



GAZI UNIVERSITY

COLLEGE OF FOREIGN LANGUAGES

STAFF HANDBOOK

(2025 - 2026)

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ABBREVIATIONS

GU	Gazi University
CFL	College of Foreign Languages
DBL	Department of Basic Languages
DML	Department of Modern Languages
TAU	Testing and Assessment Unit
PMDU	Program and Materials Development Unit
PDRU	Professional Development and Research Unit
SAO	Students Affairs Office

1. ABOUT US

1.1. History of Gazi University College of Foreign Languages

Gazi University is one of the oldest and well-established higher education institutions whose history dates back to the first years of Turkish Republic. The institution which took its name from Gazi Mustafa Kemal's title gained as a remembrance of Sakarya victory was founded as "Gazi Teacher Training Institute" and then got its institutional identity as "Gazi University". Since then, in addition to its objective of training teachers, inspectors and directors, it has greatly contributed to the development of educational and cultural life in the fields of social sciences, science, art and sports, and it has also become the pioneer in these fields in the educational history of Turkish Republic.

Under the leadership of Gazi Mustafa Kemal Atatürk, Turkish intellectuals, who predicted that the independence of the young Turkish state would be made possible only with a strong economy and a sound education system, acted with the responsibility of raising teachers in accordance with the needs of the age and country in order to bring the modern science and techniques to the farthest parts of the country.

The Central Teachers' College was founded in Konya in 1926 by Mustafa Necati, the Minister of National Education of the period, together with Ankara Male Teachers' College. Then, it was moved to current Gazi University Rectorate building, which was among the latest works of Architect Kemaleddin, and took the name "Gazi Teacher Training Institute".

Between the years 1929 and 1948, the departments of Art, Physical Education, Music, Pedagogy, French, English and German were established. In 1947, the institution's name "Gazi Teacher Training Institute" was changed and it became "Gazi School of Teacher Training and Institute of Education". In 1980, the name of the school was changed to "Gazi Teacher Training College". Gazi University was established in 1982 with the law numbered 2809, and Gazi Teacher Training College merged with Gazi University with the name of "Gazi Faculty of Education". In order to train teachers who will provide foreign language teaching, French language teaching department was opened between the years 1941-1942, English Language Teaching department was opened between the years 1944-1945 and German Language Teaching Departments was opened between years 1947-1948. The Foreign Language Teaching Departments, which lasted for two years at the beginning, started to provide three-year education between years 1961-1962. It was extended to 4 years in the 1978-1979 academic year. In 1984, the Department of Arabic Language Education was opened.

In 1997, the restructuring process for the faculties of education started with the decision of the Higher Education Executive Board numbered 97.39.2761. In this process, the education period was extended to five years, one year of which included preparatory class. The College of Foreign Languages of Gazi University was established by the Council of Ministers Decision published in the Official Gazette numbered 26095 dated 01/03/2006.

Number of Decision: 2006/10065 Foundation of the College of Foreign Languages under the Rectorate of Gazi University: it was decided upon the letter of the Ministry of National Education dated 24/01/2006 and numbered 1100, according to the additional 30th article of the Law numbered 2809 and dated 28/03/1983, by the Council of Ministers on 08/02/2006.

1.2. Mission

Our mission is to provide students with internationally standardized educational opportunities that equip them with the foreign language proficiency essential for their professional and academic pursuits after graduation.

1.3. Vision

Our vision is to be an internationally recognized academic institution in the field of foreign language education, distinguished by the high standards of the services we provide.

1.4. Educational Philosophy

Gazi University College of Foreign Languages aims to support students' language learning processes in a way that best suits their academic and social needs. For this reason, all courses and activities designed within GU CFL are carried out in learning environments equipped with appropriate technological devices to meet the contemporary requirements of academic and social life. To ensure that all services provided by GU CFL, all processes are sustained through a quality cycle that continuously aims for the better, and it is aimed to provide the best teaching services and learning experience to the learners.

1.4. Objectives

The preparatory program (HAZ 100), which is implemented by the Department of Basic Languages in GU CFL, aims to ensure that students have the language skills at B2 level according to the Common European Framework of Reference for Languages (CEFR) at the end of the academic year. The main objective is for students to reach the B2 level in reading, listening, writing and speaking skills, which are the four basic language skills, and to have the competencies required by the level. In line with this objective, in-class and extracurricular

activities, written and / or oral exams and assignments are conducted according to the levels of the students and they are based on basic skills.

The objectives of the English courses ENG101, ENG102, ENG201, ENG202, ENG301, ENG302, ENG401, and ENG402, which are offered to students enrolled in programs taught in Turkish at the relevant faculties and vocational schools of our university, are as follows:

At the end of first grade, students taking courses coded **ENG101 and ENG102** within the framework of their level of English A1 will be able to:

- use a variety of vocabulary about numbers, family, free-time activities, possessions, time, location and directions, and green lifestyle in speaking and writing.
- describe himself/herself and his/her family.
- express their daily life, frequency of their activities by asking and answering questions.
- describe various places (like his home room, dormitory, town).
- tell the time and use time related expressions.
- ask and give directions.
- use a variety of vocabulary about personality, clothes, food, technology, hobbies, habits and activities.
- express their abilities.
- talk about events happening at the moment of speaking.
- express their past experiences and future plans.

At the end of the second grade, students taking courses coded **ENG201 and ENG202** within the framework of their level of English A2 will be able to:

- ask for permission, make requests and respond to them.
- express their opinions, feelings, and experiences on various topics.
- start and end a conversation in different situations.
- describe various places and objects.
- ask and answer questions about an event in the past.
- talk and write about various topics (like films, music, journeys, and household chores) by making comparisons.
- express their agreement and disagreement on diverse topics.
- distinguish the differences between hypothetical and real conditions in present.
- predict the topic and check their prediction in a reading and listening text.

- use contextual information to guess the meaning of unknown vocabulary items in reading texts.
- ask for and offer help.
- describe food and write a recipe.
- talk about and give advice on several topics like food, restaurants, relationships, climate, and nature.

At the end of the third grade, students who take **ENG301 and ENG302** courses within the framework of their level of English B1 will be able to:

- talk about life experiences and personal action plans.
- ask for solutions to problems and politely insist.
- report information and talk about getting things done.
- express their ideas on unreal situations.
- write an e-mail and respond to feedback.
- report what people said and asked.
- give information about people, places and objects.
- talk about past situations and describe regrets.
- give advice about different topics (medical problems, crime, learning).
- ask questions and describe events in various situations.
- distinguish facts and opinions and make deductions.
- explain and express preferences.
- differentiate between defining and non-defining information.

By the end of the fourth year, within the framework of their English level B1, students taking English for Dentistry I – II courses coded **ENG401 and ENG402** will be able to:

- identify and define the subject-specific vocabulary in listening and reading.
- use subject-specific vocabulary in speaking and writing.
- listen and read for specific information.
- fill out several types of reports.
- identify field related problems and suggest solutions.
- talk about oral health.
- ask about work experience.
- ask for information about specializations.

- describe features of dental practice.
- verify information about dental instruments.
- describe functions of tooth and its anatomy.
- discuss options for fillings.
- describe the necessity of specific dental practices.
- discuss potential complications.
- describe confusion and discuss causes for oral surgeries.
- express preferences, present options and make recommendations about dental and oral health.

By the end of the fourth year, within the framework of their English level B1, students taking English for Medicine I – II, English for Pharmacy I – II, English for Health Sciences I – II and English for Nursing I – II courses coded **ENG401 and ENG402** will be able to:

- identify and define the subject-specific vocabulary in listening and reading.
- use subject-specific vocabulary in speaking and writing.
- listen and read for specific information.
- fill out several types of report.
- identify field related problems and suggest solutions.
- describe locations such as hospital departments and parts of the body.
- give advice on several issues such as maintaining hygiene.
- give an opinion about hospital staff.
- clarify and confirm information about common abbreviations and measurements.
- explain the importance of several body systems.
- talk about various body systems.
- describe a medical condition using medical terms.
- take a medical history from the patients.
- explain the results of diagnostic tests.
- give instructions and safety reminders.

By the end of the fourth year, within the framework of their English level B1, students taking English for Science I – II courses coded **ENG401 and ENG402** will be able to:

- identify and define the subject-specific vocabulary in listening and reading.
- use subject-specific vocabulary in speaking and writing.

- listen and read for specific information.
- fill out several types of report.
- identify field related problems and suggest solutions.
- describe necessity for various lab equipment.
- ask for clarification and recognize errors in measurement taking place in experiments.
- express interest in scientific method.
- express their opinions and doubts about certain processes in scientific research.
- give a warning about unfulfilled safety procedures in labs.
- list conditions of rate processes.
- ask about energy processes.
- talk about potential problems of research activities.
- compare results by giving statistics.
- clarify information about systems.

By the end of the fourth year, within the framework of their English level B1, students taking English for Sports Sciences I – II courses coded **ENG401 and ENG402** will be able to:

- identify and define the subject-specific vocabulary in listening and reading.
- use subject-specific vocabulary in speaking and writing.
- listen and read for specific information.
- fill out several types of report.
- identify field related problems and suggest solutions.
- order equipment and make recommendations in different branches of sports.
- describe differences in branches of sports.
- identify problems in certain branches of sports.
- list leagues and tournaments in different branches of sports.
- distinguish the features of field, players and equipment in different of sports.
- ask for an explanation about the rules of various games.
- discuss about the strengths and weaknesses of players.
- offer a counter opinion about the types and features of matches.
- make a recommendation about the equipment their team needs.
- explain differences between similar sports.

By the end of the fourth year, within the framework of their English level B1, students taking English for Technology courses coded **ENG401** will be able to:

- identify and define the subject-specific vocabulary in listening and reading.
- talk about the qualities of engineers and types of engineering degrees.
- identify problems and suggest solutions.
- discuss the significance of creativity in engineering.
- identify different tables and graphs.
- describe the materials and their properties used for engineering purposes.
- relate between different types of engineering.
- describe changes, benefits and experiences within the field of engineering.
- ask about the risks of products across different engineering fields.
- express their opinions and doubts about certain processes.

By the end of the fourth year, within the framework of their English level B1, students taking English for Management Information Systems I – II courses coded **ENG401 and ENG402** will be able to:

- recognize and define field-specific vocabulary in the texts they listen to and read.
- use field-specific vocabulary in speaking and writing.
- read and listen with the aim of finding specific information.
- fill out various types of reports.
- identify field-related problems and suggest solutions.
- talk about topics related to their field.
- explain topics related to management processes.
- express their ideas using appropriate language in problem-solving, making suggestions, and decision-making processes.

The objectives for the courses coded ENG103, ENG104, ENG203 and ENG204 offered in the Faculties of Architecture and Engineering, where instruction is conducted partially or entirely in English, are as follows:

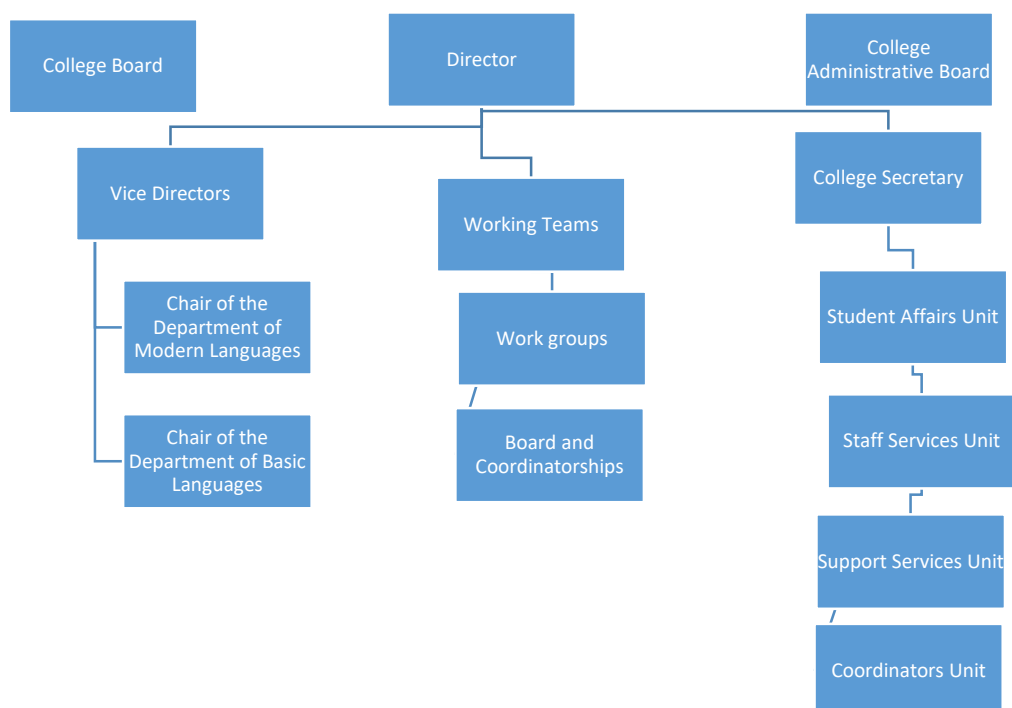
At the end of first grade, within the framework of their level of English B2, students who have taken **ENG103 and ENG104** will be able to:

- talk about current trends, volcanoes, future hopes, childhoods, famous criminals; participate in discussions about communication, problem solving, environment, medicine, road safety, effective books, globalization, peer pressure, public art, cultural issues and technology,
- understand various listening and reading texts on communication, environment, sports, medicine, transportation, literature and film, architecture, art, psychology, culture and technology,
- take notes while listening, write brief summaries on various topics, write a short report, write online criticism, write essays and articles,
- role-play different scenarios in the fields of communication, environment, sports, medicine, transportation, literature and film, architecture, art, psychology, culture and technology
- learn the necessary vocabulary and idiomatic expressions related to communication, environment, sports, medicine, transportation, literature and film, architecture, art, psychology, culture and technology.

At the end of the second grade, students who have taken **ENG203 and ENG204** within the scope of their English level B2, will be able to:

- develop critical and analytical thinking skills,
- evaluate, synthesize and respond to ideas presented in reading passages,
- expand academic vocabulary knowledge,
- gain the ability to write paragraphs that form the basis of writing techniques required for term papers and reports,
- write a coherent and cohesive explanatory and discussion type composition, term paper and report with a length of 300-500 words by citing sources and make oral presentations in front of the community.

1.5. Organization Chart



1.6. Our Institution and Responsibilities

Gazi University, College of Foreign languages is responsible for all academic issues in terms of foreign languages policies of the university. It is CFL's duty to perform all the language programs and/or exams.

2. MANAGEMENT AND ADMINISTRATIVE UNITS

2.1. Director

Gazi University College of Foreign Languages is run by the Director. The Director is responsible for;

- create a positive atmosphere for staff to teach and work efficiently,
- providing a positive learning atmosphere for all learners,
- providing an environment for the staff to work cooperatively,
- providing continuous opportunities for staff to develop themselves,
- keeping track of records of the staff,
- implementing the quality improvement policy,

- coordinating between the College and the Rectorate as well as other academic and administrative units in the university.

2.2. Director's Secretary

The secretary of the director is responsible for fulfilling the duties and responsibilities listed below:

1. organizing internal and external meetings of the director to whom s/he is affiliated, and planning the meetings (persons or groups) deemed necessary by the authorities by taking into consideration the time and workload conditions of the office, and conducting the negotiations according to the order,
2. ensuring that the written and verbal directives of the director are conveyed to the relevant persons and units,
3. following the written documents or files after signing and transferring them to the relevant units and people, keeping the entry-exit records of them when necessary,
4. making the decisions of the Academic, Administrative and Disciplinary Board of the College of Foreign Languages,
5. performing other duties assigned by the director, directors' assistants and the school secretary.

2.3. Vice Directors

The duty of the Vice Directors is to support the Director in his/her work at the preparatory school. They deal with the main educational concerns for the students in the College of Foreign Languages. Vice Directors are responsible for any disciplinary matters related to the students or complaints of the students. They also deal with the main managerial concerns of the teachers and the other employees on the administrative issues in the College of Foreign Languages. Approving the assignment of teachers for the exam invigilation, keeping track of the legal permissions of the teachers and other employees and arranging the schedules of the Fulbright teachers are among the responsibilities of the Vice Directors. Coping with any disciplinary matters related to the teachers and the other employees is the duty of the Vice Directors.

2.4. Shared Responsibilities of Vice Directors

In the college there are two Vice Directors. Both of them are responsible for the Department of Basic Languages and the Department of Modern Languages. Each Vice Director has the abovementioned duties for both departments.

2.5. Chair of the Department of Basic Languages

Chair of the Department of Basic Languages is responsible for the daily process and the arrangement of the preparatory classes. Ensuring that the courses are covered thoroughly, controlling the make-up courses, administering the quizzes, midterm and final exams and making the analysis of the results, monitoring the achievement levels and attendance are also under his/her responsibility. The chair of DBL also informs the College Director. S/he is also responsible for the management and coordination of the units given below:

- German Preparatory Program
- Arabic Preparatory Program
- French Preparatory Program
- English Preparatory Program
- Material Development and Program Unit
- Testing and Assessment Unit
- Professional Development and Research Unit
- Administrative Coordination Unit
- Quality Assurance Unit

2.6. Chair of the Department of Modern Languages

The chair of the Department of Modern Languages is responsible for organizing and conducting compulsory (5(i)), subject-specific and Academic and English courses given in various faculties. "In Turkish programs, the 5(i) courses offered at different levels provide students with the opportunity to learn English from A1 to B1 level. In partially or fully English-medium programs, Academic English courses enable students to improve their English from B1 up to B2+ level. With this opportunity, students who are not subject to the compulsory preparatory program can learn English starting from basic levels, and students who have successfully completed one-year preparatory class may have a chance of improving their academic skills in English that their majors require. The chair of the DML is also responsible for organizing and carrying out the elective foreign language courses offered to the students of all the departments.

2.7. Secretary of College of Foreign Languages

The college secretary is responsible for fulfilling the duties and responsibilities listed below:

1. fulfilling the requirements of Articles 51 / b, 51 / c of Higher Education Law numbered 2547,
2. ensuring that the administrative units operate orderly and in accordance with the legislation,

3. carrying out all the administrative affairs of the college within and outside the university, and providing information to the higher authorities when desired,
4. making suggestions to the College Director about the staff to be employed in the administrative organization of the college,
5. ensuring the conduct of internal and external correspondence,
6. preparing and announcing the agenda of the College Board, the College Administrative Board and the College Disciplinary Committee. Preparing decisions and official reports, reporting them and ensuring the implementation of them,
7. ensuring that school buildings and facilities are kept available, following the necessary maintenance and repair works such as heating, lighting, cleaning, etc., and ensuring the execution of services,
8. ensuring the periodical repair and maintenance of the machines and equipments which are used for the educational and administrative tasks,
9. informing the relevant parties about announcements,
10. compiling and updating statistics about the college,
11. approving official documents, and ensuring that documents are received from the staff and archived,
12. operating that units work regularly; managing the process for supply and use of all consumables - fixtures and materials,
13. ensuring that students obtain the necessary social services,
14. assisting in the preparation of the activity report of the college,
15. following the examination procedure of the academic staff to be employed in CFL and ensuring the exam results to be sent to the Rectorate.
16. informing the academic staff about extension of their period of job and ensuring that it is done on time
17. following the practices related to personal rights of the CFL staff,
18. helping to take security measures when necessary,

19. supervising the duties and works of the administrative staff and ensuring their training,
20. giving information to the administrative staff and students about the legislation,
21. checking all documents of administrative and financial affairs and all other documents, and making necessary preparations,
22. conducting financial affairs as a realization officer,
23. ensuring the creation and storage of staff files,
24. planning the leaves of absence of the staff and following the medical reports, applying legal procedures,
25. directing the petitions coming from students and staff to the related units and taking the necessary actions,
26. paying attention to public relations,
27. Attending congresses, seminars, meetings, hospitality activities and contributing to guest satisfaction within the institution.

2.8. Support Services Unit

Computer Technician and Media Officer

1. producing or providing software to meet the computer software needs of the units, supporting the relevant specifications, and taking part in commissions such as procurement, inspection, acceptance etc.,
2. carrying out in-service training activities for the efficient use of the software written or provided,
3. mentoring the CFL staff for the use of computers,
4. following the developments in software writing, procurement or general information processing activities, participating in trainings, archiving them, preparing and implementing the necessary arrangements in order to ensure that the data transfer between the applications used in the university is smooth and conformed to standards,
5. developing and taking the responsibility the web page of CFL,

6. providing support and continuity to the development of Student Information Systems and other staff automation and services.

Technician

1. making the necessary maintenance and repair of the existing tools, devices and machines or getting it done and to use them effectively when necessary,
2. carrying out or monitoring planned construction and installation works relevant to his/her education or profession,
3. eliminating the electrical faults in electrical panels of the building and ensuring coordination with other units necessary for the elimination of the faults,
4. eliminating faults and doing maintenance and repairing works related to telephone lines,
5. fulfilling other duties assigned by the director, directors' assistants and the college secretary.

Stock Officer

1. checking the materials left into the store, receiving and certifying them and lastly putting them into the store considering their specifications,
2. keeping records of the goods in the store,
3. planning the delivery and submission of the purchased goods to the units in required proportions,
4. receiving the approval of allocation of the fixtures in the unit and the study rooms, recording them in the fixture record book and giving a copy of the fixtures list to the staff, filing and keeping the other copy,
5. deleting the records of the goods from the list in situations of loss, diminishment, theft, cycle, etc.,
6. making final movable assets accounts at the end of the year and prepare reports and sending them to Directorate of Strategy Development,
7. carrying out the year-end counting operations of movable assets, and sending the counting schedules to the relevant authority,
8. keeping the usable fixtures returned by the unit, deleting the damaged, irreparable goods from the records or leaving them with official report to the determined place,

9. meeting the material demands of the staff with the approval of the director in the ratio of the store availability, and making preliminary work for the purchase of necessary materials,
10. recording the goods provided through the grant,
11. preparing the records of the revolving fund at the end of the year in accordance with the directive of revolving fund, and ensuring that it is signed and sent to the relevant units,
12. constantly refreshing their knowledge by following the laws and regulations, and avoiding getting authorities to approve wrong and incomplete transactions,
13. managing, recording and filing such reports as movable receipts, embezzlement receipts, reports of counting etc.,
14. determining the needs for consumption goods and fixtures, and ensuring that the necessary materials are purchased in accordance with the legislations and delivered to the store and got into official records,
15. carrying out the procedures regarding the procurement of services,
16. requesting all kinds of goods-materials from the Revolving Fund on behalf of the school, and preparing the documents and following the procedures,
17. preparing and following up documents requiring preliminary financial control,
18. preparing an annual report,
19. performing other duties assigned by the director vice director and the college secretary.

2.9. Coordination Unit

1. organizing the school works such as cleaning, maintenance, repair, heating, transportation, safety etc, and ensuring that they are carried out,
2. coordinating all necessary organizations related to social activities,
3. being responsible for performing other duties assigned by the director, vice director and college secretary.

2.10. Student Affairs Office

1. following the incoming documents and making the correspondence works of the unit,
2. entering and controlling the data related to Student Affairs Information System,
3. registering students who are enrolled in Gazi University and who will receive preparatory education, and preparing a registration list,
4. making preparations for the proficiency and placement exams, and announcing them,
5. assigning students to the classes according to the exam results,
6. making all kinds of correspondence about the student,
7. following the reports and leaves of absence brought by the students, and preparing the make-up exam lists,
8. making the necessary arrangements on the student information system,
9. organizing the data for the preparation of the annual report - Information Retrieval Report,
10. organizing the payroll sheets of part-time working students if any,
11. announcing and sending the exam results,
12. doing in-term and end-of-term statistics,
13. carrying out the archiving procedures in Student Affairs Office,
14. ensuring the implementation of student discipline procedures,
15. doing the required preparations about the proficiency exam for Basic Foreign Language Courses and reporting the results,
16. doing the required preparations about Foreign Relations Office exams such as Farabi / Erasmus and announcing the results.
17. submitting the petition letters of objection to exam results given by the students and forwarding them to the relevant units,
18. performing other duties assigned by the director, vice directors and college secretary.

2. 11. Staff Services Unit

1. knowing the legislation about academic and administrative staff, following up the changes and archiving them,

2. archiving data about academic and administrative staff,
3. making internal and external correspondence about academic and administrative staff,
4. following the promotion works of academic and administrative staff, and making the necessary correspondence,
5. following the process of appointment, promotion, reappointment, change and renewal of academic and administrative staff,
6. following and finalizing the dismissal and retirement of academic and administrative staff,
7. following the assignments of academic and administrative staff at home and abroad,
8. getting the academic and administrative staff to start working after the deadline of medical reports, notifying the Rectorate in written, giving it to accrual unit for the necessary deductions, and making correspondence with staff in other units,
9. ensuring that the lists of academic and administrative staff working in the units are kept up-to-date,
10. following and archiving the declaration of property procedures of academic and administrative staff,
11. following personal rights of academic and administrative staff as birth, marriage, death etc.,
12. fulfilling other duties assigned by the Director, Vice Director and College Secretary.

2.12. Accounting Officer

1. preparing the salary, promotion, family allowance, child allowance, clothing allowance, maternity allowance, death allowance and minimum subsistence payrolls of academic and administrative staff and preparing payment orders,
2. uploading social security related works and transactions of academic and administrative staff on the Social Security Institution (SSI) information system on the internet,
3. following up the accounts of the staff regarding the deductions such as execution and loan, performing and finalizing the works related to these deductions, and informing the relevant units,

4. preparing travelling allowance for the temporary or permanent duties of the staff and forwarding it to the relevant units,
5. ensuring the payment of invoices such as electricity, telephone, water, natural gas and the realization of the payments,
6. informing the relevant faculties about the quarterly payrolls of the academic staff in written,
7. making preparations for college budget,
8. performing of other duties assigned by the college director, vice director and college secretary

3. ACADEMIC UNITS

3.1. Administrative Coordination Unit

The Administrative Coordination Unit is responsible for the following tasks:

1. ensuring the coordination between the StudentAffairs Office and the CFL Student Affairs Office to make the list of students who will take the proficiency exam,
2. appointing an examiner, faculty officer, hall president and invigilator for the proficiency exam,
3. ensuring the coordination between the relevant faculties and CFL via college secretary in order to make necessary preparations for proficiency exam to run smoothly,
4. creating the classes at the beginning of each academic semester and providing the distribution of instructors according to levels / faculties and classes together with the vice directors and the chair of the Department of Basic Languages,
5. determining which faculties instructors will take their additional course fees from, checking monthly payrolls and being in contact with related faculties,
6. keeping regular records of the instructors who cannot come to the school due to the medical report or legal permission and deducting the additional course fees of the related instructors at the end of each payroll period,
7. following and keeping the records of the entry-exit hours, and informingthe vicedirictors about them on a weekly basis,
8. being in contact with the instructors in unexpected situations such as tardiness, illneses and accidents and informing the relevant units about them,
9. assigning the substitute instructor to the relevant class when necessary,

10. dealing with the disciplinary problems faced by students and instructors and forwarding them to the Directorate of CFL,
11. checking the buildings every day and informing the college secretary about the problems related to physical conditions such as cleaning and lack of materials in the classrooms,
12. working in coordination with the relevant units in the conduct of the courses to be given within the College of Foreign Languages (summer courses, courses for various foreign language proficiency exams, etc.),
13. checking and following the announcements to be made via the website or e-mail,
14. working in coordination with the relevant units in all procedures of the proficiency exam, which will be applied to the students who have registered for departments with compulsory preparatory class at Gazi University via additional placement, lateral transfer, vertical transfer, YÖS (Examination for International Students) or TCS (Examination of Turkish Republics and Related Communities) and Gazi University students,
15. preparing reports on the number of instructors available or needed and the number of classrooms available or needed at CFL, preparing the statistical data and reports of achievement analysis of the students studying at the CFL together with the Student Affairs Office,
16. preparing administrative part of the orientation programs for newly recruited instructors of CFL.

3.2. The Professional Development and Research Unit

The Professional Development and Research Unit is responsible for:

1. organizing and carrying out in-service training programs for the newly recruited teachers, facilitating their adaptation process
2. doing needs analysis to identify the needs of teachers with regard to professional development, organizing and carrying out various in-service development activities, addressing the needs of all teachers,
3. keeping records of the professional development activities
4. informing teachers about any relevant training facilities such as symposiums, workshops and seminars in foreign language teaching,

5. following and participating in relevant professional development activities,
6. facilitating the participation of the instructions in the process by offering options with different professional development tools such as blog, social media, newsletter, observation activities,
7. managing research activities within and outside the institution (obtaining permission for research, conducting surveys and applications, keeping records),
8. sharing the midterm exams average scores with the instructors regularly during the academic year in order to be able to see the performance of students and comparing them with the overall achievement score at CFL.
9. conducting regular administrative observation activities and being a part of peer reflection activities to enable a continuous development in education and staff quality.

3.3. Program and Materials Development Unit

The coordinator is responsible for the administration of the unit and has the prior responsibility towards the administration of College of Foreign Languages.

Program and Materials Development Unit of Gazi University CFL is responsible for:

1. the preparation of the syllabus, the course materials, portfolio assignments, and the implementation of them by the instructors smoothly,
2. selecting, preparing, distributing and evaluating materials for each level (A1-A2-B1) to be used inside or outside the classroom,
3. preparing weekly, quarterly and annual course syllabi for each level in parallel with the Common European Framework of Languages (CEFR),
4. determining and announcing the deadlines for portfolio assignments, and ensuring their application,
5. doing regular meetings with instructors of each level for which the coordinators are responsible and ensuring that the syllabus / curriculum is implemented simultaneously in all classes,
6. being continuously in contact with Testing and Assessment Unit to report changes in the program / curriculum (if any),

7. receiving feedback from the instructors about the program and portfolio studies throughout the year and making the necessary arrangements in line with this feedback,
8. cooperating with other units and following their activities,
9. attending regular meetings with the instructors, making announcements about the weekly and quarterly programs, gathering and considering the instructors' suggestions / complaints,
10. keeping track of the innovations done in the field in accordance with the vision of Gazi University CFL and reflecting them to the weekly / quarterly / annual program.

* The coordinators of the preparatory classes of Arabic, German and French are responsible for fulfilling all duties and responsibilities of Program and Material Development unit.

3.4. Testing and Assessment Unit

The coordinator is responsible for the administration of the unit and has the prior responsibility towards the administration of College of Foreign Languages.

The responsibilities of the Testing and Assessment (TAU) are as follows:

1. checking the questions he / she receives, generating questions in the required sections and giving feedback to the relevant examiner (In this respect, s/he gives the exam back to the examiner for making the necessary changes and ensures that it is ready for printing),
2. placing the announced and unannounced quiz dates determined by the academic coordinators and the TAU coordinator into the exam calendar,
3. attending the weekly meetings with the examiners (The coordinator of TAU participates in the meetings of all levels alternately),
4. making the distribution, control and correction of the content of the exams requested by the Rectorate from TAU and making it ready for printing,
5. preparing exam questions which are similar to the types of questions in the workbook, weekend and weekday materials and textbooks,
6. The examiners submit the exam documents they prepared to the TAU coordinator. The coordinator examines the exam documents and, if any, specifies the changes to be made on the exam documents in written, and the examiners return the corrected exam documents back to coordinator. The coordinator gives the final forms of the exam document together with the examiner by looking at the final version of the exam again.
7. collecting the exams from the examiners of the relevant level after the exams are applied, and keeping them in the external hard drive of CFL,

8. preparing assessment rubrics for writing and speaking skills,
 9. keeping in touch with academic and administrative coordinators during the academic year,
- * The coordinators of the preparatory classes of Arabic, German and French are responsible for fulfilling all duties and responsibilities of testing and assessment unit.

3.5. Quality Assurance Unit

The duties of the accreditation unit are as follows:

1. collecting the necessary documents for the accreditation process,
2. keeping the official reports of the meetings,
3. preparing the handbooks,
4. collecting and filing evidence,
5. making the necessary updates for the annual quality review visit,
6. working in coordination with the relevant units in this process.

3.6. Education Coordination and External Affairs Unit

This new unit organizes the courses to be opened by GU CFL in order to meet the demands of other institutions and individuals for foreign language education, in addition to the regular education and training activities of our School. The unit organizes the requirements such as personnel, course materials, assessment and evaluation tools necessary for these courses. The coordinatorship, which provides communication with institutions and individuals requesting educational support, also helps GU CFL to work together with other units of the university such as GUZEM (GU Distance Education Center).

3.7. Social Affairs and Contribution to Community Unit

This newest unit of Gazi University School of Foreign Languages aims to organize social events, seminars activities and meetings on social issues and social responsibility campaigns that may encourage the participation of our students and staff to voluntary community service projects, as one of the important goals of our university is to raise awareness and support the individuals to contribute to the society.

4. TEACHING STAFF

Instructors who are responsible for conducting the courses are expected to implement the weekly course programs prepared by the Program and Material Development Unit effectively, giving feedback to this unit about the teaching process and course materials, giving feedback to TAU for exams, and attending the meetings announced by CFL.

5. SELF-STUDY CENTERS

Language Laboratories

GU CFL has three language laboratories established to support “autonomous learning”. There are 40 computers and headphones in the laboratories that contribute to the students’ development of skills in their target languages. With these computers, students can access materials to help improve their language skills. These materials include exemplary exams as well as various programs and activities that improve grammar, vocabulary, reading, writing, speaking and listening skills.

Study Room

The study room has various periodicals, dictionaries, grammar, vocabulary books and readers in target languages. The students can study or read in this room. They have the chance of borrowing readers. The working days and hours of the language laboratories and the study room are written on the door of the study room in Block A.

6. OUR PRINCIPLES

6.1. Curriculum Development Policy

The main purpose of GU CFL, which is aligned with the mission and vision of Gazi University, is to provide students who have got into departments requiring good level of foreign language but who do not have it, with an effective and efficient language learning process and to enable them to continue their undergraduate education program more efficiently. GU CFL aims to ensure that the students studying in the Department of Basic Languages reach the level of B2 according to the Common European Framework of Reference for Languages at the end of one year of foreign language education. In this context, GU CFL aims to provide a suitable learning environment for its students in the language education process in order to ensure that they reach the language level they need. For this purpose, the Basic Languages Education program is established on the basis of CEFR. In this context, weekly, quarterly and annual syllabi, textbooks, materials, computer-assisted activities and evaluation rubrics are compatible with each other

under continuous evaluation and revision. The main purpose of the program in the Department of at CFL, which is aligned with the mission and vision of Gazi University, is to ensure that the students who do not receive preparatory class remain in touch with the English language throughout their education. Thus, it also aims students to convert their acquired knowledge in the courses taken during four or eight semesters into real life behaviour.

6.2. Assessment and Evaluation Policy

Within the Department of Basic Languages, the assessment and evaluation process is based on the principle of equality, and it is aimed to evaluate the performance of students throughout the year in a regular and planned manner. In the Department of Basic Languages, assessment and evaluation are based on four language skills. In this context, students' achievement levels are evaluated through a certain number of quizzes, midterm exams, final exam and portfolio studies (See Student Handbook 3.4, 3.5 for detailed information).

In the Department of Modern Languages, a midterm exam affecting 30% of the passing grade, two quizzes, 1 practice and 1 project affecting 30% and a final exam affecting the passing grade by 40% are conducted. There is a make-up exam for the students who cannot attend the midterm exams due to documented health problems or any of the excuses stated in the school directive, and there is another make-up exam for the students who fail the final exam. The questions are the same for students of the same level and are conducted on the same day on all campuses. Exams for students of the same level are conducted simultaneously. In these exams, students' use of language and reading skills are assessed. In the quizzes, practice, and project, the four basic language skills are assessed.

In the Department of Modern Languages, exams are administered jointly at the relevant faculties and vocational colleges of higher education at the appropriate date to be determined by the Student Affairs Office (SAO) between the dates specified on the academic calendar. After the finalization of this process, the necessary information is provided for the instructors who teach the courses. All instructors are appointed as invigilators in their own faculties, and the results of the examinations are announced to the students by the relevant instructors.

6.2.1. Invigilation Policy

It is important for GU CFL to ensure that all the exams are conducted in a fair and secure manner and that a suitable environment is provided for all students to sit the exams. Invigilators play an important role in this regard. In order for the examinations to be administered to the same standards, GU CFL makes the necessary arrangements and takes the necessary measures to carry

out the invigilation processes in all examinations with the utmost care (See Quality Manual 6.6 for detailed information).

6.2.2. Marking Policy

For GU CFL, it is very important to monitor the development of the students and to give feedback to the students and instructors in their learning and teaching processes. In this respect, all grading procedures are carried out according to the same basic principles in both units of GU CFL. All measures are taken by the institution to ensure that the scoring is carried out in a fair, impartial and transparent manner. To this end, first of all, the instructors evaluating the exam are informed about the targeted learning outcomes and which parts of the exams are intended to measure which outcomes expected from the students for successful completion of these sections.

All instructors at GU CFL are supposed to adhere to the marking policies and to carry out the grading and subsequent feedback processes according to these principles. Thus, in the process of grading and giving feedback to the students, all instructors are expected to have the same approach and transfer them to the students in the same way.

The grading process is very important in monitoring students' process of learning and use of language effectively and providing feedback to both students and instructors. In the Department of Modern Languages, the grading process is carried out with optical readers in the midterm and final exams, and the students are given feedback through the relevant instructors. In the quizzes, feedback is provided according to the type of exam prepared, the students' progress is monitored, and the students are informed about their progress. (See Quality handbook 6.7.)

6.2.3. Feedback Policy

After the exams are evaluated, the papers are distributed to the students on the date determined by TAU, their grades are announced, the answer key is provided, feedback is given and finally the papers are collected. On the date determined by TAU, the instructors enter the grades of their class into student information system and submit the exam documents to the relevant unit and lists to Student Affairs Office. After the midterm exams applied in the Department of Basic Languages, the grades of the students are analyzed by the Professional Development and Research Unit, the averages of the classes are calculated and the tables for skill distribution are shared with all instructors. The instructors inform their classes.

6.2.4. Appeal Policy

Students may object to the results of the examination due to errors to the Student Affairs Office within five working days after the announcement of the exam results. Appeals are submitted after the expiry date of appeals determined by TAU. After doing the necessary examinations, TAU submits the results to the Student Affairs Office. Student Affairs Office notifies the students of the results of the appeals.

6.2.5. Method to be Followed in Case of Cheating

It is the invigilator's responsibility to administer the exam in accordance with exam rules at GU CFL. Students are informed about exam rules in written in the student handbook during the exam. Additionally, students are asked to remove the course materials and turn off their mobile phones and put them on the teacher's desk. Provisions of the legislation are applied to the student who is reported to cheat in the exam.

6.2.6. Academic Honesty Statement

Students are required to comply with academic honesty and meet the needs of the Honor Code. Academic dishonesty means cheating, cheating attempts, plagiarizing, fabricating information or references, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting the work of another person, copying parts of the academic work of other students or any similar activities related to student work. Any kind of academic dishonesty is an act of violating academic regulations and becomes the reason for a disciplinary action and also may be the reason for failing an assignment or a course.

For your safety, please make sure that you follow these steps:

- Do not share your password with anyone and always log out when you are finished using the platforms for online education. Change your password if you think someone else might know it.
- All content (image, video and etc.) shared within this community reflects acceptable academic standards and is confidential. You are expected to use discretion accordingly.
- Contents in all materials made available on the course pages or sent to students via different means for course purposes (i.e. writing, audio, picture, image, photograph, video) belong to the relevant copyright owners, and are protected under the Law on

Intellectual and Artistic Works, Commercial Law, Civil Law, Code of Obligations, Law on the Protection of Personal Data, Turkish Criminal Law, and other special laws. Infringers shall be concurrently subject to disciplinary, legal, and penal sanctions as per both the relevant legislations and school disciplinary law.

- Be careful with plagiarism and copyright. Always give accurate and appropriate credit when you use someone else's words and ideas. For more and detailed information, please read the official statement of our university:

https://senato.gazi.edu.tr/upload/13_1453371736.pdf

- Ensure that you use artificial intelligence applications within the framework specified by the course instructor or the university.

6.3. Methods of Recruitment

Instructors may be appointed on a full-time or hourly basis at GU CFL. Full-time instructors are recruited within the framework of laws and regulations after declaration of their qualifications. The teaching staff with the qualifications determined in accordance with the academic staff employment regulation is recruited. Part-time instructors are employed according to the conditions determined by the CFL. In this context, those who are recruited can take a maximum of 24 lessons per week and receive fee for 24 hours.

6.4. Professional Development Policy

GU CFL attaches great importance to professional development of instructors to maintain an effective learning and teaching process. In this scope, in addition to necessary support and guidance services in accordance with their different needs and interests, instructors are also provided with professional development opportunities. At the beginning of each semester, the Professional Development and Research Unit organizes activities based on needs analysis, individual interviews, student and instructor survey results and the needs of the institution. It regularly informs the instructors about educational opportunities such as conferences, symposiums, workshops and seminars in the field of foreign language education. Different professional development tools such as blogs, social media, newsletters, observation activities are offered to the instructors to facilitate their participation in the process.

Procedures for conducting research at GU CFL are as follows:

1. First of all, a petition letter is filled in for the research studies to be carried out within the school, and the questionnaire, interview questions or scales to be applied are submitted to the PDRU.
2. After the approval from the PDRU, research studies can be done in relevant classes.
3. Researchers are required to share the results of the research with the PDRU after the process is completed.

Procedures for attending at national and international conferences are as follows:

a) Appointment with Payment

- When the acceptance is received from the relevant institution or only participants are requested, the appointment form is submitted to the Secretariat of the Department at least 15 days before, together with the program of the event, acceptance documents, compensation forms and any other attachments.
- The petition submitted reaches the Board of Directors upon the approval of the department. If deemed appropriate, it shall be submitted to the Directorate with a cover letter and then to the Rectorate for the final approval.
- The Financial Affairs Officer should be contacted for the travel expences / fee request.

b) Appointment without payment

- For appointment requests shorter than 7 days, the appointment form with its attachments, if any, must be filled out and submitted to the Secretary of Basic Languages Department.

6.5. Academic Promotion

The Council of Higher Education (YÖK) based on the Annex-4 of the Higher Education Personnel Law dated 11/10/1983 and numbered 2914, an additional fee is paid for the studies performed in the previous academic year. The Academic Promotion Commission within the CFL works in cooperation with GU Rectorate. The preliminary review committee of the Academic Promotion Commission of the Foreign Exchange makes announcements to all instructors of the CFL to prepare their files covering their academic studies. On the announced date, the preliminary examination committee examines the files and the files deemed appropriate according to the criteria determined by the Council of Higher Education are forwarded to the

Director of the CFL. The CFL Directorate submits the files to the Academic Promotion Commission affiliated to the Rectorate. The instructors whose files are accepted receive an incentive allowance in their salary according to the score received. The annual reports and contracts of the instructors are also renewed by the Rectorate.

MA - PhD Programs

All instructors of our school are supported by the Rectorate and the Directorate of the CFL to participate in MA and PhD programs. The instructors who are accepted to these programs are allowed to attend the courses if they submit their course schedules.

6.6. Complaints Policy

In order to prevent any disputes that may be experienced by the staff and students working at the CFL, and to ensure that the staff and students can work in a peaceful environment, CFL gives careful consideration to all complaints by students and staff, and tries to deal with the problems between two parties sensitively. For informal complaints, the parties try to reconcile verbally. However, the complaints made by the petition are submitted to the related units, and the necessary procedures are followed in accordance with the rules and regulations accepted by GU. In case of any problems, the instructors raise the issue to the administrative or academic coordinators. If the problem cannot be solved orally, the instructor can write a petition and submit it to the relevant department. The issue is raised to the relevant vice director by the administrative coordinators. The administrative staff of the college also raise the problems they have experienced to the vice director to whom they are affiliated. If the problem cannot be solved through communication, the administrative staff can communicate with the vice director with a written petition.

6.7. Quality Improvement Principle

GU CFL implements an educational policy within the scope of international external evaluation criteria in order to reach its strategic goals determined in relation to its mission, vision and core values in its courses, teaching methods, staff training, staff and student performance evaluation, assessment methods and resources. Our quality policy ensures that the academic needs of each student are met and that the results associated with the goals of the college. In order to provide a quality education and to ensure that the institution is in full compliance with international standards in foreign language teaching, GU CFL conducts applications in line with the students' needs in addition to sustainable assessment studies. In this context, it receives regular feedback from students and instructors. In addition, the academic units and coordinators have regular

meetings at the beginning and end of the semester. The principle of the CFL is to improve the language awareness and knowledge of the students by providing high quality English education and also to provide the necessary English communication skills in social life.

GU CFL aims to improve its quality in all its educational activities in line with the following objectives:

1. to provide educational activities aimed at improving the academic knowledge and skills that students need in language learning processes
2. to increase teaching and evaluation standards
3. to initiate the accreditation process to achieve international compliance
4. to improve the school management systems
5. to increase professional development opportunities
6. to provide quality assurance
7. to ensure that the academic and administrative staff and the students take an active role in quality assurance processes
8. to enrich the institutional culture by cooperating with different institutions

The practices carried out in order to improve the quality at GU CFL include questionnaires applied to students or instructors for semester / end of year evaluation, surveys applied to instructors for evaluation of academic units, and lastly, small group meetings where oral feedback can be gathered.

6.7.1. Staff Orientation

With the orientation program, GU CFL aims to facilitate the adaptation process of the newly recruited instructors to institutional issues such as the functioning of the institution and the course flow. As each institution has its own assessment style, use of materials, and learner expectations, instructors should complete this orientation program in order to adapt to the institution as soon as possible and in order to avoid any academic and operational problems. In this context, the newly recruited instructors complete the processes such as the introduction of academic units, class observation and exam observation, and then go on to the teaching stage.

6.7.2. Continuous Professional Development

GU CFL is an institution that has the mission of supporting continuous professional development. In this regard, it has had a Professional Development Unit since 2011. In 2018-2019 academic year, it went through a restructuring process and as of this year, it continues its activities as Professional Development and Research Unit. In addition to staff orientation, some other opportunities are offered to the staff.

In-service training: The in-service training program mainly consists of workshops, seminars and classroom observations. The workshops are determined by the staff of the PDRU with a need analysis procedure at the beginning or end of the year in relation to the needs, interests and expectations of language instructors. Workshops are held regularly on pre-determined dates throughout the academic year. In addition, seminars are held by different experts based on the interests and needs of language instructors. The main purpose of the workshops and seminars is to provide language instructors with practical knowledge they can utilize in their classrooms and motivation for learning innovations in the field of language teaching.

We in social media: It is possible to follow PDR unit on Instagram (@gazydyomeslekigelisim) in social media.

Reflections: In-class reflection system is applied and controlled by PDRU staff and other instructors to share their knowledge, experiences and insights into classroom practices with each other. The reflection system consists of three processes: 1) Administrative Reflections carried by unit heads and Chairpersons 2) Peer Reflections, in which lecturers invite a partner/colleague to their classes and 3) Buzz Reflections by CFL Administration, which are real-time/instant visits to classes.

Blog: Blog can also be followed by instructors for professional development. The blog created for continuous professional development provides access to resources with relevant topics.

- Announcements about professional development activities
- ELT seminars and webinars
- Workshops
- Teacher training opportunities
- Suggestions section
- Useful links to be used in the classroom

6.7.3. Other Events

Swapshop: The Swapshop event, where the participants share the activities or games they use in their classrooms and find both effective and fun, is held every semester by PDRU.

Presentations: There are meetings in which the teaching staff members enrolled in or graduated from an MA or PhD program share the researches they are conducting on language teaching topics or deliver speeches on their theses.

6.8. Decision-Making Policy

Decision-making process at GU CFL is conducted in accordance with mission and vision of the institution. The ideas of every individual are valued and considered during the decision-making process and the decisions taken are shared with the instructors and students. New decisions taken in the meetings held regularly by the Program and Materials Development Unit and the regulations regarding the syllabus are shared with the instructors. The thoughts and suggestions of the instructors are listened. Testing and Assessment Unit receives the opinions and suggestions of the instructors after each exam. The opinions and suggestions gathered from the meetings are evaluated by the relevant units.

7. ISSUES RELATED TO ACADEMIC STAFF

7.1. Working Hours

The working hours of the instructors are determined by Directorate of CFL according to the syllabus of the academic year.

Then, at the beginning of each semester, the instructors are notified about the working hours and the unit that they will work via electronic document management system.

The working hours of the instructors assigned in the units are different from those of the other instructors as they have to work overtime. In addition, if necessary, all instructors may be appointed by the Directorate of Higher Education outside of class hours. It is important that the instructors comply with the entry and exit times. Therefore, all instructors must start and finish the courses on time. For various reasons, the instructors who have to start the first course with a delay or who have to leave the class during the course hours are required to inform the administrative coordinators immediately.

7.2. Entries in Student Database

Instructors working in the Department of Basic Languages are required to enter their students' grades and absenteeism records at <http://obs.gazi.edu.tr/> within the time periods announced by the Administrative Coordination Unit before each academic term. In addition, after the instructors have completed their grade entry via the Internet, they are required to take the transcripts with the student signatures to the Student Affairs Office; the exam documents (the booklet, etc.) should be handed over to the place determined by testing and assessment unit by signature. The instructors in the Department of Modern Languages are required to complete their grade entry at <https://obs.gazi.edu.tr/> between the dates specified in the academic calendar.

7.3. Medical Report and Other Leaves of Absence

- For medical reports and leaves of absence, instructors are subject to the provisions of the Law No. 657 on Civil Servants and the Law No.2547 on Higher Education.

In order to prevent disruption of academic and administrative activities in the institution, the procedures for medical reports and other leaves of absence in the Department of Basic Languages are given below:

- In the case that full-time instructors receive medical reports due to health problems, they should take a full-length photo of the report and send it to the administrative coordinators on the day of the report. On the first working day after getting the report, the original report must be submitted to the administrative coordinators.
- Part-time instructors are required to submit the original health report to the the accounting unit of the faculties where they are the paid and the photocopies of the health report to the administrative coordinators. Additional course fees are deducted for the days of medical report.
- The authority to grant permission to the instructors belongs to the directors and vice-directors. Therefore, in cases of full or part-time leave, the instructors should first consult to director or vice director and then inform the administrative coordinators. When instructors are on full-day leave due to health problems, they are required to submit the inspection documents or escort form received during working hours to the administrative coordinators.
- The authority to grant permission to the instructors belongs to the directors and vice-directors. Therefore, in case of full or part-time leave, the instructors should first consult to director or vice director and then inform the administrative coordinators. When instructors are on full-day leave due to health problems, they are required to submit the health inspection documents or patient escort form received during working hours to the administrative coordinators.

- For other cases, the instructors are required to get an excuse permit through the Electronic Documents Management System before the day of their leave. In cases when half-day leave (before noon or afternoon) is permitted, the instructors should come to the Administrative Coordinating Unit and submit the instructor's absence request form. In cases when the part-time instructors are on full or half- day leave, they should also come to the Administrative Coordinating Unit and fill in the instructor's absence request form. Additional fees are deducted for the days and hours when the instructors leave.
- Annual leave of absence is a type of leave that can be taken when the higher education institution is not in session and it must be obtained through electronic documents management system. In the case of annual leave for abroad, first permission must be obtained through Electronic Documents Management System, and after the completion of the wet signature process, instructors must apply to the institution with a wet signed petition.
- The approved absences due to academic excuses are the type of permission granted by academic staff for academic studies (conference presentations, projects, etc.) to be carried out at home or abroad when the CFL is in session, and must be obtained through the EDMS. After the completion of the wet signature process, the instructor must apply to the institution with a wet signed petition together with the invitation letter sent to them.
- Leaves for paternity, birth, death and marriage must also be obtained through the Electronic Documents Management System and the relevant document must be submitted to the Personnel Affairs.

The procedure for using health reports and leave of absences of the instructors employed in the Department of Modern Languages are as follows:

- When instructors receive reports due to health problems, they are required to submit their reports to the accounting unit of the faculty in which they are assigned to teach. In addition, they should meet with the secretariat of the related faculty in order to determine the days of the make-up courses for the days that s/he cannot attend.
- In case instructors need permission, they should contact the related units of the faculty.
- The procedures and principles of the Department of Basic Languages are valid for the annual leave of the instructors.

Instructors working in the Departments of Basic and Modern Languages may consult with their supervisor for leaves other than those mentioned above.

7.4. Following the Announcements

All instructors are obliged to follow up the announcements received from the administrative units and to comply with the specified issues.

Administrative and academic announcements can be communicated directly to the person via Electronic Documents Management System or via e-mail by the heads of the units.

7.5. Use of Office Equipments

The instructors are expected to act meticulously in the use of laptops that are embezzled and the fixtures they use in their offices. Instructors can obtain board markers at the beginning of each academic semester from the Supplies Office. In addition, if they have any technical problems with laptops, projectors, internet access, etc. they use in their classrooms, they contact the Support Services Unit.

8. ISSUES RELATED TO ADMINISTRATIVE STAFF

8.1. Working Hours

Administrative staff working at GU CFL is subject to the working hours specified in the Civil Servants Law No. 657.

8.2. Leaves of Absence

Administrative staff working at GU CFL may request leave of absence through Electronic Document Management System in accordance with the provisions of the relevant legislation.

8.3. Use of Office Supplies

All staff at the CFL informs the supplies office about the necessary equipments. The materials provided after the necessary correspondence are given to the staff in return for signature and / or directly.

9. ISSUES RELATED TO STUDENTS

9.1. Attendance

It is the responsibility of the students to keep the track of their absenteeism records. Students who are absent for more than 15% of the total class hours in the academic year are considered unsuccessful in the preparatory education, and they are obliged to take foreign language preparatory education again if they cannot pass the proficiency exam of the following year. The medical reports received from hospitals by the students are not considered valid for absence.

9.2. Course Materials Supply

GU CFL strongly opposes the use of pirated or photocopied textbooks by the students during the education process. Students are instructed to take the course books by the instructors who attend their classes in the first semester of each academic year. Students who have financial difficulties in purchasing the coursebooks are notified to the relevant unit heads by the instructors and financial support is provided to the students. Apart from the coursebooks, the other necessary materials used by the students in the classroom are organized weekly by the Program and Materials Development Unit and these materials are used regularly by the students.

10. RELEVANT LAWS AND REGULATIONS

10.1. Laws

10.1.1. Law on Higher Education

The aim of this law is to define the goals and principles pertaining to higher education and to regulate all higher education institutions' organization schemes, functioning, duties, authority, and responsibilities in connection with education, research, publication, teaching staff, students and other staff of institutions of higher education. This Law numbered 2547 was adopted on 4/11/1981.

10.1.2. Law on Higher Education Personnel

The purpose of this law is to classify staff in Law of Higher Education (Law Number: 2547, Date of ratification: 4/11/1981), to regulate their salaries and additional indicators, to determine conditions for degree promotion, rank advance and utilization of social rights, to specify the amounts for extra class fee, university, development and administrative duty benefits, and to designate the procedures and principles for hiring retired or foreign staff.

10.2. Regulations

All regulations are in Turkish and can be found on the webpage:

<https://ydyo.gazi.edu.tr/view/page/289420/yonetmelikleryonergeler>

10.2.1. Gazi University College of Foreign Languages Examination Regulations

The aim of GU CFL Examination Regulation is to determine the procedures and principles of the exams to be held.

10.2.2. Gazi University Regulations on Student Discipline

The purpose of the GU Student Discipline Regulation is to provide a legal basis to the staff who will implement the regulation by describing a number of negative situations that may disrupt public peace, and the sanctions and penalties to be imposed on those responsible.

10.3. Directives

10.3.1. Directive of Gazi University Undergraduate Education and Examination

The aim of Directive of GU Undergraduate Education and Examination is to determine the procedures and principles to be applied in exams.

10.3.2. Directive of Gazi University Preparatory Class Proficiency Exam

The purpose of the Directive of GU Preparatory Class Proficiency Exam is to determine the procedures and principles to be applied in the proficiency exam.