BEYKOZ UNIVERSITY

DIRECTIVE ON THE DESIGN, REVIEW AND UPDATE OF EDUCATION AND TRAINING PROGRAMS

Adopting authority, date and number   *: Senate, 26.12.2019 / 14*

Additions and amendments   *: Senate, ……….. /*

Date of last additions/amendments check   *: ……………….. /*

CHAPTER ONE

Purpose, Scope and Basis

Purpose

ARTICLE 1 – (1) The purpose of this Directive is to set forth the principles and procedures for the design of new programs/departments at all levels at Beykoz University, and for the review—together with stakeholders in line with the needs of the field and the sector—of the curricula (program structures) of active programs/departments and for their update.

Scope

ARTICLE 2 – (1) This Directive covers the principles for the design, review and update of the curricula of existing and newly-to-be-opened programs/departments at Beykoz University.

Basis

ARTICLE 3 – (1) This Directive has been prepared on the basis of the Regulation on Higher Education Quality Assurance and the Higher Education Quality Council published in the Official Gazette dated 23 November 2018 and numbered 30604, and Articles 18 of the Beykoz University Associate and Undergraduate Education-Teaching Regulation and 44 of the Beykoz University Graduate Education-Teaching Regulation.

CHAPTER TWO

Educational Objectives and Educational Approach of The University

University's Educational Objectives

ARTICLE 4 – (1) In the design and update of curricula, the University's mission and vision and the following educational objectives shall be taken into account:

a) Strengthening interdisciplinarity in education-teaching programs.

b) In associate, undergraduate and graduate programs, identifying as the University's institutional learning outcomes the transferable key competencies needed in today's world that support students' professional/occupational and lifelong development—leadership, independent learning, teamwork, global thinking, entrepreneurship, creativity, communication in the mother tongue and in foreign languages, environment, social responsibility, etc.—and ensuring that students acquire them during their studies.

c) Ensuring the participation—primarily of students but also of other relevant stakeholders (alumni, business sector, etc.)—in the work of designing curricula, reviewing their outcomes and making improvements.

ç) Strengthening the relationship between education-teaching programs and employment.

d) Providing student-centred education-teaching in associate, undergraduate and graduate programs with quality assurance at national and international academic standards, and becoming a pioneering and exemplary university in this field through its practices.

e) Ensuring effective use of information and educational technologies in education-teaching processes; continuously improving learning resources and support services (classroom and study environments, laboratories, workshops, printed and digital course materials, library, advising, etc.) that will increase the effectiveness and efficiency of education and teaching.

f) Encouraging, supporting and developing internationalization in every area related to curricula.

g) Becoming a university preferably chosen by highly qualified students from Türkiye and other countries.

h) Increasing the numbers of full-time and hybrid education and training programs (associate, undergraduate and graduate) offered via distance education; expanding access to distance and internet-supported courses within on-campus programs.

ı) Improving the adequacy of foreign-language preparatory education and ensuring quality assurance at international standards.

i) Supporting the professional and pedagogical competence development of teaching staff for student-centred education-teaching processes, and encouraging them to use new teaching methods and current educational technologies.

University's Educational Approach

ARTICLE 5 – (1) Beykoz University's educational approach rests on five pillars. In the design and update of curricula, the following approaches shall be taken into account:

a)   Within the original education-teaching model; ensuring international quality assurance in all programs with a student-centred approach and a strong academic staff, in curricula structured as 3+1 and 7+1.

b)   Within the scope of personalized education and support; implementing a curriculum structure enriched by a competency development program.

c)   Within the framework of experiential learning; supporting education with rich laboratories and workshops that prioritize education integrated with the business world and support students' participation in research projects.

ç)   Through the use of advanced technology; applying big-data research techniques and developing information literacy, mobility, e-learning and maker culture.

d)   Within the scope of internationalization; enhancing English-medium education, increasing students' interest in international exchange programs, and expanding overseas internship opportunities.

(2) In alignment with Beykoz University's educational approach, academic units may adopt learning models and methods—such as active learning and project-based learning—in their programs to reinforce this approach.

CHAPTER THREE

Implementation Principles, Stakeholder Duties and Monitoring

Principles to be Considered in the Design, Review and Update of Curricula

ARTICLE 6 – (1) At the University, the design of new education-teaching program curricula and, where necessary, the review and update of existing curricula shall be conducted with the participation of stakeholders convened upon the invitation of the dean/director of the relevant academic unit and upon the recommendation of the relevant department and program boards. The teaching staff of the relevant Program/Department, the University Advisory Board, the Unit Advisory Board, sector representatives and students are stakeholders whose opinions shall be sought in the formation, review and update of education-teaching processes.

(2) In the design, review and update of curricula, it is essential to obtain the views of the stakeholders defined in Article 1.

(3) In the design and update of curricula, taking the University's institutional learning outcomes, the characteristics of the programs and a student-centred learning approach as the basis—and taking into account the fifth-level qualifications of the TYYÇ for associate programs, the sixth level for undergraduate programs, and the seventh and eighth levels for graduate programs, together with the TYYÇ Field-Specific Qualifications definitions and credit ranges—the levels of knowledge, skills and competencies expected to be acquired by students upon successful completion of the relevant program shall be clearly stated.

(4) The design of curricula shall be carried out, in line with the aims and objectives of the relevant program, by specifying program learning outcomes; the courses and laboratories; assignments, projects, practices, workshops, internships, seminars, clinical work, theses, technical visits and other learning activities; together with their content and learning outcomes; the learning, teaching, assessment and evaluation methods and approaches; and the student workload calculated on the basis of student work—such that it totals 30 ECTS credits for each academic semester.

(5) The courses in curricula shall cover in-class and out-of-class learning and practice activities within the main categories of fundamental field courses, professional field and specialization courses, competency courses and work-place professional practice (internship). Courses may be compulsory, elective, and may have pre- and/or co-requisites.

(6) The credits of courses in curricula shall be calculated on the basis that the maximum weekly time a student can allocate to all education-teaching activities is forty-five hours, that the total duration allocated to all education-teaching activities in an academic semester—including end-of-semester examinations—is seventeen weeks, and that 1 ECTS credit corresponds to 25.5 hours of student workload.

(7) Curricula designed or updated with stakeholder input shall become final with the favorable opinion of institute, faculty, school and vocational school boards and the decision of the Senate. Requests for curriculum updates shall be notified by the relevant academic units to the Rectorate by official letter by the end of May at the latest for submission to the Senate's approval. Requests regarding curriculum design and update shall be discussed and decided by the Senate by the end of June at the latest. Requests that do not comply with this timeline shall enter into force not in the following academic year but in the subsequent academic year.

(8) Where updates to curricula affect programs carried out by other academic units, the academic units conducting the affected programs shall also be included in the curriculum change process so that they make the necessary changes to their own programs.

(9) The descriptions of all courses and other learning activities included in the curriculum shall be made in the format specified within the Education Information System (EÖBS). Accordingly, for each course or learning activity the following shall be clearly specified: the name of the course or activity; semester; credits; language; level of study; whether it is compulsory or elective; by what teaching method and by whom it is delivered; if any, its coordinator; whether there is any course or learning activity that is a pre- or co-requisite; the category; objectives and content; learning outcomes; learning and teaching methods; the weekly distribution of teaching topics; the pre- and post-class preparation work to be done by the student for each week, course or learning activity; the course resources; the contribution of the course or activity to the program learning outcomes; the examination and assessment methods and their contributions to the achievement of the course or activity; the time to be spent by the student for all envisaged learning and examination activities (workload); and, accordingly, the ECTS credit within the framework of the workload-ECTS relationship adopted by the University and specified in this Regulation.

(10) In curriculum updates, changes shall apply to newly admitted students. Existing students shall be adapted (transitioned) to the change (new program). The principle of being in the student's favor shall apply in the adaptation. In other words, the adaptation shall be made in a manner favorable to the student.

Stakeholders and Their Duties

ARTICLE 7 – (1) With the stakeholders identified in Article 6 whose support is needed for the design, review and update of curricula, the following tasks shall be completed:

a) Analysing the status of the departments and programs planned to be opened in the world and in our country.

b) Determining the program's aims, educational objectives, program key learning outcomes and subordinate learning outcomes.

c) Relating the program learning outcomes to the TYYÇ level and field descriptors.

ç) Establishing the relationship between the program learning outcomes and the program educational objectives and the institutional learning outcomes.

d) Based on the program learning outcomes, determining the courses and defining the learning outcomes and workload-based credits of the courses.

e) Structuring the competency development program for implementation across all programs.

f) Helping to take necessary measures to ensure the effective implementation of the workplace practice (internship) course.

g) Ensuring the continuous monitoring and updating of programs.

(2) The administrators of the relevant program/department and academic unit may request from the stakeholders defined above studies that will contribute to the improvement of the education-teaching environment.

(3) Research studies that will contribute to the improvement of the education-teaching environment may be planned upon the request of the relevant program/department or academic unit and with the participation of

stakeholders. In such research, the results of the University's course evaluation survey, employer satisfaction survey, alumni survey, self-evaluation survey and community satisfaction survey shall be utilized.

(4) In areas needed for the accreditation of programs/departments, stakeholders shall contribute to the work of the relevant academic unit.

Monitoring the Relevance and Updating of Curricula and Course Content

ARTICLE 8 – (1) With the aid of the measurement and evaluation system (ÖDS) developed by the University, analyses can be made of questions associated with learning outcomes and the answers given to those questions. Using the data produced by the system, it is determined whether course learning outcomes—and thereby program and institutional learning outcomes—have been attained, and the update of education programs and contents is undertaken accordingly.

(2) Monitoring whether program outcomes have been attained is under the follow-up of the Program/Department Chair. In the evaluation, surveys to be conducted for active and alumni students are utilized. During monitoring, the Program/Department Chairs may, when necessary, request assistance from stakeholders.

(3) When exam documents are needed in tracking the currency of curricula and contents, the answers given to the questions within the archived exam envelopes and the answer keys are utilized when necessary.

(4) For the improvement of course contents, Program/Department teaching staff solicit, when needed, the views of external stakeholders.

(5) In programs/departments with accreditation, measurements and evaluations regarding educational objectives and learning outcomes are systematically carried out and improvements are envisaged and implemented accordingly. The relevant documents and records are kept regularly by programs/departments in their own physical and digital archives and are shared with evaluators.

CHAPTER FOUR
Miscellaneous and Final Provisions

Matters Not Provided For

ARTICLE 9 – (1) In matters not covered by this Directive, the provisions of the relevant Regulations and Directives of Beykoz University shall apply.

Entry into Force

ARTICLE 10 – (1) This Directive shall enter into force on the date it is adopted by the Senate.

Enforcement

ARTICLE 11 – (1) The provisions of this Directive shall be executed by the Rector of Beykoz University.