



ISTANBUL COMMERCE  
UNIVERSITY

***ISTANBUL COMMERCE  
UNIVERSITY***

***ENGLISH PREPARATORY  
PROGRAM***

***Only Success, Nothing Less.***

***STRATEGIC  
PLAN  
2016-2019***

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## FOREWORD



Since our first doors opened in 2001, we have had the privilege of teaching English to the associate, undergraduate, graduate or postgraduate students of Istanbul Commerce University. From the very first days, we have always aimed to improve the quality of teaching and learning offered in the English Preparatory Program by placing the needs and wants of our program students and the other stakeholders to the core of everything we have done. As the English Preparatory Program organization, we have continuously been seeking to reach a sound and sustainable quality level that can enable all our program students to achieve their whole potential and develop all their linguistic knowledge and skills to the full. In order for our program to be successful, we are well aware that we need to design and build it on the foundations of realistic analyses and carefully thought-out planning processes. Our 3-year strategic plan is, actually, the product of the overall educational planning process of ICU English Preparatory Program and could be considered as a set of informed and valued decisions about what, why, how and when to do it.

The 3-year strategic plan of ICU English Preparatory Program essentially takes the rapidly-changing nature of the educational environment into consideration and it is designed to be sensitive and responsive to the related environmental changes with its immense flexibility and dynamism. That is to say, it always allows for adjustments in light of new developments in the course of its implementation. Whether these changes or developments are social, cultural, perceptual, academic, institutional, budgetary, or of another sort, it is of crucial importance for our strategic plan to articulate our own institution's priorities in a way that withstands and adapts to the never-ending changing internal and external conditions.

The defining characteristic of our 3-year strategic plan is its unbiased and unconditional inclusiveness. All the stakeholders of the ICU EPP have always had a voice in the preparation of our strategic plan, so it could be deemed as a collective mind map of all the people involved in this participatory and collaborative planning process.

It is obvious that there is no perfect way of conducting strategic planning. Every educational organization has its own unique conditions or realities around which the plans needed are shaped. Although we have basically followed some certain steps in forming our strategic plan such as internal and external analyses or measurable goal setting, we have tried to do it the way that suits or will best serve our own organization. The concrete goals and objectives set forth in our strategic plan are to be regularly monitored and gauged through related performance realization. If need be, some corrective steps could be taken in our strategic plan to compensate for the unanticipated conditions or uncalculated results, but the content framework of the plan is to be kept intact.

Our organizational understanding is that 'a goal without a plan is just a wish'. Through strategic planning, we firmly believe that we can make all our wishes real either now or in the foreseeable future.

***Ersoy M. UÇAR MA., MSc., MEd.***

***English Preparatory Program Coordinator (Dep.)***



# 1. PRESENT SITUATION ANALYSIS

## 1.1. HISTORY & FOUNDATION



Founded by Istanbul Chamber of Commerce, Educational and Social Services Foundation, Istanbul Commerce University accepted students for the first time in year 2001. It is one of the first non-profit private universities of Turkey.

The highest decision making body of Istanbul Commerce University is the Board of Trustees. The Board of Trustees is appointed by Istanbul Chamber of Commerce, Educational and Social Services Foundation. The idea of Istanbul Commerce University was conceived by Prof. Dr. İsmail Özarıslan, the first Chairman of the Board of Trustees of the University, and the General Secretary of Istanbul Chamber of Commerce. ICU began its teaching story with 73 students enrolled through additional placement in the academic year 2001-2002.

Istanbul Commerce University, located in the heart of Istanbul; one of the leading cultural capitals of the world, continues to its educational journey with the awareness of the responsibility of bringing the scientific, historical and cultural inheritance of millennia to the future.

Thanks to the quality of its teaching programs and instructors, as well as technical equipment and the future vision offered to its students, thirteen years later our student count reached 7 thousand, taught by a faculty of over 300, in contrast to just 73 students in the beginning. The reputation ICU achieved within a short time is only reinforced with hundreds of international and national publications each year. Various awards accorded and events organized only lead to further heights.

A most crucial characteristic that helps ICU stand out with excellent qualities is its location in the central and select parts of Istanbul, one of the cultural capitals of the world. The location of Istanbul Commerce University at the heart of Istanbul allows it to keep the pulse of the contemporary world, to keep its vision open for the world and the future, to bring national as well as global culture, science, arts and economics together, providing the university with an active, innovative and pioneering perspective.

Sütlüce campus of Istanbul Commerce University is located on the shores of the historical peninsula of Istanbul, in the midst of historical sites, and right beside centers of commerce. Küçükyalı campus is located in a select neighborhood of Istanbul offers a healthy feeling of city life to the students.

Istanbul Commerce University reaches forward to provide a universal education, encouraging integration without severing the theory and practice from the facts of life, providing sufficient professional qualifications, instilling an awareness of scientific and technological developments.

ICU not only offers its students the chance to receive part of their education abroad through exchange programs, but also accepts exchange students from abroad, in order to provide its students an international environment at home.

Istanbul Commerce University represents a perspective of responsibility towards new horizons illuminated, grasping the age on the basis of its own geography and values of civilization with an inquisitive mind.

Istanbul Commerce University considers its students as individuals who are capable of shouldering the responsibility of the society and age one lives in. Students at ICU are equipped with practical skills at global standards, to complement principles and values to be instilled throughout the term of education. Istanbul Commerce University raises not only academically capable graduates, but only prospective employees for public and private organizations and entities, thanks to educational programs enabling students to establish connections with the business world as well. Istanbul Commerce University furthers its scientific contributions through national and international research, projects, and publications, while raising and developing the prototypes of qualified human resources required by the country, making full use of the information technologies.

ICU continuously revises and updates its academic programs and innovates itself, in order to monitor, interpret and try science and technology at an international scale, and to contribute to the society.

Istanbul Commerce University cooperates with numerous universities in Germany, United Kingdom, Sweden, France, Spain, Italy, Poland and Greece and participates in Erasmus, Mevlana and Farabi Exchange Programs. In addition to the monthly magazine, "Italic", the university publishes two scientific journals with peer review. Istanbul Commerce University also incorporates more than 50 student clubs enabling the students to develop themselves. Social clubs of Theater, Music, and Dance in addition to sports clubs of Football, Basketball, Volleyball and Tennis are active. The university's clubs achieve success in competitions and events held in Istanbul and Turkey. Frequent scientific meetings, panels, forums, talks and exhibitions held in Istanbul Commerce University directs the attention of the students and the public towards the problems faced by the country and the world.

Istanbul Commerce University English Preparatory Program has been providing quality language services to the university students and community since the establishment of Istanbul Commerce University. We teach a full range of English language courses to preparatory, undergraduate and postgraduate students, as well as offering some exclusive English courses in cooperation with Life-long Learning Center. We also offer all our students the opportunity to learn second foreign languages such as Russian, German, French, Spanish, Japanese, etc.



## 1.2. LEGAL GROUND

23 Mart 2016 ÇARŞAMBA

Resmî Gazete

Sayı : 29662

### YÖNETMELİK

Yükseköğretim Kurulu Başkanlığından:

#### YÜKSEKÖĞRETİM KURUMLARINDA YABANCI DİL ÖĞRETİMİ VE YABANCI DİLLE ÖĞRETİM YAPILMASINDA UYULACAK ESASLARA İLİŞKİN YÖNETMELİK

#### BİRİNCİ BÖLÜM

#### Amaç, Kapsam, Dayanak ve Tanımlar

##### Amaç

**MADDE 1 – (1)** Bu Yönetmeliğin amacı, yükseköğretim kurumlarında yabancı dil öğretimine ve yabancı dille öğretimin amaç, kapsam, uygulama ve değerlendirme hususlarına ilişkin usul ve esasları düzenlemektir.

##### Kapsam

**MADDE 2 – (1)** Bu Yönetmelik, 4/11/1981 tarihli ve 2547 sayılı Yükseköğretim Kanununa tabi olarak kurulan yükseköğretim kurumlarında yapılan her türdeki yabancı dil öğretimi ve yabancı dille öğretimi kapsar.

##### Dayanak

**MADDE 3 – (1)** Bu Yönetmelik, 4/11/1981 tarihli ve 2547 sayılı Yükseköğretim Kanununun 5 inci maddesinin birinci fıkrasının (ı) bendi, 44 üncü ve 49 uncu maddeleri ile 14/10/1983 tarihli ve 2923 sayılı Yabancı Dil Eğitimi ve Öğretimi ile Türk Vatandaşlarının Farklı Dil ve Lehçelerinin Öğrenilmesi Hakkında Kanunun 3 üncü maddesine dayanılarak hazırlanmıştır.

##### Tanımlar

**MADDE 4 – (1)** Bu Yönetmelikte geçen;

- a) İsteğe bağlı hazırlık sınıfı: Öğrencilerin kayıtlı olduğu, öğretim dili tamamen Türkçe olan programın ilk yarıyılından önce talepleri halinde alacağı yabancı dil eğitimi,
- b) Kısmen yabancı dil eğitimi: Programda verilen derslerin toplam kredisinin en az %30'unun yabancı dilde verildiği eğitimi,
- c) Seviye tespit sınavı: Öğrencinin hazırlık sınıfı eğitimine hangi düzeyden devam edeceğini belirleyen sınavı,
- ç) Türkiye Yükseköğretim Yeterlilikler Çerçevesi: Avrupa ve Türkiye Yeterlilikler Çerçevesi ile uyumlu olacak şekilde tasarlanan ve yükseköğretim düzeylerine yönelik eğitim ve öğretim programlarını içeren yeterlilikler çerçevesini,
- d) Yabancı dilde eğitim: Programın öğretim müfredatının tamamının yabancı dilde verildiği eğitimi,
- e) Yeterlilik sınavı: Öğrencinin program için istenen yabancı dil düzeyi ile yeterliliğine sahip olup olmadığını veya yabancı dil yeterliliğini kazanıp kazanmadığını ölçen sınavları,
- f) Zorunlu hazırlık sınıfı: Öğretim dili tamamen veya kısmen yabancı dil olan programlarda öğrencinin devam etmek zorunda olduğu yabancı dil eğitimi, ifade eder.

## İKİNCİ BÖLÜM Yabancı Dil Öğretimi ve Denetim

### Yabancı dil öğretiminin ve yabancı dilde öğretimin amacı

**MADDE 5 – (1)** Yabancı dil öğretiminin amacı, öğrenciye aldığı yabancı dilin temel kurallarını öğretmeyi, yabancı dil kelime haznelerini geliştirmeyi, yabancı dilde okuduğunu ve duyduğunu anlayabilmeyi ve kendisini sözlü veya yazılı olarak ifade edebilmeyi; yabancı dilde öğretimin amacı ise önlisans, lisans ve lisansüstü diploma programı mezunlarının alanlarına ilişkin yabancı dil yeterliliklerini kazanmalarını sağlamaktır.

### Yabancı dil yeterlilik ve seviye tespit sınavları

**MADDE 6 – (1)** Öğretim dili kısmen veya tamamen yabancı dilde olan yükseköğretim programına ilk defa kayıt yaptıran öğrenciler, kayıt yaptırdığı öğretim yılının başında, yükseköğretim kurumları tarafından düzenlenen yabancı dil seviye tespit ve/veya yeterlilik sınavına tabi tutulurlar. Yükseköğretim kurumları, senato kararı ile yabancı dil seviye tespit sınavı ile yeterlilik sınavını tek bir sınav veya ayrı ayrı sınavlar halinde uygulayabilir.

(2) Yabancı dil yeterlilik ve/veya seviye tespit sınavından alınan puana göre öğrencinin yabancı dil hazırlık sınıfından muaf olup olmadığı ile yabancı dil hazırlık sınıfında hangi seviyeden öğrenim göreceği belirlenir.

(3) Aşağıdaki öğrenciler yabancı dil seviye tespit ve yeterlilik sınavından muafır:

a) En az son üç yılında, öğretim dili olarak belirlenen yabancı dilin anadili olarak konuşulduğu bir ülkede o ülke vatandaşlarının devam ettiği ortaöğretim kurumlarında eğitim görüp ortaöğrenimini bu kurumlarda tamamlayanlar.

b) Yükseköğretim Kurulu tarafından kabul edilen merkezi yabancı dil sınavları ile eşdeğerliği kabul edilen uluslararası yabancı dil sınavlarında yükseköğretim kurumu senatosunun belirlediği puanla başarılı olanlar.

(4) Üçüncü fıkranın (b) bendi kapsamına giren sınavlarda alınan puanın değerlendirmeye alınabilmesi için, sınavı yapan ilgili kurumlar tarafından belirlenen sınav geçerlilik süresi esas alınır. Sınavın geçerlilik süresinin belli olmaması halinde bu süre Yükseköğretim Kurulu tarafından belirlenir.

### Zorunlu yabancı dil dersleri

**MADDE 7 – (1)** Öğretim dili Türkçe olan bir yükseköğretim programına ilk defa kayıt yaptıran öğrencilerin, 2547 sayılı Kanunun 5 inci maddesinin birinci fıkrasının (1) bendi gereğince verilmesi zorunlu olan yabancı dil derslerinden muaf olup olmayacağı, yükseköğretim kurumlarının senato kararıyla bu Yönetmeliğin 6 ncı maddesinde belirtilen seviye tespit ve/veya yeterlik sınavı ile tespit edilebileceği gibi, ayrı bir zorunlu yabancı dil muafiyet sınavı uygulayarak da tespit edilebilir. Muafiyet şartlarını yerine getirmeyen öğrenciler bu dersleri almak ve başarmak zorundadırlar.

(2) Zorunlu yabancı dil dersleri, Türkiye Yükseköğretim Yeterlilikleri Çerçevesinde o düzey için öngörülen yabancı dil bilgi düzeyini karşılayacak şekilde en az iki yarıyıl olarak programlanır.

(3) Zorunlu yabancı dil derslerinden muaf olan veya bu dersleri almış ve başarılı olmuş öğrenciler için daha sonraki yarıyıllarda seçmeli yabancı dil dersleri açılabilir.

### Yabancı dille öğretim ve yabancı dil hazırlık sınıfı

**MADDE 8 – (1)** Yükseköğretim kurumlarında önlisans, lisans veya lisansüstü programlarda senato kararı ve Yükseköğretim Kurulunun onayı alınarak kısmen veya tamamen yabancı dilde eğitim verilebilir. Bu programlarda zorunlu hazırlık sınıfı açılır. Hazırlık sınıfı, yükseköğretim kurumları arasında düzenlenen protokole istinaden, Yükseköğretim Kurulunun onayı ile kabul edilen bir başka yükseköğretim kurumunda da açılabilir.

(2) Öğretim dili tamamen Türkçe olan programlarda, meslekî yabancı dil dersleri verilebilir. Bu programlarda zorunlu yabancı dil hazırlık sınıfı açılmaz ancak yükseköğretim kurumunun senato kararı ile isteğe bağlı yabancı dil hazırlık sınıfı açılabilir.

(3) Yükseköğretim kurumları senatoları, hazırlık sınıfı veya başka yollarla yabancı dil yeterliliğinin kazandırılması ve yabancı dil bilgi düzeyinin ölçülmesine ilişkin düzenlemeleri belirler.

(4) Kısmen veya tamamen yabancı dilde eğitim veren programlarda;

a) Hazırlık sınıfı uygulanması zorunludur.

b) Yabancı dil yeterlilik ve/veya seviye tespit sınavında başarılı olanlar ile sınavdan muaf olanlar hariç olmak üzere önlisans, lisans veya lisansüstü programlara kayıt yaptırmış olan öğrenciler yabancı dil hazırlık sınıfına devam etmekle yükümlüdürler. Ancak kendi imkânları ile yabancı dil öğrenmek isteyen öğrencilerden, yükseköğretim kurumunun belirlediği sınavlardan başarılı olmak şartıyla ilgili yönetim kurulunun kararı ile devam mecburiyeti aranmayabilir.

c) Hazırlık sınıfını iki yıl içinde başarı ile tamamlayamayan öğrencilerin programdan ilişiği kesilir.

(5) Bir programda yabancı dille eğitim verilebilmesi veya hazırlık sınıfı açılabilmesi için;

a) En fazla otuz öğrencinin öğrenim görebileceği yabancı dil hazırlık sınıfı dersliklerinin yeterli düzeyde işitsel veya işitsel ve görsel araç ve gereçlerle donatılmış olması,

b) Yabancı dil öğretimi için gerekli olan ders araçlarının yeterli miktarda mevcut olması,

c) Kısmen yabancı dilde eğitim veren programlar için yedinci fıkradaki şartları taşıyan;

1) Lisansüstü programlarda, Yükseköğretim Kurulunun lisansüstü eğitim verilebilmesi için aradığı, alanında asgarî öğretim üyesi sayısı kadar öğretim üyesinin yükseköğretim kurumuna,

2) Bölüm olarak öğrenci alan lisans programlarında, her bir program için alanında en az üçü öğretim üyesi olmak üzere kadrolu dört öğretim elemanının; fakülte olarak öğrenci alan lisans programlarında ise Yükseköğretim Kurulu tarafından belirlenen sayıda öğretim üyesi ve öğretim elemanının talep edilen fakülteye,

3) Önlisans programlarında ise her bir program için en az biri lisansüstü dereceye sahip alanında en az üç öğretim elemanının talep edilen programa,

2547 sayılı Kanun ve ilgili mevzuat hükümlerine göre atamasının yapılmış olması,

ç) Tamamen yabancı dilde eğitim veren programlar için yedinci fıkradaki şartları taşıyan;

1) Bölüm veya programa ilk defa öğrenci alımında Yükseköğretim Kurulu tarafından aranan alanında kadrolu asgarî öğretim üyesinin/elemanının tamamının,

2) Eğitime başladıktan sonra öğretim dili değiştirilmek istenen programlarda ise bölüm kadrosundaki öğretim üyelerinin/elemanlarının tamamının,

2547 sayılı Kanun ve ilgili mevzuat hükümlerine göre atamasının yapılmış olması,

gerekir.

(6) Zorunlu ve isteğe bağlı hazırlık sınıfı açılabilmesi için her 30 öğrenci için ilgili dilde en az bir yabancı dil okutmanının 2547 sayılı Kanun ve ilgili mevzuat hükümlerine göre atamasının yapılmış olması gerekir.

(7) Yükseköğretim kurumlarında yabancı dille verilen derslerin bu dille hâkim olan öğretim elemanları tarafından ve bu dille verilmesi sağlanır. Bu programlarda ancak aşağıdaki şartlardan birini taşıyan öğretim elemanları yabancı dilde ders verebilirler:

a) Türkçe dışındaki öğretim dilinin, öğretim elemanının anadili olması.

b) Öğretim elemanının lisans veya doktora öğreniminin tamamını öğretimin verileceği dilin anadil olarak konuşulduğu ülkede bu dille verildiği bir programda tamamlamış olması.

c) Öğretimin verileceği dilin resmî dil olarak kabul edildiği bir ülkedeki, Yükseköğretim Kurulu tarafından tanınan ve ülkenin resmî dilinde eğitim veren yükseköğretim kurumlarının birinde toplamda en az bir yıl (iki yarıyıl) öğretim elemanı olarak çalışmış ve ders vermiş olması, bu durumu ilgili yükseköğretim kurumundan resmî olarak belgelendirmiş olması ve ilgili yükseköğretim kurumundan ayrılmasının üzerinden en fazla iki yıl geçmiş olması.

ç) Yükseköğretim Kurulu tarafından kabul edilen merkezî yabancı dil sınavları ile eşdeğerliği kabul edilen uluslararası yabancı dil sınavlarından yüz tam puan üzerinden asgarî seksen puanla başarılı olması. (Çalışılan yükseköğretim kurumundan ayrılan ve iki yıldan fazla öğretim elemanlığına ara verenlerin başka bir yükseköğretim kurumuna öğretim elemanı olarak geçişinde de söz konusu merkezi yabancı dil sınav puanlarına ilişkin belgeleri ilgili merkezi sınavın geçerlilik süresine göre yeniden ibraz etmeleri gerekir.)

(8) Yükseköğretim kurumları, öğretim elemanlarının yabancı dilde ders verebilmesine ilişkin yetkinliğini ölçmek ve karar vermek için yedinci fıkranın (ç) bendinde yer alan asgarî puanların üzerinde puan belirleyebilir ve deneme dersi de dâhil ilave şartlar getirebilir.

(9) Yabancı dil hazırlık sınıfında yarıyılık ve yıllık ders kredileri, Türkiye Yükseköğretim Yeterlilikleri Çerçevesinde öğrencinin hazırlık sınıfına başlangıçtaki yabancı dil düzeyi de dikkate alınarak yükseköğretim kurumunun yetkili kurulları tarafından belirlenir.

Hazırlık sınıfında geçirilen süre, öğrencinin önlisans, lisans veya lisansüstü öğrenim programında görmekte yükümlü olduğu derslere ilişkin kredi saatleri bakımından dikkate alınmaz.

(10) 6'ncı madde hükümlerine göre yabancı dil yeterlilik ve/veya seviye tespit sınavından başarılı olanlar ve sınavdan muaf olanlar ile yabancı dil hazırlık sınıfına devam edip yarıyıl veya yıl sonunda yapılan yabancı dil sınavında başarılı olan öğrenciler, yabancı dille verilen önlisans, lisans veya lisansüstü öğretim programına devam etmeye hak kazanır.

(11) Hazırlık sınıfının ikinci yarıyılı sonunda yapılan yabancı dil sınavında başarılı olamayan öğrenci, ilave bir veya iki yarıyıl daha hazırlık sınıfına devam ederek ya da yabancı dil bilgisini kendi imkanlarıyla geliştirerek yarıyıl veya yıl sonunda yapılan yabancı dil sınavında başarılı olduğu veya Yükseköğretim Kurulu tarafından kabul edilen merkezi yabancı dil sınavları ile eşdeğerliği kabul edilen uluslararası yabancı dil sınavlarında üniversite senatosunun belirlediği düzeyde puana sahip olduğunu belgelediği takdirde, girmeye hak kazandığı yabancı dille verilen önlisans, lisans veya lisansüstü öğretim programına devam edebilir.

(12) Öğretim dili Türkçe olmakla birlikte, programında meslekî yabancı dil derslerine yer verilenler de dâhil olmak üzere önlisans, lisans veya lisansüstü programlara devam eden öğrenciler, isteğe bağlı hazırlık sınıfında, ikinci yarıyıl sonunda yapılan yabancı dil sınavında başarılı olamasalar bile, önlisans, lisans veya lisansüstü programlara devam edebilirler. Ancak bu öğrencilerden 7 nci maddenin birinci fıkrası kapsamındaki sınavlardan başarılı olamayanlar 2547 sayılı Kanunun 5 inci maddesinin birinci fıkrasının (ı) bendi gereğince verilmesi zorunlu olan yabancı dil derslerine devam ederler. Öğretim dili Türkçe olan programlarda meslekî yabancı dil dersleri önlisans, lisans ve lisansüstü eğitimleri sırasında öğrencilerin yabancı dil düzeyi dikkate alınarak verilir.

(13) 2547 sayılı Kanunun 5 inci maddesinin birinci fıkrasının (ı) bendi gereğince görmekte yükümlü olduğu yabancı dil dersinde, öğrenciye Türkiye'de görmüş bulunduğu orta öğretimde öğretilenin dışında başka bir yabancı dil, ancak isteğine bağlı olarak öğretilir.

(14) Derslerin sadece belirli bir yabancı dille verildiği programlarda, sınavların bu yabancı dille yapılması, ödev ve tezlerin bu yabancı dille yazılması zorunludur.

(15) Kısmen yabancı dilde eğitim veya yabancı dilde eğitim veren önlisans, lisans ve lisansüstü programına kayıt yaptıran ve yabancı dil hazırlık sınıfına devam etmesine rağmen hazırlık sınıfını iki yıl içinde başarı ile tamamlayamayan öğrencilerin programdan ilişiği kesilir. Hazırlık sınıfında başarısız olarak programdan ilişiği kesilen önlisans ve lisans öğrencileri kendi yükseköğretim kurumlarında öğretim dili Türkçe olan eşdeğer bir programa kayıt yaptırabilirler. Ancak bu öğrenciler talep etmeleri durumunda Ölçme, Seçme ve Yerleştirme Merkezi Başkanlığı tarafından bir defaya mahsus olmak üzere kayıt yaptırdığı yıl itibarıyla, öğrencinin üniversiteye giriş puanının, yerleştirileceği programa kayıt yaptırmak için aranan taban puanından düşük olmaması şartıyla öğretim dili Türkçe olan programlardan birine merkezî olarak yerleştirilebilirler.

(16) Bu Yönetmelik hükümleri, yabancı dille yapılan önlisans, lisans veya lisansüstü öğretim programına yata y veya dikey geçişle kayıt yaptıran öğrenciler hakkında da uygulanır.

#### **Yabancı dille yapılan öğretimin denetlenmesi**

**MADDE 9 – (1)** Yabancı dille yapılan öğretimin kalitesi Yükseköğretim Kurulu tarafından denetlenir. Yapılan bu denetim sonucuna göre Yükseköğretim Kurulunun kararı ile önlisans, lisans veya lisansüstü programın yabancı dille okutulması izni geri alınabilir.

(2) Bir önlisans, lisans veya lisansüstü programın yabancı dille okutulmasına dair iznin geri alınması halinde, daha önce bu programa kayıt yaptırmış olan öğrenciler, bu programı Türkçe olarak görmeye devam edebilecekleri gibi talepleri üzerine Ölçme, Seçme ve Yerleştirme Merkezi tarafından başka bir üniversitede öğretim dili aynı olan eşdeğer bir programa, eşdeğer programın bulunmaması halinde yakın programlardan birine yerleştirilir. Ancak bunun için kayıt yaptırdığı yıl itibarıyla öğrencinin üniversiteye giriş puanının, yerleştirileceği programa kayıt yaptırmak için aranan taban puandan düşük olmaması gerekir.

### **ÜÇÜNCÜ BÖLÜM**

#### **Çeşitli ve Son Hükümler**

#### **Yürürlükten kaldırılan yönetmelik**

**MADDE 10 – (1)** 4/12/2008 tarihli ve 27074 sayılı Resmî Gazete’de yayımlanan Yükseköğretim Kurumlarında Yabancı Dil Öğretimi ve Yabancı Dille Öğretim Yapılmasında Uyulacak Esaslara İlişkin Yönetmelik yürürlükten kaldırılmıştır.

#### **Geçiş hükmü**

**GEÇİCİ MADDE 1 – (1)** Bu Yönetmeliğin yayımından önce;

a) Türkiye’deki bir üniversitede derslerin sadece yabancı bir dilde verildiği lisans, yüksek lisans veya doktora programında öğrenimini tamamlamış olması nedeniyle bu Yönetmeliğin yürürlük tarihinden önce yükseköğretim kurumlarında bu yabancı dilde ders veren öğretim elemanları, sadece halen kadrosunun bulunduğu yükseköğretim kurumunda yabancı dilde ders vermeye devam edebilir.

b) Yükseköğretim kurumlarında merkezi yabancı dil sınavında ilgili dilde 80 ve üzerinde puana sahip olması nedeniyle yabancı dilde ders veren öğretim elemanları, kadrosunun bulunduğu yükseköğretim kurumundan başka bir yükseköğretim kurumuna geçmesi halinde yabancı dilde ders vermeye devam edebilir.

c) Yükseköğretim kurumları yabancı dilde eğitim veren programlarındaki öğretim elemanı kadrosunu, 8 inci maddede yer alan asgari şartlara uygun olarak 2017-2018 eğitim öğretim dönemi başına kadar sağlaması gerekmektedir. Bu şartların sağlanamaması halinde, yükseköğretim kurumlarının yetkili kurullarının teklifi üzerine programların öğretim dilinin Türkçe’ye çevrilmesine Yükseköğretim Kurulu karar verir.

#### **Yürürlük**

**MADDE 11 – (1)** Bu Yönetmelik yayımı tarihinde yürürlüğe girer.

#### **Yürütme**

**MADDE 12 – (1)** Bu Yönetmelik hükümlerini Yükseköğretim Kurulu Başkanı yürütür.

### 1.3. MAIN ACTIVITY AREAS

<b><i>Main Activity</i></b>	<b><i>Education</i></b>
	<ul style="list-style-type: none"> <li>▪ Curriculum Review, Renewal and Improvement</li> <li>▪ In-class Instructions</li> <li>▪ Testing, Assessment and Evaluation</li> <li>▪ Scheduled Tutorials</li> <li>▪ Guidance and Regular Monitoring</li> <li>▪ Academic Support</li> <li>▪ Continuous Professional Development</li> <li>▪ Instructional Materials Development</li> </ul>
<b><i>Main Activity</i></b>	<b><i>Administration</i></b>
	<ul style="list-style-type: none"> <li>▪ Recruitment and staffing</li> <li>▪ Induction and Orientation</li> <li>▪ Coordination</li> <li>▪ Monitoring</li> <li>▪ Developing, Implementing, and Evaluating the Programs</li> <li>▪ Collecting and Analysing Feedback</li> <li>▪ Organizing Regular Meetings</li> <li>▪ Regular Attendance Tracking and Recording</li> <li>▪ Filing and Archiving Confidential Data (petitions, medical reports and the like)</li> <li>▪ Official Announcements (bulletin boards, website, grades, etc.)</li> <li>▪ Responding to Student Wishes and Demands</li> <li>▪ Dealing with Student Appeals and Complaints</li> <li>▪ Extra-Curricular Activities</li> <li>▪ Instructional and Administrative Support</li> <li>▪ Performance Appraisal</li> <li>▪ Discipline Issues</li> <li>▪ Resolving Conflicts and Disputes</li> </ul>



## 1.4. ICU EPP STAKEHOLDERS

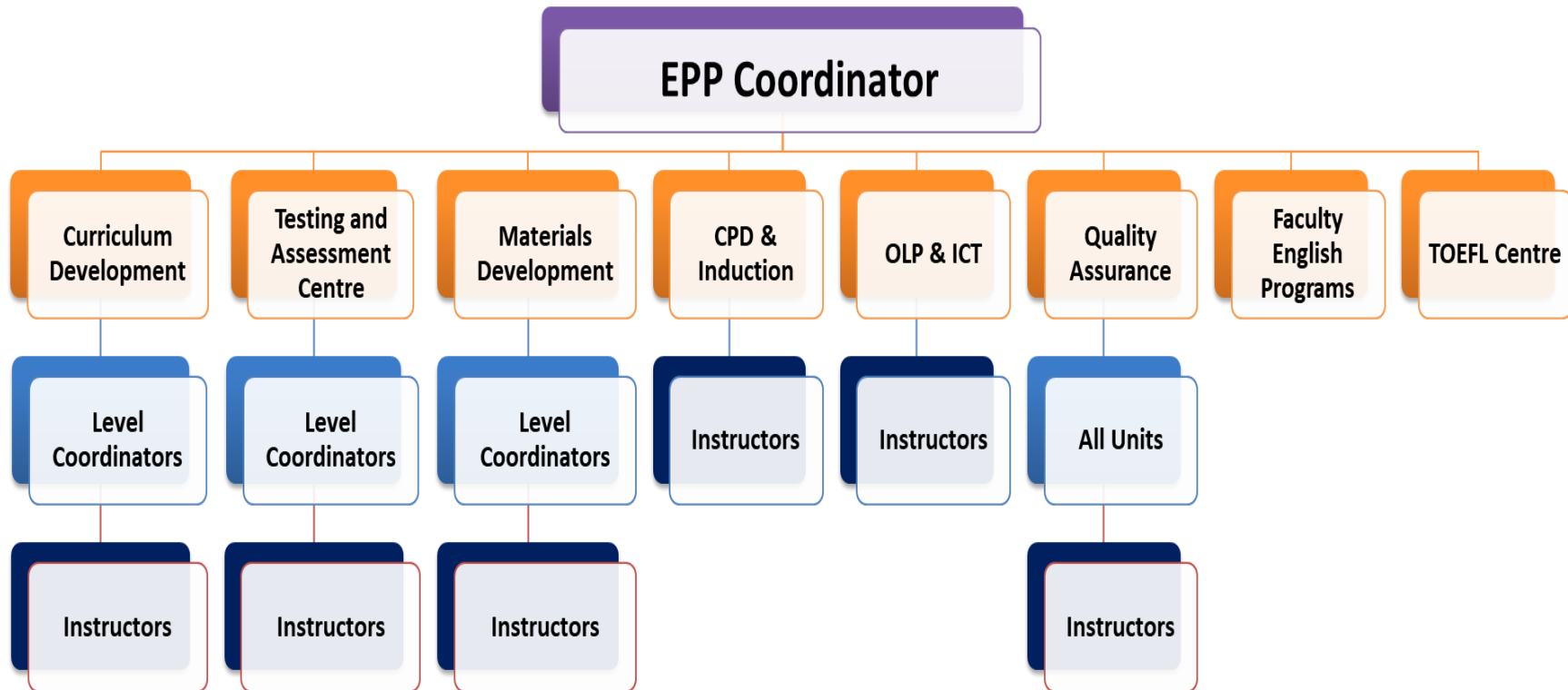
<b>EPP Stakeholders</b>	<b>Internal</b>	<b>External</b>	<b>Supplier</b>	<b>Strategic Partner</b>	<b>Why?</b>
<i>EPP Instructors</i>	X			X	EPP instructors have great influence on the quality of EPP education both at the implementation and design level. They also make very meaningful contributions to the development of all the instructional practices.
<i>Students</i>	X			X	They are of crucial importance in supplying the data (feedback) necessary for continuous improvement of the EPP programs.
<i>ICU Faculties and Departments</i>	X			X	They represent the academic target language situation for the students of EPP. EPP programs are regularly adjusted and updated according to the changing needs of the ICU Faculties and Departments.
<i>ICU Institutes (Graduate Schools)</i>	X			X	English is a prerequisite for ICU graduate and post-graduate level programs and the English language level needed in these programs is targeted and taken into consideration at every level of ICU EPP curriculum and syllabus design processes.

<i>Life-long Learning Centre</i>	X				EPP organizes different language courses according to the needs of ICU Life-long Learning Centre. These courses are designed and scheduled in cooperation with ICU Life-long Learning Centre.
<i>TOEFL Centre</i>	X				EPP has a fully-equipped TOEFL Centre certified by ETS and organizes TOEFL tests on a regular basis. It employs instructors responsible for all the TOEFL test organizations and the related operations.
<i>Pearson Assured</i>		X		X	EPP is in the process of Pearson Assured accreditation process starting in 2016. It strongly aims to reach the standards set by Pearson Assured so as to prove its high administrative and educational quality.
<i>Administrative and Support Personnel</i>	X		X	X	They regularly and continuously support all the administrative and educational services in order to increase their efficiency and effectiveness.
<i>Students' Parents</i>		X			EPP believes that the parents of the students have the natural right to see their children getting education of the highest quality.
<i>Other Preparatory Schools from Different Universities (National or International)</i>		X		X	EPP tries to use every opportunity to create different partnerships with the other preparatory schools in terms of sharing administrative and educational know-how, exchanging students, or organizing training sessions and workshops.

<i>Istanbul Chamber of Commerce</i>		X		X	ICU is founded by Istanbul Chamber of Commerce, Educational and Social Services Foundation. It is the natural and one of the key strategic partners of ICU and EPP.
<i>Publishing Houses (CUP)</i>		X	X	X	EPP uses commercially-published instructional materials alongside the teacher-made materials in all its programs. Publishing houses also play a key role in getting scheduled teacher training based on both the materials supplied and the needs of EPP.
<i>YÖK (The Council of Higher Education)</i>		X			EPP operates complying with the legal rules, regulations and principles set by YÖK (The Council of Higher Education). All its programs are designed by taking these rules, regulations and principles into consideration.
<i>ÖSYM (Measuring, Selection and Placement Center)</i>		X			The students coming to EPP are those who have already passed the University Entrance Exam organized by ÖSYM (Measuring, Selection and Placement Center). EPP serves to the students who are enrolled in different programs of ICU.

## 1.5. INSTITUTIONAL ANALYSIS (INTERNAL)

### 1.5.1. ORGANIZATIONAL STRUCTURE



**Figure 1: ICU EPP Organization Chart**

## 1.5.2. HUMAN RESOURCES

### 1.5.2.1. GENERAL HUMAN RESOURCES PROFILE

	<i>EPP Staff</i>	<i>Duty</i>	<i>Gender</i>	<i>Education</i>	<i>Teaching Experience</i>	<i>Term of Office</i>
1	Ersoy M. UÇAR	EPP Coordinator	Male	BA, Business Administration, Gazi University (incomplete)  BA, English Language and Teaching, Marmara University  MA, TEFL, Bahçeşehir University  MSc, Applied Psychology, Istanbul Commerce University  MEd, Educational Management and Supervision, Marmara University  <u>English Language Teaching Certificates</u>  ICALT, CALL, Drama in ELT, NLP in TEFL, Dip ELT, London Tests of English, TOEFL IBT	17 years	14 Years

2	Ceyda BİÇEN	Administrative Assistant	Female	<p>BA, Public Relations, Anadolu University</p> <p>Associate, Radio and Television, Akademi İstanbul</p> <p>BA, Public Administration, Anadolu University (ongoing)</p>	-	15 years
3	Ahu D. DURSUN	Instructor	Female	<p>BA, Translation &amp; Interpreting, Boğaziçi University</p> <p>TEFL Certificate, Boğaziçi University</p> <p>MA, Applied Psychology, Istanbul Commerce University</p> <p><u>English Language Teaching Certificates</u></p> <p>Teacher Development, London Tests of English, TOEFL IBT</p>	20 Years	15 Years
4	Alev BAYKAN	Instructor	Female	<p>BA, English Language Teaching, Marmara University</p> <p>MA, English Language Teaching, Maltepe University</p>	20 Years	12



5	Barry R. LEACH	Instructor	Male	<p>BA, French &amp; Russian with Business Studies, Swansea University, UK</p> <p>MA, Screenwriting, Bournemouth University, UK</p> <p>MA, Film Production, Canterbury Christchurch University, UK</p> <p><u>English Language Teaching Certificates</u></p> <p>TEFLA</p>	21 Years	1 Year
6	Beldan ÖZANT	Instructor	Female	<p>BA, English Language Teaching, Marmara University</p> <p><u>English Language Teaching Certificates</u></p> <p>TOEFL IBT, ELT Management, Teacher Training</p>	20 Years	10 Years
7	Canan BÜYÜKKAYA	Instructor	Female	<p>BA, Foreign Language Education, Boğaziçi University</p> <p><u>English Language Teaching Certificates</u></p> <p>CELTA</p>	11 Years	8 Years

8	Caroline H. WILLIAMS	Instructor	Female	BA, Political Economy, Hertfordshire University  MA, Teaching English to Speakers of Other Languages, Aston University	10 Years	4 Years
9	David R. PERRY	Instructor	Male	BA, Arts, The University of Arts, Philadelphia, Pennsylvania – USA  MA, Educational Psychology, Temple University, USA (Pending)  <u>English Language Teaching Certificates</u>  DELTA (MOD 3), BULAT Examiner	15 Years	1 Year
10	Elif ÇAM	Instructor	Female	BA, English Language Teaching, Anadolu University	6 Years	1 Year
11	Fatih TANRIVERDİ	Instructor	Male	BA, English Language Teaching, Istanbul University  <u>English Language Teaching Certificates</u>  CELTA	27 years	11 Years

12	Gül ULU	Instructor	Female	BA, English Language and Literature, Boğaziçi University  MBA, Master of Business Administration, Maltepe University  <u>English Language Teaching Certificates</u>  Syllabus and Materials Design	5 Years	1 year
13	İlknur SELAHİ	Instructor	Female	BA, English Language and Teaching, Marmara University	19 Years	12 Years
14	İpek B. KILIÇ	Instructor	Female	BA, English Language and Literature, Boğaziçi University	16 Years	14 Years
15	Jacob KANELOS	Instructor	Male	BA, Photography, Colombia College Chicago  <u>English Language Teaching Certificates</u>  TEFL	8 Years	1 Year

16	Lale ERDEM	Instructor	Female	BA, English Language and Literature, Ankara University  <u>English Language Teaching Certificates</u>  ELT Certificate Programme, English Language and Teaching, Marmara University	16 years	2 years
17	Mark J. COOTE	Instructor	Male	BA, Honours in Applied language studies, Thames Valley University, UK  <u>English Language Teaching Certificates</u>  TESOL	16 Years	1 Year
18	Mehmet ÇELİKBAŞ	Instructor	Male	BA, English Language Teaching, Fatih University  MA, English Language Teaching, Fatih University	1 Year	1 Year

19	Müge TOKMAN	Instructor	Female	BA, English Language and Teaching, Hacettepe University  <u>English Language Teaching Certificates</u>  TEFL, LCCI First Certificate for Teachers of Business English (FTBE)	22 Years	13 Years
20	Nilgün ÖZKOL	Instructor	Female	BA, English Language and Literature, Ankara University	43 years	15 years
21	Özge ALGÜL	Instructor	Female	BA, English Language Teaching Department, Cukurova University  MBA, English Language and Literature, Istanbul Aydın University  PhD, English Language and Literature, Istanbul Aydın University	6 Years	2 Years
22	Özlem PERKS	Instructor	Female	BA, English Language and Literature, Istanbul University  MA, International Business Management, Istanbul Commerce University	15 Years	12 Years

				<u>English Language Teaching Certificates</u>  Teacher Development, London Tests of English, TOEFL IBT, Testing and Assessment, TEFL, TESOL		
23	Robert J. FEEHLY	Instructor	Male	BA, Political science and history, University of Wisconsin; Boston College	15 Years	6 Years
24	Rodger MURRAY	Instructor	Male	BA, Journalism, Queensland University of Technology, Australia  MBA, James Cook University, Australia	7 Years	1 Year
25	Roger SILVERSTEIN	Instructor	Male	BA, Theater Arts and Communication, Kennesaw State University  MFA, Acting, Alliance Theater School, Atlanta, GA (Incomplete)  <u>English Language Teaching Certificates</u>  CELTA	15 Years	7 Years



26	Seçkin GİRGİN	Instructor	Male	<p>BA, English Language Teaching, Marmara University</p> <p>MA, International Trade, Istanbul Commerce University</p> <p><u>English Language Teaching Certificates</u></p> <p>CELTA</p>	15 Years	12 Years
27	Şenay KAPLAN	Instructor	Female	<p>BA, American Culture and Literature, Halic University</p> <p>BA, Landscape Architecture, Istanbul University</p>	5 Years	1 Year
28	Şerli BARAN	Instructor	Female	<p>BA, Simultaneous Translation and Interpretation, Boğaziçi University</p> <p>MA, Applied Psychology , Istanbul Commerce University</p> <p><u>English Language Teaching Certificates</u></p> <p>Teaching Certificate, Istanbul Technical University</p>	18 Years	14 Years

29	Tuğsan ÇALIN	Instructor	Male	<p>BA, English Language and Literature, Cyprus International University</p> <p>MA, English Language and Literature, Istanbul Aydın University</p> <p><u>English Language Teaching Certificates</u></p> <p>Teaching Certificate, Yıldız Technical University</p>	7 Years	2 Years
30	Yeşim ERBERKSOY	Instructor	Female	<p>BA, English Language and Literature, Istanbul University</p> <p>MA, Psychology, Istanbul Commerce University</p> <p><u>English Language Teaching Certificates</u></p> <p>DipELT, ELT Management, TOEFL IBT, ACC (Associate Credited Coach)</p>	25 Years	12 Years
31	Zülfiye KAÇMAZ	Instructor	Female	<p>BA, English Language and Literature, Ankara University</p> <p><u>English Language Teaching Certificates</u></p> <p>TOEFL IBT, Teaching and Assessing Writing, Common European Framework, Trainer Training, London Tests of English</p>	15 Years	14 Years

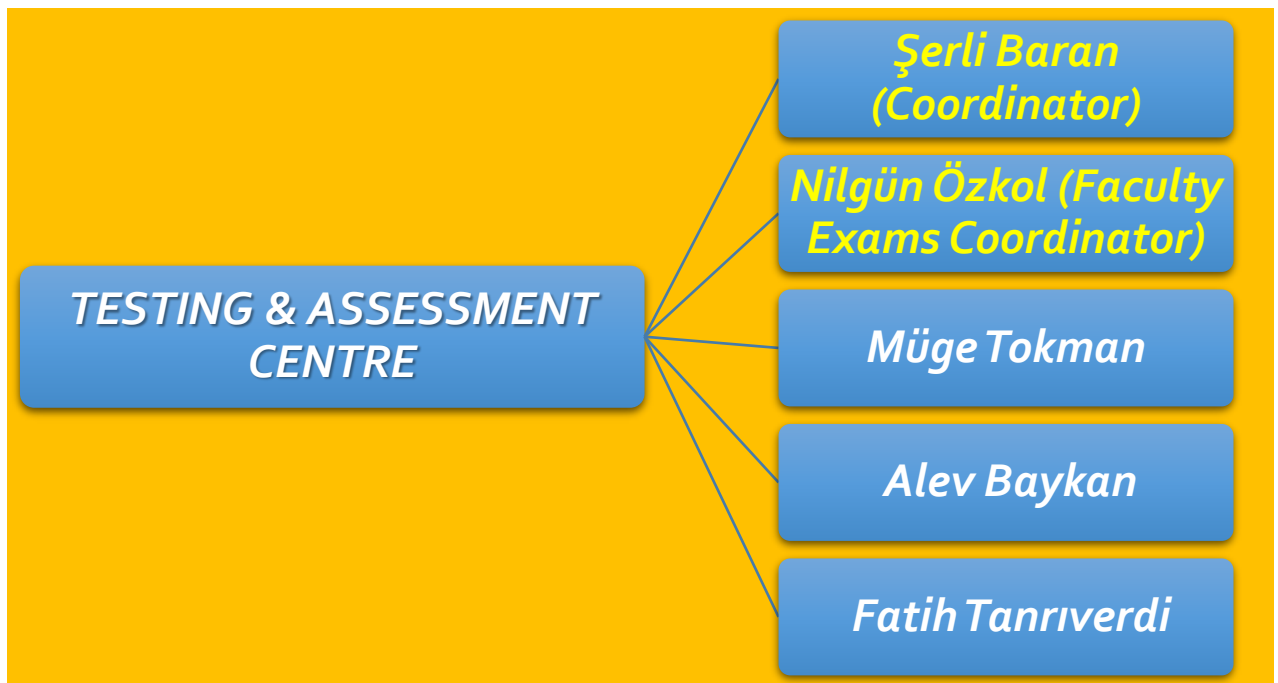
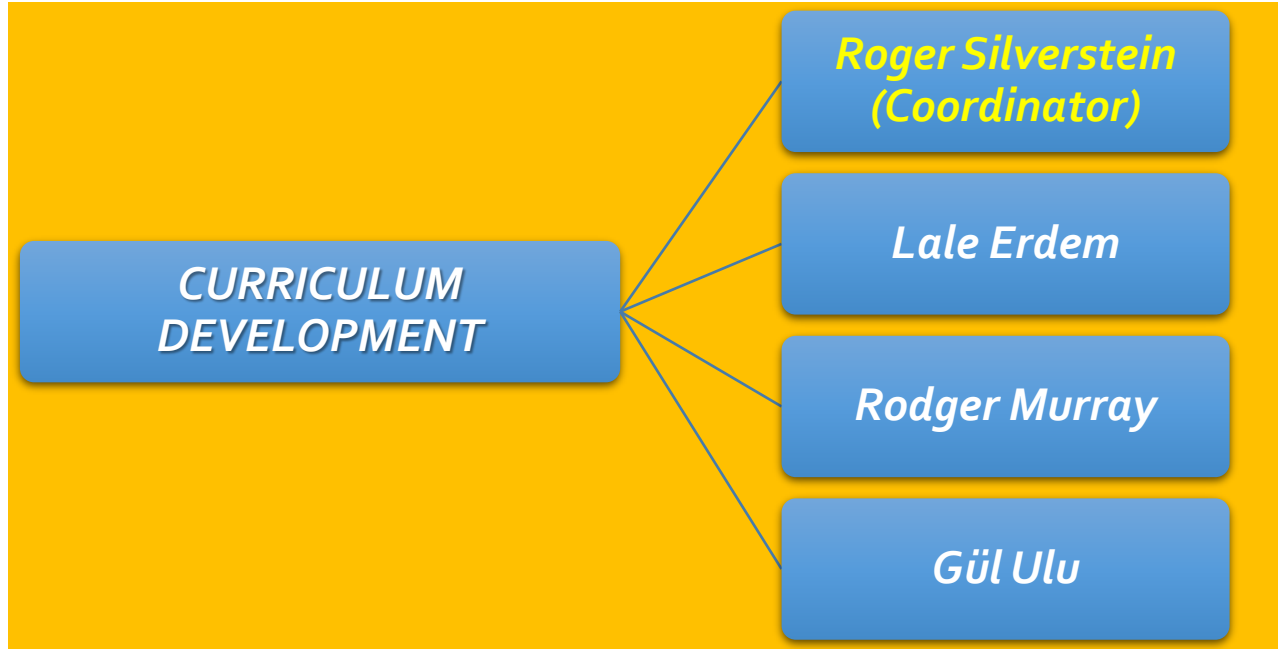
### 1.5.2.2. ELT-RELATED INTERESTS & RESEARCH AREAS

	<i>ELT- Related Interests &amp; Research Areas</i>
Ersoy M. UÇAR	Psycholinguistics, Pragmatics, Curriculum and Syllabus Design, Testing and Assessment, Educational Management and Supervision, Academic Reading and Writing, Instructional Design, Technology Integrated Teaching
Ahu D. DURSUN	ESP (with particular emphasis on English for Social Sciences), Business English, Academic Writing, Presentation Skills, Educational Psychology, Psychology of Learning, Cognitive Development, Application of Psychology in Teaching, Multiple Intelligences
Alev BAYKAN	Testing and Evaluation in ELT, Learner Autonomy, Vocabulary acquisition, Classroom Motivation, Task-Based Learning
Barry LEACH	Academic Writing, Oral Presentations, Student Anxiety
Beldan ÖZANT	Integrated Skills
Canan BÜYÜKKAYA	Academic Writing, Classroom Management
Caroline H. WILLIAMS	Classroom Methods, Student Motivation
David PERRY	New Approaches to Teaching English
Elif ÇAM	Methods and Approaches in ELT, Testing and Evaluation, Academic Speaking

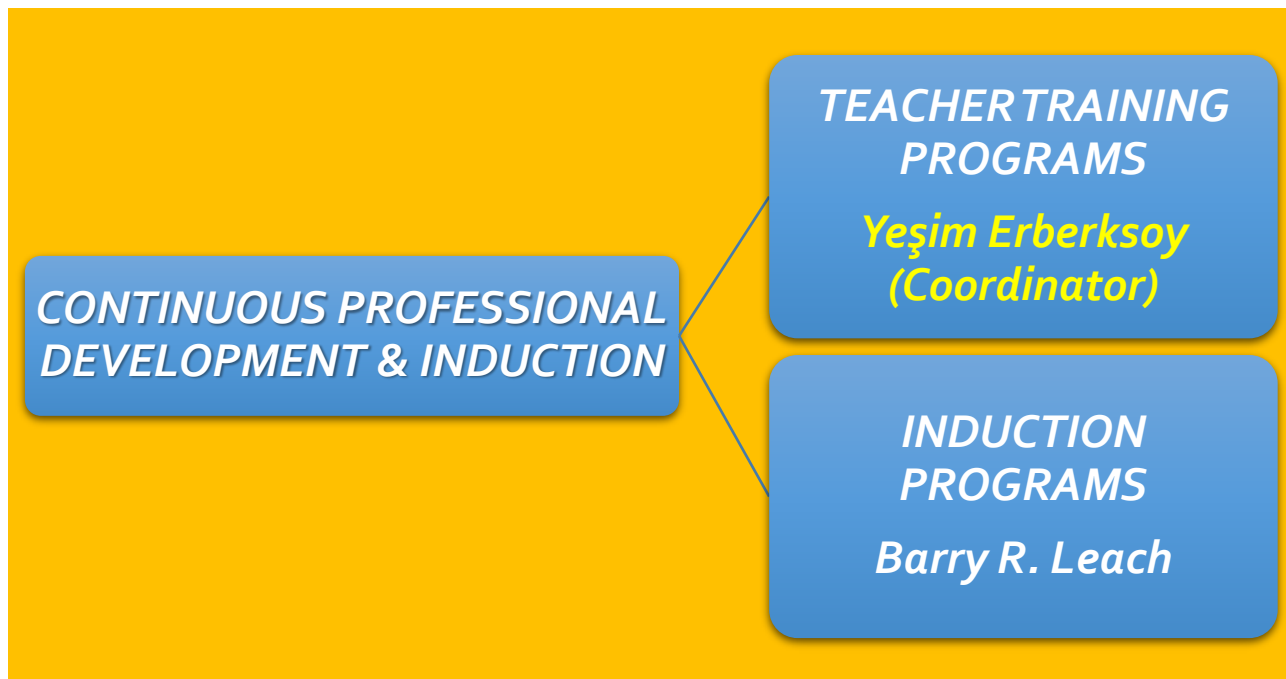
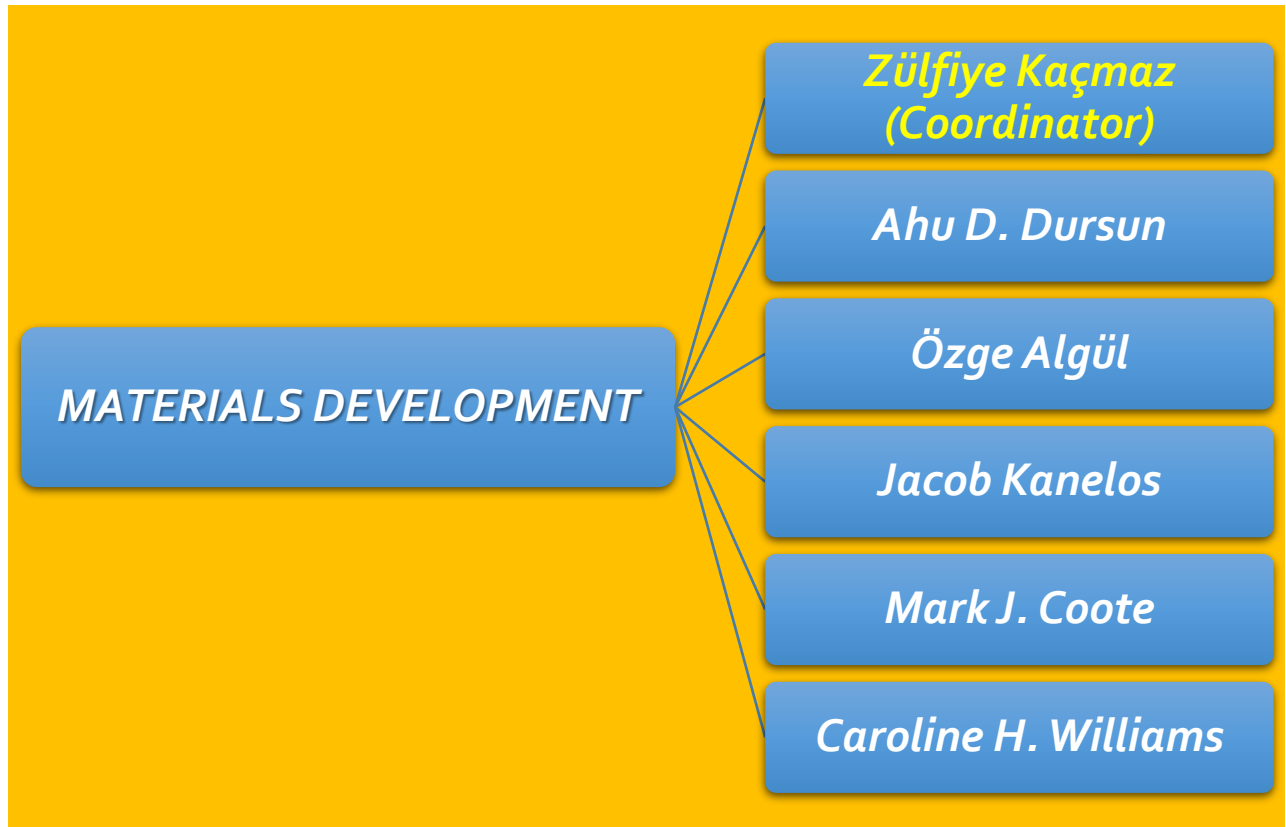
Fatih TANRIVERDİ	ESP, Business English, Standard Language Exams, TOEFL, YDS, IELTS
Gül ULU	Student Motivation, Flipped Classroom Technique, Technology Use in ELT, Curriculum Development
İlknur SELAHİ	ESP
İpek B. KILIÇ	Academic Writing, ESP, Classroom Management, Testing, Teacher Training, Curriculum Development
Jacob KANELOS	Blended learning, Dogme Method
Lale ERDEM	Classroom Management, Curriculum Development, Academic Writing and Listening
Mark J. COOTE	Materials Development
Mehmet ÇELİKBAŞ	Pragmatic Competence, Flipped Learning and Teaching in Language Classrooms, Alternative Assessment, Learner Autonomy
Müge TOKMAN	Academic Writing, Integrated Skills, Project-based, Learning/Teaching, Teaching English Through Drama
Özge ALGÜL	Student Motivation and Anxiety, Second Language Acquisition in ELT classes, Discourse Analysis in ELT
Özlem PERKS	Integrated Skills, ESP

Robert J. FEEHLY	Academic Writing, Project-Based Teaching, Teaching Speaking
Rodger MURRAY	Academic Writing, Low Level English, Games, Digital Learning, Group projects
Roger SILVERSTEIN	Academic Writing, Reading strategies, Communication and Public Speaking, Translating Ideas into Action
Seçkin GİRĞİN	ESP, Business English, Standard Language Exams
Şenay KAPLAN	Academic Writing, LMS Systems
Şerli BARAN	Assessment and Evaluation, Lectures and Note-Taking, Learning Attitude and Success, ESP, Learning Centeredness
Tuğsan ÇALIN	Academic Writing, Classroom Management
Yeşim ERBERKSOY	Classroom Management
Zülfıye KAÇMAZ	Academic Writing and Integrated Skills

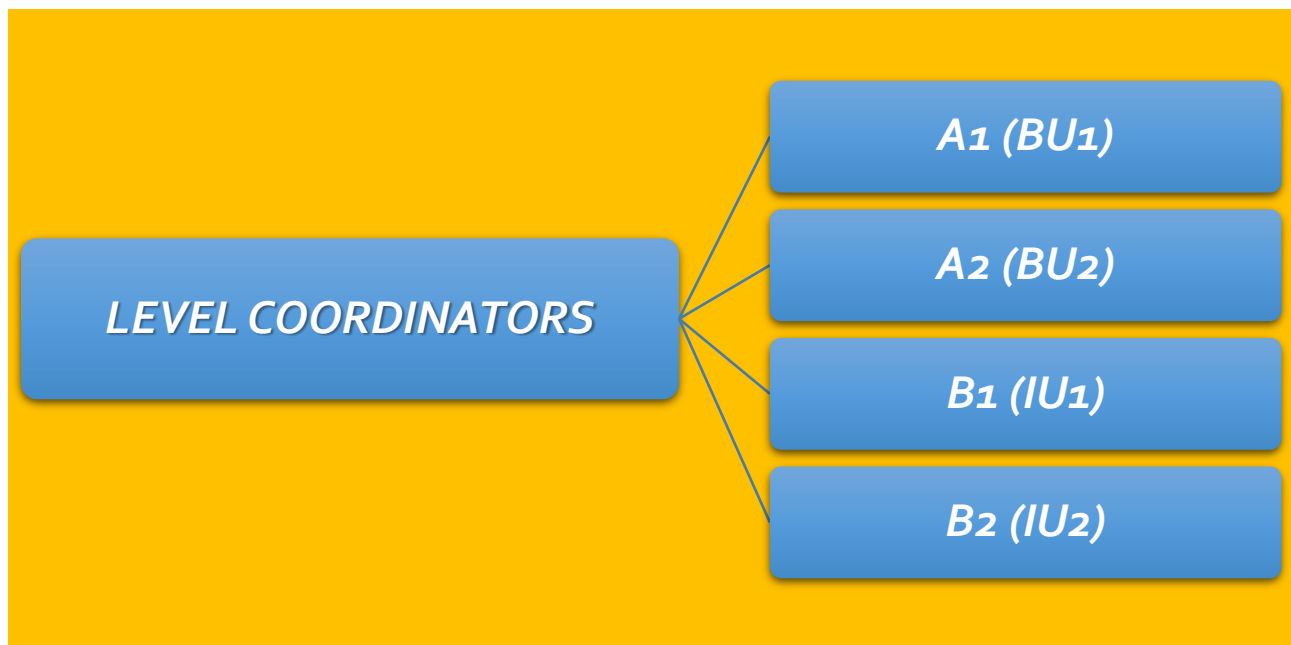
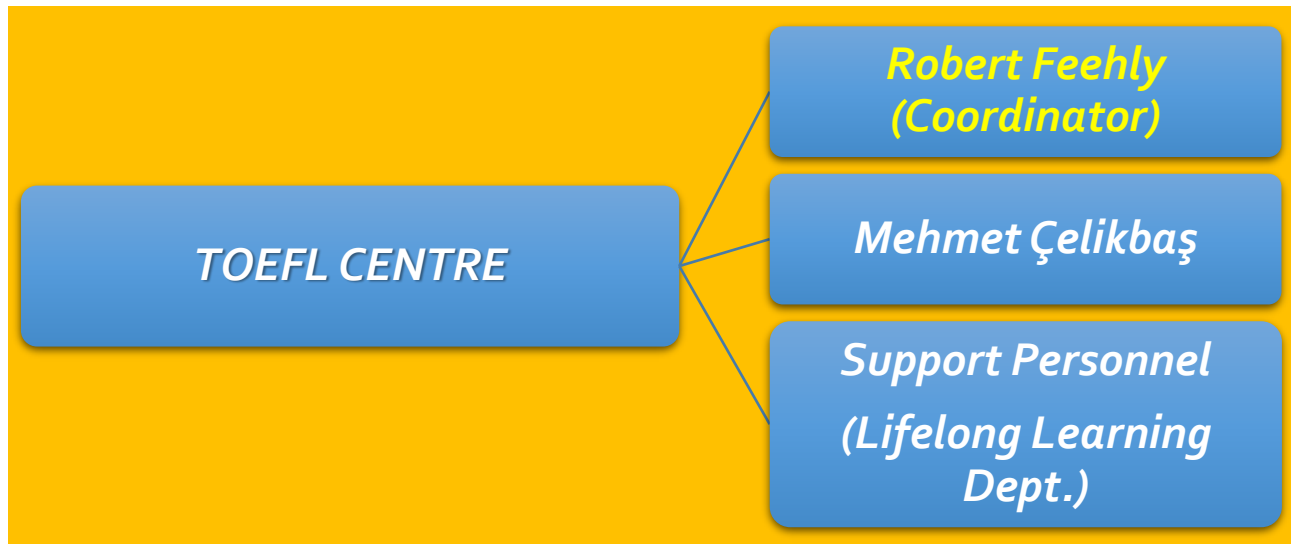
### 1.5.2.3. ICU EPP UNITS











### 1.5.3. TECHNOLOGICAL INFRASTRUCTURE

<i>ICT Equipment</i>	<i>2014 - 2015</i>	<i>2015 - 2016</i>	<i>Need (2016 – 2017)</i>
<i>In-Class Sound Systems</i>	25	28	20
<i>Smart Boards</i>	0	5	16
<i>OHP</i>	0	0	X
<i>Printers</i>	2	5	3
<i>Scanners</i>	3	2	1
<i>Photocopiers</i>	3	2	2
<i>WiFi Capacity</i>	12	40	40
<i>Internet Speed</i>	60Mbps	150Mbps	up to 200Mbps
<i>Back-Up and Cloud Facilities</i>	0	0	20GB
<i>Web Page (ICU EPP)</i>	0	0	YES
<i>Web Page (EPP – Sub Domain)</i>	0	0	YES
<i>Social Networks</i>	0	0	YES
<i>PCs or Laptops for Instructors</i>	34	30	30

### 1.5.4. PHYSICAL INFRASTRUCTURE

<i>Physical Facilities</i>	<i>2014 - 2015</i>	<i>2015 - 2016</i>	<i>Need (2016 – 2017)</i>
<i>Instructors' Offices</i>	6	6	8
<i>Materials Office</i>	0	0	X
<i>Meeting Room</i>	0	0	1
<i>Classrooms</i>	21	28	17
<i>Computer Labs</i>	1	1	2
<i>Study Rooms for Students</i>	0	1	1 - 2
<i>Canteen</i>	1	1	1
<i>Testing Office</i>	1	1	1
<i>Safe and Secure Archive</i>	1	1	1
<i>Classroom Space (m<sup>2</sup>)</i>	45	53	53
<i>Classroom Capacities</i>	20	20	25
<i>Conference or Seminar Room</i>	1	1	1
<i>Rooms for Optional Tutorials</i>	0	0	2

## 1.5.5. STATISTICAL DATA

### 1.5.5.1. NUMBER OF STUDENTS AND FULL-TIME TEACHERS

	2013 - 2014	2014 - 2015	2015 - 2016
<b>Number of Students</b>	231	384	664
<b>Number of Teachers</b>	18	21	27
<b>Number of Students Per Teacher</b>	20	20	25

### 1.5.5.2. NUMBER OF ENTRY AND EXIT STUDENTS

	2013 - 2014		2014 - 2015		2015 - 2016	
	Entry	Exit	Entry	Exit	Entry	Exit
<b>Number of Students</b>	231	116	384	236	664	226

### 1.5.5.3. NUMBER OF STUDENTS REGISTERING ICU EPP AT DIFFERENT LEVELS

	2013 - 2014			2014 - 2015			2015 - 2016		
	A1	A2	B1	A1	A2	B1	A1	A2	B1
<b>Number of Students</b>	131	57	33	272	72	30	439	188	37

#### 1.5.5.4. PASS AND FAIL RATIOS OF ICU EPP STUDENTS

	2013 - 2014		2014 - 2015		2015 - 2016	
	Pass	Fail	Pass	Fail	Pass	Fail
<b>Number of Students</b>	116	115	236	148	226	437

#### 1.5.5.5. NUMBER OF REPEAT STUDENTS

	2013 - 2014				2014 - 2015				2015 - 2016			
	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
<b>Number of Repeat Students</b>	20	23	25	3	32	13	34	4	110	27	42	19

#### 1.5.5.6. NUMBER OF STUDENTS WHO FAILED DUE TO ABSENTEEISM

	2013 - 2014	2014 - 2015	2015 - 2016
<b>Number of Students Who Failed Due to Absenteeism</b>	24	12	64

### 1.5.6. “SWOT” ANALYSIS

	POSITIVE	NEGATIVE
INTERNAL	<p>➤ <b>Strengths</b></p> <ul style="list-style-type: none"> <li>▪ Pearson Assured Accreditation</li> <li>▪ Experienced, dedicated, loyal and highly qualified teaching staff</li> <li>▪ A reasoned ratio of native and non-native instructors</li> <li>▪ Collaborative, friendly and peaceful working environment</li> <li>▪ Respectful and manageable students</li> <li>▪ Responsiveness to the changing learning needs of the students</li> <li>▪ Instructors who seek continuous personal and professional development</li> <li>▪ Administration committed to student success, learning and well-being</li> <li>▪ A 3-year strategic plan</li> </ul>	<p>➤ <b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>▪ Curriculum and the related level-based syllabi</li> <li>▪ In-class and online materials</li> <li>▪ Crowded classrooms</li> <li>▪ Physical conditions of the classrooms</li> <li>▪ In-house training programs (quantity and quality)</li> <li>▪ Internet speed and WiFi problems</li> <li>▪ Low student motivation</li> <li>▪ Crowded staffrooms and offices</li> <li>▪ High student absenteeism</li> <li>▪ Neglected needs of prep-school by the administration</li> <li>▪ Making changes in the system without making concrete plans</li> <li>▪ Not having an organizational chart and clear job descriptions</li> <li>▪ Inconsistency in decisions regarding students' issues</li> <li>▪ Lack of continuity and integrity about policies, principles and practices</li> <li>▪ No continuity of leadership or curriculum</li> <li>▪ Pricing policy in terms of salaries regardless of seniority, MA, proficiency and performance</li> <li>▪ Lack of English language in some administrative documents</li> <li>▪ Lack of a library which provides a rich resource of ELT materials</li> <li>▪ Lack of a continuous personal / professional development plan</li> </ul>



<b>EXTERNAL</b>	<p>➤ <b>Opportunities</b></p> <ul style="list-style-type: none"> <li>▪ The students of partially English-medium (mixed-medium) faculty departments will have to complete the preparatory program successfully as of next academic year (2016-2017).</li> <li>▪ Pearson Assured Accreditation</li> <li>▪ Support of Istanbul Chamber of Commerce</li> <li>▪ Theoretically-sound and needs-based curriculum and syllabus design</li> <li>▪ Küçükyalı Campus</li> <li>▪ Increased bandwidth for better tech use</li> <li>▪ Student ownership of their learning</li> <li>▪ Integrating different stakeholders and target groups into planning processes</li> <li>▪ New committees and units with predetermined goals and duties</li> <li>▪ Online classes</li> <li>▪ The partnership steps to be taken for know-how sharing with different universities both at national and international level (e.g. The University of Liverpool)</li> <li>▪ New fully or partially English-medium programs at ICU</li> </ul>	<p>➤ <b>Threats</b></p> <ul style="list-style-type: none"> <li>▪ Existing unreliable and ineffective technological infrastructure</li> <li>▪ Job security issues</li> <li>▪ %30 English programmes</li> <li>▪ Social economic climate and rivals</li> <li>▪ The overproduction of university places</li> <li>▪ Regulations that keep changing</li> <li>▪ Highly-qualified foreign teachers leaving the country and the employment of less experienced teachers in consequence</li> </ul>
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## **2. FUTURE PROJECTION**

### **2.1. OUR VISION, MISSION AND CORE VALUES**

#### **2.1.1. OUR VISION**

Our vision is to assist all our students in their language learning efforts by using the most contemporary language teaching methods and the highest quality instructional designs that emphasize innovation and learner autonomy. We are firmly committed to providing a completely learner-centred, stimulating and nurturing environment conducive to teaching and learning at internationally agreed-upon standards.

#### **2.1.2. OUR MISSION**

Our mission is to maximize our students' learning potential and communicative competence both in written and spoken English for their future academic studies and social lives in a supportive, encouraging and collaborative learning environment by establishing and maintaining the highest possible standards of excellence.

#### **2.1.3. OUR CORE VALUES**

- Pursuing Excellence
- Welcoming Change and Innovation
- Accountability
- Collaboration
- Respect
- Transparency
- Responsibility
- Professionalism

## 2.2. THEMES, STRATEGIC GOALS, STRATEGIC AND PERFORMANCE OBJECTIVES

<i>Themes</i>	<i>Strategic Goals</i>	<i>Strategic Objectives</i>	<i>Performance Objectives</i>
<b><i>High-Quality Education</i></b>	1. To continuously improve the EPP curriculum and the related syllabi used.	1.1. To review, renew and develop the EPP curriculum and syllabi on an ongoing basis according to the new needs arising and the feedback obtained.	<p>1.1.1 To carry out needs analyses through questionnaires for every 6 or 7 years with both the teachers and students. (Curriculum Development Committee)</p> <p>1.1.2. To organize minimum 1 focus group meeting and 1 questionnaire with both the students and teachers for each academic year. (Curriculum Development Committee)</p> <p>1.1.3. To organize end-of-session meetings with the level coordinators and the related level teachers for each academic year. (Curriculum Development Committee)</p> <p>1.1.4. To monitor and evaluate the curriculum performance and make some necessary remedial changes between 2016-2019. (Curriculum Development Committee)</p>

<p><b>High-Quality Education</b></p>	<p>2. To continuously improve the quality of the testing, assessment and evaluation processes and procedures of EPP.</p>	<p>2.1. To assess and evaluate the EPP students' performance by implementing internationally-accepted test design and specification standards.</p>	<p>2.1.1. To establish a new Testing and Assessment Centre organization in 2016-2017 academic year.</p> <p>2.1.2. To design, develop and implement the new testing, assessment and evaluation policies and procedures in 2016-2017 academic year. (Testing &amp; Assessment Centre)</p> <p>2.1.3. To monitor and evaluate the new policies and procedures on a regular basis through questionnaires and meetings with EPP instructors and students between 2016-2019. (Testing &amp; Assessment Centre)</p> <p>2.1.4. To improve the quality of all the testing, assessment and evaluation processes utilizing the established feedback mechanisms year on year between 2016-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>2. To continuously improve the quality of the testing, assessment and evaluation processes and procedures of EPP.</p>	<p>2.2. To increase the efficiency, effectiveness and productivity of the EPP Testing and Assessment Centre.</p>	<p>2.2.1. To form a Testing and Assessment Centre Handbook in 2016-2017 academic year.</p> <p>2.2.2. To expand the EPP Testing and Assessment Centre organization with a native or non-native speaker instructor for 2017-2018 academic year.</p> <p>2.2.3. To better equip the Testing and Assessment Centre with enough materials to be utilized in exam preparation (Min. 10% increase in the number of materials between 2016-2019).</p> <p>2.2.4. To organize minimum 3 in-service trainings in 2016-2017 academic year.</p> <p>2.2.5. To organize minimum 1 in-service training for each academic year between 2017-2019.</p> <p>2.2.6. To have the ICU Library purchase 20 ELT books for each academic year between 2016-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>3. To continuously improve the quality of the instruction given at EPP.</p>	<p>3.1. To improve EPP instructors' in-class instructional performance.</p>	<p>3.1.1. To establish a CPD unit in 2016-2017 academic year.</p> <p>3.1.2. To design and begin implementing a continuous professional development plan for 2016-2017 academic year. (CPD)</p> <p>3.1.3. To design and begin implementing an induction and orientation plan for 2016-2017, 2017-2018 and 2018-2019 academic year. (CPD)</p> <p>3.1.4. To organize 3 outsourced teacher training sessions in 2016-2017 academic year.</p> <p>3.1.5. To organize 4 outsourced teacher training sessions in 2017-2018 academic year.</p> <p>3.1.6. To organize 5 outsourced teacher training sessions in 2018-2019 academic year.</p> <p>3.1.7. To enable EPP instructors to attend 1 ELT conference in 2016-2017 academic year. (CPD Expectation / Non-voluntary)</p>
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<p><b>High-Quality Education</b></p>	<p>3. To continuously improve the quality of the instruction given at EPP.</p>	<p>3.1. To improve EPP instructors' in-class instructional performance.</p>	<p>3.1.8. To enable EPP instructors to attend 1 ELT conference in 2017-2018 / 2018-2019 academic years. (CPD Expectation / Non-voluntary)</p> <p>3.1.9. To encourage EPP instructors to lead and attend voluntary in-house workshops for each year starting in 2016-2017.</p> <p>3.1.10. To encourage EPP instructors to attend 1 webinar of their own choice and share their views with the other EPP instructors for each year starting in 2016-2017.</p> <p>3.1.11. To design and implement an end-of-year performance appraisal scheme in 2017-2018.</p> <p>3.1.12. To establish a materials office or library where EPP instructors will be able to find essential ELT-related books that they can use in their classrooms as supplementary materials between 2016-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>3. To continuously improve the quality of the instruction given at EPP.</p>	<p>3.1. To improve EPP instructors' in-class instructional performance.</p>	<p>3.1.13. To increase the number of the teacher resources in the materials office 10-15% for each academic year by 2019.</p> <p>3.1.14. To establish an Online Learning Platforms Unit through which EPP instructors will be able to get information and support about tech tools used in EPP in 2016-2017.</p> <p>3.1.15. To make use of ADDIE (Analyze – Design – Develop – Implement – Evaluate) instructional design model to maintain and improve in-class instructional quality standards for all the EPP programs between 2016-2019.</p> <p>3.1.16. To establish a Materials Development Centre in order to meet different instructional material needs of the EPP and the instructors in 2016-2017.</p>
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<p><b>High-Quality Education</b></p>	<p>3. To continuously improve the quality of the instruction given at EPP.</p>	<p>3.1. To improve EPP instructors' in-class instructional performance.</p>	<p>3.1.17. To monitor and evaluate the performance of all the EPP materials through focus group meetings and questionnaires in 2016-2017 academic year. (Materials Development &amp; Curriculum Development &amp; OLP)</p> <p>3.1.18. To review the materials selection check lists to increase their discriminatory levels in 2016-2019. (Materials Development &amp; Curriculum Development)</p> <p>3.1.19. To prepare a pack for the EPP Starter Program in 2016-2017. (Materials Development)</p> <p>3.1.20. To prepare different supplementary packs to support the EPP and its in-class commercially-produced materials between 2016-2019. (Materials Development)</p> <p>3.1.21. To form EPP CPD, Materials Development and OLP Handbooks in 2016-2017.</p>
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<p><b>High-Quality Education</b></p>	<p>3. To continuously improve the quality of the instruction given at EPP.</p>	<p>3.2. To increase the number of the EPP instructors.</p>	<p>3.2.1. To increase the number of full-time EPP instructors by 10% in 2016-2017.</p> <p>3.2.2. To increase the number of full-time EPP instructors by 10% in 2017-2019.</p> <p>3.2.3. To decrease the number of part-time EPP instructors by 10-15% in 2016-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>4. To continuously improve the student learning.</p>	<p>4.1. To increase the motivation of the EPP students towards English learning.</p>	<p>4.1.1. To plan and implement a program framework that takes into account different learning styles and preferences in 2016-2019. (Curriculum Development)</p> <p>4.1.2. To design and redesign all the EPP programs according to the real needs (both social, academic and occupational) of the students by applying needs analyses every 6 or 7 years starting in 2016. (Curriculum Development)</p> <p>4.1.3. To improve and redesign the EPP according to the students' needs/expectations by collecting feedback through questionnaires and focus group meetings in each academic year between 2016-2019. (Curriculum Development)</p> <p>4.1.4. To organize 2 extra-curricular activity in 2016-2017, 3 in 2017-2018 and 4 in 2018-2019.</p> <p>4.1.5. To establish a speaking club (Conversation Club) in 2016-2017.</p>
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<p><b>High-Quality Education</b></p>	<p>4. To continuously improve the student learning.</p>	<p>4.1. To increase the motivation of the EPP students towards English learning.</p>	<p>4.1.6. To establish different clubs (Cinema, grammar, writing, ESP, etc.) between 2017-2019.</p> <p>4.1.7. To build partnerships with different universities abroad to send our students for short summer courses between 2016-2019.</p> <p>4.1.8. To organize or participate in 1 social responsibility project in 2017-2018 and 2 in 2018-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>4. To continuously improve the student learning.</p>	<p>4.2. To position the EPP instructors in the classroom as a facilitator and a guide.</p> <p>4.3. To establish healthy feedback mechanisms to inform the EPP students about their progress and performance.</p>	<p>4.2.1. To give min. 3 specific trainings for the EPP instructors to play their predesigned roles in the classroom in 2016-2017; 4 in 2017-2018 and 5 in 2018-2019.</p> <p>4.3.1. To establish communication and feedback channels; timely grade reporting, post-exam feedback, LMS online progress reports, office hours in 2016-2017.</p> <p>4.3.2. To maintain and further develop communication and feedback channels; timely grade reporting, post-exam feedback, LMS online progress reports, office hours between 2017-2019.</p>
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<p><b>High-Quality Education</b></p>	<p>4. To continuously improve the student learning.</p>	<p>4.4. To increase EPP students' academic performance in terms of both knowledge and skills.</p>	<p>4.4.1. To decrease the number of EPP repeat students 40% in 2016-2017.</p> <p>4.4.2. To decrease the number of EPP repeat students 45% in 2017-2018.</p> <p>4.4.3. To decrease the number of EPP repeat students 50% in 2018-2019.</p> <p>4.4.4. To enable the 65% of all the EPP students to complete the program successfully in 2016-2017.</p> <p>4.4.5. To enable the 70% of all the EPP students to complete the program successfully in 2017-2018.</p> <p>4.4.6. To enable the 75% of all the EPP students to complete the program successfully in 2018-2019.</p>
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<p><b>Administrative Efficiency And Effectiveness</b></p>	<p>1. To continuously improve the administrative quality of EPP.</p>	<p>1.1. To review, renew and develop the administrative policies, procedures and operations of EPP on an ongoing basis according to the new needs arising and the feedback obtained.</p>	<p>1.1.1. To monitor and evaluate efficiency and effectiveness of all the administrative policies, procedures and operations of EPP by collecting feedback regularly through questionnaires and meetings between 2016-2019 academic year.</p> <p>1.1.2. To establish clear communication channels and mechanisms such as wish boxes, appeal or complaint procedures to collect the necessary data for continuous and sustainable improvement on the administrative operations in 2016-2017 academic year.</p> <p>1.1.3. To help the EPP staff understand their roles in the EPP by giving timely and accurate information between 2016-2019.</p> <p>1.1.4. To build and maintain effective relations with all the stakeholders to form and develop the administrative policies and practices between 2016-2019.</p>
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<p><b>Administrative Efficiency And Effectiveness</b></p>	<p>1. To continuously improve the administrative quality of EPP.</p>	<p>1.1. To review, renew and develop the administrative policies, procedures and operations of EPP on an ongoing basis according to the new needs arising and the feedback obtained.</p>	<p>1.1.5. To build transparent, participatory and data-driven decision-making processes in all the EPP operations for 2016-2019.</p> <p>1.1.6. To develop the most suitable strategies for attracting, recruiting and retaining high quality staff for EPP organization to maintain its efficiency and effectiveness between 2016-2019.</p> <p>1.1.7. To establish different committees and units in EPP to better delegate and share the workload; and increase the staff participation in planning, implementing, monitoring and evaluating in 2016-2017.</p> <p>1.1.8. To review and renew the contents of EPP on the web and make some necessary changes for 2016-2017 academic year. (Admin)</p> <p>1.1.9. To continuously improve the EPP website for the EPP students to find EPP-related info correctly and easily between 2016-2019. (Admin+OLP)</p>
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<p><b>Administrative Efficiency And Effectiveness</b></p>	<p>1. To continuously improve the administrative quality of EPP.</p>	<p>1.1. To review, renew and develop the administrative policies, procedures and operations of EPP on an ongoing basis according to the new needs arising and the feedback obtained.</p> <p>1.2. To be more efficient and effective in planning and organization.</p>	<p>1.1.10. To communicate with the EPP students on the social media through facebook, twitter in 2016-2017. (Admin+OLP &amp; ICT)</p> <p>1.1.11. To communicate with the EPP students on the social media through facebook, twitter, instagram in 2017-2018. (Admin+OLP &amp; ICT)</p> <p>1.1.12. To communicate with the EPP students on the social media through facebook, twitter, instagram, youtube in 2018-2019. (Admin+OLP &amp; ICT)</p> <p>1.1.13. To reach 700 followers on EPP's social media accounts between 2016-2019. (Admin+OLP &amp; ICT)</p> <p>1.2.1. To encourage staff multifunctionality or versatility using job enlargement policies in 2016-2017 / 2017-2018.</p>
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<p><b><i>Administrative Efficiency And Effectiveness</i></b></p>	<p>1. To continuously improve the administrative quality of EPP.</p>	<p>1.2. To be more efficient and effective in planning and organization.</p>	<p>1.2.2. To create a teamwork-based working environment in 2016-2017;and instill cooperation and collaboration as a new mindset into all the EPP staff between 2016-2019.</p> <p>1.2.3. To give all the EPP committees greater freedom to make choices and decisions rather than burden them with excessive one-sided administrative decisions between 2016-2019.</p> <p>1.2.4. To increase the quantity and quality of all the EPP meetings between 2016-2019.</p> <p>1.2.5. To share all the agenda, results and decisions of the meetings organized at EPP transparently by grouping the meetings under some certain headings and keeping them in specified files and folders in 2016-2017 academic year.</p>
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<p><b>Administrative Efficiency And Effectiveness</b></p>	<p>2. To increase the morale, motivation and job satisfaction of all the EPP instructors.</p>	<p>2.1. To organize regular social gatherings.</p> <p>2.2. To encourage the EPP instructors to participate in national and international ELT conferences.</p> <p>2.3. To reduce uncertainties in administrative policies, procedures and practices.</p> <p>2.4. To organize ELT-related conferences or workshops.</p>	<p>2.1.1. To organize social gatherings at the start and at the end of the EPP for each academic year starting 2017-2018.</p> <p>2.2.1. To sponsor some conference participations utilizing ICU YAPKO System (as a conference presenter) for each academic year starting 2016-2017.</p> <p>2.3.1. To build and maintain predetermined administrative policies and procedures to be followed in 2016-2017.</p> <p>2.3.2. To form a student handbook with all the EPP-related info in 2016-2017 and regularly update it in 2017-2018 and 2018-2019. (Admin.)</p> <p>2.4.1. To organize 1 ELT-related conference or workshop for each academic year starting in 2018-2019.</p>
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	<b>STRATEGIES</b> <i>(How to Achieve, Anticipated Problems, Probable Solutions, Alternatives)</i>
<p><b>High-Quality Education</b></p> <p><b>SG 1. – SO 1.1.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Needs analysis</li> <li>▪ Focus group meetings and questionnaires with the students and the instructors</li> <li>▪ End-of-session meetings with the level coordinators and the related level teachers</li> </ul> <p><b>Anticipated Problems</b></p> <ul style="list-style-type: none"> <li>▪ Preparing the contents of the questionnaires for Needs Analysis</li> <li>▪ Lack of enough time for focus group meetings</li> <li>▪ Lack of interest and tiredness</li> </ul> <p><b>Probable Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Using the same framework of the needs analyses having been given last year with some certain changes</li> <li>▪ Predetermined schedule for the focus group meetings</li> <li>▪ Encouraging and making the instructors believe the importance of the feedback to be collected for the purpose of program improvement</li> </ul> <p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ Only questionnaires or only focus group meetings could be organized.</li> <li>▪ Instead of end-of-session meetings, end-of-term meetings could be held.</li> </ul>

**High-Quality Education**

**SG 2 – SO 2.1.**

**How to Achieve**

- A new Testing and Assessment Centre organization
- Designing, developing and implementing the new testing, assessment and evaluation policies and procedures
- Monitoring and evaluating the new policies and procedures on a regular basis
- Established feedback mechanisms for bettering all the testing and assessment practices
- Collecting structured feedback regularly

**Anticipated Problems**

- Lack of enough field-specific knowledge
- Negative perception about the complexities of the system designed
- Administrative and organizational difficulties regarding the formal procedures to be followed
- Probable communication problems with the EPP instructors and the students

**Probable Solutions**

- Field-specific trainings and literature review
- Establishing new communication strategies and channels to break the probable negative perception about the new system
- Carefully-planned and comprehensive orientation programs
- Handbooks for EPP instructors and students covering all the new aspects of the new system

**Alternatives**

- Small group meetings could be organized to further clarify the problematic issues.

**High-Quality Education**

**SG 2 – SO 2.2.**

**How to Achieve**

- Designing the format and contents of the handbook with the Testing and Assessment Centre members
- Determining the new member of the Testing and Assessment Centre with the members of the centre
- Demanding some materials from some of the publishing companies, especially Cambridge University Press (Provider of the EPP materials)
- Organizing differentiated training program for the Testing and Assessment Centre (Pearson Assured Trainings + CUP)
- Initiating a close cooperation with the ICU library to obtain the necessary ELT books

**Anticipated Problems**

- Lack of enough samples to get inspiration
- Limited number of the candidates for the Testing and Assessment Centre
- Orientation and training for the new member
- Persuading the companies of the material needs of the centre
- Having no specific fund or institutional budget for the trainings
- Budget problems of the ICU library

**Probable Solutions**

- Determining new standards for the handbook
- Taking into consideration candidates' education, experience and professional qualities
- Using the preset training packs
- Demanding the materials mostly from CUP
- Getting help and support from Pearson and CUP
- Keeping the number of the ELT books lower

	<p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ EPP coordinator could help with the orientation and trainings.</li> <li>▪ Testing and Assessment Centre coordinator might organize the trainings using the ppt packs.</li> <li>▪ The number of the materials might be decreased to a minimum.</li> </ul>
<p><b>High-Quality Education</b></p> <p><b>SG 3 – SO 3.1.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Establishing a CPD unit (EPP PDU)</li> <li>▪ Designing and implementing a continuous professional development plan</li> <li>▪ Designing and implementing an induction and orientation plan</li> <li>▪ Organizing outsourced teacher training sessions (4 – 6)</li> <li>▪ Enabling EPP instructors to attend ELT conferences (1 – 2)</li> <li>▪ Encouraging EPP instructors to lead and attend voluntary in-house workshops</li> <li>▪ Encouraging EPP instructors to attend webinars of their own choice (1)</li> <li>▪ Designing and implementing new end-of-year performance appraisal scheme</li> <li>▪ Establishing a materials office or library in which EPP instructors will be able to find some essential ELT-related books and magazines</li> <li>▪ Establishing an Online Learning Platforms Unit</li> <li>▪ Continuously improving the EPP website for the EPP students to better their language learning</li> <li>▪ Putting ADDIE (Analyze – Design – Develop – Implement – Evaluate) instructional design model into practice</li> <li>▪ Establishing a Materials Development Unit</li> <li>▪ Monitoring and evaluating the performance of all the EPP materials through focus group meetings and questionnaires</li> <li>▪ Preparing more reliable materials selection check lists</li> <li>▪ Improving the quantity and quality of the teacher-made instructional materials</li> </ul>

### ***Anticipated Problems***

- Providing outsourced teacher training
- Lack of interest in voluntary in-house workshops
- The cost of the ELT books
- Lack of file sharing and storage system

### ***Probable Solutions***

- Getting help and support from Cambridge University press for the outsourced teacher training
- Creating an organizational climate that encourages and motivates learning
- Providing the support of ICU library in buying all the ELT books chosen
- Getting help from ICU IT department for the storage and file sharing space on an institutional server

### ***Alternatives***

- The number of the ELT books could be reduced.
- The number of the teacher training sessions could be reduced.
- Attending voluntary in-house workshops could be made optional.
- Secure cloud systems on the Internet could be used for file storage and sharing.



<p><b>High-Quality Education</b></p> <p><b>SG 3 – SO 3.2.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Increase the number of the full-time EPP instructors</li> </ul> <p><b>Anticipated Problems</b></p> <ul style="list-style-type: none"> <li>▪ Some official procedures to be followed</li> <li>▪ Quality and qualification level sought</li> </ul> <p><b>Probable Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Starting the recruitment processes earlier for the related years</li> <li>▪ Using predetermined and clear recruitment paths and procedures</li> <li>▪ Taking experience and expertise (esp. at tertiary level) into consideration more</li> </ul> <p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ The professional networks of the ICU EPP instructors could be used.</li> </ul>
<p><b>High-Quality Education</b></p> <p><b>SG 4 – SO 4.1.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Planning and implementing a program framework that takes into account different learning styles and preferences</li> <li>▪ Designing and redesigning all the EPP programs according to the real needs (both social and academic) of the students by applying needs analyses of various sorts</li> <li>▪ Organizing extra- curricular activities</li> <li>▪ Establishing speaking and a cinema clubs</li> <li>▪ Building partnerships with different universities abroad to send our successful students for short summer courses</li> <li>▪ Organizing or participating in social responsibility projects</li> </ul>

	<p><b><i>Anticipated Problems</i></b></p> <ul style="list-style-type: none"> <li>▪ The number of the students that is subject to the needs analyses</li> <li>▪ Lack of enough time for extra-curricular activities</li> <li>▪ Lack of enough space for club activities.</li> <li>▪ Bureaucratic procedures for partnerships with different universities abroad</li> </ul> <p><b><i>Probable Solutions</i></b></p> <ul style="list-style-type: none"> <li>▪ Using reliable and valid sampling techniques for statistical calculations</li> <li>▪ Scheduling extra-curricular activities before the related academic years</li> <li>▪ Making use of some empty classrooms for the club activities</li> <li>▪ Designing a standard procedure to seek partnerships with the universities abroad</li> </ul> <p><b><i>Alternatives</i></b></p> <ul style="list-style-type: none"> <li>▪ The size of the sampling group could be reduced.</li> <li>▪ Only 1 extra-curricular activity could be organized for each academic year.</li> <li>▪ The scope and extend of the partnerships could be narrowed.</li> </ul>
<p><b><i>High-Quality Education</i></b></p> <p><b><i>SG 4 – SO 4.2.</i></b></p>	<p><b><i>How to Achieve</i></b></p> <ul style="list-style-type: none"> <li>▪ Giving specific trainings to the EPP instructors to play the related roles in the classroom</li> </ul> <p><b><i>Anticipated Problems</i></b></p> <ul style="list-style-type: none"> <li>▪ Teaching habits</li> </ul>

	<p><b><i>Probable Solutions</i></b></p> <ul style="list-style-type: none"> <li>▪ Orientation program</li> <li>▪ Curriculum Handbook</li> <li>▪ Clearly stated role descriptions</li> </ul> <p><b><i>Alternatives</i></b></p> <ul style="list-style-type: none"> <li>▪ Workshops could be organized for showing the roles to be played by the EPP teachers.</li> <li>▪ Role descriptions in the Curriculum Handbook could be further detailed.</li> </ul>
<p><b><i>High-Quality Education</i></b></p> <p><b><i>SG 4 – SO 4.3.</i></b></p>	<p><b><i>How to Achieve</i></b></p> <ul style="list-style-type: none"> <li>▪ Establishing communication and feedback channels; timely grade reporting, post-exam feedback, LMS online progress reports, office hours</li> </ul> <p><b><i>Anticipated Problems</i></b></p> <ul style="list-style-type: none"> <li>▪ Regular flow of communication</li> </ul> <p><b><i>Probable Solutions</i></b></p> <ul style="list-style-type: none"> <li>▪ Designing communication and feedback channels before the related academic year</li> <li>▪ Regular check and follow-up</li> </ul> <p><b><i>Alternatives</i></b></p> <ul style="list-style-type: none"> <li>▪ Online platforms could be used more to build and maintain effective and timely communication.</li> </ul>

**High-Quality Education**

**SG 4 – SO 4.4.**

**How to Achieve**

- Decreasing the number of EPP repeat students
- Enabling more EPP students to complete the program successfully

**Anticipated Problems**

- Crowded classrooms
- The students difficult to manage
- Split-session program
- Academic writing (Essay)

**Probable Solutions**

- Organizing pair and group-work activities
- Giving the students more responsibility for their own learning
- Utilizing classroom management techniques for large classrooms (teacher training)
- Planning engaging and motivating lessons taking the emotional state of the students into account
- Focusing on process more over product in teaching essay
- Giving regular feedback to the students regarding their writing performance

**Alternatives**

- Office hours could be allotted for one-to-one feedback and solving concrete learning problems.
- The students could be encouraged for self-study.
- Extra materials and websites could be offered for the students to do extra practice.
- Self-correction and peer-correction could be made use of more.

**Administrative  
Efficiency And  
Effectiveness**

**SG 1. – SO 1.1.**

**How to Achieve**

- Monitoring and evaluating the efficiency and effectiveness of all the administrative policies, procedures and operations of EPP by collecting feedback regularly through questionnaires, meetings (students & instructors), statistical data analyses
- Establishing clear communication channels and mechanisms such as wish boxes, appeal or complaint procedures to collect the necessary data for continuous and sustainable improvement on the administrative operations
- Helping all the EPP staff understand their roles in the overall administration of EPP by giving timely and accurate information
- Building and maintaining effective relations with all the stakeholders to form and develop the administrative policies and practices
- Building transparent and democratic decision-making processes in all the EPP operations
- Developing the most suitable strategies for attracting, recruiting and retaining high quality staff for EPP organization to maintain its efficiency and effectiveness
- Establishing different committees and units in EPP to better delegate and share the workload; and increase the staff participation in planning, implementing, monitoring and evaluating
- Reviewing and renewing the contents of EPP on the web and make some necessary changes
- Continuously improving the EPP website for the EPP students to better their language learning
- Communicating with the EPP students on the social media through facebook, instagram, etc.

### ***Anticipated Problems***

- Heavy workload
- Uncertainties
- A lot of paperwork for appeals, complaints, etc. (the amount of allotted time)
- Staff motivation and willingness
- Timely updating problems on the web

### ***Probable Solutions***

- Planning all the related administrative actions thoroughly and clearly before the related academic year
- Forming clearly defined series of actions for complaints, appeals, etc.
- Proactive and forward-looking administrative approach
- Democratic and participatory administrative style; high staff involvement in all the EPP decision making
- Creating more sense of belonging and commitment through sharing responsibility
- Checking the contents of the web page and make the necessary changes with the help of OLP & ICT unit

### ***Alternatives***

- The productivity, efficiency and effectiveness of the administrative assistance could be increased.
- Some questionnaires could be prepared for different faculty departments to learn their expectations, perceptions and wishes.
- A recruitment process handbook could be designed including all the necessary procedures.
- Web content project teams could be formed and through this team, the contents of the the web page could be developed and updated.

**Administrative  
Efficiency And  
Effectiveness**

**SG 1. – SO 1.2.**

***How to Achieve***

- Encouraging staff multifunctionality or versatility using job enlargement policies
- Creating a teamwork-based working environment
- Instilling cooperation and collaboration as a new mindset into all the EPP staff
- Giving all the EPP staff greater freedom to make choices and decisions rather than burden them with excessive one-sided administrative decisions and rules

***Anticipated Problems***

- Work habits and routines
- Forming teams
- Adaptation to the changes made

***Probable Solutions***

- Orientation program
- Comprehensive and carefully-designed continuous professional development and induction programs
- Forming teams and working groups around the expertise
- Setting SMART (Specific – Measurable – Achievable – Realistic – Time-Bound) goals for the teams and groups

***Alternatives***

- Teacher portfolios could be formed.
- Differentiated training could be given for different needs and wants.
- Change management strategies could be made use of to ease the internalization and consolidation of change.
- Social activities could be organized to promote team spirit.

<p><b>Administrative Efficiency And Effectiveness</b></p> <p><b>SG 2. – SO 2.1.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Organizing social gatherings at the start and at the end of the EPP</li> </ul> <p><b>Anticipated Problems</b></p> <ul style="list-style-type: none"> <li>▪ No problem anticipated</li> </ul> <p><b>Probable Solutions</b></p> <ul style="list-style-type: none"> <li>▪ No problem anticipated</li> </ul> <p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ There could be some organizations EPP students might participate in.</li> </ul>
<p><b>Administrative Efficiency And Effectiveness</b></p> <p><b>SG 2. – SO 2.2.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Sponsoring some conference participations (as a conference presenter)</li> </ul> <p><b>Anticipated Problems</b></p> <ul style="list-style-type: none"> <li>▪ Budget</li> </ul> <p><b>Probable Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Sponsoring conference participations partially, not fully.</li> </ul>



	<p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ EPP instructors could be encouraged to attend the conferences that are free of charge.</li> </ul>
<p><b>Administrative Efficiency And Effectiveness</b></p> <p><b>SG 2. – SO 2.3.</b></p>	<p><b>How to Achieve</b></p> <ul style="list-style-type: none"> <li>▪ Building and maintaining predetermined administrative policies and procedures to be followed</li> </ul> <p><b>Anticipated Problems</b></p> <ul style="list-style-type: none"> <li>▪ Standardization and consistency in applications</li> <li>▪ Disobedience</li> </ul> <p><b>Probable Solutions</b></p> <ul style="list-style-type: none"> <li>▪ Designing easy-to-understand and follow administrative procedures</li> <li>▪ Applying the policies and procedures without exception or flexibility</li> </ul> <p><b>Alternatives</b></p> <ul style="list-style-type: none"> <li>▪ All the policies and procedures could be subject to change to a certain degree according to the needs emerging. (contingency plans – situational management).</li> </ul>

**Administrative  
Efficiency And  
Effectiveness**

**SG 2. – SO 2.4.**

**How to Achieve**

- To organize ELT-related conferences or workshops for each academic year

**Anticipated Problems**

- Budget
- Inexperience in organizing conferences and workshops

**Probable Solutions**

- Getting support of top management by explaining the benefits of such organizations
- Utilizing the experience of different preparatory schools
- Using sponsorships from publishing houses

**Alternatives**

- Small-scale conferences and workshops could be organized.

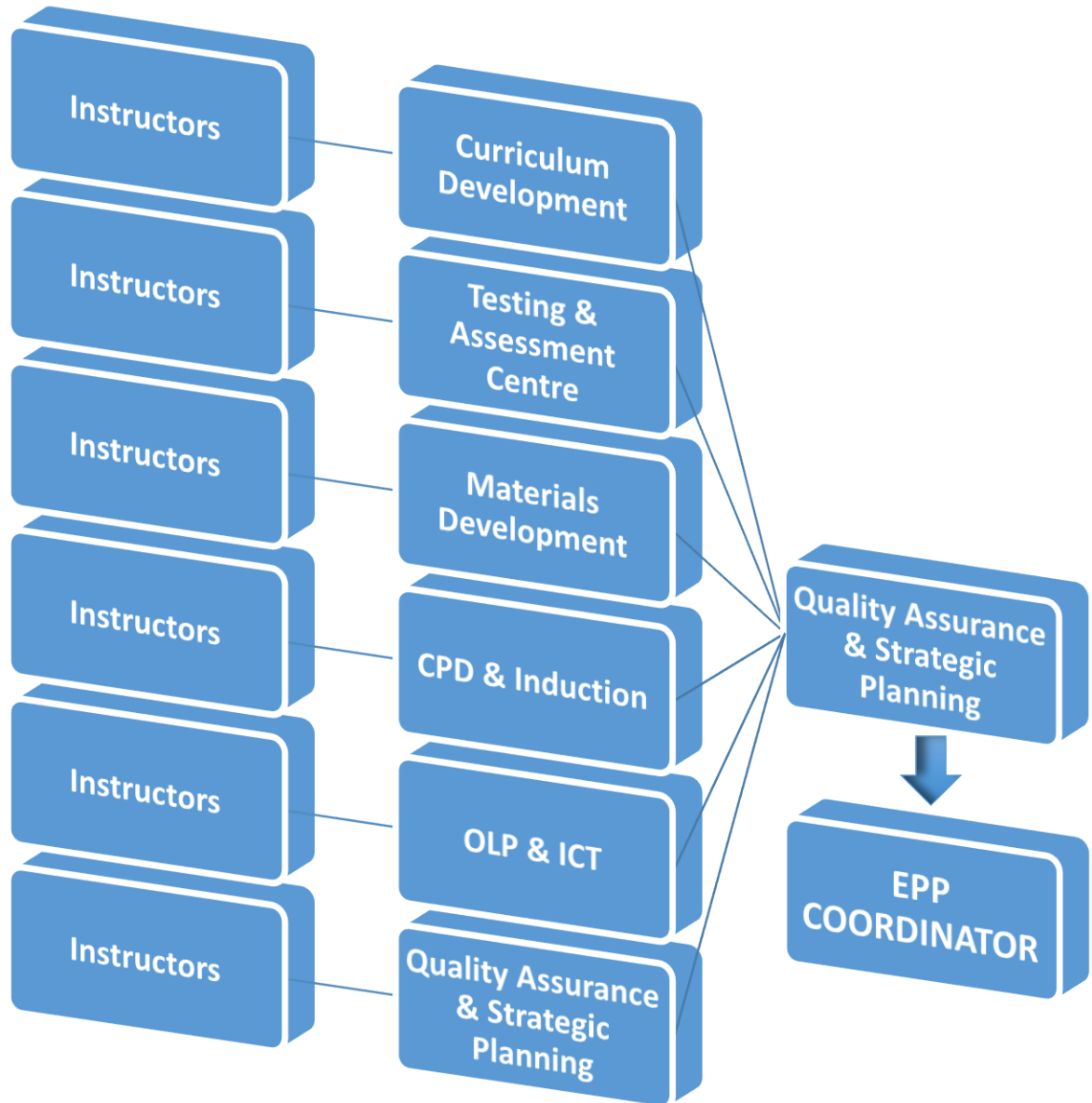
### 3. MONITORING AND EVALUATION MECHANISMS

All the strategic goals and objectives that are covered in the ICU EPP Strategic Plan are going to be monitored and evaluated in terms of performance realization on an ongoing basis. To this end, the below target monitoring and evaluation plan, which is also the overall quality plan of the EPP, is going to be followed.



**Figure 2:** Target monitoring and evaluation plan

### 3.1. MONITORING AND EVALUATION REPORTING SYSTEM



**Figure 3:** Monitoring and evaluation reporting system

### 3.2. MONITORING AND EVALUATION FORM

<b>SG</b>	<b>SO</b>	<b>PO</b>	<b>Time Period</b>	<b>Current Situation</b>	<b>Realization Level</b>	<b>Problems &amp; Solutions (If need be)</b>