

ENGLISH
PREPARATORY PROGRAM

STUDENT
BOOKLET
2026-2027



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.

Asst. Prof. Dr. Donald F. Staub
Director of the School of Foreign Languages

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IUE SCHOOL OF FOREIGN LANGUAGES VISION AND MISSION STATEMENTS

Our Vision

The vision of the School of Foreign Languages at Izmir University of Economics is to maximize the quality of language education while providing a distinct learning environment for students where they can develop a high standard of language competency by implementing student-centred modern language teaching methods and advanced educational technology, and fostering a global mindset and appreciation for diverse cultures in line with 21st century values, and equipping students with the skills necessary to thrive in an interconnected world.

Our Mission

The mission of the School of Foreign Languages at Izmir University of Economics is to provide foreign language education for students so that they are able to use these languages effectively while also developing global skills in academic, social, and professional environments.

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 equip students with the language skills needed not only to complete an academic course of study but also to function well in professional and social contexts. 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 become efficient, motivated, and autonomous learners.

The English Preparatory Program uses modern, learner-centred 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.

Mission-Based Learning (MBL): You develop your communication and independent learning skills by completing meaningful missions that reflect real-life situations.

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.

In this program, education is conducted using a modular system. Each academic year includes 4 modules, each 8 weeks long. Each module helps 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. Each module is self-contained and follows a structured instructional approach within a systematic framework. The system allows students to progress at their own pace and receive immediate feedback. The system aims to provide students with the language skills needed to meet 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 faster.

FOREIGN LANGUAGE PROFICIENCY AND EXEMPTION AT IZMIR UNIVERSITY OF ECONOMICS

IUE is an English-medium university. All new students are expected to prove they have a high level of English to follow lessons in their chosen departments. As such, students can either take the university's **Placement Test** and, if they meet the necessary conditions, the **Proficiency Exam** or present the university with certificates of English proficiency 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 Test

The Placement Test determines students' levels 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 on the Placement Test and are required to study in the English Preparatory Program continue at the program level 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 at all exam sessions 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, based on their exam results.

No make-up exam is offered for the PIE.

EDUCATION IN THE ENGLISH PREPARATORY PROGRAM

Compulsory English Preparatory Program

The English Preparatory Program aims 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 enrolled in programs where the medium of instruction is fully or partially English must attend the compulsory English Preparatory Program.

Optional English Preparatory Program

In programs where Turkish is the medium of instruction, 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 pass the Proficiency Exam or 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 must 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: Any student at any level may attend the Summer School voluntarily. At the end of the program, students may take the Proficiency Exam. Regular class attendance is mandatory, and the absenteeism limit is 12 hours. Students who exceed this limit are considered unsuccessful in the program and may not 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-centred. 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, implement, review, and revise our program to meet student needs, reflect teacher feedback, and follow 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.
- **Mission 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 keeps your learning needs at the center while ensuring the program is challenging, relevant, and aligned with international standards.

The Curriculum and Learning Resources Unit sets 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”) by considering the needs of students at each level.

Students’ awareness of these objectives will help them understand what is expected of them and, in turn, foster effective learning. In the modular system, students can advance only when they reach the required level of proficiency. Teaching and testing focus 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, provided 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 at Pre-Intermediate (B) level continue with Intermediate (C) and Upper-Intermediate (D) levels, provided they are successful in each module. 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 pass, they may choose to attend the Pre-Faculty (PFC) 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 at the Intermediate (C) level continue at the Upper-Intermediate (D) level, provided they are successful in each module. Students who start at the Intermediate (C) level may take the PIE in January, provided they complete all modules successfully. 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 Module 3.

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 Module 3.

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 the 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 gives students the opportunity to deepen their knowledge of academic English while equipping them with the skills they will need for 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.

By the end of the program, students will acquire the skills needed to conduct academic work in English. To achieve this, they will 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. The program helps 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 cannot 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.

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.

Course Load and Absenteeism Limit

English Preparatory Program

- Levels A, B, and C have 24 hours of face-to-face classes per week, while Level D has 20 hours.
- In an 8-week module, the absenteeism limit for ***Levels A, B, and C is 40 hours*** and for ***Level D, the absenteeism limit is 32 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 64 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 modular system views language learning not as exam-based, but as a 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, students must evaluate their progress and stay informed about their development to continue learning successfully. For this reason, students complete in-class assessments throughout each module. In-class assessments evaluate students' productive skills (speaking and writing) and their use of language, vocabulary, reading, and listening skills. Instructors conduct the in-module assessments under supervision in class on campus. Instructor feedback after these assessments shows students how far they have progressed toward 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).
- To enter the PIE, D-level students must score at least 65.00 on their in-class assessments.

Assessment Components

Assessment 01 (A01): Writing

Assessment 02 (A02): Speaking

Assessment 03 (A03): Skills & Use of English

Assessment 04 (A04): Project*

Assessment 05 (A05): Flipped Content*

Assessment 06 (A06): Digital Homework

Assessment 07 (A07): Mission-Based Learning*

**No makeups (A04-A05-A07)*

Instructors meet students at least 2 hours a week outside class hours to support their language learning and guide them 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. These examinations aim to determine whether students' English proficiency is sufficient for them to progress and participate fully at the next level. Thus, the Gateway exams assess whether students have met the predetermined level objectives 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 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 IEUEARN. Therefore, students are expected to regularly follow exam schedules and instructor announcements.

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 must attend all exam sessions.

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, they may take the PIE exam; however, scores obtained during the semester are not considered when calculating the pass grade for the PIE administered at the end of the Fall and Spring semesters. If you meet the attendance requirement, scores obtained during the semester, in proportions stated by the SFL Administrative Board, can be added to your PIE exam scores at the end of the period for which you have registered.

Support Assessments

Assessment 01 (A01): Skills & Use of English

Assessment 02 (A02): Writing

Assessment 03 (A03): Speaking

Assessment 04 (A04): Skills & Use of English

Assessment 05 (A05): Digital Homework

Assessment 06 (A06): Student Performance Grade

Pre-Faculty Program Assessment Principles

The Pre-Faculty Program is optional; therefore, no module exit exam is conducted. To complete the Pre-Faculty Program successfully, students must achieve a minimum total score of 70.00 on 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 & Writing Techniques

Assessment 02 (A02): Presentation

Assessment 03 (A03): Writing

Assessment 04 (A04): 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 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 & Use of English

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 (30 points / 80 minutes)

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 (45 points / 105 minutes)

Listening (15 Items, 15 Points, 35 Minutes)

PART 1: Multiple-Matching

PART 2: Multiple Choice

PART 3: Multiple Choice

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 (60 minutes / 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.

Session IV: Speaking (20 minutes per pair / 20 points)

The Speaking section of the PIE exam is conducted in pairs and lasts around 20 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 program courses. Students must attend all exam sessions. Information and samples about the Proficiency Exam content are available at <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. Exchanging 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, candidates will return all electronic equipment. Mobile phones and/or other electronic devices cannot be used to check the time. Using 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. Submit appeals within three working days after 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 scholarship procedures on 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, and receive official studentship documentation, academic transcripts, and other documents.

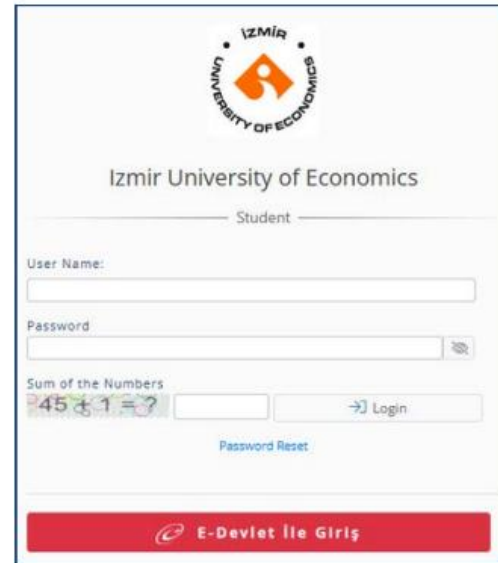
To enter OBS:

Go to

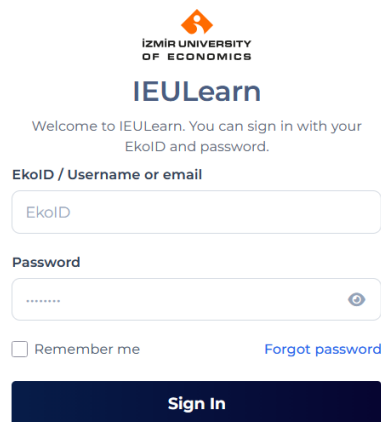
<https://obs.izmirekonomi.edu.tr/oibs/std/login.aspx>.

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 “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 is available at <https://www.ieu.edu.tr/tlc/en/ogrenciler-icin>. You can send your questions regarding the OBS platform to obsdestek@ieu.edu.tr.



IEU LEARN Learning Management System (<https://learn.ieu.edu.tr/>)



IEU Learn is our university's new learning management system, where you can access course materials, announcements, assignments, and other learning activities.

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 lets you search inside videos for words mentioned by the presenter or shown on their slides. With these features, Panopto lets students access class and watch the lesson live on their computer, smartphone, or tablet when they can't attend. To review topics they didn't fully understand in class, they can use the software's search engine to find those parts in the recordings and watch them again. Panopto is integrated with IEUEARN to allow restricted access to students in the class.



For detailed information about İzmir University of Economics' smart campus applications, please visit the EKOĞİTİM (Teaching and Learning Center) website: <http://www.ieu.edu.tr/tlc/>

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 İzmir University of Economics website (<http://ieu.edu.tr>), and IEUEARN.**

All students are assumed to be aware of these announcements. Instructors share class-specific announcements verbally or post them on the class notice board.

In addition, students must regularly check their ***std.ieu.edu.tr*** email addresses provided during registration. We send all university announcements, IEUEARN Learning Management System notifications, and official information to this email address.

You can also access announcements related to the School of Foreign Languages at IUE by following our YDYO Instagram account at: <https://instagram.com/ieuyabancidiller>

ACADEMIC AND ADMINISTRATIVE SERVICES PROVIDED BY THE UNIVERSITY

Student Success Center (SSC)

The Student Success Center (SSC) fosters students' academic and personal growth. 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 program completion and smooth transitions into academic work through 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. Students can also receive one-on-one support at the center or work independently.

Workshops: Each module includes workshops tailored to different levels and student needs. Our experienced instructors lead these workshops, which 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 helps you track your progress during the Preparatory Program and supports 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: The Student Success Center organizes activities such as speaking clubs, game days, movie nights, and quizzes.

Library

Our library was established in 2002, in parallel with the university's establishment, to support the education and research needs of academic personnel, students, and researchers. In 2004, it joined the British Council Library and was restructured to offer expanded English library services to reflect the world at large. The library has internet access ports, internet-connected computers, and catalogue-scanning terminals.

The library collection includes books, periodicals, multimedia, CD-ROMs, DVDs, music CDs, videotapes, audio cassettes, 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 texts, extend due dates, and manage their accounts from anywhere they have internet access. The library uses the “Library of Congress Classification System,” the world’s most recognized academic classification system, to group publications by subject.

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

Dean of Students

The Student Dean's Office supports students' personal, cultural, social, and professional development to enhance their quality of life by helping them adapt 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, we value personal, social, athletic, and cultural development as much as academic success. With this understanding, the Health, Culture, and Sports Directorate team offers students opportunities to strengthen their social responsibility and societal awareness and to become entrepreneurial, 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 on 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 made up of volunteer students and provide environments that build life skills.

Psychological Development and Counselling Center

At our center, clinical psychologists provide individual counselling 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 doctors, nurses, 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 Counselling Center (PGDM)

The Psychological Development and Counselling Center (PGDM) aims to provide psychological support and counselling 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. We provide these services through individual sessions with our specialized clinical psychologists.

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

The Psychological Development and Counselling 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 counselling services, preventive group sessions, and psychoeducation seminars tailored to students' needs.

All PGDB services are free and available to all enrolled students. PGDB primarily supports 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 counselling, 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 behaviour. 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 resubmits 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 status as university students 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 School of Foreign Languages code of discipline, students who do not adopt the required behaviour receive two written warnings from the instructor, and this will appear on their grade cards. After a third warning, students will be subject to the University's disciplinary procedures.

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.

Students must 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 applied strictly.

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

ARTICLE 3 – Legal Base

Paragraph a/9 of articles 54 and 65 of the Higher Education Act numbered 2547 constitutes the legal basis 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 associate, undergraduate, graduate, and postgraduate 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 Offences

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 Offences 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 people in due time without reason,
- d) Occupying the places reserved for the teaching staff or for guests in meetings or ceremonies.

ARTICLE 7 - Disciplinary Offences 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 Offences 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

Offences 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 offence 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, on the University grounds or being in possession of such crimes,
- j) To establish, without permission, either covertly or overtly, an organization or 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 take an exam in their place, or entering 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 deliberately 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

Repeating the same infraction will result in a more severe punishment. On the third offence, which may require the same level of punishment but results from a different infraction, the student will receive 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.