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STAFF HANDBOOK

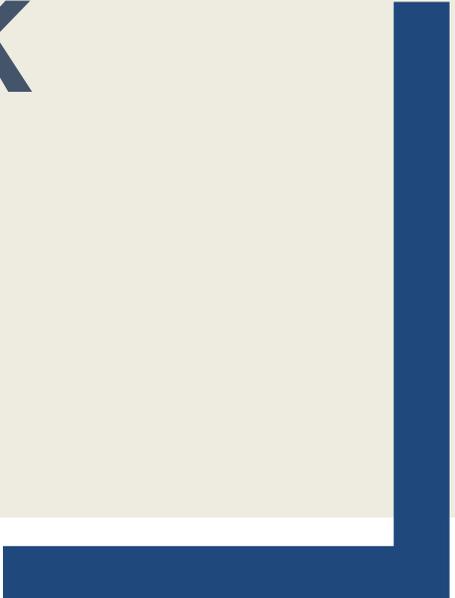


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FOREWORD

Science Gateway from the Past to the Future: An International University

Ankara Yıldırım Beyazıt University (AYBU), a state university founded in 2010, aims to maintain a competitive position both domestically and internationally. As a rapidly growing higher education institution, AYBU began its institutionalization in 2011. In its first academic year, the university successfully admitted students to 7 faculties and 28 postgraduate programs. Currently, AYBU comprises 15 faculties, 1 Academy, 1 state conservatory, 5 graduate schools, 5 institutes, 4 vocational schools, and 27 application and research centers. With over 1400 academic staff members and more than 15,000 undergraduate students and 25,000 graduate students, we are a young and dynamic university situated in the heart of Turkey's capital, Ankara. Its medium of instruction is 100% English.

An International University

Since our foundation, we have prioritized employing academicians who are experts in their fields and have pursued their academic careers at distinguished universities both domestically and internationally. Additionally, we are taking significant steps towards establishing ourselves as one of the leading universities by attracting talented students on both national and international levels. We have already achieved one of our goals of having 11% international students by admitting students from over a hundred different countries.

English is the primary language of instruction across our university's programs. Recognized as a major international exam center, we have established agreements with institutions like TOEFL and Pearson Test Centre. Our instructional quality is affirmed by past accreditations from Edexcel (2014-2017) and Pearson (2017-2022). Currently, we hold accreditation from the Dedak Language Education Evaluation and Accreditation Board for the period May 2024 to May 2029, committing to uphold DEDAK Accreditation Standards. We actively promote internationalization by facilitating mobility for academic and administrative staff and students through programs including Erasmus+, Farabi, and Mevlana Student/Academic Staff Exchange Programs.

AYBU SCHOOL OF FOREIGN LANGUAGES: MISSION AND ORGANISATION

Mission

The primary objective of the School of Foreign Languages is to provide English language education to its students, ensuring they can use English effectively in their academic studies and professional lives, in accordance with the quality standards required at the international level for today's foreign language education.

To achieve this, the aims and objectives related to "learning - teaching - assessment - evaluation" as established within the "Common European Framework for Languages" are implemented under the school curriculum by a professional academic and administrative team.

Programs have been designed to focus primarily on general-purpose and academic English at the preparatory school, and secondarily, to ensure continuity, on professional English that meets the English requirements at undergraduate and postgraduate levels for the relevant faculties and departments of Ankara Yıldırım Beyazıt University, where the medium of instruction is English.

To support in-course educational activities, the experienced and qualified academic staff of the School of Foreign Languages provide additional resources through an "independent learning center" and a "teaching and learning center," both equipped with state-of-the-art educational technologies, serving undergraduate and postgraduate students.

Vision

Our vision is to achieve excellence in higher education by leveraging our robust technical infrastructure and competent academic staff. We aim to integrate modern approaches, methods, and techniques in language learning with our objectives and purposes, create readily accessible course resources for our students, and become one of the leading schools with well-developed academic features.

Teaching Methodology

For learning to occur, the key factor is the students and their willingness to learn. When learners are genuinely curious or seek answers to pressing questions, they naturally develop creative strategies. At the School of Foreign Languages (SFL), our primary aim is to spark this curiosity and foster environments that

encourage discovery and creativity. Such contexts motivate students to engage with language samples, analyze and question them, and explore in ways aligned with their preferences. As they do so, they develop personalized learning strategies, set priorities, and progress at their own pace. In this process, students may even redefine the teacher's role, moving toward independence as researchers and users of technological and virtual resources.

To sustain this constructive environment, SFL adopts an eclectic methodology, drawing on diverse approaches. Our instructional design reflects this philosophy: multimedia classrooms and online resources foster curiosity-driven learning and collaborative teacher-student and peer relationships. Teachers encourage responsibility, reflection, and collaboration, offering guidance when needed.

Lessons center on real-world topics that stimulate interest, critical thinking, and exploration. These themes provide a basis for acquiring language structures and patterns while integrating cognitive and social development. Students are invited to personalize learning by bringing their values, perceptions, and emotions into activities, achieving a sense of success. Activities balance interpersonal language skills (e.g., daily exchanges) with academic language skills (e.g., problem-solving).

Assessment combines final exams, quizzes, portfolios, speaking projects, and online assignments, emphasizing progress over time. Students receive detailed feedback from teachers and peers and engage in self-assessment to develop awareness of their strengths and areas for growth.

Ultimately, SFL seeks to cultivate students' intellectual (critical, analytical, creative, intuitive, productive), communicative, and affective (self-awareness and sensitivity to others) capacities, equipping them to apply these skills beyond the classroom.

THE PREPARATORY PROGRAM TEACHING UNITS/LEVELS

The seven teaching units/levels in the program are named Basic (A), Basic + (A+), Independent (B), Independent+ (B+). In addition, there are Extended B+ and Extended C levels which align with CEFR level definitions but last 14 weeks. There are also Blended B+ Extended and Blended C Extended levels which are for repeat students. In accordance with the level specifications of the "Common European Framework of Reference for Languages (CEFR)," which forms the basis for our internationally standardized curriculum, these teaching units/levels can be defined as follows:

Courses and Aims of Courses

Basic (A) This teaching unit represents the lowest level of language use, where students can ask and answer basic questions about familiar people, objects, and places. They can understand slow, clear speech, read simple texts, and write short sentences about familiar topics like themselves, their families, and known places. Their grammar control is limited, with only a basic range of words and phrases.

Basic+ (A+) This level corresponds to the Waystage (A2) of the CEFR. Students can use polite forms, make and respond to invitations or offers, and exchange ideas on familiar topics in routine situations. They can follow clear, slow speech, understand simple written texts (e.g., short articles, brochures, letters, emails), and write coherent paragraphs describing people, places, processes, or experiences. Their language use includes some correct simple structures and enough vocabulary for everyday interactions.

Independent (B) This level represents strong A2 (Pre-intermediate) performance with some Threshold (B1) features. Students retain Basic+ (A+) skills but engage more confidently in everyday conversations. They can handle routine tasks with greater accuracy and a wider vocabulary, understand main points in discussions and straightforward texts, and start, maintain, and close simple conversations on familiar or personal topics.

Independent+ (B+) This level reflects most features of the Threshold (B1) specification. Students can maintain interaction, convey intentions in different contexts, and handle common problems in everyday life. They can follow short talks and conversations on familiar topics, sustain discussions by expressing and responding to opinions or advice, read more independently with reference tools, and write papers that develop arguments with clear points and supporting details.

Upper (C) This level represents a strong Threshold (B1+) performance, building on B+ with additional descriptors. Students can understand detailed conversations, follow lectures and professional presentations, read with greater independence, and access specialized information in their field. They can give clear, structured presentations, write coherent essays and reports, and show good grammatical control with a broad vocabulary.

Curriculum Principles

The descriptors show that SFL at Ankara Yıldırım Beyazıt University (AYBU) follows a spiral curriculum, where goals of earlier levels are revisited and expanded with new objectives. The curriculum is learner-centered, designed around students' needs, interests, and learning styles, and promotes autonomy and independence through support from the Learning and Teaching Center (LTC) and the co-curricular program called the Learning Advisory Program (LAP). It also draws on social constructivist principles, fostering collaboration and preparing students for both academic and real-life contexts. Overall, the curriculum provides English language education aligned with international standards set by the CEFR.

Class Size and Course Structure

- Classes consist of 22-30 students.
- Each period lasts for 8 weeks, with four periods in an academic year. Each extended period lasts for 15 weeks (a semester).
- The 8th week of each period is the final exam week. During the final exam week, there aren't any lessons in the prep school. Prep school students take the final exam; instructors are responsible for invigilating, grading exam papers, and finalizing students' grades.
- Each class is 45 minutes, with a 10-minute break between lessons.

The total weekly course duration is different for different levels:

- 22 hours for A, A+, B+ Regular
- 20 hours for B
- 16 hours for Extended B+ and C
- 12 hours for Blended groups

Textbooks

The textbooks studied at each level are as follows:

| | |
|---------------|--|
| A | Language Hub A1 Writing Pack |
| A+ | Language Hub A2 Writing Pack |
| B | Skillful 1 RW & LS Writing Pack |
| B+ Regular | Skillful 2 RW & LS Writing Pack |
| B+ Extended | Skillful 2 RW & LS Writing Pack |
| C Extended | Skillful 3 RW & LS Writing Pack |
| BLB | Language Hub B1+ Writing Pack |
| BLB+ Regular | Language Hub B1+ Writing Pack |
| BLB+ Extended | Language Hub B1+ Writing Pack |
| BLC Extended | Language Hub B2 Writing Pack |

Assessment and Evaluation

Assessment Process

Students at the School of Foreign Languages (SFL) at AYBU undergo assessments at the beginning, during, and end of their educational journey. The assessment procedures are structured as follows:

1. **Placement Test:** Upon admission, students take the Placement Test to determine their appropriate level.
2. **Assessment in General English (AGE):** Students achieving the required score in the Placement Test proceed to the AGE. A score of 69.5 out of 100 allows them to begin undergraduate or graduate studies.* Those scoring below the passing grade are placed at suitable levels according to the Placement test results.

* The passing grade is 79.5 for the Department of Translation and Interpreting.

3. **Periodic Assessments:** Throughout each period, students are evaluated through a final exam, a minimum of three quizzes, portfolio tasks, and online homework. The weightings for each assessment component are:
 - Final Exam: 55%
 - Portfolio Tasks: 15% (Moodle tasks contribute 25% of the Portfolio grade)
 - Quizzes: 24%
 - Online Homework: 6%
4. **Progression Criteria:** To advance to the next level, students must achieve at least a 64.5-point average.
5. **Portfolio Tasks:** These tasks include writing and speaking assignments specific to each level. Writing tasks involve a first draft and a final draft. Students are expected to correct mistakes in the first draft using correction codes provided by instructors. Each draft is graded accordingly.
6. **Eligibility for AGE:** At the end of each semester, students must attain a 79.5-point average at Level B or a 64.5-point average at Levels B+ and C to qualify for AGE.
7. **Departmental Studies:** A score of 69.5 in AGE permits students to continue with their departmental studies, though certain departments may require higher passing grades. Students scoring between 59.5 and 69.0 have their cumulative grade point averages considered. A weighted average of 50% cumulative GPA and 50% AGE score is calculated. If this average is at least 69.5, students can begin academic studies in their respective departments.

Procedures for Invigilation and Marking

1. Quizzes

Quizzes are scheduled and communicated to instructors and students at the beginning of each period. The instructor assigned to the quiz session is responsible for invigilating and marking the quiz. Quiz materials are provided by the Testing Unit (TU) on the quiz day. Instructors ensure that exam conditions are maintained in the classroom during the quiz.

After completion, TU provides answer keys for each level, and instructors grade the quizzes. Signed quiz result lists are submitted to TU at the end of each period. There are no makeup quizzes allowed.

2. Final Exams and AGE

Prior to exams, instructors receive a list of duties via email outlining their responsibilities for invigilating and marking. Instructors must strictly adhere to exam rules and regulations as detailed in the following section.

On exam day, instructors are required to:

- Attend the pre-exam meeting punctually.
- Collect their exam packs after signing.
- Verify that the number of test papers matches the class roster.
- Promptly return to the TU room after the exam to return their exam packs.

Rules and regulations are subject to updates based on current circumstances, and instructors are obligated to comply with announcements from the TU.

Upon completion of the marking process, exam packs are returned to TU with signatures.

Verification of Exam Results

Following each exam, after marking is finalized, the testing committee randomly selects exam papers for re-marking to ensure accuracy and consistency. Any recurring issues detected in papers marked by specific instructors are documented and reported to School Management. Students have the opportunity to review their grades for each exam section and AGE.

Utilization of Exam Results

Once exam results are finalized, TU analyzes scores to evaluate students' proficiency across specific skills and compares their performance using charts and diagrams based on average scores in each classroom. This analysis helps identify potential issues with assessment methods (such as exam difficulty) and facilitates necessary adjustments for future exams, enhancing the reliability and validity of the assessment process.

Exam Rules and Regulations

Exam Details

- The length of the exam is **110-140 minutes** in total.
- There are four sections: Listening, Reading, Writing, and Speaking. Each section is worth 25 points.
- The Listening and Reading sections contain 25 questions, the Writing Section has one opinion essay task, and the Speaking Exam includes two tasks: the first task is answering three questions, and the second task is talking on a topic.
- Instructors are expected to know that the list of duties is open to change.
- During the Listening Part students **CANNOT** leave the exam room. Latecomers can come in between the listening parts when the invigilators open the doors. It is essential for the invigilators to check whether there are any students waiting to be admitted **AFTER** the final Listening part has finished playing and admit those students to the exam by crossing out the missed parts on both the exam booklets and answer sheets (if used). Students arriving **after the start of the Reading Part** must not be allowed to take the exam.

Pre-Invigilation Procedure

- The list of duties and time of the exam sessions must be read by the instructors carefully. If needed, instructors can use the “Control+F” keys to check the exact number of their duties.
- Instructors must check the content of the exam pack and count the exam booklets and other necessary papers (if included) right after collecting the packs.
- In order to start the exam on time, instructors must go to the exam rooms with the necessary equipment at least **25 minutes before the exam starts**. They are also expected to check the sound system in the classroom to avoid any kind of technical problems.
- For the Listening Part, computers should be connected to the sound systems in the exam rooms. If there is no such system in the exam room, instructors must use a tape recorder. Therefore, all the preparation must be completed beforehand. For example, if they need a tape recorder, they must obtain one at least **30 minutes before the exam starts**.
- The audio files will be included in the shared Drive ‘EXAM DOCUMENTS’.
- Instructors must not wear high heel shoes on the exam day in order not to break students’ concentration.

While-Invigilation Procedure

- Start the exam on time unless instructed otherwise by the TU or stand-by instructors.
- Attendance must be checked by reading aloud the student lists included in the exam packs.
- Students should have an ID card with them: student ID or a national ID card (passport or TC kimlik). Students should place their ID cards on the desk.
- If it is difficult to identify the student from the one ID that he/she has, the invigilator should inform the secretariat about it.
- Students whose names are not on the list should be sent to the secretariat to get a note confirming that they can take the exam. This should be done before the exam starts. Their names are added to the list by the secretariat.
- **Mobile phones and smart watches are not allowed during the exams, so instructors must collect them.** Students get their phones and watches when leaving the exam room. It is forbidden to take an exam with communication devices such as pagers, any kind of transmitters, pocket computers, smart wrist watches, dictionaries or electronic devices that can be used as a dictionary. ID information of students taking an exam with one or more of these devices must be written on the exam report, and these students are disqualified.
- Students are not permitted to have pencil cases or glasses cases on their desks. They must be removed and placed on the instructor's desk or they must be kept in students' bags.
- During the exam, eating and drinking (except for water) is completely forbidden for students. Only water in clear plastic bottles with all labels removed is allowed in the exam room. In case of a health problem, students can leave the exam room accompanied by the stand-by invigilator. Invigilators must not permit the students to go out without informing the stand-by invigilators.
- Students should use the washroom before arriving for the exam as they will not be allowed to leave the exam room during the first 30 minutes. They will also not be allowed to leave or enter the exam room during the Listening Part except for emergencies.
- The start and the end time of the exam must be written on the board. If the exam room is not equipped with a working clock, instructors must write the current time on the board every 30 minutes for students to be aware of how much time they have left.
- Invigilators must make sure that students write their names, surnames and classes on the front pages of the exam booklets and the answer sheets.

- Exams must start and finish precisely on time. All invigilators must start the exam on time unless instructed otherwise by the stand-by instructors or the TU. The arrival of late-comers must not be awaited in order to start the exams.
- If a student cannot make it to the listening part on time, they are not allowed to enter the exam rooms. Stand-by invigilators must wait in the corridors to stop those students. **Invigilators should open the exam room doors between the recordings of the Listening Part to let the late-comers in.** The late-comers' names should be written in the incident report form. The invigilator should cross the missed listening part with a pen so that the student cannot circle the answers. Students cannot answer questions in the part they didn't attend. Students then take the rest of the exam.
- During the exam, instructors must not walk around the class continuously; instead, they must stand at different points and observe the students from different angles.
- Unless specifically indicated in instructions, no extra pages of any sort will be provided for rough work. Everything students write (including any notes and rough work) must be in the answer booklet. They should not write large letters, numbers or make any type of marks on the exam paper. They must draw a line with a pen through rough work or other notes or erase them so that they are not considered part of their answer.
- It is forbidden to speak to the invigilators and ask questions during the exam. Also, invigilators must not speak to the students closely and whisper to them. Students are not allowed to borrow a pencil, eraser, etc. from one another.
- If a student is seen communicating with somebody by an invigilator, they will receive a warning. If it continues, they will be asked to sit in isolation. If it happens again, the student's paper is taken, they must leave the exam room, and the student gets zero points for the exam.
- At least two students must be sitting in the exam room when the others start leaving the room. Even if one of the last two students finishes the exam, they are not allowed to leave the exam room until the exam is finished.
- In case of any problems related to the exam, stand-by invigilators must be informed.
- During the exam, instructors must not read books, magazines, mark exam papers, etc.

Stand-by Procedure

- Stand-by instructors must be present in the corridors assigned to them in the spots where the invigilators can easily see them, forward the possible questions from invigilators to the Testing Unit, maintain order in the corridors and fill in the incident report when needed. If informed so by the Testing Unit, they start the exam at the same time in all the exam rooms.
- If a student cannot make it to the listening part on time, they are not allowed to enter the exam rooms. Stand-by invigilators must wait in the corridors to stop those students and **inform invigilators that there is a student to be admitted to the exam.**

Post-Invigilation Procedure

- Submit the exam packs to TU against signature unless you are the first marker of the same group.
- Exam packs cannot be taken home for grading, and the deadline for submitting them must be respected.
- Exam packs must not be left unattended.
- First and second markers must sign the answer sheets.
- All grades must be filled in the Drive documents that are shared by the Testing Unit (by the second marker).

Safety and Secure Storage of Exam Papers

Exam materials are stored in an office exclusively used by members of the Testing Unit. Scrap exam papers are securely destroyed using a shredder after each exam session.

To ensure the safety of exams:

- Copies of exam materials are made by Testing Unit members themselves.
- Student exam papers are packed and stored securely for two years in a separate locked room accessible only to Testing Unit members.

Final Exam & Age Speaking Exam Procedure

1. In each class two instructors (one or two for the final exam) will conduct the speaking exam. Both instructors are responsible for grading students' speaking performance. Interlocutors are expected to communicate with the student, while assessors are responsible for the recording of audios.
2. Assessors CAN use their phones or any other device that they have to record.
3. The students will take the exam individually.
4. Instructors are expected to use ONE topic for TWO students.
5. Before the exam, instructors are expected to ask the students about themselves briefly as a warm-up. Thirty seconds at most should be allocated for this part. This part is not graded.
6. The PART I questions mustn't be shown to students. In the first part (TASK 1), each student on the list will answer three questions. The student will begin responding immediately after the instructor asks each question. The student will not see the questions. They are only on the Teachers' soft copy. For TASK 1, the students will have no preparation time for these questions. They will have 3-4 minutes to respond to the questions. Instructors are expected to ask only the questions that are given and avoid paraphrasing or translating the questions. If the student fails/refuses to answer a question, the instructor should move onto the next question. Instructors should not change/skip any of the questions or add new questions. **It is OK if questions from PART I are seen during the projection of PART II, but not during the 1st part of the speaking exam.**
7. PART II must be projected and/or shown to students (or given on a print-out if instructors prefer that - printouts they made themselves). In the second part (TASK 2), the student will be given a topic and asked to give his/her opinion on the topic. While speaking, s/he is expected to provide valid details. The student will brainstorm on his/her topic for one minute and take notes, after which s/he will have two minutes to speak. As soon as the student is presented with the task, the instructor remains absolutely silent until the student completes the task. Students may pause for a few seconds while talking. Please do not interrupt the student by asking (other) questions or commenting on his/her ideas when they pause.
8. For TASK 2, the instructors are expected to show the PDF for the speaking exam that is in the Exam Documents.

9. During the thinking time in TASK 2, students are allowed to take notes on blank papers provided by the instructors. These notes should be collected by the instructors before the student goes out of the room.
10. Students are expected to provide examples/reasons/ details for their opinions, using language structures that are appropriate for intermediate and/or upper-intermediate level(s) (Grammar, Vocabulary, Linkers, Functional Structures, etc.).
11. A sample for the teachers' copy of the tasks is given below.
12. The script for the AGE Speaking Exam is given below.
13. Instructors are expected to consider the following during the exam:
 - do not interrupt the students while they are talking
 - stick to the timing and order of the questions; it is highly essential
 - stop the student politely if s/he goes over time while talking
 - do not comment on the student's performance and don't tell them if their performance was good or bad, and do not use discouraging or insulting words or phrases like, "Are you pleased with your performance?", "Get ready for the next examination better." etc.
 - exhibit positive attitude and use encouraging language towards the students to create a peaceful atmosphere in class and help the students relax
14. Just after the first student/one of the students finishes speaking, the instructors will have the next student on the list. The student who is going to have the speaking exam should be invited to communicate. The rest of the students will wait outside of the communication "room". The same pattern will be followed with every student. If a student does not understand the task or cannot remember a word, the instructor may make short explanations in English. However, it is forbidden to translate anything for the students.
15. Latecomers should be admitted to the exam if they appear within the time limits of the exam. For example, the second student on the list should appear at 10:15, but appears at 12:00. The exam normally finishes at 13:00, so he/she is expected to be admitted to the exam at the end (so as not to disrupt the rest of the list).
16. If a student does not show up for the exam, the instructors should write "NA" (not attended) in the score sheets, instead of "0".
17. If a student refuses to speak or doesn't provide any form of answers for **both parts**, that student's TOTAL SPEAKING GRADE should be 1. If a student speaks in one part of the exam (Part

1 or 2), but refuses to speak in the other, instructors are expected to give the student 1 point for the unanswered part and grade the other part based on the rubric.

18. During each exam with a student, the instructors are responsible for taking notes about the students' performance and grading the students according to the rubric(s) provided. Each instructor should mark the performance individually. At the end of the speaking exam, when all the students finish their parts, the instructors will record their grades on relevant forms.
19. Drive sheets for students' detailed scores (Content, Organization, Fluency, Accuracy) will be shared with the instructors by the Testing Unit.
20. Enter the grades into the Drive file out of 20 (rubrics) for each task. Each task should be graded according to the rubric separately.
21. If there is a difference of more than 4 pts. for each task, the instructors are supposed to reassess the student's performance.
22. Do not decide on the student's grade together with your partner.
23. Instructors should check the grades lists for any possible mistakes.

Instructors **DO NOT** need to send their grades to the Testing Unit.

Evaluation

At the School of Foreign Languages (SFL) at AYBU, two types of program evaluation are conducted: formative evaluation and summative evaluation.

Formative Evaluation

Formative evaluation includes:

- **Weekly Level Meetings:** Instructors teaching at the same level convene to discuss curriculum strengths and weaknesses, syllabi, teaching processes, and assessment procedures such as midterms, quizzes, portfolios, and online homework. Led by level coordinators, these meetings identify classroom environment issues and student challenges, proposing improvements to enhance the teaching-learning process. Changes are implemented continuously based on meeting outcomes.
- **Classroom Observations:** Conducted by the Professional Development Unit (PDU) unit, these observations assess instructors, students, and classroom dynamics. Feedback from the PDU unit helps instructors enhance teaching practices throughout the term.

- **Classroom Reflections:** Instructors self-assess teaching practices guided by feedback from the PDU unit.

Summative Evaluation

Summative evaluation comprises:

- **Instructor Surveys:** Teachers complete forms assessing strengths, weaknesses, opportunities, and threats (SWOT analysis). The administration also uses SurveyMonkey to distribute questionnaires aligned with these assessments.
- **Appraisal Meetings:** Teachers reflect on their previous year of teaching and share their plan for the current academic year.
- **Student Surveys:** Students fill out questionnaires evaluating the program and instructors, accessible online.
- **End-of-Year Meetings:** Administrators, coordinators, and instructors convene to review the entire academic year comprehensively.

Staff Directory and Contact Details

The updated organization chart can be reached via the link below:

<https://aybu.edu.tr/yabancidiller/tr/sayfa/2505>

Level Coordinators

Should be consulted when there is a problem/situation

- about the curriculum
- related to the syllabi
- related to the content of exams
- about the need for extra materials and activities
- about the classroom environment (e.g. how to motivate students)

Secretaries

should be consulted when there is a problem/situation

- for annual leave
- for official correspondence

- for stationery
- for sick reports

Testing Unit

should be consulted when there is a problem/situation related to quizzes, final exams and AGE

Professional Development Unit

should be consulted when there is a problem/situation related to teacher development issues

| | POSITION | ROOM NUMBER |
|--------------------------------------|--|--------------------|
| DR. DARIA ŞEN | Director of School of Foreign Languages | CZ13 |
| DİLEK KILIÇ | Assistant Director (Preparatory School) | CZ11 |
| ABDULKADİR GÜLLÜ | Assistant Director (Departmental Language Courses, DTET) | CZ12 |
| GÜLLÜ ERGÜL | School Secretary | C110 |
| FATİH EFE | Office – Student Affairs | C104 |
| MERT EMİR YILMAZ /BİLAL ÜNSAL | Secretarial Administrative Office – Student Affairs | C111 |
| KÜBRA KESKİN | IT Technician | C216 |
| BEKİR KABLAN | Movable Registration – Control Officers | C123 |

| | | |
|---|--|---|
| NURGÜL ŞENGÜL / İPEK ÖZDEMİR ÖNCÜL / BURAK İŞLER | Financial Affairs Officer | C118 |
| SASC | Social Activities and Student Clubs | Esenboğa Campus |
| STUDENT AFFAIRS | | Etlik Milli İrade Campus – A Block Ground/1st Floor |

RESOURCES/FACILITIES

Learning and Teaching Center (LTC)

Purpose of LTC

The Learning and Teaching Center (LTC) aims to enhance students' academic proficiency in reading, writing, listening, and speaking, enabling them to achieve a high level of English proficiency. Additionally, LTC fosters effective study habits and cultivates independent learning skills. It empowers students to strengthen their language capabilities and enhance personal skills and abilities autonomously.

Independent Learning Program (ILP)

The Independent Learning Center (ILC), situated on the 5th floor of Block A at AYBU Etlik Milli İrade Campus, is part of the Learning and Teaching Centre. It promotes independent learning where students take charge of their own improvement outside the classroom, particularly in enhancing their English language skills. The ILC offers access to various resources:

- **In-house Materials:** Worksheets, guidebooks, and pamphlets.
- **Library Resources:** Includes course books, practice materials, dictionaries, audio resources, and stage books available for borrowing, supporting grammar, vocabulary, reading, speaking, and listening skills.

Moreover, the ILC hosts weekly learning and practice activities such as debates, film discussions, presentations, talks, and workshops. Monthly schedules for these activities are posted on the center's door and social media platforms.

It is mandatory for our instructors to inform their students, as well as any other interested individuals, about the services and opportunities offered at the ILC. They are encouraged to motivate students to utilize these resources effectively.

Learning Advisory Program (LAP)

The Learning Advisory Program (LAP) offers personalized learning support through individual or group sessions. It is designed as a learning community at Ankara Yıldırım Beyazıt University (AYBU) to foster lifelong language learner autonomy among students. LAP empowers students to take ownership of their learning journey, providing tailored assistance and encouragement. The program aims to cultivate students' ability to independently manage their learning within a supportive and collaborative environment.

LAP Services at AYBU

LAP Clubs

LAP Clubs address learners' needs inside and outside the classroom while fostering a global perspective through advising. They provide a structured social setting where students collaborate, reflect, discuss global issues, and improve their speaking skills. B-level and above students attend two sessions per week. By the end of the program, participants enhance their speaking in a reflective environment, use advisory tools to reflect on their learning, develop awareness of the UN Sustainable Development Goals (SDGs), and create a captioned photo to share their perspective in a public exhibition.

Peer Advisor Education

LAP Peer Advisors (PAs) are trained students who assist peers with school and study-related matters. PAs are particularly beneficial for students hesitant to approach teachers or advisors for language learning advice. They share their experiences in overcoming language learning challenges at AYBU.

(O)LAP

Learning Advisors conduct one-on-one sessions focused on reflective dialogue to help students become independent learners. They discuss learning needs and experiences, aiming to improve learning strategies. Please note, advisors do not tutor in language skills, check homework, or provide feedback on essays. Sessions can be conducted online or face-to-face based on preference.

PA-Led Workshops

PA-Led Workshops are extracurricular sessions held before or after class hours, led by peer advisors. They guide students in becoming independent learners by creating personalized learning paths, organizing study resources, managing time, setting goals, and enhancing motivation and self-confidence.

Advisor Education Program for Instructors

This program equips instructors with the knowledge and skills needed to guide students effectively as learning advisors. It focuses on developing advising strategies, fostering learner autonomy, supporting diverse learning needs, and strengthening the advisor–advisee relationship to enhance student success.

UNDERGRADUATE & ASSOCIATE’S DEGREE PROGRAMS

Courses Offered and Course Descriptions

Common Academic English Courses offered to all faculties

ENG 101/103: This course is a mandatory course offered in the fall term for freshman students who have successfully passed the Assessment in General English (AGE) test administered by the School of Foreign Languages. Students achieving a score of 89.5 are exempt from both ENG 101/103 and ENG 102/104, while those scoring 79.5 are exempt from ENG 101/103.

ENG 102/104: This course is a mandatory course offered in the spring term for freshman students. Students who achieve a score of 89.5 are exempt from both ENG 101/103 and ENG 102/104.

ING 101/102/103/104: These courses are mandatory for freshman students in departments where the medium of instruction is not English. The courses and are designed to impart essential English skills necessary for academic environments.

Elective Courses offered to all faculties

RALL 101/102: This course introduces the principles and practices of advising in language learning. It explores how advisors can support learner autonomy, help students set and achieve personal goals, and develop effective learning strategies. Through interactive tasks and case studies, participants gain practical skills to foster reflection, motivation, and self-directed learning in diverse language learning contexts.

RUS 101/102/201/202/301/302: This sequence of courses takes students from beginner to intermediate proficiency in Russian. Starting with the Cyrillic alphabet and basic communication, students progressively develop listening, speaking, reading, and writing skills. By the end, they can engage in everyday and cultural conversations, understand authentic texts, and produce coherent written and oral work with growing accuracy and fluency.

ALM 101/102/201/202/301/302: This sequence takes students from beginner to intermediate proficiency in German. Starting with the basics of pronunciation, grammar, and everyday communication, students build skills in listening, speaking, reading, and writing. By the end, they can engage in conversations on familiar topics, understand authentic texts, and produce coherent written and oral work with increasing accuracy and fluency.

CHIN 101/102/201/202/301/302: This sequence takes students from beginner to intermediate proficiency in Chinese. Beginning with Pinyin, tones, and basic characters, students develop listening, speaking, reading, and writing skills for everyday communication. By the end, they can hold simple conversations, understand short authentic texts, and produce coherent written and oral work with growing accuracy and fluency.

Academic Calendar

Refer to the Ankara Yıldırım Beyazıt University website: <https://aybu.edu.tr/oidb/tr/sayfa/4661/>

Attendance and Make-up/Re-Sit Exams

Students are required to attend classes and exams regularly. The minimum required attendance is 80% per semester. Students who do not meet this requirement are ineligible to take final and re-sit exams. Consequently, they must repeat the course, regardless of their performance during the term.

In cases where students miss the midterm exam due to illness, they may request a make-up exam by submitting an approved sick report accepted by their faculties.

For students who miss, fail, or wish to retake the final exam, they must apply to their departments to schedule a re-sit exam.

TEACHER RELATED ISSUES

Student Attendance

Main Instructors are required to:

- Inform students about the permissible number of absences on the first day of each period (students must attend 80% of total hours and may miss 20%),
- Monitor and record student attendance for each hour, either at the beginning or end of each session,
- Enter attendance records into the Proliz system,
- Notify the Secretariat and submit attendance records on specified dates and times,
- Adjust attendance records for students participating in school-representative sports and cultural activities upon receiving notification from the SFL Secretary towards the end of each period,
- Inform relevant units/authorities about students who exceed the absenteeism limit and thus forfeit their right to take the midterm examination,
- Contact School of Foreign Languages officials in case of calculation errors, discrepancies, or issues related to records of sports and cultural activities,
- Address other issues by contacting respective level coordinators or assistant directors.

Record Keeping

Each period, instructors are responsible for entering the following records into the Proliz system:

- Student absenteeism records,
- Grades for student portfolio tasks,
- Results of quizzes and final exams,

- Grades for online homework assignments.

Instructors meticulously track student portfolio assignments by maintaining a portfolio evaluation sheet in their classes. This includes recording students' names and the grades they receive for both the first and final drafts of selected assignments.

Additionally, instructors must enter records of final exam and quiz results into Google Drive sheets provided by the Testing Unit. Final exam results are recorded once, while quiz results are recorded three times each period.

Absence from Work

a. **Emergency, Illness, or Death Reporting:**

- Immediate reporting to the assistant director for emergencies, illness, or death.
- For other instances requiring a sick report, also report to the assistant director, ensuring a copy of the sick report is sent to the university administration on the same day.
- Upon returning to work, submit the original sick report to the secretary, complete necessary documents, and submit them to the secretary.

b. **Absence Without Accepted Excuse:**

- If an instructor is absent from the university for 10 days without an accepted excuse and fails to inform the administration, they are considered resigned.

Meetings

Instructors are informed about meetings via email by their respective level coordinators. Level coordinators hold regular meetings, while the assistant director convenes meetings as needed.

Instructors are expected to attend these meetings punctually and without excuse. If unable to attend due to unforeseen circumstances, instructors must inform their coordinators in advance. Coordinators will then make necessary arrangements.

Instructors who are unable to attend meetings are responsible for acquiring and implementing the decisions made during these meetings.

Timetables

1. Instructional Hours Requirement:
 - Faculty and instructors must provide a minimum of 12 hours of instruction per week.
 - Institute directors and the director of the School of Foreign Languages are not obligated to teach.
 - Assistant directors of institutes and the School of Foreign Languages must provide a minimum of 4 hours of instruction per week.
2. Course Scheduling:
 - At the beginning of each new period, course schedules are determined by the administration.
 - Instructors receive a soft copy of their schedules.
 - Each instructor is required to submit two signed hard copies of their schedule to the Secretariat designated by the School of Foreign Languages.
3. Schedule Adherence:
 - Instructors must strictly adhere to their assigned schedules.
 - No changes to the schedules are permitted without prior permission from the administration.

Dress Code

While there is no explicit dress code enforced by the institution, instructors are expected to dress in a manner that is appropriate and professional.

Work hours

Instructors are expected to:

- Be present at school during the hours identified in their weekly schedules provided by the administration.
- Be present during their designated office hours.
- Attend school at specified times as needed to fulfill duties imposed by the administration.

Exam Administration

Instructors are required to:

- Attend the pre-exam meeting following the exam notification to review examination tasks and apply general or specific exam rules.
- Prepare the exam room after receiving exam packs and materials, including checking the sound system and arranging seating.
- Conduct identity checks for students during exam invigilation. Students without proper identification or not listed on the exam roster must be escorted to the Secretariat by standby instructors stationed in the corridors.
- Monitor students attentively during exams to prevent potential cheating incidents. Any disruptions or problems that arise during the exam process must be documented on an incident report sheet.
- In case of an unforeseen emergency during the exam, inform the testing unit or standby instructors promptly.
- Return all exam materials and packs to the Testing Unit (TU) against signature after the exam concludes.

Conduct, Discipline and Grievances

Instructors are expected to:

- Act in accordance with the principles outlined in Acts no. 2547 and 657 while fulfilling their duties and responsibilities as determined by the School of Foreign Languages.
- Misconduct, its accurate descriptions, and penalties to be imposed are specified by YÖK (Higher Education Council).
- Instructors have the right to submit written complaints and objections to the authorities regarding any inconveniences or issues involving individuals or situations.

Internet Access and Breakdown Solutions

- Access to the Internet:
- Contact the IT Department (Bilgi İşlem Dairesi) of the school to access the school's Wi-Fi internet connection.
- Technical Breakdown: In case of a technical breakdown that can be fixed:
 - Fill out a form on the Breakdown Tracking System (Arıza Takip Sistemi) at <http://ats.ybu.edu.tr>.
 - The IT Department (Bilgi İşlem Dairesi) will address and resolve the issue.

Rapport

This policy defines the relationship of instructors with each other and with students. Instructors are expected to:

- Work with their colleagues and employees in a positive atmosphere and harmony.
- Set a good example for other instructors and students by acting ethically.
- Avoid degrading and humiliating their colleagues and students.
- Behave in accordance with the codes mentioned in the "Attitudes and Behaviors" section.
- Face necessary disciplinary measures if these expectations are not met.

Smoking

According to Law No. 4207 amending Law No. 5727 on the prevention and control of hazards of tobacco products, smoking of tobacco products is strictly prohibited in enclosed areas. Legal procedures under Law No. 5727 will be applied to individuals who fail to comply with these regulations.

Holidays

Staff Holidays and Official Holidays

University staff are not required to work on weekly holidays and national holidays. According to the Civil Servants Law (Article 99), government employees work 40 hours per week, with Saturday and Sunday designated as the weekend.

Official Holidays in Turkey: Official holidays, established by Act No. 2429 of March 19, 1981, amended to include May 1 and July 15, consist of national and religious holidays:

- January 1: New Year's Day
- April 23: National Sovereignty and Children's Day
- May 1: Labor and Solidarity Day
- May 19: Commemoration of Atatürk, Youth and Sports Day
- July 15: Day of Democracy and National Unity
- August 30: Victory Day
- October 29: Republic Day
- October 28: Half-day holiday in the afternoon preceding Republic Day.

Leaves of University Personnel

Leaves According to the Civil Servants Law No. 657

A. Annual Leave: Every civil servant is entitled to annual leave. The duration of annual leave is:

- 20 days for civil servants with one to ten years of service.
- 30 days for civil servants with more than ten years of service.

B. Excused Absence: Excused absence includes various types of leave:

- Maternity Leave: Female civil servants are granted 16 weeks of paid maternity leave, with 8 weeks before and 8 weeks after childbirth. In case of multiple births, an additional 2 weeks are added to the prenatal leave.
- Paternity Leave: Male civil servants receive 10 days of leave when their spouse gives birth.
- Marriage and Bereavement Leave: Civil servants receive 7 days of leave for their own marriage or the marriage of their child, and upon the death of their mother, father, spouse, child, brother, or sister.
- Other Excused Absences: With supervisor approval, civil servants may take 10 days of leave for personal reasons.

Breastfeeding Leave: Female civil servants are entitled to breastfeeding leave, allowing them 3 hours per day for the first six months and 1.5 hours per day for the second six months after maternity leave.

C. Sickness and Carers' Leave: Civil servants may take extended leave due to illness or to care for a family member:

- Up to 18 months for medical treatment of diseases like cancer, tuberculosis, and mental disorders.
- Up to 12 months for other serious illnesses.
- Leave is also granted for recovery from accidents, assaults during duty, or occupational diseases, according to regulations set by the State Personnel Department.

D. Unpaid Leave: Civil servants may request unpaid leave:

- Up to 18 months, with health council documentation required after the leave.
- Up to 24 months for maternity leave, extendable to the husband upon request.
- Military service is considered as leave, with duty position preserved.

Code of Conduct in the Workplace/Ethics

Public officials are required to adhere to the ethical behavioral principles outlined in the 'Regulation on the Principles of Ethical Behavior of Public Officials and Application Procedures,' which came into effect as published in the Official Gazette dated 04/13/2005 and numbered 25785. These principles are

integral to the regulatory provisions governing the recruitment of public officials, fostering social consciousness in the execution of duties, and promoting the application of ethical behavior within the organizational culture.

Attitude and Behavior

Instructors are mandated to treat students, as well as other academic and administrative personnel within the institution, in accordance with Laws No. 2547 and No. 657. They must foster collaboration, demonstrate love, respect, and solidarity, while refraining from behaviors that infringe upon the rights of others and do not align with ethical business conduct. This includes upholding the principles of state benefits and team spirit.

Feedback

A) Feedback Given by Instructors

Instructors provide two types of feedback in this section. Firstly, they offer written and oral feedback on student portfolios and projects, as outlined by the School of Foreign Languages. Secondly, instructors provide feedback to the administration on school-related issues.

B) Feedback Given to Instructors by Students

Students provide feedback through instructor evaluation forms available online. These evaluations cover various aspects of their main or partner instructors.

C) Feedback Given to Instructors by Administration

This type of feedback includes written or oral communication from the administration to instructors regarding appointments, permissions, payment requests, and disciplinary matters, adhering to Laws No. 2547 and 657.

Classroom Management

Guidelines for Classroom Management:

- Ensure all rules regarding classroom and school order are clearly explained to students during the first week of the academic year.
- Contact the administration to address disciplinary issues with students who do not adhere to classroom rules outlined during the orientation program.

Professional Conduct Expectations:

- Conduct block lessons only after informing the administration.
- Start and end lessons punctually as scheduled.
- Ensure timely and complete communication of announcements related to students.
- Maintain confidentiality of administrative information within instructor circles.
- Supervise student use of mobile devices strictly for educational purposes only.
- Refrain from making public criticisms about school policies or exams on social media.
- Adhere to scheduled exam result announcements set by testing offices or coordinators.

Computer Grading System (Automation) and Online System (Appendix)

- Accessing the Automation System (Proliz): Instructors are required to grade students using the automation system, accessible at <https://obs.aybu.edu.tr/>.
- Entering Student Grades: After each academic period, instructors must log in to the system using their provided "login name" and "password" from the administrative personnel. Upon logging in, navigate to "Preparatory Affairs" and select "Preparatory Class Grading" to input each student's score out of 100 (Refer to Preparatory Class Evaluation Criteria below).
- Saving and Publishing Grades: After entering all student scores, instructors should proceed to click on "Save," "Announce," and "Finalize" buttons to publish the student grades. Grades should be entered out of 100 points.

Preparatory Class Evaluation Criteria

| All Levels | |
|---------------------------|------|
| Final Exam | 55% |
| Quizzes | 24% |
| Student Performance Grade | 21% |
| Portfolio 15% | |
| Online Homework 6% | |
| Total | 100% |

- Grading Online Homework: Instructors at the School of Foreign Languages are required to grade students' online homework, which constitutes 8% of their period scores. Students access their online homework using individual passwords and must complete assignments before the instructor-assigned deadline. At the end of each period, instructors determine students' online homework scores based on the Score Table provided by a DTET Unit member.
- Correcting Grades in the Academic Information System: If instructors encounter any issues with grades entered into the academic information system after the finalization process, they should promptly contact the Secretariat of the School of Foreign Languages. Instructors must ensure timely correction of any necessary information once granted access to the system.

Basic Duties and Responsibilities

1. Be accountable to related administrative units.
2. Value teamwork and collaborate effectively with other team members.
3. Have comprehensive knowledge of the Common European Framework of Reference (CEFR).
4. Teach the English language to students.
5. Act as supportive guides to students in their English learning journey.
6. Motivate students, foster a love for English, and create a conducive and relaxed learning atmosphere.
7. Build relationships with students based on mutual respect and trust.
8. Encourage active student participation in Independent Learning Center (ILC) and English for Academic Purposes (LAP) activities.
9. Possess expertise in teaching materials (including software) and guide students on their usage.
10. Enable students to maintain portfolios to record their learning process, providing regular feedback.
11. Inform students about the importance of learning English for both academic and professional life.
12. Understand and teach the structural and functional differences between Turkish and English.
13. Integrate classroom practices that promote student autonomy.
14. Communicate the goals and aims of the preparatory program and curriculum at the beginning of each academic year, emphasizing the importance of "learning to learn."

Other Duties and Responsibilities:

1. Implement the curriculum and syllabus effectively and systematically.
2. Prepare thoroughly for classes regularly.
3. Maintain punctuality and manage time effectively during lessons.
4. Participate in projects assigned by the administration.
5. Supervise examinations conducted by the School of Foreign Languages.
6. Complete additional tasks, such as curriculum development, within designated timelines.
7. Attend general or group meetings regularly.
8. Assess and grade students' written and oral exams.
9. Monitor students' educational progress, take necessary notes, and prepare materials as needed.

10. Report instances of cheating and plagiarism during exams.
11. Inform level coordinators about the pacing of the curriculum during meetings.
12. Monitor student absenteeism and record it in the Proliz system.
13. Propose or develop workshops, materials, and software for classroom and ILC use.
14. Upload grades to the Proliz system and maintain records in Google Drive Sheets provided by the university.
15. Regularly monitor and report on students who are frequently absent to the Secretariat.
16. Fulfill additional teaching hours as required by Turkish lecturers according to relevant regulations.

Resignation

Law number 657 states under the Article 20 "Resignation" that "government officers may resign from their duties in accordance with the rights assigned in the law" and the Article 94 that "... officers might request withdrawal from their duties by applying with a written form to the department they are working at".

In accordance with this law, university personnel may resign, but the actual end of the working period may vary depending on the time of work and the evaluation by the presidency of the university.

Poor Performance

In cases of poor performance, Ankara Yıldırım Beyazıt University School of Foreign Languages adopts a proactive approach to address concerns and ensure quality teaching and learning experiences. Two scenarios for poor performance are identified:

A. Student Complaints

- When a significant number of students lodge complaints against a teacher, interviews will be conducted with both the students and the teacher to understand the underlying issues. The goal is to identify specific concerns and develop a plan of action with measurable goals within a specified timeframe. This process aims to address student dissatisfaction and improve the teaching environment.

B. Issues with Time Management

- If a teacher's management of teaching hours, feedback provision, or procedural responsibilities adversely affects student learning or disrupts the duties of other teachers, the School of Foreign Languages (SFL) Director will intervene. The objective is to resolve issues promptly and effectively, ensuring that teaching obligations are fulfilled in a manner conducive to student success and institutional objectives.

These measures are implemented to uphold teaching standards, foster a supportive learning environment, and address any challenges that may arise to maintain educational excellence.

Induction

All new instructors at Ankara Yıldırım Beyazıt University (AYBU) undergo a comprehensive orientation program designed to integrate them into the AYBU community. The induction program is structured to be conducted over 2.5 full days or 5 half days, consisting of four main components:

1. **Introduction:**
 - This component includes a series of sessions aimed at familiarizing new teachers with the overall school environment and facilitating their adjustment to AYBU.
2. **People:**
 - New teachers are introduced to key personnel across AYBU, providing insights into their roles and responsibilities. These sessions also familiarize new teachers with the student body and the diverse level profiles within the school.
3. **Units:**
 - Sessions focus on the functions of various units within AYBU. Special attention is given to the Testing Unit, where new teachers learn about examination formats and procedures essential for administering exams effectively.
4. **Systems:**
 - These sessions outline the administrative procedures and protocols that new teachers need to follow for non-teaching duties, ensuring they understand and comply with institutional guidelines.

The induction program aims to equip new instructors with the knowledge and resources necessary for a successful start at AYBU, fostering a supportive environment conducive to professional growth and effective teaching.

STUDENT RELATED ISSUES

Code of Student Conduct

Expected Student Behavior

1. **Respectful Behavior:** All students must respect the classroom environment and demonstrate tolerance towards different opinions.
2. **Avoiding Distractions:** Students should refrain from distractions such as using mobile phones, eating and drinking without permission, and engaging in irrelevant conversations. They are encouraged to mentally prepare for learning and manage emotional reactions and boredom effectively.
3. **Caring Environment:** Students are expected to contribute to a caring environment by considering how their behavior may impact others. They should be willing to assist peers when needed.
4. **Preparedness:** Students must stay informed about the course requirements and instructor expectations. They should attend class prepared with all necessary materials.
5. **Punctuality:** Regular and punctual attendance is mandatory for all students.
6. **Effective Communication:** Students should communicate openly and respectfully with their instructors, expressing concerns or complaints in a constructive manner.
7. **Academic Integrity:** Students must uphold honesty and fairness in all academic activities, including preparation, conduct, and submission of work. They should avoid any actions that could unfairly disadvantage another student academically.

Expected Student Behavior in Exam Conditions

1. **Exam Environment:** Instructors do not provide explanations about exam content during the exam period. The doors of exam rooms remain open during exams, except for the listening part.
2. **Instructor Authority:** Instructors have the authority to verify students' identities, reassign seats as necessary, and issue instructions regarding exam rules during the exam.
3. **Disciplinary Procedures:** Instructors may initiate disciplinary procedures against any student who behaves disobediently during an exam.
4. **Cheating Policy:** Cheating in any form is strictly prohibited and will result in immediate consequences. If a student is caught cheating or attempting to cheat during an exam, the instructor will confiscate their exam paper and require the student to leave the exam room promptly. Further disciplinary action will follow.
5. **Definition of Cheating:** Cheating includes (but is not limited to):
 - Communicating with other students during the exam.
 - Attempting to view or copying from another student's exam paper.
 - Referring to unauthorized written materials.
 - Using or looking at a mobile phone, including for time-checking purposes.
 - Sharing or requesting materials from other students, such as pencils or erasers.

Acts Prohibited

Students are expected to uphold the highest standards of conduct and academic honesty throughout their education at the Prep School. The following acts are strictly prohibited:

1. **Cheating:** Intentionally using or attempting to use unauthorized materials or information in any academic exercise.
2. **Fabrication:** Intentional and unauthorized falsification or invention of any information in an academic exercise.
3. **Facilitating Academic Dishonesty:** Intentionally helping or attempting to help another student to violate any provision of this conduct.
4. **Plagiarism:** The adaptation or reproduction of ideas, words, or statements of another person without proper acknowledgment.
5. **Class Disruption:** Causing disturbance purposefully and persisting despite warnings.
6. **Bribery:** Attempting to give bribes for academic advantage or other personal benefits.
7. **Disrespectful Behavior**
8. **Providing False Information to the Prep School**
9. **Theft and Robbery**
10. **Destruction of Prep School Property**
11. **Physical or Verbal Assault**
12. **Gambling within the Premises of the Prep School**
13. **Smoking inside Institutional Buildings and in Non-Smoking Areas on Campus**
14. **Possession or Use of Dangerous Items:** Such as firearms, paintball guns, fireworks, and explosives.
15. **Appearing Drunk or Under the Influence of Drugs or Alcohol at School**
16. **Use of Another Student's ID Card**
17. **Attempting to Restrict the Freedom of Learning and/or Teaching**
18. **Violating the Peace and Order of the Prep School**
19. **Participating in and/or Encouraging Actions Such as Boycotts, Occupations, and Ideological Actions**

Sanctions

If a student is found in violation of the Code of Student Conduct and/or any university policy, one or more of the following sanctions may be applied, in accordance with Regulations enacted under the Council of Turkish Higher Education Act No. 2547 Article 54:

1. **Warning:** Students receive a written warning regarding their behavior and are required to be more mindful of their conduct and attitudes.
2. **Reprimand:** Students are formally notified in writing that their behavior has been deemed offensive and in violation of school policies.
3. **Suspension for a Period Between One Week and One Month:** The student is suspended from the Prep School for a specified period, during which they cannot avail themselves of their rights as a student.
4. **Suspension for One or Two Semesters:** The student is suspended from the Prep School for either one or two semesters. During this period, they are unable to access the services and facilities provided by the Prep School.
5. **Expulsion from Higher Education Institutions:** The student receives written notification of permanent expulsion from all Turkish higher education institutions.

Disciplinary Procedures

The following explanations regarding the Code of Student Conduct are based on the Higher Education

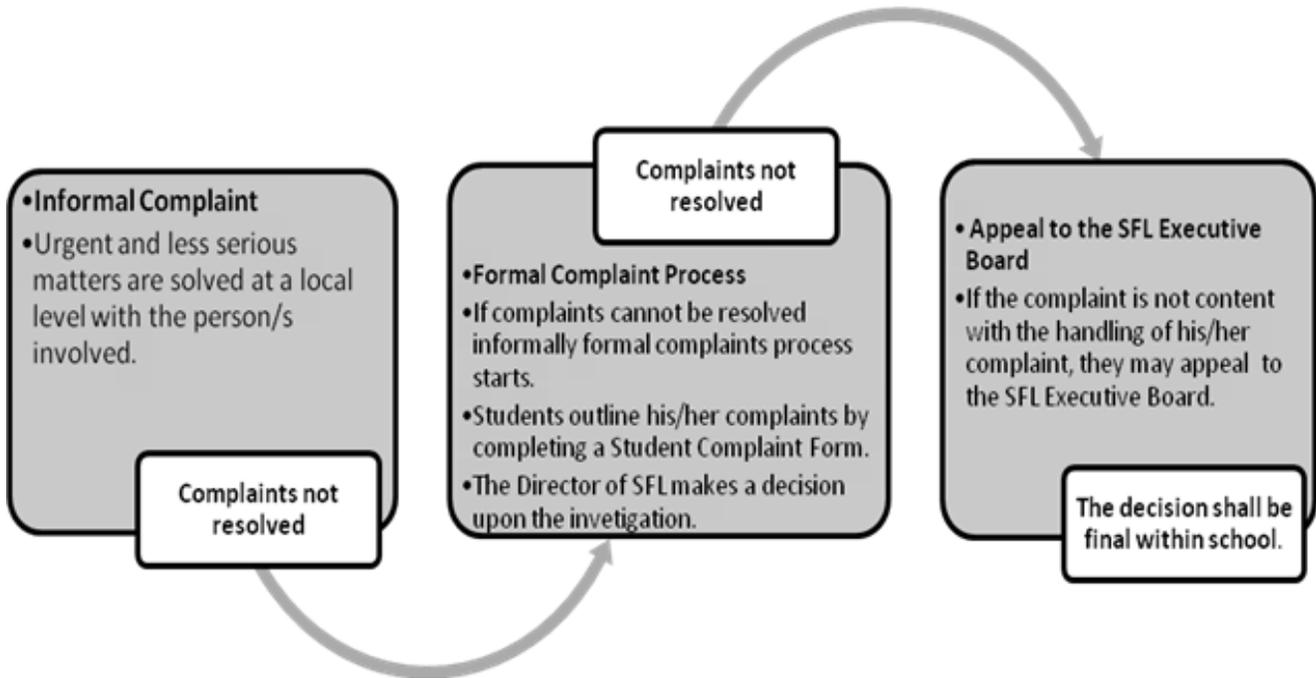
Act No. 2547 Article 54. Instructors are expected to familiarize themselves with the following provisions:

1. **Behavior Incompatible with Higher Education Standards:** Students whose behavior, whether on campus or elsewhere, is deemed incompatible with the character and dignity of higher education students, including actions that restrict the freedom of learning and teaching, violate institutional peace and order, participate in boycotts, occupations, or other disruptive actions, or engage in disrespectful or ideological behaviors, may face penalties. These penalties may include warnings, reprimands, suspensions ranging from one week to one month, suspension for one or two semesters, or expulsion from higher education institutions, even if such conduct involves other offenses.
2. **Authority for Disciplinary Actions:** The Faculty Dean, Graduate School or School of Higher Education Director is authorized to investigate disciplinary violations by students within their respective institutions or off-campus settings. They have the discretion to impose appropriate sanctions or refer cases to a disciplinary committee.
3. **Commencement and Duration of Disciplinary Investigations:** Disciplinary investigations commence promptly upon knowledge of an incident and must conclude within fifteen days at most.
4. **Right to Defense:** Students under investigation have the right to present their defense orally or in writing. Failure to do so within the allocated period is deemed a waiver of this right.
5. **Notification and Appeal:** Students receive written notification of disciplinary actions. They have the right to appeal the decision to the University Administrative Board within 15 days for reconsideration, particularly in cases of expulsion from a higher education institution. Penalties are recorded in the student's official records.
6. **Public Notification:** In cases where deemed necessary, notifications to students regarding disciplinary procedures may be made via public notice within their higher education institution.
7. **Consequences of Expulsion:** Students expelled from a higher education institution for disciplinary reasons are reported to all higher education institutions, the Council of Higher Education, security authorities, and relevant draft offices. They are ineligible for admission to any higher education institution thereafter.

For more details on disciplinary procedures for students, please click on the link below:

[Higher Education Law \(mevzuat.gov.tr\)](http://mevzuat.gov.tr)

Complaints Policy & Procedure



Confidentiality: All discussions and documents related to a complaint and its resolution will be treated with strict confidentiality. Any breach of confidentiality by any party will be treated as a disciplinary matter and handled accordingly.

EMERGENCY PLAN

Purpose: The emergency plan aims to guide staff and students in effectively responding to emergencies on campus.

Types of Emergencies:

1. **Serious Injury or Accident:** Immediate response to incidents like traffic accidents involving students or staff.
2. **General Health Issues:** Addressing situations such as flu epidemics or widespread health concerns.
3. **Property Damage:** Dealing with significant damage to school property, such as fires.
4. **Severe Weather:** Preparation and response to weather emergencies like flooding.

Contact Details:

- **School Staff:** Immediate point of contact within the university for coordinating responses.
- **Governor:** Administrative contact for higher-level decision-making during emergencies.
- **Parents:** Communication with parents for student welfare updates.
- **Emergency Services:** Contact with local emergency services (e.g., fire department, medical services).
- **Local Authorities:** Coordination with local government agencies for additional support.
- **Local Radio Stations:** Communication channel for broadcasting emergency announcements and updates.

Earthquake Response:*Before:*

- Secure shelves and heavy items to prevent them from falling.
- Bolt top-heavy furniture to walls or floor.
- Store breakables on lower shelves.

During:

- Stay indoors until the shaking stops.
- Move away from windows and potential falling objects.
- Take cover under sturdy furniture or in a doorway.

After:

- Evacuate cautiously after shaking stops, taking emergency supplies.
- Check for injuries and structural damage.
- Avoid using phones unless for emergencies due to potential network overload.

Fire Response:*Before:*

- Participate in fire drills regularly.
- Receive training on fire extinguisher use.
- Maintain clear exit pathways and avoid storing combustibles near heat sources.

During:

- Alert emergency services and staff.
- Use fire extinguishers if trained and safe to do so.
- Evacuate calmly and quickly using stairs, not elevators.
- Close doors to slow fire spread if time permits.

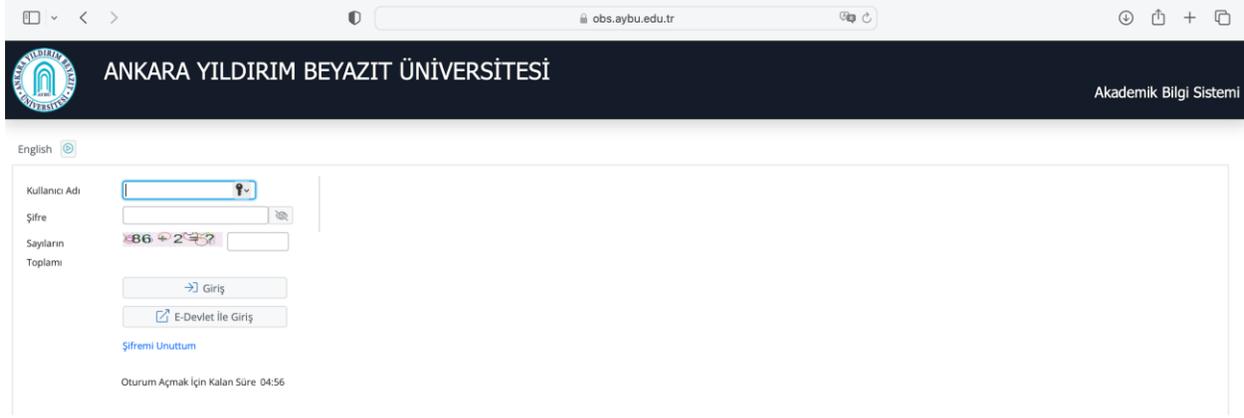
Injury/Illness:

- Remain calm and assess safety.
- Provide basic support until designated emergency personnel arrive.
- Do not administer medications without prior approval.
- Call Emergency Medical Services (EMS) if needed for transportation.

APPENDICES

Appendix A: Grading System

- Academic information system link: <https://obs.aybu.edu.tr/>



The screenshot shows the login page of the Ankara Yıldırım Beyazıt University Academic Information System. The page is in English. The header includes the university logo and name, and the text "Akademik Bilgi Sistemi". The login form contains the following fields and buttons:

- Kullanıcı Adı (Username): A text input field with a user icon.
- Şifre (Password): A text input field with a password icon.
- Sayıların Toplamı (Sum of Numbers): A text input field with a calculator icon.
- Giriş (Login): A button with a right arrow.
- E-Devlet ile Giriş (Login with E-Devlet): A button with a document icon.
- Şifremi Unuttum (Forgot my password): A link.
- Oturum Açmak İçin Kalan Süre: 04:56 (Session time remaining).

Logging In:

- Use your institutional registry number as your username.
- Enter your password (şifre) and the sum of the numbers (sayıların toplamı) to access the system.
- Fill in compulsory fields on the first login page and change your password using the password change section if required.

Entering Grades:

- Navigate to "Exam Transactions" (Sınav İşlemleri) and then "Prep School Grading" (Hazırlık Sınıfı Not Girişi).

Selecting the Course:

- Click on the pencil icon next to the first lesson where you need to enter grades. This will display the list of students registered for that course.
- Check each student's exam attendance status (Sınav Girme Durumları) and enter their grades (Öğrenci Notu).

Saving Grades:

- After entering grades for all students, click the "Save" (Kaydet) button to save your entries.

Announcing Grades:

- Once you are sure of the grades and ready to finalize, click on the "Announce" (İlan Et) button.
- Note: Once grades are announced, they cannot be changed. Any changes needed must be coordinated with the student affairs office.