

# FENERBAHÇE UNIVERSITY

EDUCATION AND TRAINING PROGRAMS DESIGN AND UPDATE DIRECTIVE

PART ONE

Purpose, Scope, Basis, and Definitions

## Purpose

**ARTICLE 1 –** (1) This directive establishes the procedures and principles for evaluating program designs and educational curriculum plans at all levels in collaboration with stakeholders, ensuring alignment with relevant scientific fields and social, technological, and industry developments at Fenerbahçe University.

## Scope

**ARTICLE 2 –** (1) This directive sets forth the principles for designing and updating curriculum plans for existing and future programs at Fenerbahçe University.

## Basis

**ARTICLE 3 –** (1) This directive is based on the provisions of the Higher Education Law No. 2547, the Higher Education Quality Assurance and Quality Board Regulation, and Fenerbahçe University Regulations for Associate, Undergraduate, and Graduate Education.

## Definitions

**ARTICLE 4 –** (1) The definitions in this directive are as follows;

Unit: Faculties, institutes and vocational schools within Fenerbahçe University,

Program: All types of joint or individual programs, whether formal or distance education, including departments, disciplines, double majors, minors, diplomas, certificates, and participation certificates.

Education Commission: Fenerbahçe University Education Commission,

Quality Commission: Fenerbahçe University Quality Commission,

Rector: Fenerbahçe University Rector,

Senate: Fenerbahçe University Senate,

University: Fenerbahçe University.

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# PART TWO

## Educational Objectives and Approach

Educational objectives

**ARTICLE 5 –** (1) The design and updating of lesson plans are guided by the University’s mission and vision, along with the following educational objectives:

1. To embrace a multidisciplinary approach in designing educational programs.
2. To identify key competencies that support students' lifelong learning and development, such as foreign language literacy, learning to learn, teamwork, communication and interaction, independent decision-making, responsibility, critical and innovative thinking, problem solving, research skills, creativity, leadership, and environmental and social responsibility, alongside their academic and professional competencies, and to integrate these into the educational processes of associate, undergraduate, and graduate programs.
3. To ensure the involvement of stakeholders, including graduates, sector representatives, and especially students, in the design of lesson plans, the determination of learning outcomes, and the continuous improvement and evaluation of educational activities.

ç) To continuously monitor graduates' employability and evaluate the outcomes.

1. To continuously improve student-centered educational services in associate, undergraduate, and graduate programs, remain open to internal and external audits, and ensure national and international academic quality assurance by considering current conditions and developments.
2. To develop academic staff competence in student-centered education and training, and to support students' active learning, project-based learning, and learning-to-learn skills.
3. To continuously improve, diversify, and optimize the use of information and educational technologies in educational processes, and to develop distance education systems and applications.
4. To promote internationalization in associate, undergraduate, and graduate programs.

ğ) To ensure international quality assurance in foreign language preparatory education.

## Educational approach

**ARTICLE 6 –** (1) The design and updating of all education and training programs are guided by the following fundamental approaches:

1. To ensure national and international quality assurance across all educational programs.
2. Structuring lesson plans to enhance students' academic and professional competencies while fostering personal awareness and development through field electives, general electives, project-based collaboration, and workplace/clinical practices.

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1. To maintain in-class and extracurricular collaborations that enhance the learning process through academic and industry partnerships, offering opportunities to gain diverse experiences and perspectives.

ç) To create opportunities for students to develop skills such as information literacy, financial literacy, and health literacy.

To make international exchange programs more effective by strengthening students' English language skills, increasing the number of programs conducted in English, expanding internship opportunities abroad, and enhancing collaboration and partnerships with international programs.

# PART THREE

## Code of Practice and Role of Partners

Principles for designing and updating lesson plans

**ARTICLE 7 –** (1) Partners involved in the design and updating of lesson plans are those engaged with university life and educational programs, who can be impacted by institutional and program-level outcomes and, in turn, influence them. Studies on the design and updating of lesson plans are conducted with the participation of partners, gathered upon the proposal of the relevant unit board and the invitation of the unit manager.

1. It is essential to seek the opinions of these partners in the design and updating of lesson plans and to prepare a joint evaluation report in writing.
2. In the design and updating of lesson plans, the fifth-level qualification definitions of the Turkish Higher Education Qualifications Framework for institutional learning outcomes, program achievements, and associate degree programs, the sixth-level qualification definitions for undergraduate programs, the seventh and eighth-level qualification definitions, the Basic Field Qualification definitions, the National Core Education Program, and the credit ranges of the relevant unit, if applicable, are to be considered.
3. The design and updating of lesson plans are to be based on a student-centered learning approach, and the expected knowledge, skills, and competency levels that students are to acquire upon successfully completing the program are to be clearly defined.
4. In the design of lesson plans, the program's aims and objectives, program achievements, courses and all other learning activities, their content and learning outcomes, learning and teaching methods, assessment and evaluation methods, the ECTS value calculated based on student workload, and a total workload of 30 ECTS per semester are taken as the basis. All this information is to be presented in the information package in both Turkish and English, ensuring it is sufficient, clear, realistic, measurable, and easily accessible in a fast and convenient manner.

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1. Lesson plans are structured with in-class and out-of-class learning and practice activities, including field courses, field and general electives, projects, internships, workplace/clinical practices, graduation studies, and graduation projects. Courses may be compulsory, elective, or prerequisite. General elective courses determined at the university level are applied only at the undergraduate level. With the advisor's guidance, it is recommended that the student select general elective courses from a specific thematic area; however, the student may also choose courses from different thematic areas and/or electives that support their field of study. The thematic areas, the courses offered in these areas, along with their local credit and ECTS values, are determined by the Education Commission in consultation with the Quality Commission and based on suggestions from the relevant units and are approved by the Senate.
2. The ECTS value for courses is determined on the basis that a student can dedicate a maximum of 45 hours per week to all educational activities, with a total duration of up to 16 weeks per semester, including final exams. Additionally, 1 ECTS corresponds to 25 hours of student workload.
3. Partner opinions act as a primary reference for designing and updating lesson plans. The lesson plans are considered final once the report containing these opinions is approved by the Senate, after receiving approval from the relevant unit boards and the joint decision of the Education and Quality Commissions. In faculties where programs are not directly managed by the department or where only one program is offered, the relevant unit board recommends the proposal to arrange the lesson plan.
4. Requests to update the lesson plans must be submitted by the relevant units to the Rectorate in an official letter by the beginning of May at the latest, to be forwarded to the Senate for approval. Requests for designing and updating lesson plans are discussed and decided by the Senate no later than the end of June.
5. If updating the lesson plans affects other departments, the relevant departments will also participate in the process to adjust their own lesson plans accordingly.
6. Course plan updates are made in compliance with the regulations outlined in the Student Affairs System information package.
7. For each course or learning activity, the following information is clearly stated: course/activity code and name, semester, weekly hours, local credit, ECTS value, language of instruction, education level, course type, teaching method(s), instructor(s) name(s), course coordinator’s name, prerequisites, objectives and content, learning outcomes, weekly syllabus, student learning activities per week, bibliography, the course/activity’s contribution to program outcomes, and assessment methods with their respective weightings.
8. Course plan updates apply to students who are newly enrolled in the program. Existing students are adjusted to the updated lesson plan. The adjustment is made with the principle of prioritizing the student's interests.

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1. Each course is required to have a coordinator. If a single instructor teaches the course, that instructor serves as the course coordinator. If multiple instructors are involved, the relevant unit manager designates one instructor as the coordinator. The coordinator is responsible for overseeing and determining the course content, syllabus, bibliography, ECTS, assessment methods, and other related matters in collaboration with the other instructors. The coordinator is also accountable for the course's information package. For courses offered in more than one program, the relevant academic unit managers appoint a course coordinator for each shared course with different instructors. The course coordinator ensures that all instructors follow the specified format in the Student Affairs System, maintains the course's effectiveness, and, if possible, ensures consistency in exam questions and grading.
2. When determining the field and numerical codes for courses, codes from the relevant field of science that are widely used internationally are preferred. The field code of the course should correspond to the field of science to which the course is affiliated. In this association, the field of science related to the course, rather than the department offering the course, should be considered.

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| For example: Year of education | Fall Term | Spring Term |
| Year 1 | 101 | 104 |
| Year 2 | 201 | 208 |
| Year 3 | 307 | 324 |
| Year 4 | 479 | 452. |
| Master’s | 500 | 502 |
| Doctorate | 611 | 650 |

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| For example:  |  |
| MATH | ECON | HIST | PSYC | INTL | TURK |
| SOSC | TURK | CHEM | PHYS | COMP |  |

## Partner tasks

**ARTICLE 8 –** (1) The expectations for the partners specified in this directive regarding the design and updating of the lesson plans are explained below.

1. Analyze the academic and sectoral status of the course plans and related scientific fields that are to be designed or updated, both nationally and internationally.
2. Discuss and define the purpose, objectives, learning outcomes, and sub-learning outcomes of the program.
3. Establish a connection between the program learning outcomes and the level and basic field descriptors of the Turkish Higher Education Qualifications Framework.

ç) Establish a connection between the program learning outcomes, goals, and institutional learning outcomes.

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1. Determine the courses based on the program learning outcomes, define the learning outcomes of the courses, and assess their value in terms of workload/ECTS.
2. Make suggestions for applied courses, such as non-field elective courses, general elective courses, projects, etc.
3. Make recommendations for evaluating and monitoring the relevant achievements.

(2) Unit managers are directly responsible for overseeing relationships with partners and ensuring that tasks are carried out.

## Monitoring achievements in program and lesson plans

**ARTICLE 9 –** (1) It is essential that programs and lesson plans are evaluated and monitored based on their feasibility, adequacy, and achievement of objectives at all levels. To this end, measurement and evaluation processes for learning outcomes in each program and course/learning activity are conducted, and all success and failure data are evaluated. Surveys and analyses are conducted to assess multilateral satisfaction, including course evaluation surveys, employer evaluations, graduate surveys, and self-assessment surveys. The Education Commission and the Quality Commission share the responsibility for ensuring the continuity of these studies and comprehensively evaluating the results. A periodic report on the findings is submitted to the university administration at the end of each academic year.

1. In updating the lesson plans, the level and quality of course learning outcomes, as well as program and institutional learning outcomes, are the main priorities.
2. The head of the department is responsible for monitoring the level and quality of achievement at the program level. Evaluation tools such as surveys for active and graduate students, exam questions, and student success data are used. Partners may be consulted when necessary. This responsibility is also entrusted to the deans and principals at the institute, faculty, and college levels, as well as to the rectorate at the university level.
3. At the program level, the documents related to these studies are stored in the relevant unit's archive.

# PART FOUR

## Miscellaneous and Final Provisions

Situations for which no applicable provision exists

**ARTICLE 10** – (1) The relevant provisions of the University's internal legislation apply to matters not covered in this directive.

## Effective Date

**ARTICLE 11** – (1) This directive takes effect on the date of its adoption by the Senate.

## Implementation

**ARTICLE 12** – (1) The provisions of this directive are implemented by the Rector.

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