

## **BEYKOZ UNIVERSITY**

### **DIRECTIVE FOR DESIGNING, REVIEWING AND UPDATING OF THE EDUCATIONAL PROGRAMS**

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#### **SECTION ONE**

##### **Purpose, Scope, Basis**

###### **Purpose**

**ARTICLE 1 -(1)** The purpose of this directive is to determine the procedures and principles of designing new programs/departments at all levels at Beykoz University and reviewing and updating the Educational Course plans (curricula) of active programs/departments with stakeholders in line with the needs of the relevant area and sector.

###### **Scope**

**ARTICLE 2 -(1)** This directive covers the principles of designing, reviewing and updating the curricula of existing and new programs/departments at Beykoz university.

###### **Basis**

**ARTICLE 3 -(1)** This Directive has been prepared on the basis of Articles 18 of the Higher Education Quality Assurance and Higher Education Quality Board Regulations and Beykoz University Bachelor and Associate Degree Education Regulations published in the Official Gazette No. 30604 dated 23 November 2018 and 44<sup>th</sup> Article of Beykoz University Graduate Education Regulation.

#### **SECTION TWO**

##### **Educational goals and educational approach**

###### **Educational Goals of The University**

**ARTICLE 4 - (1)** In designing and updating curricula, the mission and vision of the University and the education and training goals stated below are taken into account:

- a) To strengthen the interdisciplinary relationship in educational programs.
- b) In today's world is needed and students in undergraduate and graduate programs in professional/vocational support and can be transferred to the lifelong development; leadership, independent learning, teamwork, global thinking, entrepreneurship, creativity, and communication in native and foreign languages, environment, social responsibility etc. to determine the key competencies as the institutional outputs of the University and to give them to the students in the process of their learning.

- c) The design of curricula, review of their output and improve the work of the relevant stakeholders, especially the students (alumni, business, etc.) to ensure participation.
- d) To strengthen the relationship between educational programs and employment.
- e) Providing student-centered education services in associate degree, undergraduate and graduate programs with quality assurance in national and international academic standards, to be a pioneer and exemplary university with its applications in this field.
- f) Ensure the effective use of ICT in the educational process and educational technology; constantly improve the learning resources and support services which will increase the effectiveness and efficiency of education and training (class and working environments, laboratories, workshops, print and digital course materials, library, counseling, etc.)
- g) Promote, support and develop internationalization in all areas associated with curricula.
- h) To be a university preferred primarily by students with higher qualifications from Turkey and other countries.
- i) Increasing the number of full-time and hybrid education and training programs (associate, undergraduate and graduate) offered by distance education; extend access to distance education and internet-supported courses in formal programs
- j) Improving the proficiency of foreign language preparatory education and to ensure quality assurance in international standards.
- k) To support the development of professional and pedagogical competencies of academic teaching staff for student-centered education and training processes, to encourage the use of new teaching methods and current education and training technologies

### **Educational Approach of The University**

**ARTICLE 5 - (1)** Beykoz University's approach to education is based on 5 fundamentals: In designing and updating curricula, the following approaches to education are taken into account:

- a) Within the scope of the original education model; It is planned to ensure international quality assurance in 3+1, 7+1 curriculum structure in all programs student-centered with a strong academic staff.
- b) Within the scope of personalized training and support, to implement curriculum structure enriched with competence development program.
- c) Within the framework of the approach of learning by experiencing, supporting education with rich laboratories and workshops that prioritize education intertwined with the business world and support students ' participation in research projects.
- d) Improve information literacy, mobility, e-learning and maker culture by applying big data research techniques using advanced technology.
- e) Within the scope of internationalization approach, to improve English-based education, to increase students ' interest in international exchange programs, to increase overseas internship opportunities.

(2) Academic units can adopt learning models and methods such as active learning and project-oriented learning in their own programs in order to reinforce this approach in line with the Beykoz University's educational approach.

## **SECTION THREE**

### **Principles of Implementation, Stakeholder tasks and Monitoring**

#### **Principles to be considered in designing, revising and updating curricula**

**ARTICLE 6 - (1)** At the University, New Curriculum curricula should be designed and updated if necessary, to review existing curricula, the relevant department and the proposal of the program boards and the invitation of the dean/director of the academic unit is made with the participation of the stakeholders. Related Program/department lecturers, University Advisory Board, Unit Advisory Board, sector representatives and students are the stakeholders whose views will be consulted in the creation, review and update of the education and training processes.

**(2)** It is essential that the stakeholders ' views identified in Article 1 are taken in designing, reviewing and updating the curricula.

**(3)** In designing and updating the curricula, the level of knowledge, skills and competence that students are expected to have gained upon successful completion of the relevant program, taking into consideration the definitions of the fifth, sixth for undergraduate programs, seventh and eighth level proficiency in graduate programs, and the definitions of the proficiency on the basis of credit ranges, based on the institutional learning outcomes of the University.

**(4)** The design of the curriculum, goals and relevant program objectives, program outcomes, course and lab, homework, project, application, workshops, internships, seminars, clinical study, thesis, technical trips and other learning activities with the learning outcomes and their content, learning, teaching, assessment and evaluation methods and approaches with the student's workload 30 ECTS credits for each academic semester based on calculated and performed.

**(5)** The courses included in the curricula include basic field courses, vocational field and specialization courses, competency courses and professional practice in the workplace (internship) within the main categories of learning and practice activities in and out of the classroom. Courses may be compulsory, elective, preliminary and/or lateral conditional.

**(6)** The credits of the courses in the curriculum, a student can allocate a period of forty-five hours maximum weekly all the academic activities in all educational activities, including the time allotted for one academic semester and final exams for seventeen weeks, 25.5 hours of student workload, ECTS credits and is calculated to correspond to 1.

**(7)** Curricula designed or updated with the opinions of stakeholders gain certainty with the appropriate opinion of the institute, faculty, school and vocational school boards and with the decision of the Senate. Requests for updating the curricula are notified by the relevant academic units by formal writing to the rectorate by the end of May at the latest to be submitted to the Senate for approval.

**(8)** If the programs carried out by other academic units are affected in updating the curricula, the academic units carrying out the affected programs are also involved in the educational program change process in order to make the necessary changes to their programs.

**(9)** The definitions of all courses and other learning activities in the curriculum are made in accordance with the format specified in the EÖBS. Accordingly; each lesson or learning

activity, course or activity name, semester, credits, language, level of education, whether mandatory or elective, teaching with the which method and given by whom, if there is a course or learning activity that has a coordinator, a pre-or sub-condition, its category, target and content, learning outcomes, learning and teaching methods, distribution of teaching subjects by week and pre-and post-preparatory work to be done by the student every week for the course or learning activity, source materials of the course, contribution of course or activity to program gains, examination and evaluation methods and their contribution to the achievement of the course or activity ,time (workload) to be spent by the student for all prescribed learning and exam activities and accordingly accepted by the University and within the framework of the workload and AKTS relationship specified in this regulation, AKTS credits are clearly specified.

**(10)** In updating curricula, the changes apply to students who are just starting the program. Current students are adapted to the change (new program). The principle of being in favor of the student is valid in the adaptation. In other words, the adjustment is made in such a way as to favor the student.

### **Stakeholders and their duties**

**ARTICLE 7 - (1)** The following tasks are completed through the stakeholders whose support is needed in designing, reviewing and updating the curricula and referred to in Article 6 of this directive:

- a)** To analyze the state of the departments and programs planned to be opened in the world and in our country.
- b)** To determine the program's objectives, educational objectives and program key learning outcomes and sub-learning outcomes.
- c)** To establish the relationship between the learning outcomes of the Program and the level and basic field descriptors.
- d)** To establish the relationship with program learning outcomes, program training goals and institutional learning outcomes.
- e)** To determine the lessons based on program learning outcomes, define learning outcomes and workload-related credits of courses.
- f)** To make the competency development program to be implemented in all programs.
- g)** To assist in taking necessary measures for effective implementation of the workplace practice (internship) course.
- h)** Ensuring continuous monitoring and updating of programs.

**(2)** Related program / Department and academic unit managers can request work from the above-defined stakeholders to contribute to the development of the educational environment.

**(3)** At the request of the relevant program/Department or academic unit and with the participation of stakeholders, research studies that will contribute to the development of the educational environment can be planned. The results of the course evaluation survey, Employer Satisfaction Survey, graduate survey, Self-Assessment Survey, community satisfaction survey will be used in the research.

(4) Stakeholders contribute to relevant academic unit work in areas needed for accreditation of programs/departments.

### **Monitoring the up-to-date educational programs and content**

**ARTICLE 8 - (1)** With the help of the measurement and evaluation system (ÖDS) developed by the University, the questions related to the learning outcomes and the answers to the questions can be analyzed. With the data generated by the system, it is determined whether the course learning outputs, therefore the program and institutional learning outputs can be reached and the educational programs and content are updated.

(2) Monitoring whether the output of the Program is reached is followed by the program / Department chairmanship. Surveys for active and graduated students are used in the assessment. When necessary during monitoring, Program / Department Heads seek assistance from stakeholders.

(3) When exam documents are needed to follow up the curricula and contents, answers to questions and Answer Keys are used in archived exam envelopes when necessary.

(4) In order to improve the course content, Program / Department lecturers refer to the opinions of external stakeholders when necessary.

(5) Assessment and evaluation of educational objectives and learning outcomes of accredited programs/departments are carried out systematically and improvements are envisaged and realized accordingly.

(6) Related documents and records are regularly kept by programs/departments in their own physical and numerical archives and shared with their evaluators.

## **SECTION FOUR**

### **Miscellaneous and final provisions**

#### **Cases where there is no provision**

**ARTICLE 9 - (1)** In matters not included in this directive, the provisions of the relevant regulations and guidelines of Beykoz University are applied.

#### **Validity**

**ARTICLE 10 - (1)** This directive shall be valid on the date of its adoption by the Senate.

#### **Executive**

**ARTICLE 11 - (1)** The provisions of this directive shall be executed by the Rector of Beykoz University.