



ÇANKAYA UNIVERSITY

CUPS Staff Handbook

2025–2026

*Teaching Practice, Professional
Responsibilities, and Quality Framework*

DEPARTMENT OF FOREIGN LANGUAGES

Çankaya University Preparatory School

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Key Abbreviations

CUPS (English Preparatory Unit/School/Program)

Ç.U. (Çankaya University)

DFL (Department of Foreign Languages)

I. ORGANIZATION

1.1 Organization Structure

The Department of Foreign Languages supports Çankaya University's academic mission by providing language education that enables students to participate effectively in academic life and disciplinary studies. The department is structured around two complementary units that address students' language needs at different stages of their university education.

The **English Preparatory School (Unit), CUPS**, serves newly enrolled students by developing the academic English proficiency required for undergraduate study. It supports students' transition into their academic departments through structured language instruction aligned with institutional standards and program requirements.

The **Modern Languages Unit** supports freshman and upper-year students by offering foreign language courses that foster linguistic development, intercultural awareness, and academic enrichment. These courses complement students' disciplinary studies and promote multilingual competence within the university.

1.2 CUPS Mission, Vision, and Values

CUPS Mission Statement

At Çankaya University English Preparatory School, our mission is to empower newly enrolled university students with the English language proficiency required to thrive in their academic disciplines. We cultivate curiosity, critical thinking, and intercultural competence through inclusive, learner-centered, and inquiry-based language education.

We offer a comprehensive curriculum enriched by technology-enhanced instruction, interactive learning, and personalized support. By bridging theory and practice, fostering collaboration, and delivering high-quality, diverse, and meaningful learning experiences, we prepare students for academic and professional success in an interconnected world.

CUPS Vision Statement

Our vision is to be recognized as a leading institution in preparatory language education, distinguished by our commitment to inclusive, equitable, and learner-centered practice. We aim to cultivate well-rounded, adaptable global citizens who think critically, uphold human rights, act ethically, and celebrate diversity.

We envision a future in which our graduates contribute to a more peaceful and sustainable world as empowered, self-aware, and lifelong learners. Through our dedication to transformative learning experiences that extend beyond language acquisition to encompass personal growth and intercultural understanding, we strive to create meaningful impact through continuous innovation, collaboration, and research-informed teaching and learning.

CUPS Core Values

Our mission and vision are guided by the following core values that shape our institutional culture and inform all aspects of our work:

Excellence: We are committed to the highest standards in language education, continuously improving our practice through reflection, assessment, and engagement with current research and international frameworks.

Inclusivity: We honor and respect learner diversity, ensuring equitable access to learning opportunities and creating environments where all students feel valued, supported, and empowered to succeed.

Innovation: We embrace change and creativity in our teaching approaches, integrating emerging technologies and pedagogical practices thoughtfully to enhance learning experiences and outcomes.

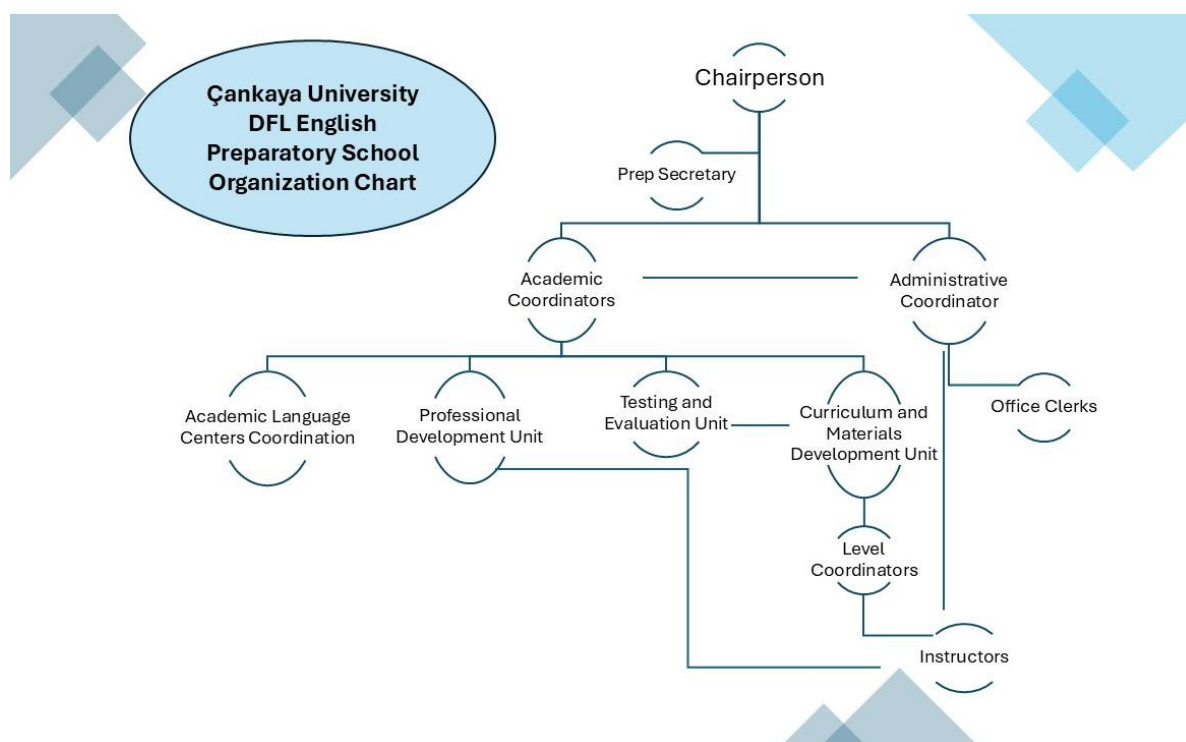
Integrity: We act ethically and transparently in all our professional relationships, upholding academic honesty, accountability, and responsibility in our interactions with students, colleagues, and the wider community.

Collaboration: We recognize that meaningful learning emerges through interaction and partnership among students, between teachers and learners, across disciplines, and within our professional community.

Global Citizenship: We foster intercultural awareness, respect for human rights, and environmental responsibility, preparing students to engage constructively with diverse perspectives and contribute to a more peaceful and sustainable world.

CUPS operates as an integral part of Çankaya University, and our mission, vision, and core values are designed to complement and advance the university's broader institutional goals.

1.3 CUPS Organizational Chart



1.4 CUPS Educational Philosophy

At CUPS, we believe that learning is an active, reflective, and socially situated process in which learners play a central role in constructing meaning. Our educational philosophy is grounded in learner-centered and constructivist perspectives that value self-efficacy, agency, and purposeful engagement in the learning process.

We view learners as active participants in their own language-learning journeys and believe that meaningful learning emerges from experience, interaction, and reflection. Education, in this sense, is not limited to the acquisition of knowledge and skills but involves developing the capacity to apply learning thoughtfully and responsibly in diverse contexts.

Recognizing the dynamic and evolving nature of knowledge in an interconnected, technology-mediated world, we are committed to fostering lifelong learners who are curious, adaptable, and open to continuous growth. Language is understood as fundamental to learning, thinking, and communication, and as a key means through which learners access information, express ideas, and participate in academic, professional, and social life.

We believe that meaningful learning is reflected in the transferability of knowledge and skills beyond the classroom. For this reason, education should promote critical thinking, collaboration, intercultural awareness, and problem-solving, preparing learners to engage constructively with real-world challenges and cultural diversity.

CUPS values balanced language development across listening, speaking, reading, and writing, and recognizes the growing importance of digital and technological awareness in contemporary

education. Learners are encouraged to engage with emerging technologies thoughtfully and ethically, developing the awareness needed to navigate digital environments responsibly and with discernment.

Our educational philosophy embraces inclusivity, respect for learner diversity, and equitable access to learning opportunities. Quality in education is understood as a sustained commitment to reflective practice, ethical values, and continuous improvement, informed by international standards and an organizational culture that is open to innovation and dialogue.

Philosophy in Practice

This educational philosophy guides all aspects of teaching and learning at CUPS. As educators, we are expected to:

Create learner-centered environments where students actively construct knowledge through discovery, inquiry, and problem-solving rather than passively receiving information.

Design meaningful tasks that connect to learners' experiences, interests, and real-world contexts, promoting the transfer of knowledge and skills beyond the classroom.

Foster interaction and collaboration through pair work, group tasks, and communicative activities that reflect the social nature of language learning.

Develop learner autonomy by encouraging self-assessment, goal-setting, reflection, and metacognitive awareness, supporting students in taking ownership of their learning journey.

Integrate authentic materials and contexts that expose learners to genuine language use and prepare them for academic, professional, and intercultural communication.

Balance skill development across listening, speaking, reading, and writing, recognizing that integrated skills reflect real-world language use.

Incorporate digital literacy thoughtfully, helping learners engage with technology as both a learning tool and an object of critical awareness.

Practice inclusive pedagogy by differentiating instruction, recognizing diverse learning needs and styles, and ensuring equitable access to learning opportunities.

Engage in reflective practice by continuously evaluating and adapting our teaching methods, staying informed by current research, and participating actively in professional development.

Implications for Curriculum and Assessment

Our educational philosophy is reflected in:

- **Curriculum design** that emphasizes experiential learning, authentic tasks, and progression toward independence
- **Assessment practices** that value both process and product, include formative feedback, and promote learner reflection

- **Lesson planning** that prioritizes student engagement, interaction, and opportunities for meaning-making
- **Professional development** focused on evidence-based pedagogy, reflective practice, and continuous improvement
- **Learning environments** that are inclusive, supportive, and conducive to risk-taking and growth

Çankaya University Preparatory School

II. ADMINISTRATION

2.1 Chairperson

The Chair provides academic, administrative, and strategic leadership for the Department of Foreign Languages, comprising the English Preparatory Unit and the Modern Languages Unit.

Key Responsibilities:

- Ensure alignment with the institutional mission, policies, accreditation standards, and student learning outcomes across both units
- Lead curriculum planning, development, review, and assessment processes; monitor program effectiveness and implement continuous improvements
- Oversee faculty recruitment, evaluation, workload distribution, and scheduling to ensure adequate staffing and equitable assignment of responsibilities
- Establish and maintain quality assurance mechanisms, including classroom observations, student feedback systems, and learning outcomes assessment
- Foster a culture of continuous professional development and reflective practice
- Facilitate effective communication and collaboration between units and with other academic departments
- Serve as the primary liaison with senior administration, external stakeholders, accreditation bodies, and relevant academic organizations
- Address student and faculty concerns through appropriate channels and uphold high standards of academic integrity
- Monitor the effective functioning and overall performance of all units through data-informed review, reporting, and follow-up actions
- Fulfill responsibilities assigned by the Rectorate in line with institutional policies and regulations

2.2 Academic Coordination

The Academic Coordinator is responsible for the design, implementation, monitoring, and continuous improvement of all English Preparatory School practices (A1 to B2+). This role ensures program coherence, quality assurance, and alignment with institutional learning outcomes and CEFR standards. The coordinator collaborates with the Chairperson, the Administrative Coordinator, the Curriculum and Materials Development Unit, the Level Coordinators, the Testing and Evaluation Unit, and the Professional Development Unit (PDU) to maintain academic excellence and foster innovation in teaching and learning.

This role is carried out jointly by two Academic Coordinators who collaborate to design, implement, and monitor all academic programs. Responsibilities are shared and coordinated to ensure program consistency, transparency, and effectiveness across all levels.

A. Curriculum and Materials Management

- Design, review, and update academic programs (A1 to B2+) in alignment with CEFR and institutional outcomes.
- Revise course objectives, syllabi, and content through ongoing needs analysis and feedback.
- Coordinate with the Curriculum and Materials Development Unit and Level Coordinators to ensure vertical and horizontal alignment across levels.
- Lead the selection, evaluation, and adaptation of books and supplementary materials according to program goals.
- Communicate with publishers for supply, access to online platforms, integration of digital materials, and obtaining grade reports.

B. Assessment and Academic Quality Assurance

- Manage the design, moderation, and revision of assessment tools (tasks, quizzes, midterms, finals, placement, and proficiency exams).
- Collaborate with the Testing and Evaluation Unit to ensure alignment between exams, learning outcomes, and program objectives.
- Contribute to ensuring the validity, reliability, and consistency of assessments through regular review and item analysis.
- Analyze and interpret exam data and performance trends to inform curriculum and assessment revisions.
- Oversee the transcript of grade records on the school's digital platform (OGBS).
- Develop, implement, and monitor quality assurance procedures aligned with institutional and accreditation frameworks (DEDAK, YÖKAK, EAQUALS, etc.).
- Coordinate internal reviews, evaluations, and PDCA (Plan–Do–Check–Act) improvement cycles.
- Monitor program implementation and compliance with QA standards (DEDAK, YÖKAK, etc.).
- Document and report findings for continuous improvement and accreditation purposes.

C. Collaboration and Communication

- Maintain close coordination among all academic units (Testing, PDU, Administrative, and Curriculum & Materials Development) to ensure alignment and information flow.
- Collaborate with the Administrative Coordinator to review and improve academic procedures and operational practices, promoting efficiency and consistency across units.
- Facilitate clear and timely communication of academic decisions, curriculum updates, and assessment-related information to Level Coordinators and instructors.
- Foster a culture of collaboration, transparency, and collegiality across teams to sustain program coherence and institutional unity.

D. Teacher Support and Professional Development

- Provide academic guidance to instructors in curriculum implementation, assessment procedures, and materials use.
- Offer feedback and mentoring to support instructional quality and consistency.
- Identify developmental needs and collaborate with the PDU to plan and deliver relevant workshops or peer activities.
- Encourage reflective practice, innovation, and professional growth among teaching staff.
- Enhance performance evaluation processes and provide necessary guidance.

E. Data-Informed Decision Making and Innovation

- Collect and analyze feedback from students and instructors regarding materials, assessments, and overall program effectiveness.
- Design and implement surveys or other data collection tools to evaluate academic processes.
- Use data-driven insights to recommend revisions or innovations in program design.

F. Student Learning Support and Program Impact

- Ensure that student feedback contributes to curriculum and assessment improvements.
- Promote activities or projects that enhance student motivation, autonomy, and learning outcomes.
- Support an inclusive and learner-centered environment consistent with institutional values and QA standards.

Reporting Line

Reports to the Chairperson of the English Preparatory Program and collaborates closely with the Administrative Coordination, Curriculum and Material Development Unit, Level Coordinators, Testing and Evaluation Unit, and Professional Development Unit (PDU).

2.3 Administrative Coordination

The Administrative Coordinator ensures the smooth operation of all academic, administrative, and student-related processes within the English Preparatory Program. The role involves coordinating course logistics, managing student and instructor data, organizing exams and assessments, and supporting the implementation of quality assurance procedures. The Administrative Coordinator collaborates closely with the Chairperson, Academic Coordinators, the Professional Development Unit (PDU), the Curriculum and Materials Development Unit, and the Testing and Evaluation Unit to ensure efficiency, transparency, and compliance with institutional policies.

A. Academic and Teaching Processes

- Organize student registration, placement, and class distribution based on Placement Test results and institutional policies.

- Prepare and update student and class lists, ensuring data accuracy in OGBS.
- Plan course schedules, assign instructors to classes, and prepare timetables.
- Coordinate with the technical staff to create and manage Moodle classes, instructor email groups, and online platforms to support teaching operations.
- Publish academic announcements, orientation materials, and information guides at the beginning of each period.
- Coordinate with Support Services (secretaries, technicians) for classroom arrangements and instructional facilities.
- Collect, archive, and analyze grades, attendance, and course success data at the end of each period.
- Create and distribute online forms and surveys to gather instructor and student feedback.
- Analyze course and student performance data to inform planning for the next period.

B. Student Affairs and Communication

- Coordinate with Student Affairs, Institutes, and Erasmus Offices regarding registration and exam procedures.
- Manage and update student records concerning registration, level achievement, and overall success grades.
- Organize and facilitate student representative meetings, documenting and reporting outcomes.
- Handle student petitions and academic requests, ensuring timely communication with relevant units.
- Respond to student inquiries and ensure accurate dissemination of information.
- Maintain and regularly update the program website with current announcements and documentation.

C. Instructor Support and Operations

- Manage leave, absence, and substitution planning for instructors.
- Coordinate with the Academic and Administrative units to ensure balanced workloads and efficient class coverage.
- Support instructors in the use of digital platforms (Moodle, email groups, etc.).
- Preparing the Preparatory Unit course schedules, submitting them to the administrative coordination unit for review, and sharing the finalized schedules with relevant instructors,
- Creating and organizing documents collected via Google Drive or similar tools (e.g., office hours, laboratory hours).

D. Assessment and Examination Coordination

- Organize and administer all placement, proficiency, midterm, final, and make-up exams throughout the academic year.
- Coordinate exam logistics, including room planning, invigilator assignments, and exam materials preparation.
- Collaborate with the Testing and Evaluation Unit to ensure accuracy, standardization, and secure exam handling.

- Publish exam schedules, instructions, and results on official communication channels.
- Manage optical form scanning, score entry, and system uploads.
- Prepare and submit English Proficiency Forms and related documentation to relevant departments.
- Organize exam briefings for invigilators and prepare instructional documents.
- Ensure systematic record-keeping and archiving of all exam packages, reports, and item analyses.

E. Data Management and Reporting

- Prepare and maintain institutional reports and statistical data upon departmental request.
- Coordinate the archiving of official documents (attendance sheets, grade reports, exam recordings, meeting minutes) for accreditation and audit purposes.
- Track and analyze student and course performance indicators for institutional planning.
- Ensure data accuracy, accessibility, and confidentiality across all administrative systems.

F. Collaboration and Institutional Coordination

- Collaborate with the Chairperson, Academic Coordinators, and PDU on operational planning and process improvement.
- Coordinate and conduct meetings to announce exam procedures or administrative updates.
- Work with Support Services and IT units (BIM) to ensure the smooth operation of academic systems and digital tools.
- Contribute to institutional quality processes through documentation, feedback, and follow-up actions.
- Promote communication, transparency, and efficiency across all administrative and academic teams.

Reporting Line

Reports to the Chairperson and collaborates closely with the Academic Coordinators, the PDU, the Testing and Evaluation Unit, and the Curriculum and Materials Development Unit.

2.4 Academic Units and Coordination

2.4.1 Curriculum and Material Development Unit

The Curriculum and Materials Development Unit Coordinator is responsible for the design, development, evaluation, and continuous improvement of the curriculum and teaching materials used across all levels (A1 to B2+). The role ensures coherence between learning outcomes, instructional content, assessment, and pedagogy. The coordinator works in close collaboration with the Academic Coordinators, Level Coordinators, Testing and Evaluation Unit, Academic Language Center Coordinator, and Professional Development Unit (PDU) to maintain academic quality, innovation, and alignment with CEFR and institutional standards.

A. Curriculum Design and Alignment

- Design, review, and update the curriculum framework and course outlines in line with CEFR and institutional learning outcomes.
- Ensure vertical and horizontal alignment across all levels and skill areas.
- Conduct ongoing needs analyses and gap studies to inform curriculum revisions.
- Collaborate with Academic and Level Coordinators and Testing and Evaluation Unit to ensure integration of learning objectives, materials, and assessment.

B. Materials Development and Evaluation

- Organize and participate in the development, adaptation, and curation of instructional materials (supplementary and supporting) and resources aligned with course objectives.
- Evaluate and pilot new materials for relevance, authenticity, and effectiveness.
- Coordinate the creation of in-house materials, supplementary resources, and digital content.
- Maintain an updated repository of approved teaching materials and lesson resources.
- Coordinate the full course-book cycle, including evaluation, selection, adaptation, and implementation, to ensure alignment with learning objectives and program outcomes

C. Collaboration and Communication

- Work collaboratively with Academic Coordinators, Level Coordinators, the Testing and Evaluation Unit, the Academic Language Center Coordinator, and PDU to ensure consistency between curriculum, assessment, and classroom practices.
- Communicate curriculum and materials updates clearly to Level Coordinators and instructors.
- Participate in inter-unit meetings to ensure program coherence and shared understanding among teams.

D. Quality Assurance, and Data-Informed Improvement

- Monitor the implementation of curriculum and materials to ensure adherence to institutional QA standards (DEDAK, YÖKAK, etc.).
- Design and administer surveys or questionnaires related to curriculum and materials to collect instructor and student feedback.
- Gather, analyze, and respond to instructor feedback regarding curriculum and materials.
- Analyze data to evaluate curriculum and materials in terms of learner outcomes and teaching effectiveness, and recommend evidence-based improvements accordingly.
- Document all revisions, pilots, and updates for accreditation and audit purposes.

E. Innovation and Development

- Stay informed about emerging trends in ELT methodology, materials design, and AI-supported learning tools.
- Suggest and pilot new approaches or materials in collaboration with instructors and coordination units to promote continuous development.

Reporting Line

Reports to the Chairperson and collaborates closely with the Academic Coordinators, Level Coordinators, Testing and Evaluation Unit, and Professional Development Unit (PDU).

2.4.2 Testing and Evaluation Unit

The Testing and Evaluation Unit Coordinator is responsible for the design, administration, evaluation, and quality assurance of all assessments (A1–B2+) in the English Preparatory Program. The role ensures alignment with the CEFR, reliability, fairness, security, and compliance with institutional and national quality assurance standards. The Unit works closely with Academic Coordinators, Level Coordinators, the Curriculum and Materials Unit, PDU, and the Administrative Coordinator.

A. Assessment Design & Development

- Design, develop, revise, and finalize all placement exams, summative exams (proficiency, final), formative exams (midterms, quizzes, tasks), mock exams, and institutional exams (Erasmus).
- Ensure alignment between CEFR descriptors, program outcomes, and instructional content.
- Prepare assessment booklets (exam specifications, blueprints, rubrics), answer keys, scripts, and audio materials.
- Maintain a secure, updated item bank categorized by level, skill, and difficulty.
- Prepare make-up midterms or final exams when necessary.
- Produce multiple versions and accessible formats for students requiring accommodations.
- Collaborate with Academic, Administrative, Curriculum, and Materials Unit and Level Coordinators to ensure content validity, reliability, balance, and timing.

B. Exam Administration & Coordination

- Prepare and maintain the annual assessment calendar.
- Coordinate with the Administrative Coordinator for scheduling, room planning, printing, distribution, invigilation, and secure collection.
- Organize speaking exam procedures, examiner assignments, and standardization.
- Manage make-up exam processes with clear eligibility criteria and equivalent difficulty.
- Communicate exam instructions and updates clearly to students and instructors.
- Address technical and administrative issues during exam administration.

C. Marking, Standardization & Scoring Reliability

- Lead pre-marking standardization and calibration sessions.
- Ensure consistent rubric application across all sections and levels.
- Monitor inter-rater reliability and implement third-check as needed.
- Resolve scoring discrepancies through adjudication procedures.
- Support and guide examiners and collaborate with them to ensure fairness and consistency in marking.
- Maintain sample records for quality assurance.

D. Quality Assurance, Data Analysis & Reporting

- Implement multi-stage proofreading and quality control for all exams.
- Conduct item analysis (item difficulty, discrimination, distractor checks) and revise items.
- Review performance data to identify trends and propose improvements.
- Prepare periodic and annual testing reports on validity, reliability, and challenges.
- Ensure formatting, audio, and accessibility standards are met.
- Participate in meetings to ensure assessment-goals-instruction alignment and
- Collect feedback and suggestions from teaching staff and communicate rationale for decisions
- Ensure compliance with quality assurance procedures, DEDAK, and YÖKAK guidelines.

E. Academic Integrity & Test Security

- Implement and monitor academic integrity protocols.
- Inform invigilators on procedures and misconduct detection.
- Ensure secure handling, storage, and controlled access to exam materials.
- Maintain confidentiality and use multiple versions to minimize misconduct.

F. Archiving and Accessibility

- Archive all exam versions, answer keys, scripts, and analytical reports.
- Maintain systematic records of revisions, dates, and item analysis data.
- Provide exam content and samples for Placement and Proficiency Exams.
- Maintain an organized repository of documents for quality assurance and accreditation.

Reporting Line

Reports to the Chairperson and collaborates closely with the Academic Coordinators, the Administrative Coordinator, the Curriculum and Materials Development Unit, the Level Coordinators, and PDU.

2.4.3 Professional Development Unit

The Professional Development Unit (PDU) plays a central role in supporting instructor development and ensuring academic quality at CUPS. The Unit's mission is to enhance teaching and learning through continuous professional growth, systematic quality assurance, and data-driven improvement. It serves as both a mentoring hub for instructors and a quality backbone for institutional excellence. PDU collaborates closely with the Chairperson, Academic Coordinators, Administrative Coordinator, Curriculum and Materials Development Unit, and Testing and Evaluation Unit to promote innovation, reflection, and continuous improvement across the program.

A. Professional Development Planning and Delivery

- Design and implement in-service training programs, workshops, and seminars addressing instructors' pedagogical and professional needs.
- Organize guest speaker events, demo lessons, and collaborative professional development initiatives with internal and external partners.

- Provide continuous mentoring and consultation to instructors on instructional techniques, digital tools, and classroom innovation.
- Encourage instructors to engage in action research, Focus Group (FoG) projects, and innovation-driven learning communities.
- Organize peer observations to promote growth through shared reflection and dialogue.
- Plan, organize, and/or coordinate internal and external conferences, symposia, and PD events.
- Provides and regularly updates professional-development resources on the PDU Moodle page to ensure accessibility for all instructors.

B. Instructor Induction and Mentoring

- Organize and conduct teacher induction programs for newly hired instructors.
- Support new instructors through mentoring, reflection meetings, and performance follow-ups.
- Conducts supervised and snapshot observations to provide structured, developmental feedback for all instructors.
- Ensure induction and mentoring align with institutional QA and professional development standards.

C. Quality Assurance Systems and Processes

- Provides training and guidance on interpreting quality assurance standards.
- Collect and document QA evidence for accreditation, audits, and self-evaluation reports.
- Support the development and monitoring of institutional improvement plans.
- Organize the Performance Evaluation process together with the Chairperson and Academic Coordinators.
- Develop and update assessment tools and evidence tools (e.g., observation tools, checklists, and feedback templates) for consistency and transparency.
- Collaborate with the Academic and Administrative Coordinators and other academic units to ensure consistency and compliance across all academic processes.

D. Data-Driven Improvement and Evaluation

- Collect and analyze feedback and performance data from instructors.
- Use data to identify strengths, development areas, and institutional needs.
- Prepare periodic QA and PD reports summarizing outcomes, progress, and recommendations.
- Support evidence-based decision-making for academic improvement and innovation.

E. Collaboration, Communication, and Institutional Engagement

- Maintain active coordination with Academic Coordinators, Curriculum and Materials Development Unit, Testing and Evaluation Unit, and Administrative Coordination.
- Communicate QA and PD updates clearly to instructors and staff through reports, meetings, and digital platforms.
- Promote a culture of collaboration, reflection, and shared learning among instructors.
- Represent CUPS at academic conferences, PD networks, and institutional partnerships.

F. Innovation and Continuous Learning

- Stay informed about emerging trends in ELT methodology, educational technology, and AI-enhanced learning.
- Lead or support innovation projects that promote reflective practice, digital pedagogy, and continuous improvement.
- Foster a learning organization culture by encouraging curiosity, feedback, and knowledge sharing.

Reporting Line

Reports to the Chairperson and collaborates closely with the Academic Coordinators, the Administrative Coordinator, the Testing and Evaluation Unit, and the Curriculum and Materials Development Unit.

2.4.4 Level Coordination

The Level Coordinator is responsible for the effective design, implementation, monitoring, and continuous improvement of the curriculum at the assigned level (A1, A2, B1, B2, B2+). The role ensures that course content, materials, and assessments are consistently aligned with institutional outcomes, CEFR standards, and student needs. Working collaboratively with the Curriculum and Materials Development Unit, each Level Coordinator contributes to the design of level-based syllabi, instructional tasks, and assessment components, ensuring coherence between the design and its implementation. The Level Coordinator serves as the primary liaison between instructors and coordination units, supporting program quality, communication, and learner progress.

A. Curriculum Implementation and Program Alignment

- Implement and monitor the level-specific course program (e.g., 7-week modules) in accordance with CEFR and institutional outcomes.
- Collaborate with the Curriculum and Materials Development Unit and Academic Coordinators in the design and periodic revision of level-based syllabi, instructional tasks, and learning outcomes to ensure curricular coherence and responsiveness to student needs.
- Ensure curriculum alignment and continuity between levels by maintaining consistency in objectives, outcomes, and teaching standards.
- Oversee the day-to-day execution of the syllabus and recommend timely adjustments based on classroom observations and learner needs.
- Collaborate with instructors to ensure that weekly pacing, learning outcomes, and materials are effectively integrated.
- Communicate clearly with instructors about program goals, academic expectations, and assessment procedures.
- Prepare and maintain level documentation and update records throughout the academic periods.

B. Materials and Resources Management

- Organize and lead regular level meetings to discuss syllabus pacing, lesson planning, materials, and student engagement.
- Gather structured instructor feedback on syllabus effectiveness and material suitability and communicate insights to the Curriculum and Materials Development Unit.
- Participates in decision-making and the development of learning materials in collaboration with the Curriculum and Materials Development Unit
- Identify and report material needs or challenges, suggesting practical classroom-based adaptations.
- Collaborate with Academic Coordinators, the Testing and Evaluation Unit, the Curriculum and Material Development Unit, and level instructors to design the content of projects and tasks.
- Ensure that project, task, and assignment rubrics, guidelines, and submission timelines are accurately communicated and updated at the start of each module.
- Monitor the consistent use of selected materials and ensure the availability of necessary resources for instructors and students.

D. Assessment Coordination and Standardization

- Collaborate with the Testing and Evaluation Unit to review exam content, question types, and difficulty levels, ensuring full alignment with course objectives and student needs.
- Participate in and/or lead post-exam standardization sessions to promote fairness and reliability across all sections.
- Collect and convey instructor and student feedback on exams to the Testing and Evaluation Unit for future revisions.
- Supervise the administration and evaluation of projects and tasks, ensuring compliance with objectives and published timelines.
- Support the evaluation process by ensuring transparency, consistency, and alignment with level learning outcomes.

E. Collaboration and Communication

- Maintain active coordination with the Academic Coordinators, Curriculum and Materials Development Unit, Administrative Coordinator, Testing and Evaluation Unit, and PDU to ensure smooth program delivery.
- Communicate institutional updates, program decisions, and procedural information effectively to instructors.
- Facilitate collaboration among instructors teaching at the same level to ensure consistent application of the syllabus and assessment criteria.
- Lead weekly coordination meetings to address program progress, student performance, classroom issues, and to communicate administrative decisions to level instructors.
- Collect instructor reflections and feedback on program strengths and areas for development and relay these insights to the relevant units.
- Keep meeting minutes and share them regularly with the coordinators and instructors.
- Participate in cross-unit meetings to represent level-specific perspectives in planning, curriculum improvement, and QA processes.

- Support instructors in handling challenges related to the implementation of the program.
- Promote a culture of collegiality, collaboration, and transparent communication among instructors.

Reporting Line

Reports to the Academic Coordinator and collaborates closely with the Chairperson, Curriculum and Materials Development Unit, Testing and Evaluation Unit, Professional Development Unit (PDU), and Administrative Coordinator.

2.4.5 Academic Language Center Coordination

The Academic Language Centers Coordinator oversees the operation of the Speaking and Writing Centers, ensuring their efficient scheduling, communication, and implementation. The role involves coordinating instructor assignments, managing student appointments, and maintaining active communication regarding center activities. The Coordinator supports student learning by ensuring smooth operation and visibility of the centers across the academic year.

A. Planning and Scheduling

- Prepare the weekly and semester-based schedules for the Speaking and Writing Centers in line with the English Preparatory Program exam and academic calendar.
- Plan weekly sessions for each level (A1 to B2+).
- Prepare instructor assignment lists and communicate duties before each term.
- Provide practice materials for the centers when required.

B. Communication and Announcements

- Publish center schedules, operating principles, and appointment system details on the Preparatory School's website.
- Design and display posters and announcements in student areas.
- Send information emails to instructors about their assignments and updates.

C. Appointment and Session Management

- Manage the student appointment system through the school website.
- Approve appointments, share session details with instructors, and ensure equal access for students.
- Track attendance and participation rates, reporting recurring issues when necessary.

D. Collaboration and Reporting

- Collaborate with Academic and Administrative Coordinators to align schedules and resources.
- Participate in Speaking and Writing Center activities and support instructors during sessions.
- Prepare brief reports summarizing attendance, participation, activities, and feedback for continuous improvement.

Reporting Line

Reports to the Academic Coordinators and collaborates with the Administrative Coordinator and the Professional Development Unit (PDU).

2.5 Academic and Administrative Units Performance Evaluation

Academic and administrative units within the Department of Foreign Languages are evaluated through a structured, evidence-informed performance review process grounded in formally defined job descriptions and unit responsibilities. This approach ensures clarity of roles, consistency in expectations, and alignment with institutional goals and quality assurance requirements.

Performance evaluation is conducted at the **unit level** and focuses on processes, coordination, service quality, and contribution to departmental and institutional functioning. It is developmental in nature and supports reflection, planning, and continuous improvement rather than individual staff appraisal.

See Appendices for evaluation forms (Appendix A, B, C, D, E, F, G).

2.6 Administrative Personnel

School Secretary

The School Secretary is an administrative staff member responsible for managing internal and interdepartmental administrative communication and correspondence within the Department of Foreign Languages, English Preparatory Unit. The position ensures the smooth and orderly continuation of academic and administrative operations. The School Secretary performs duties in coordination with the Chairperson and academic and administrative coordinators.

Duties and Responsibilities

- Having knowledge of university-wide and unit-specific regulations and directives, and following updates and revisions to relevant regulations and decisions,
- Ensuring official internal and interdepartmental communication and carrying out required correspondence,
- Preparing and tracking internal and external correspondence conducted through the Electronic Document Management System (EBYS),
- Preparing student lists for Unit exams and quizzes, and creating starred lists to be published on the website,
- Making spatial and operational arrangements related to exam administration and ensuring exam organization under the supervision of the administrative coordinator,
- Each semester, receiving exams and assignments prepared by academic staff, storing them securely, and returning them to instructors temporarily, when necessary,
- Contacting students whom the Chairperson or coordinators wish to meet and supporting appointment arrangements.
- Carrying out assignment procedures related to the participation of academic staff in national and international scientific meetings,
- Processing academic staff requests related to marriage leave, medical reports, and official assignments,
- Collecting information regarding leave changes and make-up classes and forwarding it to the relevant units,
- Organizing the Chairperson's phone communications and appointment schedules,

- Conducting correspondence related to part-time (hourly paid) instructors working in the department.
- Managing academic staff course load and attendance procedures; entering and updating data in relevant systems, and submitting them for the approval of the Chairperson,
- Communicating “student leave” information to relevant instructors,
- Managing the processes related to receiving, tracking, and finalizing student petitions,
- Ensuring the preparation of examination duty assignments, including midterm, final, and proficiency examinations,
- Preparing annual leave schedules for academic and administrative staff,
- Ensuring the systematic recording and archiving of all documents and data related to the academic year,
- Following internal and external university announcements and disseminating relevant information, when necessary,
- Providing support to other administrative staff when needed.

School Clerk

School Clerk is an administrative staff member responsible for supporting technical, digital, and operational processes within the Department of Foreign Languages. Duties are carried out in cooperation with the Chairperson, academic and administrative coordinators, and relevant units.

Duties and Responsibilities

- Identifying technical malfunctions in classrooms and laboratories (e.g., projectors, internet connections); informing relevant units of issues that cannot be resolved internally, and following up on the process,
- Identifying technical problems with photocopy machines, printers, and instructors’ computers; providing on-site solutions when possible, and reporting unresolved issues in writing to relevant units and monitoring the process,
- Managing the opening of classes, entry of course schedules, and assigned staff into the WebOnline and OGBS systems, and the assignment of students to classes,
- Organizing and updating the content of the following websites in coordination with academic and administrative coordinators:
cups.cankaya.edu.tr, en.cups.cankaya.edu.tr, ydb.cankaya.edu.tr, fld.cankaya.edu.tr
- Ensuring that examinations conducted within the Department of Foreign Languages are evaluated electronically and that results are communicated to instructors in coordination with academic coordinators,
- Preparing course-related technical/digital arrangements in line with the lists provided by the administrative coordinator.
- Entering course schedules into the system and posting them on classroom doors,
- Regularly inspecting classrooms and laboratories and ensuring they are prepared for use,
- Archiving examination documents at the end of each semester and transferring them to storage,
- Tracking assigned equipment and ensuring records remain up to date,

- Monitoring inventory levels and distributing materials to relevant units; requesting new materials from the Management of Supplies and Equipment when necessary,
 - Reporting damage occurring in classrooms or restrooms within the building by creating a malfunction report based on information received from support staff, and following up with the Management of Construction and Technical Services,
 - Ensuring the safe and orderly use of shared spaces such as meeting rooms and photocopy rooms used by academic staff,
 - Providing support to Administrative and Academic Coordinators regarding the pre- and post-exam procedures
 - Providing support for other technical and digital needs arising in line with institutional operations, in coordination with the Department of Information Technologies,
 - Providing support to other administrative staff when needed.
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III. FACULTY

Instruction is delivered by qualified Turkish and international instructors who value each student as an individual and provide educational advising in addition to teaching.

3.1 Instructor Job Description

A CUPS instructor is responsible for delivering 20 hours of instruction per week and for fulfilling the responsibilities outlined below:

I. Academic Responsibilities *(Focus: Instruction, student engagement, and learning outcomes)*

A. Planning & Delivery

- Create purposeful and well-structured lesson plans using effective teaching strategies and activities
- Deliver instruction aligned with the curriculum's goals and objectives
- Select, design, and adapt supplementary learning materials to support course objectives
- Differentiate and adjust instruction and apply scaffolding strategies (e.g., visuals, models, etc.) based on student needs and feedback
- Integrate emerging educational technologies and tools into classroom practice

B. Assessment & Feedback

- Use formative assessment tools (e.g., quizzes, in-class tasks) to monitor student progress
- Provide timely, specific, constructive, and personalized feedback
- Utilize and design a variety of assessment tools (e.g., rubrics, portfolios, checklists) that align with course objectives
- Contribute to curriculum revision and materials development as required
- Promote self-assessment strategies to support autonomous learning

C. Student Engagement & Support

- Encourage active student participation in classroom activities
- Remain accessible to students through regular office hours
- Provide in-person support by taking appropriate actions (e.g., advising, referring to counseling)
- Respond to diverse learning needs, styles, and preferences
- Foster inclusive, student-centered learning environments

II. Professional Responsibilities *(Focus: Ongoing development, collaboration, and reflective practice)*

D. Professional Growth

- Stay informed about current ELT trends and best practices by attending in-house and external training sessions, seminars, webinars, or conferences
- Keep up with technological developments and experiment with relevant tools and platforms
- Contribute to the professional development of others by organizing and/or delivering seminars or workshops

- Engage in reflective teaching and set actionable goals for improvement
- Conduct classroom-based or action research to improve teaching practices

E. Collegiality & Collaboration

- Participate actively in meetings and shared decision-making processes
- Share best practices, teaching ideas, strategies, and classroom resources, and provide mentorship when appropriate
- Provide and receive constructive peer feedback (e.g., peer observations)
- Contribute to collaborative school projects, events, committees, or academic center work
- Engage in interdisciplinary and cross-unit/department collaboration to support institutional goals and innovation

III. Administrative Responsibilities *(Focus: Logistical, operational, and institutional duties)*

1. Routine Tasks & Paperwork

- Record student attendance and collect necessary signatures
- Grade and submit exams, quizzes, and required documentation by established deadlines
- Upload materials and grades to LMS (Web Online) and SQL (OGBS) consistently and accurately
- Contribute to internal reviews, quality assurance documentation, and academic audits as required

2. Institutional Participation

- Attend weekly, departmental, and quality assurance meetings
- Participate in standardization and evaluation sessions
- Fulfill exam duties, including invigilation/proctoring
- Support school promotion days and school registration days

3. Reporting & Communication

- Maintain clear and professional communication with students and staff
- Report any issues or concerns to the administration in a timely manner
- Notify the administration in advance of absences, scheduling changes, or make-up hours
- Keep accurate records of communication when required (e.g., advising sessions, student performance discussions)

IV. Desirable Traits & Behaviors *(Focus: Attitudes, ethics, and behaviors that support effective teaching and teamwork)*

4. Professional Attitudes

- Demonstrate punctuality, organization, and attention to detail
- Show responsibility, accountability, and reliability
- Commit to lifelong learning and professional growth
- Uphold fairness, transparency, and ethical conduct
- Contribute positively to a culture of collaboration and open dialogue

5. Interpersonal & Emotional Qualities

- Practice empathy, respect, and kindness in all interactions

- Adapt to change with flexibility and resilience
- Accept and act on feedback with openness and professionalism
- Exhibit enthusiasm and dedication to teaching and student success
- Communicate effectively and collaborate well within a team

3.2 Teaching Practice Framework

3.2.1 Teaching Practice Philosophy

Teaching practice at CUPS is guided by a commitment to learner-centered learning that values purposeful instruction, meaningful communication, and professional responsibility. Teaching is understood as a structured process that supports learners in developing their language abilities through active engagement, guided practice, and gradual independence.

Learning is viewed as an active process that requires clarity, practice, feedback, and reflection. Teaching, therefore, aims to create learning environments in which students are encouraged to participate, take responsibility for their progress, and use language meaningfully in academic and real-life contexts. Clear expectations and consistent instructional practices support this process across all levels of the program.

The institution recognizes the diversity of learners' backgrounds, needs, and experiences. Teaching practice is therefore grounded in inclusivity, respect, and responsiveness, ensuring that all learners are supported within a safe, supportive, and academically rigorous learning environment.

Teaching quality is reflected in consistency, clarity, transparency, and ethical professionalism. Instructors are expected to approach their role with responsibility, openness to professional growth, and a shared commitment to supporting student learning within institutional standards.

3.2.2 Purpose of the Teaching Practice Framework

The Teaching Practice Framework's purpose is to clarify expectations related to instructional planning and delivery, assessment and feedback, student engagement and support, professional growth, collaboration, administrative responsibilities, and professional conduct.

The framework aims to support consistency across courses and levels, inform observation and feedback processes, and provide a clear basis for professional development and performance evaluation. It ensures alignment between individual teaching practice, program goals, and institutional quality assurance requirements.

By defining common domains, indicators, and evidence sources, the framework promotes coherence, fairness, accountability, and continuous improvement at both individual and program levels.

3.2.3 Foundational Principles

The Teaching Practice Framework is grounded in pedagogical standards and institutional priorities that collectively define quality teaching at the university. It draws on internationally

recognized approaches to language education, the institution's mission and vision, formally defined instructor responsibilities, and the university's key performance indicators related to teaching quality, student success, professional development, digital competence, and continuous improvement.

These principles establish a shared understanding of teaching as a structured, evidence-informed, and professionally accountable practice. Instruction is expected to align with institutional performance priorities while remaining pedagogically sound and responsive to learner needs.

Quality is sustained through reflective practice, data-informed decision-making, and ongoing professional dialogue. Teaching practice is therefore guided by institutional expectations for consistency, transparency, and improvement, while allowing space for professional judgment and contextual adaptation.

3.2.4 The Knowledge-Practice-Evidence (KPE) Model

The CUPS Teaching Practice Framework is designed as a developmental tool that supports teacher growth, program coherence, and institutional quality assurance. It clarifies expectations, encourages reflection and goal-setting, and strengthens a culture of professionalism and collaboration. The framework recognizes teaching as a dynamic, context-sensitive professional practice and supports continuous improvement.

The Framework is structured around a **Knowledge–Practice–Evidence (KPE) model** to ensure clarity, fairness, and developmental evaluation.

Knowledge refers to the conceptual, procedural, and contextual understanding that informs professional teaching practice. This includes knowledge of subject matter, pedagogy, assessment principles, learner diversity, and institutional expectations.

Shulman (1987) emphasizes that effective teaching depends not only on content knowledge but on pedagogical content knowledge—how that knowledge is transformed for instruction. He describes this as "the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners" (Shulman, 1987, p. 8).

Within this framework, knowledge provides the foundation for informed decision-making, but on its own, does not constitute effective teaching.

Practice refers to the teacher's demonstrated ability to apply relevant knowledge in authentic instructional and institutional contexts. Practice encompasses planning and delivery, assessment and feedback, student engagement and support, collaboration, and professional conduct.

This understanding aligns with competency-based views of professional performance, where competence is defined as "the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served" (Epstein & Hundert, 2002, p. 226).

In line with constructive alignment, effective practice reflects coherence between intended learning outcomes, teaching activities, and assessment tasks (Biggs & Tang, 2011).

Evidence refers to the indicators teachers provide to substantiate their practice in relation to the performance statements in the Teacher Self-Evaluation Form (TSEF). Evidence may include instructional artifacts, assessment samples, documentation, observation feedback, reflective statements, and records of professional engagement.

The European Standards and Guidelines for Quality Assurance emphasize that quality assurance in higher education should be supported by evidence-based, transparent processes (ESG, 2015). Accordingly, evidence in this framework is contextual, proportional, and triangulated.

Evidence is used to support reflection, inform quality assurance processes, and contribute to program-level evaluation—rather than to function as a scoring or control tool.

As stated in the TSEF, each performance statement area consists of:

1. **Knowledge of** → conceptual grounding
2. **Ability to** (Practice) → enacted professional capacity
3. **Indicators** (Evidence) → documentation supplied by the teacher

3.2.5 Domains of Teaching Practice

The domains below reflect **the instructor's job description** and define the core areas of teaching practice at CUPS. The domains are also aligned with TESOL's 6 Principles for Exemplary Teaching of English Learners, which provide a research-informed framework for teaching excellence: (1) Know your learners; (2) Create conditions for language learning; (3) Design high-quality lessons for language development; (4) Adapt lesson delivery as needed; (5) Monitor and assess student language development; and (6) Engage and collaborate within a community of practice. Together, these principles and the CUPS domains define the standards against which teachers develop their professional practice.

Domain I.A - Planning & Delivery

Teachers plan and deliver instruction that is purposeful, coherent, and aligned with CEFR outcomes and program objectives. Planning includes clearly stated learning goals, logical sequencing, appropriate selection or adaptation of materials, meaningful integration of technology, and deliberate differentiation and scaffolding based on student needs. Instructional delivery reflects careful preparation and alignment with curricular expectations. (*Reflects TESOL Principles 3 and 4*)

Knowledge of	Ability to (Practice)	Indicators (Evidence)
• CEFR-aligned learning outcomes • program-level curriculum coherence • lesson sequencing and scaffolding • differentiation strategies	• plan coherent, purposeful lessons • deliver instruction aligned with curriculum goals • select, adapt, and design materials to support objectives	• Lesson plans or logs (annotated or standard templates) • Adapted or teacher-created materials • Screenshots or links to Moodle content

pedagogical use of technology and AI tools	- differentiate and scaffold instruction based on learner needs - integrate educational technology meaningfully and purposefully	- Observation feedback referencing planning or delivery - Brief reflective notes explaining instructional choices
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Domain I.B - Assessment & Feedback

Teachers use assessment to support learning and monitor progress. This includes the use of formative assessment tools, consistent application of rubrics, and the design or use of varied assessment instruments aligned with learning objectives. Teachers provide timely, specific, and constructive feedback and encourage student self-assessment to support learner autonomy. Assessment insights inform instructional decisions and curriculum development. *(Reflects TESOL Principle 5)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
- formative vs. summative assessment principles - rubric-based evaluation - effective feedback principles - learner self-assessment	- monitor learning through formative tools - provide timely, constructive feedback - align assessment tools with learning objectives - promote self-assessment to support learner autonomy	- Sample rubrics or checklists - Marked student work with feedback - Screenshots from Moodle gradebook - Examples of feedback comments - Reflection on how assessment-informed subsequent instructional decisions

Domain I.C - Student Engagement & Support

Teachers actively promote student participation and engagement in the learning process. They create opportunities for meaningful interaction, remain accessible to students through office hours, and provide appropriate academic support. Teaching practice responds to diverse learning needs and fosters inclusive, student-centered learning environments that support motivation, confidence, and persistence. *(Reflects TESOL Principles 1 and 2)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
- learner motivation and engagement - inclusivity and accessibility principles - advising procedures	- encourage active student participation - remain accessible to students through office hours and other channels - respond to diverse learning needs	- Office hour records - Advising or support logs (where appropriate) - Observation notes referencing student engagement - Adjusted task examples for diverse learners

	• foster inclusive and student-centered learning environments	• Collected feedback from students • Brief reflections on student support actions
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Domain II.D - Professional Growth

Teachers demonstrate commitment to continuous professional development. This includes staying informed about current ELT practices, participating in in-house and external training activities, exploring emerging technologies, engaging in reflective teaching, and setting actionable goals for improvement. Where appropriate, teachers conduct classroom-based or action research to enhance instructional practice. *(Reflects TESOL Principle 6)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
• current ELT practices, and best practices • reflective teaching frameworks and approaches • emerging technologies and AI integration in ELT • action research and classroom inquiry methods • professional development planning	• engage critically with current ELT practices and emerging research • set actionable, evidence-informed goals for professional improvement • integrate new approaches and tools into instructional practice • engage in reflective teaching as an ongoing practice • design and carry out classroom-based or action research • contribute to the professional growth of colleagues where relevant	• Conference or seminar certificates • In-service training workshop attendance records • Reflective teaching journals or logs • Peer-observation forms • Action research reports or inquiry summaries • Professional development goal records • Evidence of contributing to colleagues' professional learning

Domain II.E - Collegiality & Collaboration

Teachers contribute to a collaborative professional culture by participating actively in meetings, shared decision-making processes, and peer observation activities. They share effective practices, teaching resources, and feedback, and provide mentorship when appropriate. Collaboration may extend across units or disciplines to support institutional goals and innovation. *(Reflects TESOL Principle 6)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
• collaborative professional culture • peer feedback norms and observation protocols • institutional decision-making structures	• participate actively in meetings and shared decision-making • share practices, teaching ideas, and resources with colleagues	• Meeting attendance records • Peer observation forms (given or received) • Shared materials or resources • Evidence of committee or project participation

	• provide and receive constructive peer feedback • provide mentorship to colleagues where appropriate	• Mentorship records (if any)
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Domain III - Administrative Tasks & Institutional Participation

Teachers fulfill administrative and operational responsibilities accurately and on time. These include maintaining attendance records, grading and submitting assessments, uploading materials and grades to institutional systems, participating in audits and quality assurance processes, attending meetings, fulfilling exam-related duties, and supporting institutional events. Timely documentation and reporting are essential to institutional effectiveness. *(This domain reflects institutional and operational responsibilities outside the scope of TESOL's teaching principles.)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
• institutional procedures and timelines • documentation and QA requirements • institutional systems (Moodle, OGBS, etc.)	• fulfill administrative tasks accurately and on time • maintain accurate attendance and grade records • comply with institutional quality assurance and reporting processes • fulfill exam-related and event duties as assigned	• Attendance records • Timely grade submissions • Moodle and OGBS upload records • Participation records for exams, standardization, and audits • Administrative coordinator records (cross-referenced)*

Domain IV - Communication & Professionalism & Ethics

Teachers maintain clear, respectful, and professional communication with students, colleagues, and administrators. They demonstrate punctuality, reliability, accountability, fairness, transparency, empathy, flexibility, and openness to feedback. Ethical conduct and emotional professionalism, which encompass self-awareness, self-regulation, empathy, and social responsiveness, underpin all interactions and contribute to a positive institutional culture. *(Reflects TESOL Principles 2 and 6)*

Knowledge of	Ability to (Practice)	Indicators (Evidence)
• professional ethics in educational contexts • institutional communication norms and expectations • principles of emotional professionalism • data privacy and confidentiality obligations	• communicate clearly, respectfully, and professionally • act ethically and responsibly in all professional interactions • respond constructively to feedback from colleagues and supervisors • maintain confidentiality and uphold data privacy	• Professional email communication (where relevant) • Observation or coordinator notes referencing conduct • Evidence of responsiveness to feedback • Reflective statements on professional conduct

3.2.6 Alignment with University Key Performance Indicators (KPI)

This Teaching Practice Framework is designed to align with the university's key performance indicators through a job description–based, **evidence-informed quality assurance approach**. Teaching practice at CUPS is situated within a broader institutional context in which performance indicators are derived from clearly defined instructor responsibilities and aligned with the university's strategic goals.

In this framework, teaching domains correspond to the performance indicator areas identified at the program level, including planning and delivery, assessment and feedback, student engagement and support, professional development, collaboration, and administrative responsibility. These areas form the basis for self-evaluation and performance review processes conducted through evidence-based tools, such as the Teacher Self-Evaluation Form (TSEF), and contribute to internal quality assurance, external evaluation, and accreditation processes.

Key performance indicators are used at the **institutional and program levels** to ensure coherence, transparency, and defensibility in quality monitoring. They do not function as direct measures of individual teaching performance within this framework. Instead, aggregated and contextualized evidence from teaching practice informs program review, strategic alignment, and institutional reporting, supporting continuous improvement while preserving professional autonomy and pedagogical integrity.

CUPS TSE Headings and Alignment with University Strategic Goals

TSE Heading	Primary Focus Area	Ç. U. Primary Strategic Goal(s)	Ç.U. Secondary Strategic Goal(s)
I.A Planning and Delivery	Instructional design, curriculum alignment, and use of educational technologies	1.1 Education and Teaching	1.3 Internationalization
I.B Assessment, Evaluation, and Feedback	Formative assessment, feedback practices, use of assessment tools	1.1 Education and Teaching	1.2 Student-Centeredness
I.C Student Engagement and Support	Student participation, advising, inclusivity, accessibility	1.2 Student-Centeredness	3.1 Social Contribution
II.D Professional Development	Professional learning, research engagement, innovation	2.1 Research	1.3 Internationalization
II.E Collegiality and Collaboration	Collaboration, committee work, shared practices	4.1 Institutional Development	1.3 Internationalization
III. Administrative Responsibilities	Fulfillment of administrative duties, documentation, and standardization	4.1 Institutional Development	—
IV. Communication & Professionalism & Ethics	Professional conduct, ethical communication, emotional professionalism	4.1 Institutional Development	1.2 Student-Centeredness

3.3 Teacher Performance Evaluation

Teacher performance evaluation (teacher appraisals) at CUPS is designed to support both professional development and quality assurance through a transparent, evidence-based process. The evaluation system is grounded in the domains outlined in the Teaching Practice Framework, which are aligned with TESOL's 6 Principles for Exemplary Teaching of English Learners, and operationalized through the Teacher Self-Evaluation Form (TSEF) and related quality assurance mechanisms.

The evaluation system was developed collaboratively with teaching staff through quality assurance meetings, in which roles and responsibilities were discussed and a shared job description was established. This collaborative foundation ensures that evaluation criteria are transparent, relevant, and grounded in the actual responsibilities and professional expectations of CUPS teachers. The performance indicators in the TSEF are derived directly from this collaboratively developed job description, ensuring coherence between what teachers are expected to do, how they are supported to grow professionally, and how their performance is evaluated.

3.3.1 The teacher Self-Evaluation Form (TSEF)

The Teacher Self-Evaluation Form (TSEF) is the primary instrument for teacher performance evaluation at CUPS. It is structured around competency statements linked directly to the domains in the Teaching Practice Framework, covering academic responsibilities, professional growth, collegiality, administrative duties, and professional conduct.

Each competency statement follows the Knowledge–Practice–Evidence (KPE) model, requiring teachers to demonstrate their understanding of key concepts, their ability to apply that knowledge in practice, and tangible indicators that substantiate their professional actions. This structure promotes a holistic view of teaching competence that values both theoretical grounding and practical application.

See Appendix H for Teacher Self-Evaluation Form (TSEF)

3.3.2 Evaluation Cycle and Use

The performance evaluation follows a structured annual cycle, normally completed at the end of the academic year, including the summer school term:

1. **Preparation:** Teachers review the job description and self-evaluation statements.
2. **Evidence Collection:** Evidence is gathered systematically throughout the year.
3. **Portfolio Development:** Evidence is compiled and clearly tagged (labeled) in the portfolio.
4. **TSEF Submission:** The completed TSEF is submitted by the deadline.
5. **Appraisal Meeting:** The Chairperson and/or Academic Coordinator review the TSEF and conduct an appraisal meeting where the evidence in the Teacher Portfolio is shared along with the goals.

6. **Appraisal Meeting Report & Professional Development:** The outcomes of the meeting, including identified strengths, areas for development, and agreed goals for the next cycle, are documented in the Post-Appraisal Meeting Report. The report is signed by both parties, shared with the Teacher, and retained by the Chairperson for professional development planning and institutional quality assurance purposes.

By using the TSEF as both a self-reflection tool and a performance evaluation instrument, CUPS fosters a culture of continuous improvement, professional accountability, and shared commitment to teaching excellence. The evaluation process emphasizes growth alongside accountability, recognizing teaching as a dynamic practice that develops over time through experience, feedback, collaboration, and deliberate professional learning.

Performance evaluation data contribute to individual professional development planning (goal-setting), program-level quality monitoring, institutional reporting, and alignment with key university performance indicators, while preserving professional autonomy and pedagogical integrity.

IV. OPERATIONS & PROCEDURES & PRACTICES

4.1 Academic Program Structure

4.1.1 Curriculum and Course Delivery

Course delivery at CUPS is guided by an approved curriculum and standardized syllabi designed to ensure consistency, transparency, and alignment with intended learning outcomes across all levels (A1 to B2/B2+). Prior to each academic period, course syllabi are prepared collaboratively by the Curriculum and Materials Development Unit, level coordinators, and instructors under the supervision of academic coordinators to ensure coherence, feasibility, and clear alignment with curriculum objectives.

Instructors are expected to design and deliver lessons in accordance with the approved syllabus while maintaining appropriate flexibility to respond to learners' emerging needs and classroom dynamics. This balance between standardization and responsiveness allows teachers to exercise professional judgment in adapting materials, pacing, and instructional strategies to support student learning effectively.

Throughout the academic period, curriculum implementation is regularly monitored using instructor feedback in weekly level meetings, surveys, and questionnaires to ensure fidelity to the syllabus and consistency in learning experiences. Student and instructor feedback is systematically collected at key points during and after each term to evaluate the effectiveness of course delivery, identify areas for improvement, and inform ongoing instructional support.

This feedback, along with assessment data and classroom observations, guides continuous curriculum review and revision processes conducted by the academic and level coordinators. These practices ensure that teaching and learning at CUPS remain responsive to student needs, coherent across sections and levels, and aligned with institutional standards and program goals.

4.1.2 Level-Based Course System

CUPS offers English language instruction structured around the Common European Framework of Reference for Languages (CEFR). The program is designed to develop students' proficiency across four distinct levels (A1, A2, B1, B2/B2+) and ensure systematic progression in their language competencies.

The standard duration of the Preparatory Program is one academic year. Students are placed at the appropriate CEFR level based on their initial placement assessment and progress through the curriculum accordingly. Students who successfully complete a B2/B2+ level course may transfer to their academic departments, contingent on passing the proficiency examination.

Students who do not meet the requirements for program completion within the standard one-year timeframe continue their preparatory program in the subsequent academic year at the level they failed. Throughout their time in the program, students receive consistent academic monitoring and support from designated advising instructors, who track individual progress and provide guidance to facilitate successful language development and program completion.

4.1.3 Materials Development and Sharing Process

The Curriculum and Materials Development Unit is primarily responsible for the design, organization, and distribution of instructional materials used in the English Preparatory Program. These materials include supporting (practice) materials for reinforcement of taught content, supplementary materials to extend or enrich coursebook content, and revision materials to consolidate learning before assessments.

When instructional needs are identified at specific levels, instructors may be requested to prepare level-specific materials aligned with the communicated objectives and requirements. All centrally produced and level-based materials are uploaded to the Curriculum and Material Development Moodle page and shared via the designated Drive folders to ensure accessibility and consistency.

Material development follows the established Material Design Guidelines (shared on Moodle), which all contributors are expected to follow. Instructors are encouraged to provide feedback on existing materials to support continuous improvement and quality assurance.

In addition, instructors are welcome to share their self-developed materials voluntarily through the “Care and Share” folder on Drive, fostering collaboration and good practice across levels.

See Appendix I for the Material Evaluation and Feedback Form

4.1.4 Use of LMS and Digital Platforms

CUPS employs a comprehensive suite of digital platforms and Learning Management System (LMS) tools to support instruction, facilitate communication, and enhance program quality.

The school’s official website (<https://cups.cankaya.edu.tr/>) communicates its vision, mission, program objectives, and staff information. Students access essential resources, including the Student Information Guide, petition forms, announcements, and relevant links, through this platform.

The university's LMS (<https://webonline.cankaya.edu.tr/>) -Moodle- serves as the central hub for course management. Instructors use the system to organize online classes, distribute academic materials (syllabi, target vocabulary lists, weekly schedules, and supplementary resources), administer examinations, and generate grade reports. The platform incorporates Turnitin to evaluate written assignments and ensure academic integrity through originality reports.

Students and instructors communicate through the official webmail system (<https://webmailstudent.cankaya.edu.tr/>, <https://webmail.cankaya.edu.tr/>), while students monitor their official grades through the university's student information portal (<https://sql.cankaya.edu.tr/>). Additionally, Google Drive facilitates document sharing and serves as an archive for online and speaking examination recordings among faculty.

The Student Information Portal (SQL) is used by students to access their academic records, including period grades and information regarding their academic status (pass/fail).

The University's Faculty Portal (OGBS) is used by instructors, academic and administrative coordinators to enter and manage period grades, monitor student health reports, and carry out institutional procedures and assigned academic or administrative tasks in accordance with university regulations. OGBS also serves as an official platform for tracking and following up on academic procedures.

The CUPS program integrates online platforms for used coursebooks as official instructional and assessment tools aligned with the course materials. These platforms provide digital materials that target various language skills at different proficiency levels. Students complete assigned activities according to a shared timetable, and their performance contributes to the official assessment system.

CUPS maintains a strong commitment to effective integration of LMSs and digital platforms across all teaching, learning, and assessment processes. In response to ongoing developments in educational technology, the program aims to continuously update its digital infrastructure and expand integration of AI-based tools.

4.2 Assessment and Evaluation Practices

4.2.1 Assessment principles

Assessment at CUPS is structured in accordance with the principles of the Turkish Higher Education Qualifications Framework and the Common European Framework of Reference for Languages (CEFR), aligning intended learning outcomes, instructional practices, and assessment criteria across all proficiency levels to ensure validity.

All newly enrolled students take the English Proficiency Exam administered at the beginning of the academic year. Students who demonstrate the required level of English proficiency are granted exemption from the preparatory program and proceed directly to their academic departments. Students who do not pass the proficiency exam take an English Placement Exam at the beginning of the semester/s to determine their initial level assignment (A1, A2, B1, or B2+).

Student achievement at each level is evaluated through a combination of **formative** assessments (including tasks, quizzes, assignments, and midterms) and **summative** assessments (final examinations). These assessment components are designed to measure the overall achievement of level outcomes at the end of each academic period. Reliability of the assessment procedures is ensured through clear instructions, standardized and consistent grading procedures, rubrics, blinded grading, and systematic guidelines specified in the assessment booklet, which is provided to both students and instructors.

The specific assessment components, weighting, and grading criteria for each level are clearly communicated to students at the beginning of each academic year through the Student Information Guide and Assessment Booklets. Successful completion of a level requires a minimum achievement grade of 60 out of 100 in each period except for B2+. Higher thresholds apply to specific departments, as students in the Departments of English Language and

Literature and English Translation and Interpreting must achieve a minimum grade of 75 to complete each level successfully.

Students who do not meet the required achievement criteria repeat the level in the subsequent period or term. Students who successfully complete the B2 or B2+ level become eligible to take the English Proficiency Exam. Upon passing the proficiency exam, students exit the preparatory program and continue their studies in their respective academic departments.

4.2.2 Exam Administration and Invigilation

Examination, quizzes, and task schedules are established during pre-period coordination meetings. All assessments are administered simultaneously across student groups at the same proficiency level.

Advisor instructors invigilate quizzes and in-class tasks. Examination materials are collected from the Administrative Coordination Office during the pre-assessment break. Upon completion, advisors submit the student attendance sheet and exam incident report to the secretariat while retaining assessment materials for marking. Evaluations are completed within one week. Advisors share results and feedback with students, enter grades into the evaluation system, and submit all documentation to the secretariat.

For midterm, final, and proficiency exams, the Administrative Coordination Office assigns invigilation and communicates the assignments via email. Additional procedural guidance is provided during the exam-day briefing meeting.

Floor attendants are responsible for securely transporting examination materials to classrooms, collecting them upon completion, and delivering all materials to the secretariat. Instructors contact floor attendants immediately if issues arise during examinations.

Following the midterms and final exams, level teams convene for scheduled standardization and marking sessions. All papers undergo double-marking, and grading records are maintained in accordance with quality assurance procedures.

4.2.3 Exam Misconduct Procedures

In cases where a student acts in violation of the exam implementation guidelines, which are explicitly communicated and read aloud to students at the beginning of each examination, the invigilator documents the incident in an official Exam Incident Report immediately after the exam. The report is submitted to the Academic Coordinator, and an Exam Misconduct Commission is formed to review the case. The commission examines the incident, supporting evidence, and applicable regulations, and determines the appropriate action in line with institutional policies and principles of fairness, due process, and academic integrity. Students are informed of the outcome through official channels.

4.2.4 Standardization and Grading

To ensure consistency and fairness in the evaluation of student performance, standardization sessions are conducted prior to each writing assessment grading period. These sessions are facilitated by members of the Testing and Evaluation Unit, who guide instructors through the collaborative grading of a set of sample papers, followed by structured discussions aimed at

reaching consensus on scoring criteria and application of the level-based institutional evaluation rubrics. This process helps minimize subjectivity and promotes inter-rater reliability across all graders.

In addition to writing tasks, standardization meetings address all open-ended questions included in examinations, during which acceptable and unacceptable responses are explicitly identified and agreed upon by the instructional team.

Third-Rater Protocol: In cases where a discrepancy between two graders' scores exceeds one grading band, members of the Testing and Evaluation Unit act as a third rater to ensure accuracy and fairness. The final score is calculated as the average of the two closest grades among the three assessments.

All documents related to standardization procedures, including sample papers, agreed-upon answer keys, third-rater intervention records, and meeting notes, are systematically archived for reference and quality assurance purposes.

4.2.5 Post-Exam Feedback and Item Analysis

Following each examination cycle (formative or summative), comprehensive exam feedback is systematically collected through feedback forms to support item analysis and continuous assessment improvement. The form is completed by the Level Coordinator, one assigned instructor from each level, and any additional instructors who wish to contribute, ensuring multiple professional perspectives on assessment quality. Students also participate in the post-exam feedback process by sharing their answers and reflections on the examination experience.

The feedback process focuses on evaluating how effectively the exam measured the intended language skills, its alignment with classroom instruction and curriculum outcomes, and its suitability for formative and/or summative purposes. In addition to qualitative reflections from instructors and students, quantitative analysis is conducted using student exam scores to examine item difficulty, item discrimination, internal consistency, and overall reliability. Performance patterns are analyzed across sections and skills to identify areas requiring refinement.

The combined qualitative and quantitative data inform targeted revisions to exam items, improvements in test design, and strengthened alignment between assessment and curriculum objectives. All feedback forms and analysis reports are collected and archived by the Administrative Coordinator as internal quality assurance records. These materials are used solely for program and assessment improvement and not for individual instructor evaluation.

See Appendix J for Exam Feedback Form

See Appendix K for Formative Assessment Feedback Form

4.3 Administrative Procedures

4.3.1 Attendance

Attendance is recorded through the WebOnline (Moodle) Attendance module (<https://webonline.cankaya.edu.tr>) for each class session. Advisor instructors are required to set up the attendance module for their classes in Moodle, and each instructor is responsible for taking attendance upon entering the classroom. Students must also sign the attendance sheet for each lesson to provide documented evidence of their presence. Students who arrive late are not admitted to class; however, limited exceptions may be made during the first hour, at the instructor's discretion.

Attendance is mandatory in the English Preparatory Program. Students who fail to meet the attendance requirements are not eligible to receive a full Academic Year Achievement Score. The maximum number of permitted absences per semester is twice the number of weekly class hours allocated for the relevant level. Students who exceed this limit are required to repeat the level, regardless of their level achievement grade. These attendance regulations apply equally to students enrolled in their second year of the English Preparatory Program.

4.3.2 Documentation and Reporting

Instructors are required to submit both printed and digital documentation for all classes and assessments under their responsibility throughout each academic period and at its conclusion.

Grading sheets for midterm exams, final exams, quizzes, and tasks must be completed and submitted to the secretariat by the specified deadline, in printed form with original signatures, accompanied by the examination materials. Video recordings of speaking examinations are uploaded to the CUPS RECORDING class on WebOnline (Moodle) for archival purposes.

Original attendance sheets documenting in-class participation throughout the period are archived by the advisor instructor and submitted at the end of the period.

At the end of each period, advisor instructors compile and submit the following documentation to the Administrative Coordination Office in both printed (with original signature) and digital formats via the class cloud folder:

- Evaluation Forms (Excel) indicating student grades and performance status,
- Class grade lists from the OGBS system,
- Medical report records from the OGBS system,
- Attendance records from WebOnline,
- Student Profile Forms.

All documentation is expected to be accurate, complete, and submitted by the announced deadlines in line with institutional record-keeping procedures.

4.4 Communication, Meetings, and Announcements

4.4.1 Official Communication Channels and Information Sharing

Communication within the English Preparatory School is conducted through designated official channels. Primary communication, including announcements, assignments, and formal information sharing, takes place via the university's official email accounts.

Level-specific email groups are used to share information relevant to each level and are managed by level coordinators or the administration. A general group email account is used for announcements applicable to all levels or all instructors.

When necessary, instant messaging applications (such as WhatsApp) may be used to support timely communication. Similar to email groups, level-specific instant messaging groups are created by level coordinators for each period to enhance communication within the group.

Instructors are responsible for regularly monitoring official email accounts and designated instant messaging groups and for acting on the information shared through these channels.

4.4.2 Meetings

Throughout the academic year, instructors are required to attend scheduled meetings held for academic and administrative purposes. These meetings serve multiple functions: communicating institutional updates and developments, discussing curriculum implementation and pedagogical practices, coordinating assessment and academic standards, and providing a structured forum for collaborative problem-solving.

Meetings offer opportunities for instructors to raise concerns, contribute to decision-making processes, and collaboratively address challenges that may arise during the academic period. Regular meeting types include general school meetings, level meetings, unit meetings, and other working groups convened to address specific curricular or operational matters.

All meetings are documented using a Meeting Minutes Form, which is shared via email and archived on the institutional Google Drive for future reference. Attendance is recorded in every meeting. Instructors are expected to review meeting minutes, stay informed of institutional developments, and implement decisions or recommendations as appropriate. Active participation in meetings contributes to CUPS's collaborative culture and supports the shared responsibility for continuous improvement in teaching and learning.

See Appendix L for Meeting Minute Template

4.5 Student Support and Advising

4.5.1 Office Hours and Accessibility

Each advisor instructor designates two office hours outside of scheduled class time and communicates the schedule to students. Office hours are generally held in the classroom.

Students may attend office hours on a voluntary basis to receive academic support upon request. When possible, students are encouraged to submit office-hour requests at least 1 day in advance to allow for appropriate preparation.

When deemed necessary, advisor instructors may require specific students to attend office hours; in such cases, attendance must be recorded.

During office hours, the advisor or instructor completes the office hour form, signed by the student/s. These forms are archived by the advisor instructor and kept in their portfolio to provide evidence for the TSEF to be submitted at the end of each semester.

4.5.2 Academic Language Center

CUPS operates Academic Speaking and Writing Centers to support students in developing essential communication and composition skills. These centers provide individualized and small-group assistance through appointment-based sessions held in C Block Z14.

The Speaking Center offers one-to-one coaching and small-group assistance focused on pronunciation, fluency, and overall speaking proficiency, as well as presentation preparation assistance for academic and classroom settings. Students may schedule individual sessions for personalized coaching or presentation preparation, or book group sessions accommodating up to 20 students for collaborative discussion practice. The Writing Center provides individualized feedback on written work and revision support.

All preparatory school students, regardless of proficiency level, are eligible to use the centers. Students may make one appointment per week and hold one active booking at a time, with a maximum of four appointments per month. Appointments can be canceled at any time before the scheduled session. Students who arrive more than five minutes late will be marked as no-shows, and repeated absences may result in cancellation of future appointments.

4.5.3 Co-curricular Activities

Co-curricular activities are an integral component of the school's holistic educational approach, supporting students' personal, social, and academic development beyond the traditional classroom setting. These activities provide students with valuable opportunities to discover and develop their interests and talents, build essential leadership and teamwork skills, and strengthen their sense of community and school spirit. The program encourages students to explore diverse experiences across academic clubs, arts and culture, sports and fitness, social responsibility initiatives, and technology and innovation projects.

Each student is expected to participate in at least one co-curricular activity per term, demonstrating regular attendance and active engagement. Students select activities aligned with their interests from categories including academic clubs, arts and culture, sports and fitness, social responsibility projects, and technology and innovation programs. Throughout their participation, students are responsible for collecting evidence of activities, such as tickets, photographs, or fliers, and are expected to adhere to the school's code of conduct and safety procedures. At the end of each period, students submit a brief written or video reflection to their Moodle class, allowing them to articulate their learning experiences and personal growth.

Advisors provide guidance and feedback as needed, while the school administration ensures adequate support and monitors overall participation to maintain program quality and student engagement.

4.5.4 Ç.U. Psychological Counseling and Student Support Unit

The Psychological Counseling and Student Support Unit (PDRM) provides professional services to support students' personal, social, and academic well-being. The unit assists students in developing self-awareness, understanding their personal characteristics, and effectively applying this awareness to their academic, professional, and personal lives. Through guidance, counseling, and preventive support, the unit contributes to students' overall adjustment, resilience, and success in the university environment. Students identified as requiring additional support may be referred to the Student Support Unit through appropriate academic or administrative channels.

4.5.5 Web Resources

On the CUPS website, students can access several online resources. The Web Resources page provides students with access to a curated collection of online materials designed to support English language learning in an academic context. The resources include links to academic reference tools, skills development platforms, exam preparation materials, and self-study resources that support the development of reading, writing, listening, and speaking skills. The Web Resources page serves as a reliable starting point for students seeking additional practice, academic support, or guidance in developing their English language skills throughout their university studies.

4.5.6 Student Requests and Grievances

CUPS is committed to addressing student concerns fairly, promptly, and transparently. Students are encouraged to first attempt to resolve issues through direct communication with their advisor. If informal resolution is not possible or appropriate, students may be referred to the Level Coordinator, the Academic Coordinators, or the Administrative Coordinator. For matters requiring formal review, students may submit a written request or complaint to the School Secretary. Formal complaints are acknowledged within five working days and reviewed by the Chairperson of the Department and/or Academic Coordinators, or by an appointed committee, with a written response provided within fifteen working days. All requests and complaints are handled confidentially, without retaliation, and are documented to support accountability and continuous improvement.

4.6 Staff Support and Formal Reporting

4.6.1 Staff Grievances and Complaint Procedures

CUPS is committed to resolving workplace concerns fairly, promptly, and confidentially. We recognize that addressing issues constructively contributes to a healthy professional environment and supports the well-being of all staff members.

Our grievance process is designed around core principles of confidentiality, non-retaliation, and fairness. All matters are handled discreetly, with only necessary personnel involved, and no employee will face negative consequences for raising genuine concerns in good faith. The process covers issues such as harassment, unfair workload distribution, policy violations, and safety concerns. Standard professional disagreements over grading practices or curriculum norming are addressed through regular academic channels unless they involve procedural errors or unprofessional conduct.

Instructors have two pathways for resolution. Informal resolution encourages staff to address concerns directly with their immediate supervisor (Level Coordinators, Unit Coordinators, or Administrative/Academic Coordinators) within three working days of the issue arising. Most scheduling errors, miscommunications, and minor workplace concerns can be resolved efficiently at this stage without formal documentation.

When informal resolution is unsuccessful or inappropriate, staff may pursue formal grievance procedures by submitting the CUPS Employee Grievance Form to the appropriate coordinator within three working days. Administrative concerns (scheduling, classroom facilities, exam duties) should be directed to the Administrative Coordinator, while academic matters (curriculum, assessment, level coordination, academic support services) should be submitted to the Academic Coordinators. A neutral committee investigates the matter and provides a decision within three working days. If the outcome is unsatisfactory, employees may appeal to the Chairperson of the Department of Foreign Languages. The Chairperson's decision is final, though serious matters may be forwarded to relevant university authorities when appropriate.

See Appendix M for Employee Grievance Form

4.6.2 Leave and Absence Reporting

Annual Leave

Instructors are entitled to 30 days of annual leave per year, which must be planned and requested through the personnel web portal during non-instructional periods. Once approved, the leave is valid for the specified dates. When necessary, up to one day of unpaid travel leave may be taken before and after the approved leave period.

Medical Leave

In the event of illness, instructors must promptly notify the secretariat and the Administrative Coordinator and submit the relevant medical documentation in digital or printed form for archival purposes.

Emergency Absences

In cases of unforeseen or emergency absences, instructors must immediately inform the secretariat and the Administrative Coordinator. When possible, students in the affected classes should also be notified. Instructors are responsible for arranging make-up sessions and formally communicating the schedule to the administration, the secretariat, and students.

Casual Leave

Casual leave requests should first be communicated to the Chairperson immediately. Following this initial notification, staff members are required to complete the Google Form (*shared on WebOnline*) to maintain official records and inform the relevant administrative personnel. This procedure applies to all casual leave requests except during designated “off -hours.”

4.6.3 Make-Up Class Arrangements

Make-up class arrangements are put in place to ensure continuity of instruction when scheduled classes cannot be delivered due to approved leave, emergency situations, or institutional obligations. The Make-Up Class Information Form is used to document, approve, and communicate these arrangements in a transparent and coordinated manner.

Instructors are required to complete and submit the form prior to the make-up session and obtain approval from the Chairperson and/or the Administrative Coordinator. Once approval is granted, instructors must inform students of the make-up class details through the designated communication channels. The completed form is submitted to the secretariat for record-keeping and coordination purposes.

See Appendix L for Make-Up Class Information Form

4.7 Emergency Procedures

The preparatory school operates in full accordance with the university's comprehensive Emergency Action Plan (*Acil Durum Eylem Planı*), which establishes protocols and procedures for responding to various emergency situations that may arise on campus. All staff members are expected to familiarize themselves with the university's emergency procedures and to follow established protocols in the event of an emergency.

The complete Emergency Action Plan, including detailed procedures, evacuation routes, assembly points, emergency contact information, and role-specific responsibilities, is available at:

<https://isg.cankaya.edu.tr/wp-content/uploads/sites/42/2024/02/Acil-Durum-Eylem-Plani.pdf>

Staff are strongly encouraged to review this document thoroughly and to participate in any emergency drills or training sessions organized by the university to ensure preparedness and the safety of all members of the school community.

4.8 Professional Development Practices

4.8.1 Induction

The PDU conducts an induction program for newly recruited teachers to support their transition into the CUPS community and familiarize them with institutional culture, policies, and classroom practices. The program provides an introduction to CUPS's educational philosophy,

curriculum framework, assessment procedures, and administrative systems, ensuring that new staff have the foundational knowledge needed to begin their teaching responsibilities with confidence.

Throughout the induction program, participants engage with key topics in English language teaching and explore their practical classroom applications. Sessions are designed to bridge theory and practice, helping new faculty connect pedagogical principles with the specific context of preparatory language education at Çankaya University.

4.8.2 Observations

Observations at CUPS serve as a cornerstone of our commitment to professional development and continuous improvement. We recognize three complementary forms of observation, each designed to support teacher growth and enhance instructional quality.

Supervisor observations provide structured feedback aligned with institutional standards and teaching expectations, helping new faculty identify strengths and areas for development while ensuring consistency with CUPS's educational philosophy and curriculum goals. **Peer observations** foster collaborative professional learning by enabling teachers to share effective practices, gain fresh perspectives on their teaching, and build a culture of mutual support and collective expertise. **Mentor (Snapshot) observations** offer personalized guidance and support, focusing on skill development, classroom management, and the practical application of pedagogical principles in context.

All observations at CUPS are developmental in nature, grounded in reflective dialogue and mutual respect. They are designed not as evaluative measures but as opportunities for professional growth, innovation, and the refinement of practice. Through regular observation cycles and constructive feedback, we cultivate a learning community in which educators continuously develop their craft, share insights, and work collaboratively toward excellence in teaching and learning.

See Appendix O for Peer Observation Forms

4.8.3 Teaching Portfolio

As part of the school's ongoing commitment to reflective practice and professional growth, all teaching staff are encouraged to maintain a teaching portfolio throughout the academic year. The portfolio serves as a structured, evidence-based tool for self-evaluation and professional development, enabling teachers to document, reflect upon, and demonstrate their pedagogical practices and achievements.

The teaching portfolio functions as both a personal reflective tool and a professional record. It allows instructors to systematically collect and organize evidence of their teaching effectiveness, innovative practices, and professional development activities. By maintaining a portfolio, instructors can:

- Track their professional growth and development over time
- Engage in meaningful self-reflection on teaching practices and student outcomes
- Identify areas of strength and opportunities for further development

- Prepare substantive evidence for performance review discussions and development check-ins
- Create a comprehensive record of contributions to the school community
- Support goal-setting and action planning for continuous improvement

Instructors may maintain either an e-portfolio or a physical portfolio. For each development check-in statement, the portfolio should include: the statement text, the teacher's self-rating, 2–3 clearly labeled evidence items, and a brief reflection (1–2 sentences). Single artifacts may support multiple statements when appropriately cross-referenced. Instructors are encouraged to update their portfolios regularly and to bring them to scheduled appraisal meetings for productive, evidence-informed discussions about professional growth.

4.8.4 In-House Training

As part of its commitment to continuous professional development, CUPS offers a range of workshops and seminars throughout the academic year. These sessions are organized by the PDU and may include contributions from internal academic staff, visiting scholars, and experienced practitioners in the field of language education.

In-service training topics are identified through the Instructor Needs Analysis Questionnaire administered at the beginning of each academic year. Based on the identified needs, training sessions focus on enhancing teaching practice, engaging with current research and pedagogical innovations, and supporting instructors in addressing their professional development goals. These activities provide structured opportunities for collaborative learning, reflective dialogue, and the sharing of effective practices, thereby fostering a culture of collegiality, shared expertise, and ongoing professional growth within the CUPS community.

4.8.5 PDU Resources

The school maintains a dedicated Professional Development Unit (PDU) Moodle page that serves as a comprehensive resource-exchange platform for all English teaching staff. This online repository is designed to strengthen teaching practices and enrich the learning experience across CUPS through continuous professional growth and purposeful collaboration. The platform facilitates the creation of a collaborative community in which staff members actively share ideas and resources, engage in meaningful pedagogical discussions, and work together to develop thoughtful, innovative approaches to teaching.

Available Resources:

The PDU Moodle page is organized into the following sections:

- **Books and Articles:** A curated collection of professional literature, research papers, and teaching publications relevant to English language instruction and educational best practices
- **AI Tips and Resources:** Guidance, tools, and instructional materials focused on integrating artificial intelligence technologies into teaching practice

- **Teaching Resources:** A repository of classroom materials, lesson plans, activity templates, and other practical teaching aids contributed by staff members
- **AI-Supported Lab Activities:** Ready-to-use laboratory activities and exercises that incorporate AI tools to enhance student engagement and learning outcomes
- **Quality Assurance Documents:** Access to all quality-related documentation, including assessment protocols, standardization guidelines, institutional policies, and quality assurance procedures

All teaching staff are encouraged to actively engage with the PDU Moodle page, both as contributors and users, to support the school's commitment to excellence in teaching and continuous professional development.

4.9 Guidelines for Classroom Conduct and Professional Practice

The following guidelines are intended to support a respectful, focused, and inclusive learning environment. They aim to promote effective teaching and learning while encouraging mutual respect, professionalism, and responsible behavior among students and instructors.

Classroom Practices and Participation

- Students and instructors are expected to arrive on time and remain in the classroom for the duration of the lesson. Late entry or early departure is generally discouraged, except in cases of exceptional circumstances.
- To help maintain focus and classroom cleanliness, consumption of food is discouraged during lessons. Water or hot drinks in closed, spill-proof containers (e.g., thermoses) may be used.
- Students are expected to come to class prepared with the required materials. In cases of repeated lack of preparation, the matter may be addressed through consultation with the Administrative Coordinator or the Chairperson.
- In-class celebrations and non-instructional activities during lesson hours are generally avoided to ensure continuity of learning.
- Activities unrelated to instruction are not permitted in the classroom.

Language Use and Technology

- Instructors are expected to use English as the primary language of communication and to encourage students to do the same. Turkish may be used selectively when necessary to support comprehension.
- Technology use is encouraged throughout the lessons; however, mobile phones and similar devices should be used only for academic purposes during class.
- If students intend to use AI tools in their academic work, they are required to consult the University's AI Policy and comply with its guidelines.

Professional Conduct and Communication

- Instructors are expected to manage classroom matters professionally and to avoid confrontational approaches. When necessary, concerns could be referred to the Chairperson and/or Academic Coordinators, either face-to-face or via email.
- Instructors may not require students to leave the classroom without the approval of the Chairperson.
- Instructors are not required to contact students' parents directly without prior approval from the Chairperson.

Health, Safety, and Facilities

- University policies regarding smoking, campus safety, and the use of facilities are expected to be observed.
- For health and safety reasons, pets are not permitted in academic buildings.

4.10 Quality Assurance and Review

The school is committed to maintaining the highest standards of educational quality through systematic, evidence-based continuous improvement practices. Our quality assurance framework follows the Plan–Do–Check–Act (PDCA) cycle, ensuring the ongoing review, evaluation, and enhancement of our educational provision in alignment with stakeholder feedback and institutional goals.

4.10.1 Internal Quality Assurance System

The school operates a comprehensive internal quality assurance system that engages all members of the school community in collaborative decision-making and improvement processes. A dedicated internal Accreditation Quality Team works specifically on achieving and maintaining DEDAK (Association for Evaluation and Accreditation of Foreign Language Programs) quality standards. This team is responsible for analyzing current institutional practices, identifying gaps between existing procedures and accreditation requirements, proposing and developing new procedures to meet quality standards, and systematically collecting and organizing evidence for accreditation purposes. The internal Accreditation Quality Team works in close collaboration with the university's Quality Assurance Unit to ensure alignment with institutional quality frameworks and to benefit from university-wide quality assurance expertise and resources.

Throughout the academic year, quality-related data is gathered through multiple channels, including structured questionnaires distributed to students, instructors, and administrative staff, regular level-based and whole-school meetings, focused work groups addressing specific areas of development, classroom observations and peer reviews, student performance data and assessment outcomes, and direct feedback collected through formal and informal communication channels. This inclusive approach ensures that diverse perspectives inform our understanding of institutional strengths and areas requiring enhancement.

Student Representation and Stakeholder Involvement

As part of the internal quality assurance system, student representatives are democratically elected in each class to ensure active student participation in decision-making. Regular meetings are held with student representatives to gather feedback, discuss academic and administrative matters, and support continuous improvement initiatives.

In addition, a smaller group of “quality representatives” is selected from among the student representatives to work more closely with academic and administrative units. This group contributes to quality review processes by providing focused input and helping ensure that decisions and improvement actions are informed by student perspectives and learning experiences.

4.10.2 Continuous Improvement Cycle

The **PDCA** cycle operates as follows within our institutional context:

- **Plan:** Based on analysis of feedback, performance data, strategic priorities, and accreditation requirements, the school identifies specific areas for improvement and develops action plans with clear objectives, responsibilities, and timelines. These plans are formulated collaboratively through departmental meetings and cross-functional work groups to ensure buy-in and practical feasibility.
- **Do:** Approved action plans are implemented across relevant programs and practices (e.g., curriculum-related, administrative processes, etc.). Staff receive the necessary support, resources, and professional development to effectively execute planned improvements. Implementation progress is documented and communicated regularly to maintain transparency and accountability.
- **Check:** The effectiveness of implemented actions is systematically monitored through **Follow-up Action Reports (FAR)**, which briefly record actions taken in response to stakeholder feedback and ensure systematic follow-up. These reports track whether suggested improvements have been realized and assess their impact on teaching, learning, and institutional operations. Performance indicators, stakeholder feedback, and comparative data are analyzed to evaluate outcomes against established benchmarks.
- **Act:** Based on evaluation findings, successful practices are standardized and embedded into regular operations, while actions requiring modification are revised and re-implemented. Lessons learned feed into the next planning cycle, ensuring continuous refinement of institutional practices.

See Appendix P for Follow-up Action Report

4.10.3 External Quality Assurance

In addition to our robust internal quality mechanisms, the school maintains compliance with external quality assurance standards set by YÖKAK (Higher Education Quality Council of Turkey) and DEDAK. These external frameworks provide independent validation of our quality standards and ensure alignment with national and international benchmarks in educational

provision. Regular external evaluations inform our continuous improvement efforts and reinforce our commitment to excellence.

4.10.4 Annual Reporting and Accountability

At the conclusion of each academic year, the school prepares a comprehensive annual report that synthesizes quality assurance activities, achievement of institutional objectives, stakeholder feedback analysis, and outcomes of improvement initiatives. This report is shared with the school community and the University Quality Assurance Unit and serves as both an accountability document and a strategic planning resource for the following academic year, ensuring that quality assurance remains an ongoing, cyclical process rather than a periodic exercise.

Through these interconnected quality assurance practices, the school fosters a culture of reflective practice, shared responsibility, and continuous enhancement, ensuring that every stakeholder contributes meaningfully to our collective pursuit of educational excellence.

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