



İZMİR UNIVERSITY OF ECONOMICS

"Comprehend with science, manage with knowledge"

ENGLISH PREPARATORY PROGRAM

STUDENT BOOKLET 2023-2024



Dear Student,

Welcome to the Izmir University of Economics Preparatory Program.

We are excited that you are joining us, and we know that you are excited to be here. You are starting a wonderful, new journey in your life, and we are here to help you start on the right foot. University is an amazing time. While you are here, you will have memorable experiences, make life-long friends, and gain life-long knowledge and skills. As you take your first steps down this path by learning English, we are here with you. Our highly professional, internationally experienced teachers and staff are here to help you gain your new language and the abilities to succeed in school and life. Right now, the road may seem long, but I encourage you to stay focused on your goals and let us support you and guide you as you make this journey.

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Director of the School of Foreign Languages

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Students admitted to the associate (vocational school), undergraduate or graduate programs at Izmir University of Economics who have limited English language proficiency must attend the English Preparatory Program before they begin their studies in their chosen departments in order to improve their language skills. The main objective of the English Preparatory Program 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 Program 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 Program supports students and helps them to be efficient, motivated and autonomous learners.



In this program, 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 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 quick learners the opportunity to progress at a faster pace.

FOREIGN LANGUAGE PROFICIENCY AT IZMIR UNIVERSITY OF ECONOMICS

IUE is an English medium university. All new students will be expected to prove they have a 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 (YÖK). 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 must attend the English Preparatory Program in the School of Foreign Languages at IUE.

LEVELS IN THE ENGLISH PREPARATORY PROGRAM

The levels of students in the Preparatory Program are determined by the Placement Exam. Students who score below 69.50 are placed into the Prep. Program according to their score. In associate, undergraduate and master's programs with English preparatory programs, students who score equal to or above 40 percent of the total score of each section of the PIE (in writing, listening and reading, grammar and speaking sections) and students, whose PIE total scores are 64.50 in associate and undergraduate programs and 70 and above in master's programs, pass to the course stage in their programs. Students are required to attend all sessions of the exam. Students, who fail to score the minimum score in the PIE exam, continue the English preparatory program based on their scores.

LEARNING OBJECTIVES

The Preparatory Program consists of the following levels:

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

Apart from the regular levels, there is the Pre-Faculty Program for students who successfully complete the Upper- Intermediate level but have either not yet taken PIE or have failed the PIE Exam. There is also the Support Program for students who repeat the Prep Program for the second year.

In the first module, students are placed in one of these three levels according to their exam results: Elementary (A), Pre-Intermediate (B) and Intermediate (C).

Students in all levels of the Preparatory Program study language use, reading, writing, listening and note-taking and speaking in order to develop their language skills.

Objectives (based on Common European Framework of Reference for Languages “CEFR”, Global Scale of English “GSE”, and European Association for Quality Language Services “EAQUALS”) 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 advance when they have reached the required level of proficiency. The focus of teaching and testing are on the expected outcomes for each level.

LEVEL A: Those who start the Prep Program in Elementary (A) level continue with Pre-Intermediate (B), Intermediate (C) and Upper-Intermediate (D) levels. 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.	
Learning Outcomes	
READING	By the end of this level, students can understand short, simple texts on familiar matters. They can achieve general understanding and comprehend details at a basic level.
LISTENING	By the end of this level, students can follow speech that is slow and carefully articulated with long pauses for them to assimilate meaning. They can understand listening texts with the highest frequency vocabulary related to areas of most immediate personal relevance.
WRITING	By the end of this level, students can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words, expressions and basic linking devices (and, but, or). They can ask for and pass on personal details in written form.
SPEAKING	By the end of this level, students can produce simple mainly isolated phrases about people and places. Students can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.

LEVEL B: Those who start the Prep Program 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 program at the end of module 3. However, during the fourth module they may attend the Pre-Faculty (PF) program if they wish to do so. These students can take the PIE given at the end of module 4.	
Learning Outcomes	
READING	By the end of this level, students can understand short, simple texts on familiar matters of a concrete type, which consist of high frequency every day or job-related language.
LISTENING	By the end of this level, students can understand short, simple texts on familiar matters of a concrete type, which consist of high frequency every day or job-related language.
WRITING	By the end of this level, students can write a series of simple phrases and sentences linked with simple connectors like “and”, “but”, and “because”. Students can write short, comprehensible texts on familiar topics, connected with frequent linking devices.
SPEAKING	By the end of this level, students can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes etc. as a short series of simple phrases and sentences linked into a list. They can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. They can play a supportive role in interaction, provided that other participants speak slowly.

LEVEL C: Those who start the Prep Program 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 all modules. Those who score 64.50 and above are entitled to start their studies in their departments / programs.

Learning Outcomes

READING	By the end of this level, students can read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension.
LISTENING	By the end of this level, students can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in generally familiar accents.
WRITING	By the end of this level, students can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking series of shorter discrete elements into a linear sequence.
SPEAKING	By the end of this level, students can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest. They can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar or pertinent to everyday life.

LEVEL D: Those who successfully complete Intermediate (C) level continue with Upper-Intermediate (D) level. They may take the PIE at the end of the 2nd module. If they score 64.50 and above, they are entitled to begin their studies in their departments / programs.

Learning Outcomes

READING	By the end of this level, students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
LISTENING	By the end of this level, students can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization. They can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
WRITING	By the end this level, students can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
SPEAKING	By the end of this level, students can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party. They can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.

PRE-FACULTY PROGRAM: Pre-Faculty is an optional program designed for students who have successfully completed Upper-Intermediate (D) level but have either not yet taken PIE or have failed the PIE Exam. 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 academic study.

Learning Outcomes

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. The following are the main objectives of the program.

1. Improve reading skills and comprehension
2. Develop academic vocabulary
3. Improve essay writing through the development of planning, structure and editing
4. Improve academic communication and listening
5. Do research, using the library and internet and referencing sources
6. Use graphs and tables to support ideas
7. Make presentations
8. Engage in debates and discussions on a variety of academic topics

SUPPORT 1: Those who start the Prep Program as Support 1 continue with Support 2/3 (B2). However, these students may take the PIE at the end of the first term. If they score 64.50 and above, they are entitled to begin their studies in their departments / programs.

Learning Outcomes

READING

By the end of this level, students can understand short, simple texts on familiar matters of a concrete type, which consist of high frequency every day or job-related language.

LISTENING

By the end of this level, students can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.

WRITING

By the end of this level, students can write a series of simple phrases and sentences linked with simple connectors like “and”, “but”, and “because”. Students can write short, comprehensible texts on familiar topics, connected with frequent linking devices.

SPEAKING

By the end of this level, students can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes etc. as a short series of simple phrases and sentences linked into a list. They can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations. They can play a supportive role in interaction, provided that other participants speak slowly.

SUPPORT 2/3: Those who start the Prep Program as Support 2/3 continue with Support 4 (B2). However, these students may take the PIE at the end of the first term. If they score 64.50 and above, they are entitled to begin their studies in their departments / programs.

Learning Outcomes

READING	By the end of this level, students can read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension.
LISTENING	By the end of this level, students can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in generally familiar accents.
WRITING	By the end of this level, students can write straightforward connected texts on a range of familiar subjects within their field of interest, by linking series of shorter discrete elements into a linear sequence.
SPEAKING	By the end of this level, students can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest. They can enter unprepared into conversation of familiar topics, express personal opinions and exchange information on topics that are familiar or pertinent to everyday life.

SUPPORT 4: Support 4 (B2) students, at the end of the second term, may take the PIE. If they score 64.50 and above, they are entitled to begin their studies in their departments / programs.

Learning Outcomes

READING	By the end of this level, students can read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
LISTENING	By the end of this level, students can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization. They can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
WRITING	By the end this level, students can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.
SPEAKING	By the end of this level, students can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples. They can interact with a degree of fluency and spontaneity that makes regular interaction with speakers of the target language quite possible without imposing strain on either party. They can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps.

WEEKLY CLASS HOURS

Attendance is important for students attending the English Preparatory Program. Active student participation and classroom participation grades will have an impact on student end-of-module scores. Students who are absent for no valid reason may be unable to compensate for missed class hours, which may bring about failure.

Students who have not completed in-class assessment tasks due to serious health issues (operation, accident, etc.) must have a medical report which must be submitted to the School of Foreign Languages. Regular, uninterrupted attendance throughout the eight-week modules is recommended.

For Levels A, B, C and D, there are 25 hours of face to face instruction on campus.

Absenteeism limit is 25 hours. Attendance is mandatory in face-to-face classes and attendance will be taken in these sessions.

Students can watch face-to-face lessons asynchronously via Panopto only if they are recorded. However, asynchronous access to courses that were originally taught face-to-face will not be accepted as a condition of attendance.

ASSESSMENT OF ACADEMIC STUDIES IN THE PREPARATORY PROGRAM

In-module Assessment Principles

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.



In-Module Assessments

While learning a language, it is very important for the students to evaluate their progress and to be informed about their development in order to continue their learning process successfully. For this reason, throughout each module, students complete in-class assessments. In-class assessments evaluate the students' productive skills (speaking and writing), and students' use of language, vocabulary, reading and listening skills. The in-module assessments are conducted under the supervision of instructors in class on campus. The feedback received from the instructors after these assessments informs students about the extent to which they have achieved the module objectives.

In addition to these modular assessments, there is a Student Performance Grade covering the entire module. Student Performance Grade (SPG) is the grade given to students by each of their instructors. Students' classroom performance is evaluated based on three categories, which are Use of Target Language, Participation, and Responsibilities.

Students in levels A, B and C must get a total of at least 59.50 from the in-module assessments in order to take the module exit exam (Gateway Exam). In order for D level students to enter the PIE, they must score at least 64.50 from their in-class assessments.

Assessment components and percentages:

A01: Skills Assessment	25%
A02: Writing Assessment	20%
A03: Speaking Assessment	20%
A04: Speaking Presentation	15%
A05: Digital Homework	10%
A06: Student Performance Grade	10%

Sample Calculation	A01	A02	A03	A04	A05	A06	End of Module Score
Score	70	80	50	70	75	80	69.50
Percentage	25%	20%	20%	15%	10%	10%	
Grade	17.50	16.00	10.00	10.50	7.50	8.00	

Instructors meet students 2 hours a week outside class hours to support their language learning and to offer them guidance on how to study.



End of Module Assessment Principles

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 advance to the next level.

Gateway Exam Schedule for the written and spoken components will be announced on <http://sfl.ieu.edu.tr> and Blackboard. Students are responsible for following announcements made on Blackboard, SFL Website and announcements made by instructors. Sample exams will be conducted in class on campus.

Gateway exams are given at the end of each 8-week module. The written part of the exam is conducted in three sessions:

Part I:

LEVEL A Listening + Use of English + Reading
LEVEL B Listening + Use of English + Reading
LEVEL C Listening + Use of English + Reading

Part II:

LEVELA Writing
LEVELB Writing
LEVELC Writing

Part III:

LEVEL A Speaking
LEVEL B Speaking
LEVEL C Speaking

In order for students at A, B and C levels to progress to the next level, they must get a score of at least equal to or above 40 percent of the total score of each section of the end-of-module exam (listening, grammar, reading, writing and speaking), and their total score must be 59.50 and above. Students are required to attend all sessions of the exam. Students, who cannot meet these conditions, repeat the same level with different teaching materials.

Students who score at least 59.50 in the Gateway exam progress to the next level. Students who cannot take the Gateway exam or score less than 59.50 (based on the condition above) on the exam repeat the same level with different course materials.

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

Students in 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 at the end of the second or fourth module.

Below are two examples that students at Level A might follow in the Prep Program.

Module 1	Module 2	Module 3	Module 4	Proficiency in English Exam (PIE)
A (Starter)	B (Starter)	C (Starter)	D (Starter)	

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 fourth module.

Module 1	Module 2	Module 3	Module 4	End of Academic Year PIE
A (Starter)	A (Runner)	A (Chaser)	A (Catcher)	

Module 1	Module 2	Module 3	Module 4	End of Academic Year PIE
A (Starter)	A (Runner)	B (Starter)	C (Starter)	

On the other hand, if a student starts at level (A) and repeats the level 2 times s/he will not qualify to take the Proficiency in English Exam (PIE) administered at the end of the 4th module since s/he will not have completed level D which is a pre-requisite for entrance to the PIE. However, s/he can still attend the Summer Support Program and take the Proficiency in English Exam given at the end of summer school.

However, if a student starts at Level A, and only repeats one level once, s/he is still entitled to take the PIE exam at the end of the second semester if s/he scores above 70* in the Level C Gateway exam.

Module 1	Module 2	Module 3	Module 4	Proficiency in English Exam (PIE) * If student scores above 70* in the Module 4 Level C Gateway exam
A (Starter)	A (Runner)	B (Starter)	C (Starter)	

Module 1	Module 2	Module 3	Module 4	Proficiency in English Exam (PIE) * If student scores above 70* in the Module 4 Level C Gateway exam
A (Starter)	B (Starter)	C (Starter)	C (Runner)	

Module 1	Module 2	Module 3	Module 4	Proficiency in English Exam (PIE) * If student scores above 70* in the Module 4 Level C Gateway exam
A (Starter)	B (Starter)	B (Runner)	C (Starter)	

The terms in the tables 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

English Preparatory Support Program

Students, who are not successful after two semesters, may continue their studies in the English Preparatory Support Program in the following semester if they choose to do so, on the condition that they re-register.

A system based on semesters is implemented in English Preparatory Support Program. Students in the English Preparatory Support Program are placed into two groups based on their levels; Support 1 and Support 2.

Even if they do not meet the attendance requirement, these students may take the PIE exam, however, scores obtained during the semester are not taken into consideration when calculating the pass grade for PIE that is administered at the end of semesters. In the event of meeting the attendance requirement, scores obtained during the semester at certain proportions stated by the SFL Administrative Board, can be added to their PIE exam scores at the end of the period for which they have registered.

Support Assessments

A01: Skills Assessment	25%
A02: Writing Assessment	25%
A03: Speaking Assessment	25%
A04: Skills Assessment	25%

Students who have not completed in-class assessment tasks due to serious health issues (operation, accident, etc.) must have a medical report which must be submitted to the School of Foreign Languages. Regular, uninterrupted attendance throughout the semesters is recommended.

For Support, there are 20 hours of face to face instruction on campus.

Absenteeism limit is 32 hours for one semester. Attendance is mandatory in face-to-face classes and attendance will be taken in these sessions.

Students can watch face-to-face lessons asynchronously via Panopto only if they are recorded. However, asynchronous access to courses that were originally taught face-to-face will not be accepted as a condition of attendance.

Pre-faculty Program Assessment Principles

Each module has 15 hours of lessons and focuses on the skills of reading, writing, listening, speaking and grammar.

Absenteeism limit is 15 hours.

Course Requirements

Successful completion of the course requires the following components.

- regular attendance
- completion of the requirements of the assessments

Assessments

Assessments are carried out as follows:

A01 – Presentation	30%
A02 – Skills	30%
A03 – Academic paper	20%

Pre-faculty is an optional program therefore it does not have a module-exit exam. Students whose total score of course material is 70.00 or above will be considered to have completed this optional program successfully. Those students who receive this are entitled to sit the English 101 exemption examination and if they pass, they will not be required to complete the English 101 course.

Proficiency in English Exam (Pie)



In associate, undergraduate and master's programs with English preparatory programs, those who score equal to or above 40 percent of the total score of each section of the PIE (in writing, listening and reading, grammar and speaking sections) and students, whose PIE total scores are 64.50 in associate and undergraduate programs and 70 and above in master's programs, pass to the course stage in their programs. Students are required to attend all sessions of the exam. Students, who fail to score the minimum score in the PIE exam, continue the English preparatory program based on their scores.

Please check the academic calendar on <https://www.ieu.edu.tr/en/akademik-takvim> for dates of the PIE exams. In order for any student studying in the English Preparatory Program to enter each PIE during and/or at the end of that academic year, the student must successfully complete Level D. However, students who have started the Preparatory Program at level A but have failed maximum once at any level in the academic year may take the PIE exam given at the end of the fourth module only if they score 70* and above from Level C Gateway exam administered in the 4th module of the academic year.

(In order for students at A, B and C levels to progress to the next level, they must get a score of at least equal to or above 40 percent of the total score of each section of the end-of-module exam (listening, grammar, reading, writing and speaking), and their total score must be 59.50 and above. Students are required to attend all sessions of the exam. Students, who cannot meet these conditions, repeat the same level with different teaching materials.)

Students who cannot reach or successfully complete level D and students who start at A level and fail once and receive a grade below 70 in the Level C Gateway exam cannot enter the PIE given in that academic year. These students can only enter the PIE given at the end of the Summer School Program (if they choose to attend and study) and/or the PIE given at the end of the year.

The students who start the academic year at level C (in module 1) and are successful in level D (in module 2) are eligible to take the PIE given at the end of the 4th module/1st semester. Students who are successful in this PIE continue their studies in their departments in the second semester.

Students who are not successful in the PIE given at the end of the first semester can attend the Pre-Faculty Program in the second semester if they wish. These students take the PIE held at the end of the fourth module/end of the 2nd semester.

Regardless of the reason for failure, all students, including the ones who defer their registration, have the right to take the Proficiency in English Exam at the end of the year. However, students who do not renew their registration cannot take this exam.

Proficiency in English Exam

The written component of the exam is held in three sessions. 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.

Session I: Integrated Writing

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: Write an essay (minimum 250 words)

Session II: Listening and Reading

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

Listening (15 Items, 15 Points, 35 Minutes)

PART 1: Matching
PART 2: Multiple Choice
PART 3: Multiple Choice
Each text is listened to twice.

Reading (30 Items, 30 Points, 70 Minutes)

PART 1: Matching
PART 2: Insertion
PART 3: Multiple Choice
PART 4: Multiple Choice

Session III: Use of English

This part of the exam is 60 minutes long. (25 items, 25 points) PART 1:
Two Cloze Tests
PART 2: Vocabulary
PART 3: Word Formation
PART 4: Sentence Transformation

Incorrect answers do not cancel out correct answers. The written component of the PIE exam accounts for 80% of the total PIE grade.

Proficiency in English Speaking Exam

The speaking component of the PIE Exam is conducted on the day after the written part is given and candidates are informed of their appointments in advance on <http://sfl.ieu.edu.tr>.

The speaking exam is a 10-minute structured interview between an interlocutor and a candidate, and the sessions are video-recorded.

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

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

Students who score at least 64.50 (80% of the written component and 20% of the speaking component) are qualified to begin their faculties. Students who score equal to or above 40 percent of the total score of each section of the PIE (in writing, listening and reading, grammar and speaking sections) and students, whose PIE total scores are 64.50 in associate and undergraduate programs and 70 and above in master's programs, pass to the course stage in their programs. Students are required to attend all sessions of the exam. Students, who fail to score the minimum score in the PIE exam, continue the English preparatory program based on their scores.

Further information regarding the Proficiency in English (PIE) Exam can be found on <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 (smart phones, smart watches, AirPods, EarBuds, 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 workdays of the official grades announcement. On receiving these appeals, the Testing Unit checks the exam results. If a mistake in the calculation of points is found, the necessary amendments are made. Students can then contact the SFL secretariat to find out about the results of the appeal.

SCHOLARSHIP

Scholarship students are advised to follow the rules regarding scholarship procedures from the following website: (<https://oim.ieu.edu.tr/en/lisans-ve-onlisans-burslari>).

SUMMER SUPPORT PROGRAM

The Summer Support Program can be attended by students from any level. Provided that students complete the program, 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 program. Students pay extra tuition to enroll in this program.

SUCCESS CRITERIA FOR THE DIFFERENT PROGRAMS



English Medium Departments

Students enrolled at English medium departments must pass the preparatory program in order to be entitled to move on to their freshman year.

Optional Preparatory Program

The medium of instruction in some of the departments is Turkish and these departments offer optional preparatory program. If students decide to study in the preparatory program, they can do so by applying to the Student Affairs within the specified quotas. The criteria for being successful in the program are the same as those for students in English medium departments. 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



Student Information System (Oasis)

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

Oasis Account Activation Process

In order to activate OASIS account, 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. The permanent password set for OASIS will be used for logging into both OASIS and Blackboard Learning Management System. You can find the instructions below.

Step By Step Oasis Account Activation

- 1 – Account Activation and Login
- 2 – Create PIN Code
- 3 – Change Password
- 4 – Choose Login Image

Activation

- Click on the following link <https://oasis.izmirekonomi.edu.tr/oasis> .
- 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 click on “Activate My Account” button.



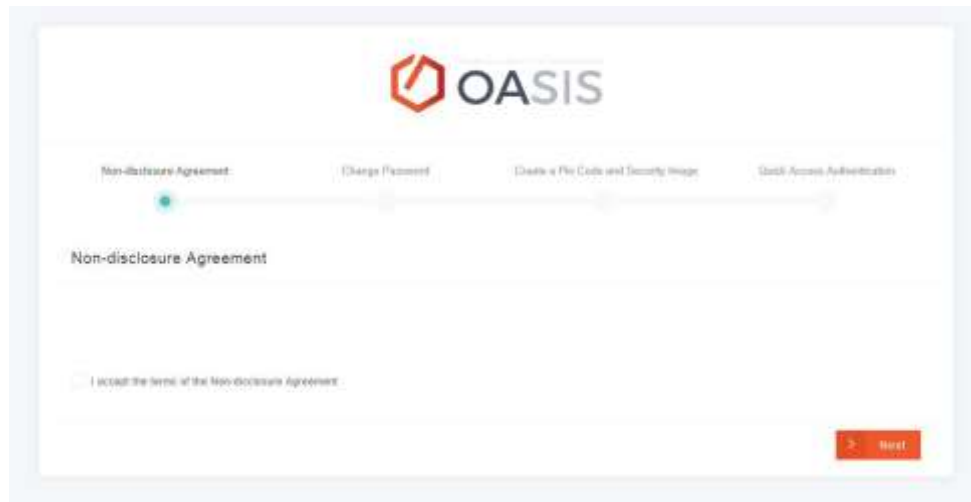
A temporary “OASIS” password will be sent to your EkoID e-mail address which is std.izmirekonomi.edu.tr.

Your GSM number (e.g. 5XX XXX 12 34) that you listed on registration forms will pop up, and when you click on the 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”.

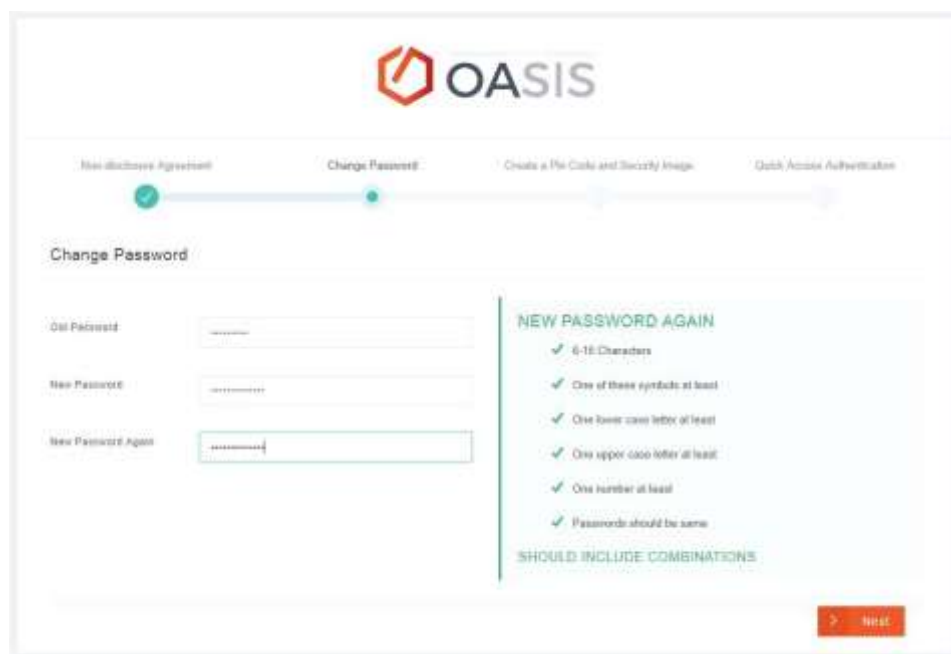
(In order to see your e-mail account and access your temporary OASIS password, please go to webmail.ieu.edu.tr address. Click on the student webmail. Enter your name and password given to you by Student Affairs at registration and click on login.)

- Read “Non-disclosure Agreement” and then click on “I accept the terms of the Non-disclosure Agreement” box, and then click on “Next”.



The screenshot shows the OASIS registration interface. At the top is the OASIS logo. Below it is a progress bar with four steps: 'Non-disclosure Agreement', 'Change Password', 'Create a Pin Code and Security Image', and 'Quick Access Authentication'. The first step, 'Non-disclosure Agreement', is currently active and highlighted with a green dot. Below the progress bar, the text 'Non-disclosure Agreement' is displayed. Underneath, there is a checkbox labeled 'I accept the terms of the Non-disclosure Agreement'. At the bottom right, there is a red button with a right arrow and the text 'Next'.

- Get your temporary password from your e-mail and write it into the “Old Password” field.
- Create a password with at least one lower case letter, one capital letter, one number, and one symbol with a length of 6-16 characters and write it into the “New Password” and “New Password Again” fields. After this procedure, click the “Next” button on the right.



The screenshot shows the OASIS registration interface at the 'Change Password' step. The progress bar at the top shows the first step 'Non-disclosure Agreement' as completed with a green checkmark, and the current step 'Change Password' as active with a green dot. Below the progress bar, the text 'Change Password' is displayed. On the left, there are three input fields: 'Old Password', 'New Password', and 'New Password Again'. To the right of these fields is a light blue box containing a list of password requirements, each preceded by a green checkmark: '6-16 Characters', 'One of these symbols at least', 'One lower case letter at least', 'One upper case letter at least', 'One number at least', and 'Passwords should be same'. Below this list, the text 'SHOULD INCLUDE COMBINATIONS' is displayed. At the bottom right, there is a red button with a right arrow and the text 'Next'.

- Create a four-digit PIN code NOT starting with 0 and write it in the “New PIN” and “New PIN Again” fields. Select a security image from the “Security Image” list and click “Next”.

The screenshot shows the OASIS login interface. At the top, there's a progress bar with four steps: 'New Password Agreement', 'Change Password', 'Create a Pin Code and Security Image', and 'Quick Access Authentication'. The third step is currently active. Below the progress bar, the title 'Change Pin Code and Security Image' is displayed. The form includes three input fields: 'New Pin' (with a masked value '****'), 'New Pin Again' (with a masked value '****'), and 'Security Image' (with a dropdown menu showing 'april'). To the right of these fields, there's a 'NEW PIN AGAIN' section with three checkmarks: 'Should include 6 numbers', 'Should not start with 0', and 'Pin should be same'. Below this, it says 'SHOULD INCLUDE COMBINATIONS'. At the bottom right, there's a red 'Next' button.

Write your GSM number without the 0 at the beginning into the “Phone Number” field, your @std.izmirekonomi.edu.tr extended email address into the “E-mail” field, and click “Send Verification”. Copy the received 6-character long confirmation code from your phone into the “Confirmation Code” field and click “Complete”.

The screenshot shows the OASIS login interface. At the top, there's a progress bar with four steps: 'New Password Agreement', 'Change Password', 'Create a Pin Code and Security Image', and 'Quick Access Authentication'. The fourth step is currently active. Below the progress bar, the title 'Change Quick Access Information' is displayed. A note states: 'NOTE: This information will help remind you of your password when you forget your password.' The form includes three input fields: 'Phone Number' (with a masked value '00000000'), 'Confirmation Code' (with a masked value 'K2BU\$'), and 'E-mail' (with a masked value '@@-@@@'). To the right of these fields, there's a 'PHONE' section with two checkmarks: 'Must be 10 numbers' and 'Should not start with 0'. Below this, it says 'SHOULD INCLUDE COMBINATIONS'. At the bottom right, there's a red 'Complete' button.

You are now logged into OASIS.

Changing Your Pin Code

Please click on your name or photo on the right top on OASIS home page and click “Security Settings”. Fill in the fields on the “Change PIN” page with:

Password: The password you created during the activation process

Old PIN: Your 4-digit old PIN code

New PIN: A new 4-digit PIN code

New PIN (repeat): Your new 4-digit PIN code again and click “Change”.



When you are done, a “Your PIN Code Changed” message will show on the green menu, and you will see “Your PIN Code has been set” message.

Changing Your Password

Please click on “Security Settings” on OASIS home page and follow the instructions below in order to change your OASIS password:

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

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.

Şifre Değiştir

TEKRAR YENİ ŞİFRE

- ✓ 6-16 Karakter
- ✓ !,(),<>@?&V_ sembollerinden en az birini
- ✓ En az bir küçük harf
- ✓ En az bir büyük harf
- ✓ En az bir 1 Rakam
- ✓ Şifreler aynı olmalı

KOMBİNASYONLARINI İÇERMELİDİR

Eski Şifre

PIN

Yeni Şifre

Tekrar Yeni Şifre

> Değiştir

When you are done, a “Password Changed” message will show on the green menu, and you will see “Your password has been set” message.

Choosing a Login Image

Please click on your name or photo on the right top on OASIS home page and click “Security Settings”. Fill in the fields on the “Change Security Image” page with:

Password: Enter your new password you identified during activation.

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

Güvenlik İmajı Değiştir

Şifre

Güvenlik İmajı



> Değiştir

If You Forget Your Password

Users who forget their password may click on “Forgot password” link, and enter their student ID number, the system will direct them to re access their new password and PIN code. If you click the “Send via SMS” button, the system will send your password to your GSM number you entered before at the profile adjustments/personal information screen. If you have not entered 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 the OASIS main page by clicking on <https://oasis.izmirekonmi.edu.tr/oasis/>.

You can mail any concerns on how to use the system to ybs@ieu.edu.tr or ask the OASIS HELP DESK in person.

(Please Note: The IT Directorate HELPDESK can only help you with your e-mail problems. **For any other problems concerning OASIS, please go to the OASIS Help Desk or send an e-mail to ybs@ieu.edu.tr address.)

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 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.



Students must also regularly check their email account given by the Student Registrar’s Office during registration. This email account has an extension of std.ieu.edu.tr and all the academic announcements as well as Blackboard course notifications are sent to IUE student email accounts.

Webpage



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

The students can also follow our official IUE School of Foreign Languages Instagram account (<https://instagram.com/ieuyabancidiller?igshid=YmMyMTA2M2Y=>)

SMART CAMPUS

Izmir University of Economics introduced “Smart Campus” system in the 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.



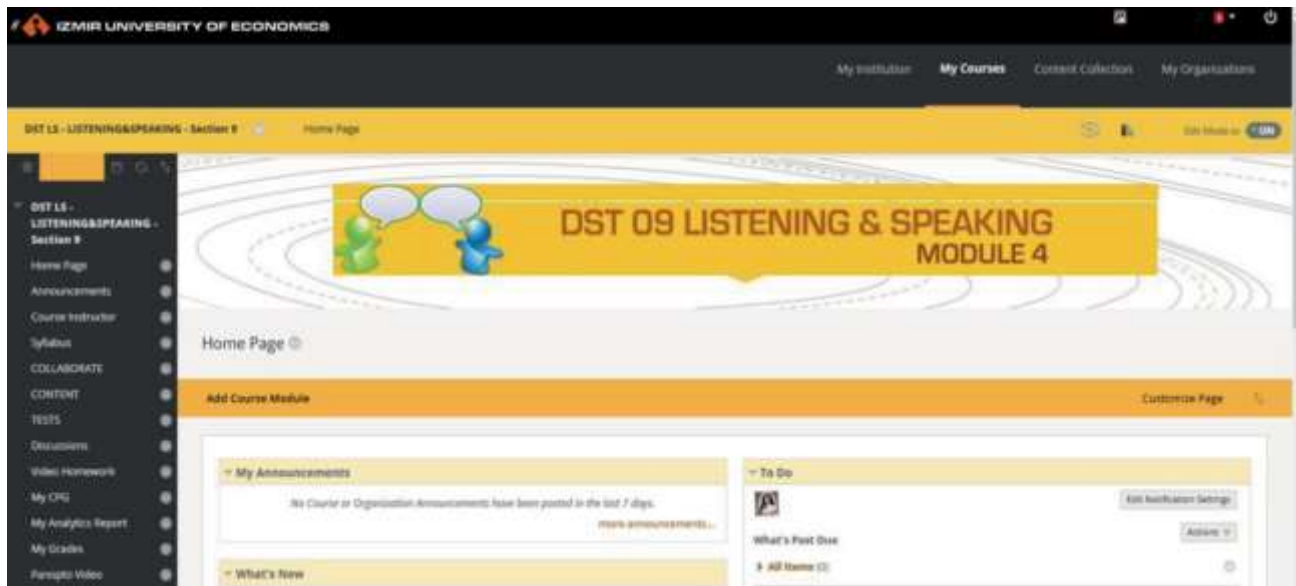
Panopto is another online platform that is used in the IUE Smart Campus. Panopto is a video platform that provides integrated video recording, screen casting, video streaming, and video content management software. Panopto allows instructors to record audio, video and their computer screen (PowerPoint 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 please go to <https://ieu.blackboard.com/>

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

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



For more information on Smart Campus at IUE:

<http://www.ieu.edu.tr/tlc/>



Library

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



In 2004, it united with the British Council Library and was restructured to offer increased English library services in order to reflect the world at-large.

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

The library collection includes books, periodicals, multimedia, CD-ROM, DVD, music CD, Videotape, audiocassette and online databases. The library also uses the “Yordam2001 Library and Information Management Automation System”.

The library’s online catalogue allows users to search for and reserve, as well as extend, for and can, reserve texts, as well as extend due dates from anywhere they have internet access. The library utilizes the “Library of Congress Classification System”, the world’s most recognized academic classification system”, 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 semester holidays and summer:

Monday to Friday: 08:30 – 17:45

Saturday & Sunday: Closed

Cultural, Artistic and Athletic Activities (Student Guidance Services)

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

For more details about Student Guidance Services in Block E (main entrance), please get in touch with Murat Palalı the Cultural, Health and Sports Coordinator and Melis Gelişen who is in charge of the Student Clubs.

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 the Disability Support Centre managed under Promotion, Public Relations and Student Activities Directorate.



The Career Guidance Centre helps familiarize students with business life and to establish career consciousness and provide them with the opportunities to plan their future during their education.

Psychological Development and Counselling Centre (PDCC)

The Psychological Development and Counselling Centre aims to help students who are having difficulties coping life as a university student. The Psychological Development and Counselling Centre provides support and counselling services to students who are having such 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 psychologists provide individual counselling sessions with students. All PDCC practices are carried out within the scope of the psychology code of ethics. Our purpose is to provide a sincere, supportive, and confidential environment in which our students feel comfortable sharing their problems. Students take advantage of these services free of charge.

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



COMPLAINT PROCEDURE

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 with the Director, which now includes a record of the meeting with the Assistant Director. The Director takes further action to resolve the problem or refers the issue to the Disciplinary Committee.

General Grievances from Students – Student Complaint Procedure (for Students):

1. The 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.

If the student is not satisfied with the outcome of step 2, the student re-submits their complaint with the SFL secretaries for the Director's attention.

BEHAVIOUR MANAGEMENT POLICY AND DISCIPLINARY PROCEDURES

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

Students are expected to:

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 other lessons, etc.)
5. Set positive and respectful relationships with peers and instructors
6. Not damage school property 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 written 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 University.

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, as well as provoking and encouraging such activities may receive 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–terms, or even expulsion from the University.

It is highly important that students avoid any behaviour that requires 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

a) 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 a 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 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 posting 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 a 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 Officials
 - 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.



İZMİR UNIVERSITY OF ECONOMICS

"Comprehend with science, manage with knowledge"