

BEYKOZ UNIVERSITY
DIRECTIVE ON PRINCIPLES OF EDUCATION AND INSTRUCTION

Approving authority, date and number : Senate, 26.09.2025 /14

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CHAPTER ONE
Purpose, Scope, Legal Basis and Definitions

Purpose

ARTICLE 1-(1) The purpose of this Directive is to establish the institutional framework for the planning, implementation, monitoring, and continuous improvement of education and instruction activities conducted at associate degree, undergraduate, and graduate levels at Beykoz University, in alignment with the student-centered learning approach, quality assurance principles, and the Turkish Qualifications Framework (TQF).

(2) This Directive defines the fundamental principles regarding program design and approval, monitoring and updating of programs, learning-teaching and assessment-evaluation processes, and the teaching competencies of academic staff

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Scope

ARTICLE 2- (1) This Directive covers the principles and procedures related to;

- a) a) The design, approval, monitoring, and updating of associate degree, undergraduate, and graduate programs,
- b) Course design, student workload, and European Credit Transfer and Accumulation System (ECTS) principles,
- c) Learning-teaching methods and assessment and evaluation processes,
- ç) Feedback mechanisms from students, graduates, and external stakeholders,
- d) Teaching competencies of academic staff, course assignments, and incentive-reward processes,
- e) Educational and examination practices for students with special needs,
- f) University elective courses and the Competency Development Program (YGEP-CDP).

Legal Basis

ARTICLE 3- (1) This Directive has been prepared based on the provisions of Higher Education Law No. 2547, the relevant regulations, procedures, and principles of the Council of Higher Education (YÖK), the Turkish Qualifications Framework (TQF), the Beykoz University Regulation on Undergraduate and Associate Degree Education and Examinations, the Beykoz University Regulation on Graduate Education and Examinations, the Beykoz University Governance Policy, Education and Instruction Policy, and relevant Senate decision.

Definitions

ARTICLE 4- (1) In this Directive, the following terms shall mean;

- a) University: Beykoz University,
- b) Senate: The Senate of Beykoz University,
- c) Rector: The Rector of Beykoz University,
- ç) Vice Rector for Education and Instruction: The Vice Rector responsible for the coordination of the University's education and instruction processes,
- d) Academic Unit: Faculties, vocational schools, institutes, and other academic units,
- e) Program: Academic programs offered at associate degree, undergraduate, and graduate levels,
- f) Program Qualifications: The knowledge, skills, and competencies expected of students who successfully complete a program,
- g) Course Learning Outcome (CLO): The knowledge, skills, and competencies students are expected to acquire upon completion of a course,
- ğ) Program Learning Outcome (PLO): The measurable set of learning outcomes defined for the entire program,
- h) ECTS: The European Credit Transfer and Accumulation System and the credit evaluation based on student workload,
- i) Education and Instruction Commission: The commission that submits opinions to the Senate on matters such as program establishment, closure, updating, curriculum revisions, and assessment and evaluation principles,
- i) Education and Instruction Coordination Office: The unit providing support to academic units in program design, learning outcomes, ECTS, and quality monitoring processes,
- j) Big Data Coordination Office (BDCO): The unit responsible for collecting, analyzing, and reporting data related to education and instruction processes,
- k) Stakeholders: Students, academic staff, administrative staff, graduates, Advisory Boards, business representatives, public institutions, non-governmental organizations, and other external stakeholders.

CHAPTER TWO

Education and Instruction Policies and Principles, Educational Approach, and Fundamental Principles Regarding Educational Activities

Education and Instruction Policies and Principles

ARTICLE 5- (1) In the design, implementation, and updating of curricula, the University's mission, vision, strategic plan, and quality policy, as well as the following education and instruction objectives, shall be taken as a basis:

- a) To strengthen interdisciplinary approaches in education and instruction programs and increase integrated learning opportunities across programs.
- b) To define core competencies such as professional skills, problem-solving and conflict management, leadership and teamwork, ethics and social responsibility, written and oral communication and interaction, critical thinking, creative and innovative thinking, strategic and entrepreneurial mindset, responsibility-taking and independent decision-making, change management, learning to learn, personal and social development, global perspective,

technology use and digital competence, cultural awareness and expression, social and civic competence, foreign language communication, and sustainability as the University's institutional learning outcomes, and to ensure that students acquire these competencies.

- c) To ensure active participation of stakeholders, primarily students, as well as graduates, business representatives, public institutions, advisory boards, and other stakeholders in curriculum design and in the processes of defining and updating program qualifications.
- ç) To strengthen the relationship between education and instruction programs and the world of work, and to develop knowledge, skills, and competencies that increase graduate employability.
- d) To implement a student-centered, quality-assured education and instruction system in alignment with national and international academic standards, and to become a model and pioneering university in this field.
- e) To ensure the effective use of information technologies and distance education tools in education and instruction processes; and to continuously improve learning resources such as laboratories, workshops, digital content, libraries, and academic advising.
- f) To support internationalization in all curriculum-related processes; to enhance student and staff mobility, foreign language education, international joint programs, and global learning opportunities.
- g) To develop education and instruction practices that support becoming a university that is a primary choice for qualified students from Türkiye and other countries.
- ğ) To strengthen foreign language preparatory education and ensure quality assurance in line with international standards.
- h) To enhance the pedagogical and technological competencies of academic staff; and to encourage the use of student-centered teaching, innovative methods, and contemporary educational technologies.
- ı) To promote the use of digital learning environments and artificial intelligence-supported teaching practices in education and instruction processes; to monitor the effectiveness of these practices; and to conduct continuous improvement activities based on the data obtained.

Educational Approach

ARTICLE 6- (1) Beykoz University's education and instruction approach is structured around the following five fundamental principles. Program design, course planning, and learning-teaching activities are carried out in line with this approach:

- a) Practice-based education model: Strengthening student-centered learning through practice-oriented curriculum structures such as 3+1 and 7+1 models,
- b) Personalized education and support: Implementing curriculum structures enriched with the Competency Development Program and providing learning support tailored to students' individual development needs,
- c) Experiential learning: Strengthening integrated education practices with the world of work and courses delivered within the scope of branded courses by field experts; developing workshops, laboratories, and applied learning environments; and encouraging students' active participation in research projects, field studies, and sectoral collaborations,

- c) Digital learning and big data-driven development: Supporting the use of advanced technologies in education and instruction processes and contributing to the continuous improvement of programs through big data analysis,
- d) Internationalization: Strengthening foreign language-intensive education, increasing participation in international exchange programs, developing opportunities for international internships, education, and cooperation, and establishing a learning environment that supports global competencies.

(2) Academic units may employ active learning, problem-based learning, project- and practice-based learning, collaborative learning, and other student-centered methods in their programs in a manner that supports Beykoz University's education and instruction approach.

Fundamental Principles Regarding Educational Activities

ARTICLE 7- (1) Education and instruction activities at the University shall be conducted in accordance with the following principles;

- a) Student-centered learning,
- b) Competency-based program design,
- c) Transparency, accountability, and participation,
- c) Alignment with the TQF and national/international standards,
- d) Continuous improvement and quality assurance,
- e) Inclusiveness, accessibility, and equality of opportunity,
- f) Internationalization and interdisciplinary approach.

CHAPTER THREE

Governance, Roles, and Stakeholders

Governance, Roles, and Stakeholders

ARTICLE 8- (1) Responsibilities regarding the planning, implementation, monitoring, and improvement of education and instruction processes shall be shared among the Senate, Vice Rector for Education and Instruction, academic unit boards, Education and Instruction Commission, Education and Instruction Coordination Office, Big Data Coordination Office, program/department chairs, and academic staff within the framework of relevant directives and Senate decisions.

(2) Students, graduates, Advisory Boards, employers, public institutions, and non-governmental organizations are recognized as internal and external stakeholders contributing to program design, monitoring, and updating processes through their regular feedback.

(3) Mechanisms for the design, monitoring, evaluation, and improvement of programs shall be coordinated through the Education and Instruction Commission and the Education and Instruction Coordination Office.

(4) Details of the duties and responsibilities specified under this Directive shall be defined in the relevant commission and coordination office directives, as well as in the internal regulations of academic units.

(5) The collection, analysis, and reporting of data related to education and instruction processes shall be carried out by the Big Data Coordination Office. These analyses shall be regularly

submitted to the decision-making processes of the Education and Instruction Coordination Office and the Education and Instruction Commission.

(6) Stakeholders contribute to the national and international situational analysis of newly planned programs; to the determination of program objectives and educational goals, program learning outcomes, and the relationship between these outcomes and TQF level descriptors and institutional learning outcomes. Based on program learning outcomes, they also provide opinions and recommendations regarding the structuring of courses and workload-based credits, updating the Competency Development Program, increasing the effectiveness of workplace training practices, and the continuous monitoring and updating of programs.

CHAPTER FOUR

Program Design and Approval

Principles of Program Design

ARTICLE 9- (1) Programs shall be designed in alignment with the University's mission, vision, strategic plan, education policy, and the Turkish Qualifications Framework (TQF), based on a student-centered and competency-based approach.

(2) Program qualifications shall be defined within the range of 10–15, using measurable statements in accordance with TQF level descriptors, covering the dimensions of knowledge, skills, and competencies.

(3) Course learning outcomes shall be defined within the range of 4–7, using measurable and observable verbs in accordance with Bloom's Taxonomy, and shall be aligned with program qualifications.

(4) In program design, national core curricula (if any), accreditation criteria, occupational standards, national and international good practices, and stakeholder expectations shall be taken into consideration.

(5) Learning outcomes, course information packages, and program descriptions shall be kept up to date and published in a transparent and publicly accessible manner.

(6) In determining program qualifications, TQF level descriptors shall be taken as a basis: Level 5 for associate degree programs, Level 6 for undergraduate programs, and Levels 7 and 8 for graduate programs.

Program Design Process

ARTICLE 10- (1) The program design process shall consist of the following stages:

- a) Needs analysis: Justification shall be provided based on national and international trends, employment data, the strategic plan, stakeholder views, and quality reports.
- b) Determination of program qualifications: Program qualifications shall be structured in the dimensions of knowledge, skills, and competencies, taking into account the TQF, occupational standards, and the institutional vision.
- c) Course learning outcomes and CLO–PLO alignment: Learning outcomes shall be defined for each course; a CLO–PLO contribution matrix shall be prepared; and, upon final approval of the program, these shall be entered into the Education and Instruction Information System (EIIS).

- ç) Curriculum structure: The curriculum shall be designed in a balanced manner, taking into account compulsory and elective courses, field-specific and non-field courses, university electives, and YÖK criteria. Course distribution shall be planned in such a way as to allow students sufficient time for extracurricular activities. If curriculum revisions affect other programs, the relevant academic units shall also be involved in the process and shall make the necessary adaptations within their own programs.
- d) ECTS and student workload: ECTS values shall be calculated based on the estimated time allocated to learning activities and shall be indicated in the course information packages.
- e) Stakeholder participation: Written opinions of students, graduates, academic staff, advisory boards, and other external stakeholders shall be obtained and reflected in the design process.
- f) Academic unit and Senate approval: Proposals for program establishment or revision shall be discussed by department/program committees and academic unit boards; following evaluation by the Education and Instruction Commission, they shall be submitted to the Senate and shall enter into force upon Senate approval.
- g) YÖK and relevant legislation: Required applications shall be submitted, and approval and notification procedures shall be completed.

(2) Proposals regarding the closure, merger, or transformation of programs shall be evaluated by the Education and Instruction Commission, taking into account the reasoned report of academic unit boards, stakeholder views, and data on student demand, occupancy rates, academic achievement, and graduate employment provided by the Big Data Coordination Office, and shall be submitted to the Senate.

CHAPTER FIVE **Monitoring and Updating of Programs**

Principles of Program Monitoring

ARTICLE 11- (1) The effectiveness and currency of programs shall be regularly monitored within the framework of the student-centered learning approach, the quality assurance cycle (PDCA – Plan, Do, Check, Act), and alignment with the TQF.

(2) In the monitoring process, student, graduate, and external stakeholder feedback; course evaluation results; achievement and progression data; CLO–PLO analyses; accreditation reports; and other quality indicators shall be evaluated collectively.

(3) In the preparation of program monitoring reports, course-based achievement data, student workload analyses, assessment and evaluation statistics, and graduate tracking results provided by the Big Data Coordination Office shall constitute the primary data source.

(4) Primary responsibility for monitoring the achievement level of program outcomes rests with the Program/Department Chairs. In this process, analyses provided by the Big Data Coordination Office and survey results from students, graduates, and external stakeholders shall be utilized.

Program Monitoring and Updating Process

ARTICLE 12- (1) The program monitoring and updating process shall be carried out according to the following stages:

- a) Data collection: Student and graduate surveys, course evaluation results, achievement and progression data, advisory board minutes, external stakeholder meeting records, and assessment and evaluation analyses shall be collected, classified, and shared with relevant academic units by the Big Data Coordination Office.
- b) Preliminary evaluation by academic units: Department/program chairs and academic unit boards shall determine the achievement level of program outcomes, course contributions, and areas requiring improvement based on the data provided, and shall prepare unit-based preliminary evaluation reports.
- c) Institutional analysis: Under the coordination of the Vice Rector for Education and Instruction, the Education and Instruction Coordination Office and the Big Data Coordination Office shall jointly analyze preliminary evaluations from academic units together with institutional indicators, identify inter-program comparisons, and reveal trends.
- ç) Program evaluation report: In cooperation with the Big Data Coordination Office, the Education and Instruction Coordination Office shall prepare the Program Evaluation Report based on institutional analysis results and unit-based preliminary evaluations; the report shall be reviewed together with relevant academic units and submitted to the Education and Instruction Commission.
- d) Decision-making: Based on the Program Evaluation Report and academic unit opinions, the Education and Instruction Commission shall submit recommendations for program updates, course openings and closures, content revisions, and similar improvement actions to the Senate; program updates shall enter into force upon Senate approval.
- e) Implementation and monitoring: Approved updates shall be incorporated into curricula, course information packages shall be updated, and the effectiveness of the implemented changes shall be evaluated in the subsequent monitoring cycle.
- f) Transparency: Key findings of program monitoring and the main elements of improvement actions shall be shared with students, graduates, and relevant external stakeholders through appropriate methods.

(2) The program monitoring and updating process shall be conducted cyclically so as to be completed at the end of each academic year. The annual improvement calendar shall be determined by the Senate and announced through the academic calendar.

(3) The results of program evaluation reports shall be shared with students and external stakeholders through appropriate methods. Feedback shall be taken into account in the subsequent monitoring cycle.

(4) In the event of curriculum revisions, current students shall be adapted to the new curriculum.

CHAPTER SIX

Course Design, Student Workload, Learning-Teaching, and Assessment and Evaluation

Course Design and Student Workload

ARTICLE 13- (1) Courses shall be designed in alignment with program qualifications and course learning outcomes, based on the student-centered learning approach.

(2) Course information packages shall include at least the following elements:

- a) Course objectives,
- b) Course learning outcomes and their alignment with relevant program qualifications,
- c) Content and weekly schedule,
- ç) Teaching methods and techniques,
- d) Assessment and evaluation components and their contribution ratios,
- e) ECTS calculation based on student workload.

(3) Student workload shall be calculated by taking into account the total time allocated to theoretical hours, practice, laboratory work, projects, assignments, fieldwork, individual study, examination preparation, and similar activities; it shall be verified at regular intervals through student feedback and updated when necessary. In programs, the total student workload per semester shall be planned as 30 ECTS; 1 ECTS credit corresponds to the student workload defined in the relevant education and instruction regulations of the University.

(4) The Course Opening Proposal Form shall be prepared to include course learning outcomes, workload, assessment and evaluation structure, and CLO–PLO alignment, and shall be submitted to the Education and Instruction Coordination Office upon the decision of the department board and academic unit board. The Education and Instruction Coordination Office shall evaluate the proposal within the agenda of the Education and Instruction Commission and submit it to the Senate.

Learning-Teaching Methods

ARTICLE 14- (1) In courses, student-centered and interactive methods such as lecturing, discussion, question-and-answer, case analysis, project- and practice-based learning, problem-based learning, collaborative learning, laboratory/clinical/workshop activities, fieldwork, seminars, and digital learning tools shall be preferred.

(2) Learning-teaching methods shall be structured to develop students' critical thinking, problem-solving, communication, teamwork, digital competence, ethical awareness, and lifelong learning skills.

(3) In applied courses, occupational health and safety, ethical principles, and relevant legislation shall be observed. Where necessary, protocols shall be concluded with external stakeholders (companies, institutions, etc.).

Principles of Assessment and Evaluation

ARTICLE 15- (1) Assessment and evaluation processes shall be conducted in a structure that is aligned with course learning outcomes and program qualifications, fair, transparent, valid, reliable, and traceable.

(2) Assessment and evaluation components (midterm examinations, quizzes, projects, assignments, presentations, practical examinations, final/resit examinations, etc.) and their contribution ratios to overall achievement shall be specified in the course information package at the beginning of the semester and shared with students.

(3) In courses where feasible, rubrics, checklists, performance criteria, and portfolio assessment tools shall be used. These tools shall be explained to students in advance.

- (4) Timely, clear, and developmental feedback regarding assessment and evaluation results shall be provided to students. Students shall be supported in monitoring and improving their own learning.
- (5) For students with special needs, reasonable accommodations shall be made in assessment and evaluation practices without compromising academic standards.
- (6) Assessment and evaluation results and analyses shall regularly provide data for program monitoring and improvement processes.
- (7) Periodic analyses of assessment and evaluation results shall be conducted by relevant department boards, and findings shall be used in program monitoring and course improvement processes.
- (8) Through assessment and evaluation systems developed by the University, examination questions and other assessment tools shall, as far as possible, be aligned with course learning outcomes. The resulting analysis data shall be used in monitoring the achievement levels of program and institutional learning outcomes.

CHAPTER SEVEN

Academic Staff, Course Assignment, and Development of Teaching Competencies

Principles of Course Assignment

ARTICLE 16- (1) Courses shall be delivered by academic staff who are competent in their field and possess academic qualifications appropriate to the nature of the course, in accordance with relevant legislation and decisions of the University Executive Board and the Senate.

(2) In course allocation, academic staff members' fields of expertise, workload balance, and teaching performance in previous semesters shall be taken into account. The process shall be conducted in a transparent and traceable manner.

(3) In the selection of individuals assigned to teach from outside the institution, merit shall be the primary criterion. Their performance shall be evaluated using appropriate methods at the end of the semester.

(4) Student feedback and course evaluation results regarding teaching performance shall be monitored by relevant department and academic boards, and improvement recommendations shall be submitted to relevant units when necessary.

Development of Teaching Competencies

ARTICLE 17- (1) In order to enhance the pedagogical and technological competencies of academic staff, the University, through the Learning and Teaching Coordination Office, shall plan and conduct training-of-trainers programs, workshops, seminars, courses, and similar activities.

(2) Student-centered learning-teaching, assessment and evaluation, digital learning technologies, and distance education processes constitute the core components of teaching competency development programs.

(3) The scope, participation data, and effectiveness of these activities shall be regularly monitored, and findings may be associated with the education and instruction incentive and reward system.

(4) Education and instruction performance shall be monitored through course evaluation results, student feedback, and program monitoring reports. Academic staff participation in improvement processes shall be encouraged.

(5) Data and indicators regarding the effectiveness of teaching competency development activities shall be generated by the Big Data Coordination Office and submitted to the Education and Instruction Commission.

Education and Instruction Incentive and Reward System

ARTICLE 18- (1) An education and instruction incentive and reward system shall be implemented in order to support student-centered learning, innovative teaching methods, high-quality assessment and evaluation practices, and program development activities.

(2) Award categories, application and evaluation processes, and scoring principles shall be determined by the Senate. The process shall be conducted in cooperation with the Education and Instruction Coordination Office, the Education and Instruction Commission, and the Big Data Coordination Office.

(3) In incentive and reward evaluations, data regarding student feedback, course evaluation results, and other education and instruction indicators shall be provided by the Big Data Coordination Office.

CHAPTER EIGHT

Arrangements for Students with Special Needs

General Principles and Accommodation

ARTICLE 19- (1) In educational, instructional, and examination practices for students with special needs, the principles of equality in education, accessibility, reasonable accommodation, and confidentiality shall be observed.

(2) Necessary coordination shall be ensured among the Office for Students with Disabilities, the Education and Instruction Coordination Office, and academic units. Physical, pedagogical, and technological arrangements shall be planned through this cooperation.

(3) Course and examination accommodations shall be designed in a manner that does not weaken program qualifications.

CHAPTER NINE

University Elective Courses and the Competency Development Program

Purpose, Scope, and Structure

ARTICLE 20- (1) University elective courses constitute a common learning framework aimed at enhancing students' interdisciplinary perspectives, strengthening their fundamental and professional competencies, and increasing their employability.

(2) Within this scope:

- a) Courses proposed by other academic units and allocated quotas,
- b) Competency and general education courses (CDP),
- c) Branded courses developed in cooperation with industry,

shall constitute university elective courses.

(3) Principles regarding course classification, offering, content alignment, and assessment and evaluation shall be determined by the Senate; implementation shall be coordinated by the Department of Common Courses and the Education and Instruction Coordination Office

CHAPTER TEN

Student, Graduate, and External Stakeholder Feedback

Student Feedback

ARTICLE 21- (1) Student feedback shall be collected regularly and systematically through course evaluation surveys, student satisfaction surveys, focus group interviews, and representative meetings.

(2) Feedback constitutes one of the primary data sources for monitoring and improving education and instruction processes. Findings shall be analyzed by the Big Data Coordination Office and shared with relevant units.

(3) Academic units shall prepare improvement action plans based on student feedback and monitor the outcomes of their implementation.

(4) Improvement actions based on feedback shall be reflected in program monitoring reports, and their effectiveness shall be evaluated in the subsequent monitoring cycle.

Graduate and External Stakeholder Feedback

ARTICLE 22- (1) Graduate and external stakeholder opinions shall be utilized in developing program qualifications, curriculum updates, and employment relations.

(2) Employment, competency adequacy, and satisfaction data shall be collected through the graduate tracking system. External stakeholder opinions shall be obtained regularly through Advisory Board meetings and sectoral collaborations.

(3) Improvements based on graduate and external stakeholder feedback shall be evaluated by department/program boards and the Education and Instruction Commission and submitted to the Senate.

(4) Actions developed based on graduate and external stakeholder feedback shall be included in program monitoring and updating reports, and their effectiveness shall be monitored in the subsequent cycle.

CHAPTER ELEVEN

Miscellaneous and Final Provisions

Entry into Force

ARTICLE 23- (1) This Directive shall enter into force on the date of its adoption by the Senate.

Execution ARTICLE 24- (1) The provisions of this Directive shall be executed by the Rector of Beykoz University.

Repealed Provisions

ARTICLE 25- (1) Upon the entry into force of this Directive, the “Directive on the Design, Review, and Updating of Education and Instruction Programs of Beykoz University” approved by Senate Decision dated 26.12.2019 and numbered 2019/14 shall be repealed.