

T.C.  
**ÜSKÜDAR ÜNİVERSİTESİ**  
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**C - BLOK**



**ÜSKÜDAR**  
**UNIVERSITY**  
**PREPARATORY**  
**PROGRAMME**  
**STAFF HANDBOOK**

2018 – 2019  
ACADEMIC YEAR

FOREIGN LANGUAGES DEPARTMENT

T.C.  
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<b>1. ABOUT ÜUFLD</b>	<b>4</b>
1.1. Welcome Message	4
1.2. Our Mission	4
1.3. Our Vision and Aims	4
1.4. Organisational Structure	5
1.5. Duties and Responsibilities	6
1.5.1. Director	6
1.5.2. Assistant Director	6
1.5.3. Accreditation Unit	7
1.5.4. Curriculum and Material Development Unit	7
1.5.5. Digital Support Unit	8
1.5.6. Instructor and Student Services	9
1.5.7. Professional Development Unit	10
1.5.8. Testing and Assessment Unit	10
1.5.9. Level Heads	11
1.5.10. Instructors	11
<b>2. ÜUFLD POLICIES</b>	<b>13</b>
2.1. Curriculum Policy	13
2.2. Quality Improvement Policy	13
2.3. Assessment Policy	14
2.4. Cheating Policy	15
2.5. Instructor Recruitment Policy	15
2.6. Instructor Orientation Policy	15
2.7. Professional Development Policy	16
2.8. Decision-Making Policy	16
2.9. Feedback Policy	17
2.10. Complaints Policy	17

<b>3. CODE OF PROFESSIONAL CONDUCT</b>	<b>18</b>
3.1. Working Hours	18
3.2. Teaching Hours	18
3.3. Absenteeism	18
3.4. Meetings	20
3.5. Invigilation and Grading	21
3.6. Recordkeeping and Filing	21
3.6.1. Tracking, Assessment and Exams	21
3.6.2. Student Attendance	21
3.7. Communication	22
3.7.1. Communication via Email/Webmail	22
3.7.2. Communication via Smartphones	22
3.7.3. Wired Phones	22
3.7.4. Electronic Document Management System (EDMS/EBYS)	22
3.7.5. Website	23
3.7.6. Noticeboards	23
3.8. Dress Code	23
3.9. Troubleshooting Guide	24
3.10. Emergencies Guide	25
<b>4. DISCIPLINARY ISSUES</b>	<b>25</b>
4.1. Disciplinary Issues for Academic Staff	25
4.2. Disciplinary Issues for Students	27

## 1. ÜUFLD

### 1.1. Welcome Message

Dear colleague,

Welcome to Üsküdar University Foreign Languages Department (ÜUFLD). It is a great pleasure to have you in the ÜUFLD. You are now a part of ‘researching and science producing’ university whose primary mission is to become “a leading, ideal, universal university”. To contribute to the overall mission of Üsküdar University, we will provide students with the academic language skills they will need throughout their educational, professional, and social lives. I will try my best to provide you with a suitable academic environment to materialize our university’s primary mission. This, I believe, will also contribute to your own professional pursuits.

This handbook includes necessary information which will provide guidance throughout the academic year.

### 1.2. Our Mission

Üsküdar University Preparatory Programme is mainly for students whose level in English language is not sufficient to follow their faculty studies. Therefore, the programme aims at improving students’ competency and skills in English language at academic level in order to prepare them for their faculty studies and beyond.

### 1.3. Our Vision and Aims

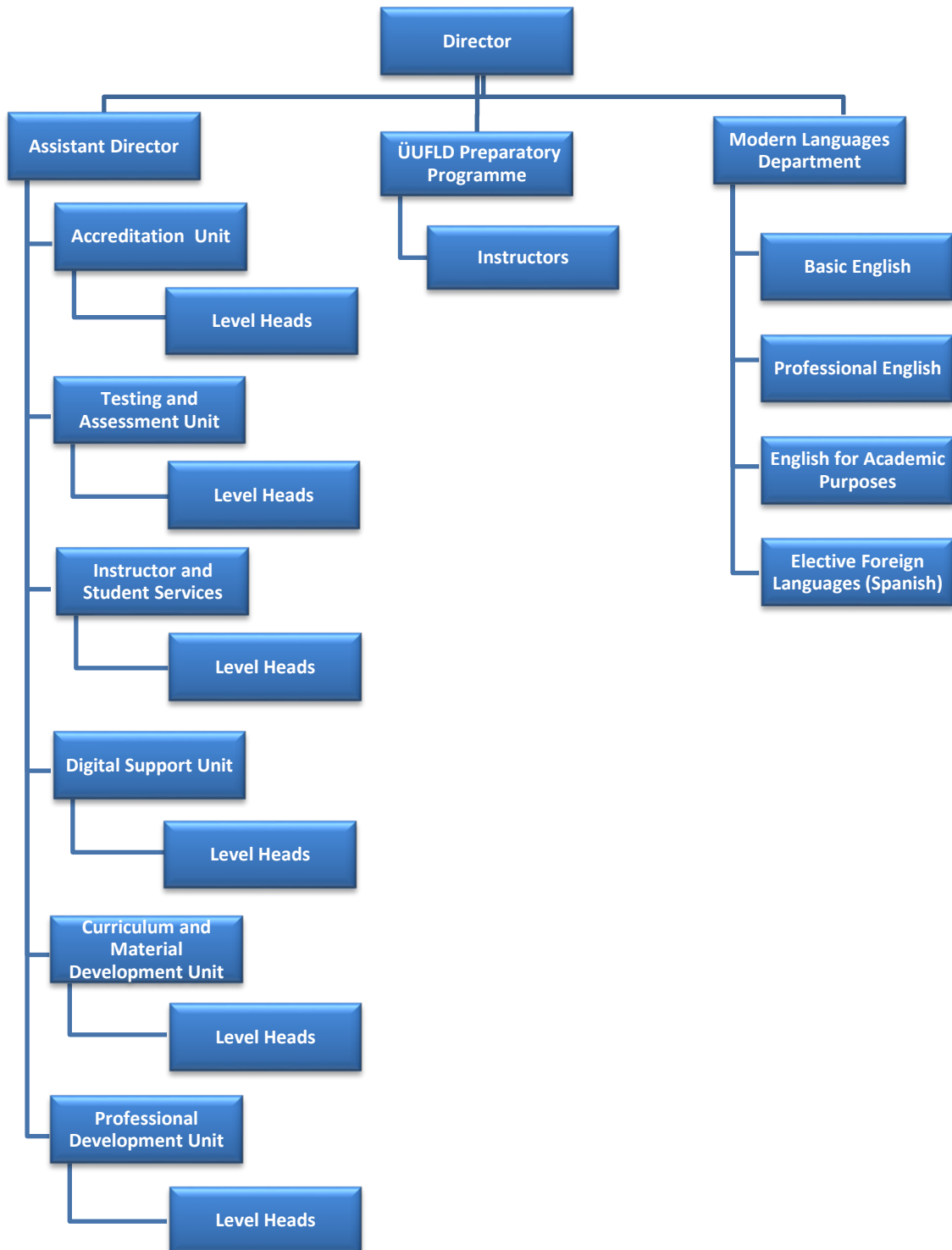
Our Programme aims at developing students’ linguistic accuracy and range in English language as well as introducing a critical approach to thinking, reading, speaking and writing in an academic environment. The students will be equipped with the survival skills they need not only during their under-graduate studies but also after they graduate and become active agents in academic, professional and social environments.

Our Programme has adopted the teaching philosophy which is based on the belief that a good teacher should empower students to take ownership of their education. This involves enhancement of skills and facilitation of students’ learning process rather than simplistic transfer of dry information. The instructors, in this programme, are thus guides or facilitators coaxing students on an intellectual journey, to help them develop curiosity about language and culture, and to give them the opportunity to confront new ideas and different points of view. This; we believe to be the best way to motivate students to improve their language, learn to think critically to improve their minds and become autonomous agents.

We employ learner-centred approach to develop our students’ academic, linguistic and critical thinking skills. To this end, we make sure all our classes are based on the principles of

- learner autonomy,
- life-long education,
- academic honesty,
- criticality,
- democratic learning environment,
- learner-centred constructivist methodology,
- instructor as facilitator.

## 1.4. Organisational Structure



## 1.5. Duties and Responsibilities

### 1.5.1. Director

Duties of the Director include the following:

- Fulfilling the responsibilities aligned with Article number 4 of Higher Education Law numbered 2547
- Planning and implementing all academic, financial, and administrative affairs of the ÜUFLD
- Improving the quality of the educational system implemented in the ÜUFLD
- Foreseeing and confirming the effective performance of all staff within the school, whereby all required duties are fulfilled
- Creating strategies to accomplish academic and administrative objectives and providing guidance for goal attainment
- Delegating tasks and decision-making power, as seen necessary, to effectively coordinate issues that fall within his/her job responsibilities
- Attending some Üsküdar University Board and Senate meetings and representing the ÜUFLD at the university level councils and committees
- Recruiting academic staff when needed
- Conducting work for the ÜUFLD accreditation
- Implementing the regulatory decisions made by the Higher Education Council regarding his/her job responsibilities
- Organizing and implementing the evaluation process of academic staff
- Managing the administration of the academic affairs, coordinating the school's annual performance review, training needs and professional development opportunities
- Ensuring the appropriate maintenance of academic records and data
- Proof-reading all the tests (proficiency, placement, quiz, mid-term, finals, make-up) in terms of content, number of questions, duration and answers in detail and approving and making recommendations if any
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work

### 1.5.2. Assistant Director

Duties of the Assistant Director include the following:

- Representing the director in his/her absence
- Carrying out tasks and duties assigned by the director
- Managing and coordinating units
- Conducting work for the ÜUFLD accreditation
- Providing students and instructors with the letters of
  - ◆ complaint
  - ◆ make-up exams
  - ◆ substitution
  - ◆ suggestions/requests
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work

### 1.5.3. Accreditation Unit

Accreditation Unit is comprised of the members of all units (Curriculum and Material Development, Digital Support, Instructor and Student Services, Professional Development, and Testing and Assessment). Duties of the Accreditation Unit include the following:

- Holding meetings on a scheduled basis
- Conducting work for the accreditation process with regard to managing the organisation, learning and assessment
- Ensuring the preparatory programme is in full alliance with accreditation standards
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

### 1.5.4. Curriculum and Material Development Unit

Duties of the Curriculum and Material Development Unit include the following:

- Designing and coordinating curriculum development and review, ensuring that review and revision of curricula and instructional practice occur continuously
- Identifying the learning outcomes to be included in the curriculum
- Designing course maps for all levels under supervision
- Making sure the level heads are up to date with the syllabus for each level
- Selecting the materials for each level, and evaluating new materials continuously
- Participating in the meetings with the other unit coordinators
- Determining level objectives and informing the instructors and the students about them
- Determining the books and materials to be used throughout the year
- Receiving feedback from the colleagues who have used all the educational materials by holding meetings and preparing reports upon feedback
- Getting feedback from the learners and the instructors about the curriculum throughout the year
- Analysing the feedback and sharing the results
- Proof-reading all the tests (proficiency, placement, quiz, mid-term, finals, make-up) in terms of content, number of questions, duration and answers in detail and approving and making recommendations if any
- Keeping track of the new materials in the field continuously
- Preparing supplementary materials and activities in line with the curriculum
- Preparing supplementary materials to address objectives not covered in the books or support course content on covered objectives
- Ensuring unity, consistency, and standardisation of materials used in the ÜUFLD Preparatory Programme
- Getting feedback from the students and the instructors on books and materials
- Making necessary changes in the programme by using tools such as classroom observations, and questionnaires
- Updating the supplementary materials continuously
- Carrying out seminars and/or workshops when necessary in order to introduce the new materials and to ensure that all classes are conducted in line with the curriculum



- Making necessary arrangements to share the newly prepared activities and materials with the instructors and the students
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

### 1.5.5. Digital Support Unit

Duties of the Head of Digital Support Unit include the following:

- Representing the unit in the meetings
- Participating in related professional development activities and/or conferences
- Participating in the meetings with other unit members and/or instructors
- Giving orientations to instructors to familiarize them with smart boards, printers and available current online platforms
- Organising meetings on technology integration with instructors
- Introducing new online platforms to teachers
- Communicating with publishers about online homework pacing, content and grading
- Analysing available current online platforms with regard to the curriculum objectives
- Briefing with the Level Heads about online homework and student related issues and/or online system related issues regarding online homework
- Collaborating with publishers about the student related issues and/or online system related issues regarding online homework
- Identifying the needs of students and/or instructors regarding online homework pacing, content and grading
- Assisting and collaborating with Testing and Assessment Unit to compile audio tracks for exams and to provide excel files so as to help with recordkeeping
- Assisting and collaborating with Instructor and Student Services
- Collaborating with Curriculum and Material Development Unit about online homework pacing
- Setting up of class lists, instructors list and timetables on SIS (Student Information System) (<https://sis.uskudar.edu.tr/>) in order for instructors to enter data about students' attendance and grades
- Giving further guidance and help to instructors about SIS
- Scheduling the timetables of instructors
- Scheduling substitutes for classes
- Administering the preparatory programme website, <http://hazirlik.uskudar.edu.tr> and collaborating with IT for updates if necessary
- Collaborating with International Relations Office to let them know about any announcement to be published on the website for international students
- Conducting work for the ÜUFLD accreditation
- Reporting the results pertaining to the duties mentioned above to the Assistant Director and the Director
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

### 1.5.6. Instructor and Student Services

Duties of Instructor and Student Services:

- Keeping records of all students' exams, attendance, student lists according to their levels/classes
- Attending all required meetings
- Coordinating the announcement of the class lists
- Planning the joint all-school functions with coordinators/managers
- Keeping track/archiving the student lists, proficiency scores
- Assisting the Director and the Assistant Director
- Assisting Digital Support Unit
- Preparing attendance sheets before exams
- Collaborating with the Level Heads and providing the attendance lists and documents
- Collaborating with the Administrative Supervisor of the university for available classrooms to be used for different purposes
- Collaborating with Digital Support Unit for updating the website
- Collaborating with the Software Manager before each module and creating new classes and schedules
- Submitting the documents of instructors to the Human Resources Manager
- Working with the Corporate Communication Executive about the certificates of achievement at the end of the year
- Preparing/archiving the list of successful students for the academic year to the Corporate Communication Executive and the Foreign Languages Department Director
- Preparing the announcements and student lists on the website, on the bulletin boards in the halls
- Informing the instructors via email about the exam schedule before midterm and final exams
- Arranging attendance lists and keeping them in class folders
- Preparing the student lists and attendance lists of preparatory programme students before each module and updating them during the year
- Preparing the excel files where the instructors enter the average scores of each module
- Scheduling the time tables of teachers and class lists on [sis.uskudar.edu.tr](http://sis.uskudar.edu.tr)
- Presenting the duties of the advisors in the orientation at the beginning of the year
- Conducting work for the ÜUFLD accreditation
- Collaborating with the Student Affairs, the International Relations Manager and the Financial affairs of Üsküdar University
- Scheduling substitutes
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

### 1.5.7. Professional Development Unit

Duties of the Professional Development Unit include the following:

- Working in collaboration with the administration and the units to ensure continuing development of the staff,
- Conducting an induction programme to provide support to the new instructors at the beginning of each academic year,
- Conducting a questionnaire to find out instructors' needs and interest areas and analysing the results of the questionnaire to plan performance-oriented training,
- Organizing seminars, workshops, presentations or individual/group meetings in line with the needs and interests of the instructors,
- Providing support, guidance and opportunities to the instructors to develop their teaching methodology skills and classroom management strategies by inviting consultants and experts,
- Planning regular classroom observations and evaluating reflection reports with the instructors in post-conferences,
- Encouraging peer observation and evaluating reflection reports with the instructors in post-conferences,
- Encouraging instructors to participate in seminars, workshops and conferences and make presentations to the staff about their experiences in class and their own studies (Delta, MA)
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

### 1.5.8. Testing and Assessment Unit

Duties of the Testing and Assessment Unit include the following:

- Identifying test specifications for each level
- Integrating the curriculum into the assessment process
- Preparing quizzes, midterms and final exams and their answer keys
- Proofreading each exam with other Testing and Assessment Unit members
- Communicating with the stakeholders (director, level heads, instructors) in order to prevent any misunderstanding and problems for students during the exams
- Preparing extra materials (for students to understand specific instructions and format of the exam)
- Collecting and analysing exam grades (quizzes, midterms, finals) for each class
- Reminding the instructors about the deadlines regarding Testing and Assessment Unit. (grading deadline, sending averages of the classes)
- Holding standardisation meetings to ensure fair assessment and ethical standards
- Making necessary announcements regarding testing issues to the instructors by email and/or phone messages
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜUFLD coordinators if required

Before each module, members of the Testing and Assessment Unit choose which level they will be coordinating for the upcoming module. For each level, testing members coordinate the relevant testing issues and are responsible for the level they have chosen.

Those responsibilities include the following:

- Organizing meetings with his/her level instructors and inform them about the new adjustments
- Participating in the weekly level head meetings
- Dealing with exam petitions and students' complaints about the exams
- Reporting to the Director about the testing issues

### **1.5.9. Level Heads**

Duties of the Level Heads include the following:

- Holding meetings on a weekly basis
- Proofreading all the exams
- Deciding which material will be covered by whom
- Ensuring that all supplementary materials are covered
- Reminding the upcoming quizzes, portfolios and exams
- Arranging tutorial sessions for students
- Ensuring all exam packs are submitted
- Resolving any issues regarding the students and/or instructors
- Arranging standardisation meetings for midterms and finals with the relevant testing coordinator
- Showing a professional attitude towards students and colleagues
- Complying with the school's rules, regulations and policies
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work
- Reporting to the ÜÜFLD coordinators if required

### **1.5.10. Instructors**

Duties of the Instructors include the following:

- Teaching up to 25 hours per week,
- Establishing a positive attitude and behaviour in order to ensure a healthy and effective working environment
- Creating Edmodo classes for their advising class
- Sharing materials/quiz/midterm results/all announcements both in classes and via Edmodo.
- Entering midterm/final results on excel files
- Entering the attendance of the students on sis.uskudar.edu.tr on a daily basis
- Entering the grades of the students on sis.uskudar.edu.tr
- Entering online homework results on sis.uskudar.edu.tr
- Announcing students' grades on sis.uskudar.edu.tr and entering HBN grades on excel chart at the end of each module
- Putting pedagogical and attendance sheets of each week in folders every Friday
- Tracking the student progress and giving reports to the Level Heads
- Counselling the students

- Being accessible to the students outside the classroom, providing tutorials for the students assigned by the level heads,
- Informing the students about assessment components, their weighting, assessment criteria and their attendance records,
- Informing the students of any requirements related to classroom rules, attendance limit and exam rules at the beginning of each module,
- Monitoring student progress through the tracking system,
- Implementing curriculum/syllabus under the coordinator's supervision using the course maps designed by the Curriculum and Materials Development Unit,
- Assisting the Testing and Assessment Unit by invigilating and marking the exams,
- Attending meetings regularly,
- Showing a professional attitude towards students and colleagues,
- Complying with the school's rules, regulations and policies,
- Establishing and maintaining a productive, inclusive, and stimulating learning environment,
- Meeting his or her classes at the scheduled times, being prepared for all class sessions, and starting and ending classes at the scheduled times,
- Liaising with Digital Support Services to make appropriate alternate arrangements when he or she knows in advance that he or she will be unable to attend particular class sessions,
- Implementing instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences,
- Keeping up to date with developments in the subject area, teaching resources and methods and making relevant changes to instructional plans and activities,
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work,
- Reporting to the ÜÜFLD coordinators if required.

## 2. ÜUFLD POLICIES

### 2.1. Curriculum Policy

We put students at the core of our education since we believe that students should take responsibility for their learning and grow as independent and resourceful agents.

Our in-house curriculum has embedded the principles below:

- Learners are given a learning environment which optimizes their learning potential.
- All resources are implemented to support learners' learning needs.
- Problem-based learning principles are implemented in our portfolio tasks to enrich learners' critical thinking skills.
- Communicative teaching method is used in classes to enrich learners' autonomy.
- Learning to learn is emphasized and put into practice.
- Learners are given opportunities and support for practice, accompanied by self-assessment and constructive feedback from teachers and peers.
- Learners are given opportunities to reflect on their practice; this involves analysing and assessing their own performance and developing new perspectives and options.

ÜUFLD in-house curriculum cycle offers a high-quality language programme to prepare them for their faculty studies.

To achieve this aim, ÜUFLD collects data about:

- the practicality and suitability of the objectives designed for all levels,
- tools to be used to meet those objectives,
- suitability of the assessment components and assessment methods implemented to check to what extent those objectives are met.

At the end of each academic term, the coordinators are supposed to prepare a report in which they provide the ÜUFLD management with the outcomes of the implementation of programme and then necessary arrangements are done after the decision-making process of the ÜUFLD. ÜUFLD Learning Objectives and Outcomes for all levels are provided in the Appendices.

### 2.2. Quality Improvement Policy

The ÜUFLD has highly qualified instructors who employ a learner-centred approach to teaching. The programme equips students with English language and academic skills so that they could use their knowledge effectively in their faculty studies as well as in all aspects of their life.

The ÜUFLD aims to offer a high-quality academic language education programme based on its specified CEFR aligned grammar and academic skills objectives. The Curriculum for each level (A1-A2, B1, B2) is designed on the basis of these specific learning outcomes. To achieve the target learning outcomes, the constructivist method of teaching is implemented.

The constructivist method is based on a guided discovery where the instructor avoids direct instruction and attempts to lead the students through questions and activities to discover, discuss, internalize and verbalize the new language.

Any academic or administrative issue is dealt with in a systematic and professional way by the stakeholders. The ÜUFLD administration implements a consensus-based decision-making policy to resolve any issue. The quality cycle of the ÜUFLD is stated below:

- The issue is raised through level meetings/open door policy/administrative meetings/appraisal meetings with individual instructors
- Data related to the issue is gathered
- Gathered data is investigated by all the relevant stakeholders
- Causes and potential solutions are offered by the stakeholders in the meetings/questionnaires/ unit reports/appraisal meetings
- The documented causes and solutions are investigated by the management
- The Management makes a consensus-based decision to resolve the problem
- An action plan is prepared for resolution
- An action plan is implemented within a specified period of time
- The results of the action plan are discussed in the administration meeting
- The new system, if needed, is implemented
- Feedback about the new system is gathered through meetings and questionnaires
- Depending on the feedback the new system is maintained/revised/abandoned
- If the system proves to be inefficient the issue is taken to the Vice Rector who is responsible for ÜUFLD/Senate Meeting
- The decision made at the Senate is implemented after the approval of the Rector

### 2.3. Assessment Policy

Having a learner-centred curriculum at Üsküdar University is one of our main priorities and we believe that testing and assessment cannot be separated from this principle. We believe that testing and assessment can be effective only when it is integrated with the curriculum and it should reflect the curriculum (course objectives). It is our firm belief that the aim of testing and assessment should not only be to measure the students' performance level. Rather, our mission in testing and assessment is to create continuous assessment environment for the students in order to monitor them constantly and give the necessary support in the areas they need help with. To realize this, we employ formative and cumulative assessment methods in our portfolios and class projects. We use summative assessment methods in our midterm, final and quizzes then compare the results against our curriculum.

Our Testing and Assessment Unit has embedded the principles below:

- Reliability and Validity
- Practicality and Authenticity
- Communication with stakeholders
- Standardisation process in terms of fairness and ethical standards
- Secure testing and assessment environment
- Assessment as a tool to identify the students' needs
- Curriculum learning objectives as a guideline for the testing and assessment process
- Integrate all skills equally to the testing and assessment procedure

## 2.4. Cheating Policy

Üsküdar University has a zero-tolerance cheating policy for any kind of exam including quizzes and portfolios. Students caught cheating get zero, “0” for the related assessment component. The make-up exam is not given to the cheating students and the disciplinary action may be taken. Before the exams, all the students have to leave their mobiles (including smart watches) on teacher’s desk, books, notebooks and their bags in front of the board. Both students and the instructors are given information about the rules of the exam a day before. “Exam Instructions” and “Invigilator Report Form” are available in each exam envelope to be used in case of cheating. The cheating report is delivered immediately to the school administration at the end of the exam. Related legislation provisions are applied. Students can also read and learn the regulations of Higher Education Legislation that Üsküdar University operates from the link: <https://uskudar.edu.tr/tr/sayfa/17/mevzuat-yonetmelikler>

## 2.5. Instructor Recruitment Policy

The Director decides upon the number of staff needed for the academic year depending on the number of students who passed the proficiency exam administered at the beginning of the academic year. Vacancies are advertised by ALFSI through LinkedIn or other relevant web sites and the candidates who fulfil the following requirements can apply for the position. The suitable CVs are sent to the Director and shortlisted candidates are invited for an interview and then reference check is conducted about the successful candidates and finally they are asked to do a demo lesson. The candidate who has the qualifications to perform the duties of the position is finally selected and given a probation time for 2 months.

## 2.6. Instructor Orientation Policy

An intensive orientation programme, which takes at least three days, is provided for the new instructors to familiarize them with the system, to learn about the units’ operating at the ÜUFLD, and to orient them to the mission of the school in general. From the very beginning, instructors are inducted to work collaboratively. Establishing team spirit and concentrating on offering practical and constructive solution for any issue is emphasized during the induction programme.

Induction programme is arranged in the form of a meeting where the Director/the Assistant Director and Unit members and all instructors are gathered all together:

- The Director/The Assistant Director welcomes the instructors and informs the instructors about the mission, the vision and the value statement of the ÜUFLD and introduces the stakeholders which contribute to the realization of these statements.
- The Head of Curriculum and Material Development Unit informs the instructors about course maps, pacing, books, materials and portfolio tasks.
- The Head of Digital Support Unit informs the instructors about online homework components, about how to use SIS, smartboards and printers, and about their schedules regarding teaching and working hours; gives the instructors their schedules if ready at that moment.
- The Head of Instructor and Student Services informs the instructors about our policies and expectations concerning keeping records of students’ grades and attendance, guides both Turkish and Non-Turkish instructors so that they complete all their official documents.



- Testing and Assessment Unit informs the instructors about testing and assessment policies and exam procedures, gives the instructors a comprehensive presentation about all assessment components and exam specifications for all levels.
- The instructors are then introduced to the relevant Level Head with the help of whom they have a quick walk-around, meet other instructors, choose their offices/desks, are provided with their books and are informed about class folders (blue folders).
- The instructors can attend other classes so as to observe a lesson if they would like to or when deemed necessary by the Director/the Assistant Director.

## 2.7. Professional Development Policy

ÜUFLD professional development policy involves an ongoing developmental process for the instructors who see themselves as learners undertaking reflection (self-evaluation) by utilizing contemporary theory and practice.

Professional development is facilitated through:

- Coaching/Mentoring
- Formal Observations
- Peer Observations
- Self-evaluations
- Off-the-job Training Courses
- Students Evaluations
- Sessions/Seminars run by ELT professionals

## 2.8. Decision-Making Policy

All the decisions which are in accordance with our mission and vision are transparent to all instructors and the students in Üsküdar University. The ideas of all students and instructors are precious and considered during the decision-making procedure. Students and instructors are involved in the decision-making process cooperatively. Level Heads take an important role about getting feedback from instructors and make decisions when necessary. Student representatives express their friends' ideas/suggestions during regular meetings held with the Student Affairs Administrator. All instructors are invited to take an active role in decision-making process through raising their suggestions/ideas/concerns during meetings and through expressing their suggestions in the online suggestion box.

Almost all decisions about the system in ÜUFLD are made based on the following procedure. Members of all units (Curriculum and Material Development, Testing and Assessment, Digital Support, Instructor and Student Services and Professional Development) meet with the ÜUFLD Coordinator/Director to:

- raise an issue/point to discuss
- evaluate the nature of the issue/point
- brainstorm ideas
- analyse each idea suggested
- synthesize all ideas to come up with the most efficient one

- share the decision with the rest of the instructors and get their feedback during and after the implementation
- make any necessary changes based on the feedback given by instructors

## 2.9. Feedback Policy

The ÜUFLD implements an open door policy where academic staffs' ideas and feedback are welcome at all stages in one academic year. Instructors may submit formal demands, appeals or complaints to the management. They may submit their formal request or complaints in writing or express them verbally. ÜUFLD management tries to incorporate all feedback to satisfy the needs/demands.

The ÜUFLD puts great emphasis to the improvement of its educational system through the evaluation of feedback provided by students and academic staff. Regular student evaluations are administered in order to assess the strengths and weaknesses of its educational programmes. Students provide anonymous feedback on instructor performance on a regular basis. Students are given instructor evaluation forms before their final grades are calculated. After student feedback is collected, it is evaluated and shared with the instructors. Instructors who receive low evaluation marks are expected to meet with the Director/the Assistant Director to reflect on their academic performance, discuss issues and brainstorm ideas for improvement.

## 2.10. Complaints Policy

The ÜUFLD places crucial importance on having a good rapport with all students and instructors and takes all necessary steps to create a motivating and positive school and work environment. To maintain such an atmosphere at school, it gives careful consideration to all complaints by students or staff and aims to deal with them promptly in a fair and open manner through communicating and sparing sufficient time and effort to solve them. At the beginning of each academic year, a student handbook regarding acceptable and unacceptable behaviours together with their consequences for students is distributed. The rules and regulations are further explained and emphasized in class by advisor instructors and students are expected to follow these rules and regulations. If students do not follow the rules and regulations, and an unacceptable behaviour occurs, the problem is solved through communication between the parties involved. If the problem behaviour still continues, a written document by the student or the teacher is submitted to the Director and legal procedures as stated in the Laws and Regulations accepted by Üsküdar University are followed.

Instructors may orally complain or submit written complaints to the management (the Director/the Assistant Director) as they deem necessary. Similarly, students may submit petitions in situations they believe they are treated unfairly. Petition samples are available in the Assistant Director's office.

### *A. Three steps for complaints about students:*

1. Verbal Warning – The instructor warns the student and/or tries to resolve the problem through a private conversation.
2. Incident Report to the Assistant Director – The instructor files an Incident Report. The Assistant Director schedules a meeting with the instructor and the student and the three together discuss the problematic behaviour. The goal is for the student to agree to behave more appropriately in the classroom.

3. Incident Report to the Director – If the problem continues, the instructor files the Incident Report, which now includes a record of the meeting with the Assistant Director, to the Director. The Director takes further action to resolve the problem or refers the issue to the Disciplinary Committee.

*B. Three steps for general complaints from students:*

1. The student submits a Student Complaint Form to the Assistant Director.
2. The Assistant Director decides on an appropriate next action, which may involve a meeting to discuss the problem and work out a resolution.
3. If the student is not satisfied with the outcome of step 2, the student submits the complaint form to the Director's attention.

*C. Four steps for complaints about instructors:*

1. Incident Report to the Assistant Director – The relevant coordinator files an Incident Report.
2. Verbal Warning – The reason/foundation for the complaint is inspected by the Director. The instructor is given a verbal warning if necessary and gets the instructor to sign the report.
3. Written warning – The Director warns the instructor through a written document and asks for written defence. The Director, the Assistant Director and the instructor hold a meeting to draw up an action plan and emphasize the repercussions if the action plan is not carried out by the instructor.
4. Dismissal – If the action plan discussed at the meeting with senior management is not carried out by the instructor, the instructor may be dismissed.

### **3. CODE OF PROFESSIONAL CONDUCT**

#### **3.1. Working Hours**

Official working hours at Üsküdar University Preparatory Programme are from 08.30 to 17.40. However, the programme has 2 shifts (morning and afternoon) and working hours may differ depending on these shifts. Each instructor has at least one half day (08.30 – 12.55 or 13.15 – 17.40) and one full day (08.30 – 17.40).

Instructors are provided with their working/office hours by the Head of Digital Support Unit at the beginning of each academic module. Working hours may be rearranged/changed as seen necessary and/or for fairness' sake and or according to instructors' official requests.

#### **3.2. Teaching Hours**

Üsküdar University Preparatory Programme has 2 shifts (morning and afternoon). Morning classes start at 08.30 and finish at 12.55 while afternoon classes start at 13.15 and finish at 17.40. Both shifts include up to 25 teaching hours per week; up to 5 hours a day.

Instructors are provided with their schedule by the Head of Digital Support Unit at the beginning of each academic module.

#### **3.3. Absenteeism**

All members of staff notify the school of any urgent absenteeism. It is imperative that all instructors be required to report their situation well in advance (08.15 at the latest on the day of absence) with

information about the reason for absence, together with expected length of absence, details of work to be covered, and other commitments. This also applies on days when there are office hours.

Instructors are requested to bring in or send a sick note within 3 days of illness.

- Instructors who have a health report for longer than three days will have their 'missed' class hours 'banked' and will be expected to repay those hours at a time of need as determined by the management.
- If the class of an absent instructor is substituted for, then the absent teacher's class hours will be banked in the absent instructor's name. The banked hours may be used at a future date by the school for filling in classes of absent colleagues.

In the case of absence which is not supported by a sick note, the staff should submit an explanation in writing to the Directorate. In this case, the absent instructor will be asked to do one or two of the following depending on the needs of the school:

- pay back to the instructor who has covered her class
- do 2 extra office hours for each uncovered hour and will lose that week's half day off
- provide cover for another class if needed

If an instructor is absent for two consecutive days, or twice in a month after a weekend or official holidays, or three days in a month, unsupported by a sick note or without the approval of the Directorate – this will normally lead to dismissal.

#### *Maternity Leave:*

Maternity leave is provided for expecting mothers and includes 16 weeks of leave (8 weeks before birth and 8 weeks after birth). Maternity leave must be taken 3 weeks prior to the expected due date. All documents related to maternity leave must be submitted to the ÜUFLD management. Following the end of the maternity leave, instructors are entitled breastfeeding leave. Within the first 6 months of birth, instructors are allowed 3 hours of leave per day for the purpose of breastfeeding and childcare. Following the first 6 months, breastfeeding leave is reduced to 1.5 hours per day over the next 6 months.

#### *Attending Academic Conferences:*

Instructors can receive permission to attend congresses, conferences, seminars and similar events for academic and professional development purposes. For domestic conferences or events of up to one week in length, the instructor can receive permission from the management. Requests to attend academic conferences must be approved by the Director. International conferences and events exceeding 7 days in length must be approved by the Rector. Instructors who present presentations or posters at such events may be reimbursed by the university up to a certain amount, as determined by the Rectorate. All reimbursements for both domestic and international events must be approved by the Rector. Instructors are entitled to reimbursement for 2 events per year (1 domestic event and 1 international event, or 2 domestic events). Instructors should seek approval for leave and travel permission to such events at least one month in advance.

### 3.4. Meetings

The academic staff meets regularly throughout the year to discuss teaching, assessment, quality activities and strategies. Meeting agendas are set and shared prior to meetings, and meeting minutes are taken by a pre-designated minute-taker. The meeting minutes and a summary report are compiled and filed for future reference. The regular meetings as well as the meeting agendas ensure that sufficient time is provided for the staff to discuss and carry out their duties.

#### *General Procedure:*

- The Meeting Agenda is prepared and delivered to the attendees before the meeting by the meeting chair.
- The Meeting Minutes are taken during the meeting by a predesignated minute-taker.
- The minute-taker may be a fixed person for each meeting type or different people rotating throughout the semester.
- The minute-taker is announced with the distribution of the meeting agenda and is expected to complete the meeting minutes form with information about the topics discussed and decisions taken. All attendees are expected to initial the meeting minutes.
- The meeting minutes are recorded by the assigned instructor and minutes are to be submitted to the Assistant Director within 3 days after the meeting is over for archiving purposes.

#### *Types of Meetings:*

There are mainly 5 types of meetings.

1. General Meeting: Including all academic staff

The main purpose of general meetings is to get feedback about various aspects of the teaching and learning process, including assessment, learning objectives, and teaching activities.

It also provides a general update.

2. Level Meeting: Including all instructors teaching the same level and when needed, the relevant Testing and Assessment Unit member, the Head of Instructor and Student Services, the Head of Digital Support Unit, the Head of Professional Development Unit and the Assistant Director.

The main purpose of this meeting is to update the instructors about the supplementary materials to be used during that week; track the pacing of the instructors and inform the relevant units about the pacing issues; ensure that the course map is followed; remind the instructors about the upcoming quizzes, portfolio tasks, mid-term exams, make up exams, final exams, keeping records etc.

3. Induction Meeting: Including all new instructors

The main purpose of this meeting is to provide orientation for new instructors so that they become familiar with the system before the actual classes start.

4. Professional Development Meeting: Including all academic staff

These meetings are usually held between modules. We invite ELT professionals to our university according to the needs and interests of our instructors.

5. Unit Meetings (Testing and Assessment Unit meeting, Accreditation Unit meeting)

These meetings are held among unit members to facilitate the operational system of the specific unit.

### **3.5. Invigilation and Grading**

Throughout the academic year, instructors are expected to regularly invigilate and grade scheduled exams. The exam schedule, including mid-term assessments and final examinations, is announced through the academic calendar provided at the ÜUFLD Preparatory Programme official website, <http://hazirlik.uskudar.edu.tr/>. Advisor instructors announce the dates of all exams and portfolio tasks prior to the exam dates several times. Instructors are informed by the Testing and Assessment Unit of their invigilation and grading duties. For mid-term and final examinations, invigilation and grading duties are allocated by the Testing and Assessment Unit to ensure that the workload is distributed evenly.

During invigilation, instructors are expected to follow the procedures outlined in the exam envelope. Instructors are expected to review the exam procedures prior to the start of the examination and ensure that they have the relevant resources, including the correct number of exam sheets and audio files (if necessary). An answer key is provided by the Testing and Assessment Unit to provide standardisation among graders. Instructors are expected to follow the answer key and the criteria as specified by the Testing and Assessment Unit. Instructors should contact the Testing and Assessment Unit members for any questions related to the administration and grading of exams.

### **3.6. Recordkeeping and Filing**

#### **3.6.1. Tracking, Assessment and Exams**

Instructors are expected to maintain accurate assessment records throughout the academic year in a timely fashion. Instructors are responsible for double-checking the scores they have entered before publishing the grades on SIS.

Portfolio grades are entered onto SIS by advisors. Portfolios are submitted to the Level Heads by the instructors and then to the Curriculum and Material Development Unit for archiving purposes.

Invigilators must return the exam envelopes to the Testing and Assessment Unit after the exam. Testing and Assessment Unit gives back the packs for standardisation and grading purposes. Exam grades are entered onto SIS by advisors. Finally, these exams are submitted to the Testing and Assessment Unit, and stored there.

#### **3.6.2. Student Attendance**

Instructors are expected to keep accurate student attendance records throughout the academic year. Class folders need to be kept by advisors. The attendance lists for all weeks are kept in big blue folders and the lists are put in the folders by advisors after the last class hour every Friday.

Instructors are expected to enter student attendance records onto SIS on a weekly basis.

## 3.7. Communication

### 3.7.1. Communication via Email/Webmail

Instructors are required to maintain regular professional communication through their personal mail addresses and/or Üsküdar University webmail addresses. Webmail addresses are assigned to new staff members upon their acceptance and can be accessed through the official Üsküdar University website ([www.uskudar.edu.tr](http://www.uskudar.edu.tr)) or Microsoft Outlook. Instructors should check their email on a daily basis (at least twice a day) for information regarding meetings, assignments, exams, materials, or other issues pertaining to the implementation of teaching objectives as well as administrative tasks.

For the instructors, personal email addresses are preferred to speed up the communication process.

### 3.7.2. Communication via Smartphones

Each staff member has access to the phone number of all staff members to make contact when necessary. WhatsApp group chat is also used to communicate immediate issues (e.g. while in the classrooms) to all staff members.

### 3.7.3. Wired Phones

Wired phones are available in each unit's and instructors' rooms. Call history is kept and calls can be redirected if necessary. Communication is established and ensured via the extension numbers indicated below:

Director	5037
Assistant Director/Head of Curriculum and Material Development Unit	5059
Head of Digital Support Unit	2849
Head of Professional Development Unit	5114
Instructor and Student Services	5063
Testing and Assessment Unit	5058
Level Heads	5056
Instructors' Room (floor -1)	5055
Instructors' Room (floor 1)	5057
IT Helpdesk	2262
Stationery	2903
Security	2874
Kitchen	2906

### 3.7.4. Electronic Document Management System (EDMS/EBYS)

In addition to regular meetings, the Electronic Document Management System (EBYS) is used to facilitate communication within the ÜUFLD, particularly with regard to administrative issues and the assignment of administrative tasks. The EBYS is an online system used by many state institutions in Turkey to manage official communication within and between departments. In addition to facilitating internal communication within the ÜUFLD, the EBYS allows for easy communication between the departments of ÜU such as between the Rectorate and the ÜUFLD. The EBYS provides a professional, convenient, and accessible platform for official communication and the distribution of tasks. Through the EBYS, official communication is delivered from the ÜUFLD management to department staff members.

### **3.7.5. Website**

All the information about ÜUFLD can be accessed via our website: <http://hazirlik.uskudar.edu.tr>. Our organisational structure and staff details, education system, academic calendar, news and announcements, rules and regulations are all currently available on the website.

The Head of Digital Support Unit is responsible for administering and updating the information on the website.

### **3.7.6. Noticeboards**

The noticeboards in the corridors and inside instructors' rooms are used as a means of communication for any announcements and/or reminders for both students and instructors.

### **3.8. Dress Code**

ÜUFLD expect academic staff to dress appropriately in smart casual attire. Employees are expected to demonstrate good judgment and professional taste. Smart casual is basically a combination of casual, business casual, and business dress codes, where you can combine them into a "smart" ensemble.



### 3.9. Troubleshooting Guide

Below is a roadmap to resolve any potential problems regarding the implementation of education in the ÜUFLD. For anything not enlisted below, the ÜUFLD offers an open-door atmosphere so anyone in the administrative management can help you with your issue.

Any problem with the smartboards	<ul style="list-style-type: none"> <li>Let the Instructor and Student Services know, IT specialists will fix it shortly</li> </ul>
Any problem with the inventory stock in the classroom	<ul style="list-style-type: none"> <li>Let the Instructor and Student Services know, Maintenance Staff will fix it shortly</li> </ul>
One of the classrooms does not have an instructor	<ul style="list-style-type: none"> <li>Inform the Instructor and Student Services</li> </ul>
Your class/lesson is disrupted because of another class	<ul style="list-style-type: none"> <li>Let the instructor in that classroom know</li> </ul>
Your class/lesson is disrupted because of noise outside the halls	<ul style="list-style-type: none"> <li>Inform the instructor and Student Services</li> </ul>
Your class/lesson is disrupted because of a student	<ul style="list-style-type: none"> <li>Try to solve the problem through talking to/warning the disruptive student</li> <li>If the problem goes on, contact the Assistant Director and report the incident</li> </ul>
You will not be able to arrive at school at all or on time	<ul style="list-style-type: none"> <li>Contact the Head of Instructor and Student Services or the Head of Digital Support Unit</li> <li>Or contact anyone in the administrative management directly to speed things up for a substitute</li> </ul>
You need a day/days off or you want to reschedule your timetable	<ul style="list-style-type: none"> <li>Inform the Director/the Assistant Director and if any, hand in your official document for absenteeism</li> <li>Upon approval, contact the Head of Digital Support to arrange a substitute for teaching hours</li> <li>For rearranging working hours in the office you may directly contact the Head of Digital Support Unit</li> </ul>
Any problem with your PC in the office	<ul style="list-style-type: none"> <li>Let the Instructor and Student Services know, IT specialists will fix it shortly</li> </ul>
Any problem with the inventory stock in the office	<ul style="list-style-type: none"> <li>Let the Instructor and Student Services know, Maintenance Staff will fix it shortly</li> </ul>
You need stationery or run out of A4 papers for the printers	<ul style="list-style-type: none"> <li>Let the Instructor and Student Services know, Supply Office will provide stationery and A4 papers</li> </ul>
You have a financial issue with your salary or a social security issue	<ul style="list-style-type: none"> <li>Contact the Instructor and Student Services , Accounting Office will help you</li> </ul>
There is a problem or an emergency regarding safety and security	<ul style="list-style-type: none"> <li>Call 2874 and contact the Security Staff</li> </ul>

### 3.10. Emergencies Guide

ÜUFLD complies with the building standards of legal state regulations to protect against any natural disaster such as an earthquake. In case of power failure or blackout, a back-up power generator is automatically put into use. UPS (Uninterruptible Power Supply) is also in place to supply power to computers all the time. In case of fire, the ÜUFLD building (Central Campus Block C) has fire extinguishers, smoke detectors and fire alarms in the corridors on every floor, in addition, fire hose cabinets on every stair.

Staff have been given workplace safety training and select staff have been given first aid training. In case of an emergency situation, the maintenance staff have been instructed with their duties and the instructors should call the following numbers:

Security	2874
Ambulance	112
Police	155
Fire	110
Gendarme	156
Natural Gas Failure	187
Electrical Failure	186
Water Failure	185

## 4. DISCIPLINARY ISSUES

### 4.1. Disciplinary Issues for Academic Staff

All academic staff members are expected to maintain a high code of professional conduct. We believe that, in order to deliver the highest quality of education to our students, our academic staff must be motivated and dedicated to our mission, vision, and values. Instructors are expected to fulfil their duties timely and professionally. Any professional misconduct will not be tolerated. A sense of team spirit is encouraged amongst all instructors with which they assist, collaborate and cooperate with one another. Regardless of their educational background and level of experience, instructors are expected to be open to professional development.

*Specific Expectations:*

- Teaching up to 25 hours per week,
- Establishing positive attitude and behaviour in order to ensure a healthy and effective working environment
- Creating Edmodo classes for their advising class
- Sharing materials/quiz/midterm results/all announcements both in classes and via Edmodo.
- Entering midterm/final results on excel files
- Entering the attendance of the students on SIS on a daily basis
- Entering the grades of the students on SIS
- Entering online homework results on SIS

- Announcing students' grades on SIS and entering HBN grades on an excel chart at the end of each module
- Putting pedagogical and attendance sheets of each week in folders every Friday
- Tracking the student progress and giving reports to the Level Heads
- Counselling the students
- Being accessible to students outside the classroom, providing tutorials for the students assigned by the level heads,
- Informing students about assessment components, their weighting, assessment criteria and their attendance records,
- Informing students of any requirements related to classroom rules, attendance limit and exam rules at the beginning of each module,
- Monitoring student progress through the tracking system,
- Implementing curriculum/syllabus under the coordinator's supervision using the course maps designed by the Curriculum and Materials Development Unit,
- Assisting the Testing Unit by invigilating and marking the exams,
- Attending meetings regularly,
- Showing a professional attitude towards students and colleagues,
- Complying with the school's rules, regulations and policies,
- Establishing and maintaining a productive, inclusive, and stimulating learning environment,
- Meeting his or her classes at the scheduled times, being prepared for all class sessions, and starting and ending classes at the scheduled times,
- Liaising with the Digital Support Unit to make appropriate alternate arrangements when he or she knows in advance that he or she will be unable to attend particular class sessions,
- Implementing instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences,
- Keeping up to date with developments in the subject area, teaching resources and methods and making relevant changes to instructional plans and activities,
- Maintaining discipline in accordance with the discipline procedure of school and encouraging good practice with regard to punctuality, behaviour and standards of work,
- Reporting to the ÜÜFLD coordinators if required,
- Maintaining a clean and smart- casual professional look,
- Behaving in a cooperative, supportive and understanding manner toward all colleagues and students at all times,
- Maintaining professional attitude towards colleagues and students at all times.

*Four steps for complaints about instructors: (for unmet expectations)*

1. Incident Report to the Assistant Director – The relevant coordinator files an Incident Report.
2. Verbal Warning – The reason/foundation for the complaint is inspected by the Director. The instructor is given a verbal warning if necessary and gets the instructor to sign the report.
3. Written warning – The Director warns the instructor through a written document and asks for written defence. The Director, the Assistant Director and the instructor hold a meeting to draw up an action plan and emphasize the repercussions if the action plan is not carried out by the instructor.
4. Dismissal – If the action plan discussed at the meeting with senior management is not carried out by the instructor, the instructor may be dismissed.

## 4.2. Disciplinary Issues for Students

Students studying in the ÜUFLD Preparatory Programme are subject to the disciplinary procedures laid down by the Higher Education Institution.

Students should adopt behaviour befitting their university student status and must follow the rules outlined below:

1. Bring the lesson materials regularly
2. Stick to the class hours
3. Submit assignments on time
4. Refrain from disruptive and irrelevant behaviour during the lessons (sleeping, playing games, using mobile phones, eating and drinking, wandering around the classroom, making preparations for another lesson, reading a newspaper, etc.)
5. Set positive and respectful relationships with peers and instructors
6. Do not damage the school properties and materials.

According to the code of discipline of the ÜUFLD, students who do not adopt the required behaviour are given two warnings by the instructor. In the case of a third warning, students will be subject to the disciplinary procedures specified by the Higher Education Institution. In accordance with the Disciplinary Bylaw for Students of Institutions of Higher Education, students who behave in an undignified manner that cannot be attributed to a respectful student in or out of an institution of higher education; limit the freedom of learning and teaching directly or indirectly; disturb the smooth and good working conditions in the institutions; engage in activities such as boycotting, occupying, obscuring, and provoke and encourage such activities will be warranted a warning, a reprimand, a suspension from the Institution of Higher Education for a period of one week to one month, or a period of one or two-term suspension from the university, or expulsion from the university. It is highly important that students avoid any behaviour that requires disciplinary investigation. In such cases, the relevant articles of the Disciplinary Bylaw for Students of Institutions of Higher Education will be fulfilled exactly.

### DISCIPLINARY BYLAW

#### SECTION ONE:

##### *General Rules Aim:*

ARTICLE 1: The purpose of these standing orders is to define the statutes concerning the disciplinary penalties to be given to the students who fail to fulfil the duties that laws, rules and regulations as well as directives impose upon them in or out of an institution of higher education and who disobey the above-mentioned regulations and infringe upon them or behave in an undignified manner that cannot be attributed to a respectful student.

##### *Scope:*

ARTICLE 2: The disciplinary offenses concerning the students studying in an institution of higher education, disciplinary penalties and those who are entitled to administer the aforesaid penalties, disciplinary committee, disciplinary investigations, objections to the disciplinary penalties as well as the application of these penalties are all defined in above-mentioned standing orders.

*Legal Base:*

ARTICLE 3: Paragraph a/9 of article 54 and 65 of the Higher Education Act numbered 2547 constitutes the legal base of these standing orders.

*Definitions:*

ARTICLE 4: These standing orders define:

Institutions of higher education: Universities, faculties, institutes, vocational schools, conservatoires, vocational high schools and research and application centres. Students: People who study in an institution of higher education, enrolled in a programme such as associates, undergraduates, graduates and for post-graduate studies or in a programme for medical specialty or competency in Fine Arts.

*Suspension from an institution of higher education:*

It is forbidden for the student to enter the building, garden, annex, or other facilities of the institution of higher education s/he attends during a given period.

SECTION TWO:

*Disciplinary Penalties and Offenses Disciplinary Penalties:*

ARTICLE 5: The disciplinary penalties are as follows:

- a. Warning: The student is informed in writing that he/she is to be more careful about his/her duties and behaviour related to his/her studies.
- b. Reprimand: The student is informed in writing that he/she has been considered at fault in relation with his/her duties and behaviour in respect to his/her studies.
- c. Suspension from the institution of higher education for a period of 1 week to 1 month: The student is informed in writing that he/she has been suspended from the institution of higher education for a period of 1 week to 1 month and he/she is not to exercise any of his/her rights as a student during this period of time.
- d. Suspension from the institution of higher education for 1 or 2 semesters: The student is informed in writing that he/she has been suspended from the institution of higher education for 1 or 2 semesters and he/she is not to exercise any of his/her rights as a student during this period of time.
- e. Expulsion of a student from the institution of higher education: The student is informed in writing that he/she has been expelled from the institution of higher education and he/she is from then on ineligible to be admitted to any institution of higher education.

*Disciplinary Offenses That Warrant a Warning:*

ARTICLE 6: The following are circumstances that warrant a warning:

- a. Actions that are not in accordance with that of a good student, 46
- b. Being rude and disrespectful towards others, yelling at each other, singing, making music and noise disturbingly and not keeping the environment clean,
- c. Not answering the questions of authorized persons in due time without reason,
- d. Occupying the places reserved for the teaching staff or for guests in meetings or ceremonies.

*Disciplinary Offenses That Warrant a Reprimand:*

ARTICLE 7: The following are the circumstances that warrant a reprimand:

- a. Displaying behaviour unbecoming of a student in a place of higher education that may result in loss of confidence in the student,
- b. Writing or drawing signs, pictures or such on the walls or furniture in the institution of higher education,
- c. Not being ready to share the information required by the authorities of the institution of higher education or giving incomplete or false information,
- d. Posting notices at places that are not reserved for this purpose by the authorities of the institution of higher education,
- e. Disturbing the atmosphere of a lesson, a seminar, a workshop, a laboratory, as well as a conference,
- f. Being intoxicated in a lesson, a seminar, a conference or in a workshop in the institution of higher education,
- g. Gambling and letting others gamble, Disciplinary Offenses That Warrant and Suspension from The Institution of Higher Education for a Period of One Week to One Month.

*Disciplinary Offenses That Warrant a Suspension from the Institution of Higher Education for a Period of 1 Week to 1 Month:*

ARTICLE 8: The following are the circumstances that warrant a suspension from the institution of higher education for a period of 1 week to 1 month:

- a. Limiting the freedom of learning and teaching directly or indirectly; disturbing the calm and good working order in the institution of higher education,
- b. Disturbing the calm of a ceremony and violating the rules and programme of a ceremonial gathering,
- c. Being politically active in the institution of higher education,
- d. Continuing to occupy places reserved for the teaching staff or for the guests despite a warning,
- e. Hindering disciplinary investigations,
- f. Dispersing handouts and posting banners and posters in an institution of higher education,
- g. Giving a piece of document that the student has been entitled to receive from the institution of higher education to somebody else for personal use or using such a document for his/her own interest,
- h. Vandalism; writing obscenities, or drawing obscene pictures or affixing them on university property, doors, walls or the like,
- i. Destroying or mutilating or forcibly removing or defacing any announcements, notices that have been posted with the permission of the “University Disciplinary Offenses That Warrant a Suspension from The Institution of Higher Education for a Period of One or Two–Term Suspension from the University”.

*Disciplinary Offenses That Warrant a Suspension from the Institution of Higher Education for 1 or 2 Semesters:*

ARTICLE 9: Offenses that result in one or two-term suspension from the university are as follows:

- a. Threatening the administrative staff or teaching personnel, or insulting or abusing them in speech or writing,
- b. Either as an individual or as a group, verbally assaulting the university administrators or their decisions, publishing against them, provoking other students to do that or attempting to do that,
- c. Attempting to boycott, occupy, prevent the services given at the university, excluding political and ideological purposes,
- d. Engaging in activities that may result in ethnic, racial, or religious polarization,
- e. Raping any of the staff or students at the university,
- f. Drawing or posting any pictures or emblems on school property that are politically or ideologically motivated,
- g. Theft,
- h. Drinking alcohol within the confines of the university property,
- i. Provoking students or others to prevent the staff from carrying out their work,
- j. Holding or attending meetings, ceremonies, announcing oneself as the leader of the group or giving a speech illegally at places belonging to the university,
- k. Breaking into or damaging university buildings that have been ruled as off-limits,
- l. Keeping any unauthorized printed matter forbidden by the university, or copying or distributing them to other students,
- m. Cheating or helping other students to cheat during exams, or attempting to do so.

*Disciplinary Conduct and Behaviour Resulting in Expulsion from the University:*

ARTICLE 10: The following actions or infractions will result in expulsion from the university:

- a. Making university officials and students at the university leave or to prevent them from performing their duties by using violence or physical threats, or forcing other students to do so,
- b. Disorderly conduct at the institution, participating in actions to slow down people working, boycotting or provoking other people to do so because of their political and ideological views,
- c. Keeping any political fliers, posters, tapes and the like at the university, copying these, and distributing them,
- d. Threatening or forcing either an individual or a group to demonstrate illegally or to participate in such a demonstration or lie, or give false evidence or blame others,
- e. Having membership in an illegal organization, or acting or helping on behalf of these organizations,
- f. Using, or carrying, or being in possession of, or sale of illegal or controlled substances,
- g. Being punished for an offense against the state,
- h. Acting in express violation of "Law no: 6136 regarding firearms, knives, and other weapons or arms" carrying firearms, ammunition, and knives and explosives either to be used in defence or attack, have in possession in the university grounds or be guilty of such crimes,
- i. To establish without permission, either covertly or overtly, an organization or such similar association in the university buildings and annexes,

- j. Cheating in exams by the use of threat, preventing or obstructing the removal of a cheating student(s), out of the classroom, or having a student take an exam in their place, or entering an exam assuming the identity of another student,
- k. Obstructing the work of the disciplinary committee or investigation by using force or threat,
- l. Rape,
- m. Aiding or abetting an individual in flight from the police,
- n. Behaviour that prevents students from entering classes or exams, obstructing entrances in anyway, removing students from class, or acting in a manner or behaviour to instigate students out of the class,
- o. Torturing an individual or a group for whatever reason or having them tortured by others,
- p. Obstructing or preventing flag ceremonies, or displaying deliberate disrespectful behaviour during the flag ceremony.

*Unforeseen disciplinary infractions:*

ARTICLE 11: In situations not specified in the above passage, but are similar in nature and intent, similar penalties will be given.

*The recurrence of disciplinary infractions:*

ARTICLE 12: The recurrence of the same infraction will result in receiving a more severe punishment. On the third offence, which may require the same level of punishment but has resulted from a different infraction, the student will get a more severe punishment.

SECTION THREE:

*Implementation and Objection Announcing the Punishment*

ARTICLE 13: The punishment given at the end of the disciplinary investigation is announced in writing by the official in charge of the investigation to the following:

- a. The student who is the subject of the disciplinary investigation,
- b. Parents or, in the absence of parents, closest family member indicated by the student,
- c. Any public or private institutions or persons providing a scholarship to the student,
- d. Higher Education Council.

In the case of expulsion from the university, in addition to the above,

- a. All higher education institutions,
- b. Departments of Security,
- c. Local Military Service Offices,
- d. Higher Education Council (Directorate of OSYM-Student Selection and Placement Centre).

If necessary, the disciplinary penalties can also be announced with a notice in the related higher education institutions or any of their related bodies.





FOREIGN LANGUAGES  
DEPARTMENT

[www.uskudar.edu.tr/en](http://www.uskudar.edu.tr/en)