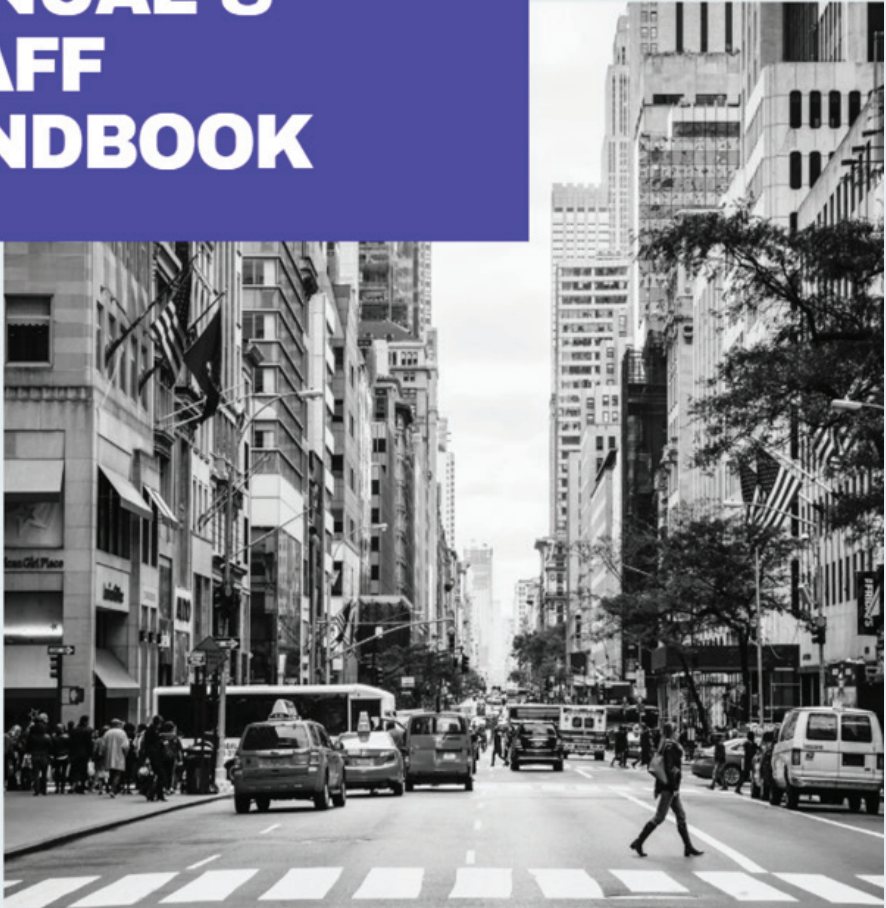




QUALITY MANUAL & STAFF HANDBOOK



TOROS UNIVERSITY
DEPARTMENT OF FOREIGN
LANGUAGES



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“This booklet has been prepared by Toros University
Corporate Communication and Promotion Department.”

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FOREWORD

The Toros University Department of Foreign Languages Quality Manual and Staff Handbook serves as a comprehensive guide outlining our institutional structure, quality assurance standards, academic frameworks, and daily administrative operations. Designed for both academic staff and stakeholders, this handbook establishes the operational principles and pedagogical standards that govern our language education system.

SECTION 1: ABOUT TOROS UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES

1.1 Mission

Toros University is dedicated to being a leader in higher education, maintaining high standards across all scientific disciplines, driving innovation in education, and advancing impactful research. Guided by our motto, “Beyond Education, Into Life,” the mission of the Department of Foreign Languages is to provide high-quality English language instruction that equips students with proficiency across all four language skills (reading, writing, listening, and speaking).

Through our semester-based, student-centered curriculum and continuous formative assessment model, we aim to build solid language foundations, foster learner autonomy, and enable students to pursue their academic studies and future professional careers with confidence.

1.2 Vision

As global communication expands, the demand for proficiency in international languages continues to grow. Grounded in this reality, English serves as the primary medium of instruction at Toros University.

The vision of our department is to deliver an exceptional language learning experience by leveraging modern educational technology, adopting contemporary pedagogical approaches and nurturing

dynamic learning environments. We aim to empower students not only to master English for academic excellence but also to develop critical thinking, intercultural competence, and the lifelong learning skills necessary to thrive in an interconnected global society.

1.3 Goals

- To fulfil our mission and realize our vision, the Department of Foreign Languages sets the following strategic goals:
- Academic & Language Competence: To elevate students' English proficiency to an academic standard that enables them to pursue their faculty studies seamlessly. This is achieved through a structured semester-based curriculum, interactive coursework, targeted academic skills development, and self-access facilities including the Learning Center, Writing Center, and extracurricular language clubs (e.g., Speaking Club, Movie Club).
- Autonomous & Lifelong Learning: To foster learner autonomy and self-directed study habits by shifting from high-stakes exam pressure toward continuous, process-oriented (formative) learning and constructive feedback mechanisms throughout each semester.
- Intercultural Awareness & Global Mindset: To cultivate global awareness and cultural sensitivity by integrating diverse international materials, topics, and communicative tasks into the curriculum, broadening students' horizons beyond language proficiency.
- Technological & Pedagogical Integration: To maintain a dynamic, tech-enhanced teaching and learning environment by leveraging modern educational platforms, digital tools, and contemporary instructional methods.
- Institutional Excellence & Quality Assurance: To enhance the prestige of Toros University at national and international levels by strictly adhering to international quality standards, engaging in continuous self-evaluation, and supporting ongoing professional development for academic staff.

1.4 Program Structure

Toros University places the utmost importance on English language proficiency, as the primary medium of instruction across most academic departments is English. Consequently, all newly admitted students registered via the Student Selection and Placement System (ÖSYM) must demonstrate adequate English language competency before commencing their undergraduate studies.

Students can fulfil this requirement by achieving a passing score on the Toros University English Proficiency Exam (TUPEX) or by presenting a valid score from an equivalent national or international English language exam recognized by ÖSYM and the Turkish Council of Higher Education (YÖK).

Students who do not satisfy the proficiency requirement are placed into appropriate language proficiency levels based on their performance in the English Placement Exam. Under the newly implemented Semester-Based Academic Model, students complete a structured, 14–16-week curriculum per semester designed to develop four-skills communicative competence, academic literacy, and autonomous learning.

Since the establishment of the Department of Foreign Languages in 2009, our educational programs have continuously evolved, integrating contemporary pedagogical approaches, process-oriented assessment methods, and modern educational technologies.

1.5 Course Learning Outcomes & Skill Objectives

By the end of the academic year, students participating in the semester-based English prep program are expected to achieve language competencies ranging from B2 (Upper-Intermediate) to C1 (Advanced) according to the Common European Framework of Reference for Languages (CEFR), depending on their entry level and track.

1. Reading

By the end of the academic year, students will be able to:

Read, analyse, and comprehend authentic, semi-authentic, and academic texts of varying genres and lengths using target reading strategies (e.g., skimming, scanning, inferring, and critical evaluation).

Synthesize information from multiple written sources to support academic arguments and independent research.

2. Writing

By the end of the academic year, students will be able to:

- produce well-structured, coherent academic essays (e.g., Cause-Effect, Advantages/Disadvantages, Compare-Contrast, and Argumentative essays) of approximately 300–400 words with appropriate accuracy, register, and cohesion.
- formulate clear thesis statements, develop supporting arguments, and apply proper academic writing techniques.
- conduct basic academic research and submit a formatted Research Paper by the end of the Spring semester (Advanced Track).

3. Listening & Speaking

By the end of the academic year, students will be able to:

- extract main ideas and specific details from extended spoken discourse, academic lectures, and authentic listening materials.
- master academic note-taking techniques, summarize spoken content, and transfer lecture information into structured visual formats (e.g., mind maps, outlines, charts).
- interact fluently and accurately in conversational and academic contexts using a broad range of vocabulary and functional language.
- design and deliver structured academic presentations utilizing appropriate visual aids, signposting language, and response strategies for Q&A sessions.

4. Use of English

Through the main course books and context-rich instructional materials, the Use of English course aims to build students' language

accuracy, structural competence, and communicative confidence by bridging classroom learning with real-world language applications. Target grammatical structures and vocabulary are presented within authentic and semi-authentic texts (reading and listening) adapted to the students' proficiency levels. The primary focus is placed on meaningful content and contextual usage before guiding students' attention to specific target grammar items and syntax.

By the end of the academic year, students will be able to:

- apply advanced grammatical structures and broad academic vocabulary accurately in both receptive (reading/listening) and productive (speaking/writing) contexts.
- demonstrate structural accuracy and language mechanics aligned with CEFR standards:
- standard Track Exit Level: B2 (Upper-Intermediate) level according to CEFR guidelines. Advanced Track Exit Level: C1 (Advanced) level according to CEFR guidelines.

1.6 Academic Structure & Semester System

The Department of Foreign Languages operates on a Semester-Based Academic System consisting of two main academic terms: the Fall Semester and the Spring Semester, each spanning 14 to 16 weeks of instructional time.

Under this system, student progress is monitored continuously through process-oriented (formative) assessments, midterm examinations, and end-of-semester final examinations, ensuring a comprehensive and sustained language development process without the high-stakes pressure of short-term modular exams.

Academic Progression & Levels

Fall Semester (14–16 Weeks): Focuses on building core language competencies, general English proficiency, and foundational academic skills across integrated coursework.

Spring Semester (14–16 Weeks): Focuses on advancing academic English literacy, critical thinking, higher-level skill integration, and consolidation appropriate to students' target CEFR proficiency levels.

Assessment & Advancement: Students are evaluated based on their overall semester performance. Academic standing is determined through a combination of continuous assessment (e.g., quizzes, portfolios, presentations, participation) and summative assessments (midterm and final exams). Students who successfully achieve the required semester passing grade (60 out of 100) advance sequentially through the program.

Summer School (Optional / Remedial)

The Summer Term is offered for students who require additional instruction or need to fulfil proficiency requirements at the end of the regular academic year. It provides an intensive review of the curriculum, helping students consolidate their language skills and prepare for the end-of-year English Proficiency Exam (TUPEX).

Summer School, as stated above, will be a catch-up program for the students who failed. It is also a consolidation program that lasts 7 weeks for these students. The students are expected to be at the CEFR B2 Level when completing the Department of Foreign Languages. Advanced level students are expected to reach the CEFR C1 Level at the end of the Summer School. Summer

School opens when there are sufficient registrations. If the Summer School does not open, Summer School TUPEX is not organized. Only the registered students can take the Summer School TUPEX. The unsuccessful students have the right to take the TUPEX exam held for the new academic year students. Summer School is not free, and it is not compulsory.

1.7 Academic Groups

In the Department of Foreign Languages, student groups are

determined based on the target CEFR exit levels required by their respective academic departments/faculties.

Under the semester-based system, instruction is structured into two main department-based academic tracks: Belfast (B2) and Cambridge (C1).

	BELFAST	CAMBRIDGE
FALL TERM	A1, A2	B1, B1+
SPRING TERM	B1, B2	B2, C1
SUMMER SCHOOL	B1, B2	B2, C1

1. Belfast Group (Target Level: B2 – Upper-Intermediate)

Target Audience: Students enrolled in undergraduate departments that require a B2 level of English proficiency upon completion of the preparatory program (e.g., Department of Psychology).

Academic Progression:

Fall Semester: Covers foundational language skills starting from A1 (Starter/Beginner) and progressing through A2 (Elementary).

Spring Semester: Advances skills through B1 (Intermediate) to reach the target B2 (Upper-Intermediate) exit level.

Summer School (Remedial): Offers intensive B1–B2 level instruction for eligible students to fulfill missing requirements or prepare for the end-of-year TUPEX exam.

2. Cambridge Group (Target Level: C1 – Advanced)

Target Audience: Students enrolled in undergraduate departments that require a high-level C1 command of academic English (e.g., Department of Translation and Interpreting)

Academic Progression:

Fall Semester: Begins at an intermediate baseline, covering B1 and B1+ academic language structures.

Spring Semester: Focuses on advanced language proficiency,

critical academic reading/writing, and research skills to reach B2 and the target C1 (Advanced) exit level.

Summer School (Remedial): Offers intensive B2–C1 instruction aimed at solidifying advanced academic competencies.

1.8 CEFR Proficiency Level Profiles

The language progression within the department's academic tracks aligns with the international standards defined by the Common European Framework of Reference for Languages (CEFR). The skill profiles for each level are detailed below:

1. A1 Level (Starter / Beginner)

The A1 level marks the initial stage of language acquisition in the Belfast track during the Fall semester. At this level, students develop foundational receptive and productive skills. They learn to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. They can introduce themselves and others, ask and answer personal questions (e.g., where they live, people they know, and things they have), and interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

2. A2 Level (Elementary)

The A2 level represents the elementary stage achieved towards the middle of the Fall semester in the Belfast Track. At this level, students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic personal and family information, shopping, local geography, employment). They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters and describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need.

3. B1 Level (Intermediate)

The B1 level serves as the bridge to independent language use, covered during the Spring semester for the Belfast Track and the Fall semester for the Cambridge Track. Students at this level can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure contexts. They can deal with most situations likely to arise while travelling in an area where the language is spoken. Furthermore, they can produce simple connected text on topics that are familiar or of personal interest and briefly give reasons and explanations for opinions, plans, and experiences.

4. B2 Level (Upper-Intermediate – Target Exit Level for Belfast Group)

The B2 level represents an independent level of language proficiency required for academic success in undergraduate programs such as Psychology. At this level, students can understand the main ideas of complex academic texts, follow lengthier lectures, and extract essential information from various authentic sources. They can interact with a high degree of fluency and spontaneity with native and non-native speakers without strain for either party. In terms of written communication, B2 learners produce clear, detailed essays (e.g., cause-effect, compare-contrast, argumentative) on a wide range of academic subjects, explaining a viewpoint on a topical issue while evaluating different options with appropriate structural and vocabulary control.

5. C1 Level (Advanced – Target Exit Level for Cambridge Group)

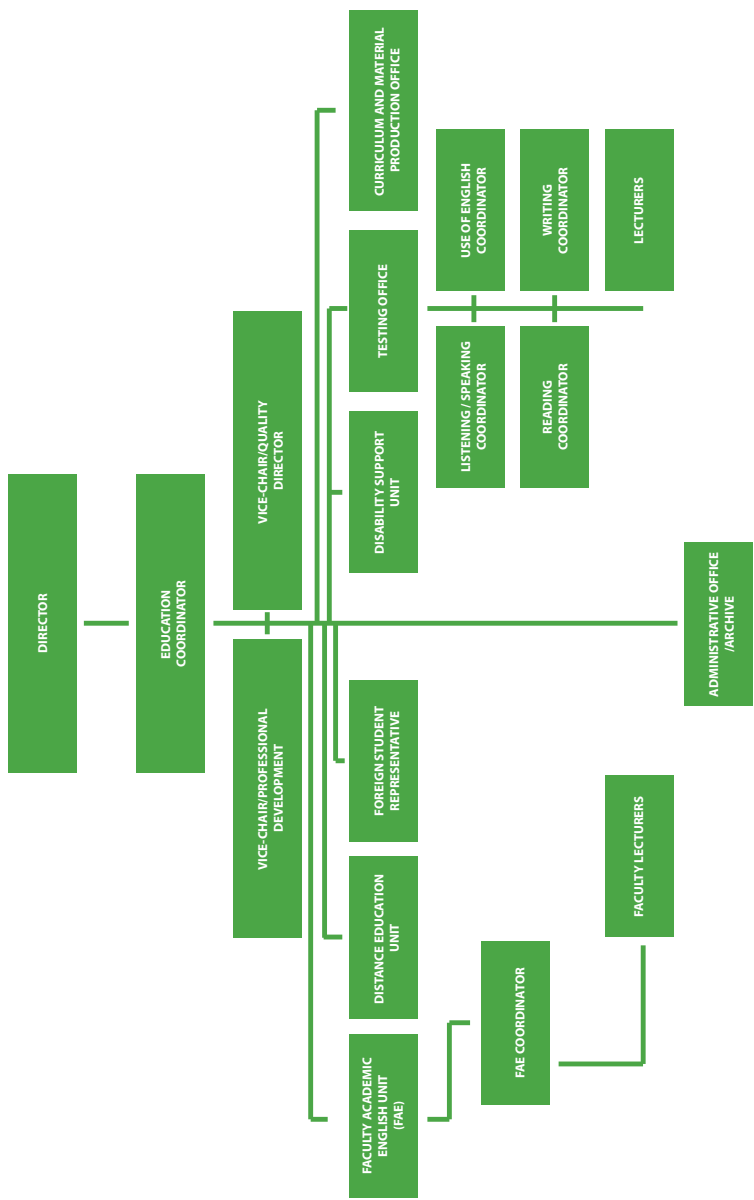
The C1 level represents an advanced level of operational language proficiency tailored specifically for specialized academic fields such as Translation and Interpreting. At this level, students can comprehend a wide range of demanding, longer academic texts and recognize implicit, nuanced meanings within complex

discourse. They express themselves fluently, spontaneously, and flexibly without obvious searching for expressions, using language effectively for academic, research, and professional purposes. C1 learners demonstrate superior command over written composition, enabling them to formulate clear, well-articulated, and highly detailed texts—including academic research papers and formal presentations—on complex subjects, demonstrating controlled use of organizational patterns, advanced cohesive devices, and a broad range of precise academic vocabulary.

SECTION 2: JOB DESCRIPTIONS & ORGANIZATIONAL ROLES

This section defines the administrative roles, academic responsibilities, and organizational hierarchy within the Department of Foreign Languages at Toros University. It establishes clear operational accountability, promotes seamless collaboration among staff, and ensures the effective delivery of the quality management system.

TOROS UNIVERSITY DEPARTMENT OF FOREIGN LANGUAGES ORGANIZATION CHART



2.1 Director of the Department of Foreign Languages

The Director of the Department of Foreign Languages reports directly to the Rector for institutional development and operational oversight. The Director is responsible for the overall strategic management, academic leadership, and administrative direction of the department. This role encompasses the comprehensive supervision of instructional staff, continuous professional development, curriculum design, and assessment frameworks to ensure the high-quality and smooth operation of the semester-based language education system.

Key Responsibilities:

1. Strategic Planning & Leadership: Planning, coordinating, and implementing academic programs, quality assurance initiatives, and strategic projects in line with the mission and vision of Toros University.

2. Academic & System Management: Overseeing the implementation and continuous revision of the semester-based curriculum, assessment policies, and pedagogical standards across both Belfast (B2) and Cambridge (C1) tracks.

3. Staff Supervision & Development: Supervising academic and administrative personnel, supporting professional development workshops, and addressing the instructional and operational needs of lecturers and students.

4. Quality Assurance & Program Improvement: Recommending and implementing data-driven strategies, policy modifications, and quality enhancement practices based on internal evaluations and accreditation standards.

5. Institutional Communication: Serving as the official

liaison between the Department of Foreign Languages, the Rectorate, the General Secretariat, and other internal/external institutional bodies to align departmental operations with university-wide goals.

2.2 Vice-Principal / Education Coordinator

The Vice-Principal / Education Coordinator reports directly to the Director of the Department of Foreign Languages and plays a central leadership role in ensuring operational efficiency, educational quality, academic standardization, and institutional compliance across the department. This position combines high-level administrative oversight with strategic academic management, encompassing curriculum supervision, assessment frameworks, instructional staff development, and student support operations within the semester-based academic model.

Key Responsibilities:

- **1. Administrative & Operational Leadership:**
 - o Assisting the Director in overall departmental administration, official correspondence, policy implementation, and daily operations.
 - o Representing the department in university boards, academic committees, or external events as delegated by the Director.
 - o Overseeing student administrative processes, including attendance tracking (compliance with the %70 mandatory attendance policy), medical report evaluations, and official student petitions.
 - o Managing the functional use and integration of digital platforms (e-Kampüs, LMS, and Student Information Systems) for academic staff and students.

- **2. Academic & Curriculum Management:**
 - o Supervising curriculum design, syllabus development, and

learning materials selection across both Belfast (B2) and Cambridge (C1) proficiency tracks to align with semester goals.

- o Conducting continuous needs analyses, monitoring course delivery, and implementing evidence-based curricular revisions based on academic feedback.

- o Directing skill coordinators and instructional staff to maintain vertical and horizontal alignment across all language levels.

- **3. Assessment, Testing & Examination Logistics:**

- o Overseeing & proofreading the Testing Office in the design, standardization, security, and administration of midterm exams, final exams, quizzes, and process-oriented (formative) assessment tools.

- o Managing overall examination organization, including room allocations, invigilation schedules, and invigilator duties in a timely manner.

- o Preparing and updating the annual Assessment Guide/Booklet for academic staff.

- o Establishing standardized marking rubrics, conducting spot-checks on evaluated papers to ensure inter-rater reliability, and leading post-exam feedback sessions with teaching staff.

- o Conducting post-assessment statistical analyses (e.g., item difficulty, discrimination index, mean scores, pass/fail rates, and reliability metrics) after major examinations to evaluate test validity, measure learning outcome achievement, and inform future exam design.

- **4. Staff Development, Classroom Observation & Academic Meetings:**

- o Conducting regular classroom observations, writing constructive evaluation reports, and supporting continuous professional development in collaboration with the Director.

- o Planning and delivering comprehensive orientation and adaptation programs for newly recruited academic staff and

incoming prep students.

- o Designing and facilitating professional development workshops, seminars, and pedagogical training sessions.
- o Chairing structured weekly academic meetings (e.g., Departmental Staff meetings and Academic English/Faculty Service Staff meetings).

● **5. Unit Management & Student Support Coordination:**

- o Directing, supervising, and coordinating the operational workflows of the following departmental units and centres:
 - Testing Office
 - Curriculum & Materials Development Unit
 - Educational Technology Unit
 - Professional Development Unit
 - Skills Center / Learning Center
- o Overseeing student-oriented administrative systems, including advisor, class representative systems and extracurricular student clubs (e.g., Translation Club, Speaking Club, Movie Club).

● **6. Quality Assurance & Continuous Improvement:**

- o Leading internal quality review processes, self-assessment cycles, and accreditation preparation (e.g., EAQUALS, CEA, YÖKAK) in alignment with institutional quality standards.
- o Systematically collecting, analysing, and reporting stakeholder feedback (student feedback surveys, instructor evaluations, and course exit surveys) to drive data-driven, continuous improvement across all academic and administrative workflows.
- o Ensuring that all departmental units (Testing, Curriculum, Professional Development, Student Support) maintain, update, and adhere to their respective standard operating procedures (SOPs) as outlined in the Quality Manual and Staff Handbook.

2.3 Administrative Assistant

The Administrative Assistant supports the Director and the Vice-Principal / Education Coordinator in carrying out the day-to-day administrative, logistical, and operational workflows of the Department of Foreign Languages.

Key Responsibilities:

- **1. Communication & Correspondence Management:**
 - o Managing departmental communication, including official correspondence, emails, phone inquiries, and incoming/outgoing documents or shipments.
 - o Conveying written and verbal directives from management to relevant academic staff, administrative units, and students in a timely manner.
 - o Organizing internal and external departmental meetings, scheduling appointments, and preparing meeting venues or digital links as required.
- **2. Academic Data & Systems Administration:**
 - o Entering and updating student exam grades, assessment scores, and academic records into the university's official student information system (e-Kampüs / Student Information System).
 - o Tracking daily student attendance records, monitoring compliance with the 70% mandatory attendance policy, and regularly reporting attendance-related issues to the Vice-Principal / Education Coordinator.
 - o Maintaining up-to-date entry/exit records and securely archiving official administrative and academic documents in compliance with data privacy regulations.
- **3. Inventory, Equipment & Facilities Management:**
 - o Overseeing departmental supply inventories (e.g., stationery, office supplies, educational materials) and processing

procurement requests.

- o Ensuring the proper functioning, maintenance, and technical readiness of office equipment, computers, printers, and classroom digital devices.

- **4. General Operational Support:**

- o Providing logistical support for student orientation programs, invigilation duty distribution, and departmental events.

- o Performing other administrative duties as assigned by the departmental management.

2.4 Testing Office (Testing Coordinator)

The Testing Office Coordinators report directly to the Director and the Vice-Principal / Education Coordinator of the Department of Foreign Languages. The Testing Office is responsible for designing, standardizing, administering, and evaluating all language assessment tools within the department, ensuring high levels of test validity, reliability, and security.

Key Responsibilities:

- **1. Assessment Design & Exam Preparation:**

- o Designing, editing, and standardizing all departmental assessment instruments, including Placement Exams, TUPEX (Proficiency Exam), Midterm Exams, Final Exams, Quizzes, Formative Assessments, and Erasmus Proficiency Exams.

- o Collaborating continuously with the Curriculum Unit to align test content, task types, and target learning outcomes across both Belfast (B2) and Cambridge (C1) tracks.

- o Maintaining, expanding, and updating the digital and physical Test Item Bank.

- o Preparing answer keys, organizing post-exam key discussion sessions, and distributing standardized marking guidelines/rubrics to teaching staff.

- **2. Quality Control, Validity & Statistical Analysis:**

- o Ensuring the overall validity and reliability of all examinations administered by the department.
- o Conducting post-exam statistical analyses (including item difficulty, discrimination index, pass/fail distributions, and mean scores) and reporting comprehensive assessment data to the administration.
- o Conducting standardization sessions (inter-rater reliability meetings) prior to paper grading to maintain consistent evaluation standards among instructors.
- o Performing random spot-checks on evaluated exam papers and managing multi-check procedures (3rd/4th remarking) in cases of grading discrepancies.
- o Collecting, checking, and recording Teacher Assessment (TA) grades and formative evaluation metrics.

- **3. Exam Security, Archiving & Examination Logistics:**

- o Ensuring absolute security and confidentiality of all physical and digital examination materials, preventing unauthorized access or dissemination.
- o Systematically cataloging, archiving, and storing all evaluated exam papers (midterms, final exams, quizzes, and make-up exams), optical answer sheets, official grade lists, and answer keys in the Departmental Archive Room for the mandatory retention period (5 academic years) under lock and key.
- o Maintaining encrypted, password-protected digital archives of all past examination materials, TUPEX masters, placement tests, and digital test banks on secure departmental servers.
- o Writing, updating, and enforcing the Standard Invigilation Procedure Manual for invigilators during exam periods.
- o Collaborating with departmental administrators to organize exam organization, room allocations, student grade lists, and official exam archives.

- o Managing post-exam paper access for student grade appeals and re-evaluation procedures in coordination with the Vice-Principal / Education Coordinator.

- **4. Reporting & Stakeholder Feedback:**

- o Gathering post-exam feedback from lecturers and students via structured feedback forms to continuously refine test design and assessment quality.
- o Announcing official exam statistics, results, and grade lists to students and lecturers in coordination with management.
- o Preparing semester-end assessment reports, presenting statistical trends, and conducting student needs analyses to inform future instructional and testing strategies.
- o Attending weekly administrative meetings and performing other assessment-related duties assigned by the departmental management.

2.5 Curriculum and Material Development Unit

The Curriculum and Material Development Unit reports directly to the Director and the Vice-Principal / Education Coordinator. Working in close collaboration with the Skill Coordinators (Reading, Writing, Listening/Speaking, and Use of English), this unit is responsible for designing, evaluating, updating, and monitoring the semester-based academic curriculum, syllabi, and instructional materials across both Belfast (B2) and Cambridge (C1) tracks.

Key Responsibilities:

- **1. Curriculum Design & Syllabus Development:**

- o Identifying, defining, and structuring student learning outcomes (LOs) in accordance with CEFR standards (A1 to C1) and departmental exit thresholds.
- o Preparing, pacing, and updating semester syllabi for both Fall and Spring terms, ensuring smooth progression across integrated skill courses.

- o Monitoring curriculum implementation and pacing across classes; providing guidance or supplementary pacing plans if an instructor falls behind the academic schedule.
 - o Conducting continuous needs analyses throughout the academic year using student performance data and instructor feedback to refine curricular outcomes.
- **2. Textbook Selection & Digital Platform Integration:**
 - o Evaluating and selecting core academic coursebooks and supplementary digital resources prior to the start of the academic year.
 - o Integrating publisher-provided interactive digital learning platforms into the curriculum, ensuring out-of-class digital assignments align with in-term evaluation criteria (Teacher Assessment - TA).
 - o Ensuring full compliance with copyright laws (Law No. 5846) by enforcing the exclusive use of original course materials across all student groups.
- **3. Supplementary Materials & Task Production:**
 - o Identifying areas where additional learning support is required and producing supplementary materials, handouts, authentic reading/listening texts, worksheets, and communicative task kits.
 - o Designing engaging pedagogical activities, multimedia resources, and presentation guidelines tailored to semester-specific requirements (e.g., Spring Term presentation projects).
- **4. Inter-Unit Coordination & Quality Reporting:**
 - o Maintaining continuous horizontal communication with the Testing Office to ensure complete alignment between taught curriculum and assessment content.
 - o Preparing semester-end curriculum evaluation reports

and executing additional academic duties assigned by the departmental management.

2.6 Skill Coordinators

(Reading, Writing, Listening/Speaking, Use of English)

The Skill Coordinators report directly to the Director and the Vice-Principal / Education Coordinator. They are responsible for overseeing the pedagogical delivery, syllabus pacing, and instructional quality within their designated skill domains across all language levels.

Key Responsibilities:

- **1. Curriculum Pacing & Syllabus Management:**

- o Ensuring that the skill-specific syllabi and learning outcomes (LOs) are effectively implemented and covered by teaching staff.
- o Monitoring classroom pacing across groups and providing guidance or supplementary pacing solutions if instructional delays occur.
- o Maintaining vertical and horizontal alignment within their respective skill areas to ensure consistent educational standards across all sections.

- **2. Materials Development & Quiz Preparation:**

- o Assisting lecturers in designing skill-specific handouts, supplementary worksheets, reading/listening texts, and communicative task kits.
- o Preparing standardized in-class quizzes and formative assessment tasks aligned with the taught curriculum or delegating material design tasks to skill instructors when necessary.
- o Reviewing and evaluating supplementary instructional materials to ensure they meet quality and level requirements.

● 3. Coordination & Academic Meetings:

- o Conducting regular meetings with instructors delivering their respective skill courses to review course progress, address teaching challenges, and share best practices.
- o Preparing meeting agendas, documenting weekly coordination reports, and submitting summaries to departmental management.
- o Participating in weekly academic coordination meetings chaired by the Vice-Principal / Education Coordinator.
- o Carrying out additional academic duties as requested by departmental management.

2.7 Lecturers (Instructors)

Lecturers report directly to the Director and the Vice-Principal / Education Coordinator and Skill Coordinators for their daily instructional duties, administrative responsibilities, and operational assignments. Lecturers are responsible for delivering high-quality language instruction, engaging in continuous professional development, and supporting the academic and administrative goals of the Department of Foreign Languages.

Key Responsibilities:

● 1. Instructional Delivery & Class Management:

- o Delivering effective, student-centred language instruction using English as the primary medium of instruction, in strict alignment with assigned syllabi and learning outcomes (LOs).
- o Preparing structured lesson plans, utilizing required core coursebooks, supplementary materials, and digital learning platforms.
- o Maintaining precise, up-to-date daily attendance records.
- o Ensuring classroom discipline, punctuality, and an active learning environment conducive to academic progress.

● **2. Assessment, Evaluation & Grading:**

- o Invigilating and grading Placement Exams, Proficiency Exams (TUPEX), Midterm Exams, Final Exams, Quizzes, Speaking Exams, Faculty Service Exams, Erasmus Exams, and make-up assessments in accordance with standardized rubrics and invigilation guidelines.
- o Evaluating continuous student progress through process-oriented tools (e.g., student portfolios, homework, online assignments, quizzes, and classroom participation).
- o Calculating and entering Teacher Assessment (TA—10%) grades systematically and transparently, retaining verifiable evidence (portfolios, written tasks, rubrics) for auditing purposes.
- o Submitting student grades accurately into the student information system within announced departmental deadlines.

● **3. Professional Development & Academic Meetings:**

- o Actively participating in internal and external Professional Development (PD) workshops, seminars, and training programs.
- o Attending mandatory weekly departmental staff meetings and skill/level coordination sessions to share pedagogical feedback and review program execution.
- o Participating in peer classroom observations and accepting constructive feedback from departmental leadership to enhance instructional quality.

● **4. Student Support & Extracurricular Activities:**

- o Serving as Class Academic Advisors, holding scheduled advising hours to assist students with academic or administrative guidance.
- o Facilitating and actively participating in Learning Center support hours, Writing Center feedback sessions, and extracurricular language clubs (e.g., Speaking Club,

Translation Club, Movie Club).

- o Substituting for absent colleagues as requested by departmental management to maintain uninterrupted instructional delivery.

- **5. Institutional Support & General Duties:**

- o Assisting in translation tasks upon request by the Rectorship or departmental management.

- o Adhering strictly to all university regulations, ethical principles, copyright laws, and administrative guidelines.

- o Performing other academic and administrative duties as assigned by the Director and Vice-Principal / Education Coordinator.

2.8 Distance Education Coordinator

The Distance Education Coordinator reports directly to the Director and the Vice-Principal / Education Coordinator. This role is responsible for coordinating the digital instructional infrastructure, managing online and hybrid course components, and supporting teaching staff in the effective use of distance education technologies.

Key Responsibilities:

- **1. Digital Platform Management & Infrastructure Access:**

- o Coordinating the technical and pedagogical setup of courses delivered or supported via distance learning platforms (e.g., LMS, e-Kampüs).

- o Ensuring all departmental lecturers and registered students are assigned appropriate credentials and technical access to the university's online learning systems.

- o Overseeing the digital integration of core textbook platforms and interactive online resources into the departmental curriculum.

- **2. Institutional Coordination & Technical Support:**

- o Serving as the primary departmental liaison to the university's IT Department and Distance Education Center to resolve technical issues and address infrastructure needs.
- o Participating in inter-departmental distance education coordination meetings to maintain alignment with university-wide digital learning standards.
- o Disseminating policy decisions, technical guidelines, and system updates from central committees to departmental staff in a timely manner.

2.9 Quality Coordinator

The Quality Coordinator reports directly to the Director of the Department of Foreign Languages. The Quality Coordinator is responsible for establishing, leading, monitoring, and continuously enhancing the department's internal quality assurance system, ensuring full compliance with institutional standards and national/international accreditation frameworks (e.g., EAQUALS, CEA, YÖKAK).

The Quality Coordinator chairs the Departmental Quality Commission and convenes scheduled strategy and audit meetings at least four times per academic year (at the beginning and end of each term) to systematically review departmental performance, assessment data, and continuous improvement initiatives.

Key Responsibilities:

• 1. Quality Assurance System Leadership:

- o Defining, implementing, and maintaining standard operating procedures (SOPs) across all academic and administrative workflows in alignment with the Quality Manual.
- o Directing internal evaluation, self-assessment cycles, and audit procedures to review the effectiveness of instructional programs, assessment frameworks, and support services.
- o Leading accreditation readiness preparation, managing external evaluation visits, and maintaining official relations

with accreditation bodies.

- o Participating in and actively taking part in the university's weekly quality committee meetings and audits.
- o Giving presentations and leading audits at departmental or college audits.

● **2. Institutional Documentation & Handbook Management:**

- o Managing the annual revision, updating, and publication of key departmental publications in both English and Turkish, including the Student Handbook, Quality Manual, and Staff Handbook.
- o Ensuring that all departmental regulations, policies, and procedural guides remain aligned with university-wide strategic goals and YÖK guidelines.

● **3. Performance Reporting & Continuous Improvement:**

- o Systematically gathering, analyzing, and evaluating stakeholder feedback (student exit surveys, instructor evaluations, and administrative reviews) to drive data-informed improvements.
- o Preparing comprehensive quality performance reports, internal audit findings, and corrective action plans for submission to the Department Director and the University Quality Commission.
- o Sharing successful quality enhancement practices, data-driven solutions, and educational innovations with other academic units across Toros University.
- o Performing additional quality management duties delegated by departmental leadership.

● **4. Strategic Planning & Quality Leadership:**

- o Formulating, implementing, and updating the department's short- and long-term strategic plans, quality objectives, and key performance indicators (KPIs) in line with Toros

University's overall strategic goals.

- o Defining, implementing, and maintaining standard operating procedures (SOPs) across all academic and administrative workflows in alignment with the Quality Manual.
- o Directing internal evaluation, self-assessment cycles, and audit procedures to review the effectiveness of instructional programs, assessment frameworks, and support services.
- o Leading accreditation readiness preparation, managing external evaluation visits, and maintaining official relations with accreditation bodies.

2.10 TORUZEM Board Member (Departmental Representative)

The TORUZEM Board Member serves as the official departmental representative to the Toros University Distance Education Application and Research Center (TORUZEM) and reports to the Director and the Vice-Principal / Education Coordinator. This role is responsible for aligning departmental digital learning workflows with university-wide distance education policies, conducting pedagogical research, and supporting academic staff in digital course design.

Key Responsibilities:

- **1. Distance Learning Policy & Institutional Representation:**
 - o Representing the Department of Foreign Languages on the TORUZEM Executive Board and participating in decision-making processes regarding university-wide online education platforms.
 - o Conducting needs analyses and research to enhance support services, student engagement, and digital accessibility within the distance education framework.
 - o Disseminating TORUZEM decisions, digital standards, and technical updates to departmental instructors and management.
- **2. Course Material Development & Instructor Support:**

- o Providing pedagogical and technical guidance to academic staff in designing, developing, and adapting e-learning materials, multimedia tools, and online tasks.
- o Organizing training sessions, workshops, and seminars for departmental instructors on effective online teaching methodologies, digital assessment tools, and LMS integration.

● **3. Technological Equipment & Digital Infrastructure Research:**

- o Researching emerging educational technologies, digital platforms, software, and hardware requirements for online language instruction.
- o Submitting technical recommendations and resource requirements to the TORUZEM Center and departmental leadership to continuously upgrade digital instructional infrastructure.
- o Executing additional digital learning and coordination duties as assigned by departmental management.

2.11 TORSEM Advisor (Departmental Representative)

The TORSEM Advisor serves as the official departmental representative to the Toros University Continuing Education Center (TORSEM) Advisory Board and reports directly to the Director and the Vice-Principal / Education Coordinator. This role is responsible for coordinating lifelong learning programs, language courses, external consultancy, and project services delivered by the Department of Foreign Languages in collaboration with TORSEM.

Key Responsibilities:

● **1. Institutional Representation & Advisory Support:**

- o Representing the Department of Foreign Languages on the TORSEM Advisory Board and participating in strategic planning meetings regarding continuing education offerings.
- o Working in close collaboration with the TORSEM Director

and Executive Board to identify community and sectoral language learning needs.

- o Communicating TORSEM decisions, policies, and program developments to departmental leadership and academic staff.

- **2. Program Design & Course Organization:**

- o Coordinating the design, curriculum framework, and logistical details for non-degree language courses, specialized workshops, corporate language training, and certification programs.

- o Recommending and assigning qualified departmental lecturers and instructional staff to deliver TORSEM courses and consultancy projects.

- **3. Quality Supervision & Administrative Coordination:**

- o Supervising the execution of departmental TORSEM programs to ensure instruction, materials, and assessment standards are met without error.

- o Acting as an administrative bridge between the Department Director, Vice-Principal / Education Coordinator, and TORSEM management regarding financial and operational arrangements.

- o Executing additional continuing education and outreach duties assigned by departmental management.

2.12 Professional Development Unit Coordinator

The Professional Development Unit Coordinator reports directly to the Director and works in close collaboration with the Vice-Principal / Education Coordinator. This role is responsible for assessing, designing, delivering, and evaluating continuous pedagogical training, orientation programs, and professional development initiatives for academic staff to maintain high instructional standards across the department.

Key Responsibilities:

- 1. Training Needs Analysis & Program Design:

- o Systematically assessing training needs through staff surveys, classroom observation reports, and consultations with departmental leadership and Skill Coordinators.
- o Designing, creating, and updating training manuals, pedagogical guides, online learning modules, and workshop materials for instructional staff.
- o Researching modern language teaching methodologies, educational technologies, and external training opportunities to develop continuous professional development programs.
- **2. Orientation & Onboarding Programs:**
 - o Planning and delivering structured orientation and adaptation programs for newly recruited lecturers at the beginning of each academic year.
 - o Facilitating peer mentoring, teaching observations, and collaborative feedback sessions for instructional staff.
- **3. Workshop Delivery & Event Management:**
 - o Delivering in-service pedagogical workshops, seminars, and training sessions using diverse instructional techniques.
 - o Scheduling professional development events, arranging guest speakers or academic consultants, and coordinating staff enrolment.
 - o Participating in institutional and external academic meetings, conferences, and seminars to gather and share best pedagogical practices.
- **4. Program Evaluation & Administrative Oversight:**
 - o Monitoring and evaluating training programs to ensure they are current, effective, and aligned with departmental strategic goals.
 - o Managing professional development resources, setting up necessary instructional technology systems, and monitoring event allocations.
 - o Responding to staff inquiries regarding professional growth opportunities and performing additional professional development duties assigned by departmental management.

2.13 Faculty Academic English (FAE) Unit

The Faculty Academic English (FAE) Unit is responsible for designing, delivering, and assessing academic English and service courses offered to undergraduate and associate degree programs across Toros University's faculties and vocational schools.

2.13.1 FAE Coordinator

The FAE Coordinator reports directly to the Director and the Vice-Principal / Education Coordinator. The FAE Coordinator oversees the administrative, operational, and pedagogical management of all faculty service courses.

Key Responsibilities:

- 1. Academic Management & Syllabus Supervision:
 - Reviewing, approving, and monitoring the implementation of course syllabi, instructional materials, and learning outcomes across all faculty service courses.
 - Coordinating with faculty deanships and department heads to align FAE course offerings with specific departmental academic needs.
 - Addressing operational challenges within the program and reporting complex academic or administrative matters to the Vice-Principal / Education Coordinator.
- 2. Assessment & Examination Logistics:
 - Scheduling midterm exams, final exams, quizzes, and make-up assessments for faculty English courses in coordination with the central exam calendar.
 - Managing exam proofreading workflows, setting review deadlines, and ensuring test validity and security prior to administration.
 - Organizing invigilation schedules, preparing exam instructions, and conducting post-exam key review meetings

for FAE teaching staff.

- 3. Coordination & Administrative Meetings:
 - Chairing weekly FAE unit meetings and participating in departmental coordination meetings held with the Vice-Principal / Education Coordinator.
 - Monitoring grade entry timelines and ensuring error-free data submission into the Student Information System (OBS / e-Kampüs).
 - Performing additional administrative and academic duties assigned by departmental management.

2.13.2 FAE Lecturers

FAE Lecturers report to the Director, the Vice-Principal / Education Coordinator, and the FAE Coordinator. They are responsible for delivering academic English courses, assessing faculty student performance, and fulfilling administrative duties associated with departmental service courses.

Key Responsibilities:

- 1. Instructional Delivery & Class Administration:
 - Delivering effective, syllabus-aligned academic English instruction across various university faculties using target language pedagogy.
 - Preparing lesson materials, handouts, audio/visual resources, and simplified or supplementary academic texts.
 - Informing students about course syllabi, grading criteria, and academic expectations at the beginning of each semester.
 - Keeping accurate daily attendance and performance records on the Student Information System (OBS / e-Kampüs).
- 2. Assessment, Grading & Academic Projects:
 - Preparing, proofreading, and administering midterm exams, final exams, quizzes, oral presentations, and progress assessments.
 - Invigilating departmental and university-wide examinations

- (including Placement, Proficiency/TUPEX, and Erasmus exams) as assigned.
- o Evaluating student academic progress through structured rubrics, oral presentation outlines, essays, and course projects.
- o Systematically archiving presentation materials, student rubrics, and digital project files for auditing purposes.
- o Entering exam and assignment grades accurately into the automation system (OBS) within designated deadlines.
- 3. Professional Growth & Institutional Support:
 - o Substituting for absent colleagues and conducting make-up sessions as requested by management.
 - o Actively participating in internal Professional Development (PD) workshops, pedagogical seminars, and departmental meetings.
 - o Adhering strictly to university regulations, academic integrity policies, and administrative guidelines.
 - o Performing additional instructional and organizational duties assigned by the FAE Coordinator and departmental leadership.

SECTION 3: LECTURER-RELATED ISSUES

This section outlines the professional code of conduct, administrative expectations, classroom management standards, and operational responsibilities required of all instructional staff (including both Preparatory Program Instructors and Faculty Academic English - FAE Instructors) within the Department of Foreign Languages as one of the most important parties of the Department.

3.1 Professional Code of Conduct & Ethics

- **Professional Attitude:** Lecturers must maintain a respectful, fair, and professional demeanor toward students and colleagues. Disclosing confidential student information, sharing unnecessary personal matters, or engaging in insulting, discriminatory, or political/religious propaganda is strictly prohibited and subject

to disciplinary action.

- **Institutional Hierarchy & Communication:** Lecturers must adhere to the organizational hierarchy and fulfill instructions from departmental management in a timely manner. Official communication is conducted via institutional email (Toros email), official notice boards, and the university website. Lecturers must check their institutional emails and electronic document management system (EBYS) daily.

- **Dress Code:** While there is no rigid uniform, lecturers are required to maintain a neat, professional appearance suitable for higher education academic staff.

- **Document Confidentiality:** Attendance sheets, exam papers, portfolios, and grade books must be kept securely out of students' reach at all times.

3.2 Working Hours, Schedules & Absence Procedures

- **Working Hours & Punctuality:** Official working hours begin at 09:00. Lessons start at 09:10, and daily academic/support operations can proceed until 16:00. Lecturers must be in their classrooms on time; late entry or early departure creates administrative disruption and is recorded for annual performance evaluations.

- **Classroom Preparation & Phone Usage:** Lecturers must enter classes fully prepared with lesson plans and materials. Mobile phones must not be used for personal matters during instructional time. Playing full-length commercial movies during class hours is forbidden (students should be directed to the Movie Club).

- **Cancellation & Rescheduling of Classes:** Lecturers cannot cancel classes, dismiss students early, or alter classroom locations without formal permission from the Rectorship or Department Directorate. In cases of emergency or online transitions (e.g., public health protocols), classes proceed via official digital platforms as directed by management.

- **Sickness & Emergency Absence:**

- o In case of a sudden illness, the lecturer must notify the Vice-Principal / Education Coordinator by phone and email before 09:00 AM on the day of absence so that substitute coverage can be arranged.

- o If the absence exceeds one day, an official medical report from a recognized health institution must be submitted within 2 working days.

- o FAE lecturers requiring substitute coverage or make-up sessions must formally schedule and document compensatory lessons.

- **Institutional Commitments (Conferences/Erasmus):**

Lecturers participating in approved academic conferences, seminars, or Erasmus+ staff mobility must submit official invitation/acceptance letters to the Vice-Principal / Education Coordinator in advance for Rectorship approval. Upon return, lecturers may be requested to deliver a knowledge-sharing presentation to departmental staff.

3.3 Attendance Monitoring & Student Records

- **Daily Attendance Entry:** Attendance must be recorded hourly during class sessions and entered daily into the Student Information System (OBS / e-Kampüs / Google Sheets).

- **Strict 70% Attendance Rule:** Lecturers must enforce the mandatory 70% attendance requirement. Students exceeding the 30% threshold fail due to absenteeism and are ineligible to sit for the Final Exam. Attendance records cannot be used as a disciplinary tool (e.g., marking an unprepared student absent). Attendance requirement percentage can change for the faculty lessons.

- **Medical Reports:** Lecturers must remind students that medical reports do not excuse daily class absences or lower attendance percentages; valid reports accepted by the Administrative Board only grant make-up rights for Midterm or Final exams.

3.4 Examination, Invigilation & Grading Standards

- **Invigilation Responsibilities:** Lecturers must serve as invigilators for all departmental and faculty English examinations (Placement, TUPEX, Midterms, Finals, Make-ups, FAE Exams, and Erasmus Exams).

- **Pre-Exam & Exam Hall Protocols:**

- o Invigilators must report to the designated coordination office on time to collect exam envelopes, attendance sheets, and listening equipment (speakers/CD players).
- o Mobile phones, smartwatches, and digital devices must be collected at the invigilator's desk before the exam begins. Invigilators themselves are strictly forbidden from using mobile phones or laptops during invigilation.
- o Student identities must be verified using official Toros University ID cards. Students must sit according to the pre-arranged "S" seating format.
- o Doors remain open during written exams (closed during listening sections).
- o For more information, please see the Invigilation Policy.

- **Post-Exam & Grading Workflow:**

- o Exam papers and optical sheets must be counted, signed, and immediately returned to the Testing / FAE Office after the exam session.
- o Lecturers must attend standardized answer key meetings, take detailed grading notes, and consult Coordinators if alternative student answers emerge.
- o Grading must be completed meticulously using official rubrics before announced deadlines.
- o Grades must be uploaded accurately to Google Sheets, OBS / e-Kampüs, and physical exam packs must be handed over to the office for formal archiving.

- **Teacher Assessment (TA):** TA grades must be awarded systematically based on verifiable criteria (quizzes, online assignments, portfolios, class participation). Lecturers must

retain evidence (rubrics, checklists, and portfolios) to support given grades.

3.5 Student Advising & Support Services

- **Class Academic Advisors:** Lecturers assigned as Class Academic Advisors must hold regular advising hours to assist students with academic progression, study strategies, and administrative inquiries.
- **Class Representatives System:** Advisors work in coordination with elected Class Representatives and the International Student Representative and Accessible University Advisor to resolve student grievances and conduct periodic representative meetings.
- **Psychological Counselling (PDRM):** Lecturers should direct students needing psychological or personal guidance to the university's free Psychological Counselling and Guidance Center (PDRM) located on the 45 Evler Campus.
- **Copyright & Material Policy (Law No. 5846):** Lecturers must exclusively use original course materials and mandate the same for students. Photocopied, pirated, or illegally reproduced materials are strictly prohibited within university premises.

3.6 Troubleshooting Guide

Situation / Issue	Immediate Action Required
Health Emergency During Class	• Stop teaching immediately and call 112. • Notify the Administrative Office as soon as feasible.
Sudden Medical Illness While Teaching	• Assign students independent coursework if possible. • Contact the Administrative Office immediately to request classroom coverage.

Medical Leave / Physician's Report	• Call the Administrative Office to report your absence before class starts. • Submit the official medical report to the Administrative Office within two (2) working days.
Unplanned Absence / Inability to Attend Class	• Inform the Administrative Office as early as possible. • Contact the relevant Skill/Unit Coordinator to provide lesson content for class substitution.
Conference, Seminar, or Academic Event Participation	• Submit a formal petition to the Administrative Office upon receiving official acceptance. • Await formal administrative approval. • Inform Skill Coordinators to arrange substitute instructors.
Inter-Instructor Class Exchange Requests	Request permission from the Vice-Principal detailing the administrative justification. • Notify the Testing Office upon receiving formal approval to adjust schedules.
Unattended Adjacent Classroom	• Report the unassigned/unattended classroom to the Administrative Office immediately.
Complete Class Absenteeism	• Remain in the classroom for 15 minutes. • Report the situation to the Administrative Office immediately. • Address attendance expectations with students upon their arrival to encourage attendance.
Disruptive Student Behavior	• Address the issue privately outside the classroom through constructive dialogue. • Escalate the matter to the Vice-Principals if the behavior persists.

Classroom Hardware / IT Failure (<i>Projector, Laptop, etc.</i>)	• Report the technical malfunction directly to the IT Department and notify the Administrative Office.
Stationery & Office Supply Needs	• Contact the Administrative Office for supply retrieval.
Financial / Extra Teaching Hour Inquiries	• Contact the Administrative Office. • Complete and submit extra teaching hour compensation forms within established deadlines.
Emergency Alarms (<i>Fire / Earthquake</i>)	• Immediately execute standard institutional emergency evacuation protocols.
Building Security Threat / Emergency	• Contact the Administrative Office immediately to dispatch campus security personnel.
Infectious Disease / Medical Isolation Protocols	• Report documented contagious conditions to the Administrative Office. • Enforce recommended protective measures and mask-wearing in accordance with current health regulations.
Classroom Cleaning / Maintenance Requests	• Contact the building attendant or janitorial staff directly for immediate assistance.
Missing Physical Attendance Sheets	• Contact the Administrative Office to request official attendance rosters.
Evaluation Sheet / Grading Discrepancies	• Contact the Vice-Principal directly to report assessment errors or missing documents.
LMS / Virtual Classroom Technical Issues	• Contact the Distance Education Unit directly for technical troubleshooting.

Communication & Administrative Guidelines:

- **Instant Messaging (WhatsApp Group) Protocol:** Official messaging groups must be reserved exclusively for urgent, university-wide announcements. Operational requests (cleaning, supplies, IT issues, grading sheets) must be directed to the specific person or office in charge rather than posted in general groups.
- **Administrative Office:** Serves as the primary contact point for logistical, operational, and administrative support.
- **Testing Office:** Serves as the primary contact point for assessment, grading workflows, and academic test issues.

3.7 Safety, Emergency & Facility Protocols

This section outlines standard operational procedures regarding power interruptions, building evacuations during emergencies, and campus first-aid resources to ensure the safety and security of all academic staff and students.

3.7.1 Power Interruptions & Exam Readiness

In the event of a power outage during working hours, the campus electrical generator automatically activates within a few minutes to restore power.

- **Precautionary Listening Exam Protocol:** To prevent audio interruption or data loss during listening examinations, instructors must ensure that their laptop batteries are fully charged prior to administering listening test sessions.

3.7.2 Emergency Building Evacuation Procedures

In the event of an emergency (e.g., fire alarm, earthquake, or building safety threat), instructors must remain calm, lead their respective student cohorts, and strictly follow designated evacuation guidelines based on the operational context:

Evacuation Context	Mandatory Action Steps
During Class Time	• Instruct students to immediately gather their essential personal belongings. • Guide students out of the classroom in an orderly, single-file line. • Follow designated emergency exit routes to the primary outdoor assembly point in front of the building. • Remain with your class cohort at the assembly area.
During Break Times	• Collect your personal belongings. • Instruct nearby students to join you in an orderly, single-file line. • Follow designated emergency exit routes to the primary outdoor assembly point in front of the building.
During Examinations	• Instruct candidates to leave their exam papers directly on their desks. • Direct students to gather essential belongings and exit the room in a single-file line. • The proctor quickly secures/collects the exam papers if safety permits. • Follow designated emergency exit routes to the assembly point outside the building.
When Students Are Not On-Site	• Collect your personal belongings. • Follow designated emergency exit routes directly to the primary outdoor assembly point in front of the building.

3.7.3 First Aid & Medical Services

Toros University provides on-campus medical and first-aid support to safeguard the health and well-being of staff and students:

- **Infirmery & Campus Physician:** A fully equipped campus infirmery staffed by a qualified medical doctor is available for initial health consultations, minor injuries, and medical emergencies.
- **Health Care Support Staff:** Advanced students enrolled in the University's medical and health sciences faculties provide part-time clinical support to the Health Care Service unit under physician supervision.

SECTION 4: STUDENT-RELATED ISSUES

This section outlines the academic policies, administrative rules, attendance requirements, assessment procedures, and campus code of conduct governing the most important party—students enrolled in the Department of Foreign Languages.

4.1 Class Attendance, Punctuality & Absence Tracking

- **Mandatory Attendance Requirement:** Class attendance is mandatory to achieve intended learning outcomes. Students must maintain a minimum of 70% attendance across each semester. Students whose cumulative absences exceed 30% of the total instructional hours fail due to absenteeism and forfeit their right to sit for the semester Final Examination.
- **Punctuality & Late Arrival Policy:** Lessons begin at 09:10 and run in 50-minute non-blocked sessions. Students must be present in their respective classrooms before the instructor enters. Students arriving after the lesson has commenced and the instructor has entered the classroom are marked absent for that specific class hour. A grace period of 5 to 10 minutes during the first period in the morning may only be granted under exceptional, verified circumstances (e.g., severe transit disruptions) at the instructor's discretion. Regular late entry is

considered disruptive behaviour and will not be permitted.

- **Attendance as a Non-Disciplinary Tool:** Attendance records cannot be used as a disciplinary tool or reward system. A present student cannot be marked absent as a punishment for misbehaviour or lack of course materials, nor can an absent student be marked present as a reward.

- **Attendance Tracking Responsibility:** Student attendance is recorded hourly by instructors and uploaded to the Student Information System (OBS/HBS). Students are solely responsible for tracking their personal attendance status via OBS/HBS.

- **Medical Reports:** Doctor-approved medical reports from official health institutions must be submitted to the Administrative Secretariat with a written petition within 7 working days following the end of the medical leave. Medical reports do not excuse daily class absences or reduce absence percentages; they only grant eligibility for make-up examinations if they coincide with Midterm or Final exam dates.

4.2 Textbooks, Digital Platforms & Copyright Legislation

- **Procurement of Original Coursebooks:** Course materials must be acquired during the first week of the academic term. Contracted publishing houses set up campus stands to provide materials at guaranteed base prices.

- **Compliance with Copyright Legislation:** In accordance with Intellectual and Artistic Works Law No. 5846, the possession, reproduction, or use of photocopied, pirated, or illegally reproduced learning materials is strictly prohibited within university premises.

- **Interactive Digital Platforms:** Coursebooks include non-transferable, single-user access codes for mandatory online learning platforms integrated into the curriculum. Second-hand or borrowed coursebooks are prohibited because digital codes cannot be reused. Out-of-class digital assignments form a direct component of the end-of-term Teacher Assessment (TA) success grade.

4.3 Assessment, Grading & Academic Integrity Policy

- **Assessment Framework:** Student academic performance is evaluated through continuous and summative assessments, including Midterm 1 (20%), Midterm 2 (20%), Teacher Assessment / TA (10%), and the Final Examination (50%). Overall semester success requires a weighted average of 60%, combined with the Toros University Foreign Languages Proficiency Exam (TUPEX - 40%).

- **Exemption Threshold:** Students achieving a semester weighted average of 85 and above are exempt from the TUPEX exam and directly qualify to proceed to their respective academic faculties.

- **Academic Integrity & Zero-Tolerance Cheating Policy:** A zero-tolerance policy is strictly enforced regarding cheating, attempts to cheat, assisting in cheating, or committing plagiarism across all examinations, quizzes, portfolio submissions, and oral presentations.

- o Any student committing academic dishonesty receives an immediate grade of “0” (zero) for that specific assessment without eligibility for make-up exams.

- o Formal disciplinary proceedings are initiated under the Student Discipline Regulations of Higher Education Institutions.

- **Examination Hall Rules:**

- o **Identity Verification:** Students must present their official Toros University Student ID card to sign the exam attendance sheet. Unverified students are not admitted to the examination.

- o **Digital Devices:** Mobile phones, smartwatches, and all data-transmitting digital devices must be completely powered off and surrendered to the proctor’s desk before the exam begins.

- o **Seating Arrangement:** Students must sit in assigned seats designated on anonymous optical lists structured in an “S” seating formation. Proctors hold full authority to reassign seating.

- o **Exam Materials:** Borrowing stationery or materials between students during an examination is strictly prohibited.
- **Grade Appeals Procedure:** Appeals regarding clerical errors in announced exam results must be formally submitted to the Administrative Secretariat via an official petition within 5 working days of result publication. Appeals submitted after this deadline will not be processed.

4.4 Student Advising, Representation & Guidance Systems

- **Class Academic Advising:** Each class is assigned a Class Academic Advisor to provide continuous academic guidance, monitor student progress, and hold scheduled advising hours.
- **Class Representative System:** Each section democratically elects a Class Representative responsible for communicating student requests and grievances to the class advisor or departmental management and participating in periodic Class Representatives Meetings.

Duties and Responsibilities of Class Representatives

1. Attend classes regularly: At least one representative is expected to be present in each class session.
2. Be aware of class issues: Stay informed about the academic and administrative problems faced by the students.
3. Participate in meetings: Attend the Classroom Representative Meetings held in each module to effectively represent the class.
4. Report urgent issues promptly: Communicate with the administration directly regarding urgent or ongoing issues without waiting for the scheduled meetings.
5. Protect classroom materials: Take care to preserve the equipment, materials, and resources available in the classroom.
6. Contribute to classroom order: Help maintain the cleanliness and organization of the classroom.
7. Support communication: Facilitate effective and consistent

communication between the students and the administration.

- **International Student Representation:** An International Student Representative serves within the Department to support the integration and adaptation of international students, address their academic and administrative needs, and facilitate communication between international students and departmental leadership.
- **Accessible University Advising:** A dedicated Disability Support Unit Coordinator provides specialized advisory services to ensure equal educational opportunities and campus accessibility for students with special needs.
- **Psychological Counselling and Guidance Center (PDRM):** Free, confidential professional psychological counseling is available to all registered students through PDRM. Students can request individual appointments electronically via the university website.

4.5 On-Campus Code of Conduct & Facilities Usage

- **Library Borrowing Privileges:** Students may borrow instructional and reference materials from the university library in compliance with official library loan periods and circulation rules.
- **Respectful Campus Environment:** Students are expected to maintain professional, respectful, and courteous conduct toward academic staff, administrative personnel, and peers.
- **Classroom Order:** Disruptive classroom behaviour—including unauthorized mobile phone usage during lectures, consuming unauthorized food or beverages, and engaging in side conversations—is strictly prohibited.
- **Protection of Institutional Fixtures:** Students are responsible for preserving university property, classroom technology, and facility fixtures. Intentional or negligent damage to public property results in financial and disciplinary action.

- **Campus Security & ID Cards:** Official university student ID cards must be carried at all times. Student ID cards are used to record and monitor entry to and exit from the campus and university buildings. Transferring or lending student ID cards to third parties for campus or building access is prohibited.
- **Smoke-Free Campus Policy:** Smoking and the consumption of tobacco products or e-cigarettes are strictly prohibited inside all university buildings and enclosed areas by law.
- **Notice Posting Procedures:** Unauthorized distribution of flyers or posting of posters, notices, and banners within campus boundaries without official approval from the Directorate is forbidden.

4.6 Student-Related Issues in Distance Education

The Department of Foreign Languages establishes strict technical, administrative, and ethical frameworks to ensure that students participating in distance learning courses meet institutional expectations and maintain academic rigor in virtual environments.

Technical Readiness, Prerequisites & Student Preparation

- **Technical Competency:** A student's academic success in a distance-learning environment depends significantly on their ability to navigate digital platforms and understand course structures.
- **Orientation & Self-Assessment:** Prior to the commencement of online courses, students are provided with orientation materials outlining mandatory technological tools, LMS navigation workflows, and software requirements. This enables students to self-assess their technical readiness and seek IT support early in the academic term.
- **Institutional Requirements:** Students are required to secure stable internet access, functioning audio/video hardware, and compatible software applications (Microsoft Word, official LMS interface) to fulfill course requirements.

Student Authentication & Academic Integrity

Maintaining academic integrity is a fundamental requirement across both traditional and virtual learning environments. The Department enforces strict procedures to safeguard authenticity and prevent academic dishonesty during online delivery:

- **Authentication & Identity Verification:** Students must access virtual classrooms and examination portals exclusively through their official university-issued credentials (@toros.edu.tr). Student identity is verified during live sessions and online assessments via official Toros University Student ID cards and LMS login records.
- **Faculty Communication & Awareness:** Course instructors explicitly communicate the Department's zero-tolerance policy regarding cheating and plagiarism during initial orientation sessions and within course syllabi.
- **Automated Plagiarism & AI Verification:** To detect unauthorized collaboration, plagiarism, or generative AI abuse, all digital submissions are screened using professional detection tools (Turnitin).
- **Administrative Sanctions:** Plagiarism and academic dishonesty in distance education carry severe administrative and disciplinary consequences. Submissions violating integrity guidelines receive an automatic score of "0" (zero) and are formally referred for legal proceedings pursuant to the *Student Discipline Regulations of Higher Education Institutions*.

SECTION 5: POLICIES

This section defines the overarching operational, academic, and administrative policies of the Department of Foreign Languages. These policies serve as the institutional framework to ensure consistency, transparency, academic integrity, and continuous quality improvement across all instructional programs, assessment workflows, and support services. All academic and administrative operations within the department are governed by the policy directives detailed below.

5.1 Curriculum Policy

Guided by the institutional motto “*Beyond Education, Into Life,*” the core objective of the Department of Foreign Languages Curriculum Policy is to ensure continuous quality enhancement, pedagogical innovation, and an effective, student-centered learning environment across all educational offerings.

The curriculum design is based on a dynamic, reflective, and evidence-based operational framework. The **Curriculum and Materials Development Unit** works in close alignment with the **Testing Office, Skill Coordinators,** and the **Faculty Academic English (FAE) Unit** to maintain constructive alignment among learning outcomes, course materials, instructional methodologies, and assessment framework.

5.1.1 Learning Outcomes & CEFR Alignment

- **CEFR Standardisation:** All course syllabi, proficiency levels (A1 through C1), learning objectives, and core language skills (Reading, Writing, Listening, Speaking, and Use of English) are strictly anchored to the Common European Framework of Reference for Languages (CEFR) and its illustrative “Can-Do” descriptors.
- **Constructive Alignment:** Intended Learning Outcomes (ILOs) directly dictate instructional strategies, classroom tasks, digital learning components, and formative/summative assessment design to ensure reliable measurement of student progress.
- **Integration of Support Systems:** In-class instruction is systematically reinforced through out-of-class academic infrastructure, including digital platforms (LMS/e-Kampüs), Skill Support Centers (Learning Center, Writing Center), and language practice clubs (Speaking Club, Translation Club, Movie Club).

5.1.2 Instructional Materials & Piloting Framework

- **Material Selection & Review Cycle:** Core textbooks, supplementary worksheets, multimedia resources, and digital learning tools are selected based on CEFR benchmarks and

audited annually. After the Spring Term is over, instructional staff complete detailed coursebook and syllabus evaluation reports to identify curriculum strengths and areas for refinement. The evaluation reports are reviewed by the Department leadership, and the findings are used to inform decisions regarding the revision, replacement, or continued use of instructional materials and course syllabi for the following academic year.

- **Blended & Authentic Learning Resources:** Syllabi incorporate a rich variety of learning materials, including core coursebooks, publisher-integrated digital platforms, authentic audio/video lectures, graded readers, sample paragraph/essay models, and discipline-specific ESP resources for FAE courses.

- **Piloting Procedure:** Prior to adoption, potential new instructional materials or digital platforms undergo formal piloting led by designated instructors in specified student cohorts. Piloting feedback, student performance analytics, and comparative material analyses are submitted to the Curriculum and Materials Development Unit for final review and approval by departmental leadership.

5.1.3 The Teaching and Learning Quality Cycle

The department enforces a continuous closed-loop quality assurance cycle governing curriculum evolution:



- **Planning & Learning Outcomes:** Defining CEFR-aligned objectives and skill competencies.
- **Curriculum Design & Material Production:** Developing structured syllabi, pacing guides, and supplementary task packages.
- **Book Reports & Annual Analysis:** Gathering structured feedback from teaching staff at the end of each academic year.
- **Advisors & Peer Support:** Utilizing Class Academic Advisors and student feedback mechanisms to monitor curriculum delivery.
- **Learning Center & Clubs:** Providing targeted remediation based on diagnostic assessment analytics.
- **Professional Development:** Delivering instructor training sessions, onboarding workshops, and lesson planning guidance.
- **Administrative Oversight:** Ensuring alignment with university strategic goals, YÖK guidelines, and accreditation standards.
- **Classroom Implementation:** Executing student-centered, communicative language teaching in physical and digital learning environments.
- **Evaluation & Decision Making:** Reviewing performance data to authorize syllabus adjustments or material updates.
- **Assessment & Analytics:** Conducting standardized exams (Midterms, Finals, TUPEX) to verify outcome achievement.

5.2 Quality Improvement Policy

The Quality Improvement Policy of the Department of Foreign Languages establishes a systematic, evidence-based, and stakeholder-inclusive framework designed to uphold, audit, and continuously enhance instructional quality, administrative efficiency, and academic integrity across all programs.

Guided by the **Plan-Do-Check-Act (PDCA)** continuous enhancement cycle, the department fosters an institutional culture where quality assurance is an ongoing, reflective, and

data-driven practice embedded across all academic operations.

5.2.1 Core Operational Policy Frameworks

The Department of Foreign Languages operationalizes its Quality Improvement Policy through three core educational policy pillars:

1. Assessment Quality Assurance Policy

- **Integration Framework:** *Assessment Policy+Exams+Statistics & Feedback+Meetings & Need Analysis*

- **Operational Execution:**

- Standardized examinations (Midterms, Finals, TUPEX) undergo rigorous statistical item analysis, post-exam feedback review, and inter-rater reliability checks.
- Exam outcomes and grading statistics are systematically analysed during weekly coordination meetings to conduct targeted needs analyses for curriculum adjustment.

2. Professional Development Quality Assurance Policy

- **Integration Framework:** *Professional Development Policy+Class Observations/Surveys+Interviews+Reflection Reports*

- **Operational Execution:**

- Pedagogical standards are continuously audited through structured classroom observations, staff satisfaction surveys, and professional interviews conducted by the Professional Development Unit.
- Instructors complete post-observation reflection reports and annual self-evaluation forms to identify training needs and plan tailored in-service workshops.

3. Learner Training & Support Policy

- **Integration Framework:** *Learner Training Policy+Orientation+Surveys+Orientation Evaluation Reports*

- **Operational Execution:**
 - Student adaptation, learner autonomy, and institutional awareness are established through mandatory opening orientation programs.
 - Student satisfaction surveys and orientation evaluation reports are systematically collected and analysed to optimize student support services, skill centers, and academic advising workflows.

5.2.2 Foundational Quality Principles

The department's quality infrastructure is grounded in ten operational pillars:

- **Proactivity:** Systematically identifying potential academic, instructional, or operational vulnerabilities before they impact educational delivery.
- **Stakeholder Engagement:** Involving students, academic staff, administrative personnel, faculty departments, and sectoral advisory boards in quality assessment and standard setting.
- **Reflective Feedback Loops:** Prioritizing formative learning evaluation over simple testing, giving students and instructors an active voice in institutional evolution.
- **Iterative Process Design:** Treating quality enhancement as a continuous, cyclical process rather than an end-of-term isolated task.
- **Data-Driven Trend Analysis:** Monitoring academic performance metrics, absenteeism statistics, and assessment outcomes over time to execute timely operational adjustments.
- **Action-Oriented Remediation:** Transforming internal and external feedback directly into binding institutional action plans and curricular enhancements.
- **Documentation & Verification:** Maintaining clear, transparent, and accurate records of all decision-making cycles, meeting minutes, and syllabus modifications.
- **Archival Integrity:** Systematically securing exam papers,

statistical item analyses, grade rosters, and student portfolios for formal auditing and verification.

- **Multidirectional Communication:** Ensuring transparent information flow among departmental leadership, coordination units, teaching staff, and students via official digital channels.
- **Quality Culture:** Cultivating shared institutional values where all academic and administrative staff take personal ownership of quality standards in order to raise awareness for quality process.

5.2.3 Strategic Quality Implementation

A. Curriculum Alignment & Assessment Standardization

- Syllabi are continuously refined based on student needs analyses, placement data, and field-specific academic requirements across preparatory and faculty English (FAE) programs.
- Post-exam standardization sessions and key review meetings are mandatory for all skill exams, particularly for subjective assessments such as Writing essays and Speaking presentations. Graders utilize official rubrics and benchmark samples to minimize inter-rater variability and eliminate scoring discrepancies.
- Periodic coordination meetings (held weekly for general staff and FAE units) serve as structured forums to review course pacing, evaluate test analytics, and address absenteeism. Formal meeting minutes are documented, signed, and archived for staff review.

B. Fostering Learner & Teacher Autonomy

- **Learner Autonomy:** Instructional strategies are designed to equip students with independent study habits, self-evaluation skills, and goal-setting capabilities. This is actively supported through Skill Support Centers (Learning Center, Writing Center), practice clubs (Speaking, Translation, Movie Clubs), and structured self-assessment tools.
- **Teacher Autonomy & Development:** Instructors are empowered to exercise pedagogical judgment while adhering to core

syllabi. Professional autonomy is supported through structured peer observations, self-reflection sheets, annual goal-setting forms, and targeted workshops organized by the Professional Development Unit Coordinator.

C. Responsive Governance & Student Feedback Systems

- Departmental leadership regularly evaluates instructional effectiveness through formal classroom observations, student satisfaction surveys, and direct feedback mechanisms.
- Physical and digital suggestion/complaint channels (“Wish Boxes” and official online forms) are monitored weekly by the administration. Valid grievances and operational recommendations are processed promptly, with administrative actions communicated back to staff and students.

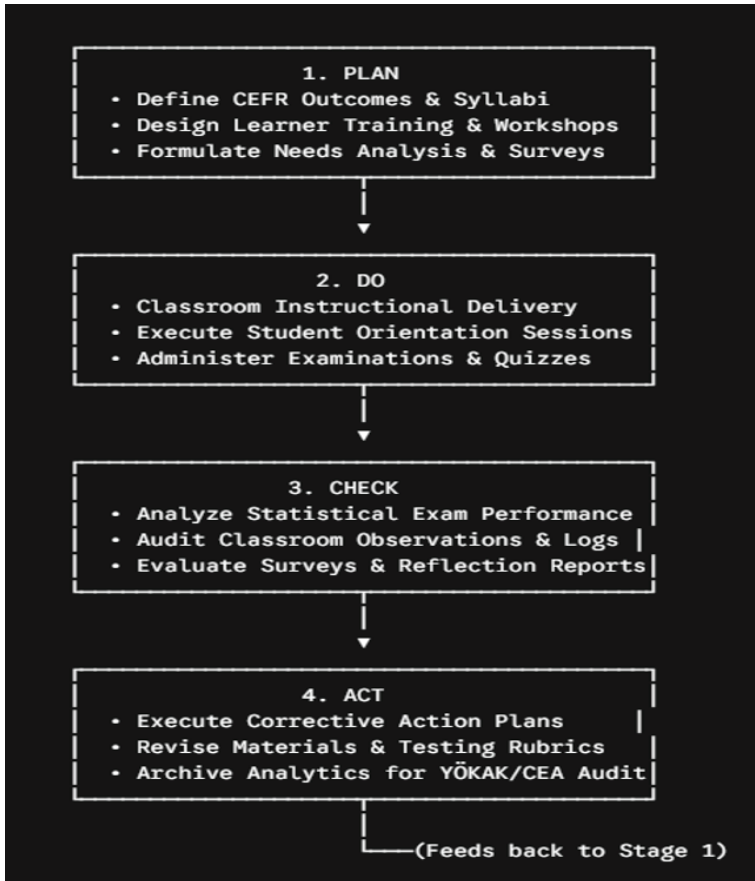
D. Professional Onboarding & Continuous In-Service Training

- Newly appointed instructors undergo a comprehensive onboarding program conducted by departmental leadership and unit coordinators. Induction includes thorough orientation on the Quality Manual, Staff Handbook, testing protocols, and LMS workflows.
- Annual professional development needs are identified through classroom observations, student feedback, and pedagogical trends. The department organizes internal workshops, publisher-supported pedagogical seminars, and annual ELT academic events featuring guest experts.

E. Resource Optimization & Material Quality Control

- Instructional materials (including coursebooks, digital platforms, authentic listening lectures, and academic writing packages) are systematically reviewed and updated at the end of each academic year.
- Supplementary materials, skill-specific worksheets, and digital task banks are developed by the Curriculum and Materials Development Unit in strict alignment with CEFR proficiency levels, ensuring material validity, reliability, and copyright compliance.

The PDCA Quality Assurance Cycle



5.3 Assessment Policy

Assessment in the Department of Foreign Languages serves as the systematic, evidence-based mechanism for evaluating, measuring, and promoting student linguistic development and outcome achievement. The assessment framework is directly aligned with communicative language teaching methodologies,

CEFR proficiency descriptors, curriculum design, material production, and ongoing professional development. The primary purpose of assessment is formative and summative: monitoring student progress, providing targeted feedback, validating proficiency, and ensuring data-driven continuous program refinement.

5.3.1 Core Assessment Principles

The department's assessment system is grounded in five internationally recognized measurement parameters:

- **1. Practicality:** Assessments are structured within realistic time and resource constraints (e.g., Quizzes: 20–30 minutes, Midterms/Finals: designated session limits). Administrative efficiency is maintained through clear written instructions, standardized answer key meetings, and rubric-based evaluation workflows.
- **2. Reliability:** Test reliability ensures consistency and dependability of scores. To minimize human error and inter-rater variability, subjective components (Writing and Speaking) are independently evaluated by multiple graders with discrepancy cross-checks. Physical conditions (acoustic clarity for listening exams, climate control, non-ambiguous item design) are strictly controlled.
- **3. Validity:** Assessments are designed to measure intended learning outcomes accurately. Face validity and content validity are established using familiar task formats, level-appropriate difficulty (CEFR A1–C1), transparent grading criteria, and direct alignment with course syllabi.
- **4. Authenticity:** Tasks incorporate contextualized, real-world language use rather than isolated grammar testing. Reading passages, listening to lectures, and presentation topics reflect academic and professional scenarios.
- **5. Positive Washback Effect:** Assessment design deliberately drives beneficial teaching and learning practices. Tests

encourage deep comprehension, communicative competence, and critical thinking rather than rote memorization or artificial exam preparation.

5.3.2 Assessment Structure & Weighting System

The academic year progresses through two semesters (Fall and Spring). Student achievement is evaluated through continuous in-term components and summative examinations.

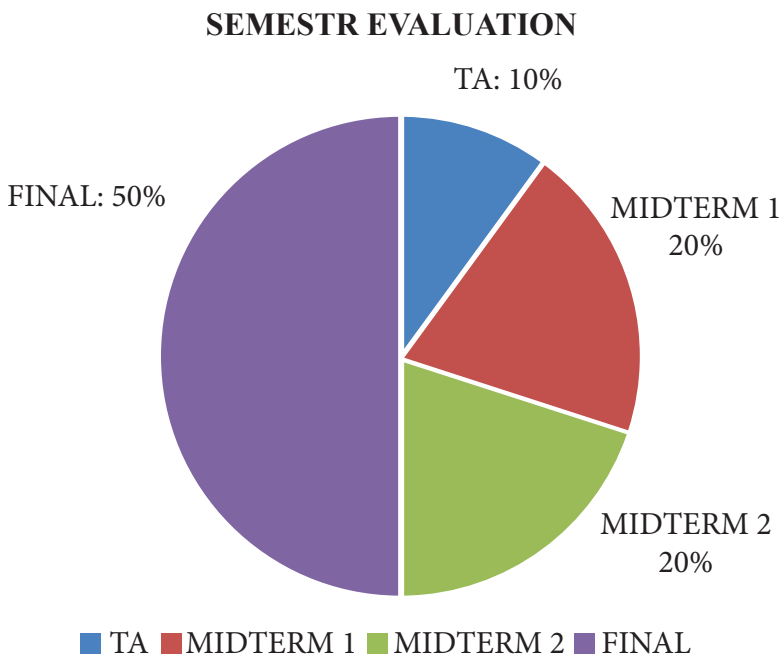


Table 5.3.1: In-Term Semester Grade Breakdown

- **Midterm 1 (Week 5) — 20%**
 - Content: Use of English (25%), Reading (25%), Listening (25%), Writing (25%)
- **Midterm 2 (Week 10) — 20%**
 - Content: Use of English (25%), Reading (25%), Writing (25%), Listening (15%), Speaking/Presentation (10%)

- **Teacher Assessment / TA (Continuous) — 10%**
 - Content: Quizzes, Class Participation, Assignments, LMS Online Tasks, Portfolio
- **Final Examination (Week 16) — 50%**
 - Content: Use of English (25%), Reading (25%), Listening (25%), Writing (25%)
- **Total Semester Grade — 100% (Weighted Semester Grade)**

MIDTERM EXAMS

There are **2 midterm exams** in each semester. Midterm 1 is administered in the **5th week** of the semester, and Midterm 2 is administered in the **10th week**. The content and breakdown of the midterm exams are presented in the tables below.

Fall Term / Midterm 1

USE OF ENGLISH	25%
READING	25%
LISTENING	25%
WRITING	25%

Fall Term / Midterm 2

USE OF ENGLISH	25%
READING	25%
LISTENING	15%
SPEAKING	10%
WRITING	25%

Spring Term / Midterm 1

USE OF ENGLISH	25%
READING	25%
LISTENING	15%
SPEAKING	10%
WRITING	25%

Spring Term / Midterm 2

USE OF ENGLISH	25%
READING	25%
LISTENING	15%
PRESENTATION	10%
WRITING	25%

TEACHER ASSESSMENT – TA

Teacher Assessment grades are awarded to students at the end of each semester by the instructor delivering the course. Although these criteria may vary from course to course, they fundamentally cover the following components and are announced to students at the beginning of the semester:

- Quizzes
- Class Participation
- Assignments (Homework)
- Online Assignments
- Portfolio

FINAL EXAM

The final exam is administered at the end of a semester (week 16). The content and breakdown of the final exam are presented in the table below.

USE OF ENGLISH	25%
READING	25%
LISTENING	25%
WRITING	25%

5.3.3 TUPEX (Toros University Proficiency Exam) Framework

The Toros University Foreign Languages Proficiency Exam (TUPEX) measures whether students possess the academic language competence (CEFR B2/C1 levels) required to pursue their undergraduate studies.

TUPEX is administered three times per academic year:

- 1. Fall Entrance Session:** Administered at the start of the academic year as an exemption exam. (Note: Students scoring below 60 on the initial Placement Exam do not qualify to sit for TUPEX). There is no verbal session in the TUPEX administered at the beginning of the Fall semester.
- 2. Spring Exit Session:** Administered at the end of the Spring semester for all eligible preparatory students.
- 3. Summer School Session:** Administered at the conclusion of Summer School for registered participants.

TUPEX		
TEST	READING 1	15 PTS
	READING 2	15 PTS
	WHILE LISTENING	10 PTS
WRITTEN	NOTETAKING	15 PTS
	WRITING	35 PTS
VERBAL	SPEAKING	10 PTS

TUPEX		
TEST	READING 1	17 PTS
	READING 2	18 PTS
	WHILE LISTENING	10 PTS
WRITTEN	NOTETAKING	20 PTS
	WRITING	35 PTS

Table 5.3.2: TUPEX Exam Structure & Skill Breakdown

Component	Format	Weight	Content & Evaluation Criteria
Written	Notetaking Listening	15 PTS	Extended academic lecture; notes taken on outlines, followed by open-ended questions.
	Academic Writing	35 PTS	300–400-word academic essay
Test	Reading	30 PTS (15+15)	Academic texts testing referents, vocabulary, main ideas, inferences, T/F/NG, and summary.

Component	Format	Weight	Content & Evaluation Criteria
	While Listening	10 PTS	Multiple-choice comprehension questions while listening to an academic lecture
Verbal	Speaking Exam	10 PTS	Topic-based oral production assessed by two examiners via rubric. <i>(Omitted in Fall entrance).</i>

Erasmus+ Foreign Language Proficiency Examination

In addition to standard academic proficiency assessments, the Department of Foreign Languages conducts the **Erasmus+ Foreign Language Proficiency Examination** twice per academic year, during the Fall and Spring semesters, to measure and certify the language competence of candidate students (in any department) at the university applying for international mobility programs.

Structured at the **CEFR B2 level**, this examination serves as an integrated proficiency assessment designed to evaluate reading comprehension, academic listening, and written production.

Unlike the standard TUPEX framework, the Erasmus+ exam excludes an oral speaking component; however, it utilizes an **integrated thematic design**. The prompt provided in the Academic Writing section directly connects to and synthesizes the core themes, context, and academic content presented in the preceding Reading and Note-Taking Listening sections, ensuring a contextualized and holistic measurement of academic language ability. The content of the Erasmus exam is seen in the table below:

ERASMUS EXAM		
TEST	READING 1	17 PTS
	READING 2	18 PTS
	WHILE LISTENING	10 PTS
WRITTEN	NOTETAKING	20 PTS
	WRITING	35 PTS

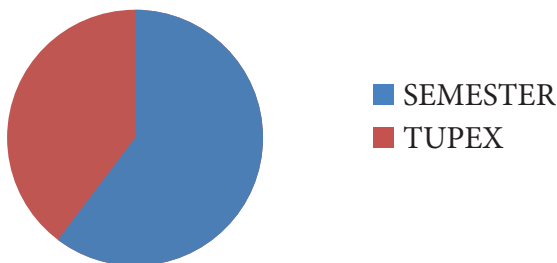
Table 5.3.3: Overall Year-End Success & Exemption Weighting

	Weight	Conditions	Outcome
Semester Average	60%	Combined Fall (40%) & Spring (60%)	Base Academic Score
TUPEX Exam	40%	Proficiency Examination	Exit Verification
Exemption	Avg. $\geq$ 85	Cumulative average of 85 or above	Exempt from TUPEX

5.3.4 Calculation of End-of-Year Success Grade

The End-of-Year Success Grade in the Department of Foreign Languages is calculated through a comprehensive, two-stage weighted evaluation system designed to reflect both continuous academic performance and cumulative language proficiency.

OVERALL SUCCESS GRADE



First, each academic semester’s average is computed by combining Teacher Assessment (TA) at 10%, Midterm 1 at 20%, Midterm 2 at 20%, and the Final Examination at 50%.

Second, the cumulative Semester Average Weight—comprising 60% of the overall year-end score—is derived by combining the Fall Term average (weighted at 40%) and the Spring Term average (weighted at 60%).

SEMESTER WEIGHTS:

FALL TERM	SPRING TERM
40%	60%

Finally, this weighted semester performance (60%) is combined with the student’s score on the Toros University Proficiency Examination (TUPEX, weighted at 40%) to determine the binding End-of-Year Success Grade required for departmental completion and faculty transition. The summary of the process is seen below:

TEACHER ASSESSMENT (TA)	10%
MIDTERM 1, MIDTERM 2	20%+20%
FINAL	50%
SEMESTER AVERAGE WEIGHTS	60%
TUPEX (PROFICIENCY EXAM)	40%

5.3.5 Exam Preparation & Quality Control Workflow

The design, proofreading, printing, and distribution of examination papers follow a strict administrative cycle managed by the **Testing Office, Skill Coordinators,** and the **F&E Unit Coordinator:**

Step	Phase & Operation	Responsible Personnel	Standard Timeline
01	Planning & Specification	Testing Office / FAE Coordinator / Vice-Principal / Education Coordinator	1 Working Day
02	Item Writing & Drafting	Assigned Testing Coordinator / Course Lecturer	5 Working Days
03	First Proofreading	Vice-Principal / FAE Coordinator	2 Working Days
04	Author Revisions / Recording for Listening exams	Exam Author	2 Working Days
05	Cross-Checking & Approval	Vice-Principal / FAE Coordinator	2 Working Days
06	Secure Printing & Assembly	Testing Office / FAE Coordinator	1 Working Day
07	Digital Server Archiving	Testing Office / FAE Coordinator	Immediate

5.3.6 Standardized Invigilation Protocols

Proctors are responsible for enforcing strict examination discipline, student verification, and exam security.

Phase	Action Items & Proctor Requirements	Verification
Pre-Exam <i>(15 min prior)</i>	• Report to Testing/FAE Office for exam packs & audio equipment. • Enforce pre-arranged “S” seating formation.	Mandatory

Phase	Action Items & Proctor Requirements	Verification
	• Collect powered-off phones & smartwatches at the proctor desk. • Verify student ID cards (Toros Student ID). • Write exam start and end times on the whiteboard.	
During Exam	• Keep doors open (except during listening to audio). • Prohibit mobile phone or laptop usage by proctors. • Refrain from explaining questions or translating text. • Monitor students continuously; maintain active vigilance. • Enforce strict 20-min late entry limit (no entry during listening).	Mandatory
Post-Exam	• Count collected exam sheets & verify attendance signatures. • Complete and sign the Invigilation Checklist on the envelope cover. • Return exam packs immediately to the Testing/FAE Office.	Mandatory

The envelope covers include the information such as date, time, place, and number of students. The proctors are also expected to fill in the checklist below found on the envelope covers:

Invigilation Checklist (Envelope Verification Standard)

- ☐ Exam start and end times written on the board.
- ☐ All mobile phones and smartwatches collected at the proctor's desk.
- ☐ Students seated in designated 'S' formation.
- ☐ Student identity verified via official Toros University Student ID cards.
- ☐ Attendance sheet signed by all attending students.
- ☐ Absent students documented on the envelope cover.
- ☐ Proctor signed the envelope cover and attendance sheet.
- ☐ Active vigilance maintained; zero digital device usage by proctor.
- ☐ Exam papers counted, ordered, and returned to the Testing Office.

Online Exam Invigilation Protocols

For online examinations, the Testing Office coordinators dispatch exam papers to instructors' official institutional email addresses 15 minutes prior to the scheduled start time. Proctors must strictly enforce all pre-announced implementation guidelines, with emphasis on rigid submission deadlines.

Upon exam completion, proctors are required to forward the student submissions to designated graders and unit coordinators via email, accompanied by an official report detailing student attendance, late submissions, and technical or formatting irregularities.

5.3.7 Standardized Grading & Grade Entry Process

To ensure scoring transparency, objectivity, and reliability, all examination papers are graded in accordance with standardized rubrics and multi-grader cross-checking workflows.

A. Standardization & Answer Key Meetings

Immediately following an examination, graders, Skill Coordinators, and the Testing Office convene for an Answer Key Meeting. Graders review sample papers, establish consensus on alternative correct answers, and standardize rubric application for essay and oral assessments to minimize inter-rater scoring gaps.

B. Multi-Grader Cross-Checking Rules

- **Paragraph & Essay Writing Grading:** Papers are evaluated independently by two graders using separate grade sheets.
 - If the score difference between Grader 1 and Grader 2 is **5 points or less**, the final grade is the exact mathematical average of the two scores.
 - If the discrepancy exceeds **5 points**, a **Third (Final) Grader** evaluates the paper independently to determine the final binding score.
- **Speaking Assessments:** Conducted by two examiners using independent rubric score sheets. Two students enter the examination room but are tested individually. Examiners evaluate candidate production separately without exchanging scores during the live session. Examiners may use standardized prompting phrases from the exam procedure provided by the Testing Office to assist anxious candidates. Discrepancies between examiners are cross-checked immediately post-session. All oral examinations are digitally recorded using devices provided by the Testing Office. If a test-taker does not attend the exam on time, the examiners can continue the exam with the next student. The latecomers can enter the exam with the permission of the Testing Coordinators if the exam is still in process. The exam envelopes are given to the Testing office immediately after the exam.
- **Online Examination Grading Protocols:** For online examinations, instructors conduct all evaluations digitally using Microsoft Word document markup tools. The Testing Office

distributes all necessary assessment documentation—including rubric criteria, individual grading sheets, and score conversion tables—to instructors via institutional email and shared Google Drive directories. Instructors are required to finalize all digital grading and submit verified score sheets to the Testing Office prior to the strict deadline specified in the coordination notice.

- **Triple-Marking and Discrepancy Resolution Protocol:** To eliminate inter-rater bias and ensure absolute scoring fairness in subjective evaluation components, the Department of Foreign Languages applies a standardized multi-grader cross-checking mechanism. All student production tasks are evaluated independently by two designated graders using separate rubric sheets, without visibility of each other's marks. The final -or third grader gives the final decision about the grade. However, if the score discrepancy exceeds these established thresholds, a Third (Final) Grader—typically a Testing Coordinator or Senior Instructor—is assigned to conduct an independent triple-marking review. The Final Grader re-evaluates the paper or performance without prior knowledge of the previous scores, and their assessment serves as the binding, authoritative final grade to resolve the discrepancy.

● **AI-Assisted Writing Assessment Procedure**

Objective

This procedure outlines the steps for integrating artificial intelligence (AI) into the writing assessment process as a second grader. This hybrid system aims to support instructors, ensure grading objectivity, and maintain standard evaluation criteria across both essay and paragraph writing tasks.

Step-by-Step Process

● **Step 1: Initial Instructor Grading**

The course instructor evaluates the exam papers first. All deduction and final score conversion calculations are handled automatically by the system, so instructors do not need to calculate them manually.

• Step 2: AI Evaluation and Verification

The instructor uploads the relevant evaluation criteria to the AI platform and runs the standard prompt, which is provided by the Writing Coordinator for each exam. This step consists of two phases:

- o **Phase A (Transcription):** The AI first transcribes the handwritten student text into digital text. The instructor reviews and approves this text before the AI starts grading.

- o **Phase B (Grading & Rules):** Once approved, the AI evaluates the paper based on the specific writing task type:

Option A: Essay Writing Criteria (Out of 60 Points)

For essay tasks, the AI applies the standard rubric and the following specific rules:

Rule / Violation	Criteria & Deductions (Out of 60)
Content	Max 40 points (4 criteria × 10 points)
Organization	Max 20 points (4 criteria × 5 points)
Grammar	Deduct points for grammar mistakes under criteria E, F, and G.
Indentation	Apply a -3-point deduction for layout/indentation issues.
Title	Apply a -2-point deduction for a missing title; -1 point for title flaws.
Length	Apply a -1-point deduction if the essay is visibly too long.
Handwriting	Apply a -1-point deduction for exceptionally poor or illegible handwriting.
Off-Topic	If the essay is completely off topic, give a fixed score of 1 point .
Word Count	Submissions under the word limit must receive a score between 1 and 5 points .

Option B: Paragraph Writing Criteria (Out of 30 Points)

For paragraph tasks, the AI evaluates the text out of a maximum of **30 points** and applies the specific grading parameters and rules defined in the **Academic Paragraph Writing Criteria** file.

Rule / Violation	Criteria & Deductions (Out of 30)
Content	Max 15 points (3 criteria × 5 points)
Grammar	If the S+V+O concord is not correct in majority, give 1 or 2 to the student on the criteria C.
Indentation	Apply a -3-point deduction for layout/indentation issues.
Title	Apply a -2-point deduction for a missing title; -1 point for title flaws.
Length	Apply a -1-point deduction if the essay is visibly too long.
Handwriting	Apply a -1-point deduction for exceptionally poor or illegible handwriting.
Off-Topic	If the essay is completely off topic, give a fixed score of 1 point .
Word Count	Submissions under the word limit must receive a score between 1 and 5 points .

- Step 3: Entering the AI Score

After the AI completes the evaluation, the instructor enters the approved score into the designated field in the system (“AI Score/30” for paragraphs /60 for essays).

- Step 4: Instructor Control (Recalibration)

The instructor has full authority over the process. If the AI grade feels unfairly high or low, the instructor can write a new prompt to adjust and recalibrate the AI’s evaluation.

- Step 5: Automated Weighting

The system automatically calculates the final grade by taking 60% of the instructor’s grade and 40% of the AI’s grade, then converts it to the final score scale.

- Step 6: Recording the Final Grade

The instructor writes the final automated grade generated by the system onto the student's physical exam paper.

Optic Reader Procedures: Some exams include multiple-choice tests like Erasmus and Placement exams. These exams are graded by optic readers. The instructions for this device can be seen below:

OPTİK OKUYUCU KULLANMA TALİMATLARI

1. TEPSİYE KAĞITLARI YERLEŞTİR
2. "SEK OKU" UYGULAMASINI AÇ
3. OKUNAN KAĞIT SAYISI GİR
4. "OKU"
5. DOSYA ADI OLARAK SINIF ADI GİR
6. "AÇ"
7. "ÇIKIŞ"
8. "GİRİŞ" UYGULAMASINA GİR
9. ŞİFRE : 123456
10. SİRALAMA RAKAMINI AŞAĞIDA AÇILAN PENCEREDEKİ RAKAMIN 1 ÜSTÜ OLARAK YAZ
11. AYARLAR SİMGESİNE TIKLA
12. DERS/SINIF ADI GİR
13. SORU SAYISINI GİR
14. "HESAPLA"
15. CEVAP ANAHTARINI GİR (COPY PASTE YAPILABİLİR)
16. "CEVAP KAYDET"
17. SOL TARAFTAKİ "KAYDET"
18. "ABİCİ" SİMGELİ DEĞERLENDİRME KISMINA GİR
19. SINIF ADI OLAN DOSYAYI SEÇ VE "AÇ"
20. "DEĞERLENDİR" (OTOMATİK KAPANIR)
21. KALEM ÇETVEL SİMGESİNE GİR
22. AÇILAN SAYFADA "LİSTE EXCEL" E TIKLA
23. ARAÇ ÇUBUĞUNDA OTOMATİK AÇILAN EXCEL DOSYASI KONTROL EDİLİP SINIF ADI GİRİLEREK DOSYA FARKLI KAYDEDİLİR

C. Grade Entry and Data Workflow via e-Kampüs (HBS/OBS)

The Department of Foreign Languages enforces a multi-tier verification process for uploading, auditing, and archiving student grades within the **e-Kampüs** (Preparatory Student Information System)/OBS.

1. Submission & Testing Office Audit: Lecturers submit finalized grade sheets to the Testing Office Coordinators, who compile the marks on the central Testing Office database and conduct an initial mathematical audit.

2. Vice-Principal Review: Audited grade lists are transmitted via institutional email to the Vice-Principal for statistical review and secondary verification.

3. Student Feedback & Final Re-Check: Following student

feedback sessions, updated grade lists return to the Vice-Principal for a final accuracy check. Upon approval, the records are forwarded to the Administrative Secretariat.

4. System Entry: The Administrative Coordinator and Administrative Assistant enter the verified grades into the e-Kampüs System. For the faculty, the responsible lecturer enters the grades into OBS.

5. Reporting & Archiving: At the end of each academic year, a comprehensive grade report and official cover letter are submitted to the principal and transferred to the Registrar's Office. Physical exam packs and digital records are permanently archived in the secure departmental repository (see Archive Policy).

5.3.8 Student Feedback & Grade Appeal Procedures

A. Student Feedback Sessions

Following exam processing, instructors deliver structured feedback sessions. For quizzes and midterms, answer keys and error analyses are reviewed in class; multimedia displays can be used for this. For writing tasks, individualized feedback is provided focusing on weak points and areas to develop. For the full-day exams like final exam, the Testing Office may allocate a full day for feedback sessions and adjust lecturers' schedules accordingly. In addition, the Vice-Principal may observe classrooms where results are statistically lower than average in order to monitor and support improvement.

B. Grade Appeal Procedure

- Students seeking an appeal regarding announced exam results must fill out an official Grade Appeal Petition at the Administrative Secretariat within 5 working days of result publication.
- Appeals are limited to clerical errors, calculation mistakes, or

optical scanning discrepancies.

- The Testing Office and Departmental Administrative Board review the physical exam pack; updated scores (if any) are corrected on OBS/HBS upon formal board resolution. Petitions submitted after the 5-day deadline will not be processed.

5.3.9 Post-Examination Analysis & Quality Assurance Process

The evaluation workflow extends beyond grade entry to ensure continuous curriculum refinement, assessment validity, and instructional quality through structured data analysis:

- Needs Analysis: Following the release of examination results, the Testing Office / FAE Coordinator conducts an item-based Needs Analysis and psychometric review. This process identifies problematic questions, common skill deficiencies, and learning gaps across student cohorts to inform immediate curricular interventions.
- Statistical Audit: Simultaneously, the Vice-Principal compiles comprehensive statistical reports—including score distribution curves, mean averages, standard deviations, and cross-class comparative metrics—to evaluate overall academic performance and grading consistency across instructors. These statistics are shared with all parties virtually and on the noticeboard.
- Review Meetings & Policy Adjustments: These analytical reports and statistical findings are formally presented and discussed during departmental review meetings. Academic staff and unit coordinators utilize this data to calibrate future teaching methodologies, adjust pacing schedules, and refine forthcoming assessment designs.

5.3.10 Make-Up Examination Policy

The Department of Foreign Languages enforces a strict Make-Up Examination Policy to preserve assessment integrity while ensuring

fair evaluation for students experiencing verified, unavoidable extenuating circumstances.

- **Eligibility & Acceptable Grounds:** Make-up examinations are granted exclusively for major summative assessments (Midterms and Final Examinations). Minor continuous components (quizzes, LMS tasks, in-class presentations) are non-compensable and do not qualify for make-up sessions. Valid grounds for application include:

- o Formal medical incapacity certified by an official state or university health institution.
- o Official representation of the University in approved academic, athletic, or cultural events.
- o Severe family emergencies or force majeure events documented via legal or official authorities.

- **Petition & Submission Timeline:** Students seeking a make-up examination must submit an official Make-Up Exam Petition along with supporting documentary evidence to the Administrative Secretariat within five (5) working days following the end of the medical leave or missed examination date. Petitions submitted after this deadline will be rejected automatically.

- **Review & Approval Authority:** The Departmental Administrative Board reviews all submitted petitions and verification documents. Make-up examination eligibility is granted solely upon formal board approval.

- **Administration & Format:** Approved make-up examinations are scheduled and administered by the Testing Office within designated make-up exam windows announced in the academic calendar. To safeguard test security and prevent item compromise, make-up examinations utilize equivalent, parallel test specifications (CEFR-aligned difficulty, format, and weighting) but feature distinct question sets.

5.3.11 Special Accommodations Policy for Students with Disabilities

The Department of Foreign Languages is committed to providing equal educational opportunities and accessible assessment environments for students with documented physical, sensory, learning, or medical disabilities.

Identification & Application: Students requiring accommodations must register with the University's Disability Support Unit and submit formal medical documentation at the beginning of each academic semester or at least ten (10) working days prior to the scheduled examination period.

Assessment Calibrations: Based on individual needs assessments and official recommendations from the Disability Support Unit, the Testing Office provides standardized modifications, which may include:

- o Extended Time: Up to 25–50% additional time for written, reading, and listening components.
- o Adaptive Formats: Provision of large-print exam papers, high-contrast digital interfaces, or screen-reader-compatible test files.
- o Alternative Testing Environments: Individual, low-distraction testing rooms to accommodate physical limitations, high anxiety, or specific sensory requirements.
- o Assistive Support: Assignment of designated readers, scribes, or specialized invigilators trained in adaptive testing procedures.

Construct Validity: All accommodated examinations preserve the core learning outcomes and CEFR proficiency standards evaluated in standard test formats; modifications adjust administration conditions without altering assessment rigour or scoring rubrics.

5.4 Academic Integrity and Cheating Policy

A strict zero-tolerance policy is enforced against any academic integrity violations, acts of cheating, attempting to cheat, assisting others in cheating, or committing plagiarism across all evaluation components within the Department of Foreign Languages, including midterms, final examinations, quizzes, Erasmus+ exams, academic presentations, assignments, projects, and portfolio submissions.

5.4.1 Sanctions, Disciplinary Actions & Grade Consequences

- **Grade Assessment:** Any student proven to have committed, attempted, or assisted in academic dishonesty based on concrete evidence shall directly receive a grade of “0” (zero) for the respective assessment, recorded immediately in the system.
- **No Make-Up Examinations:** Under no circumstances will a make-up, remedy, or re-sit examination right be granted to a student penalized for cheating.
- **Formal Disciplinary Investigation:** In accordance with the Student Discipline Regulations of Higher Education Institutions formal legal and administrative disciplinary proceedings will be initiated against the student upon reporting.

5.4.2 Pre-Examination Preparation & Entry Requirements

- **Surrender of Materials & Devices:** Before the exam begins, students are required to completely turn off and hand over all textbooks, worksheets, personal study notes, and digital devices (mobile phones, smartwatches, etc.) to the designated proctor’s desk or area.
- **Identity Verification Requirement:** Students are obliged to bring their official Toros University Student ID cards to all examinations. Candidates who fail to present their ID card to the proctor while signing the attendance roster will not be admitted to the examination.

- **Seating Arrangement & Compliance:** Students must sit in their designated desks according to the pre-arranged optical/anonymous exam lists structured in an “S” formation. Proctors have full authority to relocate any student; candidates are obliged to comply with seating instructions without objection.

5.4.3 Presumption of Cheating & Concrete Evidence

Possession or presence of unauthorized materials during or after an examination—regardless of active use—inevitably constitutes an active act of cheating. Misconduct includes, but is not limited to:

- Course or exam-related notes/data detected on the student’s body, clothing, desks, walls, or surrounding surfaces.
- Undisclosed second digital devices (mobile phones, smartwatches, etc.) retained on the student’s person rather than deposited at the proctor’s desk.
- Active attempts to view, copy, or solicit answers from another candidate’s paper or assist a peer in doing so.

5.4.4 Proctor Escalation & Discrepancy Intervention Workflow

To maintain classroom order and avoid unnecessary confrontation during test administration, proctors adhere to a structured, progressive intervention protocol when misconduct is observed:

- 1. Initial Verbal Warning:** The proctor issues a clear verbal warning to the candidate attempting to cheat.
- 2. Joint Invigilation:** If the student persists, the proctor contacts a Testing Office Coordinator to co-invigilate and jointly observe the candidate.
- 3. Final Warning:** The proctor or Testing Coordinator informs the candidate that this serves as their final notice, after which their exam script will be formally invalidated for cheating.
- 4. Non-Confrontational Protocol & Submission:** To prevent disturbing other test-takers and avoid active confrontation, proctors allow the student to complete and submit their paper at

the end of the session.

5. Reporting & Evidence Attachment: Upon collection, the proctor signs the exam paper explicitly indicating the cheating infraction, attaches all physical/digital concrete evidence, and delivers the package directly to the Testing Office, which then formally notifies the administration to initiate disciplinary action.

5.5 Archive Policy

Data and documents are archived physically or electronically in the Department of Foreign Languages at Toros University to ensure administrative transparency, data security, and compliance with institutional standards.

5.5.1 Electronic Archive

- **Electronic Document Management System (EBYS):** All internal and external institutional correspondences are automatically stored and tracked within the University's Electronic Document Management System (EBYS).
- **Storage & Hardware Backups:** Electronic archives are securely backed up on external storage drives and dedicated computer storage managed by the Vice-Principals, Administrative Staff, and Testing Office Coordinators.
- **Access Control & Security:** All physical offices housing archive systems and all relevant workstations are locked and password encrypted. Access is strictly restricted to authorized departmental personnel.
- **Archived Digital Content:** Digitally archived items include exam master files, attendance sheets, grading sheets, student petitions, staff documentation, and administrative records.

5.5.2 Physical Archive

- **Storage Infrastructure & Access:** Physical exam sheets and departmental records are stored in locked steel cabinets within the departmental archive room. Access to the archive room is

strictly restricted, with physical keys held exclusively by the Administration and Vice-Principals.

- **Retention & Disposal Cycle:** Documents are retained in the physical archive for a mandatory period of five (5) years. Following the expiration of this retention period, documents are disposed of via a certified professional shredding and disposal company. Documents not sent to the external provider are shredded using departmental paper shredders prior to disposal.

5.5.3 Assessment Archive Contents & File Standards

- **Quizzes & Continuous Assessments:** Class-based quiz files must contain all completed student exam papers, official grading sheets, evaluation criteria, score conversion tables, attendance rosters, and one master sample copy of the exam paper.

- **Listening Examinations:** The official audio recording of the listening examination must be included in the physical file on a CD or designated physical media.

- **Speaking Examinations:** Individual student audio/video exam recordings are categorized and stored per candidate in a dedicated file on a CD or digital media.

- **Major Examinations (Midterms, Final exam and TUPEX):** Major summative examinations follow official Council of Higher Education (YÖK) compliance standards. After completing all required administrative details on the Toros University Exam Document Envelope, the following mandatory documentation must be sealed inside:

- o Official exam attendance sheets for the respective class, explicitly stating the date of administration.
- o Master answer keys for the administered exam.
- o Completed student answer sheets or project submissions.
- o Final exam result lists featuring student grades.
- o Weekly student attendance charts corresponding to the date and week of test administration.
- o Course syllabus for the term in which the examination was

conducted.

5.6 Distance Education Policy

In accordance with the Mission, Vision, and Strategic Plan of the Department of Foreign Languages, the Distance Education Policy establishes standardized quality framework parameters for virtual instructional delivery, curriculum design, technological infrastructure, and online assessment mechanisms.

5.6.1 Core Principles & Strategic Objectives

Accessibility & Quality Assurance: Providing equitable access to high-quality language instruction using standardized Learning Management Systems (LMS).

Multi-Dimensional Assessment: Utilizing performance-oriented, evidence-based online evaluation tools alongside traditional summative measures to ensure transparency and auditability.

Continuous Stakeholder Support: Ensuring ongoing technical, pedagogical, and administrative assistance for both students and teaching staff through Training of Trainers programs and student orientation modules.

Ethical Compliance: Enforcing academic integrity, proper citation, and strict non-plagiarism guidelines in all digital submissions.

5.6.2 Support Infrastructure & Helpdesk Protocols

At the onset of distance operations, students complete an online orientation covering LMS navigation, virtual classroom etiquette, digital course materials, and online attendance policies. Continuous support is maintained through designated

communication channels:

Support Network: Academic Advisers, Distance Education Coordinator, IT Department, and Student Representatives.

Communication Channels: Official departmental web portal, institutional email groups, LMS messaging tools, and instant messaging class channels.

5.6.3 Modes of Instructional Delivery

Synchronous Delivery (Real-Time): Live interactive sessions conducted via the University LMS (Perculus) or backup video conferencing platforms (Zoom, Google Meet). Lecturers maintain active attendance logs identical to physical classroom standards.

Asynchronous Delivery (Self-Paced): Supplementary learning modules, pre-recorded lectures, digital workbook exercises, and interactive discussion boards accessible on the LMS to support individualized learning pacing.

5.6.4 Virtual Classroom Operations & Material Standardization

Online courses adhere to the identical academic standards, learning outcomes, and syllabus requirements as campus-based programs.

LMS Classroom Functionalities: Instructors initiate live sessions, share screen content (PDFs, media, web tools), facilitate interactive student participation, and manage assignment portals with automated submission deadlines.

Session Recording Management: Live sessions are recorded and archived on class LMS pages. Instructor discretion governs recording availability windows to balance review access with

synchronous attendance discipline.

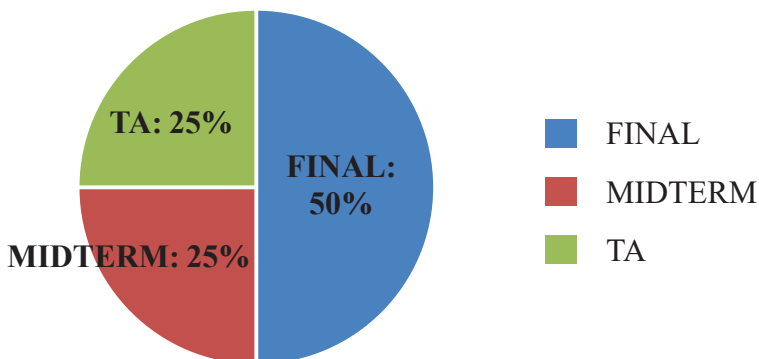
5.6.5 Online Assessment Protocols & High-Stakes Examinations

Distance education assessment mechanisms align directly with the Departmental Assessment Policy (Section 5.3) to preserve construct validity, CEFR proficiency alignment, and grading rigor while optimizing student engagement in virtual environments.

A. Semester Grade Weighting Structure

To incentivize active student participation and continuous interaction during synchronous virtual classes, the weight of Teacher Assessment (TA) is strategically increased in distance education:

- Final Examination — 50%: Comprehensive summative evaluation assessing core skills at the end of the term.
- Teacher Assessment (TA) — 25%: Continuous performance tracking based on active synchronous class participation, online LMS homework/journals, portfolios, and virtual quizzes. (*Note: Simple attendance does not constitute participation; active contribution is required*).
- Midterm Examination — 25%: In-term summative assessment evaluating progress across integrated skill sets.



B. General Online Examination Rules & Academic Integrity

- **Technical & Submission Compliance:** Candidates must submit exam papers within allocated timeframes exclusively in Microsoft Word (.docx) format. Late submissions or incompatible file extensions (.pdf, .rar, external links) are automatically rejected by the LMS.

- **Connectivity Responsibility:** Candidates are responsible for maintaining stable internet access and power supply during scheduled online exam sessions.

- **Listening & Note-Taking Protocol:** Outline sheets are dispatched via LMS assignment portals prior to audio broadcast. Question sheets are released immediately following lecture completion, with a strict 15-minute window for note-taking synthesis and submission.

- **Writing & Plagiarism Screening:** All digital writing submissions undergo automated screening via Turnitin. Submissions are evaluated for text similarity and generative AI assistance; verified infractions result in formal deductions or paper invalidation (Grade “0”) pursuant to Section 5.4. Formatting violations (Times New Roman, 12 pt, double-spaced) incur incremental rubric deductions.

For Writing, the assessment for online exams is as follows:

1. After the key meeting, the criteria for online exams are followed.
2. First, the papers are checked for plagiarism (similarity and artificial intelligence) by using a professional plagiarism program (see the table). Plagiarism reports are shared with the students.
3. Then, format criteria are applied (see the table below):

For Paragraph Writing:

PLAGIARISM (similarity + artificial intelligence rates)				
PERCENTAGE	TAKE OFF FROM “A”			
%				
0-25	0			
25-50	2			
50 AND ABOVE	GETS ZERO			
<i>If the originality of the paper is completely suspicious, plagiarism checker will check the originality (You can take off marks from A in relatively less plagiarism).</i>				

FORMAT				
<i>If the format is not appropriate, take off 1 mark for each. Do not take more than 3 points.</i>				
Font	Times New Roman	IF NOT	-1	
Font size	12		-1	
Spacing	2		-1	
Justified text			-1	
Title (Center)			-1	
NO Bold/Italics			-1	
NO Highlighted Text			-1	

For Essay Writing:

PLAGIARISM (similarity artificial intelligence rates)				
PERCENTAGE	TAKE OFF FROM “A”			
%				
0-25	0			
25-50	4			
50 AND ABOVE	GETS ZERO			
<i>If the originality of the paper is completely suspicious, plagiarism checker will check the originality (You can take off marks from A in relatively less plagiarism).</i>				

FORMAT				
If the format is not appropriate, take off 1 mark for each. Do not take more than 3 points.				
Font	Times New Roman	IF NOT	-1	
Font size	12		-1	
Spacing	2		-1	
References				
In-text citation			-1	
Justified text(not in Research Paper)				
Title(center)			-1	
NO Bold/Italics			-1	
NO Highlighted Text			-1	

For Online Writing Exams, Department of Foreign Languages uses the system provided by Turnitin.com. With this system, plagiarism is checked in terms of similarity and artificial intelligence. The Turnitin process has some steps for the Writing Lecturers.

- Open a lesson on Turnitin.
- Share the information of the lesson with the students.
- Tell the students that they will upload their assignments on Turnitin, submitting homework on other platforms like mailing or WhatsApp is not acceptable.
- Add Assignment and give details such as start date and deadline.
- After the students submit assignments, apply the plagiarism criteria.
- Send the plagiarism reports (download them from the system on current view) to the students who are penalized from plagiarism (including similarity and artificial intelligence).

C. High-Stakes & Institutional Online Examinations

1. Placement Examination

- **Administration & Format:** Administered digitally via Google Forms at the start of the academic year for incoming freshman students.
- **Procedure:** Dispatched to students' official institutional email accounts following instructions from student advisers.
- **Timing & Placement:** Candidates must complete the 100-item multiple-choice test within a strict 60-minute window. Automated scoring processes results immediately to place students into appropriate proficiency-level virtual classrooms.

2. Online TUPEX (Toros University Proficiency Exam)

- **Implementation Context:** Conducted online during administrative necessity or force majeure conditions (including Summer School sessions).
- **Structural Adaptation:** Listening components (Notetaking and While-Listening) are replaced by an academic Presentation assessment. Presentation details are announced by the Testing Office in advance.
- **Weighting Breakdown (Total: 100 PTS):**
 - Reading (35 Multiple-Choice Questions) — 35 PTS
 - Academic Writing — 35 PTS (Subject to mandatory Turnitin plagiarism and AI verification)
 - Presentation — 30 PTS
- **Year-End Score: Accounts for 40% of the End-of-Year Success Grade, combined with the cumulative Weighted Semester Average (60%).**

3. Online Erasmus+ Foreign Language Proficiency Examination

- **Administration & Platform:** Administered via lms.toros.edu.tr for international mobility candidates.
- **Structural Distinction:** Unlike the online TUPEX, the online

Erasmus exam excludes presentations and retains two distinct academic listening assessments.

4. Faculty Academic English (FAE) Online Examinations

- **LMS Assignment Workflow:** Administered via the assignment module on lms.toros.edu.tr.
- **Submission Guidelines:** Instructors upload exam templates as .docx files. Students download the file, rename it using the standard format (NAME_SURNAME_STUDENT NUMBER.docx), and submit answers within the designated time limit (typically 60 minutes).
- **System Restrictions:** The LMS enforces a single-submission rule and automatically blocks late uploads. Submissions via email, personal messaging, or alternative file formats are strictly rejected.

5.6.6 Continuous Quality Assurance (PDCA Cycle)

Distance education workflows follow a continuous Plan-Do-Check-Act (PDCA) quality loop:



Plan & Do: Regular updates to online syllabi, digital materials, LMS course shells, and live lesson delivery.

Check: Post-examination item analysis, statistical score distribution audits, student/lecturer feedback surveys, and virtual Quality Control Circle meetings.

Act: Curricular adjustments, LMS optimization, and targeted pedagogical workshops based on audit data.

5.7 Learner Training & Academic Autonomy Policy

The Department of Foreign Languages is committed to fostering independent, lifelong language learning by equipping students with strategic study skills, academic guidance, and autonomous learning opportunities beyond timetabled lectures.

5.7.1 Academic Support & Skill Centers

A. Learning Center (Reading, Listening & Use of English)

- **Mission & Target:** The Learning Center provides extracurricular academic support to help students address skill gaps, consolidate core grammar and vocabulary, and build confidence for upcoming summative assessments.
- **Operation & Delivery:** Sessions are held weekly after regular class hours (15:10–16:00). Students work individually or in small groups with instructors using targeted revision materials designed by the Testing Office.
- **CEFR Alignment:** Encourages students to identify their own learning weaknesses and take active ownership of their academic progress, developing into autonomous learners “independent in thought and action.”

B. Writing Center

- **Mission & Target:** Offers structured, student-centered one-on-one tutorial support (25-minute individual sessions) across all stages of the writing process (brainstorming, drafting, revising, and editing).
- **Operation & Scope:** Operates on designated weekdays during the Fall and Spring semesters by appointment. Focuses on developing critical thinking, self-awareness, and structural composition skills.

5.7.2 Co-Curricular & Student Engagement Clubs

C. Speaking Club

- **Mission & Target:** Conducted weekly during lunch breaks or after classes (50-minute sessions) to enhance oral fluency,

public speaking, and conversational confidence in a low-anxiety environment.

- **Methodology:** Led by native English-Speaking Lecturers and instructors, utilizing communicative tasks, group discussions, podcasts, role-plays, and vocabulary games centered around student-interest themes (travel, media, technology, and culture).

D. Movie Club

- **Mission & Target:** Provides a social-academic platform for students across all university departments to enhance critical thinking and authentic language exposure through cinema.

- **Operation:** Students watch a designated movie prior to the weekly session. Club hours focus on plot analysis, character critique, thematic discussion, and scene breakdowns conducted entirely in English.

E. Translation Club

- **Mission & Target:** Specifically designed for Cambridge-level (CEFR B2+/C1) preparatory students transitioning to the Department of Translation and Interpreting.

- **Activities:** Combines academic skill development with peer socialization through translation workshops, topical debate sessions, and translation-focused interactive games.

5.7.3 Digital Autonomy in Hybrid & Distance Learning

To maintain learning continuity during virtual or hybrid delivery modes, autonomous learning support is integrated into the University LMS (lms.toros.edu.tr):

- **Synchronous Support:** Real-time virtual tutoring, live workshops, and club sessions via integrated video platforms (Perculus, Zoom, Google Meet).

- **Asynchronous Resources:** Self-guided learning modules, pre-recorded lecture clips, digital workbook tasks, interactive discussion boards, and e-library materials accessible on LMS course pages for flexible, self-paced study.

5.8 Professional Development Policy

Our goal is to sustain an educational program rooted in effective teaching. The department provides continuous support, guidance, and professional development opportunities before, during, and after teaching processes through structured activities, peer collaboration, and an established “Open-Door” Policy.

5.8.1 Identification of Professional Needs

Specific areas where lecturers require additional guidance, pedagogical support, or specialized training are systematically identified through data-driven evaluation mechanisms:

- Departmental and skill-based staff meetings
- Class observations and post-observation reflective conferences
- Faculty questionnaires and lecturer periodic reports
- Student feedback surveys and “Wish Box” (suggestion box) results
- Self-appraisal forms and reflection reports

5.8.2 Observation & Mentoring Protocols

Classroom observations and reflection reports focus non-judgmentally on instructional growth:

- Following an observation, the Vice-Principal conducts a one-on-one reflective conference with the lecturer to review the observation chart and analyze teaching practices.
- Individual teaching goals are established, and ongoing progress is monitored collaboratively across subsequent lessons

and academic terms.

5.8.3 Workshops, Seminars & International Mobility

When collective professional needs are identified across multiple instructors (e.g., classroom management strategies, innovative digital tools, or new pedagogical approaches):

- In-house workshops, skill-sharing seminars, and professional roundtables are organized.
- Specialized presentations and training sessions led by external academic consultants are arranged.
- Departmental lecturers are actively encouraged to deliver and attend national and international presentations, workshops, and conferences, including academic teaching and training mobility through **Erasmus+ programs**.

5.9 Lecturer Recruitment Policy

Academic staff members constitute the core pillar of the Department of Foreign Languages in achieving its educational goals. The Department actively seeks instructors who demonstrate instructional competence, professional integrity, and a commitment to continuous development.

5.9.1 Core Educator Competencies & Professional Profile

The Department prioritizes recruiting instructors who exhibit the following professional and personal attributes:

- High motivation for foreign language instruction and student-centered pedagogy.
- Effective classroom management, communicative teaching skills, and instructional efficiency.
- Strong team-oriented collaboration, constructive problem-solving, and professional respect for colleagues and

administration.

- Dedication to ongoing personal and professional development, autonomous learning, and CEFR-aligned practices.
- Transparent, solution-focused communication and a positive, encouraging approach to student growth.

5.9.2 Minimum Academic & Professional Prerequisites

In compliance with the regulations of the Turkish Council of Higher Education (YÖK) and Toros University criteria, candidate lecturers must fulfill the following mandatory qualifications:

- Educational Background: Bachelor's degree from one of the following departments: English Language Teaching (ELT), English Language and Literature, American Culture and Literature, Translation and Interpreting (English), or English Linguistics.
- Postgraduate Qualification: A completed master's degree in a relevant field.
- Teaching Experience: A minimum of five (5) years of documented teaching experience in higher education or language instruction.
- Examination Scores:
 - o ALES Score: A minimum score of 70 on the Academic Personnel and Postgraduate Education Entrance Exam (ALES).
 - o Language Proficiency: A minimum score of 90 on the Academic Foreign Language Exam (YDS) or an equivalent score on nationally/internationally recognized examinations (e.g., TOEFL, TOEIC) as accredited by YÖK.

5.9.3 Official Recruitment & Selection Workflow

1. Need Identification & Institutional Authorization: The Department submits a formal justification report to the Rectorate

detailing staffing requirements. Upon Rectorate approval, the Human Resources Department publishes an official vacancy announcement on the YÖK central portal and the Toros University web page, outlining academic criteria and application deadlines.

2. Preliminary Candidate Screening: Submitted dossiers are audited and ranked according to YÖK pre-evaluation scoring formulas. Shortlisted candidates and examination details (date, location) are officially published on the University website.

3. Demo Lesson & Evaluation Procedure: Shortlisted candidates receive a standardized demo text, CEFR level descriptors, and a summary of the Department's teaching philosophy prior to the evaluation.

- o On the examination day, a designated Academic Selection Jury conducts the demo lesson review.

- o Jury members independently evaluate the candidate using a standardized teaching rubric.

- o Individual scores are compiled, averaged, and attached to an official jury assessment report.

4. Final Announcement & Appointment: The successful candidate with the highest final evaluation score is announced on the Toros University website. Following contractual discussions and formal approval by the Rectorate, the instructor is officially appointed to the academic staff.

5.10 Staff Feedback Policy

The primary objective of the Staff Feedback Policy is to maintain an effective, transparent communication framework between academic staff and departmental leadership, serving as a supportive bridge for individual lecturer needs and continuous professional development.

5.10.1 Annual Individual Feedback Conferences

The Education Coordinator and/or the Vice-Principal of the Department of Foreign Languages conducts a formal individual consultation meeting with each lecturer at least once per academic year. These sessions provide a structured platform to discuss various academic and administrative matters, including:

- Evaluation of current curricula, syllabi, and assigned teaching hours.
- Suitability of course books, supplementary materials, and assessment methods.
- Skill preferences for upcoming academic term assignments.
- Co-curricular activities, administrative operations, and general working environment.
- Individual professional aspirations, suggestions, or operational concerns.

5.10.2 Annual Self-Appraisal Report & Documentation

Prior to the individual feedback conference:

- Lecturers complete an online annual self-appraisal report featuring open-ended evaluative prompts.
- This report serves as the core agenda during the consultation, allowing departmental leadership to explore follow-up questions, clarify mutual expectations, and plan institutional improvements for the forthcoming academic year.
- Finalized reports and meeting minutes are securely filed in each instructor's personal administrative dossier.

5.10.3 Continuous Feedback & Open-Door Channels

Beyond scheduled annual reviews, the Department fosters a proactive issue-resolution environment:

- Instructors are encouraged to share constructive feedback,

suggestions, or concerns immediately without waiting for annual review cycles.

- Dedicated physical and digital suggestion boxes (“Wish Boxes”) are available for staff input at all times.
- Departmental leadership maintains an “Open-Door” Policy to address potential operational challenges promptly before they escalate.

5.11 Decision-Making Policy

The Department of Foreign Languages enforces a transparent, participatory, and data-driven decision-making framework. Operational, academic, and administrative policies are established through collaborative consultations involving departmental leadership, skill coordinators, academic staff, and elected student representatives.

5.11.1 Academic Staff Engagement

Academic decisions—including course book selections, syllabus adjustments, skill-hour distributions, and assessment design—are reached through structured, transparent processes:

- Proposed changes are formally introduced and deliberated during regular departmental and skill-based coordinator meetings.
- Instructors contribute through written evaluation reports, curriculum feedback forms, and voting mechanisms during departmental assemblies.
- All academic staff are actively encouraged to take an operational role in shaping teaching-learning policies.
- Approved academic structures announced at the beginning of the academic year remain binding to ensure instructional stability, subject to revision only under critical, force-majeure conditions.

5.11.2 Student Participation & Representative Framework

The Department values student voice as a core pillar of continuous quality improvement. Student feedback is systematically gathered and integrated into decision-making through multiple channels:

- **Student Representative Elections:** At the beginning of each academic year, two student representatives are democratically elected from each class cohort to represent student perspectives.
- **Periodic Representative Assemblies:** Formal consultation meetings chaired by the Vice-Principal/Education Coordinator and attended by Testing Office Coordinators and Skill Coordinators are convened periodically throughout each semester. Student representatives voice cohort suggestions, academic concerns, and facility feedback during these sessions.
- **Continuous Feedback Channels:** Additional student input is collected continuously via physical/digital suggestion boxes (“Wish Boxes”), direct individual interviews, and end-of-term student satisfaction surveys.

5.11.3 Transparency & Policy Communication

Decisions finalized through participatory reviews are formally communicated to all relevant stakeholders:

- Approved curricular or administrative changes are announced to students via official institutional channels, the departmental web portal, and LMS announcements.
- Meeting minutes, action plans, and policy updates are archived and distributed to faculty members to maintain institutional memory and administrative clarity.

5.12 Complaints Policy

The Department of Foreign Languages is committed to maintaining a motivating, transparent, and respectful educational environment.

The Department takes student grievances seriously and provides structured informal and formal resolution mechanisms to address administrative, academic, or interpersonal concerns efficiently.

5.12.1 Student Orientation & Policy Awareness

At the beginning of each academic year, Student Handbooks detailing departmental regulations, academic guidelines, and behavioural expectations are distributed to students and reviewed in class by instructors. The handbook and institutional regulations are permanently published on the official Toros University website for continuous access.

5.12.2 Informal Complaint Resolution

Students are encouraged to resolve day-to-day academic or operational concerns through direct, constructive dialogue prior to initiating formal procedures:

- Informal issues may be raised directly with the Class Advisor, course lecturers, Skill/Testing Coordinators, or the Vice-Principal.
- Responsible personnel evaluate the concern and implement immediate, practical solutions at the departmental level.

5.12.3 Formal Complaint & Disciplinary Procedures

When an issue cannot be resolved informally, or involves serious behavioural/administrative non-compliance:

- **Formal Petitions:** The student submits a formal written petition to the Education Coordinator or the Vice-Principal detailing the grievance.
- **Administrative Investigation:** If problematic behaviour, academic misconduct, or institutional violations persist, the Department initiates formal proceedings in strict accordance

with the Student Discipline Regulations of Higher Education Institutions and Toros University Rectorate directives.

5.12.4 Exam Grade Objections & Re-Evaluation Protocol

Student grievances regarding announced examination scores follow a dedicated administrative workflow:

- **Application Window:** Students seeking an appeal must fill out an official Grade Appeal Petition at the Administrative Secretariat within five (5) working days following the publication of exam results.
- **Re-Evaluation:** Submitted petitions are processed by the Testing Office, which conducts a thorough review limited to clerical errors, calculation mistakes, or optical scanning discrepancies. Finalized adjustments (if any) are updated on e-Kampüs/OBS upon formal board resolution.

5.13 Internationalization Policy

In addition to the general internationalization policies of the university, which aims to be a global institution, we, as the School of Foreign Languages, adopt the following principles in the field of internationalization.

5.13.1 Exchange Programs

- To increase the number of students attending exchange programs at undergraduate and graduate levels every year, compared to the previous academic year,
- To increase the number of students coming with exchange programs at undergraduate and graduate levels every year, compared to the previous academic year,
- To diversify exchange programs,
- To increase the number of universities with which cooperation

is made within the scope of exchange programs,

- To increase the number of institutions where our students can do internships within the framework of exchange programs,
- To increase the number of staff, academicians, and lecturers/members going through exchange programs,
- To increase the number of personnel, academicians, and lecturers/members coming through exchange programs,
- To develop projects within the European Union Education and Youth Programs and to increase the number of students and staff benefiting from the projects.

5.13.2 Foreign Students

- To increase the number of foreign students at undergraduate and graduate levels every year compared to the previous academic year,
- To increase the number of students who are successful in the preparatory program by getting language education in institutions abroad,
- To provide cultural diversity by increasing the diversity of the countries where foreign students come from,
- To increase the interest of international students in our institution by constantly renewing education and training,
- To eliminate borders by improving the digitization process,
- To update the education programs on an international scale as required by the age, by taking the advanced and well-known programs as a model, and to add the courses that will cover cultural differences to the Education-Training program,
- To identify, develop, and diversify student services (such as foreign language education and counselling, foreign language orientation on campuses, employment of foreign language staff in student affairs, etc.).

5.13.3 International Cooperations

- To increase the number of international professional organizations, associations, or unions to which it is a member,
- Increasing the number of publications at the international level,
- To develop cooperation with universities abroad,
- To develop joint research projects with universities and institutions abroad,
- To exchange faculty members with universities abroad,
- To organize scientific events such as joint congresses/symposiums with universities and institutions abroad and to invite leading scientists in their fields to these events,
- To carry out activities to increase international visibility and recognition,
- To ensure that detailed information about research, scholarship, support, and training opportunities for international researchers and students is created and made accessible.

5.14 Class Placement Policy

The Department of Foreign Languages enforces a standardized, multi-stage placement mechanism to ensure that students are assigned to physical or virtual classrooms aligned with their documented CEFR language proficiency levels and balanced cohort demographics.

5.14.1 Student Registration & Proficiency Screening Workflow

- 1. Roster Compilation:** The Student Affairs Office transmits the official roster of newly registered students to the Department.
- 2. Cohort Integration:** Students who failed or deferred in the previous academic year are merged into the active departmental

student pool.

3. Proficiency Screening (TUPEX): Eligible students take the Toros University Proficiency Exam (TUPEX). Candidates achieving the minimum passing score qualify for direct transition to their respective academic faculties.

4. Placement Examination: Students required to attend the English Preparatory Program take the official Placement Exam to determine their starting baseline level according to CEFR descriptors.

5.14.2 Departmental Proficiency Levels & Cohort Nomenclature

Based on Placement Exam results, students are categorized and placed into distinct proficiency levels within the Department:

- Advanced (CEFR B2+/C1) — Cambridge Cohort
- Pre-Intermediate (CEFR B1) — Belfast Cohort

5.14.3 Class Balancing & Demographic Placement Criteria

To foster a productive learning environment, minimize classroom dynamics issues, and promote equal peer interaction, the Department applies demographic variables alongside language proficiency scores when constructing individual classes:

- Gender Balance: Distributing male and female students evenly across classrooms.
- Age Distribution: Preventing age concentration gaps within a single cohort.
- Name Disambiguation: Distributing candidates with identical or similar names across different classrooms to prevent administrative and grading confusion.
- Nationality: Promoting cultural diversity across classes.

5.14.4 Mid-Term Level Adjustments & Second Semester Re-Structuring

- **In-Term Monitoring & Level Re-allocation:** Following the start of the term, course lecturers and advisers review student progress in weekly meetings. Based on initial exam results and instructor consensus, students demonstrating significantly lower performance may be moved to lower-level cohorts, while high-performing candidates may be promoted to upper levels.
- **Second Semester Remedial Cohort (Richmond):** At the beginning of the second semester, unsuccessful or struggling students are reallocated to a dedicated remedial cohort named Richmond to receive targeted academic reinforcement.
- **Semester Cohort Blending:** At the start of the second semester, students within the same proficiency levels are blended across different classrooms. This prevents students from becoming overly accustomed to a single instructor's style, exposes them to diverse teaching methodologies, and encourages broader peer interaction.

5.15 Social Contribution Policy

Based on the motto of “Beyond Education, Into Life,” Toros University is an educational institution that constantly interacts with society, conducts research, and provides education and services by putting people at the center. In this direction, Toros University School of Foreign Languages is aware of its responsibilities towards society and has adopted policies. It is an undeniable fact that we exist together with society, both as a university and as a college. Our Social Contribution Policy, which emerged in this direction, covers the following principles:

- To conduct research and develop projects in cooperation with Research and Application Centers, Sector and Non-

Governmental Organizations,

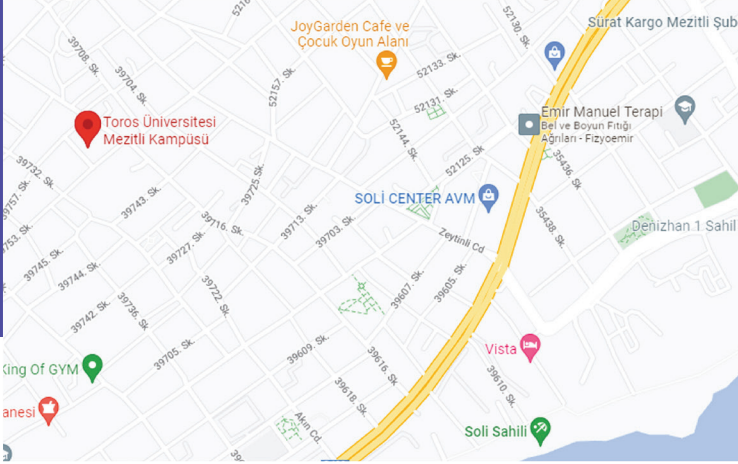
- To encourage students to develop projects for social contribution,
- To organize activities such as training, conferences, seminars, workshops, etc. for all segments of the society,
- To organize activities such as courses and certificate programs with the Continuing Education Center (TORSEM),
- To contribute to society by pursuing current needs and expectations,
- To contribute to the socio-economic development of society,
- To ensure the dissemination of social responsibility awareness,
- To raise individuals who are not only academically competent, but also beneficial to society,
- To make social contribution activities sustainable.

5.16 Research and Development Policy

Based on the motto “Beyond Education, Into Life,” Toros University is an educational institution that constantly interacts with the society, conducts research, provides education, and provides services by putting people at the center. Toros University School of Foreign Languages is aware of the necessity and importance of research and development activities and has adopted policies in this direction. Our Research and Development Policy, which emerged in the light of all this information, covers the following principles:

- To increase the number of national and international academic publications such as articles, papers, book chapters, etc.,
- To contribute to the research and development activities of the School of Foreign Languages,
- To produce scientific studies to support the increase in the number of citations made to the publications addressed to our college from the publications in the journals scanned by national and international indexes,

- To increase the number of internal and external supported research and development projects,
- To contribute to academic competence in this direction by following up-to-date scientific studies,
- To organize national and international symposiums, congresses, artistic exhibitions, and similar scientific activities or to actively participate in these activities,
- To ensure the dissemination of the understanding of being a scientist and educating,
- To contribute to the field of social sciences with an innovative perspective,
- To make research and development activities sustainable.



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