

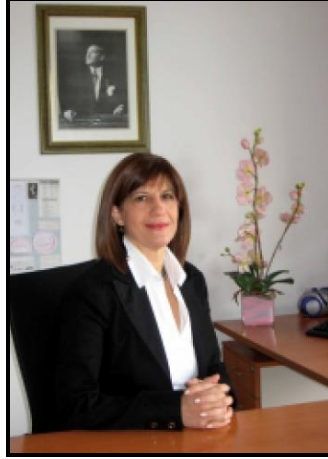


# *STUDENT'S BOOKLET*



**İZMİR UNIVERSITY OF ECONOMICS  
SCHOOL OF FOREIGN LANGUAGES  
GRADUATE ENGLISH PREPARATORY  
PROGRAMME**

**2014-2015**



*Dear Students,*

*Welcome to the School of Foreign Languages.*

*As we begin the new academic year we once again congratulate you on your success in joining our university; we are happy to have you as members of our institution. You are about to embark on a one year preparatory course in English before you join your chosen faculties. The aim of the School of Foreign Languages Preparatory Programme is to create a positive and cooperative atmosphere to assist you on your journey of language discovery and to provide the necessary tools for you to adapt to the changing world. In order to achieve this goal, we will provide you with guidance and counselling so that you can obtain the necessary language skills (reading, writing, listening, speaking) to help you in your academic studies. This booklet has been prepared to provide you with basic information about our programme. In this booklet, you will find information about the Preparatory School system (applications, administrative issues, attendance, exams and evaluation. Please read the book carefully and keep it safe throughout the year. I wish to emphasise that our programme is demanding and requires individual responsibility and effort. On behalf of the teaching staff and management of the Preparatory Programme, I wish you a healthy and successful year.*

*With regards,*

*Evrim Üstünlüođlu*

*Director of the School of Foreign Languages*

## **ENGLISH PREPARATORY PROGRAMME**

Students admitted to the graduate programmes at Izmir University of Economics who have limited English language proficiency must attend the English Preparatory Programme for one year before they begin their studies in their chosen departments in order to improve their language skills. The main objective of the English Preparatory Programme run by the School of Foreign Languages is to fully equip students with the language skills necessary not only to complete an academic course of study but to function well in a professional and social context. The overall aim of the English Preparatory programme is to improve students' language skills and to provide them with reading and communication skills - both written and spoken - which will consequently contribute to their overall academic success as they begin their studies at our university. The English Preparatory Programme run by the School of Foreign Languages supports students and helps them to be efficient, motivated and autonomous learners.

In this programme, education is conducted using the principles of the two-term system. Within an academic year, the system consists of two terms as fall term and spring term.

## **LEVELS IN THE ENGLISH PREPARATORY PROGRAMME**

The levels of students in the Preparatory Programme are determined by the Proficiency in English Exam (PIE). Those who are successful in the PIE qualify to pass to their faculties.

Students who fail in the PIE begin their studies in the Preparatory Programme whose levels are as follows:

- Elementary
- Pre-Intermediate
- Intermediate
- Upper Intermediate

## ACADEMIC PROGRAMMES AND OBJECTIVES

Students in all levels of the Prep Programme study Language in Use, Reading, Writing, Listening and Note-taking and speaking in order to develop their language skills.

Objectives (based on CEF) are set by the Curriculum and Materials Development Unit taking into consideration the needs of the students in each level and syllabi are designed accordingly by CMDU and the Graduate English Preparatory Programme Coordination.

Students' awareness of these objectives will help them to understand what is expected of them and thereby foster effective learning.

### **ELEMENTARY LEVEL**

#### **ELEMENTARY READING**

**Aim:** By the end of this level, students can understand short, simple texts on familiar matters of a concrete type (articles, extracts from textbooks, websites, advertisements, leaflets, etc.) with high frequency everyday language. They can achieve general and detailed understanding.

**Objectives:** Students can

- skim texts to understand the gist
- skim texts to find its main idea
- scan texts to find specific information
- use the overall meaning of the text to derive the probable meaning of unknown words from the context.
- understand how a text is organized
- use a monolingual and/or a bilingual dictionary to check understanding
- make inferences

(Based on CEF A2/A2+)

#### **ELEMENTARY LISTENING**

**Aim:** By the end of this level, students can follow short dialogues, instructions, and conversations when clearly articulated. They can understand the listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance.

**Objectives:** Students can

- follow the gist in conversations and monologues on current topics and/or topics of personal interest
- identify specific information in conversations and monologues on current topics and/or topics of personal interest
- understand questions and instructions
- follow short and simple directions
- understand everyday expressions dealing with simple and concrete everyday needs in clear speech
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- make inferences

(Based on CEF A2/A2+)

**ELEMENTARY WRITING**

**Aim:** By the end of this level, students can create simple texts on familiar topics linked with most frequent connectors (e.g. *and, but, because, so*).

**Objectives:** Students can

- describe - with given prompts -
  - places
  - people's lives
  - plans/arrangements
  - events
- write simple biographies and anecdotes
- write simple replies to email letters on everyday topics

(Based on CEF A2/A2+)

Besides, as to **speaking skills**, by the end of this level, students can give simple descriptions and short, rehearsed, basic presentations using most frequent connectors. Students can communicate in simple and routine tasks requiring a simple and direct exchange of information in short conversations on familiar topics (e.g. family, other people, living conditions, education, jobs, etc.) in predictable everyday situations.

(Based on CEF A2/A2+)

## PRE-INTERMEDIATE LEVEL

### PRE-INTERMEDIATE READING

**Aim:** By the end of this level, students can understand main ideas and specific information in short straightforward and clearly signaled texts with high frequency everyday language with a relatively wide vocabulary range. They can understand personal letters, and simple newspaper articles / interviews.

**Objectives:** Students can

- skim texts to understand the gist
- skim texts to find its main idea
- skim to identify the purpose of the text
- scan texts in order to locate desired information, and gather information from different parts of text, or from different texts
- work out the meaning of words
- understand text organization
- use a monolingual and/or bilingual dictionary to understand the meaning of words and extend their vocabulary
- make inferences

(Based on CEF B1)

### PRE-INTERMEDIATE LISTENING

**Aim:** By the end of this level, students can understand the main points of clear standard speech on familiar matters and on current affairs or topics of personal or professional interest. They can take notes for future reference.

**Objectives:** Students can

- follow the gist in everyday conversation and monologues on current topics and/or topics of personal interest
- identify specific information in conversation and monologues on current topics and/or topics of personal interest
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- take notes for future reference
- use a variety of strategies to achieve comprehension
- make inferences

(Based on CEF B1)

## **PRE-INTERMEDIATE WRITING**

**Aim:** By the end of this level, students can write continuous and intelligible short texts in which elements are connected. They can recognize their own mistakes and monitor their own work with the help of a pre-prepared checklist.

**Objectives:** Students can

- write a formal letter of enquiry at a basic level
- write texts involving
  - opinion
  - result
  - reasons
  - comparison/contrast

(Based on CEF B1)

Besides, as to **speaking skills**, by the end of this level, students can enter into conversation on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel, current events, etc.). They can give simple descriptions and short, rehearsed, basic presentations. They can briefly give reasons and explanations for opinions and plans and give / seek personal views and opinions in an informal discussion.

(Based on CEF B1)

## **INTERMEDIATE LEVEL**

### **INTERMEDIATE READING**

**Aim:** By the end of this level, students can understand the general idea of the content, main ideas, specific information, attitudes or view points of the writer, and can make inferences and draw conclusions in complex texts with a relatively wide vocabulary range. They can understand descriptive, narrative, informational and argumentative texts.

**Objectives:** Students can

- skim a text to find its main idea
- quickly identify the content in long and complex texts
- scan quickly through long and complex texts, locating relevant details
- understand texts in which the writers adopt particular stances or viewpoints
- work out the meaning of words
- use a monolingual and/or bilingual dictionary effectively to understand meaning of words and extend their vocabulary
- take notes while reading

- make inferences and draw conclusions
- distinguish facts from opinions
- understand graphic information

(Based on CEF B2)

### **INTERMEDIATE LISTENING**

**Aim:** By the end of this level, students can understand the main points of clear standard speech on reasonably familiar matters, current affairs or topics of personal or professional interest. They can listen to lectures on academic topics and take notes for future reference.

**Objectives:** Students can

- follow the gist in everyday conversation and monologues on current topics and/or topics of personal interest
- identify specific information in conversation and monologues on current topics and/or topics of personal interest
- understand paraphrased ideas in conversation and monologues on current topics and/or topics of personal interest
- understand the main point and specific details in lectures
- take notes for future reference
- use a variety of strategies to achieve comprehension
- make inferences and draw conclusions

(Based on CEF B2)

### **INTERMEDIATE WRITING**

**Aim:** By the end of this level, students can write relatively long coherent texts. They can recognize their own mistakes and monitor their own work with the help of a pre-prepared checklist. They can paraphrase, summarize and synthesize ideas from various sources in their own words.

**Objectives:** Students can

- write a formal letter of enquiry
- describe a chart
- paraphrase, summarize and synthesize ideas from various sources
- write long coherent texts expressing their opinions.

(Based on CEF B2)



Besides, as to **speaking skills**, by the end of this level, students can enter into conversations spontaneously on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel, current events, etc.). They can give descriptions and rehearsed presentations. They can give reasons and explanations for opinions and plans and give / seek personal views and opinions in an informal discussion.

(Based on CEF B2)

## **UPPER-INTERMEDIATE LEVEL**

### **UPPER-INTERMEDIATE READING**

**Aim:** By the end of this level, students can understand complex texts at various lengths with a wide vocabulary range. They can follow the development of an argument, make judgments based on writer's attitude and implied / stated opinions. They can interpret graphic sources and draw conclusions based on prior knowledge and clues from the text.

**Objectives:** Students can

- find the gist skimming a text
- scan quickly through long and complex texts, locating relevant details
- quickly identify the content and relevance of news items, articles and reports on a wide range of topics
- understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints
- work out the meaning of words
- use a monolingual/bilingual dictionary effectively
- take notes while reading (by paraphrasing or summarizing)
- distinguish between facts and opinions
- make inferences and draw conclusions
- interpret graphic sources

(Based on CEF B2 / C1)

### **UPPER-INTERMEDIATE LISTENING**

**Aim:** By the end of this level, students can follow complex texts (monologues, interviews, discussions, dialogues, lectures). They can understand attitudes and viewpoints in complex texts on both concrete and abstract familiar topics. They can listen to lectures on academic topics and take notes for future reference.

**Objectives:** Students can

- follow the gist in conversation and monologues on various concrete and abstract topics
- identify specific information in conversation and monologues on various concrete and abstract topics
- understand attitudes and viewpoints in complex texts
- follow lines of thought / the development of an argument
- make inferences
- take notes for future reference
- use a variety of strategies to achieve comprehension

(Based on CEF B2 / C1)

### **UPPER-INTERMEDIATE WRITING**

**Aim:** By the end this level, students can write clear, detailed texts on a variety of subjects, synthesizing information and arguments from a number of sources when necessary. They can repair most of their own mistakes and monitor their own work with or without the help of a pre-prepared checklist.

**Objectives:** Students can

- write a letter of application
- write cause-effect, compare-contrast and classification essays paraphrasing, summarizing and synthesizing information from a number of sources such as charts, extracts from newspapers, web sites

(Based on CEF B2 / C1)

Besides, as to **speaking skills**, by the end of this level, students can express and seek view points, exchange relevant information, and highlight the personal significance of events and experiences in conversations and discussions on topical issues with a degree of fluency and spontaneity. They can report information and arguments from a number of sources. They can give descriptions and presentations on a wide range of subjects related to their field of interest.

(Based on CEF B2 / C1)

## WEEKLY CLASS HOURS

The Programme has a total of 20 hours per week. The weekly class hours in the Graduate English Preparatory Programme are shown in the table below.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
18.30–21.20	18.30–21.20	18.30–21.20	18.30–21.20	18.30–21.20	09.00–13.50
1. PERIOD	1. PERIOD	1. PERIOD	1. PERIOD	1. PERIOD	1. PERIOD
2. PERIOD	2. PERIOD	2. PERIOD	2. PERIOD	2. PERIOD	2. PERIOD
3. PERIOD	3. PERIOD	3. PERIOD	3. PERIOD	3. PERIOD	3. PERIOD
					4. PERIOD
					5. PERIOD

## LIMITS OF ABSENTEEISM

It is compulsory for the students of the Graduate English Preparatory Programme to attend at least 75% of the class hours. Students are required to adhere to this limit in order to obtain the right to take the PIE given at the end of each term.

## EVALUATION OF ACADEMIC STUDIES IN THE GRADUATE PREPARATORY PROGRAMME

Our notion of language learning in the preparatory programme is not based on exams but on the learning process. Within the programme, the students' development is monitored by giving four quizzes and two midterms and constructive feedback is given throughout the term. However, the grades obtained from the quizzes and midterms do not determine students' success or failure.

### PROFICIENCY IN ENGLISH EXAM (PIE)

Students in the Graduate English Preparatory Programme are qualified to take the proficiency exams (PIE) indicated in the academic calendar at the end of each term on the condition that they have attended at least 75% of the class hours in that term.

Whatever the reason for failure, all students are entitled to take the PIE given at the end of the academic year. However, students are required to reregister in order to be eligible to take the PIE.

Further information regarding the Proficiency in English Exam (PIE) can be provided from the Graduate English Preparatory Programme Coordinator.

## **STUDENT APPEAL PROCEDURES**

All students have the right to appeal against their grades in the PIE examinations. These appeals must be submitted within three days of the official grades announcement. On receiving these appeals, the Testing Unit checks the exam results. If a mistake in the points calculation is found, the necessary amendments are made. Students can then contact the SFL secretariat to find out about the results of the appeal.

**IUE GRADUATE PREPARATORY PROGRAMME  
2014-2015 ACADEMIC CALENDAR**

<b>FALL TERM</b>	
<b>04 Sept. 2014</b>	<b>English Proficiency Exam (PIE)</b> (For all candidates)
<b>22 Sept. 2014</b>	<b>Beginning of the Graduate English Preparatory Classes</b>
<b>13 Oct. 2014</b>	<b>QUIZ 1</b>
<b>27 Oct. 2014</b>	<b>QUIZ 2</b>
<b>15 Nov. 2014</b>	<b>MIDTERM 1</b>
<b>1 Dec. 2014</b>	<b>QUIZ 3</b>
<b>15 Dec. 2014</b>	<b>QUIZ 4</b>
<b>27 Dec. 2014</b>	<b>MIDTERM 2</b>
<b>02 Jan. 2015</b>	<b>End of the Graduate English Preparatory Classes</b>
<b>29 Jan. 2015</b>	<b>English Proficiency Exam (PIE)</b>
<b>05 Feb. 2015</b>	<b>Make-up Exam for English Proficiency Exam (PIE)</b>

<b>SPRING TERM</b>	
<b>29 Jan. 2015</b>	<b>English Proficiency Exam (PIE)</b>
<b>16 Feb. 2014</b>	<b>Beginning of the Graduate English Preparatory Classes</b>
<b>09 March 2015</b>	<b>QUIZ 1</b>
<b>23 March 2015</b>	<b>QUIZ 2</b>
<b>04 April 2015</b>	<b>MIDTERM 1</b>
<b>20 April 2015</b>	<b>QUIZ 3</b>
<b>04 May 2015</b>	<b>QUIZ 4</b>
<b>23 May 2015</b>	<b>MIDTERM 2</b>
<b>29 May 2015</b>	<b>End of the Graduate English Preparatory Classes</b>
<b>11 June 2015</b>	<b>English Proficiency Exam (PIE)</b>
<b>22 June 2015</b>	<b>Make-up Exam for English Proficiency Exam (PIE)</b>

## EXTRA-CURRICULAR ACTIVITIES OFFERED BY THE SCHOOL OF FOREIGN LANGUAGES

### SELF-ACCESS CENTER



The Self Access Centre of School of Foreign Languages Prep. Programme, offers support to students to develop their English learning skills outside the classroom. The centre is open from 08:30 until 18:00 on weekdays and on Saturdays before the exam week. The centre includes three sections. In the first section students can find readers, newspapers and magazines. They can either read silently in the centre or borrow the readers for a week.



The second section is a place where students can develop their listening skills via computers. Here, students can do listening exercises prepared by teachers, visit English Learning websites or use the materials on the SAC website. In addition to all these, students may use digital programs that help them develop English Learning skills.



The third section of the centre is used as silent study room. Students can use grammar, reading, writing, listening, vocabulary materials which were prepared by teachers or they can study with their own materials. Also the centre supervisor can help them with the materials or they can ask questions about their lessons.

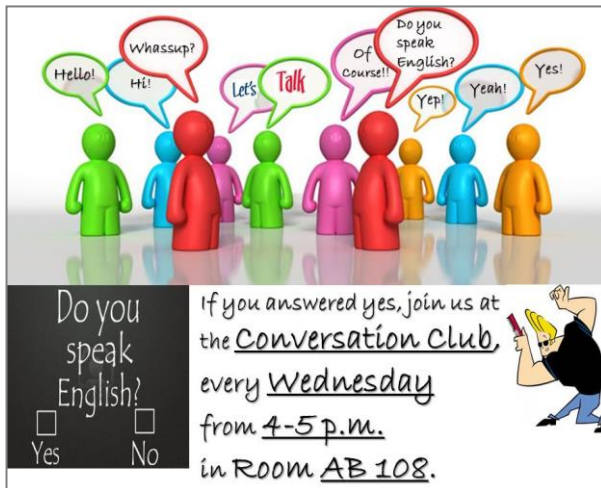
Students are expected to create their own studying environment. Ultimate success on English learning can be possible with lots of exercises and review. For this reason, visiting the Self Access Centre regularly will be a great asset for their success. After identifying the areas to be developed; students should benefit from the opportunities provided by the Self Access Centre.

### OFFICE HOURS



Instructors meet students 2 hours a week outside class hours to give them the chance to work on their weaknesses in terms of language learning and to offer them guidance on how to study. Office hours are conducted in classrooms. Attendance is not taken during office hours.

### CONVERSATION CLUB



The conversation club meets once a week with students who want to improve their speaking skills. The sessions are led by native English instructors and mainly centre around the discussion of current issues. Students who want to improve their speaking skills can benefit from participating in the club.



### DRAMA CLUB

English Preparatory students who are interested in drama and theatre and participate in the drama club where they can find the chance to both enjoy the stage and practice their English. The club aims at putting a play in English on stage at the end of the Academic



Year.

### READING CLUB



Students attending the reading club meet on certain days during the week and read staged readers, do some research and share their ideas about the plot and characters they read. The aim of the reading club is to help students improve their reading skills, expand their vocabulary and work on their speaking skills.

## ACADEMIC SERVICES PROVIDED BY THE UNIVERSITY

### LIBRARY

Our library was established in 2002 in parallel with the establishment of the university in order to cover the information needs of the academic personnel, students and the researchers, and to contribute to the education and research activities.

In 2004, it united with the British Council Library and restructured to give English library services for the reflection of the modern England and the English language and education to the users coming from outside the university.

There are 196 internet access ports, 11 computers connected to the internet and 2 catalogue-scanning terminals in the library.

In the collection of the library, there are books, periodicals, multimedia, CD-ROM, DVD, music CD, Videotape, audiocassette and online databases, and as an automation system, "Yordam2001 Library and Information Management Automation System" is being used.

An online catalogue, as a part of our system, allows users to scan, reserve, extend, etc. on the internet. "Library of Congress Classification System", which is most preferred by academic organizations, is being used in our library that aims to gather publications on the same subjects together.

### Working Hours

#### During the academic year:

Monday to Friday : 08:30 – 22:00

Saturday : 10:00 – 17:00

Sunday : Closed

#### During the semester holiday and summer:

Monday to Friday : 08:30 – 18:00

Weekend : Closed

## ADMINISTRATIVE SERVICES PROVIDED BY OUR UNIVERSITY

### I.OASIS

Oasis is an information system for Izmir University of Economics English Preparatory Programme students where they can follow their attendance, absence and exam results. Information on how to register to this system is given below:

#### Student Information System (OASIS) Registration Process

In order to register to OASIS, student identification number and e-mail address given by the Student Affairs Directorate during school registration is necessary.

Getting a password and security settings for OASIS will be done one time and that password will be used from then on. A permanent password for OASIS is only good for OASIS. You can find the instructions below.

#### Step by Step Registration to OASIS

- 1 – Account Activation and Login
- 2 – Create PIN Code)
- 3 – Change Password
- 4 – Choose Login Image
- 5 – Modify Your Secret Question

#### 1 - Activation

- Click on the following link <https://oasis.izmirekonomi.edu.tr/oasis>.

You will see OASIS web page. Click on one of the servers. If you come upon a security error or invalid certificate warning, ignore it and continue. (You may see such a warning because your browser doesn't recognize our security certificate)

- Please choose "Click here to activate your account" link which is on the left side of the main page.

- Under "Account Activation", please enter your student identification number in "User ID" part which was given to you at registration by Student Affairs, and enter "login" button.



- A temporary “OASIS” password will be sent to your EkolD e-mail address which is std.izmirekonomi.edu.tr.

If you choose “Send via SMS” button, your GSM numbers (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on a number, the password for your activation will be sent to that GSM number. In this way, password for your activation is sent both to your e-mail address and to GSM number.

You will see the following statement on screen “Your account password has been set and a message containing instructions has been sent to your email address on record. Please check your inbox”.

(In order to see your e-mail account and access your temporary OASIS password, please go to webmail.ieu.edu.tr address. Click on the student webmail. Enter your name and password given to you by Student Affairs at registration and click on login.)

- Re-enter OASIS at <https://oasis.izmirekonomi.edu.tr/oasis> address by getting your temporary password from your e-mail.
- Enter your student ID number and temporary password, and click on login.
- Enter all the letters and numbers exactly in the “Authentication” box and click on “click here” button.

You’re now logged into OASIS. The system will ask you to make security adjustments.

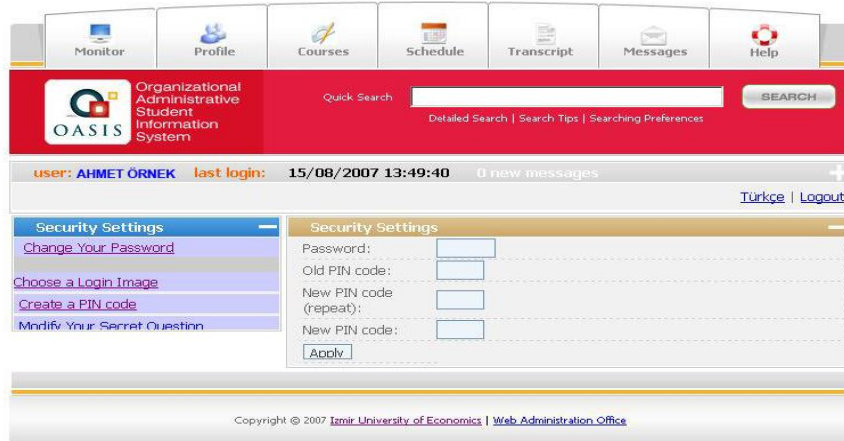
## 2 – Creating a PIN Code

Please do the following instructions in order:

Password : Enter temporary password sent your e-mail account

New PIN Code : Enter new PIN Code consisting of 4 numbers

New PIN Code: Re-enter new PIN Code consisting of 4 numbers and click on “Apply” button.



When you're done, a "Your PIN Code Changed" message will show on the green menu, and you will see "Your PIN Code has been set" message.

### 3 – Changing a Password

Please click on "Change Your Password" menu and do the following instructions in order to change your temporary OASIS password with a new one:

Old Password: Enter your temporary password sent to your e-mail account

PIN Code: Enter your 4 digit PIN Code you created before

New Password : Enter a new password you created which consists of at least 6 characters which combines numbers and letters

New Password (repeat): Re-enter the new password and click on "Apply" button.



When you're done, a "Password Changed" message will show on the green menu, and you will see "Your password has been set" message.

#### 4 – Choosing a Login Image

By clicking on “Choosing another Login Image” button, you can choose an image for yourself. Please do the following instructions in order:

Password: Enter your new password you identified at Step 2.

Image : Please choose an image by clicking on the cursor downward and click on “Apply” button.

When you're done, a “Security Image Changed” message will show on the green menu, and you will see “Your security image has been set to ...” message.



Monitor Profile Courses Schedule Transcript Messages Help

Organizational Administrative Student Information System

Quick Search:  SEARCH

Detailed Search | Search Tips | Searching Preferences

user: AHMET ÖRNEK last login: 15/08/2007 13:49:40 0 new messages

Türkçe | Logout

Security Settings

Change Your Password

Choose a Login Image

Create a PIN code

Modify Your Secret Question

Security Settings

Password:

Image: shark

Apply

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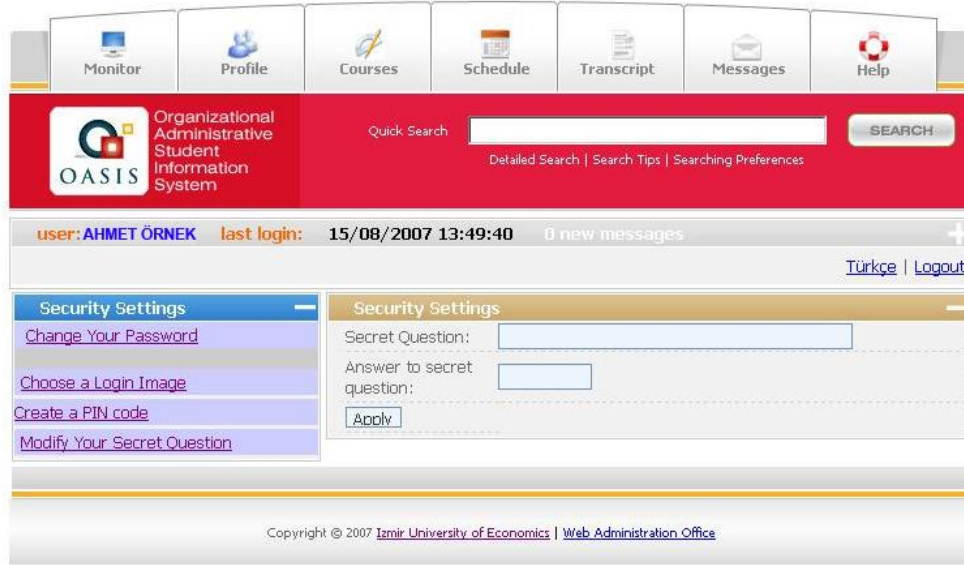
#### 5 – Modifying a Secret Question

• Please click on “Modify Your Secret Question” button in order to create a security question and an answer.

Please do the following instructions in order:

Secret Question: Identify a secret question

Answer to Secret Question: Enter your answer to your secret question and click on “Apply” button.



When you're done, a "Security Question Set" message will show on the green menu, and you will see "Your security question and answer has been saved" message.

- After all these steps, your permanent OASIS password is created. This password can only be used for OASIS system.

### In Case of Forgetting Password

- Users who forget their password may click on "Forgot your password?" link, and enter their student ID number, the system will direct them to re access their new password and PIN code. If you choose "Send via SMS" button, the system will send your password to your GSM number you entered before at profile adjustments/personal information screen. If you did not enter this information, your GSM numbers (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on a number, the password for your activation will be sent to that GSM number. In this way, password for your activation is sent both to your e-mail address and to GSM number.

### ENTERING THE SYSTEM (OASIS)

Students who received their OASIS passwords after completing system security adjustments, can access OASIS main page by clicking on <https://oasis.izmirkonmi.edu.tr/oasis/> address.

You can mail any concerns on how to use the system to [wyo@ieu.edu.tr](mailto:wyo@ieu.edu.tr) mail address or apply to OASIS HELP DESK in person.

(Please Note: The IT Directorate HELPDESK can only help you with your e-mail problems concerning OASIS.

\*\*For any other problems, please apply to OASIS Help Desk or send e-mail to [wyo@ieu.edu.tr](mailto:wyo@ieu.edu.tr) address.)

## **II. ANNOUNCEMENTS**

English Preparatory Program students can follow all the written announcements (course schedules, exam announcements and lists) made by the School of Foreign Languages electronically. It is the students' responsibility to be informed about all the announcements shared on our website and it is assumed that they are read by all students. Announcements regarding the classes are made by instructors orally or put on classroom bulletin board.

## **III. WEB PAGE**

Izmir University of Economics English Preparatory Program students can access our web page on <http://sfl.ieu.edu.tr> address. They can find links on learning English on our web site.

## **IV. CULTURAL, ARTISTIC AND ATHLETIC ACTIVITIES (STUDENT GUIDANCE SERVICES)**

English Preparatory Program students can also actively participate in cultural, artistic and athletic activities carried out by student clubs while they learn to improve their language skills. They can apply to Promotion, Public Relations and Student Activities Directorate to get more information.

Students with physical, hearing, sight, and speech disabilities, as well as students with hyperactivity disorder, dyslexia, epilepsy, and diabetes, etc. can also take advantage of Disability Support Centre managed under Promotion, Public Relations and Student Activities Directorate.

Among the duties of Career Guidance Centre are to familiarize the students with business life and to establish career consciousness, and provide them with the opportunity to plan their future during their education.



## BEHAVIOUR MANAGEMENT POLICY AND DISCIPLINARY PROCEDURES

Students studying in the English Preparatory Programme are subject to the disciplinary procedures laid down by the Higher Education Institution. Students should adopt behaviour befitting their university student status and must follow the rules outlined below:-

Students:

1. Bring the lesson materials regularly
2. Stick to the class hours
3. Submit assignments on time
4. Refrain from disruptive and irrelevant behavior during the lessons ( sleeping, playing games, using mobile phones, eating and drinking, wondering around the classroom, making preparations for another lesson, reading a newspaper, etc)
5. Set positive and respectful relationships with peers and instructors
6. Do not damage the school properties and materials

According to the code of discipline of the School of Foreign Languages, students who do not adopt the required behaviour are given two warnings by the instructor and a record of this will appear on their grade cards. In the case of a third warning, students will be subject to the disciplinary procedures specified by the Higher Education Institution.

In accordance with the Disciplinary Bylaw for Students of Institutions of Higher Education, students who behave in an undignified manner that cannot be attributed to a respectful student in or out of an institution of higher education; limit the freedom of learning and teaching directly or indirectly; disturb the calm and good working order in the institutions; engage in activities such as boycotting, occupying, obscuring, and provoke and encourage such activities will be warranted a warning, a reprimand, a suspension from the Institution of Higher Education for a period of one week to one month, or a period of one or two-term suspension from the University, or expulsion from the University.

It is highly important that students avoid any behaviours that require disciplinary investigation. In such cases, the relevant articles of the Disciplinary Bylaw for Students of Institutions of Higher Education will be fulfilled exactly.

## DISCIPLINARY BYLAW

### SECTION ONE

#### General Rules

##### Aim

##### ARTICLE 1

The purpose of these standing orders is to define the statutes concerning the disciplinary penalties to be given to the students who fail to fulfill the duties that laws, rules and regulations as well as directives impose upon them in or out of an institution of higher education and who disobey the above-mentioned regulations and infringe upon them or behave in an undignified manner that cannot be attributed to a respectful student.

##### Scope

##### ARTICLE 2

The disciplinary offenses concerning the students studying in an institution of higher education, disciplinary penalties and those who are entitled to administer the aforesaid penalties, disciplinary committee, disciplinary investigations, objections to the disciplinary penalties as well as the application of these penalties are all defined in above-mentioned standing orders.

##### Legal Base

##### ARTICLE 3

Paragraph a/9 of article 54 and 65 of the Higher Education Act numbered 2547 constitutes the legal base of these standing orders.

##### Definitions

##### ARTICLE 4

These standing orders define:

Institutions of higher education: Universities, faculties, institutes, vocational schools, conservatoires, vocational high schools and research and application centers.

Students: People who study in an institution of higher education, enrolled in a program such as associates, undergraduates, graduates and for post-graduate studies or in a program for medical specialty or competency in Fine Arts.

Suspension from an institution of higher education: It is forbidden for the student to enter the building, garden, annex, or other facilities of the institution of higher education s/he attends during a given period.

**SECTION TWO**  
**Disciplinary Penalties and Offenses**

**Disciplinary Penalties**

**ARTICLE 5**

The disciplinary penalties are as follows:

- a) Warning: The student is informed in writing that he/she is to be more careful about his/her duties and behavior related to his/her studies.
  
- b) Reprimand: The student is informed in writing that he/she has been considered at fault in relation with his/her duties and behavior in respect to his/her studies.
  
- c) Suspension from the institution of higher education for a period of 1 week to 1 month: The student is informed in writing that he/she has been suspended from the institution of higher education for a period of 1 week to 1 month and he/she is not to exercise any of his/her rights as a student during this period of time.
  
- d) Suspension from the institution of higher education for 1 or 2 semesters: The student is informed in writing that he/she has been suspended from the institution of higher education for 1 or 2 semesters and he/she is not to exercise any of his/her rights as a student during this period of time.
  
- e) Expulsion of a student from the institution of higher education: The student is informed in writing that he/she has been expelled from the institution of higher education and he/she is from then on ineligible to be admitted to any institution of higher education.

**Disciplinary Offenses That Warrant a Warning:**

**ARTICLE 6**

The following are circumstances that warrant a warning:

- a) Actions that are not in accordance with that of a good student,
- b) Being rude and disrespectful towards others, yelling at each other, singing, making music and noise disturbingly and not keeping the environment clean,
- c) Not answering the questions of authorized persons in due time without reason,
- d) Occupying the places reserved for the teaching staff or for guests in meetings or ceremonies.

## **Disciplinary Offenses That Warrant a Reprimand:**

### **ARTICLE 7**

The following are the circumstances that warrant a reprimand:

- a) Displaying behavior unbecoming of a student in a place of higher education that may result in loss of confidence in the student,
- b) Writing or drawing signs, pictures or such on the walls or furniture in the institutions of higher education,
- c) Not being ready to share the information required by the authorities of the institution of higher education or giving incomplete or false information,
- d) Posting notices at places that are not reserved for this purpose by the authorities of the institution of higher education,
- e) Disturbing the atmosphere of a lesson, a seminar, a workshop, a laboratory, as well as a conference,
- f) Being intoxicated in a lesson, a seminar, a conference or in a workshop in the institution of higher education,
- g) Gambling and letting others gamble,

## **The Disciplinary Offenses That Warrant an Suspension from The Institution of Higher Education for a Period of One Week to One Month**

### **ARTICLE 8**

The following are the circumstances that warrant a suspension from the institution of higher education for a period of 1 week to 1 month:

- a) Limiting the freedom of learning and teaching directly or indirectly; disturbing the calm and good working order in the institution of higher education,
- b) Disturbing the calm of a ceremony and violating the rules and program of a ceremonial gathering,
- c) Being politically active in the institution of higher education,
- d) Continuing to occupy places reserved for the teaching staff or for the guests despite a warning,
- e) Hindering disciplinary investigations,
- f) Dispersing handouts and posting banners and posters in an institution of higher education,
- g) Giving a piece of document that the student has been entitled to receive from the institution of higher education to somebody else for personal use or using such a document for his/her own interest,
- h) Vandalism; writing obscenities, or drawing obscene pictures or affixing them on university property, doors, walls or the like,
- i) Destroying, or mutilating or forcibly removing, or defacing any announcements, notices that have been posted with the permission of the University .

## **Disciplinary Offenses That Warrant an Suspension from The Institution of Higher Education for a Period of One or Two–Term Suspension from the University**

### **ARTICLE 9**

Offenses that result in one or two-term suspension from the University are as follows:

- a) Threatening the administrative staff or teaching personnel, or insulting or abusing them in speech or writing,
- b) Either as an individual or as a group, verbally assaulting the university administrators or their decisions, publishing against them, provoking other students to do that or attempting to do that,
- c) Attempting to boycott, occupy, prevent the services given at the University, excluding political and ideological purposes,
- d) Engaging in activities that may result in ethnic, racial, or religious polarization,
- e) Raping any of the staff or students at the university,
- f) Drawing or posting any pictures or emblems on school property that are politically or ideologically motivated,
- g) Theft,
- h) Drinking alcohol within the confines of University property,
- i) Provoking students or others to prevent the staff from carrying out their work,
- j) Holding or attending meetings, ceremonies, announcing oneself as the leader of the group or giving a speech illegally at places belonging to the University,
- k) Breaking into or damaging university buildings that have been ruled as off-limits,
- l) Keeping any unauthorized printed matter forbidden by the University, or copying or distributing them to other students,
- m) Cheating or helping other students to cheat during exams, or attempting to do so,

## **Disciplinary Conduct and Behavior Resulting in Expulsion from the University**

### **ARTICLE 10**

The following actions or infractions will result in expulsion from the university;

- a) Making university officials and students at the university leave or to prevent them from performing their duties by using violence or physical threats, or forcing other students to do so,
- b) Disorderly conduct at the institution, participating in actions to slow down people working, boycotting or provoking other people to do so because of their political and ideological views,
- c) Keeping any political fliers, posters, tapes and the like at the University, copying these, and distributing them,
- d) Threatening or forcing either an individual or a group to demonstrate illegally or to participate in such

- a demonstration or lie, or give false evidence or blame others,
- e) Having membership in an illegal organization, or acting or helping on behalf of these organizations,
- f) Using, or carrying, or being in possession of, or sale of illegal or controlled substances,
- g) Being punished for an offense against the state,
- h) Acting in express violation of “Law no: 6136 regarding firearms, knives, and other weapons or arms” carrying firearms, ammunition, and knives and explosives either to be used in defense or attack, have in possession in the University grounds or be guilty of such crimes,
- i) To establish without permission, either covertly or overtly, an organization or such similar association in the University buildings and annexes,
- j) Cheating in exams by the use of threat, preventing or obstructing the removal of a cheating student(s), out of the classroom, or having a student take an exam in their place, or entering an exam assuming the identity of another student,
- k) Obstructing the work of the disciplinary committee or investigation by using force or threat,
- l) Rape
- m) Aiding or abetting an individual in flight from the police,
- n) Behavior that prevents students from entering classes or exams, obstructing entrances in anyway, removing students from class, or acting in a manner or behavior to instigate students out of the class,
- o) Torturing an individual or a group for whatever reason or having them tortured by others,
- p) Obstructing or preventing flag ceremonies, or displaying deliberate disrespectful behavior during the flag ceremony.

### **Unforeseen disciplinary infractions**

#### **ARTICLE 11**

In situations not specified in the above passage, but are similar in nature and intent, similar penalties will be given.

### **The recurrence of disciplinary infractions**

#### **ARTICLE 12**

The recurrence of the same infraction will result in receiving a more severe punishment. On the third offence, which may require the same level of punishment but has resulted from a different infraction, the student will get a more severe punishment.

**SECTION THREE**  
**Implementation and Objection**

**Announcing the Punishment**

**ARTICLE 13**

The punishment given at the end of the disciplinary investigation is announced in writing by the official in charge of the investigation to the following:

- a) The student who is the subject of the disciplinary investigation
- b) Parents or, in the absence of parents, closest family member indicated by the student
- c) Any public or private institutions or persons providing a scholarship to the student
- d) Higher Education Council
- e) In the case of expulsion from the university, in addition to the above
  - 1. All higher education institutions
  - 2. Departments of Security
  - 3. Local Military Service Offices
  - 4. Higher Education Council (Directorate of OSYM-Student Selection and Placement Center)

If necessary, the disciplinary penalties can also be announced with a notice in the related higher education institutions or any of their related bodies.