İZMİR UNIVERSITY OF ECONOMICS
School of Foreign Languages

ENGLISH
PREPARATORY PROGRAM

STUDENT
BOOKLET
2025-2026

Dear Students –
Welcome to Izmir University of Economics – a place where your future begins today. Congratulations on reaching the entrance to this next great journey in your lives.

At our university, your character, your career, and your success will be shaped not only by what you learn in the classroom but also by the experiences you gain beyond it. That journey starts here, in the Prep Program.

The Prep Program is your gateway: a foundation for your academic studies, a laboratory for your personal growth, and a space to build lifelong friendships.

Strengthening your ability to understand and communicate in English is at the heart of what we do – but you will gain much more: friends, skills, confidence, and new perspectives.

While you are in the Prep program, please take full advantage of all we have to offer:

- Micro-credentials that give you valuable skills for Prep, your academic program, and your future career;
- The Student Success Center, where you can practice your English through coaching, speaking clubs, and engaging activities;
- Brilliant instructors who not only teach English but also help you discover new cultures and life skills.

We are here to guide you, support you, and help you achieve success – in the Prep program and beyond.

We believe in you. Make the most of this journey, and you will leave Prep with not only strong English but also the confidence, skills, and unforgettable experiences to carry with you throughout your life.

I wish you a wonderful year in Prep and an inspiring time at Izmir University of Economics.
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Asst. Prof. Dr. Donald F. Staub
Director of the School of Foreign Languages

IZMIR
UNIVERSITY OF ECONOMICS
SCHOOL OF FOREIGN LANGUAGES

ADMINISTRATIVE STRUCTURE

DIRECTOR

Asst. Prof. Dr. Donald Staub
Tel: 488 81 32
E Block
7th Floor SFL Directorate

ASSISTANT DIRECTOR

Dr. Özge Coşkun Aysal
Tel: 488 81 32
E Block
7th Floor SFL Directorate

PREPARATORY PROGRAM ACADEMIC COORDINATOR

Beatrice Yavaşer
Tel: 488 8195
E Block
1st Floor E106

SFL SECRETARY

Gülcan Konrat
Tel: 488 81 21
E Block
7th Floor SFL Directorate

SECRETARY

Melis Akıncı
Tel: 488 81 19
E Block
7th Floor SFL Directorate

For issues related to absenteeism, medical reports and the education system, please contact the Director, the Assistant Director, the Prep. Program Academic Coordinator or secretaries.

ENGLISH PREPARATORY PROGRAM

Students admitted to the associate (vocational school) or undergraduate 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.

The English Preparatory Program uses modern, learner-centered methods to help you develop your language skills effectively.

Competency and outcome-based learning: All teaching and assessment are aligned with clear language goals, so you know what you are working toward.

Task-based learning (TBL): You will complete meaningful communication tasks that reflect real-life language use and build learner independence.

Project-based learning: You will collaborate on longer projects that combine different skills and encourage critical thinking.

Flipped classroom strategies: You will prepare with materials before class, then practice and apply your knowledge through interactive activities in lessons.

These approaches support the integrated development of listening, speaking, reading, and writing, together with focused grammar and vocabulary learning.

Our teaching is flexible and inclusive, designed to meet the needs of diverse learners and to support continuous progress in line with the CEFR framework.

In this program, education is conducted using a modular system. Within an academic year, there are 4 modules, which are each 8 weeks long. Each module is designed to help students develop their language skills step by step and progress toward their goals with greater confidence. The Preparatory Program calendar, which shows the training process and exam dates, is shared regularly.

Why the Modular System?

The modular system is versatile and adapts easily to change. Every module is self-contained and made up of a structured instructional approach 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 progress to the next 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 AND EXEMPTION 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 **Placement Exam** and if they meet the necessary conditions the **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.

Placement Exam

The Placement Exam determines the levels of students in the Preparatory Program. Students who score 70.00 or above on this exam are entitled to take the Proficiency Exam (PIE). Students who do not achieve a sufficient score in the Placement Exam and are required to study in the English Preparatory Program continue in the level of the program that corresponds to their score.

Proficiency in English Exam

Students' ability to follow academic courses in terms of language proficiency is determined by the Proficiency Exam (PIE). This exam measures students' skills and competencies in grammar, reading, listening, note-taking, writing, and speaking.

To be considered successful in the PIE:
- Students must score at least 40% in each section (writing, listening & reading, use of English, and speaking).
- Students must also achieve a minimum overall score of 65 for associate and undergraduate programs, while for graduate programs the required score is determined by the relevant Institute Board.

Attendance in all sessions of the exam is mandatory.

Students who pass the PIE proceed to their programs. Those who do not achieve the required score continue their studies in the English Preparatory Program at the appropriate level according to their exam results.

No make-up exam is offered for the PIE.

EDUCATION IN THE ENGLISH PREPARATORY PROGRAM

Compulsory English Preparatory Program

The aim of the English Preparatory Program is to develop students' reading, writing, listening, and speaking skills in the language of instruction of their registered program to the B2 level of the Common European Framework of Reference for Languages (CEFR). This ensures that students gain language skills they can use in their academic and professional lives. Students who are enrolled in programs where the medium of instruction is fully or partially English are required to attend the compulsory English Preparatory Program.

Optional English Preparatory Program

In programs where the medium of instruction is Turkish, the English Preparatory Program is optional. Students who apply within the quota limits may enroll in the English Preparatory Program.

- Students who successfully complete the program proceed to their departments and are eligible to take elective courses offered in English.
- Students who are unsuccessful may, if they wish, repeat the preparatory year or proceed to the first year of their program; however, in this case, they cannot take elective courses offered in English.
- Regardless of success or failure, students in this program may transfer to their registered programs starting from the end of the first semester. Students who fail the English Preparatory Program at the end of the first year may, if they wish, submit a petition to the School of Foreign Languages to continue their preparatory education for a second year.

MODULAR SYSTEM

The modular system of the English Preparatory Program consists of the following levels:

a) **Level A (Elementary):** Students who start the modular system at Level A continue through Levels A, B, C, and D. Students at Level A become eligible to take the Proficiency Exam once they successfully complete each module they attend.

b) **Level B (Pre-Intermediate):** Students who start at Level B continue through Levels B, C, and D. Students at Level B become eligible to take the PIE once they successfully complete each module they attend.

c) **Level C (Intermediate):** Students who start at Level C continue through Levels C and D. Students at Level C become eligible to take the PIE once they successfully complete each module they attend.

d) **Level D (Upper-Intermediate):** Students who start at Level C and successfully complete it proceed to Level D. Students at Level D become eligible to take the PIE once they successfully complete the module they attend.

Pre-Faculty Program: Students who are successful in the Proficiency Exam or who are exempt from it may either continue their studies in their faculties in the second semester or join the Pre-Faculty Program in the Spring Semester. In this program, classes are held 15 hours per week throughout each module, focusing on reading, writing, listening, and speaking skills. The absenteeism limit is 15 hours. To be successful in this program, students are expected to attend classes regularly and participate in in-module assessments.

PIE Success Program: Students who take the Proficiency Exam but do not pass may join this program if they wish. After completing the PIE Success Program, these students take the PIE administered at the end of the second semester. In this program, classes are held 15 hours per week for each module, focusing on reading, writing, listening, speaking, and grammar skills. The absenteeism limit is 15 hours. Students are required to attend classes regularly and participate in in-module assessments.

English Preparatory Support Group: Students who study in the English Preparatory Program for two semesters (fall and spring) but are unsuccessful may continue in the English Preparatory Support Group in the following semester by renewing their registration. The program in this group is designed to develop students' language use, reading, writing, listening–note-taking, and speaking skills.

Summer School: The Summer School is a program that any student from any level may attend voluntarily. At the end of the program, students have the right to take the Proficiency Exam. Regular attendance in classes is mandatory, and the absenteeism limit is 12 hours. Students who exceed this limit are considered unsuccessful in the program and are not allowed to take the PIE at the end of the Summer School. The program is fee-based.

CURRICULUM AND LEARNING OUTCOMES AT THE ENGLISH PREPARATORY PROGRAM

The English Preparatory Program curriculum is designed to be clear, flexible, and student-centered. It provides a structured pathway that helps you move step by step from beginner levels to more advanced English, following the CEFR (Common European Framework of Reference for Languages).

The curriculum is dynamic and continuously improving. We regularly plan, apply, check, and revise our program to make sure it meets student needs, reflects teacher feedback, and follows quality standards.

Key features of our curriculum include:

- **Clear Alignment:** Learning outcomes, lessons, materials, and assessments are carefully matched so that your learning progress is clear and measurable.

- **Integrated Skills:** You will develop listening, speaking, reading, and writing together, supported by grammar, vocabulary, and critical thinking.

- **Task and Project-Based Learning:** You will take part in real-life tasks and projects that encourage teamwork, creativity, and independent learning. Many projects are connected to the United Nations Sustainable Development Goals (SDGs), helping you build global and cultural awareness.

- **Flexibility and Feedback:** The program adapts based on student feedback, teacher input, and new needs. Materials are carefully selected, adapted, or supplemented to stay relevant.

- **Step-by-Step Progression:** Each level builds on the previous one with clear goals and assessment criteria, ensuring smooth progress toward university-level expectations.

This approach makes sure that our program is challenging, relevant, and aligned with international standards, while always keeping your learning needs at the center.

Objectives (based on the 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 is 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 the Elementary level (A) may take the PIE at the end of module 4 on the condition that they complete all modules successfully.

Level Outcomes (A1+)
By the end of this level, students will be able to
- understand short, simple texts on familiar matters and achieve a general understanding and comprehend details at a basic level.
- 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 of vocabulary related to areas of immediate personal relevance.
- 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) and ask for and pass on personal details in written form.
- produce simple mainly isolated phrases about people and places and 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 modules. Students who start at Pre-Intermediate (B) level may finish the program at the end of module 3. They can take the PIE, and if they successfully pass it, they may choose to attend the Pre-Faculty (PF) program in module 4. If these students fail the PIE given at the end of module 3, they may choose to attend the PIE Success Program in module 4 and take the PIE at the end of module 4.

Level Outcomes (A2+)
By the end of this level, students will be able to
- understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- write short, comprehensible texts on familiar topics, connected with frequent linking devices.
- 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.

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 the Intermediate (C) level may take the PIE in January on condition that they successfully complete all modules. Those who score 65 and above are entitled to start their studies in their departments/programs. Those who do not want to begin their departments/programs as Irregular students may choose to attend the optional Pre-Faculty Program in Module 3 and/or Module 4. Students who are not successful in the January PIE may choose to attend the optional PIE Success Program in module 3. These students can take the PIE at the end of the 3rd Module.

Level Outcomes (B1)
By the end of this level, students will be able to
- read straightforward factual texts on subjects related to their field and interests with a satisfactory level of comprehension.
- understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in generally familiar accents.
- write straightforward connected texts on a range of familiar subjects within their field of interest by linking a series of shorter discrete elements into a linear sequence.
- sustain a straightforward description of one of a variety of subjects within their field of interest.

LEVEL D: Those who successfully complete the Intermediate (C) level continue with the Upper-Intermediate (D) level. They may take the PIE at the end of the 2nd module. If they score 65 and above, they are entitled to begin their studies in the departments/programs. Those who do not want to start the departments/programs as Irregular students may choose to attend the optional Pre-Faculty Program in Module 3 and/or Module 4. Students who are not successful in the January PIE may choose to attend the optional PIE Success Program in module 3. These students can take the PIE at the end of the 3rd module.

Level Outcomes (B2)
By the end of this level, students will be able to
- read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively.
- understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in student's field of specialization and 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.
- 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.
- 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: The Pre-Faculty Program is not a level group. It is an optional program designed for students who have successfully completed Level D and passed the Proficiency Exam. The program offers students the opportunity to deepen their knowledge of academic English while also equipping them with the skills they will need in their future academic studies. Students who participate in the Pre-Faculty Program and achieve an overall score of 80 or above at the end of the program are exempt from ENG 101 and ENG 102 courses.

By the end of the program, students acquire the necessary skills to conduct academic work in English. With this aim, they develop their ability to listen to and read academic discourse, think analytically about given content, write on topics relevant to their departments, and discuss these topics effectively.

Learning Outcomes (B2+)
Students will be able to
- recognize relationships between ideas in academic texts.
- research an academic topic using a variety of sources.
- summarize information from academic texts.
- paraphrase information from academic texts.
- cite information from academic texts.
- synthesize information from academic texts.
- deliver presentations on academic topics.
- write texts that present their own perspective on an academic issue.

PIE SUCCESS PROGRAM: The PIE Success Program is not a level group. It is an optional program for students who have successfully completed Level D but have not yet taken the Proficiency Exam or were unsuccessful in it. The program is designed to help students improve their English skills.

Learning Outcomes are the same as those for Level D (B2).

SUPPORT GROUP 1: Students who start the Preparatory Program at Support 1 continue to Support 3 (B2). These students are eligible to take the Proficiency Exam at the end of the first semester. Students who score 65 or above are entitled to begin their studies in their department/program.

Learning Outcomes are the same as those for Level B (A2+).

SUPPORT GROUP 2: Students who start the Preparatory Program at Support 2 (B1) continue to Support 4 (B2). These students are eligible to take the Proficiency Exam (PIE) at the end of the first semester. Students who score 65 or above are entitled to begin their studies in their department/program.

Learning Outcomes are the same as those for Level D (B2).

ATTENDANCE AND ACTIVE PARTICIPATION

Attendance and active participation in class are crucial in the English Preparatory Program. Your attendance and performance grade directly affect your end-of-module average and your progress in the program.

Absenteeism
- Students who miss classes without a valid excuse cannot make up missed lessons, and this may lead to failure.
- Students who are unable to attend in-class assessments due to serious health issues (such as surgery or accidents) must submit official medical reports to the School of Foreign Languages administration. This policy applies only to in-class assessments.

Course Load and Absenteeism Limit
English Preparatory Program
- All levels have 25 hours of face-to-face classes per week.
- In an 8-week module, the absenteeism limit is 60 hours.
- Medical reports are not considered a valid excuse for absenteeism.
- Attendance is taken in all classes, and participation is mandatory.

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English Preparatory Program
- All levels have 25 hours of face-to-face classes per week.
- In an 8-week module, the absenteeism limit is 60 hours.
- Medical reports are not considered a valid excuse for absenteeism.
- Attendance is taken in all classes, and participation is mandatory.

Support Groups
- Both groups (Support 1 and Support 2) have 20 hours of face-to-face classes per week.
- In a 16-week semester, the absenteeism limit is 96 hours.
- Medical reports are not considered a valid excuse for absenteeism.

Pre-Faculty Program
- There are 15 hours of face-to-face classes per week.
- In an 8-week module, the absenteeism limit is 15 hours.
- Medical reports are not considered a valid excuse for absenteeism.
- Attendance is taken in all classes, and participation is mandatory.

PIE Success Program
- There are 15 hours of face-to-face classes per week.
- In an 8-week module, the absenteeism limit is 15 hours.
- Medical reports are not considered a valid excuse for absenteeism.
- Attendance is taken in all classes, and participation is mandatory.

Summer School
- There are 30 hours of face-to-face classes per week.
- In the 4-week program, the absenteeism limit is 12 hours.
- Medical reports are not considered a valid excuse for absenteeism.
- Attendance is taken in all classes, and participation is mandatory.

Class Recordings
- Classes are recorded via Panopto and can be watched later.
- Watching recordings does not replace attendance. Participation in face-to-face classes is mandatory.

ASSESSMENT METHODS IN THE ENGLISH PREPARATORY PROGRAM

The 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 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.

- Students in levels A, B and C must get a total of at least 60.00 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 65.00 from their in-class assessments.

Assessment Components
Assessment 01 (A01): Skills and Use of English
Assessment 02 (A02): Writing
Assessment 03 (A03): Speaking
Assessment 04 (A04): Project
Assessment 05 (A05): Flipped Content
Assessment 06 (A06): Digital Assessment

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

End of Module Assessments
The End of Module Assessments (Gateway Exams) are tests designed to assess the English language competence of students who have successfully completed the necessary in-module requirements at their respective levels. 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 Exams for Levels A, B, and C are designed to test reading, writing, listening, speaking, and grammar skills. At Level D, no separate module exit exam is conducted; success is determined through in-module assessments.

The written and oral parts of the exams are administered on campus on the dates and times announced on http://sfl.ieu.edu.tr and Blackboard. Therefore, students are expected to regularly follow exam schedules and announcements made by instructors.

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:
LEVEL A Writing
LEVEL B Writing
LEVEL C Writing

Part III:
LEVEL A Speaking
LEVEL B Speaking
LEVEL C Speaking

In order for students at levels A, B, and C to progress to the next level, they must attend all sessions of the Gateway Exam and achieve a total score of 60.00 or above. Students are required to attend all sessions of the exam.

Conditional Pass
Students who score between 50.00-59.99 at level A and 55.00-59.99 at levels B and C in the Gateway Exam will pass to the next level with a conditional pass.

Students with the conditional pass status must
- fulfil the necessary conditions from the modular system assessment methods and
- complete the tasks assigned to them by the School of Foreign Languages Administrative Board to be successful at the next level. Students who cannot meet these conditions will repeat the same level with different teaching materials.

Level D students
- who score between 60.00 and 64.99 in these assessments have the right to retake the in-module assessment in which they received the lowest score, measuring their reading, writing, speaking, listening, and grammar skills. For students in this situation, the higher score from the relevant in-module assessments will be considered when calculating their final grade for the level.

- To qualify for the Proficiency in English exam at the end of the second, third or fourth module, they must achieve a minimum score of 65.00 in their in-module assessments and stay within the permitted absenteeism limit.

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

Support Group Assessment Principles
Even if students 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 the PIE that is administered at the end of the Fall and Spring 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
Assessment 01 (A01): Skills
Assessment 02 (A02): Writing
Assessment 03 (A03): Speaking
Assessment 04 (A04): Skills
Assessment 05 (A05): Digital Assessment

Pre-faculty Program Assessment Principles
The Pre-Faculty Program is an optional program, and therefore, no module exit exam is conducted. To successfully complete the Pre-Faculty Program, students must achieve a minimum total score of 70.00 in the in-module assessments. Students who achieve this score are eligible to take the English 101 (ENG 101) and English 102 (ENG 102) Exemption Exams. Students who achieve a total score of 80.00 or above in the in-module assessments are exempt from ENG 101 and ENG 102 courses.

Pre-Faculty Assessments
Assessment 01 (A01): Lexis
Assessment 02 (A02): Writing Techniques
Assessment 03 (A03): Presentation
Assessment 04 (A04): Writing
Assessment 05 (A05): Student Performance Grade

PIE Success Program Assessment Principles
This program is designed for students who have successfully completed Level D, have not taken the Proficiency Exam at the end of Module 2 or Module 3, or have taken it but but were unsuccessful. This is an optional program, and therefore, no module exit exam is conducted. Completion of this program is not a prerequisite for taking the PIE.

PIE Success Assessments
A01: Skills
A02: Writing
A03: Speaking

SUCCESS CRITERIA AND CONDITIONS FOR COMPLETING THE PREPARATORY PROGRAM

Any student enrolled in the English Preparatory Program must successfully complete the exit exam of each module they attend and reach Level D to be eligible to take the Proficiency Exam during the academic year and/or at the end of the year. Students who start the program at Level A and fail no more than one module during the academic year are allowed to take the PIE at the end of Module 4 based on their C level module exit exam result. Students who complete the C level with a score of 70 or above are eligible to take the PIE at the end of Module 4.

Students who pass the PIE may either continue their studies in their department in the second semester or join the Pre-Faculty Program in the Spring Semester.

All students who renewed their registration for both semesters. and students whose registration was frozen during the Fall and/or Spring semesters of that academic year can take the end-of-academic year PIE. In addition, students who did not renew their registration in both semesters and/or only in the Spring semester (inactive students) and enroll in the English Preparatory Summer School Program are eligible to take the PIE at the end of the academic year.

Students who, regardless of their placement at the start of the academic year, successfully complete all levels up to Level D and achieve an average score of 80 or above from all module assessments (Gateway Exam scores for Levels A, B, and C, and In-Module Assessment scores for Level D) are exempt from taking the PIE and proceed directly to the coursework stage of their program. Students who are exempt from the PIE cannot take the exam.

Exemption from Compulsory English Courses in Programs with English or Turkish as the Medium of Instruction
- For students who take compulsory English Preparatory education, students who achieve a score of 80 or above in the Pre-Faculty Program final assessment are exempt from ENG 101 and ENG 102 courses. The exemption is granted according to the corresponding letter grade in line with the Associate and Undergraduate Education and Examination Regulations and the Faculty of Medicine Education Regulations.
- For students enrolled in English-medium undergraduate programs, students who score 80 or above in the Proficiency Exam (PIE) can take the ENG 101-ENG 102 exemption exams at the beginning of the relevant semester. Students who score 70 (CC) or above in these exams are exempt from the compulsory English courses.
- For students enrolled in Turkish-medium programs, students who score 70 or above in the Placement Test (İDBS) can take the ING 101, ING 102, ING 105, and ING 106 exemption exams at the beginning of the relevant semester. Students who score 70 (CC) or above in these exams are exempt from the compulsory English courses.
- For students who complete the optional English Preparatory education or qualify for the English Proficiency Exam (PIE) without taking the preparatory program and pass the exam, they are exempt from ING 101, ING 102, ING 105, and ING 106 courses with an AA grade.

PROFICIENCY IN ENGLISH EXAM (PIE)

The WRITTEN component of the exam is held in three sessions. All the answers in Session II and Session III are coded on optical forms.

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

Reading (30 Items, 30 Points, 70 Minutes)
PART 1: Multiple-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: 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.

Speaking Section:
The Speaking section of the PIE exam is conducted in pairs and lasts around 18 minutes. Pairs are given appointments and are called at the times announced in advance on http://sfl.ieu.edu.tr. The exam is video recorded. The Proficiency Exam is scored out of 100 points, and 20 of these points come from the Speaking section.

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

Success in the Proficiency Exam is calculated by taking 80% of the score from the written part and adding the points earned out of 20 from the Speaking part. Students are considered successful if they achieve at least 40% of the total points in each section of the exam (Writing, Listening and Reading, Use of English, and Speaking), and obtain a total score of 65 or above for associate and undergraduate programs, or the total score determined by the relevant Institute Board for graduate programs. Successful students proceed to their courses in their program. Students are required to attend all sessions of the exam.

Information and samples regarding the content of the Proficiency Exam can be found on http://sfl.ieu.edu.tr.

GATEWAY EXAM AND PROFICIENCY IN ENGLISH 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 optical forms will be used in the exam. Exchange of pencils and/or erasers during the exam will be regarded as an attempt to copy.
- Only students and the staff on duty will be allowed in the exam rooms or corridors where the exam is taking place.
- Students are asked to check the lists that show their names and exam rooms before the exam. Therefore, students should arrive at school at least 30 minutes before the exam begins.
- Electronic equipment (mobile phones, smart watches/glasses, AirPods/Earbuds, etc.) should be turned off and placed on the Invigilator's Desk in the exam room. At the end of the exam, all electronic equipment will be returned to the candidates. Mobile phones and/or other electronic devices cannot be used to check the time. Trying to use any electronic device will be considered 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 reserve the right to appeal the grades awarded in the Gateway and PIE examinations. Appeals must be submitted within three working days following the official announcement of results. Upon receipt, the Testing Unit reviews the examination papers to verify the accuracy of grade calculations. Should an error be identified, the grade will be corrected accordingly. Students may then contact the SFL Secretariat to obtain the outcome of their appeal.

SCHOLARSHIPS

Scholarship students are advised to follow the rules regarding scholarship procedures from the following website: (https://www.ieu.edu.tr/tr/bylaws/type/read/id/75).

SMART CAMPUS

Student Information System

OBS is the student information system at Izmir University of Economics. OBS enables you to enroll in courses, track your course attendance, check your course grades, receive official studentship documentation, academic transcripts and other documents.

To enter OBS:
Go to https://obs.izmirekonomi.edu.tr/oibs/std/login.aspx. Enter your User ID, password and the "Sum of the Numbers" and click the Login button. Your user ID is your Student Number. If you do not know your password, you can have it sent to your e-mail address ending with "@std.ieu.edu.tr'' by clicking on the "Password Reset". If you are accessing the system for the first time or if your password contains any part of your Turkish Republic Identity Number, you will be automatically redirected to the Change Password screen and required to update your password. When creating a new password, make sure that it has at least 12 characters, contains at least one uppercase and one lowercase letter, one special character (. , ? ! ! *), one number and does not contain Turkish characters (such as ü, ş, ı, ö, ç, etc.).

A detailed guide on how to use the system can be found at https://www.ieu.edu.tr/tlc/en/ogrenciler-icin
You can send your questions regarding the OBS to obsdestek@ieu.edu.tr.

Blackboard Learning Management System

Blackboard Learn is an internet-based learning management system that allows instructors to design and implement both in-class and out-of-class activities, thereby contributing to the development of educational activities. With Blackboard Learn, instructors can communicate online with students, share course materials, and design exams and assignments. With the Blackboard learning management system, our students can access the materials of their registered courses at any time from any location with internet access, and communicate with instructors and other students in interactive environments such as forums, blogs, and discussion boards. Blackboard can be effectively used as a content provider supporting face-to-face courses and/or in distance education programs.

To access Blackboard please go to https://ieu.blackboard.com

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.
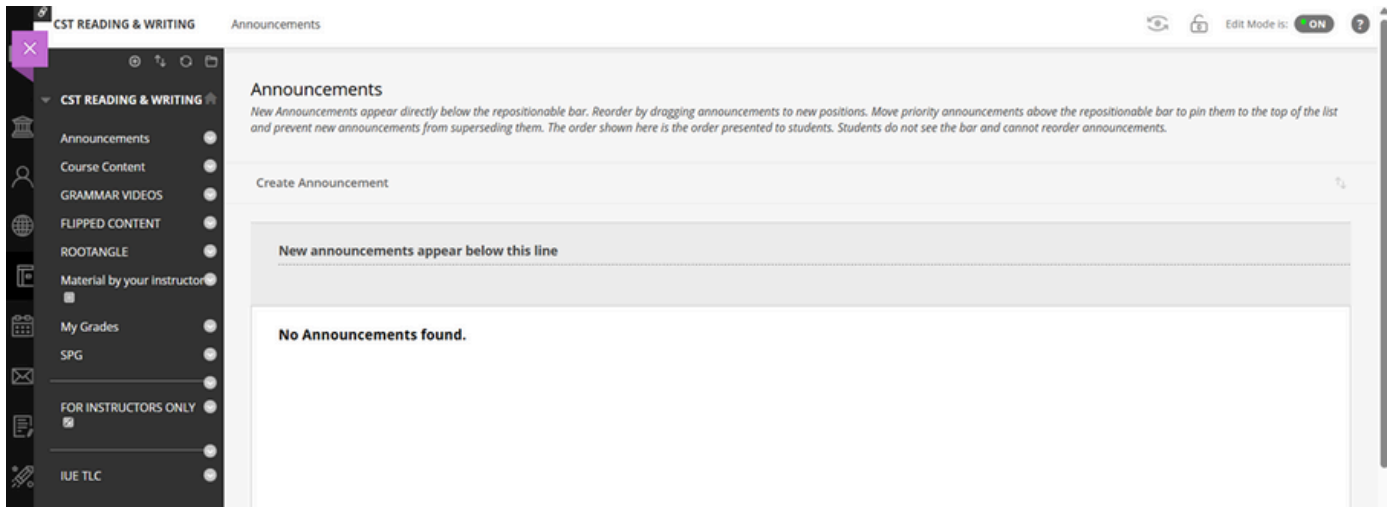
Panopto

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.

Announcements

English Preparatory Program students should regularly follow all written announcements (course schedules, exam announcements, lists, etc.) made by the School of Foreign Languages on the **School of Foreign Languages website (http://sfl.ieu.edu.tr), the Izmir University of Economics website (http://ieu.edu.tr), and Blackboard**. It is assumed that all students are aware of these announcements. Special announcements related to specific classes are shared verbally by instructors or posted on the class notice board.

In addition, students are required to regularly check their **std.ieu.edu.tr email addresses** provided during registration. All announcements related to our university, Blackboard Learning Management System notifications, and official information are sent to this email address.
Announcements related to the School of Foreign Languages at IUE can
 also be accessed by following our YDYO Instagram account at: https://instagram.com/ieuyabancidiller?igshid=YmMyMTA2M2Y=

ACADEMIC AND ADMINISTRATIVE SERVICES PROVIDED BY THE UNIVERSITY

Student Success Center (SSC)
The Student Success Center (SSC) is dedicated to fostering both academic and personal growth in students. Its mission is to offer comprehensive academic support, skill-building resources, and opportunities for active engagement. Through the center, students can benefit from a range of services, including academic support, a mentorship program, and micro-credential courses. These initiatives promote the completion of the program and smooth transitions into academic work through academic goal setting, skill development, and informed decision-making.

Academic Support Services: The Academic Support Center assists students who experience difficulties in their courses. With additional support from a teacher, students can get back on track toward their learning goals. Each module offers workshops designed to improve reading, writing, listening, speaking, and other fundamental skills. In addition, students can receive one-on-one support at the center or work independently.

Workshops: Each module includes a variety of workshops tailored to different levels and student needs. These workshops are conducted by our experienced instructors and cover a wide range of skills, from speaking and writing to grammar and vocabulary.

Mentorship Program: The Mentorship Program provides a personalized, one-on-one relationship between a student and a mentor. It is designed to help you become more aware of your progress during the Preparatory Program and support your academic and personal development.

Micro-Credentials: These short courses focus on developing your academic and professional skills and allow you to earn digital badges. The badges awarded upon completion strengthen your CV and support you in achieving future academic or career goals.

Student Activities: Within the Student Success Center, activities such as speaking clubs, game days, movie nights, and quizzes are organized.

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 "**Yordam 2001 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 & Sunday: Closed

During semester holidays and summer:
Monday to Friday: 08:30 – 17:45
Sunday: Closed

Dean of Students

The Student Dean's Office supports students' personal, cultural, social, and professional development to enhance their quality of life by facilitating their adaptation to university life. In collaboration with academic and administrative units, it works to address and solve students' issues. The Student Dean's Office includes the "Health, Culture, and Sports Directorate," the "Career Guidance Center," the "Alumni Relations Office," and the "Student Counselling and Support Unit."

The main goals of this unit are to:

- provide orientation programs for new students,
- organize activities in the fields of culture, arts, and sports,
- establish sports clubs and contribute to existing student clubs and events,
- offer counselling and guidance to students regarding their academic and personal issues related to university life,
- create scholarships and part-time job opportunities on campus for students,
- provide internship and career counselling services,
- offer activities/programs/events that promote the growth and development of students, reinforce the values of the IEU family, empower students, and advocate for their needs, to ensure a safe and healthy campus environment,
- work with the IEU Student Union,
- provide mentorship/peer mentorship and coaching services,
- plan and organize social events (such as choir, jazz, etc.) for students,
- support students by offering the alumni information system, which provides opportunities for job placements for graduates and the sharing of alumni experiences.

Health, Culture and Sports Directorate

At Izmir University of Economics, personal, social, athletic, and cultural development is valued as much as academic success. With this understanding, the Health, Culture, and Sports Directorate team offers students opportunities that enhance their social responsibility, societal awareness, and help them become entrepreneurial and pioneering individuals.

Sports Activities and Healthy Campus

Through the Sports Coordination Office, we support students' academic lives with sports activities and encourage healthy lifestyle habits. With our "Healthy Campus" vision, we aim to make physical activity a natural part of life. For information on sports teams and activities, students can contact Sports Coordinator Murat Palalı at the Ground Floor of Block E.

Student Clubs and Council

Students can take an active role in numerous student clubs that organize cultural, artistic, and social activities. The Student Council and clubs are composed of volunteer students and provide environments that enhance life skills.

Psychological Development and Counseling Center

At our center, clinical psychologists provide individual counseling sessions within the framework of confidentiality and ethical principles, supporting students' mental and emotional development.

Disabled Support Unit

Support is provided not only to students with physical, hearing, visual, or speech disabilities, but also to students with special needs such as ADHD, dyslexia, epilepsy, or diabetes. Our work prioritizes equality, diversity, and inclusion, ensuring that all students can participate equally in academic and social life.

Health Office

The on-campus Health Office, staffed with a doctor, nurse, and administrative personnel, provides services to students for non-emergency health matters.

Career Guidance Center

Our center introduces students to the professional world they will enter after graduation, helping them develop career awareness and supporting them in planning their future throughout their education.

Psychological Development and Counseling Center (PGDM)
The Psychological Development and Counseling Center (PGDM) aims to provide psychological support and counseling services to students experiencing difficulties in various areas. The center supports students struggling with adjusting to new environments, exam anxiety, stress management, anger control, fears/phobias, depression, interpersonal relationship issues, lack of self-confidence, and feelings of loneliness. These services are provided through individual sessions with our specialized clinical psychologists.

The principle and purpose of PGDM is to provide high-quality, sufficient psychological counseling and support services. All practices are conducted in accordance with ethical principles of the psychology profession. The goal of PGDM is to create a safe, supportive, and welcoming environment where all students can freely and comfortably share their concerns. These services are free of charge for all students.

The Psychological Development and Counseling Unit (PGDB) provides students at Izmir University of Economics with psychological support aimed at individual, social, and academic development.

Within the unit, expert clinical psychologists offer individual counseling services, preventive group sessions, and psychoeducation seminars tailored to students' needs.

All services provided by PGDB are free of charge and available to all enrolled students.
PGDB primarily focuses on supporting students in adapting to university life and strengthening their self-awareness and coping skills.
Students who require professional support in areas such as depression, anxiety, stress, anger management, interpersonal relationships, adjustment to university life, personal development processes, and similar concerns may apply to PGDB.

Based on needs and assessment, services may include short-term psychotherapy, long-term psychotherapy, psychological counseling, and preventive group sessions. In cases outside PGDB's service scope, students may be referred to external psychiatrists and/or psychologists.

PREPARATORY PROGRAM COMPLAINT PROCEDURES

Disciplinary Problems – Incident Report Procedure (for Instructors):

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.

3. 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.

BEHAVIOUS 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 behaviour during the lessons (sleeping, playing games, using mobile phones, eating and drinking, wandering around the classroom, preparing 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
ARTICLE 1 – General
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.

ARTICLE 2 - Scope
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.

ARTICLE 3 – Legal Base
Paragraph a/9 of article 54 and 65 of the Higher Education Act numbered 2547 constitutes the legal base of these standing orders.

ARTICLE 4 - Definitions
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

ARTICLE 5 - Disciplinary Penalties
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 behaviour related to his/her
   studies.
b) Reprimand: The student is informed in writing that he/she has been considered at fault in relation to his/her duties and behaviour 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.

ARTICLE 6 - Disciplinary Offenses that Warrant a Warning:
The following are circumstances that warrant a warning:
 a) Actions that are not in accordance with those 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.

ARTICLE 7 - Disciplinary Offenses that Warrant a Reprimand
The following are the circumstances that warrant a reprimand:
 a) Displaying behaviour 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.

ARTICLE 8 - Disciplinary Offenses that Warrant a Suspension from the Institution of Higher Education for a Period of One Week to One Month

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 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, mutilating or forcibly removing, or defacing any announcements, notices that have been posted with the permission
 of the University

ARTICLE 9 - Disciplinary Offenses That Warrant a Suspension from The Institution of Higher Education for a Period of One or Two Term Suspension from the University

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, or 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) Sexual misconduct of 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 it to other students,
m) Cheating or helping other students to cheat during exams, or attempting to do so,

ARTICLE 10 - Disciplinary Conduct and Behaviour Resulting in Expulsion from the University

a) The following actions or infractions will result in expulsion from the university.

b) Making university officials and students at the university leave or preventing them from performing their duties by using
violence or physical threats, or forcing other students to do so,

c) 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,

d) Keeping any political fliers, posters, tapes and the like at the University, copying these, and distributing them,

e) 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,

f) Having membership in an illegal organization, or acting or helping on behalf of these organizations,

g) Using, carrying, or being in possession of, or the sale of, illegal or controlled substances,

h) Being punished for an offense against the state,

i) 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 defence or attack, are in possession in the University grounds or be guilty of such
crimes,

j) To establish, without permission, either covertly or overtly, an organization or such similar association in the University buildings
and annexes,

k) 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 takes an exam in their place, or enters an exam assuming the identity of another student,

l) Obstructing the work of the disciplinary committee or investigation by using force or threat,

m) Rape

n) Aiding or abetting an individual in flight from the police,

o) Behaviour that prevents students from entering classes or exams, obstructing entrances in any way, removing students from class, or
acting in a manner or behaviour to instigate students out of the class,

p) Torturing an individual or a group for whatever reason or having them tortured by others,

q) Obstructing or preventing flag ceremonies or displaying deliberate disrespectful behaviour during the flag ceremony.

ARTICLE 11 - Unforeseen Disciplinary Infractions
In situations not specified in the above passage, but are similar in nature and intent, similar penalties will be given.

ARTICLE 12 - The recurrence of disciplinary infractions
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

ARTICLE 13 - Announcing the Punishment
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, the 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 notice in the related higher education institutions or any of their related bodies.