

BAU HYBRID UNIVERSITY TRANSFORMATION ROAD MAP

IT HAS BEEN ACCEPTED BY THE DECISION OF BAHÇEŞEHİR UNIVERSITY SENATE DATED 20.08.2022 AND NUMBERED 2020/21/01.

This report reveals the committees to be established to carry out online / hybrid education and service processes, the responsibilities of the stakeholders, the processes to be followed and the quality standards¹ during the hybrid transformation of Bahçeşehir University.

The most appropriate process for a sustainable transformation consists of Phase I, which includes four months of planning and building a structure, and Phase II, which includes five months of planning, design, building and implementation



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* The standards created in this report have been adapted from the "OLC QualityScorecard Suite" standards developed by Coursera, MIT, MITX, Stanford Online, Harvard University, Udemy, Khan Academy and The Online Learning Consortium™ (OLC) and are partially modified / transformed / split and created with additions to existing BAU distance education standards. Use of these standards is under the Creative Commons Attribution 4.0 International License (CC By 4.0).

In the first part of the report, there are the teams that will be needed in the implementation phase and the density of these teams to work and contribute in practice. Then, the transformation stakeholders and boards in this process, which should be handled as a project, have been determined. Definitions for this board and stakeholders and definitions of representation have been made. In section II of the report, the topics related to BAU hybrid university quality management that should be addressed in five categories are explained and the quality standards related to these categories are presented.

The Rationale for Hybrid Transformation

The diversity and speed in digitalization, the widespread use of technology development in every field, the radical change in the most basic services that make up the daily life actually gained a completely different dimension with the pandemic process.

Along with the pandemic process, the "new normal" has brought some irreversible changes together, and different needs that vary immensely in short time have emerged.

For education, it should be noted that this circumstance should not only be seen as a temporary change, but a transformation and that this transformation should be structured with a strategic perspective and road map.

As an important stakeholder of this transformation process, BAU Family, which has adopted the mission of transferring innovation and improvement within the international academy since its establishment, has prepared a road map to pioneer the transformation that it has taken on as a mission. The focus of this roadmap is "BAU Hybrid University Quality Management and Standards".

BAU hybrid university quality standards are classified under six categories. While making these classifications, it is aimed to maximize the contributions of stakeholders not only in education processes, but also in all service processes that have direct and indirect effects on these processes. Therefore, with this standardization, all administrative and academic units will have measurable metrics regarding the minimum service quality they must meet in their services. On the other hand, this structuring is expected to redesign administrative and academic processes in a way that will nourish each other and bring them together functionally in one pot thus reflecting the interdisciplinary approach that has become the BAU culture academically to all the operational processes of the university.

While defining the Hybrid University; First of all, the definition should be clearly stated in terms of management.

In this context, it should be underlined that the university is a new management approach and process in which an agile management approach is blended with an optimal balance while preserving its traditional hierarchical structure. At this point, in addition to the central hierarchical structure with optimal balance, the matrix structure in which agile units are included, managerial understanding has been adopted.

Our duty in terms of managerial communication is to present traditional and agile approaches as an original model compatible with both our own system and the system of the world.

The definition of Hybrid University refers to enabling students to achieve in all fields such as academic, psycho-social, career, physical, ethical and intellectual development by supporting all learning - teaching processes in BAU with educational technologies; helping learners to adopt an up-to-date , interdisciplinary approach as well as getting equipped with 21st Century skills and technologies.

Therefore, this transformation aims to individualize face to face and online learning in a way that they are viewed as attractive and efficient. This is to be done through enriching developmental areas like interdisciplinary education, global learning experiences, sectoral research and application centers and entrepreneurship centers. In short, it should be considered as redesigning learning processes on and off campus (online, global, internship etc.) and it should be acknowledged that face to face education , valuable life lessons of the campus have not been abandoned .

BAU hybrid university model, structured with a holistic system approach, also aims to develop research and development in terms of quantity and quality in accordance with BAU objectives. It also aims to review and automate all processes to improve student experience and quality in education, and to increase the effects of the social benefit in local, national and international scale. To achieve all these goals, the entire administrative and academic body should work in an integrated manner, be accessible in a hybrid working order and it is necessary to establish data-based decision mechanisms that can give fast and accurate results.

Behind this approach is not only the idea of solving the difficulties encountered during the pandemic process but also the passion to be the pioneer of the modern education approach that is evolving into a very different structure in the globalizing world. In this context, it is aimed to follow a road map that strengthens learning outcomes by focusing on increasing the quality of education in every step to be taken.

This change especially emphasizes the need for individualized services to improve students in academic, physical, psychological, sociological, intellectual, ethical and career related areas.

In addition, facilitating the transfer of learning outcomes to business life, the effective use of the rich opportunities offered by the BAUGLOBAL network and thus increasing intercultural competence; learning, experiencing, developing with international professional observations and experiences; Increasing the inter-stakeholder support of our alumni network and strengthening it internationally are the other important aims. Considering all these goals and objectives, the hybrid learning experience should be perceived as the students' gaining experience outside the campus, in the R&D fields, in the industry and in the international arena, without limiting the activities to be carried out within the campus area. In this context, it is important to encourage the enrichment of the development and career process with programs such as international R&D, sectoral collaborations, Erasmus, World Exchange, BAUGlobal certificate and dual-up. All these stated goals aim to make the learning experience accessible to the student anytime, anywhere with an agile approach. They also intend to increase efficiency in the design of activities on campus and to strengthen the competencies of the 21st century based on the interdisciplinary perspective of the whole learning experience.

In summary, a hybrid university approach focuses on the need that every stage of the learning-teaching process is technologically and institutionally accessible, individualizable, and ensuring continuous improvement based on data.

Boards and Operations

The healthy execution of the transformation process and the effective distribution of authorities and responsibilities are as important as the content of the transformation. Establishment of interrelated

boards in matrix structure and effective participation of existing boards in order for the standard structure-which is structurally relational and spiral- to become functional, will contribute to the smooth running of the process. In the execution of this process, the following committees are required to undertake and lead the project.

Boards	Powers and Responsibilities	Representation
University Senate	-Vision, mission, strategy development, determination of general method. - Directing business / process flows with the support of education commission and other related commissions.	Bahçeşehir University Senate
Project team Bahçeşehir University Rector Bahçeşehir University Vice Rector. Secretary General Information and Technology Rector Advisor Dean of Students Head of Strategy Development and Planning Department Distance Education Director Learning-Teaching Center Director Secretariat	- Running the operation, communication of the boards, management and planning - Update and improvement of quality standards.	Bahçeşehir University Rector (Project Leader)
Hybrid Transformation Executive Board	- Review, research, coordination and feedback	Hybrid Transformation Executive Board Chairman
Distance Education Director Dean of Students Learning - Teaching Center Director assistant Secretary General Dean / Assistant Director		

IT Department Representative

Strategy Development and Planning
Department Representative

Secretariat

Faculty / Institute / Vocational
School Management

- Improving programs and
implementing quality standards.

Dean / Manager

Dean of Students

- Development, standardization
and documentation of student-
related processes.

Dean of Students

-Hybrid transformation student
communication and integration

Distance Education Unit

-Technology Development,
-Course Design 1-1 techno-
pedagogical support,
-Implementation of Quality
Standards

Distance Education Unit
Coordinator

Learning and Teaching Centre	-Organizing trainings on required skill sets	Learning and Teaching Center Director
Departmental Boards / Commissions	- Program / Course development -Implementation and supervision of quality standards -Need analysis	Head of the Department
Information and Technology Management	- Technical and administrative tracking and development of the systems used	Head of IT Department
Strategy Development and Planning Department	- Ensuring integration with the university's general strategies and quality reports	Head of Strategy Development and Planning Department

1. Managerial Quality Standards It consists of six sub-headings: Strategic Transformation, Technology Development, Course Development and Instructional Design, Instructor Support, Student Support, and Assessment-Evaluation and Feedback Support.

The realization of a hybrid transformation process is possible with a radical paradigm change.

For this paradigm change to really succeed, updating the managerial perspective at every level that constitutes BAU plays a key role for transformation. In this process, managers are expected to lead rather than accompany this transformation. The starting point of the paradigm change is structuring of the institution's vision, mission, values and strategic plan in a manner that supports a hybrid learning-teaching environment. The "**Strategic Transformation**" standards, which form the beginning of this document, aim to achieve this. "**Technology Development**" standards refer to the sustainability of educational technologies, organizing the formation of skill sets of new technologies in students and teaching staff, and constantly improving the technologies used to meet the needs.

"**Course Development and Instructional Design**" standards include educational standards that will guide the delivery of a hybrid or online course with the highest productivity and efficiency in pedagogical and technological terms. With the "**Teaching Staff Support**" standards, the participation of our faculty in the needs and decision-making processes regarding hybrid transformation is guaranteed. In addition, "**Student Support**" standards, which express the interaction between student - teaching staff, student - program, student - support staff and student - BAU culture, emphasize the quality of communication processes. Lastly, "**Assessment-Evaluation and Feedback Support**" standards are included to provide feedback to managers and to continuously feed this dynamic structure with the data obtained.

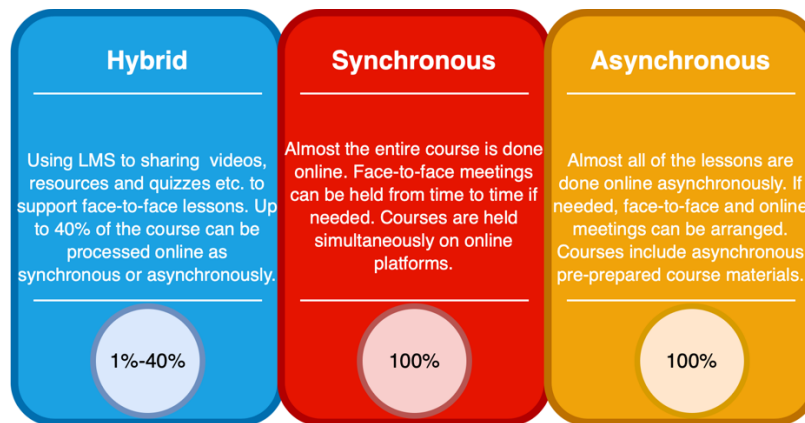
2. Course Design Standards: It consists of eight sub-titles: Overview and Information of the Course, Technology and Tools of the Course, Design and Layout (Layout), Content and Activities, Interaction, Evaluation and Feedback, Asynchronous Lesson Video and Synchronous Lesson Processing.

Students first interact with the course when they receive the general information about the course.

With the "Overview and Information of the Course" standards, it is aimed that the student can reach all the necessary information about the course in the same frame in all lessons during the first interaction. The technological learning materials to be used in the course and the necessary technical information about them are determined by the "**Technology and Tools of the Course**" standards. "**Design and Layout**" standards aim to make sure that the cognitive load that hinders learning in individuals is avoided considering instructional design principles.

The "**Content and Activities**" standards draw a framework for content and activities that support learning and participation in classes, facilitate communication and increase collaboration. The communication of learners with the course and the lecturer is defined by "**Interaction**" standards. Standards regarding the effective use of feedback processes in learning - teaching are placed under the heading "**Evaluation and Feedback**". Lastly, standards regarding "Asynchronous Lesson Video" and "Teaching a Synchronous Lesson" are presented. Defining courses and determining the face-to-face / online rates regarding the

teaching of these is one of the most important factors in the success of online teaching. The courses that start as hybrid but have no LMS activities other than face-to-face activities, negatively affect the perception and attitude of learners towards online courses. Those who want to choose from these three types of courses are expected to meet the standards and prerequisites for the lecturer selected by the department commission. In addition, the criteria for the implementation of these standards will be added to the performance evaluations of the faculty members as well as the updating of the course evaluations according to the type of course. The course descriptions in which the rates are handled according to YÖK's framework and the blending rates for these courses are given below. Blending rates indicate the maximum online activities that can be done for that course type.



3. Learning and Teaching as a part of BAU culture:

It consists of nine sub-titles: Course Design, Course Objectives, Course Content, Homework / Tasks, Role of the Instructor, Classroom Discussion and Participation, Building Community, Communication, and Continuous Course Development.

Learning - teaching experience at Bahçeşehir University is a constantly developing culture. In this culture, the suggestions of the Educational Sciences experts regarding the methods and techniques that should be applied in hybrid or online courses in order to present effective learning experiences are handled with a holistic approach. This approach is detailed with standards regarding "**Course Design**", "**Course Outcomes**", "**Course Content**" and "**Assignments / Tasks**". Also, the "**Role of the Instructor**" standards are designed to support these sub-headings and to enable the instructors to enrich their courses pedagogically.

The standards of "**In-Class Discussion and Participation**" and "**Building a Community**" aim to create a learning community, which is an important factor in increasing interaction in online education and contributing to the academic success of the student. Lastly, through the "**Communication**" and "**Continuous Course Development**" standards, it is aimed to enable the lecturer to use adequate and diverse communication channels with the learner and to continuously evaluate and improve the effectiveness of the course, content, activities, assessment and evaluation with the feedback they receive.

4. Digitalization and Learning Experience: It consists of five sub-headings: *Basics of Learning , Instructor Participation, Student Participation, Fundamentals of the Course and Continuous Improvement..*

While software and hardware updates are made within the scope of digitalization, enriching the learning experiences of students should be centered in all updates to support online education. From this point of view, the main purpose of the "**Basics of Learning**", "**Instructor and Student Participation**" and "**Fundamentals of the course**" standards is to contribute to this rich learning experience. In addition, the technology to meet the appropriate pedagogical requirements is also guaranteed by "**Fundamentals of the Course**" standards. Finally, with the "Continuous Improvement" standards, it is aimed to continuously evaluate and improve the validity and effectiveness of educational software in parallel with the development speed of technology.

5. Hybrid Student Support consists of 10 sub-headings: *Application and Admissions, Financial Aid, Pre-Registration Consultancy, Pre-Registration Services, Post-Registration Services, Career Counseling, Library, Disabled Student Services, Technology Support and Graduate Student Support.*

The transformation planned in institutions should be handled with a systematic perspective and each part of the system and its effect on other system elements should be evaluated in detail. Since Hybrid Student Support is an important part of this system, appropriate standards for student support have been defined so that they work in harmony with other activities (systems). In this respect, beyond just a mere support for the use of systems of learning-teaching process in hybrid transformation planning, support standards have been established in all other areas of interest for the student, starting from the student's application and admission process to post- graduation.

In this context, details are presented in the sub-titles of "**Application and Admissions**", "**Pre-Registration Consultancy**", "**Pre-Registration Services**", "**Post-Registration Services**", "**Career Counseling**". In addition, with the "**Financial Aid**", standards have been determined for the application processes in terms of providing students with financial literacy and the necessary support to continue their education. In addition, items that ease the lives of disabled students in this process are given under the heading of "**Disabled Student Services.**" The standards to be used for the design of activities to encourage students to be active individuals in the 21st-century society and make use of a library system that they can always access from anywhere are included under the title of "**Library**".

With the "**Technology Support**" standards, details of support for the use of software and other systems to be used in students' courses, and "**Graduate Student Support**", as well as research and development activities for graduate students, details that will guide them throughout their graduate and doctoral studies are presented. Items that will support both academic and social networking are also included.

A total of 321 quality standards in all categories outlined above in a holistic manner below are presented for your evaluation.²

1. EXECUTIVE QUALITY STANDARDS

1.1. Strategic Transformation

No	Quality Standard
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1.1.1	The mission, value, and strategic plan of the institution include hybrid and online learning.
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1.1.2	The hybrid and online teaching structure support the mission, values, and strategic plan of the institution.
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1.1.3	The institution has clearly identified and communicated the strategic value of hybrid and online learning to all stakeholders (students, faculty, staff, community, etc.).
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1.1.4	The institution has an agile management structure that will enable clear, effective, and comprehensive decision-making regarding hybrid and online education.
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1.1.5	The institution has a process that will ensure systematic and continuous improvement regarding the management of hybrid and online education.
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1.1.6	The institution has a plan and sufficient resources for strategic planning and resource allocation, including human and financial resources, to maintain its hybrid and online education mission.
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1.2. Development of Technology

1.2.1	The institution has a documented technology plan that includes cybersecurity measures (eg password protection, encryption, secure online or supervised exams, server, and technology security, etc.) of all technological infrastructure, service and corporate communication tools and e-environments to ensure quality in accordance with identified accreditation standards and legal requirements.
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1.2.2	A central information technologies office provides support for the establishment of a hybrid and online education infrastructure, and its continuous development and maintenance according to new technological developments.
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1.2.3	Enterprise technologies, appropriate power protection, backup solutions, disaster recovery plans, crisis management, etc. are managed in accordance with established data management practices such as Information Technology Service Management Standards (BTHYS).
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- 1.2.4 The institution has established an emergency plan for the continuation of data centers and support services for long-term service interruptions or extraordinary situations.
- 1.2.5 The hybrid and online technologies (LMS, CMS, Video Conferencing, etc.) employed by the university are considered as a critical business system, supported, and continuously developed.
- 1.2.6 Faculty, staff, and students are trained and supported in the development and use of new technologies and skills.

1.3. Course Development and Instructional Design

- 1.3.1 Rules regarding the minimum requirements (such as the course syllabus, course materials, evaluation strategies, feedback) for course development, design and presentation of hybrid and online education are regularly reviewed and followed up.
- 1.3.2 Course design guidelines are prepared and followed in order to ensure that the courses are designed in a way that the students achieve measurable learning outcomes and develop the necessary knowledge and skills.
- 1.3.3 Teaching materials and syllabi are periodically reviewed to ensure that they meet the learning outcomes on a program basis.
- 1.3.4 Process flow and responsibilities that ensure permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) for the proper use of hybrid and online course materials are specified and monitored.
- 1.3.5 There are policies that can be accessed by multiple applications that make teaching materials easily accessible and easy to use for students.
- 1.3.6 Teaching materials can be easily accessed by students with special needs using alternative teaching strategies and/or through referrals to private institutional resources.
- 1.3.7 Continuous improvement of the curriculum in line with the developments in the world is a fundamental responsibility for faculty and departmental administrations.
- 1.3.8 Hybrid and online course includes a syllabus that includes course outcomes, learning outcomes, assessment methods, books, tools and materials, and other relevant course information that makes course requirements transparent.
- 1.3.9 The course structure allows all students, regardless of their physical location, to access libraries/learning resources that support hybrid and online courses.
- 1.3.10 Technical support links or instructions are available with suggested solutions to potential technical problems and/or technical assistance links.
- 1.3.11 The learning management system and synchronous teaching software are actively used to support the acquisition of learning outcomes.
- 1.3.12 Opportunities/tools are provided to encourage student-student collaboration (web conferencing, instant messaging, etc.) as appropriate.

1.3.13 Homework completion, grading policy, and course instructor expectations are clearly stated in the syllabus.

1.3.14 Ethical rules or standards in hybrid and online student behavior are included in each course syllabus and provided throughout the orientation process.

1.4. Support for Faculty

1.4.1 The course instructor can access the relevant university policy on intellectual property.

1.4.2 The institution ensures that the course instructor receives training, assistance, and support for course development, preparation, and delivery.

1.4.3 Technical and techno-pedagogical support is provided to course instructors during hybrid and online course development.

1.4.4 Course instructors have access to training, hybrid and online resources and support on fair use, plagiarism, and other relevant legal and ethical concepts.

1.4.5 Continuous professional development regarding hybrid and online teaching and learning is provided to the course instructor.

1.4.6 With the participation of course instructors, clear standards are set and periodically reviewed for expectations and improvements in hybrid and online teaching.

1.4.7 Course instructors are informed about institutionally supported educational technologies and the selection and use of new tools, and receive the necessary training.

1.5. Student Support

1.5.1 Before starting a hybrid and online program, students are informed about the program and its requirements to determine whether they can access the minimum required technological skills and equipment.

1.5.2 Before starting a hybrid and online program, students can access information about the program and processes, including application, admission and registration requirements, tuition and fees, books, tools, materials, and student support services.

1.5.3 Before course registration, students can access the required course material information in print and/or digital formats, such as ISBN numbers for textbooks, book suppliers, and delivery methods.

1.5.4 Opportunities to interact with the program and the institution are offered through multiple communication methods in order to minimize students' feelings of isolation and increase the sense of belonging.

1.5.5 The program offers and continuously improves the current campus services in a student-centered structure, taking hybrid and online student needs into account as well.

1.5.6 Corporate communication (website, e-mail, social media, etc.) provides students with clear and timely information about where to get help (consulting, billing, library, etc.).

- 1.5.7 Non-educational support services such as application, admission and registration, financial support, psycho-social support, etc are provided to students.
- 1.5.8 Students can access technical support staff face-to-face or online.
- 1.5.9 Students can access academic and career counseling face-to-face and online.
- 1.5.10 Students can access psycho-social counseling face-to-face and online.
- 1.5.11 Support staff is available to address student questions, issues, failure notices, and complaints.
- 1.5.12 Throughout the course/program, students can access the training and information they need, such as the necessary materials through electronic databases, inter-library exchanges, government archives, and new services offered.
- 1.5.13 The institution and/or the course instructor guides students in using any technology employed for teaching.

1.6. Assessment and Evaluation and Feedback Support

- 1.6.1 The program is evaluated by means of an evaluation process with the application of predefined standards.
- 1.6.2 Various data (academic and administrative) are used to evaluate the program on a regular basis and frequently and to make changes aimed at improving it continuously.
- 1.6.3 The learning outcomes intended for the courses and the program are reviewed regularly to ensure consistency, clarity, benefits, appropriateness, and effectiveness.
- 1.6.4 Feedback regarding course evaluation, performance evaluation of the faculty with respect to the effectiveness of the instruction (the quality of hybrid and online course materials, student satisfaction, etc.) are collected.
- 1.6.5 A process is applied and followed up to evaluate the hybrid and online teaching performance of the faculty.
- 1.6.6 A process is applied and followed up to evaluate the support services for the faculty and students.
- 1.6.7 A process is applied and followed up to maximize students' overall health in hybrid and online courses and programs.
- 1.6.8 A process is applied, followed up, and improved constantly to evaluate the satisfaction of stakeholders (such as students, the faculty, and the staff) of the hybrid and online program.

2. Course Design

2.1. Overview of the Course and General Information

No.	Quality Standard
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- 2.1.1 The course consists of the Welcome page and general information about the course.
- 2.1.2 The course consists of a syllabus that is structured in a clear and comprehensible manner for learners under the course materials.
- 2.1.3 The course includes a printable syllabus for learners (PDF, Word, HTML, etc.)
- 2.1.4 The course includes the information and links for the university policies for plagiarism and academic ethics, the use of technology, contact information and disability status etc.
- 2.1.5 The course ensures access to the resources (such as technical support, library resources and learning support, etc.) that underpin the success of the learners.
- 2.1.6 The course syllabus includes information about whether the course is fully online or hybrid and scheduling information such as the calendar and official holidays.
- 2.1.7 Information about the required methods and devices (mobile devices, publishers of the websites, secure content, browser status, microphone, and camera) to access and join the course is included.
- 2.1.8 The learning outcomes of the course are clearly stated and they are consistent with the learning activities and assessments as well as being measurable.
- 2.1.9 The course instructor shares their contact information.

2.2. Course Technology and Tools

- 2.2.1 The required information and skills to use the technological tools (websites, software, and hardware) are clearly stated and supported with resources.
- 2.2.2 The required technical information for joining the course activities is communicated promptly.
- 2.2.3 The frequently used technological tools can be accessed easily through the course page. The tools that are not used are removed from the course page.
- 2.2.4 The course includes links for the tools used and the privacy policies.
- 2.2.5 Any technological tool ensures the accessibility standards for persons with disabilities.

2.3. Design and Layout

- 2.3.1 A logical, consistent, and structured layout is offered. Navigating through the course is straightforward.
- 2.3.2 The course materials are organized according to weekly folders and themes when necessary.
- 2.3.3 There is enough contrast between the text and its background to ensure a clear view of the content.
- 2.3.4 The guidelines for the activities are prepared and shared.
- 2.3.5 The course does not have grammar and spelling mistakes.

- 2.3.6 The headings and subheadings are formatted in a different way to improve readability and format the files finely.
- 2.3.7 Sparkling and shining text usage is avoided.
- 2.3.8 An easy-to-read font, such as the Calibri font, is used, with a standard size of at least 12 font size.
- 2.3.9 Tables are supported by titles and summary descriptions.
- 2.3.10 The headings, rows and columns of the tables are identified.
- 2.3.11 The slides include a preset layout and unique titles.
- 2.3.12 Simple and non-automatic transitions are available for all the slides.
- 2.3.13 In order to avoid cognitive load, the presentation/screen has a maximum of 7 columns X 7 lines (words, pictures, drawings, etc.).
- 2.3.14 Text content is available in an easily accessible format.
- 2.3.15 Texts, graphics and images are also understandable when viewed without color.

2.4. Content and Activities

- 2.4.1 The course offers access to a variety of interesting resources that support learning and participation, facilitate communication, increase collaboration and deliver content.
- 2.4.2 The course provides activities for students to develop higher-order thinking and problem-solving skills such as critical thinking and analysis.
- 2.4.3 The course provides real-world activities about the relevant discipline, such as problem-based activities, case studies and experimental studies.
- 2.4.4 If possible, open educational resources, free or low-cost materials are used.
- 2.4.5 Course resources and materials contain BAU copyright and licensing information and clearly communicate the permission to share.

2.5. Interaction

- 2.5.1 Expectations for timely and regular feedback from the faculty are clearly stated (questions, e-mails, assignments).
- 2.5.2 Learners have the opportunity to get to know the course instructor in terms of their academic background.
- 2.5.3 The course contains resources or activities aimed at building a sense of classroom community, promotes open communication and builds trust. (at least one of the following - icebreaking activities, bulletin board, getting-to-know activities, discussion forums, etc.).
- 2.5.4 The course provides the student with the opportunity for student interaction and constructive collaboration.

- 2.5.5 Students are encouraged to share resources and knowledge from various sources of information in their course interactions.

2.6. Evaluation and Feedback

- 2.6.1 Course grading policies, including the results of late applications, are clearly stated in the course information area or syllabus.
- 2.6.2 The course includes appropriate, process-based and product-based methods to assess students' competence.
- 2.6.3 The criteria for evaluating a graded assignment are clearly specified (such as rubrics, case studies, etc.).
- 2.6.4 Students have the opportunity to review their performance and evaluate their learning throughout the course.
- 2.6.5 Students can easily access a well-designed and updated learning management system page.
- 2.6.6 Students have multiple opportunities to provide explanatory feedback on course design, course content, course experience, and the convenience of distance education technologies.

2.7. Asynchronous Course Video

- 2.7.1 The course instructor introduces themselves in the introductory video.
- 2.7.2 The code and name of the course are specified in the video introduction.
- 2.7.3 The course instructor defines the terms included in the subject.
- 2.7.4 At the end of the class, a general summary of the subject is provided.
- 2.7.5 At the end of the class, the course instructor specifies which topics and the sub-topics they will discuss in the upcoming class.
- 2.7.6 The course instructor highlights the important parts of the subject (terms, proper names, references, important information, etc.) in written format in the video.
- 2.7.7 If the course instructor is applying a concept, they share the video recording or the images of the application with the students and uploads a technical report to the system if necessary.
- 2.7.8 The course instructor uses fluent and understandable language.
- 2.7.9 The course video is 15-30 minutes long.

2.8. Synchronous Teaching

- 2.8.1 The course instructor informs the students that they should keep their microphones off/mute during the synchronous lesson when they do not participate in the class verbally.
- 2.8.2 The course instructor starts the recording before beginning the synchronous class.
- 2.8.3 The course instructor greets the students.

- 2.8.4 The course instructor provides a brief summary of the previous synchronous class.
- 2.8.5 By using the question tool, the course instructor makes an assessment for the purpose of revising and reminding with 1/2 open-ended or multiple-choice questions about the previous class.
- 2.8.6 The course instructor explains their expectations from the students. (Note down..., write down the questions, write down the sources, etc.)
- 2.8.7 The course instructor defines and explains the terms of the subject.
- 2.8.8 The course instructor provides reference sources related to the subject.
- 2.8.9 The course instructor uses the document sharing function of the video conferencing tool.
- 2.8.10 The course instructor asks questions to the students attending the class and elicits responses by giving them a voice.
- 2.8.11 The course instructor answers the questions of the students written through the messaging function of the video conferencing tool.
- 2.8.12 The course instructor includes the student in the class by using the student presenter function of the video conferencing tool.
- 2.8.13 The course instructor asks the students to share their homework / product / document with all participants attending the class by using the document sharing function of the video conferencing tool.
- 2.8.14 The course instructor shares the answers to the questions and statistics report with the students using the question tool of the video conferencing tool.
- 2.8.15 The course instructor takes a break as appropriate during the class whenever they deem it necessary according to the duration of the class.
- 2.8.16 The course instructor enriches the course by using different web tools according to the design of the course.
- 2.8.17 At the end of the class, the course instructor summarizes the subject in general terms, and lists what they have discussed by categorizing it under titles.
- 2.8.18 The course instructor asks whether the students have any questions, and if so, answers them.
- 2.8.19 At the end of the class, the course instructor mentions which topics and the sub-topics they will cover in the upcoming class.
- 2.8.20 The course instructor ends the class recording at the end of the class.
- 2.8.21 The course instructor guides the students having issues with the microphone, image sharing, and document sharing functions of the video conferencing tool.

3. Learning and Teaching as part of BAU Culture

3.1. Course Design

No	Quality Standard
3.1.1	Consistent course design has been used.
3.1.2	An understandable and clear course organization, in which learners take classroom responsibilities, is provided.
3.1.3	The course design is consistent with the course objectives and in-class evaluations and activities are organized accordingly.
3.1.4	The course is designed in such a way that the student workload is reasonably and evenly distributed.
3.1.5	Content has a logical progression and facilitates student interaction/comprehension.
3.1.6	The course is designed to facilitate easy navigation through the course content.
3.1.7	The curriculum is student-centered and provides guidance on student learning and participation.
3.1.8	Course module or unit outcomes are specified.
3.1.9	Course resources are clearly specified and easy to access.
3.1.10	Terms and tags (classification, tag), if any, are consistent throughout the course.
3.1.11	The course syllabus offers many opportunities for students to acquire knowledge (e.g. – the deadlines are stated in the course content, calendar, and assignment lists).
3.1.12	Online tools work seamlessly with the LMS.
3.1.13	The course is fully ready and open to students from the first day of the term.

3.2. Course Outcomes

3.2.4	Course outcomes, program and/or institutional learning outcomes are compatible with the outcomes of the program.
3.2.1	Learning outcomes are constructed on prior knowledge.
3.2.8	The learning outcomes of the course are clearly defined and measurable.
3.2.2	The course instructor integrates 21st-century skills such as critical thinking into the course.
3.2.3	The course instructor recognizes and approves excellence in student work.
3.2.5	The learning outcomes of the course are regularly checked and updated.
3.2.6	The learning outcomes of the course are specified in the course syllabus (or at the beginning of the module).

- 3.2.7 The learning outcomes and content of the course are continuously reviewed and improved for compatibility.
- 3.2.9 There are clear links between the learning outcomes, the activities, and the evaluations.
- 3.2.10 The learning outcomes of the course are compatible with the learning level.
- 3.2.11 All learning outcomes of the course are evaluated with the appropriate assessments.

3.3. Course Content

- 3.3.1 The course content provided covers all the course outcomes and competencies.
- 3.3.2 It includes clear instructions that answer questions regarding the online activities and assignments, how to participate, when to expect responses and submissions, and how to evaluate activities.
- 3.3.3 Interactive group discussions include clear instructions on how to join, when responses and submissions are expected, and how activities are evaluated.
- 3.3.4 The course provides students with opportunities to participate in relevant activities that make use of real-life experiences as much as possible.
- 3.3.5 The course activities are tailored to suit students and are evenly distributed over the weeks in the term/module.
- 3.3.6 An orientation program is organized for learners to familiarize themselves with the learning management system, course navigation, and student support services.
- 3.3.7 The course instructor informs the students about the computer, hardware and software requirements as well as where they can get technical support.
- 3.3.8 The course instructor conveys internet ethics and netiquette to increase participation.
- 3.3.9 The course instructor is aware of and abides by copyright law in the use and publication of the materials.

3.4. Assignments/Tasks

- 3.4.1 Assignments are directly related to the course and the learning outcomes of the course.
- 3.4.2 Assignments meaningful, purposeful and are based on the learning outcomes.
- 3.4.3 Assignments contain rubrics that are clear and understandable.
- 3.4.4 The course instructor provides a range of assignments to give opportunities to demonstrate different students' skills.
- 3.4.5 The course instructor arranges learning activities to encourage student interaction.
- 3.4.6 Assignments encourage 21st-century skills such as critical thinking, collaborative problem-solving.

- 3.4.7 Instructions including submission dates and time slots are provided.
- 3.4.8 Late submission policies for the course are determined and announced.

3.5. The Role of the Course Instructor

- 3.5.1 The course instructor provides an introduction that welcomes learners in the course and personalized videography and introduction in video format
- 3.5.2 The course instructor checks the course page at least 3 days a week.
- 3.5.3 The course instructor enters the grade for each assignment, quiz, and task in the grading tool (gradebook) on the LMS page of the course.
- 3.5.4 The course instructor states clear expectations about the course learning outcomes.
- 3.5.5 The course instructor provides clear information about academic honesty and plagiarism expectations and the outcomes in case of failure to meet expectations.
- 3.5.6 The course instructor is flexible and takes the needs of the student into account and reviews the course processes when necessary.
- 3.5.7 The course instructor solves the problems related to the course on time. Messages such as student mails and LMS messages etc. are replied within 48 hours.
- 3.5.8 The course instructor actively addresses the problems as they arise and responds to the concerns of the students.
- 3.5.9 The course instructor provides encouraging and constructive feedback.
- 3.5.10 The course instructor uses strategies that encourage students to self-regulate and take responsibility for their learning.
- 3.5.11 The course instructor respects the students.
- 3.5.12 The course instructor uses tools within the LMS to effectively facilitate the learning experience.
- 3.5.13 The course instructor updates the course content annually in the light of developments in science and technology.

3.6. In-Class Discussion and Participation

- 3.6.1 Discussions are meaningful, consistent with the learning outcomes of the course, and provide opportunities for critical thinking and reasoning.
- 3.6.2 The course instructor explains clearly how to engage in classroom discussions.
- 3.6.3 The course instructor clearly states their expectations for participation in discussion forums/ classroom discussions and other classroom communication.
- 3.6.4 The course instructor raises students' awareness of others' perceptions and perspectives.

- 3.6.5 The course instructor is active throughout the class and often actively reminds of their presence.
- 3.6.6 The course instructor brings up critical and reflective issues for discussion forums and in-class discussions.
- 3.6.7 Students are expected to respond to discussions and interact with their peers and course instructors.
- 3.6.8 The use of discussion forums is designed to facilitate student-student interaction.

3.7. Building Community

- 3.7.1 The course instructor provides a space for students to socialize for building their online learning community (such as an Introduce Yourself section and discussion forum).
- 3.7.2 The course instructor creates a psychologically safe environment for collaboration.
- 3.7.3 The course instructor creates an inclusive, supportive, and engaging environment through a variety of methods, such as using students' names frequently.
- 3.7.4 The course instructor creates a positive, motivating, and encouraging environment.
- 3.7.5 The course instructor encourages students to be sincere and also respectful at the same time.
- 3.7.6 The course instructor uses inclusive language like we, you, us.
- 3.7.7 The course instructor assigns activities/assignments that increase student interaction.
- 3.7.8 The course instructor explains general and specific expectations for discussion and forums/assignments for the student community.
- 3.7.9 The course instructor engages in positive interaction with students.
- 3.7.10 The course instructor demonstrates respect and encourages respect in interaction.
- 3.7.11 Expectations regarding the course are determined to encourage participation.

3.8. Communication

- 3.8.1 The course instructor provides continuous and meaningful communication.
- 3.8.2 The course instructor models effective communication techniques, internet ethics, and academic ethics.
- 3.8.3 The course instructor uses a positive and supportive tone to introduce course content and increase interpersonal communication.
- 3.8.4 The course instructor provides clear, useful, and constructive feedback to students.
- 3.8.5 The course instructor provides immediate and/or timely feedback.
- 3.8.6 The messages of the course instructor are understandable and appropriate.

- 3.8.7 The course instructor prepares an introductory welcome page on the LMS.
- 3.8.8 The course instructor makes the announcements effectively, appropriately, and on time.
- 3.8.9 The course instructor conveys what students need to know in order to focus on learning.
- 3.8.10 The course instructor replies to phone calls and e-mails within 48 hours, in accordance with the course communication policies.
- 3.8.11 The course instructor strives to assist students to succeed in the course.
- 3.8.12 The course instructor states the office hours in the course syllabus, informs the students when they will not be available, and offers an alternative method for students to get help.
- 3.8.13 The course instructor encourages contact with themselves when students face problems.
- 3.8.14 The course instructor requires the use of university-level written language and communication in all written work and class participation, including e-mails and classroom discussions.

3.9. Continuous Course Development

- 3.9.1 The course instructor constantly evaluates the effectiveness and content of the online or hybrid course.
- 3.9.2 The course instructor reviews the course design frequently.
- 3.9.3 Student feedback (for course improvement) is encouraged and demanded.
- 3.9.4 An anonymous course survey is available to encourage student feedback.
- 3.9.5 The course instructor updates the course at the end of the semester in the light of course evaluations.

4. DIGITALIZATION AND LEARNING EXPERIENCE

4.1. Basics of Learning

No	Quality Standard
4.1.1	There are clear links between the learning outcome, the activities, and evaluation.
4.1.2	Educational activities are properly organized for students and evenly distributed between modules/weeks.
4.1.3	Activities are meaningful, purposeful, and related to learning outcomes.
4.1.4	Course design and LMS software create and improves student-student, student-faculty, and student-content interaction.

4.2. Course Instructor Participation

4.2.1 The course instructor informs the students about computer, hardware, and software requirements and where to get technical support.

- 4.2.2 The course instructor proactively addresses the problems as they arise and responds to the concerns of the students.
- 4.2.3 The course instructor and educational software provide clear, useful, and constructive feedback to students.
- 4.2.4 The course instructor encourages students to contact the instructor when they have questions and are informed about referral policies for support.

4.3. Student Participation

- 4.3.1 Wherever possible, students are offered opportunities to benefit from real-life experiences/problems.
- 4.3.2 Activities encourage 21st-century skills such as critical thinking and collaborative problem-solving.
- 4.3.3 The course syllabus provides students with clear expectations about learning outcomes, interaction, and the entire course process.
- 4.3.4 The course increases students' awareness of their perceptions and perspectives.

4.4. Basics of a Course

- 4.4.1 Consistent design is used for courses and/or educational software.
- 4.4.2 The open structure and course organization provide opportunities for students to take responsibility for their learning.
- 4.4.3 The content has a logical progression and facilitates student interaction/comprehension.
- 4.4.4 Accessibility is addressed.

4.5. Continuous Development

- 4.5.1 The course instructor reviews the course design and educational software application frequently in terms of the level of interest and effectiveness.
- 4.5.2 Student feedback is encouraged and demanded for course improvement.

5. HYBRID STUDENT SUPPORT

5.1. Application and Admissions

No	Quality Standard
5.1.1	The institution responds to prospective students within 48 hours during the application process.
5.1.2	Students can easily find a variety of ways to ask questions.

- 5.1.3 In cases where live assistance is not possible, students are automatically directed to the information service.
- 5.1.4 The institution organizes virtual campus tours during the application and admission process. The tours should be self-guided and cover all the information students need.
- 5.1.5 The institution has an efficient online application, admission, and registration process.
- 5.1.6 Applications can be accessed or sent online. It can be started, saved and resumed as needed. Contextual and live assistance is available in completing applications.
- 5.1.7 The institution provides the required e-documents to submit the admission online.
- 5.1.8 Transcripts, recommendation letters, and other application-admission and registration documents can be sent online. Asynchronous assistance can be obtained during out-of-office hours.
- 5.1.9 The institution provides online application and registration services and support for students.
- 5.1.10 The institution has a web-based software program that guides the student step-by-step through the application, admission, and registration processes and provides students with notifications of what items are required at a later date.

5.2. Financial Counselling

- 5.2.1 Students have access to a face-to-face or online advisor/counselor/coordinator who answers questions on financial matters.
- 5.2.2 Students have the opportunity to interact with a financial aid specialist electronically using a variety of methods such as live chat, e-mail, and telephone. The institution appoints an expert for the student or uses a CRM solution to ensure the continuity of the process.
- 5.2.3 Students have access to financial literacy assistance.
- 5.2.4 The institution provides financial literacy that is remotely accessible to students and can be used as both self-service and personal assistance so that students can choose how they seek help.

5.3. Pre-Registration Consultancy

- 5.3.1 The institution advises students to set academic goals.
- 5.3.2 Counselors are available in person and virtually to help students understand their relationship with their academic progress and career goals.
- 5.3.3 Students can access information about registration planning and process online.
- 5.3.4 Students can complete their registration, payments, and procedures such as course selection, retaking the course or withdrawal, and scholarship application online. Information about the process and result of these procedures are accessible.
- 5.3.5 Students can contact the students with a disability unit before the registration period.

5.3.6 Newly enrolled students can apply to the unit for students with disabilities for a disability notification before the classes start.

5.3.7 The institution provides methods for students to participate in remote campus organizations.

5.4. Pre-Registration Services

5.4.1 The institution provides support to students for the pre-registration application and admission process.

5.4.2 Application and admission processes are carried out through the online system, face-to-face or online support and assistance are provided to all students.

5.4.3 Students can access the course catalog/information.

5.4.4 The course catalog is available online/in a mobile compatible/searchable format.

5.5. Post-Registration Services

5.5.1 A face-to-face and/or online orientation program is offered for each student.

5.5.2 The institution provides academic advising for students.

5.5.3 Counselors are accessible throughout students' education at the institution. Advising is offered face-to-face and online.

5.5.4 The institution has early warning notifications and student tracking systems.

5.5.5 The early warning system helps to guide students in the education process and ensure their active participation in lessons. The institution is active in reaching students through automatic messaging systems and communication with the person.

5.5.6 Students have access to academic support to improve their success.

5.5.7 Through the Dean of Students Office (BauCompass unit, student solution center, etc.), students are provided with support and guidance for academic success.

5.5.8 Students can access psycho-social counseling services.

5.5.9 The institution serves to assist students with mental and psychological issues they may encounter. The services are available both in-person and online.

5.5.10 Students can access pre-healthcare services.

5.5.11 The institution serves to assist students with any health problems they may encounter. Referrals for services are available both in-person and online.

5.5.12 Students can access personal development opportunities.

5.5.13 Students have the opportunity to participate in student clubs, leadership opportunities, mentoring programs, research projects, or other activities offered to on-campus students.

- 5.5.14 Students with special needs can benefit from special education services.
- 5.5.15 Students can apply for additional learning support (tutorial, project, etc.) when they need it.
- 5.5.16 Students have the option to participate in student/campus organizations.
- 5.5.17 The institution provides methods for students to participate in remote campus organizations. Technologies are used to enhance the on-campus experience, if possible.

5.6. Career Counseling

- 5.6.1 Students and alumni can benefit from career counseling.
- 5.6.2 Career reviews can be completed online or face-to-face and meetings can be arranged with career counselors.
- 5.6.3 Students and alumni have access to work placement support.
- 5.6.4 Work placement support is given to the students face-to-face and online.
- 5.6.5 Students can access internship resources and/or services.
- 5.6.6 Internship resources and services are offered to students face-to-face or online, and internships can be completed where students reside or virtually.
- 5.6.7 Students and alumni can attend activities such as workshops, conferences, and seminars.
- 5.6.8 Students and alumni can attend conferences, seminars and workshops held face-to-face or online with representatives of industries
- 5.6.9 Students and alumni can access CV preparation and job interview preparation workshops.
- 5.6.10 CV preparation and job interview preparation workshops and one-on-one interview sessions are organized for students and alumni.

5.7. Library

- 5.7.1 Students can contact the library support staff.
- 5.7.2 Library support staff work seamlessly for traditional and online services. Students can request one-on-one virtual support both through the office hours and out-of-office hours.
- 5.7.3 Students can access library materials and databases.
- 5.7.4 The library has enough published and online resources for supporting the online courses that require completing assignments and research.
- 5.7.5 Students can access the library workshops and course libraries.
- 5.7.6 Students can request one-on-one support or attend a face-to-face or online workshop for research skills, citation styles, using databases, and other topics.
- 5.7.7 Öğrenciler, kampüs dışından da kütüphane online kaynaklarına erişebilirler.

- 5.7.8 The websites including information about the library resources are responsive; therefore, the information can easily be accessed through a computer with any operating system, a laptop, or a mobile device.

5.8. Services for Students with Disabilities

- 5.8.1 Students can request academic arrangements.
- 5.8.2 The institution offers an interrupted process for ensuring the registering of students for on-campus or off-campus services.
- 5.8.3 The institution provides the students with special needs with appointments during the enrolment phase for new students.
- 5.8.4 Students can choose whether to attend the meeting with the disabled students unit or not. Appointments and requests for arrangements are available both in-person and online.
- 5.8.5 The institution ensures access to assistive technologies.
- 5.8.6 The institution ensures access to both traditional and assistive technologies for e-learners.

5.9. Technological support

- 5.9.1 Students can access the help desk for technical support.
- 5.9.2 The help desk operates with an e-mail, chat, and phone line responding to technical issues within 24 hours if not sooner.
- 5.9.3 Students can access the information about the minimum software and computer requirements for taking classes in the institution.
- 5.9.4 Information about the minimum software and computer requirements can be found in the online catalog or through an easy-to-access website.
- 5.9.5 Students can access the required software.

5.10. Graduate Student Support

- 5.10.1 The institution offers an orientation program for master and Ph.D. students.
- 5.10.2 An orientation program aimed at meeting the needs of the master students is available, which is organized either face-to-face or online. The orientation consists of information regarding research, thesis, and all other matters concerning the graduate students.
- 5.10.3 The institution offers advising on setting academic goals for students enrolled in master and Ph.D. programs.
- 5.10.4 Face-to-face or online support is offered to students for setting academic goals by the staff of the institution and the academic advising service.
- 5.10.5 Students are offered an online guidance service for developing their theses thesis projects.

- 5.10.6 The institution provides the best applications for research, thesis writing or dissertation, and sufficient resources/videos and information sessions.
- 5.10.7 Online training is available for Scientific Research Projects (BAP) for students.
- 5.10.8 The institution provides a sufficient amount of resources/videos and information sessions for using the best practices for Scientific Research Projects (BAP) and getting external funds.
- 5.10.9 Networking opportunities are available for connecting with other master and Ph.D. students for research purposes.
- 5.10.10 Opportunities for attending other students' organizations and support groups through web conferences are available for master and Ph.D. students.