



**English Language Preparatory
Program (ELPP)**

Student Handbook

2021-2022

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1. Message from the Director

In today's globalized world, English has emerged as the world's lingua franca. English is the language of the Internet, the language of research, and the language of international trade and business.

Being able to perform comfortably and professionally in English in this environment is no longer a choice, it is a necessity.

MEF English Language Preparatory Program is here to help you turn this need into a reality. Our innovative program has been specially designed, not only to enable you to become competent and confident speakers of English, but also to furnish you with the necessary skills that will make you successful in your future career. Our student-centered curriculum will develop your autonomy, self-directed learning, critical thinking, and collaborative skills, while our unique team of native and native-like instructors have been chosen to provide you with a rich cultural and linguistic environment. Together these will prepare you to become the internationally-minded, English-speaking professional that you wish to be.

So come and join us in MEF ELPP and start your transformation from student to international, English-speaking professional.

Sincerely,
Sally Gayford (gayfords@mef.edu.tr),
Director, School of Foreign Languages

2. Vision, Mission, Aims

Vision

Our vision is to equip our students with the language, learning and life skills needed to be innovative and entrepreneurial global leaders.

Mission

The mission of MEF University's School of Foreign Languages is to develop students' language proficiency across all skills so that they can actively engage in their English-medium undergraduate programs. Through a student-centred curriculum and Flipped Learning approach, we encourage students to develop skills of self-directed learning; to think critically; to communicate, collaborate, and persevere; and to use educational technology tools effectively. With these skills we aim to instill in our students an intrinsic familiarity with and passion for lifelong learning.

Aims

MEF University's School of Foreign Languages aims to:

- equip students with the language skills needed to succeed in their faculty studies and beyond
- promote student-centred, active learning in the classroom through the use of the Flipped Learning approach across all courses
- foster an environment of lifelong learning
- encourage open communication and supportive collaboration
- employ suitable digital resources to enhance learning and build confidence with educational technology
- broaden understanding of different cultures and backgrounds
- develop self-directed learning skills through ongoing online assessment and project work

3. Policies and Procedures

3.1 Equal Opportunities Policies

3.1.1 MEF University School of Foreign Languages Anti-discrimination and Inclusion Policy

The School of Foreign Languages stands by the principles of equality, diversity, and inclusion in the workplace and academic environment. To this end we recruit, support and develop staff, and accept, support and guide students regardless of sex, sexual orientation, gender or gender identity, age, race, ethnicity, nationality, language, religion, disability, class, appearance, or political affiliation.

3.1.2 Welfare, Harassment and Bullying Policy

MEF University School of Foreign Languages is committed to providing an environment that is free from harassment or bullying in any form, physical, verbal, or indirect.

3.1.3 Safeguarding Policy

We strive to provide a safe and healthy environment for students to participate in their university life, and to this end aim to recognise if and when a student is in need of support or assistance outside the sphere of their academic endeavors, and to direct any such students to the MEF University Psychological Counselor.

3.2 Rights and Procedures

The regulatory procedures and principles related to education within the MEF ELPP can be found on the university's website:

https://3fcampus.mef.edu.tr/uploads/cms/webadmin.mef.edu.tr/4833_1.pdf

The university complies with the Council of Higher Education's (YÖK) guidelines related to complaints, and disciplinary and appeals procedures. These guidelines can be found in the appendix of this handbook.

It is the responsibility of each student to make themselves familiar with these documents.

4. Staff

Sally Gayford	Director, School of Foreign Languages
Joel Compton	Associate Director for Faculty English, School of Foreign Languages
Vladlena Tcherkachina	Associate Director for Second Foreign Languages, School of Foreign Languages
Eylem Yavuzcan	Director of Operations, School of Foreign Languages
Neslihan Özbek	Student Liaison, School of Foreign Languages
Christopher Sanders	Associate Director for Assessment, ELPP
Mojca Andrejasic	Assessment Coordinator, ELPP
Michael Cassidy	Curriculum Coordinator, ELPP
Robin Foggo	Training and Development Coordinator, ELPP
Jeremy Simms	Assessment Coordinator, ELPP
Kamal Akeel	Instructor, ELPP

Mariyana Akeel	Instructor, ELPP
Ayham Aljerk	Instructor, ELPP
Sezen Aydın	Instructor, ELPP
Rustam Bakhtiyarov	Instructor, ELPP and Faculty English
Burçak Bayram	Instructor, ELPP
Ece Bektaş	Instructor, ELPP
Eric Beyer	Instructor, ELPP
Banu Çakıroğlu	Instructor, ELPP
Ceyda Cankat	Instructor, ELPP
Zümrüt Cassidy	Instructor, ELPP
Yeşim Çeküç	Instructor, ELPP
Kate Crockart	Instructor, ELPP and Faculty English
Rosario de Vera Untalan	Instructor, ELPP
Behnaz Ebrahimzadeh	Instructor, ELPP
Cansu Ergin	Instructor, ELPP
Tim Hallam	Instructor, ELPP
Yeşim Hamzalar	Instructor, ELPP
Muhammed İbrahimoglu	Instructor, ELPP, Faculty English, Arabic
Emily Johnson	Instructor, ELPP and Faculty English
Darya Karatayeva	Instructor, ELPP
Emre Kaya	Instructor, ELPP
Agnieszka Konturek	Instructor, ELPP
Robin Kosseff	Instructor, ELPP
Ofelia Mancas	Instructor, ELPP
Joe Martins	Instructor, ELPP
Atefeh Mohammadi	Instructor, ELPP
Ahmad Nakar	Instructor, ELPP
Andrew Nightingale	Instructor, ELPP
Amy Platt	Instructor, ELPP
Mahdis Rostamzadeh	Instructor, ELPP
Ahmad Sharifi	Instructor, ELPP and Faculty English
Daniel Spinks	Instructor, ELPP and Faculty English
Jennifer Thorson	Instructor, ELPP
Kübra Türk	Instructor, ELPP
Şebnem Usluer Arsal	Instructor, ELPP

5. Academic year calendar

(*NB: These dates were correct at the time of writing, but may be subject to change.)

Prep courses run over four thirty-eight day modules and a summer school. Module dates for the academic year 2021-2022 are:

- Module 1: 20th September – 11th November 2021
- Module 2: 22nd November – 19th January 2022
- Module 3: 31st January – 23rd March 2022
- Module 4: 31st March – 31st May 2022
- Summer School: 9th June – 26th July 2022 (30 days, five hours per day)

The complete breakdown of the Prep academic year is as follows:

Saturday 11 th Sept:	Versant English Placement Test (VEPT)
Sunday 12 th Sept:	Versant English Placement Test (VEPT)
Tue 14 th – Thu 16 th Sept:	Pre-A1 course
Wednesday 15 th Sept:	ELPP Level 3, Level 4, and Pre-Faculty student orientation
Thursday 16 th Sept:	ELPP Level 2 student orientation
Friday 17 th Sept:	ELPP Level 1 student orientation
Monday 20 th September:	Module 1 begins
Friday 29 th October:	Republic Day. No classes
Thursday 11 th November:	Last day of Module 1
Monday 22 nd November:	Module 2 begins
Mon 27 th – Fri 31 st Dec:	Non-teaching days. No classes
Wednesday 19 th January:	Last day of Module 2
Friday 21 st January:	Proficiency exam (VEPT)
Monday 31 st January:	Module 3 begins
Wednesday 23 rd March:	Last day of Module 3
Thursday 31 st March:	Module 4 begins
Mon 2 nd – Fri 6 th May:	Ramadan Festival. No classes
Thursday 19 th May:	Atatürk, Youth and Sports Holiday. No classes
Tuesday 31 st June:	Last day of Module 4
Thursday 2 nd June:	Proficiency exam (VEPT)
Thursday 9 th June:	Summer School begins (30 days, five hours per day)
Fri 8 th – Tue 12 th July:	Sacrifice Festival. No classes
Friday 15 th July:	Democracy and National Solidarity Day Holiday. No classes
Tuesday 26 th July:	Last day of Summer School
Thursday 28 th July:	Proficiency exam (VEPT)

6. Placement testing

The aim of MEF University Preparatory Program English Language Testing is to determine whether the students' English is at a level that will enable them to follow and actively participate in the courses offered in their faculties. The tests are offered in a two-tier system.

NOTE: For the start of the 2021-2022 academic year, in order to minimise the health risk to students, the first-round paper-based test will not be run. All students will be assessed and placed using the second-round test only (Versant English Placement Test), which will be delivered online.

Scores for the VEPT will place students as follows:

20* – 31:	Level 1
32 – 41:	Level 2
42 – 47:	Level 3
48 – 51:	Level 4
52 – 55:	Pre-Faculty
56+:	Faculty

*20 is the lowest score in VEPT.

MEF University ELPP Student Handbook

August 2021, amended February 2022

NOTE: All information in this handbook was correct at the time of writing. Students must follow communication through the MEF University email system and Blackboard announcements for any changes.

6.1 Pre-Level 1 free course

Students who score 20 on the VEPT will be eligible to take a free 16-hour 'Pre-Level 1' course, which will run four hours per day, for four days before the start of Module 1 (if lessons are 100% online, this will be reduced to three hours per day).

The course is free and is designed to help those students with very little or no English, to grasp the basics so that they are ready to cope with Level 1. Students will learn the basic structure of the language as well as the essential vocabulary they need to make sense of what is expected in Level 1.

The course covers the following areas:

Greetings

Alphabet

Numbers 1-100

Classroom Language

Basic Adjectives

Common Verb Collocations

Question Words

Introducing Yourself

Present Simple

Students who do not take the VEPT cannot join the course, so if you are worried that your English level is low, please take the test so that you have the opportunity to join the course if you need to.

6.2 Placement Test (First Test)

NOTE: For the start of the 2021-2022 academic year, in order to minimise the health risk to students, the first-round paper-based test will not be run. All students will be assessed and placed using the second-round test only (Versant English Placement Test), which will be delivered online.

The placement test, which will take place at MEF University campus in Maslak, is a paper-based test containing 100 multiple-choice questions. The students have 100 minutes to answer these questions, which cover grammar, vocabulary and general use of English. Based on the results of the placement test students are either eligible to proceed to the second test or are placed in Level 1 or Level 2 of the preparatory program. Students who do not take this initial test are automatically placed in Level 1, and would be unable to enter the faculty directly at that time. Students who have a sufficiently high score on the placement test continue on to take the proficiency test. Score bandings on this test are as follows:

Placement Test scores (0 - 100)	CEFR level	ELPP Level
0 – 60	A1	Level 1
61 – 80	A2	Level 2
81+	B1	Second Test
	B1+	Second Test

Below are five examples of the question-types from the Placement Test:

1. My father doesn't like _____ basketball.
A play B to playing C playing
2. Sally left school _____ 1992.
A in B on C at
3. '_____ you been to New York before?' 'No, this is the first time.'
A Had B Has C Have
4. Let's go to a restaurant. We don't have _____ to cook for dinner.
A nothing B anything C something
5. She _____ me if I could teach her Italian.
A said B told C asked

6.3 Versant English Placement Test (Second Test)

Those candidates who achieve a score of 81 or more in the MEF ELPP placement test will go on to take the Pearson Versant English Placement Test (VEPT). This test will determine whether students should enter the Preparatory Program at Level 2, Level 3, Level 4, or Pre-Faculty Level, or whether they have sufficient English to enter their faculty program.

The VEPT is a 50-minute computer-based test with nine sections. It tests reading, writing, listening, and speaking and is aligned to the Council of Europe's Common European Framework of Reference. Scores range from 20 to 80.

The following is a link to a demo version of the test, which shows what kind of questions appear in each part of the test:

http://www.versanttest.com/salesdemo.jsp?video=versant_english_placement

Note: Only scores from the test given at MEF Campus in Maslak or from the online VEPT run by MEF University will be accepted.

See below for score bandings and MEF ELPP alignment.

VEPT (20 – 80)	ELPP Level/Faculty
41 or less	Level 2
42 – 47	Level 3
48 – 51	Level 4
52 – 55	Pre- Faculty
56+	Faculty

6.4 Level changes

If a student feels that they have been placed in the incorrect level they must submit a petition to the ELPP admin office within the first four days of classes. Based on instructor input, the student will then be asked to complete a timed piece of writing, and have a spoken interview with an ELPP Coordinator. Based on this evidence, a decision will be made as to whether the student should be moved to a different level or remain in the same level. This decision is final and can only be made in Module 1 after the placement exams. Level changes will be effective from the sixth lesson of Module 1. There will be no level changes made after this.

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August 2021, amended February 2022

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6.5 External Exams accepted

If a student is able to present any of the following external exam results and certificates, they are exempt from Round One and Round Two of ELPP testing and can enter their Faculty programme immediately:

Exam	Result	Taken within...
TOEFL IBT	80 (minimum 20 in each section)	...the last two years
CPE	C	...the last three years
CAE	B	...the last three years
KPDS/UDS/YDS	67	...the last three years
PTE-Academic	59	...the last three years

7. ELPP structure and levels

The goal of the ELPP is to ensure students achieve an acceptable level of English in order to succeed in completing their undergraduate education. Students receive 20 hours per week of class-based instruction and must complete online tasks before and after class each day. As part of the 20 hours, students may also have tutorials with instructors to focus on specific needs - in small groups, individually, or as a class.

7.1 Educational philosophy

MEF University's School of Foreign Languages' educational philosophy is to provide unbiased, inclusive, supportive, innovative and student-centered instruction of foreign languages in a stress-free learning environment. SoFL strives to prepare its students for their faculty studies and future careers efficiently, utilizing the best practices in the fields of educational technology and language teaching.

SoFL instructors work with dedication and passion to address students' individual needs effectively and provide them with equitable access to high-quality learning opportunities despite differences in their demographic and socioeconomic backgrounds.

SoFL students are given a chance to learn both from and with their instructors from various corners of the world and gain inspiration from their diverse teaching experiences to become more confident, adaptable, creative individuals well-equipped with critical thinking, analytical, communicative and interpersonal skills.

7.2 Description of methodological approach:

MEF University is the first university in the world to use the Flipped Learning approach across all programs including SoFL.

At the beginning of every academic year, SoFL students go through the orientation program to be familiarized with the Flipped Learning approach, which is based on the three main stages listed below.

Flipped Learning Stages	Bloom's Taxonomy correlation	Implementation in SoFL
Pre-class stage (individual space)	Remembering, Understanding	Tasks are given to students to work on at their own pace before class to help them have exposure to and learn the basics about topics that will be covered in class.
In-class stage (group space)	Analyzing, Applying	Teachers address students' questions they came up with in the individual space in class and run various interactive activities which aim at analyzing concepts and applying theory in practice.
Post-class stage (project work, task-based learning, research projects, presentations etc.)	Evaluating, Creating	Students are given productive tasks or projects to work on after class to show how well they got the concepts they learnt and if they are able to use them practically.

As a result, the individual learning space of the first stage combined with the group learning space of the second stage helps students be proactive, address topics they do not understand and find answers in a collaborative learning environment where teachers facilitate learning and encourage students to work on their analytical and communicative skills. The third stage is a chance for students to explore their creativity further and apply their practical knowledge actively working with their peers.

7.3 Structure – Modular System

The MEF English Language Preparatory Program uses a modular system which consists of four 38-day modules and one summer module. After 38 days of instruction, students have a short break before the next module starts.

There are five levels: Level 1 – Pre-Faculty Level. If a student starts from Level 1, for example, that student has the opportunity to finish all five levels by the end of Summer School, although it is possible that they will need to return to the ELPP in their second year to complete the Levels. In the 2020-2021 academic year 75% of students who started at Level 1 completed all ELPP Levels in one year.

This is to be expected, as progressing from A1, or in some cases pre-A1, to a B2 level in ten months is not easy for many learners and is why it is possible to have up to two years in a university English preparatory program in Turkey.

Students who start the ELPP at Level 1 and pass all levels successively to reach Pre-Faculty Level at the start of Summer School are entitled to free Summer School. All other students must pay for Summer School should they choose to attend.

7.4 Description of levels

Students are placed in one of the five levels based on their results from the Placement Testing at the beginning of the academic year. In order for a student to complete the English Language Preparatory Program and begin their faculty studies, that student must successfully complete

Pre-Faculty Level. Any student that completes Pre-Faculty Level mid-semester (at the end of Module 1 or the end of Module 3) has the opportunity to take elective courses in the second half of the semester (Module 2 and Module 4). Students who successfully complete Pre-Faculty in Module 1 or Module 2 can start their faculty programme at the start of the second semester.

Level 1 – Students who do not have any or have very little knowledge of English (CEFR pre-A1 and A1) are placed in this level at the beginning of the academic year. Students who start the ELPP at this level must pass Level 1, Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 1, students will be expected to be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce him/herself and others, and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level 2 – Students who have a basic knowledge of English (CEFR A2) are placed at this level. Students who start the ELPP at this level must pass Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 2, students will be expected to be able to:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Level 3 – Students whose English level is at Intermediate (CEFR B1) are placed at this level. Students who start the ELPP at this level must pass Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 3, students will be expected to be able to:

- Understand the main points of clear standard input on familiar topics regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the English language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

Level 4 – Students whose English level is at low Upper-Intermediate (CEFR B2-) are placed at this level. Students who start the ELPP at this level must pass Level 4 and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 4, students will be expected to be able to:

- Understand the main ideas of complex texts and identify particular viewpoints of the writers.
- Communicate comfortably and expressively in general social situations.

- Display a developing competence in the expression of opinions, views and ideas, both written and spoken.

Pre-Faculty Level – Students whose English level is at Upper-Intermediate (CEFR mid-B2) are placed at this level. Students who start the ELPP at this level must pass Pre-Faculty Level to complete the program.

Upon successful completion of Pre-Faculty Level, students will be expected to be able to:

- Listen to and understand a live or recorded lecture or presentation and take effective notes
- Construct a basic academic argument, and use strategies to manage a conversation
- Give an academic presentation using an outline or notecards
- Understand academic texts written for a general audience
- Write a variety of academic-style paragraphs and summaries

8. Materials

8.1 Course books

MEF ELPP uses course materials published by Pearson. Course materials are alternated each module to allow students access to a variety of resources, and to avoid repeating the same materials in the next module.

Course books and online materials codes must be purchased at the beginning of the academic year. The University has negotiated specially discounted prices and materials are sold in level-specific packages. This means that there is only one payment to be made at the beginning of the academic year. Prices for students beginning at each of the five ELPP levels are as follows:

Starting at Level 1: 1569.80 TL

Starting at Level 2: 1366.10 TL

Starting at Level 3: 1119.90 TL

Starting at Level 4: 916.20 TL

Starting at Pre-Faculty Level: 670 TL

Once students know their starting level in ELPP, they will be able to order and pay for their books online through this link on Çağlayan bookshop's website:

https://www.caglayan.com/MEF_ELT.aspx.

If courses are taking place completely online, students must also provide an address to which their books will be cargoed.

NB: Students will not receive all of their books at the beginning of the year. They will receive the relevant book(s) at the beginning of each module, (by cargo, if 100% online). If courses are 100% online and your address changes during the year, please let the ELPP Student Liaison, Neslihan Özbek, know your new address (ozbekn@mef.edu.tr).

It is *essential* that students purchase these packages as they include unique codes which students will need for the online elements of their ELPP courses. Pirated or second-hand course books will not have these codes, and students will automatically miss out on up to eight percent of their course grade.

Students also need to work through a writing booklet each course. These will be shared digitally with students by their instructors.

8.2 Online practice materials

Students must complete online practice activities throughout the courses. These are accessed through Pearson's MyEnglishLab and are compatible with a computer, tablet or smartphone. Instructions for how to access the materials will be given at the start of each module.

In addition, students at all levels must complete a certain number of online reading texts and activities each week. These texts are accessed through Globed's Achieve3000 platform. This extra reading practice not only helps to further develop general reading skills and vocabulary, but also provides exposure to some faculty-specific language. Students should access articles related to their faculty studies by using the search feature in Achieve3000.

Both Pearson's MyEnglishLab and Globed's Achieve3000 require unique codes in order for students to be able to access them. These codes are ONLY available as part of the materials packages which must be purchased using the link on the Çağlayan bookshop website at the beginning of the academic year.

Video projects are also part of assessment at Levels 1 - 4. For these, most instructors use Flipgrid (<https://info.flipgrid.com/>), so we advise students to create accounts on this platform (it's free).

Many activities in class involve using online materials or apps, so make sure you bring a device with you to lessons. For many of these online activities, a smartphone screen is too small, so it's recommended that students bring a tablet.*

(* Given the ongoing pandemic situation, students must expect to be doing at least some of their ELPP lessons online. It is essential that students have a reliable laptop or desktop computer at home for this purpose. Computers must be equipped with a good quality camera and microphone, and we strongly advise the use of good quality headphones with a built in microphone. It is also the students' responsibility to ensure reliable internet connection).

There are also videos and activities that students must watch and complete before class, vocabulary tests, and end of unit tests. These are accessed through students' course content folders in Blackboard. Instructions for how to access Blackboard will be given at the start of the academic year. Students will be added to the relevant course at the beginning of each module.

Level at start of Module 1	Materials	Result	Level at start of Module 2
L1	Speak Out Elementary	Fail	L1
		Pass	L2
L2	Speak Out Pre-Intermediate	Fail	L2
		Pass	L3
L3	Speak Out Intermediate	Fail	L3
		Pass	L4
L4	Speak Out Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Electives

Level at start of Module 2	Materials	Result	Level at start of Module 3
L1	Cutting Edge Elementary	Fail	L1
		Pass	L2
L2	Cutting Edge Pre-Intermediate	Fail	L2
		Pass	L3
L3	Cutting Edge Intermediate	Fail	L3
		Pass	L4
L4	Cutting Edge Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

Level at start of Module 3	Materials	Result	Level at start of Module 4
L1	Speak Out Elementary	Fail	L1
		Pass	L2

L2	Speak Out Pre-Intermediate	Fail	L2
		Pass	L3
L3	Speak Out Intermediate	Fail	L3
		Pass	L4
L4	Speak Out Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Electives

Level at start of Module 4	Materials	Result	Level at start of Summer School*
L1	Cutting Edge Elementary	Fail	L1
		Pass	L2
L2	Cutting Edge Pre-Intermediate	Fail	L2
		Pass	L3
L3	Cutting Edge Intermediate	Fail	L3
		Pass	L4
L4	Cutting Edge Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty in Sept.

* Levels 4 and Pre-Faculty are offered for Summer School but will only run if a minimum of 10 students register.

Level at start of Summer School*	Materials	Result	Level at start of new academic year
L1	Speak Out Elementary	Fail	L1
		Pass	L2
L2	Speak Out Pre-Intermediate	Fail	L2
		Pass	L3
L3	Speak Out Intermediate	Fail	L3

		Pass	L4
L4	Speak Out Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

* Level 4 and Pre-Faculty Level are offered for Summer School but will only run if a minimum of 10 students register.

9 Assessment

(*If classes are held partly online and partly face-to-face, all assessments (except for Speaking and Presentations) will be held face-to-face on campus as far as possible. If classes are 100% online during the 2021-2022 academic year, all assessments will be delivered online. Your instructor will share information with you about how this will happen. It is essential that you follow those instructions very carefully)

9.1 Assessment at Levels 1, 2, 3, and 4

Students are continuously assessed throughout their courses. There are three areas that feed into their final course grade:

- Skills and language assessments
- Online work
- Classroom participation

Quizzes and assessments Levels 1 - 4	Total %	Module total %
• 1 vocab quiz	4%	75%
• bi-unit vocab tests in Blackboard	3%	
• 1 grammar quiz	4%	
• 2 reading assessments	14%	
• 3 writing booklet consolidation tasks • 2 writing assessments	4% 14%	
• 2 listening assessments	14%	
• 1 video project • 2 speaking assessments	4% 14%	
Online work (assigned daily/weekly to be completed on Blackboard, Pearson's MyEnglishLab, and Globed's Achieve300)	15%	15%
Classroom participation (every two weeks)	10%	10%

In order to achieve a **‘Clear pass’** students must achieve a course total of 68% or more. Students achieving a course total of between 64% and 68% will be awarded a **‘Conditional pass’** to the next level. At the next level, they must achieve a course total of 66% or more to keep going. If they get less than 66%, they must repeat the level which they conditionally passed into.

9.1.1 In-class quizzes and assessments, Levels 1 – 4

- Quizzes and assessments are worth 75% of a student’s overall grade. By assessing students regularly throughout the module, instructors keep track of student progress and are better able to provide extra support if needed. Students can monitor their own progress as well.
- Scores from all quizzes and assessments are entered into the Blackboard gradebook so students can see all of their scores in one place.
- If a student is absent for a quiz or assessment, they receive “0” (zero) unless they supply a valid medical/ approved absence report, in which case the score will be exempted from their gradebook. There are no make-up quizzes and assessments.
- Students will be given the opportunity to see their marked quiz and assessment papers for feedback. This is done in small groups with the instructor for a number of days after the quiz/assessment. After that time, it will not be possible to see the paper again.

Grammar and Vocabulary quizzes

Students are given one grammar and one vocab quiz at the end of a module. The quizzes include areas that have been covered by the course and aim to encourage students to be constantly reviewing what they are learning. The grammar and vocab quizzes are delivered together on the same day. There are also bi-unit vocabulary tests in Blackboard which aim to help students throughout the module to revise and recall the new vocabulary covered in their course.

Reading, Writing, Listening, Speaking assessments

There are two assessments for each skill during the module. Speaking assessments are conducted in groups of three or two students with one instructor, and are recorded. There is also a speaking video project which must be submitted towards the end of the module.

Writing is assessed through the ongoing use of writing booklets and two in-class Writing assessments.

Writing and Speaking assessments are graded using standardised rubrics.

All skills assessments take place during class time.

9.1.2 Online assessment, Levels 1 – 4

The online element prepares students for a Flipped Learning environment, and is worth 15% of a student’s overall grade. Before most classes, students watch a video on Blackboard and complete a task.

Each week there are online post-class practice activities for students to complete on MyEnglishLab (MEL). The practice activities can be done an unlimited number of times. The instructor transfers students’ average scores into the Blackboard gradebook.

Each time two or three units of the coursebook have been completed, students complete an end of unit grammar test in Blackboard.

Students are expected to read and answer questions for twelve articles over a two-and-a-half-week period in Globed’s Achieve3000 online reading platform. These articles aim to improve students’ reading skills, and provide exposure to the kind of vocabulary they will need in their faculty courses.

Scores for tasks and tests completed in Blackboard appear automatically in a student’s Blackboard gradebook. Scores from MEL are entered by the instructor after each two units of online work is

completed. Achieve3000 grades are also entered by the instructor, every two and a half weeks. This means that students can constantly track their online performance throughout a module. The 15% weighting of online grades is broken down as follows:

- Pre-class videos + tasks (Blackboard) = 4%
- Post-class practice (MEL) = 4%
- End of unit tests (Blackboard) = 3%
- Achieve3000 reading = 4%

All online activities and tests have due dates. Students must complete the activities before the due date. Due dates are clearly marked in the day-by-day breakdown of the module which instructors make available to students at the start of each module. This document is also accessible within Blackboard. If classes are cancelled for any reason (e.g. snow day), these due dates DO NOT change. ***It is each student's responsibility to keep track of these due dates.***

9.1.3 Video projects, Levels 1 – 4

Video projects provide a useful way for students to be able to consolidate the language they are learning in the form of a spoken video project. Topics are made available early in each module for students to choose from and need to be submitted (usually through Flipgrid, <https://info.flipgrid.com/>) a few days before the end of a module, so there is plenty of time to prepare, practise, and record the video. The topics provided allow for students to make personalised use of the language they have developed. The video project is worth 4% of the course total.

9.2 Assessment at Pre-Faculty Level

(*If classes are held partly online and partly face-to-face, all assessments (except for Speaking and Presentations) will be held face-to-face on campus as far as possible. If classes are 100% online during the 2021-2022 academic year, all assessments will be delivered online. Your instructor will share information with you about how this will happen. It is essential that you follow those instructions very carefully)

The Pre-Faculty Level is designed to introduce students to academic language skills and competencies which will help them when they begin their faculty studies. For this reason, the format of the assessments at this level are different from Levels 1 – 4.

	Total %		Module total %
Project work <ul style="list-style-type: none"> • Project stages • Poster • Poster presentation 	5%	15%	75%
3 Listening and Note-taking assessments L&NT1: 5% L&NT2: 8% L&NT3: 10%	23%		
3 Reading and Writing assessments R&W1: 5% R&W2: 8% R&W3: 10%	23%		
4 Vocab tests in Blackboard	4%		

1 Speaking assessment	10%	
Online work (assigned daily/weekly to be completed on Blackboard and Globed's Achieve3000)	15%	15%
Classroom participation (every two weeks)	10%	10%

Students at Pre-Faculty Level need to achieve a course total of 65% or more in order to pass the course and complete their studies in the ELPP.

9.2.1 Project work, Pre-Faculty Level

The project work is based on the United Nations Sustainable Development Partnership goals. Students work in project teams to choose one goal and work through a series of project steps, towards a poster and presentation.

- Three graded project steps (5% total). Students are awarded 0 (not done), 1 (meets some of the criteria), 2 (meets most of the criteria), 3 (meets almost all of the criteria), or 4 (meets all of the criteria). The criteria will be shared with students at the start of the course
- Poster (5%). This is graded using rubric
- Presentation (5%). This is graded using rubric

9.2.2 Listening and Note-taking assessments, Pre-Faculty Level

Three Listening&Note-taking assessments. In order to help you in this area, you will get access to a demo L&NT assessment early on in your Pre-Faculty course. This is not assessed. The percentage weighting of each of the assessments increases (from 5%, to 8%, to 10%) to allow students to benefit from the increased practice and exposure to the language as they go through the course.

- A lecture video is made available in Blackboard two days before the assessment day
- Students watch and listen and take notes
- On the day of the assessment, students are given comprehension questions to answer which are based on the video they watched. They can use their notes to answer the questions, but cannot watch the video again
- Students are graded on their comprehension answers, not on their notes

9.2.3 Reading and Writing assessments, Pre-Faculty Level

Three Reading&Writing assessments. In order to help you in this area, you will get access to a demo R&W assessment early on in your Pre-Faculty course. This is not assessed. The percentage weighting of each of the assessments increases (from 5%, to 8%, to 10%) to allow students to benefit from the increased practice and exposure to the language as they go through the course.

- A reading text is made available in Blackboard three days before the assessment day until just before the start of class on assessment day
- In class on assessment day, students answer 2 short-answer questions about the text (4 points total), and a longer response writing (16 points)

9.2.4 Speaking assessment, Pre-Faculty Level

One Speaking assessment (10%). The Speaking assessment is conducted in groups of three or two students with one instructor, and is recorded.

9.2.5 Blackboard vocab tests, Pre-Faculty Level

When a unit of the coursebooks is completed, a vocabulary test will become available in Blackboard. This test aims to allow students to review and recycle the vocabulary covered in the unit. Once the test appears, it will remain available for two days after which it will disappear, and students will not be able to access it. Once a test has been started, students have 15 minutes to

complete and submit the test. The score will appear automatically in the Blackboard grade centre. There are four of these tests during the course and in total they are worth 4% of the course total.

9.2.6 Online work, Pre-Faculty Level

- Blackboard pre-class video tests (5%). Grades automatically recorded in Bb Grade Centre
- Blackboard UNSDP video tests (3%). Grades automatically recorded in Bb Grade Centre
- Achieve3000 (7%). Students are expected to complete twelve articles over a period of two and a half weeks, with scores of 75% or more. They are free to choose which articles they do. Grades will be transferred from Ach3000 grade report to Bb Grade Centre on Ach3000 grading days.

Electives are run in Modules 2 and 4 and are open to students who have passed Pre-Faculty Level in Modules 1 and 3.

9.3 Classroom participation, all levels

The focus of lessons is on communicative practice of the language so students' active participation in the classroom is very important. English should be used at all times in class. Instructors give students classroom participation grades every two weeks, using standardised rubrics (see below). Classroom participation is worth 10% of the student's overall grade.

Criteria	4 Above Standard	3 Standard	2 Below Standard	1 Far Below Standard	0
Frequency of Spoken English Aim: Learner uses only English in classroom.	- English is used in all task related interactions, peer-to-peer and student-to-instructor. - English is used in all non-task related interactions, peer-to-peer and student-to-instructor. - L1 is only used to translate/explain key vocabulary/grammar to peers when needed.	- English is used in most task related interactions, peer-to-peer and student-to-instructor. - English is used in most non-task related interactions, student-to-instructor. - L1 is used in non-task related interactions, peer-to-peer. - Learner makes an effort before using L1.	- Both English and L1 are used in task related interactions, peer-to-peer and student-to-instructor. - L1 is used in non-task related interactions, peer-to-peer and student-to-instructor. - Learner makes some effort before using L1.	- L1 is dominant in task-related interactions, peer-to-peer and student-to-instructor. - L1 is dominant in non-task related interactions, peer-to-peer and student-to-instructor. - Learner makes little effort before using L1.	- English is hardly ever used in class. - Learner makes no effort before using L1.
Use of English Language Aim: Learner uses language they've previously been exposed to accurately and fluently and consistently experiments with the range of new language.	- Learner makes use of a wide range of vocabulary, tenses and structures, appropriate to their level. - Learner attempts to use, develop and expand the target language. - Learner uses complete sentences.	- Learner makes use of a variety of vocabulary, tenses and structures, appropriate to their level. - Learner attempts to use the target language. - Learner uses complete sentences.	- Learner makes use of a limited range of vocabulary, tenses and structures, below their level. - Learner attempts to use some of the target language. - Learner uses partially complete sentences (missing parts of speech).	- Learner makes use of a very limited range of vocabulary, tenses and structures, far below their level. - Learner doesn't attempt to use the target language. - Learner uses incomplete sentences.	- Learner makes no use of target language.

<p>Task Performance Aim: Learner consistently participates in all tasks and stages of the lesson and encourages peers to extract full value from all tasks and activities.</p>	<ul style="list-style-type: none"> - Learner completes all given tasks (in and out of class). - Learner executes tasks according to instructions. - Learner's performance is beyond the basic requirements. - Learner is task-focused and engaged. - When working in groups, learner's contributions elevate quality of work. 	<ul style="list-style-type: none"> - Learner completes all in-class tasks. - Learner completes most out-of-class tasks. - Learner executes tasks according to instructions. - Learner is task-focused and engaged. - When working in groups, learner contributes to completion of the task. 	<ul style="list-style-type: none"> - Learner completes some given tasks (in and out of class). - Learner partially executes tasks according to instructions. - Learner is sometimes distracted or off task. - When working in groups, learner is passive in completing the task. 	<ul style="list-style-type: none"> - Learner completes some of given tasks (in and out of class). - Learner does not execute tasks according to instructions. - Learner is frequently distracted or off task. - When working in groups, learner does not contribute to completion of the task. 	<ul style="list-style-type: none"> - Learner does not complete activities (in or out of class).
<p>Classroom Interaction Aim: Learner is consistently attentive, respectful, encouraging and supportive of all members of the class.</p>	<ul style="list-style-type: none"> - Learner has an active and/or positive approach to learning. - Learner has an encouraging approach towards peers, affecting group dynamics positively. - Learner listens to peers when working in pairs or groups. - Learner listens carefully when instructions are being given. - Learner is polite and respectful. - Learner attends all lessons with all necessary materials and devices. 	<ul style="list-style-type: none"> - Learner has an active and/or positive approach to learning. - Learner has a polite approach towards peers. - Learner listens to peers when working in pairs or groups. - Learner listens carefully when instructions are being given. - Learner is polite and respectful. - Learner attends most lessons with necessary materials and devices. 	<ul style="list-style-type: none"> - Learner is present, but not engaged in learning. - Learner does not willingly interact with peers. - Learner sometimes listens to peers when working in pairs or groups. - Learner sometimes listens when instructions are being given. - Learner demonstrates impatience and disinterest. - Learner attends most lessons with necessary materials and devices. 	<ul style="list-style-type: none"> - Learner has a negative approach towards learning. - Learner has an impolite approach towards peers, affecting group dynamics negatively. - Learner demonstrates impatience and disinterest. - Learner is disruptive in class. - Learner attends most lessons unprepared, without necessary materials and devices. 	<ul style="list-style-type: none"> - Learner has none or very limited interaction with peers and/or instructors. - Learner's attitude is inappropriate.

10. Behaviour and Discipline issues

10.1 Attendance

Regular attendance in class is required. Students are permitted to miss 10% (15 hours) of classes with no reason called **unexcused absences**, and 10% (15 hours) with valid medical reports called **medical absences**. Medical reports must be submitted online through the University website, no more than three working days after the date of the report. Other absences (e.g. representing the University at a sporting event) must be approved by the ELPP Student Liaison, and are called **excused absences**.

Students must be punctual and arrive on time for class, and return to class on time after breaks. Late arrivals will be marked as 'L' in the register. A student is permitted three (3) late arrivals - after that ANY late arrival will count as one hour absent. If a student is more than 15 minutes late, they are marked 'absent' for that hour of class.

Student absence hours and late arrivals are entered daily into the Blackboard gradebook, and in this way students can track their own attendance.

Students who exceed the permitted hours of absence will not be eligible to sit the assessments which are delivered on the final few days of a module (exceptional circumstances will be considered on submission of a petition).

If you do exceed your absence hours you must submit a written petition with a supporting document. Valid reasons include:

- an extended ongoing medical issue. You must provide a note from your doctor which states this.
- death in your family. You must provide a copy of the death certificate.
- serious illness in the family. You must provide a note from the family member's doctor.
- required appearance at court. You must provide the court document.

Your petition and supporting document must be submitted to the Prep Admin Office during the last week of the Module. You will be informed whether your petition has been approved or not before the final assessments.

Petitions without supporting documents will not be accepted.

The following are not valid reasons for exceeding absence hours:

- I missed the bus/metro/ferry
- The traffic was bad
- I left my wallet/tablet/book at home so had to go back for it
- I woke up late

Just as it is important to attend face-to-face lessons on campus, it is also important to attend the online hours of a course. Hours missed due to poor internet will be counted as unexcused absence and will count towards the total unexcused absence limit of 15. It is to students' benefit to keep absences for such cases. However, if a student has an electricity cut in their area they can contact Neslihan Özbek (ozbekt@mef.edu.tr) with proof. It is students' responsibility to make sure they have reliable internet connection for online lessons.

You have 15 hours which you are allowed to miss for these kinds of emergencies. If you do not miss class hours unnecessarily then you will have the hours available to miss class when you need them due to an emergency.

10.2 Medical reports

If a student has a medical report, they must submit it through the online system on the University website, within three working days of the end of the report duration, and only from the issuing hospital, either private or state. **Medical reports from Sağlık Ocağı, Aile Hekimliği or Tıp Merkezi will not be accepted.**

If a student misses a quiz or assessment due to illness and has a valid medical report, the grade for that quiz or assessment will be exempted from the student's grade-book.

10.3 Cheating and plagiarism

Cheating and plagiarising in the academic environment is an **extremely** serious offence and will NOT be tolerated. If a student cheats or plagiarises (in ANY assessed work), they will receive a zero (0) for that assessment. Cheating/plagiarising includes any of the following:

- copying answers or text, or parts of text from another student
- taking photographs of quizzes, assessments, exams
- being in possession of photographs of quizzes, assessments, exams
- copying or memorising and reproducing another person's work without citing the original author appropriately
- accessing an unapproved webpage during an assessment
- accessing a staff member's Blackboard account to change grades
- using online tools to communicate with others during an assessment (e.g. Discord, WhatsApp, etc.)

If a student is suspected of cheating, a report is written by the instructor and is submitted, with evidence, to the University's Disciplinary Committee. The Committee will invite the student in question to present a defence. The Committee makes the final decision.

CHEATING OR PLAGIARISM OF ANY KIND IS EXTREMELY SERIOUS AND CAN RESULT IN SUSPENSION FOR ONE SEMESTER.

The university's library website contains links and resources related to research; how to reference and cite; and how to avoid plagiarising: <https://library.mef.edu.tr/tr/arastirma-yontemleri>

11. Timetable and scheduling of classes

Due to the current ongoing pandemic, the timing and scheduling of classes will vary according to the situation. At the time of writing, we are planning for a hybrid model of classes (a mixture of face-to-face and online).

Levels 1 and 2 will have face-to-face classes on campus three days of the week and will be online for two days. Levels 3, 4, and Pre-Faculty will have face-to-face classes two days of the week and will be online for three days.

The ELPP schedules face-to-face classes based on classroom availability and is therefore unable to take requests for time changes.

In order for students to experience variety throughout their time in Prep, and to be exposed to different accents and styles, instructors will be changed each module. Additionally, class groups will be mixed up each module so that students have the opportunity to meet and study with a variety of their peers before starting their faculty studies.

Any changes to the scheduling and timing of classes will be communicated by email and through the Announcements page in students' Blackboard courses.

12. Feedback or Issues

Feedback from students is collected regularly throughout the year. In week three of each module, students are asked to complete a short feedback survey, to ensure learner needs are being met in all the sections. There is also a feedback survey to complete at the end of each module which gathers more detailed information about satisfaction with the course and ELPP as a whole.

All staff are open to receiving and acting on student feedback. If students have questions or issues to discuss, they should first approach their instructor. If the issue is not resolved satisfactorily, they can speak to the Student Liaison, the Director, or the Operations Director.

13. Communication

Course communication is done through Blackboard and MEF email accounts. Instructors ensure that all students are able to access their Blackboard courses and MEF email accounts at the start of the academic year. It is essential that students check their MEF email regularly, and read any announcements made in their Blackboard courses.

There are also general University messages and announcements sent out on Facebook and Twitter, and on the webpage:

Facebook: MEF Üniversitesi

Twitter: @MEFuniversitesi

Webpage: www.mef.edu.tr

14. General Information

14.1 MEF University Nurse

The nurse is available to students for treatments of minor illnesses and injuries, or to give advice on medicines.

Nurse: Çiğdem Kevser Saraç

Email: saracc@mef.edu.tr

Tel: 0533 545 5216 or 0212-395-3645 (or from University phone: 3645)

Working hours: 8:00 – 17:00

Clinic location: opposite the entrance of the canteen, C Block, 1st floor

14.2 Psychological Counselling Services

The University's psychological counsellor is available to provide students with confidential assistance on personal matters. These may include issues related to anxiety, depression, stress, family and friendship relations, academic difficulties, adaptation problems, dilemmas and difficult decisions, substance and alcohol abuse and eating disorders.

An appointment is needed to visit the counsellor and these are 50 minutes in length. If appropriate, group sessions can be arranged.

Counselor: Gülsevin Şen

Email: sengu@mef.edu.tr

Tel: 0533 725 1114

Working hours: Monday and Wednesday 8:30 – 13.30

Clinic location: opposite the entrance of the canteen, C Block, 1st floor

14.3 Student Services

Student Services can assist you with the following:

- your MEF email account
- your library account
- your student ID card
- documents for IETT student card application
- registration for faculty courses
- internal and external transfers
- applications for academic leave or withdrawal from the University

Student Services Director: Barış Keser

Email: keserb@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 2nd floor

Student Services Team:

Aslıhan Üser: usera@mef.edu.tr

Pelin İnan: inanp@mef.edu.tr

Fulya Öztürk: ozturkfu@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 2nd floor

Registrar's Office: students@mef.edu.tr

14.4 Dean of Students

The Office of the Student Dean is a solution-oriented department, where students can share their questions, problems, and suggestions about the quality of life in the university. It also acts as a bridge as it conveys students' administrative or academic issues to university administration, whether they are general or personal,

Dean of Students: Sevil Sezen

Email: ogrencidekanligi@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 5th Floor

14.5 Prep Student Representative

The Student Representative for Prep is a student-elected member of the University Student Council and provides a useful channel for communication between Prep students and the wider university, as well as with the Prep administrative team.

Prep Student Rep: Ahmet Can Akin

Email: akinah@mef.edu.tr

14.6 Blackboard Support

For issues related to Blackboard access or use, contact the Blackboard Support Team.

Blackboard Support Team: bbsupport@mef.edu.tr

This team is headed by the CELT Associate Director, Paker Doğu Özdemir

Email: ozdemirdo@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 1st Floor, Room 107

14.7 The Centre of Excellence in Learning and Teaching (CELT)

The CELT provides support to all MEF university students regarding advice on study skills, information about flipped classroom learning approach, as well as guidance on using library services. There is a student drop-in centre where students may go for extra help with study strategies and resources.

Director CELT: Dr. Caroline Kurban

Email: kurbanc@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 1st Floor, Room 107

14.7.1 The MEF Writing and Speaking Centre

The MEF Writing and Speaking Centre is part of the CELT and are available for students from any discipline, academic level or ability to get support with their writing and speaking, from specific assignments to general writing or speaking skills.

MEF Writing and Speaking Centre Coordinator: A. Ertuğrul Akyol

Email: akyole@mef.edu.tr

Working hours: 0900 – 1700

Location: A Block, 1st Floor, Room 107

14.8 Student Clubs

Our university has a Sports and Clubs Activities Coordinator to support the development of cultural and social aspects. All student clubs and sports teams are supported by our coordinator for the activities they perform throughout the year. MEF University teams and clubs include:

MEF University ELPP Student Handbook

August 2021, amended February 2022

NOTE: All information in this handbook was correct at the time of writing. Students must follow communication through the MEF University email system and Blackboard announcements for any changes.

Sports Teams:

- Chess
- Sailing
- Volleyball
- Basketball
- Football
- Futsal
- Table Tennis
- Swimming
- Snowboard
- Ski
- Climbing and Outdoor Sports
- Fencing
- Beach Volleyball
- E-sports (LoL, DotA, CS)

Student Clubs:

- Business Club
- Social Responsibility Club
- Startup MEF
- Science Fiction Club
- Law Club
- MUN Club (Model United Nations)
- Theatre Club
- Debate Club
- Music Club
- Economy and Finance Club
- Turkish World Research Club
- Political Thought Platform
- IEEE Club
- Dance Club
- Photography Club
- Gastronomy Club
- School within University Club
- Cinema Club
- Literature Club
- Aviation Club
- Anime and Manga Club (AniMEF)

Apart from the existing student clubs and sports teams, students can apply to the coordinator according to their interests to establish new student clubs and sports teams.

Email: aylin.engin@mef.edu.tr

Working hours: 09:00 – 17:00

Location: A Block, 5th Floor

14.9 Cafeterias and UNIQ Mall

There is a small cafeteria on the ground floor of A Block, as well as outside the library, 3rd floor of C Block, and outside the canteen on the 1st floor of C Block. There are also cafes and restaurants in UNIQ Mall, adjacent to the University, as well as a number of useful shops, including:

- MMM Migros
- Chemist
- Hairdresser

There is a multi-storey underground car park attached to the Mall.

14.10 MEF University shuttle bus service

The University provides a free ring service from ITÜ Ayazağa Metro to the University campus. Departure times from the Metro and from the University can be found at the University web site:

<https://www.mef.edu.tr/tr/ulasim-hizmetleri#gsc.tab=0>

14.11 Library

The University library is on the 3rd floor of C Block and is open Monday – Friday, 0815 – 1700.

All information regarding the library, as well as access to the database, can be found on their website: <http://library.mef.edu.tr>

Library Director: Ertuğrul Çimen

Email: cimene@mef.edu.tr

Tel: 0212 395 3647

Location: Library Mezzanine

14.12 Copy Centre

Students have access to photocopying services in the University Copy Centre, which is located near the canteen on the 1st floor in C Block.

YÜKSEKÖĞRETİM KURUMLARI ÖĞRENCİ DİSİPLİN YÖNETMELİĞİ

BİRİNCİ BÖLÜM

Amaç, Kapsam, Dayanak ve Tanımlar

Amaç ve kapsam

MADDE 1 –(1) Bu Yönetmeliğin amacı, yükseköğretim kurumları öğrencilerine verilecek disiplin cezaları ile soruşturma usul ve esaslarını düzenlemektir.

(2) Bu Yönetmelik yükseköğretim kurumlarındaki tüm öğrencileri kapsar.

Dayanak

MADDE 2 –(1) Bu Yönetmelik 4/11/1981 tarihli ve 2547 sayılı Yükseköğretim Kanununun 54 üncü maddesi ile 65 inci maddesinin (a) fıkrasının (9) numaralı bendine dayanılarak hazırlanmıştır.

Tanımlar

MADDE 3 –(1) Bu Yönetmelikte geçen;

- Öğrenci: Yükseköğretim kurumlarında ön lisans, lisans, yüksek lisans, doktora, tıpta uzmanlık veya sanatta yeterlilik öğrenimi gören kişileri,
 - Kınama: Öğrenciye öğrencilikle ilgili kusurlu davranışlarından dolayı kınandığının yazılı olarak bildirilmesini,
 - Uyarma: Öğrencinin, öğrencilikle ilgili davranışlarında daha dikkatli olması gerektiği hususunda yazılı olarak ikaz edilmesini,
 - Yükseköğretim Kurumları: Üniversiteler, yüksek teknoloji enstitüleri ile bunların bünyesinde yer alan fakülteler, enstitüler, yüksekokullar, konservatuvarlar, meslek yüksekokulları ile uygulama ve araştırma merkezlerini,
 - Yükseköğretim Kurumundan Bir Haftadan Bir Aya Kadar Uzaklaştırma: Öğrenciye, yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırıldığının ve bu süre içerisinde derslere ve sınavlara katılamayacağı yazılı olarak bildirilmesini,
 - Yükseköğretim Kurumundan Bir Yarıyıl İçin Uzaklaştırma: Öğrenciye, yükseköğretim kurumundan bir yarıyıl uzaklaştırıldığının ve bu sürede öğrencilik haklarından yararlanamayacağı yazılı olarak bildirilmesini,
 - Yükseköğretim Kurumundan Çıkarma: Öğrenciye, bir daha çıkarıldığı yükseköğretim kurumuna alınmamak üzere öğrencilikten çıkarıldığının yazılı olarak bildirilmesini,
 - Yükseköğretim Kurumundan İki Yarıyıl İçin Uzaklaştırma: Öğrenciye, yükseköğretim kurumundan iki yarıyıl uzaklaştırıldığının ve bu sürede öğrencilik haklarından yararlanamayacağı yazılı olarak bildirilmesini,
- ifade eder.

İKİNCİ BÖLÜM

Disiplin Cezaları ve Disiplin Cezalarını Gerektiren Disiplin Suçları

Uyarma cezasını gerektiren disiplin suçları

MADDE 4 –(1) Uyarma cezasını gerektiren eylemler şunlardır;

- Yükseköğretim kurumu yetkililerince sorulan hususları haklı bir sebep olmadan zamanında cevaplandırmamak,
- Yükseköğretim kurumu yetkililerince tesbit edilen yerler dışında ilan asmak,
- Yükseköğretim kurumunun izniyle asılmış duyuruları, program ve benzerlerini koparmak, yırtmak, değiştirmek, karalamak veya kirliletmek.

Kınama cezasını gerektiren disiplin suçları

MADDE 5 –(1) Kınama cezasını gerektiren eylemler şunlardır;

- Yükseköğretim kurumu yetkililerince istenilen bilgileri eksik veya yanlış bildirmek,
- Ders, seminer, uygulama, laboratuvar, atölye çalışması, bilimsel toplantı ve konferans gibi çalışmaların düzenini bozmak,
- (Değişik:RG-7/11/2013-28814)² Yükseköğretim kurumu içinde izinsiz olarak bildiri dağıtmak, afiş ve pankart asmak,
- Yükseköğretim kurumunca asılmış duyuruları, program ve benzerlerini koparmak, yırtmak, değiştirmek, karalamak veya kirliletmek,
- Sınavlarda kopyaya teşebbüs etmek.

Yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezasını gerektiren disiplin suçları

MADDE 6 –(1) Yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezasını gerektiren eylemler şunlardır;

- (Değişik:RG-23/12/2016-29927) Öğrenme ve öğretime hürriyetini engelleyici veya yükseköğretim kurumlarının işleyiş ve huzurunu bozucu eylemlerde bulunmak,
- Disiplin soruşturmasının sağlıklı bir şekilde yürütülmesini engellemek,
- Yükseköğretim kurumundan aldığı kendine hak sağlayan bir belgeyi başkasına vererek kullanmak veya başkasına ait bir belgeyi kullanmak,
- Yükseköğretim kurumunda kişilerin şeref ve haysiyetini zedeleyen sözlü veya yazılı eylemlerde bulunmak,
- Yükseköğretim kurumu personelinin, kurum içinde ya da dışında, şeref ve haysiyetini zedeleyen sözlü veya yazılı eylemlerde bulunmak,
- Yükseköğretim kurumunda alkollü içki içmek,
- Yükseköğretim kurumuna ait kapalı ve açık mahallerde yetkililerden izin almadan toplantılar düzenlemek.

Yükseköğretim kurumundan bir yarıyıl için uzaklaştırma cezasını gerektiren disiplin suçları

MADDE 7 –(1) Yükseköğretim kurumundan bir yarıyıl için uzaklaştırma cezasını gerektiren eylemler şunlardır;

- Yükseköğretim kurumu personeli ve öğrencilerini tehdit etmek,
- Yükseköğretim kurumlarında işgal ve benzeri fiillerle yükseköğretim kurumunun hizmetlerini engelleyici eylemlerde bulunmak,
- Kurum personeli ve öğrencilerine fiili saldırıda bulunmak,
- Yükseköğretim kurumlarında hırsızlık yapmak,
- Yükseköğretim kurumu bünyesinde mevcut bina, demirbaş eşya ve benzeri malzemeyi tahrip etmek veya bilşim sistemine zarar vermek,
- Sınavlarda kopya çekmek veya çektirmek,
- Seminer, tez ve yayımlarında intihal yapmak.

(Ek:RG-23/12/2016-29927) Yükseköğretim kurumundan uzaklaştırma cezası almış olmasına rağmen, bu karara uymamak.

Yükseköğretim kurumundan iki yarıyıl için uzaklaştırma cezasını gerektiren disiplin suçları

MADDE 8 –(1) Yükseköğretim kurumundan iki yarıyıl için uzaklaştırma cezasını gerektiren eylemler şunlardır;

- Yükseköğretim kurumu görevlilerine karşı cebir ve şiddet kullanarak görevin yapılmasına engel olmak,
- Öğrencilere karşı cebir ve şiddet kullanarak yükseköğretim hizmetlerinden yararlanmalarını engellemek,
- (Değişik:RG-7/11/2013-28814) Suç sayılan eylemleri işlemek⁽¹⁾ veya bir kimseyi veya grubu, cebir veya tehditle suç sayılan bir eylemi düzenlemeye veya böyle bir eyleme katılmaya zorlamak,
- Yükseköğretim kurumları içerisinde uyuşturucu ve uyarıcı madde kullanmak, taşımak, bulundurmamak,
- Sınavlarda tehditle kopya çekmek, kopya çeken öğrencilerin sınav salonundan çıkarılmasına engel olmak, kendi yerine başkasını snava sokmak veya başkasının yerine snava girmek,
- Yükseköğretim kurumlarında cinsel tacizde bulunmak,
- Yükseköğretim kurumlarında 10/7/1953 tarihli ve 6136 sayılı Ateşli Silahlar ve Bıçaklar ile Diğer Aletler Hakkında Kanuna aykırı olarak ateşli silahlarla mermilerini ve bıçaklarla saldırı ve savunmada kullanılmak üzere özel olarak yapılmış bulunan diğer aletleri, patlayıcı maddeleri taşımak ve bulundurmamak,
- Yükseköğretim kurumunun bilşim sistemine girerek kendisine veya başkasının yararına haksız bir çıkar sağlamak.

(Ek:RG-23/12/2016-29927) Soruşturma ile görevlendirilenleri tehdit etmek.

Yükseköğretim kurumundan çıkarma cezasını gerektiren disiplin suçları

MADDE 9 – (1) Yükseköğretim kurumundan çıkarma cezasını gerektiren eylemler şunlardır;

- a) Mahkeme kararıyla kesinleşmiş olmak kaydıyla, suç işlemek amacıyla örgüt kurmak, böyle bir örgütü yönetmek veya bu amaçla kurulan örgüte üye olmak, üye olmamakla birlikte örgüt adına faaliyette bulunmak veya yardım etmek,
- b) Yükseköğretim kurumlarında uyuşturucu veya uyarıcı maddeleri satmak, satın almak, başkasına vermek ve ticaretini yapmak,
- c) 6136 sayılı Ateşli Silahlar ve Bıçaklar ile Diğer Aletler Hakkında Kanuna aykırı olarak ateşli silahlarla, mermilerini ve bıçaklarla saldırı ve savunmada kullanılmak üzere özel olarak yapılmış bulunan diğer aletleri, patlayıcı maddeleri kullanmak,
- ç) Kişilerin vücudu üzerinde cinsel davranışlarda bulunmak suretiyle cinsel dokunulmazlıklarını ihlal etmek.

Öngörülmemiş disiplin suçları

MADDE 10 –(1) Yükseköğretim kurumundan uzaklaştırma ve çıkarma cezasını gerektiren disiplin suçları dışında, uyarma ve kınama cezası verilmesini gerektiren eylemlere nitelik ve ağırlıkları itibarıyla benzer eylemlerde bulunanlara da aynı türden disiplin cezaları verilir.

Disiplin suçunun tekrarı

MADDE 11 – (1) Disiplin cezası verilmesine sebep olmuş bir eylemin tekrarründe bir derece ağır ceza uygulanır.

(2) Disiplin suçunun tekrarı halinde yükseköğretim kurumundan çıkarma cezası verilemez.

ÜÇÜNCÜ BÖLÜM **Disiplin Soruşturması**

Soruşturma açmaya yetkili amirler

MADDE 12 – (1) Disiplin soruşturması açmaya yetkili amirler şunlardır;

- a) Fakülte öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı dekan,
- b) Enstitü öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı enstitü müdürü,
- c) Yüksekokul ve meslek yüksekokulu öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı müdür,
- ç) Konservatuvar öğrencilerinin işlemiş oldukları disiplin suçlarından dolayı konservatuvar müdürü,
- d) **(Danıştay Sekizinci Dairesinin 23/12/2020 tarihli ve E.:2019/6735; K.:2020/5892 sayılı kararı ile iptal bent: Müşterek alan veya mekanlarda toplu öğrenci eylemleri ile ilgili olarak üniversite rektörleri.)**

(2) **(Değişik:RG-23/12/2016-29927)** Soruşturma açmaya yetkili amirler, soruşturmayı bizzat yapabilecekleri gibi soruşturmacı veya soruşturmacıları tayini suretiyle de yaptırabilirler; gerekli gördükleri takdirde başka bir yükseköğretim kurumundan soruşturmacı görevlendirilmesini de talep edebilirler.

Soruşturmanın süresi ve zamanlaşımı

MADDE 13 –(1) Disiplin soruşturmasına olayın öğrenilmesini müteakip derhal başlanır. Soruşturma, onay tarihinden itibaren onbeş gün içinde sonuçlandırılır. **(Danıştay Sekizinci Dairesinin 9/5/2016 tarihli ve E.:2012/9483; K.:2016/4594 sayılı kararı ile iptal ikinci cümle; Danıştay İDDK'nın 19/4/2017 tarihli E.:2016/4019, K.:2017/1660 sayılı Onama kararı ile mezkûr karar kesinleşmiştir.)**

(2) Bu Yönetmelikte sayılan disiplin suçu niteliğindeki eylemleri işleyen öğrenciler hakkında, bu eylemlerin işlendiğinin soruşturma açmaya yetkili amirlerce öğrenildiği tarihten itibaren;

- a) Uyarma, kınama, yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezalarında bir ay içinde,
- b) Yükseköğretim kurumundan bir veya iki yarıyıl için uzaklaştırma ile yükseköğretim kurumundan çıkarma cezalarında üç ay içinde, disiplin soruşturmasına başlanmadığı takdirde, disiplin cezası verme yetkisi zaman aşımına uğrar.
- (3) Disiplin cezasını gerektiren eylemlerin işlendiği tarihten itibaren, en geç iki yıl içinde disiplin cezası verilmediği takdirde, disiplin cezası verme yetkisi zaman aşımına uğrar. **(Danıştay Sekizinci Dairesinin 23/12/2020 tarihli ve E.:2019/6735; K.:2020/5892 sayılı kararı ile iptal cümle: Ancak, disiplin amir veya kurulunun, bir adli yargı hükmüne ihtiyaç duyduğu hallerde; zaman aşımı süresi adli yargı hükmünün kesinleştiği günden itibaren başlar. Söz konusu ihtiyaç, yetkili disiplin amir veya kurulunun alacağı bir karar ile tespit edilir.)**

Soruşturmanın yapılaş şekli

MADDE 14 – (1) Soruşturmanın gizliliği esastır.

(2) Soruşturmacı tanık dinleyebilir, keşif yapabilir ve bilirkişiye başvurabilir. Soruşturma işlemleri bir tutanakla tespit olunur. Tutanak; işlemin nerede ve ne zaman yapıldığı, işlemin mahiyeti, kimlerin katıldığı, ifade alınmış ise soruları ve cevapları belirtecek şekilde düzenlenir ve soruşturmacı, katip, ifade sahibi ve varsa keşif sırasında hazır bulunanlarca imzalanır. İfade alınırken tanığa ve bilirkişi tayini durumunda bilirkişiye yemin ettirilir; tanığın hüviyeti, adresi ve benzeri açıklayıcı bilgiler belirtilir.

(3) Yükseköğretim kurumlarının personeli, soruşturmacıların istedikleri her türlü bilgi, dosya ve başka belgeleri hiçbir gecikmeye mahal bırakmaksızın verirler ve istenecek yardımları yerine getirirler.

(4) Soruşturmacı, hakkında soruşturma açılan kişi ve eylemlerle sınırlı olmak üzere soruşturmayı yürütür ve tamamlar. Soruşturma esnasında soruşturulan eylemin dışında başka disiplin suçlarının işlendiğini veya aynı suç kapsamında başka kişilerin soruşturmaya dahil edilmesi gerektiğini tespit eden soruşturmacı, durumu yetkili mercie bildirir.

(5) Öğrencinin, disiplin suçunu işledikten sonra yükseköğretim kurumu içinde yer değiştirmesi veya yükseköğretim kurumunu değiştirmiş bulunması veya yükseköğretim kurumundan her ne sebeple olursa olsun ayrılmış olması, soruşturma açılmasına, devamına ve gerekli kararların alınmasına engel teşkil etmez.

(6) **(Ek:RG-7/11/2013-28814)²** Soruşturmacılar; zaruri gördükleri takdirde soruşturma süresince, soruşturulan öğrencilerin yükseköğretim kurumu binalarına girmesinin yasaklanması hususunda karar verilmesini disiplin soruşturmasını açmaya yetkili merciden isteyebilirler.

Savunma hakkı

MADDE 15 –(1) Hakkında disiplin soruşturması açılan öğrenciye isnat edilen suçun neden ibaret olduğu, savunmasını yapacağı tarihten en az yedi gün önce yazılı olarak bildirilir. Bu yazıda; öğrenciden belirtilen gün, saat ve yerde savunmasını yapmak üzere hazır bulunması istenilir.

(2) **(Değişik:RG-23/12/2016-29927)** Savunma yapmak üzere gelen kişi, savunmasını sözlü olarak yapabileceği gibi yazılı olarak da sunabilir. Yazılı savunma sunulduktan sonra soruşturmacı öğrenciye ek sorular yöneltebilir.

(3) Öğrenciye gönderilecek davetiyede; çağrıya öztürsüz olduğu halde uymadığı veya öztürü zamanında bildirmedeği takdirde, savunmadan vazgeçmiş sayılacağı ve diğer delillere dayanılmak suretiyle hakkında gerekli kararın verileceği belirtilir.

(4) Geçerli bir özür bildiren veya mücbir sebep dolayısıyla davete uymadığı anlaşılan öğrenciye uygun bir süre verilir. Tutuklu öğrencilere savunmalarını yazılı olarak gönderebilecekleri bildirilir.

(5) Soruşturma öğrencinin kendini gereği gibi savunmasına imkân verecek şekilde yürütülür.

Soruşturma raporu

MADDE 16 –(1) Soruşturma sonuçlandırıldığında bir rapor düzenlenir. Raporda soruşturma onayı, soruşturmaya başlama tarihi, soruşturulanan kimliği, isnat edilen suç konuları, soruşturmanın safhaları, deliller ve alınan savunma özetlenir. Isnat edilen suçun sabit olup olmadığı tartışılır ve gerekli disiplin cezası teklif edilir. Soruşturma ile ilgili belgelerin asıl veya suretleri bir dizi pusulasına bağlanarak rapora eklenir. Soruşturma raporu, dosya ile birlikte soruşturmayı açan mercie tevdi edilir.

Ceza kovuşturması ile disiplin soruşturmasının birarada yürütülmesi

MADDE 17 –(1) Aynı olaydan dolayı, öğrenci hakkında ceza kovuşturmasının başlamış olması, disiplin soruşturmasını geciktirmez. Öğrenci hakkında ceza kovuşturması açılmış olması, kanuna göre mahkûm olması veya olmaması disiplin cezasının verilmesine engel teşkil etmez.

Soruşturmanın sonuçlandırılması

MADDE 18 –(1) Uyarma, kınama ve yüksekokul veya meslek yüksekokulu müdürünce verilir.

(2) **(Danıştay Sekizinci Dairesinin 23/12/2020 tarihli ve E.:2019/6735; K.:2020/5892 sayılı kararı ile iptal fıkra:Müşterek**

mekanlarda işlenen disiplin suçlarından dolayı uyarma, kınama ve yükseköğretim kurumlarından bir aya kadar uzaklaştırma cezası verme yetkisi rektöre aittir.)

(3) Yükseköğretim kurumundan bir veya iki yarıyı için uzaklaştırma cezası ile yükseköğretim kurumundan çıkarma cezaları, yetkili disiplin kurulunca verilir.

(4) Fakülte, enstitü, konservatuvar, yüksekokul ve meslek yüksekokulunca yürütülen soruşturmalarda bu birimlerin yönetim kurulları, (**Danıştay Sekizinci Dairesinin 23/12/2020 tarihli ve E.:2019/6735; K.:2020/5892 sayılı kararı ile iptal ibare:rektörlük tarafından yürütülen soruşturmalarda ise üniversite yönetim kurulu**) disiplin kurulu görevini yerine getirir.

(5) Soruşturma dosyasını inceleyen (**Danıştay Sekizinci Dairesinin 23/12/2020 tarihli ve E.:2019/6735; K.:2020/5892 sayılı kararı ile iptal ibare: rektör**), dekan, müdür veya disiplin kurulu, gerekli görürse noksan saydığı belirli soruşturma işlemlerinin tamamlanmasını aynı soruşturmacıdan veya disiplin kurulunun bir üyesinden isteyebilir.

Disiplin kurulunun çalışma usulü

MADDE 19 – (1) Disiplin kurulu, başkanın çağrısı üzerine belirlenecek yer, gün ve saatte toplanır.

(2) Toplantı gündeminin hazırlanması, ilgililere duyurulması, kurul çalışmalarının düzenli yürütülmesi, başkan tarafından sağlanır.

(3) Disiplin kurulu olarak yönetim kurulunun toplantı nisabı, kurul üye tam sayısının salt çoğunluğudur.

Raportörlük ve görüşme usulü

MADDE 20 –(1) Disiplin Kurullarında raportörlük görevi, başkanın görevlendireceği üye tarafından yürütülür. Raportör üye, havale edilecek dosyanın incelenmesini en geç iki gün içinde tamamlar ve hazırlayacağı raporu başkana sunar.

(2) Kurulda öncelikle raportörün açıklamaları dinlenir. Kurul gerek görürse soruşturmacıları da dinleyebilir. Görüşmelerin bitiminde oylama yapılır ve karar başkan tarafından açıklanır.

Oylama ve karar

MADDE 21 –(1) Disiplin cezası vermeye yetkili amir veya disiplin kurulu, soruşturma raporunda önerilen cezayı kabul edip etmemekte serbesttir; gerekçelerini göstermek kaydıyla başka bir disiplin cezası da verebilir.

(2) Disiplin kurullarında kararlar toplantıya katılanların salt çoğunluğu ile alınır. Oyların eşitliği halinde, başkanın kullandığı oy yönünde çoğunluk sağlanmış sayılır.

(3) Soruşturmacı disiplin kurulu üyesi ise soruşturmasını yürüttüğü dosyanın toplantılara katılamaz ve oy kullanamaz.

Karar süresi

MADDE 22 –(1) Disiplin cezası vermeye yetkili amirler uyarma, kınama, yükseköğretim kurumundan bir haftadan bir aya kadar uzaklaştırma cezalarına, soruşturmanın tamamlandığı günden itibaren en geç on gün içinde karar vermek zorundadırlar.

(2) Diğer disiplin cezalarının verilmesini gerektiren hallerde, dosya derhal disiplin kuruluna havale edilir. Disiplin kurulu, dosyayı aldığı tarihten itibaren en geç on gün içinde karar vermek zorundadır.

Disiplin cezası verilirken dikkat edilecek hususlar

MADDE 23 –(1) Disiplin cezalarını vermeye yetkili amirler ile disiplin kurulları bu cezalardan birini verirken, disiplin suçunu oluşturan eylemlerin ağırlığını, soruşturulan öğrencinin daha önce bir disiplin cezası alıp almadığını, davranış, tavrı ve hareketlerini, işlediği fiil ve yaptığı hareket dolayısıyla pişmanlık duyup duymadığını dikkate alırlar.

DÖRDÜNCÜ BÖLÜM

Uygulama ve itiraz

Cezaların bildirilmesi

MADDE 24 – (1) Disiplin soruşturması sonunda verilen disiplin cezası, soruşturma açmaya yetkili amir tarafından;

a) Hakkında disiplin soruşturması yapılan öğrenciye,

b) Öğrenciye burs veya kredi veren kuruluşa ve yükseköğretim kurumuna,

c) Üniversiteden çıkarma cezası verildiği takdirde, yukarıdakilere ilaveten bütün yükseköğretim kurumlarına Yükseköğretim Kuruluna, ÖSYM'ye, emniyet makamlarına ve ilgili askerlik şubelerine bildirilir.

Disiplin cezalarının uygulanması

MADDE 25 –(1) Disiplin cezası vermeye yetkili amir veya kurul kararlarında hangi tarihten itibaren uygulanacağı belirtilmediği takdirde, disiplin cezaları verildikleri tarihten itibaren uygulanırlar.

Disiplin cezalarına karşı başvuru yolları

MADDE 26 – (1) Disiplin amirleri ve kurullarınca verilen disiplin cezalarına karşı onbeş gün içinde üniversite yönetim kuruluna itiraz edilebilir.

(2) İtiraz halinde, itiraz mercii olan üniversite yönetim kurulu, itirazı onbeş gün içinde kesin olarak karara bağlar. İtiraz halinde, itiraz mercii olan üniversite yönetim kurulu kararı inceleyerek verilen cezayı aynen kabul veya reddeder. Red halinde, disiplin kurulu veya yetkili disiplin amiri red gerekçesini göz önünde bulundurarak itirazı karara bağlar.

(3) Bu Yönetmeliğe göre verilen cezalara karşı, itiraz hakkı kullanılmadan da idari yargı yoluna başvurulabilir.

BEŞİNCİ BÖLÜM

Çeşitli ve Son Hükümler

Tebliğat ve adres bildirme

MADDE 27 –(1) Disiplin soruşturması dolayısıyla her türlü tebliğat, imza karşılığı elden teslim veya öğrencinin yükseköğretim kurumuna bildirdiği adrese yazılı olarak veya tebliğata elverişli bir elektronik adres vererek bu adrese tebliğat yapılmasını isteyen kişiye elektronik yolla tebliğat yapılır. Bu yollarla tebliğin mümkün olmadığı durumlarda tebliğ varakası ilgili yükseköğretim kurumunda ilan edilmek suretiyle tebliğat tamamlanmış sayılır.

(2) Yükseköğretim kurumuna kaydolurken bildirdikleri adresi değiştirdikleri halde, bunu mensubu buldukları kurumlara kaydetmemiş bulunan veya yanlış veya eksik adres vermiş olan öğrenciler, yükseköğretim kurumunda mevcut adreslerine tebliğatın yapılmış olması halinde, kendilerine tebliğat yapılmış sayılır.

Dosya teslimi

MADDE 28 – (1) Disiplin soruşturmasına ait dosyalar dizi pusulasıyla birlikte teslim edilir ve alınır. Dizi pusulasının altında teslim eden ve alınan imzaları bulunur.

Yazışma şekli

MADDE 29 –(1) Kişilerle olan yazışmalarda 28 inci maddedeki tebliğ şekli saklı kalmak üzere, diğer hususlarda 7201 sayılı Tebliğat Kanunu hükümleri uygulanır.

(2) Evrakın elden verilmesi halinde de imzalı belge soruşturma dosyasında saklanır.

Devam eden disiplin soruşturmaları

GEÇİCİ MADDE 1 –(1) Bu Yönetmeliğin yürürlüğe girdiği tarihten önce soruşturmasına başlanmış ancak tamamlanmamış bulunan disiplin soruşturmalarında bu Yönetmelik hükümleri uygulanır.

Devam eden disiplin soruşturmaları

GEÇİCİ MADDE 2 – (Ek:RG-23/12/2016-29927)

(1) Bu maddenin yürürlüğe girdiği tarihten önce soruşturmasına başlanmış ancak tamamlanmamış bulunan disiplin soruşturmalarında, bu Yönetmeliğin değiştirilen 15 inci maddesinin ikinci fıkrasının değişikliğinden önceki hükmü uygulanır.

Yürürlükten kaldırılan Yönetmelik
MADDE 30 –(1) 13/1/1985 tarihli ve 18634 sayılı Resmî Gazete’de yayımlanan Yükseköğretim Kurumları Öğrenci Disiplin Yönetmeliği yürürlükten kaldırılmıştır.

Yürürlük

MADDE 31 – (1) Bu Yönetmelik yayımı tarihinde yürürlüğe girer.

Yürütme

MADDE 32 – (1) Bu Yönetmelik hükümlerini Yükseköğretim Kurulu Başkanı yürütür.

¹ Danıştay İdari Dava Daireleri Kurulunun 3/11/2014 tarihli ve YD İtiraz No: 2014/843 sayılı Kararı ile 8 inci maddesinin birinci fıkrasının (c) bendinde yer alan “...Suç sayılan eylemleri işlemek...” ibaresinin yürütülmesi durdurulmuştur. Daha sonra Danıştay Sekizinci Dairesinin 29/11/2018 tarihli ve Esas No: 2013/11920; Karar No: 2018/7538 sayılı kararı ile 8 inci maddesinin birinci fıkrasının (c) bendinde yer alan “Suç sayılan eylemleri işlemek” ifadesinin iptaline karar verilmiştir.

² Danıştay Sekizinci Dairesinin 30/4/2014 tarihli ve E.: 2013/11920 sayılı Kararıyla Bu değişikliklerin yürütülmesinin durdurulmasına karar verilmiş, Daha sonra Danıştay İdari Dava Daireleri Kurulunun 3/11/2014 tarihli ve YD İtiraz No: 2014/843 sayılı Kararı ile bu Karara yapılan itiraz ret edilmiştir.

Yönetmeliğin Yayımlandığı Resmî Gazete'nin		
	Tarihi	Sayısı
	18/8/2012	28388
Yönetmelikte Değişiklik Yapan Yönetmeliklerin Yayımlandığı Resmî Gazetelerin		
	Tarihi	Sayısı
1.	7/11/2013	28814
2.	23/12/2016	29927
3.		