses are permitted:

- Permitted Materials: State publications, sections of books, and articles from journals may be used for educational purposes.
- Limitations on Reproduction: Photocopying or digital reproduction of these materials is limited to a single section of a book or 10% of the total content of the book, whichever is less. This limitation applies to each individual use.
- Attribution: Proper attribution must be given to the original source of the material, including author, title, publication, and other relevant information.
- Educational Purpose: Use of these materials must be strictly for educational and training purposes within the SFL's closed network. Commercial use is strictly prohibited.

Open Educational Resources (OER)

The SFL encourages the use and creation of Open Educational Resources (OER). OER are educational materials that are freely available for use, adaptation, and sharing. Instructors are encouraged to explore and utilize OER whenever possible to reduce copyright concerns and provide high-quality, accessible learning materials. The SFL will support instructors in the development and sharing of OER.

Software Licensing

All software used within the SFL must be properly licensed. Users are responsible for complying with the terms of all software licenses. Unauthorized copying or distribution of software is strictly prohibited. The SFL will provide guidance and resources on software licensing to ensure compliance.

Copyright Training

The SFL is committed to educating its community about copyright law and best practices. Regular copyright training will be provided to instructors and students covering topics such as fair use, attribution, OER, Article 34 provisions, and software licensing. [Specify frequency of training - e.g., "Annual copyright training sessions will be offered," or "Copyright information will be included in new student and faculty orientations."] [Specify methods of training - e.g., "Online modules, workshops, and printed materials will be available."]

Reporting Copyright Infringement

Any suspected instances of copyright infringement should be reported to the SFL administration immediately. The SFL will investigate all reported incidents and take appropriate action.

Policy Review

This policy will be reviewed and updated periodically to ensure its continued effectiveness and compliance with applicable laws and regulations.

Contact Information

Please contact [Designated Contact Person/Office] for questions or concerns regarding this policy.

Course Review Policy

Purpose

This policy outlines the School of Foreign Languages' (SFL) commitment to regular and systematic course review to ensure continuous improvement in instructional quality and responsiveness to evolving student needs. The policy establishes the procedures for gathering feedback, analyzing data, and implementing changes to enhance the learning experience.

Scope

This policy applies to all courses offered by the SFL, including language skills courses, elective courses, and any other instructional offerings.

Guiding Principles

The SFL is committed to a data-driven approach to course improvement. Course reviews will be conducted regularly and will be based on multiple sources of feedback, including:

- Student feedback (through surveys, representative body, and other channels)
- Instructor self-reflection and evaluation
- Observation cycles (peer, developmental, administrative, QA)
- External review (accreditation)
- Input from other relevant stakeholders
- Measurement and evaluation data

Course Review Cycle

Courses are reviewed on a bi-annual basis. The review cycle is coordinated by the Curriculum Unit in consultation with the SFL Administration.

Data Collection Methods

The following data collection methods are used to gather feedback on courses:

- Student Surveys: Formal anonymous student surveys are administered at the end of each term/semester to gather student feedback.
- Student Representative Body: Each class elects a student representative at the start of the academic year. These representatives form a committee, which elects a head student representative for SFL. The SFL Administration meets biannually (more often if required) with this committee to receive their feedback on courses and teaching.
- Observation Cycles: Several observation cycles, including peer observation, developmental observation, administrative observation, and quality assurance observations, are conducted throughout the year with the support and oversight of the CPD unit. These observations provide valuable data on course effectiveness.
- External Review (Accreditation): The SFL's pursuit of accreditation by an external body is strategically and regularly (every other year) viewed as a form of external course review, providing valuable insights and recommendations.
- Other Stakeholder Input: Feedback is actively solicited from various stakeholders, including staff and faculties

Data Analysis and Reporting

The Curriculum Unit is responsible for collecting, analyzing, and reporting the data gathered through the various feedback mechanisms. The data will be summarized and presented in a format that is accessible to instructors, level coordinators, and the SFL Administration. All data is handled with appropriate confidentiality and anonymity safeguards.

Course Improvement Plan

Based on the data analysis and feedback received, the Curriculum Unit, in consultation with instructors and level coordinators, develops a Course Improvement Plan for each course. The plan identifies specific areas for improvement and outlines strategies for implementing changes.

Implementation and Follow-Up

Instructors are responsible for implementing the changes outlined in the Course Improvement Plan. Level coordinators monitor the implementation of the plan and provide support to instructors as needed. The Curriculum Unit follows up on the implementation of the plan in subsequent review cycles to assess its effectiveness.

Communication and Transparency

Changes and improvements in courses, based on feedback and data analysis, are shared with instructors through regular meetings and official documents. When necessary, these changes are also communicated appropriately to students.

Confidentiality and Anonymity

All surveys are conducted anonymously, and the data collected through surveys and other feedback mechanisms are handled confidentially and not shared with unauthorized parties.

Meta-Evaluation

Annually, the SFL administration conducts a meeting to evaluate the course review process itself and prepares a report, which serves as a meta-evaluation process.

Policy Review

This policy will be reviewed and updated periodically to ensure its continued effectiveness and alignment with the SFL's mission and goals.

Responsibilities

- Curriculum Unit: Responsible for coordinating the course review process, collecting and analyzing data, developing Course Improvement Plans, and monitoring implementation.
- Level Coordinators: Responsible for collecting feedback from students and instructors throughout the year and sharing it with the Curriculum Unit and Administration.
- Instructors: Responsible for reflecting on their teaching practices, implementing changes outlined in the Course Improvement Plan, and participating in academic meetings.
- SFL Administration: Responsible for overseeing the course review process and providing resources to support course improvement initiatives.
- CPD Unit: Responsible for supporting and overseeing observation cycles and potentially other professional development initiatives.

Communication Policy

Purpose

This policy outlines the School of Foreign Languages' (SFL) commitment to effective, transparent, and timely communication among all stakeholders, including students, instructors, staff, administration, and the wider community. This policy aims to foster a positive and collaborative environment by establishing clear guidelines and procedures for communication.

Scope

This policy applies to all communication related to the SFL, including internal communication (within the SFL) and external communication (with the wider community). It covers all forms of communication, including written, verbal, electronic, and social media.

Guiding Principles

The SFL values the following principles in its communication:

- Clarity: Communication should be clear, concise, and easy to understand.
- Accuracy: Information shared should be accurate and reliable.
- Timeliness: Communication should be timely and responsive.
- Transparency: The SFL strives for transparency in its communication, sharing information openly and honestly, within appropriate boundaries of confidentiality.
- Respect: Communication should be respectful and professional.
- Accessibility: Communication should be accessible to all stakeholders, considering language barriers, disabilities, and other needs.
- Confidentiality: Sensitive or private information should be handled with appropriate confidentiality.

Communication Channels

The SFL utilizes a variety of communication channels to reach its stakeholders:

- Official Website: The SFL website serves as the primary source of information for the school.
- Learning Management System (LMS): The LMS is used for course-related communication.
- Email: Email is used for formal communication.
- Social Media: Social media platforms [specify which platforms] are used to share news and engage with the community.

- Notice Boards: Physical notice boards are used for posting announcements.
- Meetings: Regular meetings facilitate communication and collaboration.
- Internal Communication Platforms: [Specify if any] are used for internal communication.
- QR Code Feedback System: QR codes are placed in hallways, providing access to a survey for easy communication with SFL.
- Student Affairs Office: The Student Affairs Office serves as a central point of contact for student inquiries, petitions, and document requests.

Communication Procedures

Internal Communication

- Students: Course-related information is communicated through the LMS and email. General announcements are shared through the website, notice boards, and social media. Students can also contact the Student Affairs Office for assistance.
- Instructors: Communication with instructors occurs through email, internal communication platforms, meetings, and official documents.
- Staff: Staff communication occurs through email, internal communication platforms, meetings, and official documents.

External Communication

- The SFL communicates with the wider community through its website, social media, press releases, and public events.
- Communication with parents/guardians occurs through email, phone calls, and meetings.

Student Affairs Office Procedures

- Students can discuss any matters, submit petitions, and request documents at the Student Affairs Office.
- The SFL is dedicated to addressing all requests swiftly.

- Petitions will receive a response within a maximum of 15 working days.
- Document requests will be processed on the same day.

Email Communication (ydyo@mu.edu.tr)

Emails to ydyo@mu.edu.tr are immediately replied to or forwarded to the appropriate person.

QR Code Feedback

Feedback submitted through the QR code survey will be reviewed and addressed promptly.

Roles and Responsibilities

- SFL Administration: Oversees all communication activities.
- Instructors: Communicate effectively with students regarding course matters.
- Staff: Communicate effectively with colleagues and stakeholders.
- Designated Communication Officer: Manages the SFL's website, social media, and other external communication.
- Student Affairs Office Staff: Serve as the primary contact point for students, process requests, and respond to inquiries.

Social Media Guidelines

These guidelines apply to all individuals representing the SFL on social media, including faculty, staff, students (when representing the SFL officially), and volunteers. The purpose of these guidelines is to ensure that social media communication is professional, respectful, and consistent with the SFL's mission and values.

General Principles

- Represent the SFL Positively: All social media activity should reflect positively on the SFL. Avoid posting anything that could damage the SFL's reputation.

- Be Respectful: Treat all users with respect, even if you disagree with their views. Avoid personal attacks, insults, or offensive language.
- Be Accurate: Ensure that all information you share is accurate and up-to-date. Cite sources when appropriate.
- Be Transparent: Be transparent about your affiliation with the SFL when posting or commenting on SFL-related topics.
- Be Mindful of Confidentiality: Do not share confidential information about students, faculty, staff, or the SFL.
- Be Professional: Maintain a professional tone and avoid using informal language or slang.
- Be Responsible: You are responsible for the content you post. Think carefully before you post anything.

Content Guidelines

- Appropriate Content: Post content that is relevant to the SFL's mission and goals. This may include news, events, announcements, achievements, student spotlights, faculty profiles, and educational resources.
- Prohibited Content: Do not post the following types of content:
- Hate speech or discriminatory language
- Offensive or inappropriate jokes
- Personal attacks or insults
- Confidential information
- Political endorsements (unless officially representing the SFL)
- Commercial endorsements (unless officially representing the SFL)
- Copyright infringement
- Anything illegal or unethical
- Visual Content: Use high-quality images and videos that are relevant to your post. Ensure that you have the right to use any visual content you share.
- Engaging Content: Create content that is engaging and encourages interaction. Ask questions, run polls, and encourage comments.

Responding to Comments and Messages

- Be Responsive: Respond to comments and messages in a timely manner.
- Be Polite: Be polite and respectful, even if the comment or message is negative.
- Be Helpful: Try to address any questions or concerns that are raised.
- Know When to Disengage: If a conversation becomes heated or unproductive, it's okay to disengage.
- Refer Complex Issues: If a comment or message raises a complex issue that you are not qualified to address, refer it to the appropriate person or department within the SFL.

Representing the SFL

Official Accounts

If you are managing an official SFL social media account, follow these guidelines:

- Use the official SFL logo and branding.
- Post regularly and consistently.
- Monitor the account for comments and messages.
- Follow these social media guidelines.

Personal Accounts

Even on your personal social media accounts, be mindful of how your posts might reflect on the SFL, especially if you identify yourself as being affiliated with the SFL.

Reporting Violations

If you see a social media post that violates these guidelines, please report it to nilercan@mu.edu.tr.

Crisis Communication

The SFL recognizes that crises can occur, impacting the school community and requiring timely and effective communication. A crisis is defined as any event that has the potential to significantly disrupt normal operations, damage the SFL's reputation, or endanger the health and safety of students, faculty, or staff. Examples of crises include, but are not limited to:

- Natural disasters (e.g., earthquakes, floods)
- Public health emergencies (e.g., pandemics)
- Security incidents (e.g., active shooter, bomb threat)
- Accidents (e.g., bus accident, building fire)
- Reputational crises (e.g., allegations of misconduct)

Crisis Communication Plan

The SFL maintains a Crisis Communication Plan [or state if it's a separate document and where it can be found] that outlines the procedures for communicating during a crisis. This plan includes:

Designated Spokesperson(s)

[Name/Title] are the designated spokesperson(s) for the SFL during a crisis. All communication with the media and external stakeholders should be coordinated through the designated spokesperson(s).

Communication Channels

During a crisis, the SFL will utilize various communication channels to reach stakeholders, including:

- Emergency alerts (e.g., text messages, phone calls)
- Website updates
- Email notifications
- Social media (if appropriate)
- Local media (if necessary)
- In-person meetings (if feasible)

Key Messages

During a crisis, communication will focus on the following key messages:

- Safety and well-being of students, faculty, and staff
- Accurate and timely information about the situation
- Steps being taken to address the crisis
- Resources and support available to the community

Stakeholder Communication

The SFL will prioritize communication with the following stakeholders during a crisis:

- Students
- Faculty and staff
- Parents/Guardians
- Local authorities
- Media
- Wider community

Crisis Communication Procedures

- Activate the Crisis Communication Team: In the event of a crisis, the [Designated Person/Team] will activate the Crisis Communication Team.
- Gather Information: The Crisis Communication Team will gather accurate and up-to-date information about the situation.
- Develop Key Messages: The Crisis Communication Team will develop key messages to communicate to stakeholders.
- Communicate with Stakeholders: The designated spokesperson(s) will communicate with stakeholders through the appropriate channels.
- Monitor Communication: The Crisis Communication Team will monitor communication channels and address any questions or concerns that arise.
- Evaluate and Review: After the crisis has been resolved, the Crisis Communication Team will evaluate the effectiveness of the communication plan and make any necessary revisions.

Social Media During a Crisis

Social media can be a valuable tool for communicating during a crisis, but it must be used carefully. During a crisis:

- Avoid speculation or rumors.
- Share only verified information.
- Monitor social media channels for misinformation.
- Be responsive to questions and concerns.
- Do not engage in arguments or debates.

Confidentiality

During a crisis, it is important to maintain confidentiality regarding sensitive information, such as student records or personnel matters.

Policy Review

This policy will be reviewed and updated periodically to ensure its continued effectiveness and relevance.

Contact Information

- General Inquiries: Prof.Dr. Murat KEÇİŞ
- Student Affairs Office: akurt@mu.edu.tr
  0252 211 1315

  Room 301

- Email: ydyo@mu.edu.tr

Environmental Sustainability Policy

Purpose

This policy outlines the School of Foreign Languages' (SFL) commitment to environmental sustainability and its integration into all aspects of the school's operations, curriculum, and community engagement. The SFL recognizes the importance of environmental stewardship and its alignment with the United Nations Sustainable Development Goals (SDGs).

Scope

This policy applies to all SFL activities, facilities, staff, students, and visitors.

Guiding Principles

The SFL is committed to the following guiding principles:

- Sustainability: The SFL strives to minimize its environmental impact and contribute to a sustainable future.
- SDG Integration: The SFL integrates the UN Sustainable Development Goals into its curriculum, activities, and awareness programs.
- Collaboration: The SFL collaborates with the Sustainable Green Campus Coordinatorship and the Waste Management Coordinatorship at Muğla Sıtkı Koçman University, adhering to their regulatory guidelines.
- Compliance: The SFL complies with all applicable environmental laws and regulations, including the Environment Law (Law No. 2872).
- Continuous Improvement: The SFL is committed to continuous improvement in its environmental performance.
- Education and Awareness: The SFL educates and raises awareness among its community about environmental sustainability.

Sustainable Development Goals (SDGs)

The SFL recognizes the importance of the UN SDGs and integrates them into its educational philosophy. The SDGs serve as a framework for the SFL's sustainability efforts, informing curriculum development, extracurricular activities, and community engagement.

Collaboration and Partnerships

The SFL maintains regular contact with the Sustainable Green Campus Coordinatorship and the Waste Management Coordinatorship at Muğla Sıtkı Koçman University. The SFL adheres to the regulatory guidelines provided by these coordinations and collaborates on joint initiatives.

Waste Management

- Recycling Program: The SFL has a comprehensive recycling program. Students receive annual training on proper waste sorting and recycling procedures.
- Infrastructure: All classrooms have trash bins replaced with recycling bins placed in corridors, accompanied by clear visual instructions for waste sorting.
- Waste Reduction: The SFL encourages waste reduction through practices such as double-sided printing, reducing paper usage, and promoting the use of reusable materials.
- Responsible Disposal: The SFL ensures the proper disposal of all waste materials, including hazardous waste, in accordance with university guidelines and legal requirements.

Energy Conservation

The SFL implements energy conservation measures, such as:

- Promoting the use of energy-efficient lighting.

- Encouraging turning off lights when not in use.
- Optimizing heating and cooling systems.
- Promoting the use of public transportation, cycling, and walking.

Water Conservation

The SFL promotes water conservation through practices such as:

- Installing water-efficient fixtures.
- Encouraging responsible water usage.

Sustainable Procurement

The SFL strives to procure environmentally friendly products and services whenever possible. This includes considering factors such as recycled content, energy efficiency, and biodegradability.

Education and Awareness

The SFL organizes annual activities and awareness programs to promote environmental sustainability among its community. These may include workshops, seminars, campaigns, and events.

Policy Review

This policy will be reviewed and updated periodically to ensure its continued effectiveness and relevance.

Grievance and Disciplinary Policy

Purpose

This policy outlines the procedures for handling grievances and disciplinary matters involving students, faculty, and staff at the School of Foreign Languages (SFL) at Muğla Sıtkı Koçman University. The policy aims to provide a fair, transparent, and consistent process for addressing concerns and resolving conflicts, while upholding the principles of due process and natural justice.

Scope

This policy applies to all students, faculty, and staff members of the SFL.

Guiding Principles

The SFL is committed to the following guiding principles in handling grievances and disciplinary matters:

- Fairness: All parties involved will be treated fairly and impartially.
- Transparency: The process will be transparent and accessible to all involved.
- Timeliness: Matters will be addressed promptly and efficiently.
- Confidentiality: Information shared during the process will be kept confidential, within legal boundaries.
- Due Process: All parties will have the opportunity to be heard and present evidence.
- Natural Justice: The principles of natural justice, including the right to be heard and the rule against bias, will be upheld.
- Respect: All individuals will be treated with respect and dignity.

Legal and Regulatory Framework

This policy is established in accordance with the following regulations and legislation:

- Higher Education Law No. 2547, specifically Article 53
- Regulations of the Council of Higher Education
- Regulations of the Ministry of Education
- Guidelines of Muğla Sıtkı Koçman University

Grievance Procedures

- Definition: A grievance is a formal complaint by a student, faculty, or staff member regarding a perceived wrong or injustice related to their studies, employment, or working conditions at the SFL.
- Informal Resolution: The aggrieved party is encouraged to attempt to resolve the matter informally with the other party involved and/or their immediate supervisor.
- Formal Grievance: If the informal resolution is unsuccessful, the aggrieved party may submit a written grievance to the SFL Administration and/or the Legal Consultancy Office of Muğla Sıtkı Koçman University. The written grievance should clearly state the nature of the complaint, the desired resolution, and any supporting evidence.
- Investigation: The SFL Administration and/or the Legal Consultancy Office of Muğla Sıtkı Koçman University will oversee the necessary investigation. The investigator will notify the individual concerned and report the investigation's outcomes to the higher authority.
- Decision: The SFL Administration and/or the Legal Consultancy Office of Muğla Sıtkı Koçman University will plan regarding the grievance and communicate it in writing to all parties involved.
- Appeal: The procedure should be completed within two months

Disciplinary Procedures

At Muğla Sıtkı Koçman University, disciplinary investigations concerning undergraduate students are conducted in accordance with Article 54 of the Higher Education Law No. 2547 and related regulations.

Disciplinary Investigation Procedure

- Authorization for Investigation:

- When a disciplinary violation is suspected, the School of Foreign Languages Director issues an official approval to initiate an investigation.

- Invitation for Written Defense:

- The student subject to the investigation is formally invited to submit a written defense within a specified period. The notification includes the deadline and method for submission.

- Witness Statements:

- If necessary, statements from witnesses related to the incident are collected and officially documented.

- Investigation Report:

- The appointed investigator compiles a report based on the collected evidence and statements. This report is submitted to the disciplinary committee.

- Disciplinary Committee Decision:

- The committee reviews the report and determines an appropriate disciplinary action.

- Notification of Penalty:

The disciplinary decision is communicated to the student in writing. Depending on the severity of the case, the decision may also be announced internally or externally.

Possible Disciplinary Sanctions

- Warning: A written notice indicating inappropriate behavior.
- Reprimand: A formal written notice of serious misconduct.
- Suspension: Temporary suspension from the university for one or two semesters.
- Expulsion: Permanent dismissal from the university.

Sanctions are determined based on the nature and severity of the offense.

Documentation

The School of Foreign Languages provides various templates and documents used throughout the disciplinary process, including:

- Authorization for Investigation
- Invitation for Student Defense
- Witness Statement Form
- Disciplinary Decision Notification Letter

For more information and document templates, please refer to the official website of Muğla Sıtkı Koçman University's Legal Consultancy Unit:

https://hukukmusavirligi.mu.edu.tr/tr/ogrenci-disiplin-sorusturmalari-843

Confidentiality

All information related to grievances and disciplinary matters will be treated with strict confidentiality, within the limits of the law and university regulations.

Record Keeping

Records of grievances and disciplinary matters will be maintained by [Designated Office] in accordance with university policy and legal requirements.

Policy Review

This policy will be reviewed and updated periodically to ensure its continued effectiveness and compliance with applicable laws and regulations.

Contact Information

- General Inquiries:

- Legal Consultancy Office, Muğla Sıtkı Koçman University:

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