ENGLISH PREPARATORY PROGRAM

STUDENT’S BOOKLET

2016-2017
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 emphasize 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,

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For issues related to absenteeism, medical reports and the education system, please contact the Director, the Assistant Director, the Program Head or secretaries.
Students admitted to the vocational school and undergraduate programmes at Izmir University of Economics who have limited English language proficiency must attend the English Preparatory Programme before they begin their studies in their chosen departments in order to improve their language skills. The main objective of the English Preparatory Programme 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 supports students and helps them to be efficient, motivated and autonomous learners.

In this programme, education is conducted using a modular system. Within an academic year, there are 4 modules, which are each 8 weeks long.

Why the Modular System?
The modular system is versatile and adapts easily to change. Every module is self-contained and made up of an organised mode of instruction within a systematic framework. The system allows students to progress at their own pace and receive immediate feedback. The aim of the system is to provide the student with the necessary language and skills to achieve the module objectives and move on to a higher level. The system not only accommodates students who need more time to consolidate their learning but also gives the opportunity to quick learners to progress at a faster pace.
IUE is an English medium university. All new students will be expected to prove they have a sufficiently high level of English to enable them to follow lessons in their chosen departments. As such, students can either take the university's proficiency exam or present the university with certificates of English proficiency which are recognized by the Higher Education Council. For more information on this topic, please visit the School of Foreign Languages website: http://sfl.ieu.edu.tr

Students who do not satisfy the above criteria have to attend the English Preparatory Programme in the School of Foreign Languages at IUE.

The levels of students in the Preparatory Programme are determined by the Placement Exam. Those who score 69.50 and above can then take the Proficiency in English Exam (PIE). Those who score 64.50 in the PIE do not have to study in the Prep. Programme and can begin studying in their faculties.
Students who score below 64.50 in the PIE begin their studies in the Preparatory Programme in one of the following levels:

- Elementary (A)
- Pre-Intermediate (B)
- Intermediate (C)
- Upper Intermediate (D)
- Pre-Faculty (PF)

The first module consists of three levels which are: Elementary (A), Pre-Intermediate (B) and Intermediate (C).

**ACADEMIC PROGRAMMES AND OBJECTIVES**

Students in all levels of the Prep Programme study use of English, reading, writing, listening and speaking in order to develop their language skills.

Objectives (based on Common European Framework of Reference for Languages “CEFR”) are set by the Curriculum and Materials Development Unit taking into consideration the needs of the students in each level.

Students’ awareness of these objectives will help them to understand what is expected of them and thereby foster effective learning. In the modular system it is only possible for students to move up a level when they have reached the required level of proficiency. The focus of teaching and testing will be on the expected outcomes for each level.

**Elementary (A)**

Those who start the Prep Programme in Elementary (A) level continue with Pre-Intermediate (B), Intermediate (C) and Upper-Intermediate (D) levels provided that they are successful in each of the end of module exams. Students who start at Elementary level (A) may take the PIE at the end of module 4 on the condition that they complete all modules successfully.

**Pre-Intermediate (B)**

Those who start the Prep Programme in Pre-Intermediate (B) level continue with Intermediate (C) and Upper-Intermediate (D) levels provided that they are successful in each of the module. Students who start at Pre-Intermediate (B) level may finish the programme at the end of module 3. However, during the fourth module they may attend the Pre-Faculty (PF) programme, if they wish to do so. These students can take the PIE given at the end of Module 4.
Intermediate (C)
Those who start the Prep Programme in Intermediate (C) level continue with Upper-Intermediate (D) level provided that they are successful in each of the modules. Students who start at Intermediate (C) level may take the PIE in January on condition that they successfully complete these two modules. Those who score 64.50 and above are entitled to start their under-graduate studies in their faculties.

Upper-Intermediate (D)
Those who successfully complete Intermediate (C) level continue with Upper-Intermediate (D) level. They may take the PIE in January. If they score 64.50 and above, they are entitled to begin their under-graduate studies in their faculties.

Pre-Faculty Programme
Pre-Faculty is an optional programme designed for students who have successfully completed Upper-Intermediate (D) level, but have either not taken PIE so far or failed the PIE Exam.

Studying at university is not always easy, and having to do this in a language that is not your own makes everything more difficult. The Pre-faculty program is designed to give students the opportunity to both deepen their knowledge of academic English and develop the necessary skills for their future academic study.

OBJECTIVES

LEVEL A (ELEMENTARY)

• READING

Aim: By the end of this level, students can understand short, simple texts on familiar matters by picking up familiar names, words and basic phrases. They can achieve general understanding and comprehend details at a basic level.

Objectives: Students can
✓ skim a text to find its main idea
✓ understand the content of simpler informational material or short simple descriptions, especially with visual support
✓ scan a text to find specific information
✓ follow short, simple directions or instructions
✓ derive probable meaning of unknown words from context if they are of a concrete nature
✓ understand how a text is organized
✓ make inferences at a very basic level
✓ understand referencing words at a very basic level
LISTENING

Aim: By the end of this level, students can follow speech that is slow and carefully articulated with long pauses for them to assimilate meanings. They can understand listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance.

Objectives: Students can
✓ understand questions and instructions
✓ follow short and simple directions
✓ understand everyday expressions dealing with simple and concrete everyday needs in clear, slow speech with repetition
✓ understand and extract essential information from short recorded passages dealing with predictable everyday matters

WRITING

Aim: By the end of this level, students can write a series of simple sentences about familiar topics using basic linking devices (and, but, or).

Objectives: Students can
✓ describe themselves, other people, animals, places, events and objects
✓ complete simple forms
✓ write about aspects of everyday life such as routines, jobs, the weather, food, sports
✓ write short, simple notes and messages
✓ write very short, basic descriptions of past events

SPEAKING

Aim: By the end of this level, students can interact in a simple way, ask and answer simple questions and initiate and respond to simple statements on very familiar topics and/or situations. They can produce simple and mainly isolated statements about people and places.

Objectives: Students can
✓ hold simple conversations (make introductions, use basic greetings and leave-taking expressions, ask how people are and respond to news)
✓ ask and answer questions about themselves and others (where they live, people they know and things they have)
✓ describe themselves or other people, what they do, where they live, etc. in a simple way

LEVEL B (PRE-INTERMEDIATE)

READING

Aim: By the end of this level, students can understand main ideas and specific information in short straightforward and clearly signalled texts with high-frequency everyday language.

Objectives: Students can
✓ skim a text to find its main idea and/or purpose
✓ scan a text to find specific information
✓ derive probable meaning of unknown words from context
✓ understand how a text is organized
✓ make inferences at a basic level
✓ understand referencing words
● LISTENING

Aim: By the end of this level, students can understand the main points of clearly and slowly articulated speech on familiar matters and on current affairs or topics of personal or professional interest.

Objectives: Students can
✓ understand detailed instructions and more complex questions
✓ understand the topic in everyday conversation and monologues on current topics and/or topics of personal interest
✓ identify specific information in short, recorded passages on current topics and/or topics of personal interest
✓ understand ideas in conversation and monologues on current topics and/or topics of personal interest
✓ understand and extract essential information from short recorded materials on familiar topics and predictable everyday matters

● WRITING

Aim: By the end of this level, students can write short, comprehensible texts on familiar topics, connected with frequent linking devices.

Objectives: Students can
✓ organize a text with most frequent connectors
✓ write simple organized texts describing familiar topics like family, living conditions, biographies, personal environment, past experiences and events
✓ express their opinions on everyday topics in a simple organized way, giving details/examples/reasons

● SPEAKING

Aim: By the end of this level, students can enter into dialogues on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel and current events, etc.). They can give simple descriptions and short, rehearsed, basic presentations. They can ask for and give opinions, agree and disagree in a simple way.

Objectives: Students can
✓ ask for and provide information on familiar topics
✓ give, seek and respond to personal views and opinions in a simple informal discussion
✓ give simple descriptions (experiences, events, routines, places, etc.)
✓ make short, rehearsed, basic presentations
LEVEL C (INTERMEDIATE)

• READING

Aim: By the end of this level, students can read straightforward factual texts on a variety of subjects with a satisfactory level of comprehension. They can identify the main conclusions in clearly signalled argumentative texts and can recognize the line of argument presented, though not necessarily in detail.

Objectives: Students can
✓ skim a text to find its main idea
✓ scan longer texts to locate desired information, and gather information from different parts of a text, or from different texts
✓ recognize significant points in straightforward news articles on familiar subjects
✓ derive the meaning of words from context
✓ extrapolate the meaning of unknown words from context to deduce sentence meaning
✓ understand the information in graphic sources
✓ understand how a text is organised
✓ make inferences
✓ understand referencing words

• LISTENING

Aim: By the end of this level, students can understand the main points and specific details of clear, standard speech on familiar matters and on current affairs or topics of personal or professional interest. They can follow straightforward lectures/talks on familiar topics and take notes for their personal use later.

Objectives: Students can
✓ follow the main points of 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 the main point and specific details in straightforward lectures on familiar topics
✓ take notes for future reference
✓ follow the main points of extended discussion
✓ extrapolate information provided in conversations, monologues and simpler recorded materials on familiar topics and/or on topics of personal interest.

• WRITING

Aim: By the end of this level, students can write straightforward, connected texts on a range of familiar subjects by linking a series of shorter discrete elements into a linear sequence. They can paraphrase and summarize in a simple fashion.

Objectives: Students can
✓ write detailed descriptions on a range of familiar subjects
✓ write about past experiences and events in simple connected texts
✓ write short, simple essays on a variety of topics
✓ summarize, report and give his/her opinion on familiar routine and non-routine matters
✓ paraphrase short written passages in a simple fashion
✓ collate and summarize short pieces of information from several sources
• **SPEAKING**

**Aim:** By the end of this level, students can interact with a degree of fluency and spontaneity that makes regular interaction quite possible on topics that are familiar, of personal interest or pertinent to everyday life (family, hobbies, work, travel, current events, etc.). They can give clear descriptions and prepared presentations, presenting information in a logical order. They can give / seek personal views and opinions when discussing a variety of topics.

**Objectives:** Students can
- ask for and provide information/opinions on most general topics in a participatory fashion
- take an active part in informal discussion in familiar contexts, commenting and expressing point of view clearly
- give clear, detailed descriptions on a variety of general topics
- give a clear, prepared presentation, giving reasons in support of or against a particular point of view
- use conversation/discussion strategies

**LEVEL D (UPPER-INTERMEDIATE)**

• **READING**

**Aim:** By the end of this level, students can understand more complex texts of various lengths with a broad vocabulary range. They can understand the general idea of the content, main ideas, specific information, and attitudes or viewpoints of the writer. 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
- use a variety of strategies to achieve understanding, including working out the meaning of new words and checking comprehension using contextual clues
- understand the information in graphic sources
- make inferences
- understand referencing words

• **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 and follow arguments in complex texts if the topic is reasonably familiar and the talk is clearly signalled
- take notes for future reference
- use a variety of strategies to achieve comprehension
- make inferences
• **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.

**Objectives:** Students can
- expressing views effectively and relating them to those of others
- developing an argument, giving reasons in support of and/or against a given point of view
- giving the causes/reasons for or the effects/results of various topics
- explaining the advantages and disadvantages of various options
- highlighting similarities and differences
- evaluating different ideas or solutions to a problem.

• **SPEAKING**

**Aim:** By the end of this level, students can interact fluently using the language accurately and effectively in most circumstances on a wide range of general or academic topics. They can communicate spontaneously without much sign of restricting what they want to say. They can give systematically developed descriptions and presentations. They can participate actively in formal and informal discussions.

**Objectives:** Students can
- ask for and provide complex information and advice on a range of matters related to their field of interest / familiar topics
- express their ideas and opinions with precision and follow complex interactions between third parties in group discussion
- give systematically developed descriptions with highlighting of significant points and relevant supporting detail on a wide range of general or academic topics
- give a clear, systematically developed presentation, with highlighting of significant points and relevant supporting detail on a wide range of general or academic topics
- take an active part in a discussion in a familiar context identifying accurately arguments supporting and opposing points of view and ultimately come to a negotiated agreement.

**PRE-FACULTY**

**Aim:** By the end of Pre-faculty program, students can develop the skills necessary for academic study in English through the development of abilities to read and listen to academic discourse, think critically about the content and write or discuss topics according to the requirements of their departments.

**Reading Objectives:** Students can
- recognize and comprehend academic language (vocabulary / grammatical structures),
- skim and scan longer academic reading texts effectively,
- interact with texts through predicting and inferencing,
- understand cohesive devices used for referencing,
- understand the writer's intent,
- develop strategies for understanding long texts.

**Writing Objectives:** Students can
- plan and organise essays in a suitably structured way
- use advanced language and grammatical structures in writing,
- research and use resources in essays,
- understand, describe and use visual information.
**Listening Objectives:** Students can
- employ a variety of strategies to listen and understand the main ideas and specific details in long monologues (lectures),
- recognize discourse markers used to stage lectures,
- recognize what is relevant and important and what is irrelevant,
- take notes for future reference while listening.

**Speaking Objectives:** Students can
- use appropriate language for academic discussion,
- prepare and give a presentation, using appropriate language, summarizing main ideas and using visuals for support,
- use appropriate stance and non-verbal communication strategies.

**WEEKLY CLASS HOURS AND ABSENTEEISM LIMITS ACCORDING TO LEVELS**

For all levels there is: **30** contact hours, **24** hours absenteeism limit.

The timetables will be one of the following based on the level:

**A)**

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<thead>
<tr>
<th>HOURS</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>13:30-14:15</td>
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<td>14:30-15:15</td>
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**B)**

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<th>Wednesday</th>
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<th>Friday</th>
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<tr>
<td>09:00-09:45</td>
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<td>10:00-10:45</td>
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<td>11:00-11:45</td>
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<td>12:00-12:45</td>
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<td>14:45-15:30</td>
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**Pre-Faculty programme** weekly timetable is as follows: **12** contact hours (10 in-class and 2 online), **12** hours absenteeism limit.
Our notion of language learning in the modular system is not based on exams but on the learning process. For this reason, in each module the students’ development is monitored and constructive feedback is given throughout the 8 weeks.

The requirement for success in a module is two-fold:

1. **In-module Assessments (A1, A2, A3, A4, A5, A6, A7):**

Throughout each module, students complete seven in-module assessments. The in-module assessments are designed to evaluate students’ vocabulary, grammar, reading, writing, listening and speaking skills. The in-module assessments are a vital part of the students’ learning during the module, not only because they are a prerequisite for the end-of-module exam, but more importantly because they allow students to assess their progress prior to the end of the module.

**Assessment components and the individual percentages for each level are as follows:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A01: Language Use</td>
<td>10%</td>
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<tr>
<td>A02: Writing</td>
<td>20%</td>
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<tr>
<td>A03: Speaking</td>
<td>20%</td>
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<tr>
<td>A04: Listening and Reading</td>
<td>20%</td>
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<td>A05: Use of English</td>
<td>10%</td>
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<td>A06: Digital Assessment</td>
<td>10%</td>
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<td>A07: Classroom Performance Grade</td>
<td>10%</td>
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<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
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</table>
Classroom Performance Grade (CPG) is the grade given to students by each of their instructors. Students’ classroom performance is evaluated based on four categories, which are Use of Target Language, Participation, Classroom Behaviour, and Homework.

<table>
<thead>
<tr>
<th>Sample Calculation</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
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<tr>
<td>Grade</td>
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<td>16,00</td>
<td>10,00</td>
<td>13,00</td>
<td>7,50</td>
<td>8,50</td>
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<tr>
<td>Total Score</td>
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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.

2. Attendance:
The second pre-requisite for successfully entering the Gateway Exam is adherence to the absenteeism limits. Absenteeism limits for each level are shown below:

- (AST) Elementary: 24 hours
- (BST) Pre-Intermediate: 24 hours
- (CST) Intermediate: 24 hours
- (DST) Upper-Intermediate: 24 hours

Students at all levels are expected to adhere to these limits. It is expected that students will use these hours in the event of serious health problems or emergencies. Students who are absent for no valid reason may be unable to compensate for missed class hours, which may bring about failure. Students who exceed the absenteeism limit are not qualified to take the Gateway Exam, thus have to repeat the same module. In addition, students who exceed the absenteeism limit may lose their scholarship for one semester.

However, students who have not completed in-class Assessment tasks due to serious health problems (operation, accident, etc.) must have an official medical report which must be submitted to the School of Foreign Languages. This regulation is ONLY valid for students who have not completed their in-class Assessments and does not apply to absenteeism. Regular, uninterrupted attendance throughout the eight-week modules is recommended.
The **Gateway examinations** are tests designed to assess the English language competence of students who have successfully completed the necessary in-module requirements at their respective level. The aim of these examinations is to determine whether the students' proficiency in English is at a suitable level to enable them to progress and be able to participate fully at the next level. Thus, the Gateway exams assess whether the student has met the pre-determined objectives of the level in reading, writing, listening/note-taking, speaking and language use. Students who show the necessary competence in these areas are deemed to be ready to move up to the next level.

The written part of the exam is conducted in two sessions:

**Part I:**
- **LEVEL A** Listening + Language Use + Reading (80 minutes) 09:30-10:50
- **LEVEL B** Listening + Language Use + Reading (90 minutes) 09:30-11:00
- **LEVEL C** Listening + Language Use + Reading (100 minutes) 09:30-11:10

**BREAK**

**Part II:**
- **LEVEL A** Writing (30 minutes) 11:30-12:00
- **LEVEL B** Writing (30 minutes) 11:30-12:00
- **LEVEL C** Writing (50 minutes) 11:30-12:20

For the speaking part of the exam each student is given an appointment which is announced prior to the exam on [http://sfl.ieu.edu.tr](http://sfl.ieu.edu.tr).

To be eligible to take the Gateway Exam, students in Levels A, B and C are required to score a total of at least **59.50** (59.50/100) in continuous in-module assessments and not to exceed the absenteeism limit.

Students who score at least 59.50 in the Gateway exam progress to the next level.

Gateway Exams do not have a make-up option. Medical reports are not accepted.

Students at the Upper-Intermediate level (D) do not take the Gateway exam. Provided that they score a total of at least **64.50** (64.50/100) in continuous in-module assessments and do not exceed the absenteeism limit, they qualify to sit the Proficiency in English exam.

Further information regarding the in-module assessments and Gateway Exams can be found in the content areas of your Blackboard courses. In order to access these, one must be either a member of staff or student in the SFL.
In this case, a student who starts in (A) level and successfully completes each module may take the Proficiency in English Exam (PIE) at the end of the forth module.

On the other hand, if a student starts at level (A) and repeats the level 3 times he will not qualify to take the Proficiency in English Exam (PIE) before August since he will not have completed level D which is a pre-requisite for entrance to the PIE. However, he can still attend the Summer Support Programme and take the proficiency given at the end of it.

However, if a student starts at Level A, and only repeats one level once, he is still entitled to take the PIE exam at the end of the second semester if he scores above 80 in the C Level Gateway exam.

The terms in the table which appear in brackets show the status of the repeat students as follows:
- **Starter**: students taking the level for the first time
- **Runner**: students taking the level for the second time
- **Chaser**: students taking the level for the third time
- **Catcher**: students taking the level for the fourth and final time

**PRE-FACULTY PROGRAMME ASSESSMENT PRINCIPLES**

Each module will have 12 hours of lessons each week (9am – 1pm), and will focus on the skills of reading, writing, listening, speaking (10 hours) and grammar (2 hours). 10 hours will be spent in lessons and 2 hours will be carried out online through the Blackboard Collaborate platform. These 2 hours will count towards attendance. Moreover, students spend a minimum of 4 hours in the Preparatory Activity Centre for Teachers and Students (PACTS) throughout the module to consolidate the skills they have been learning.

Successful completion of the course will require the following components.
- regular attendance (12 hours absenteeism over the 8 weeks of the module)
- completion of the requirements of the modular assessments
Assessment will be carried out as follows:

- Writing an academic paper (20%)
- Giving an oral presentation (20%)
- Online quiz (20%)
- Homework submission (20%)
- Attending department classes (10%)
- Reading & Listening test (10%)

The pass mark is 70%. Students who receive this will be entitled to sit the English 101 exemption examination and if they pass will not be required to complete this course.

Pre-faculty program does not have a module-exit exam.

**PROFICIENCY IN ENGLISH EXAM (PIE)**

The aim of the PIE exam is to determine whether the students' English is at a level which will enable them to follow and actively participate in the courses offered in their faculties or departments.

To be eligible to take the PIE, students are required to successfully complete the Upper-Intermediate (D) level; or if they start at level A, have to score above 80 in the C level Gateway exam.

The PIE exam has two components as a written exam and a speaking exam.

**PIE Written Exam:**
The written component of the PIE is designed to assess candidates' academic reading, academic writing, and listening skills as well as their grammar and vocabulary knowledge. All the answers in the exam, with the exception of the writing part, are coded on the optical form.

The written component of the exam is held in three sessions, and the total duration of the written exam is 245 minutes.
SESSION I: INTEGRATED WRITING 09:30-10:50

This part of the exam is 80 minutes long.

(30 points)

PART A: Reading and note-taking
PART B: Listening and note-taking
PART C: Writing an essay (275 – 350 words)

BREAK: 25 minutes

SESSION II: LISTENING AND READING 11:15-13:00

This part of the exam is 105 minutes long and there are two sections: Listening and Reading.

Listening (15 items, 15 points, 35 minutes)

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matching</td>
<td>(with one extra option)</td>
<td>5 items</td>
</tr>
<tr>
<td>2</td>
<td>Multiple Choice</td>
<td>(4 options)</td>
<td>(5 items)</td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice</td>
<td>(4 options)</td>
<td>(5 items)</td>
</tr>
</tbody>
</table>

Each text is listened to twice.

Reading (30 items, 30 points, 70 minutes)

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Extra Options</th>
<th>Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Matching</td>
<td>(2 extra options)</td>
<td>(6 items)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Insertion</td>
<td>(2 extra options)</td>
<td>(5 items)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Multiple Choice</td>
<td>(4 options)</td>
<td>(8 items)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Multiple Choice</td>
<td>(4 options)</td>
<td>(11 items)</td>
<td></td>
</tr>
</tbody>
</table>

BREAK: 60 minutes

SESSION III: USE OF ENGLISH 14:00-15:00

This part of the exam is 60 minutes long.

(25 items, 25 points)

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Options</th>
<th>Items</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Two Cloze Tests</td>
<td>(with 4 options)</td>
<td>(10 items)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>(with 4 options)</td>
<td>(5 items)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Word Formation</td>
<td>(with 4 options)</td>
<td>(5 items)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sentence Transformation</td>
<td>(with 4 options)</td>
<td>(5 items)</td>
<td></td>
</tr>
</tbody>
</table>

All the answers in Session II and Session III sessions are coded on the optical form. Therefore, candidates are asked to bring a fine lead pencil and an eraser.

Wrong answers do not cancel out correct answers.

The written component of the PIE exam accounts for 80% of the total PIE grade.
**PIE Speaking Exam:**

The speaking component of the PIE Exam is a 10-minute structured interview between an interlocutor and a candidate. The speaking exam is composed of the following parts:

PART 1: Question and answer  
PART 2: Role-play  
PART 3: Decision-making  
PART 4: Extended Individual long turn

The speaking exam lasts for 10 minutes per student.

The speaking component of the PIE exam accounts for 20% of the total PIE grade.

Students who score at least 64.50 (80% of the written component and 20% of the speaking component) are qualified to begin their faculties.

Further information regarding the Proficiency in English (PIE) Exam can be found on [http://sfl.ieu.edu.tr](http://sfl.ieu.edu.tr).

**Exam Rules:**

- It is **MANDATORY** for students to bring a **valid picture ID** with them (student ID or any form of identification card). Students without a valid ID will not be able to take the exam.
- Students are asked to bring a **fine lead pencil and an eraser** since optic forms will be used in the exam. Exchange of pencils and/or erasers during the exam will be regarded as an attempt to copy.
- No one else, besides the students and the staff on duty, will be allowed in the rooms or halls where the exam is taking place.
- Students are asked to check the lists that show their names and exam rooms before the exam. Therefore, in order to do this, students should arrive at school **at least 30 minutes before** the exam begins.
- Electronic equipment (mobile phones, MP3 Players, etc.) should be **turned off** and kept out of reach during the exam.
- Mobile phones **cannot be used** even to check the time. Trying to use mobile phones will be considered as an attempt to copy.
- Students **will not be able to leave the room** during the first 30 minutes and the last 15 minutes of the exam.
- Students **will not be able to leave the room** to go to the bathroom or for any other reason during the exam.
- Students are allowed to bring water with them if they wish.
- Talking/asking questions during the exam is prohibited and will be regarded as an attempt to copy.
STUDENT APPEAL PROCEDURES

All students have the right to appeal against their grades in the Gateway and PIE examinations. These appeals must be submitted within three work 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.

SCHOLARSHIP

Students with scholarship lose their scholarship for the upcoming semester if they exceed the module absenteeism limit. Scholarship students are advised to follow the rules regarding scholarship procedures from the following website:

(http://oim.ieu.edu.tr/tr/lisans-ve-onlisans-burslarlari).

SUMMER SUPPORT PROGRAMME

The Summer Support Programme can be attended by students from any level. Provided that students complete the programme, they can enter the summer school proficiency exam. The absenteeism limit is 12 hours. Students who exceed this limit will be unable to take the PIE exam at the end of the programme. An extra tuition fee is levied on this programme. Scholarship students who have exceeded the yearly allowed absenteeism limit during the academic year will have to pay full tuition fee in summer school.

SUCCESS CRITERIA FOR THE DIFFERENT PROGRAMS

A) ENGLISH MEDIUM DEPARTMENTS

Students enrolled at English medium departments have to pass the preparatory programme in order to be entitled to move on to their freshman year.
B) OPTIONAL PREPARATORY PROGRAM

The medium of instruction in these departments is Turkish. If students decide to study the preparatory program, they can do so by applying to the Student Affairs. The criteria for being successful in the program are also valid for optional preparatory students. If the students pass, they are entitled to take courses given in English; if not, they can continue their education in their departments without being able to take courses in English. Or, if they wish, they can repeat the preparatory year.

ACADEMIC and ADMINISTRATIVE SERVICES PROVIDED by the UNIVERSITY

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 EkoID 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.

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.izmirekonmi.edu.tr/oasis/ address.

You can mail any concerns on how to use the system to 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 address.)
ANNUCEMENTS

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.

WEBPAGE

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

The students can also follow “Iue Prep School” on Facebook.

SMART CAMPUS

Izmir University of Economics introduced “Smart Campus” system in 2015-2016 academic year. This system includes Blackboard Learn – Learning Management System, and Panopto Video – Lecture Capture software.

Blackboard Learn is an internet-based learning management system designed to enhance and enrich instructional activities by enabling instructors to manage and create their course materials, assignments and exams. In addition to that, instructors can easily communicate with their students online and manage class discussions and collaborative projects using blogs, discussion boards and forums which are available on Blackboard Learn. Students will be able to access all of these features any time of the day via any medium with internet connection. Blackboard Learn facilitates student learning and enhances their engagement with the course material. It is used institutionally to supplement face-to-face courses, and/or to provide any course content for distance education courses.

Another online platform that is used in IUE Smart Campus is Panopto. Panopto is a video platform that provides integrated video recording, screencasting, video streaming, and video content management software. Panopto allows instructors to record audio, video and their computer screen (Powerpoint or any software application) directly from their desktop. It also includes a video search engine that makes it possible to search inside videos for words mentioned by the presenter or shown on their slides. With these features, Panopto will enable students to access their class and watch the lesson live via their computer, smart phone or tablet when they are unable to attend classes. When they wish to review those subjects they haven’t fully understood in class,
they will be able to locate those parts in the recordings using the software’s search engine and watch them again. Panopto is integrated with Blackboard to allow for restricted access to only students within the class.

To access Blackboard you first need to click on the Blackboard link on Teaching and Learning Center’s website (www.ieu.edu.tr/tlc).

You will use your **OASIS username** and **password** to log in to Blackboard.

You will see the list of courses you are enrolled in in “**My Courses**” link and have access to course content, your assignments and the announcements made by your instructors. Please check your Blackboard courses regularly.
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 internet access ports, computers connected to the internet and 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**

<table>
<thead>
<tr>
<th>During the academic year:</th>
<th>During the semester holiday and summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday to Friday: 08:30 – 22:00</td>
<td>Monday to Friday: 08:30 – 18:00</td>
</tr>
<tr>
<td>Saturday: 10:00 – 17:00</td>
<td>Weekend: Closed</td>
</tr>
</tbody>
</table>
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.

**PSYCHOLOGICAL DEVELOPMENT AND COUNSELLING CENTRE (PDCC)**

Psychological Development and Counselling Centre aims to help students that are having difficulties to cope with various subjects.

Psychological Development and Counselling Centre provides support and counselling services to students who are having problems as adaptation to new environments, exam anxiety, coping with stress, anger management, fears/phobias, depression, relationship problems, lack of self-confidence, and loneliness. Our expert clinical psychologist provides this service through individual counselling sessions with students. Principle and purpose of our centre is to provide qualified and sufficient psychological counselling and support services. To this respect, all our practices are carried out within the scope of psychology code of ethics. Our purpose is to provide a sincere and supportive environment in which our students feel comfortable sharing their problems.

Students take advantage of these services free of charge.
EXTRA-CURRICULAR ACTIVITIES OFFERED BY THE SCHOOL OF FOREIGN LANGUAGES

The Preparatory Activity Center for Teachers and Students (PACTS) aims to maximize student and teacher motivation and satisfaction in the IUE SFL Preparatory Program. PACTS does this by designing, organizing and conducting a multitude of extra-curricular activities throughout the academic year.

At the Bake Sales, we sell cookies, cakes and other goodies, made by students and teachers. The money is used to finance the different activities we organize during the year.

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 center around topics that are close to your heart, like music, dance, food and shopping. Students who want to improve their daily, social speaking skills can benefit enormously from participating in the club, especially because we regularly have visiting students from other countries.

We also organize Contests such as Spelling bees, Theatre sketches, Free Writing, Bowling and Trivia. These contests help to develop your use of English in a fun way.
Twice a year, we organize **Games Competitions** in which you are challenged in both your English knowledge and your games skills (indoors and outdoors). International students will be there to help the participating teams and experience has taught us it is a great way to interact and play in English.

The **PREPARATORY Newsletter** comes out on a monthly basis and is put together by volunteer students from prep. You can get a taste of what they have been doing at: [https://preparatoryblog.wordpress.com](https://preparatoryblog.wordpress.com)

If start the year in C-level and you want to be a newsletter volunteer, come to our room on the first floor in the SFL-building.

International students, Erasmus exchange students and AIESEC-students from different countries will visit classrooms in C- and D-level during the first and third module. If you want to go abroad in the future, this is a great way to make friends and find out a bit more about the countries that they come from.
At the end of every module, we organize a big **Prep Potluck Party** on the ground floor. Every class brings their own food, drinks and utensils, and enjoys those last few hours together before it is time to split up and make friends in a new class, in a new module. Enjoy the food, the music and the company of your old / new classmates, your old / new teachers in a totally relaxed atmosphere.

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**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, wandering 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,

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.

COMPLAINT PROCEDURE

3 steps for disciplinary problems – Incident Report Procedure (for Teachers):

1. Verbal Warning – The teacher warns the student and/or tries to resolve the problem with a private conversation.
2. Incident Report to the Assistant Director – The teacher files an Incident Report. The Assistant Director schedules a meeting with the teacher and student and the three together discuss the problem behavior. The goal is for the student to agree to behave more appropriately in the classroom.
3. Incident Report to Director – If the problem continues, the teacher files the Incident Report, which now includes a record of the meeting with the Assistant Director, to the Director. The Director takes further action to resolve the problem or refers the issue to the Disciplinary Committee.
3 steps for general grievances from students – Student Complaint Procedure (for Students):

1. Student submits a Student Complaint Form to the Assistant Director.
2. The Assistant Director decides on an appropriate next action, which will likely include a meeting to discuss the problem and work toward a resolution.
3. If the student is not satisfied with the outcome of step 2, the student submits their complaint again with the SFL secretaries for the Director’s attention.
# IUE PREPARATORY PROGRAM
## 2015-2016 ACADEMIC CALENDAR

### MODULE 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>19-20 September 2016</td>
<td>Beginning of Module 1</td>
</tr>
<tr>
<td>17 October 2016</td>
<td>Module-1 Assessment A01</td>
</tr>
<tr>
<td>24 October 2016</td>
<td>Module-1 Assessment A02</td>
</tr>
<tr>
<td>27 October 2016</td>
<td>Module-1 Assessment A03</td>
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<tr>
<td>31 October 2016</td>
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<tr>
<td>07 November 2016</td>
<td>Module-1 Assessment A05</td>
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<td>16 November 2016</td>
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<tr>
<td>21-22 November 2016</td>
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### MODULE 2

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<tbody>
<tr>
<td>28 November 2016</td>
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<td>23-24 January 2017</td>
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### MODULE 3

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### SUMMER SCHOOL

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