Eastern Mediterranean University

"For Your International Career"

Foreign Languages and English Preparatory School

2026–2027

Student Handbook

ENGLISH PREPARATORY SCHOOL DIVISION



Pearson LCCI TOEFL ETS TOEFL Equals

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I. FOREWORD FROM THE DIRECTOR

Dear Students,

Welcome to the Eastern Mediterranean University (EMU) Foreign Languages and English Preparatory School (FLEPS). It is a pleasure and an honor to greet you at the beginning of your academic journey. By choosing EMU, you have become part of a respected institution that stands as the first state university of Cyprus and a leading brand in higher education across our region. Being an EMU student means joining a distinguished community with graduates all around the world.

In a rapidly changing world shaped by science, technology, and global interaction, the ability to access international knowledge and communicate across cultures has become essential. Mastering at least one foreign language is the key to opening these doors. At FLEPS, our mission is to provide you with high-quality language education that equips you with the skills you need to succeed in both your academic and professional lives.

Our curriculum is carefully designed in alignment with the Common European Framework of Reference for Languages (CEFR). Through modern teaching approaches, innovative materials, and a dedicated team of full-time and part-time instructors, we aim to help you develop strong reading, listening, speaking, and writing abilities. Our goal is not only to prepare you for your departmental studies in English, but also to support you in becoming confident communicators in a globalized world. In addition to English, we also encourage you to explore learning a second, or even third, foreign language to broaden your future opportunities.

At FLEPS, we believe that language learning goes far beyond acquiring language skills. We aspire to nurture autonomous, curious, and reflective learners equipped with critical thinking, problem-solving skills, and lifelong learning habits. As part of EMU's commitment to sustainability, multiculturalism, and respect for all, we aim to provide an inclusive learning environment where every student feels valued, heard, and supported. With our internationally qualified academic staff and student-centered philosophy, we guide you towards becoming innovative, responsible, and forward-looking global citizens.

I warmly welcome you to EMU and to FLEPS. I wish each of you a meaningful, productive, and successful year. May this journey open new horizons and prepare you for the global future ahead.

Best wishes,
Asist. Prof. Dr. Mutlu Kale

Director FLEPS EMU

II. HISTORY

Foreign Languages and English Preparatory School (FLEPS) continues its existence since the establishment of EMU in 1979. Eastern Mediterranean University (EMU) provided only English-medium education until 1996. Our school, which only functioned as English Preparatory School during its early years, changed its function and took responsibility for new duties based on the global changes and the new vision and mission adopted in EMU. FLEPS has always fulfilled its responsibilities with utmost care and it still does.

Our school, which started as English Preparatory School in its early years, took the name School of Foreign Languages later on and for the past 5 years, continues to fulfil the new duties with the name of Foreign Languages and English Preparatory School (FLEPS).

The name FLEPS reflects two main divisions under our school: English Preparatory School Division (EPS) and Foreign Languages Division (FL). EPS Division provides intensive English education for new students registered to English-medium programs whose levels of English are not adequate to study in their departments. FL Division offers advanced English courses for students who successfully complete preparatory school education or are exempted from EPS. Additionally, students studying in Turkish-medium programs are provided English education suitable for their levels, and all EMU students are offered elective foreign language courses such as German, Greek, Russian and French. Our FL Division also offers Turkish courses for students coming from foreign countries. In addition to these, English support courses are provided for postgraduate students without adequate levels of English. Starting from 2016-2017 Academic Year, Turkish support courses are also offered for students who would like to study in Turkish-medium postgraduate programs.

Our school, continuing intensive work on establishing a language policy and bringing a standard to language education at EMU, has been successfully representing EMU on all language-related platforms through its works and achievements since its establishment. Our school, which started providing education with a few instructors and classrooms shared with various departments, is now providing education with its strong academic staff and three main buildings in which classrooms are equipped for quality language education.

III. VISION

EMU-FLEPS, a regional leader in the provision of language learning programmes, aspires to continuously enhance its various learning opportunities to meet the changing needs of its students and stakeholders and co-create ‘graduates’ ready, willing and able to communicate in a multi-cultural world at recognized international standards.

The School's core values, set out in the FLEPS Foundational Policies approved by the FLEPS Council in March 2026, are:

- **A Community of Learning – driven by the desire to promote the sustainable life-long practices that are both required and useful in the 'real world'.**
- **A Community of Personal Discovery and Reflective Skepticism – engaged by a love of collaboration, critical thinking, communication, creativity and innovation…all working across boundaries to help students and staff become the best versions of themselves.**
- **A Community of Belonging – grounded on a passion for modern, democratic and multi-cultural understanding and mutual respect.**

IV. MISSION

At EMU-FLEPS, our mission is to provide high-quality, inclusive, and future-ready language education by actively bringing our motto — ENGAGE, LEARN, REFLECT, COMMUNICATE, and GROW — into all aspects of teaching, learning, and institutional practice.

To fulfil our mission, we:

- ✓ *are committed to creating learner- and learning-centred environments that prioritise the meaningful use of language for academic study, real-world communication, and lifelong learning, drawing on evidence-based, innovative, and reflective approaches.*
- ✓ *promote the co-construction of knowledge, the development of higher-order thinking, life skills, and sustainability awareness, and the academic and social growth of learners through transparent, principled assessment practices that support learning, self-reflection, and continuous improvement.*
- ✓ *make ethical and purposeful use of educational technologies, including AI, to enhance learning while fostering responsible digital literacy, guided by the principle of learning first.*
- ✓ *value fairness, transparency, collaboration, well-being, and institutional sustainability, and are committed to the responsible and sustainable use of our resources.*
- ✓ *recognise continuous professional learning, feedback, and reflection as essential to both learner success and staff development.*
- ✓ *aim to support learners and staff in thriving within an internationally recognised quality framework and a diverse, evolving global context through shared responsibility and meaningful engagement with our community.*

V. PRINCIPLES

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as its principles:

- bringing its education system to internationally accredited standards, making its programs aligned to the CEFR for languages, both in English Preparatory School Division where students receive intensive English instruction preparing for their English-medium programs, and Foreign Languages Division where students continue receiving English support and take other foreign languages courses;
- using English as the medium of instruction in both Preparatory School and Foreign Languages Divisions where support is provided for English-medium programs;
- using Turkish as the medium of instruction in Turkish Preparatory School where support is provided for non-Turkish students studying at Turkish-medium programs;
- ensuring a student-centered teaching approach, using the appropriate methodology and instructional technology for this end;
- creating course programs which are flexible taking individual differences into account;
- fostering collaborative learning instead of competitive and individual learning;
- considering the demands of the twenty-first century teaching skills, employing appropriate instructional technologies in all programs to maximize learning;
- addressing relevant cultural and social issues in order to expose students to the target language and its culture more effectively.

VI. EQUAL OPPORTUNITIES POLICY

Basic principles

- Every member of the school is regarded as of equal worth and importance, irrespective of his/her faith, culture, class, race, gender, sexuality and/or disability.
- A good work environment for academic staff and a good education for all our students are possible only if equal opportunities practices are an integral feature of all aspects of the life of the school.
- Equal Opportunities practices should be evident in:
  - the formal curriculum (the program of lessons);
  - the informal curriculum (extra-curricular activities); and
  - the 'hidden' curriculum (the ethos of the school, the quality of personal relationships, etc.).
- All members of the school should be aware of our equal opportunities policies. This includes students, academic staff, education support staff, administrative staff and parents.

- Any member of the school acting in a manner contrary to the spirit of the policy should be made aware of the unacceptable nature of his/her behavior.
- Equal opportunities issues should be seen as inter-related and as applying to all aspects of our school life. This should be kept in mind when reading the points outlined below, which cover the main areas.

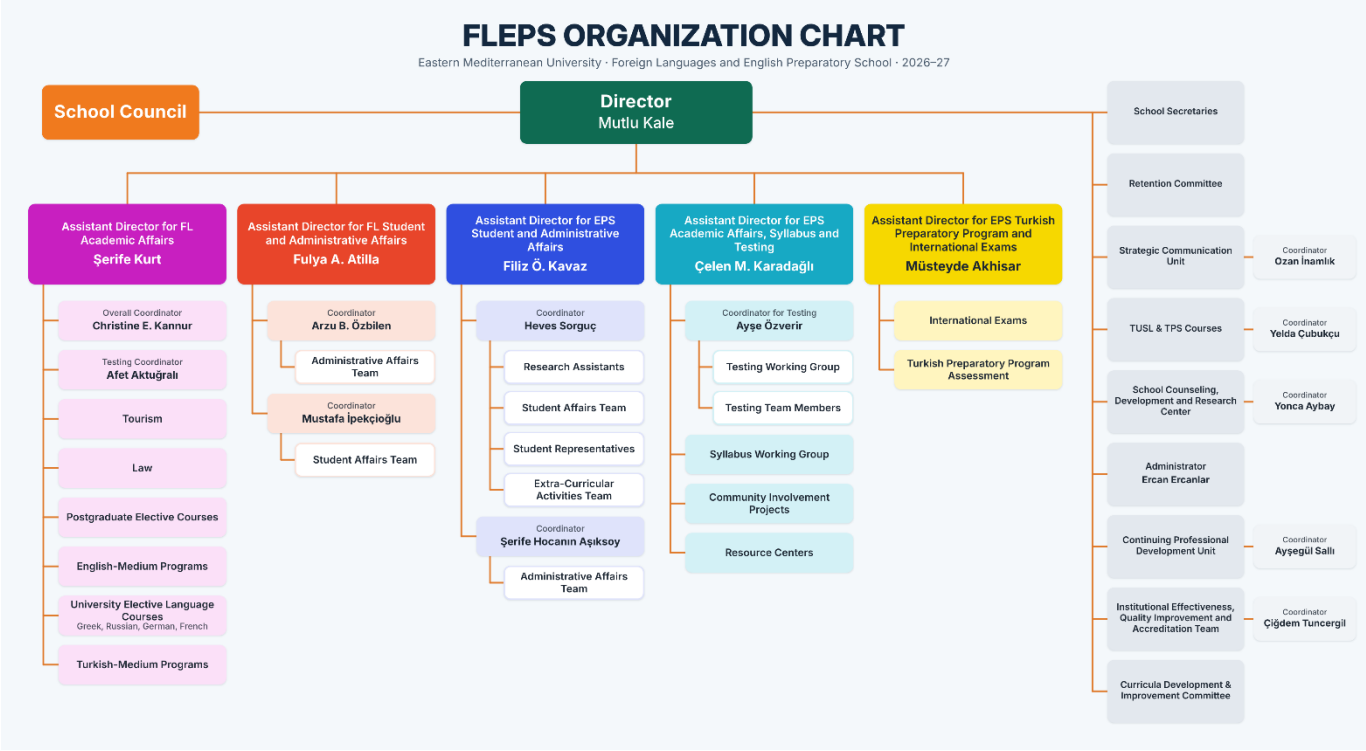
A. ACCREDITATION

Our English Preparatory Program is accredited by DEDAK (The Association for Language Education, Evaluation and Accreditation) for the period May 2026 through May 2028, reflecting our commitment to maintaining the highest standards in language education. DEDAK is recognized by Higher Education Quality Council of Turkey (YÖKAK) as a national accrediting agency for English language programs and institutions in Turkey.

Furthermore, Eaquals (Evaluation and Accreditation of Quality Language Services) is an internationally recognized accreditation body that assures high standards in language education worldwide. Established in 1991, Eaquals accredits language schools, university language centres, training institutions, and online providers that demonstrate excellence in areas such as course design, teaching quality, assessment, student support, academic resources, and staff development. Institutions must undergo a rigorous self-assessment and external inspection process, after which accreditation is granted for four years, subject to renewal. Being Eaquals-accredited signals to students, staff, and stakeholders a commitment to internationally benchmarked quality, continuous improvement, and the delivery of a supportive and effective learning environment.

VII. ORGANIZATIONAL CHART OF FLEPS

A. Organizational Chart of FLEPS



B. Who is Who

Asst. Prof. Dr. Mutlu Kale *Director*, FLEPS	ext.no: 1374 Mutlu.kale@emu.edu.tr
Sen. Inst. Filiz Kavaz *Asst. Director,* Student and Administrative Affairs, EPS	ext.no: 1470 filiz.kavaz@emu.edu.tr
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Emine ADAHAN CANNUR *Secretary*	ext.no: 1330 emine.adahan@emu.edu.tr

VIII. 2026-2027 EPS ACADEMIC CALENDAR

	EPS ASSESSMENT CALENDAR 2026-2027 FALL SEMESTER				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 0	7 Sept	8 Sept	9 Sept	10 Sept	11 Sept
		PROF. EXAM STAGE 1		PROF. EXAM STAGE II	PROF. EXAM SPEAKING
WEEK 0	14 Sept	15 Sept	16 Sept	17 Sept	18 Sept
WEEK 1	21 Sept	22 Sept	23 Sept	24 Sept	25 Sept
	CLASSES COMMENCE				
WEEK 2	28 Sept	29 Sept	30 Sept	1 Oct	2 Oct
WEEK 3	5 Oct	6 Oct	7 Oct	8 Oct	9 Oct
WEEK 4	12 Oct	13 Oct	14 Oct	15 Oct	16 Oct
WEEK 5	19 Oct	20 Oct	21 Oct	22 Oct	23 Oct
WEEK 6	26 Oct	27 Oct	28 Oct	29 Oct	30 Oct
				NATIONAL HOLIDAY	
WEEK 7	2 Nov	3 Nov	4 Nov	5 Nov	6 Nov
WEEK	9 Nov	10 Nov	11 Nov	12 Nov	13 Nov

8					
	EXAM WEEK	EXAM WEEK	EXAM WEEK	EXAM WEEK (GRADING)	EXAM WEEK (GRADING)
WEEK 9	16 Nov	17 Nov	18 Nov	19 Nov	20 Nov
	CLASSES RESUME	MAKE-UP EXAM	MAKE-UP EXAM		
WEEK 10	23 Nov	24 Nov	25 Nov	26 Nov	27 Nov
WEEK 11	30 Nov	1 Dec	2 Dec	3 Dec	4 Dec
WEEK 12	7 Dec	8 Dec	9 Dec	10 Dec	11 Dec
WEEK 13	14 Dec	15 Dec	16 Dec	17 Dec	18 Dec
WEEK 14	21 Dec	22 Dec	23 Dec	24 Dec	25 Dec
					CHRISTMAS DAY LAST DAY OF CLASSES
WEEK 15	28 Dec	29 Dec	30 Dec	31 Dec	1 Jan
	EXAM WEEK	EXAM WEEK	EXAM WEEK		NEW YEAR'S DAY
WEEK 16	4 Jan	5 Jan	6 Jan	7 Jan	8 Jan
	FINAL EXAM (GRADING)	FINAL EXAM (GRADING)		MAKE-UP EXAM	MAKE-UP EXAM
WEEK 17	11 Jan	12 Jan	13 Jan	14 Jan	15 Jan
	PROF. EXAM (STAGE I - FOR POST- GRAD.)	PROF. EXAM (STAGE II)	PROF. EXAM (SPEAKING)	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)
WEEK	18 Jan	19 Jan	20 Jan	21 Jan	22 Jan

18					
				GRADUATION CEREMONY	PROF. EXAM (STAGE I) FOR NEW REGISTERED

This is a tentative assessment calendar and subject to any change when/if necessary.

	EPS ASSESSMENT CALENDAR 2026-2027 SPRING SEMESTER				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 0	25 Jan	26 Jan	27 Jan	28 Jan	29 Jan
		PROF EXAM STAGE II	PROF EXAM SPEAKING		
WEEK 0	1 Feb	2 Feb	3 Feb	4 Feb	5 Feb
				CLASSES COMMENCE	
WEEK 1	8 Feb	9 Feb	10 Feb	11 Feb	12 Feb
WEEK 2	15 Feb	16 Feb	17 Feb	18 Feb	19 Feb
WEEK 3	22 Feb	23 Feb	24 Feb	25 Feb	26 Feb
WEEK 4	1 Mar	2 Mar	3 Mar	4 Mar	5 Mar
WEEK 5	8 Mar	9 Mar	10 Mar	11 Mar	12 Mar
	RAMADAN BAIRAM EVE	HOLIDAY (RAMADAN BAIRAM)	HOLIDAY (RAMADAN BAIRAM)	HOLIDAY (RAMADAN BAIRAM)	
WEEK 6	15 Mar	16 Mar	17 Mar	18 Mar	19 Mar

WEEK 7	**22 Mar**	**23 Mar**	**24 Mar**	**25 Mar**	**26 Mar**
WEEK 8	**29 Mar**	**30 Mar**	**31 Mar**	**1 Apr**	**2 Apr**
	EXAM WEEK	**EXAM WEEK**	**EXAM WEEK**	**EXAM WEEK (GRADING)**	**EXAM WEEK (GRADING)**
WEEK 9	**5 Apr**	**6 Apr**	**7 Apr**	**8 Apr**	**9 Apr**
	CLASSES RESUME	**MAKE-UP EXAM**	**MAKE-UP EXAM**		
WEEK 10	**12 Apr**	**13 Apr**	**14 Apr**	**15 Apr**	**16 Apr**
WEEK 11	**19 Apr**	**20 Apr**	**21 Apr**	**22 Apr**	**23 Apr**
					NATIONAL HOLIDAY
WEEK 12	**26 Apr**	**27 Apr**	**28 Apr**	**29 Apr**	**30 Apr**
WEEK 13	**3 May**	**4 May**	**5 May**	**6 May**	**7 May**
			SPRING FESTIVAL	**SPRING FESTIVAL**	**SPRING FESTIVAL**
WEEK 14	**10 May**	**11 May**	**12 May**	**13 May**	**14 May**
WEEK 15	**17 May**	**18 May**	**19 May**	**20 May**	**21 May**

	HOLIDAY (KURBAN BAIRAM)	HOLIDAY (KURBAN BAIRAM)	HOLIDAY (KURBAN BAIRAM & NATIONAL HOLIDAY)		
WEEK 16	24 May	25 May	26 May	27 May	28 May
					LAST DAY OF CLASSES
WEEK 17	31 May	1 June	2 June	3 June	4 June
	EXAM WEEK	EXAM WEEK	EXAM WEEK	FINAL EXAM (GRADING)	FINAL EXAM (GRADING)
WEEK 18	7 June	8 June	9 June	10 June	11 June
		MAKE-UP EXAM	MAKE-UP EXAM	PROF. EXAM (STAGE II)	PROF. EXAM (SPEAKING)
			PROF. EXAM (STAGE I - FOR POST- GRAD.)		GRADUATION CEREMONY
WEEK 19	14 June	15 June	16 June	17 June	18 June
	PROF. EXAM (GRADING)	PROF. EXAM (GRADING)		PROF. EXAM (STAGE II) MAKE-UP	PROF. EXAM (STAGE II) MAKE-UP

This is a tentative assessment calendar and subject to any change when/if necessary.

IX. FLEPS EDUCATION SYSTEM

A. FLEPS Educational Philosophy

At EMU-FLEPS, we have always believed that the most critical element of a school's philosophy of education is how it impacts the behaviors, decision-making and actions of the teaching team within the institution. **What our teachers know, what they do with their students** (with what they know – and learn continuously), and **how they approach continually improving what they do in the classroom is critical to this**.

Our experience and research over the years have repeatedly demonstrated that the **'best practice' we support** and **encourage in all our staff** should be grounded on the following beliefs and practices in the classroom:

- Teachers who **exhibit a passionate, positive and enthusiastic approach** to learning and teaching are better able to create the type of **classroom climate that promotes students' motivational levels**.
- These teachers typically recognize that **genuine interest in the lives and learning of students**, an **authentic sociocultural awareness** of and **acceptance of their own and students' cultural identities**, and **credibility in the eyes of students** makes all the difference in levels of **student motivation, learning gains** and **success.**
- **Student motivation in language learning is driven by the quality of the relationship with the teacher**, how and how often they are given opportunities to engage their natural curiosity, and the extent to which they are **empowered to use their 'voice(s)' and make their own 'choice(s)'.**
- Effective language learning requires teachers to **take a learning- and learner-centred teaching approach**, using appropriate methodologies / approaches and instructional technologies for this end.
- Good teaching frequently **allows students 'to learn by doing', reflection and self-assessment and effective teachers can** balance this with **structured, spiral practice**.
- Highly effective teaching is typically characterised by **promoting a 'questioning culture in the classroom', a focus on building learner autonomy over time, and emphasising not only 'what students learn' and 'how students learn'**.
- Meaningfully **combining language and mediation skills development** with pedagogic tasks and activities requiring higher-order thinking skills is a typical ability exhibited by highly effective instructors.
- Exemplary teaching occurs when **teachers encourage students to think**

about local, national, and international issues, address relevant cultural and social issues to expose students to the target language and **respect the cultural backgrounds of students and their traditions**.

- Higher level teaching practice provides students with **opportunities to make guesses**, **learn from errors made**, **co-create meaning with peers** and build their own solutions or responses to challenges and pedagogic tasks - rather than simply 'find the correct answer'.

- Respectful and caring expert instructors recognise that **upholding the FLEPS policy of using the target language as the medium of instruction** within the classroom and medium of communication outside the classroom (whenever possible) **supports our goal of co-creating a community of learning that lasts and belonging across EMU**.

When combined with **our beliefs about learning** and **student success**, these types of teacher behaviour and action, our educational philosophy come into sharper focus.

We further believe:

- Students of all ages need to learn English language, communication and mediation skills **to fully participate in today's increasingly global and complex world**.

- Language learning is **a developmental, interactive and reflective process** in which **context, the students' experiences, and the learners' self-efficacy impact the student achievement level**.

- Students learn best in a **warm and supportive environment** where they **feel the teacher truly cares about them and their success**.

- **'Language learning that lasts'** occurs when **students become active participants** in their own learning and **take an action-orientated approach to language learning**.

- Students' language learning is best facilitated by **a clear focus on learning outcomes** (rather than teaching inputs or textbook coverage) and when institutions and **teachers place learning at the heart of their decision-making**, **lesson planning** and the **assessment of learning in all classroom sessions**.

- A fundamental component of improvement, growth and success in language learning takes place when **students are provided with timely, useful and regular feedback**.

B. Teaching Goals of EPS Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of English Preparatory School Division:

- Students who complete English Preparatory School having English language skills at B1+ level according to the Common European Framework of References for language standards,
- Students who complete Turkish Preparatory School having Turkish language skills at B1 level based on the same standards are targeted.

Targets for skill stages are prepared based on the Common European Framework of References for Languages and it is as follows:

A1

Listening Comprehension: Can understand very simple sentences made with known words about him/herself or family or concrete things around him/her only when it is spoken slowly and clearly.

Reading Comprehension: Can understand known names, single words, and very simple sentences on labels, signs, brochures, catalogues and similar contexts.

Spoken Interaction: Can express him/herself in simple ways when the other speaker speaks slowly and with repetition, or says it in different ways and helps the user express him/herself by using the language. Can ask and answer simple questions on directly needed information or on topics s/he knows well.

Spoken Production: Can use simple phrases and sentences to describe people s/he knows and his/her hometown.

Written Expression: Can write short and simple sentences giving information about: a person, a place and an activity in the form of a paragraph of around 100 words.

A2

Listening Comprehension: Can understand single sentences and frequently used words in daily life if it is about him/herself, such as person, family, shopping, work and close environment and other important issues. Can understand short, clear and simple messages and announcements.

Reading Comprehension: Can read very short, simple texts. Can find texts about daily life such as advertisement, prospectus (promotion), food list, travel fare and concrete and pre-meditated information and can understand short, simple personal letters.

Spoken Interaction: Can express him/herself in situations that require direct exchange of information, on simple and known topics that is relevant to him/her, and in ordinary

simple activities,can participate in a short conversation but usually, cannot understand enough to maintain it.

Spoken Production: Can express him/herself in a series of sentences and simple language tools; for example, on family, others, home, education and professional life.

Written Expression: Can write a 100+ words descriptive paragraph of present and past events & activities.

B1-B1+

Listening Comprehension: Can understand the main point of conversation when it is about known topics such as work, school or free time activities if an understandable and carefully selected language is used. If spoken very slowly and clearly, can understand the main information from radio or television broadcasts on current issues, his/her occupation and fields of interest.

Reading Comprehension: Can understand texts that mainly include daily life and professional language. Can understand letters that discuss events, emotions and wishes.

Spoken Interaction: Can handle many situations faced in travelling the countries especially where the target language is spoken. Can participate in spontaneous conversations on familiar topics such as family, hobbies, occupation and current issues relevant to his/her field of interest, personal or daily life.

Spoken Production: Can describe his/her experiences, daily and global events or his/her dreams, goals; can speak in simple but coherent sentences. Can explain ideas and intentions and give basic reasons for opinions.

Written Expression: Can write a simple and coherent opinion paragraph and a short opinion essay of about 200-250 words. The essay includes an introduction, one or two body paragraphs with basic arguments, and a short conclusion. Ideas are connected using basic linking words, and the overall meaning is clear despite some errors.

UB1

Listening Comprehension: Can understand main ideas and details in familiar spoken texts. Can use context to aid comprehension.

Reading Comprehension: Can skim to find key information and main ideas in texts. Can scan and infer meaning from context.

Spoken Interaction: Can clearly describe personal experiences, daily routines, and current or past events of local or global relevance. Can express dreams, hopes, and ambitions using connected, coherent speech. Can explain thoughts and future plans with some detail, giving reasons and justifications for opinions and decisions.

Spoken Production: Can give structured talks and justify views. Can present visuals and explain ideas clearly. Can prepare and deliver structured presentations.

Written Expression: Can write a clear and structured opinion essay of about 250+ words with an introduction, body, and conclusion. Can develop arguments with supporting details or examples and use a range of linking words. Meaning is clear despite occasional errors.

C. Language Learning at EPS Division

At FLEPS, the curriculum (Learning, Teaching, and Assessment) is CEFR (Common European Framework of References for Languages) aligned. Therefore, we adopt an 'action oriented approach' (Council of Europe Modern Languages Division, 2001) and, plan, implement and assess the achievement of the intended learning outcomes driven from the descriptors provided in the framework accordingly.

We view learning as a developmental, interactive and reflective process (see Table 1). In this regard, we believe that knowledge and learning of an individual develop through interaction in contexts, which are affected by social, cultural and individual backgrounds and competencies of the participants. Therefore, we emphasize the development/use of not only communication but also cognitive, affective, and social processes in meaningful contexts, which involve tasks and the development of these processes as outcomes of learning.

Table 1 *Examples of Learning Outcomes*

	FACILITATIVE PROCESSES	**INHIBITIVE PROCESSES**	**PEDAGOGIC PROCESSES**	**PROCESSES AS OUTCOMES**
AFFECTIVE PROCESSES	e.g., self-confidence	e.g., excessive anxiety	e.g., creating a relaxed environment	Positive attitudes, etc.
COGNITIVE PROCESSES	e.g., making inferences	e.g., premature closure – students do not consider alternative answers.	e.g., challenging ideas	Critical thinking, etc.
SOCIAL PROCESSES	e.g., group cohesion	e.g., social loafing –one of the members of the group don't do much/contribute	e.g., effective grouping techniques	Cooperation skills, etc.
COMMUNICATION PROCESSES	e.g., comprehension	e.g., dominance in turn-taking	e.g., creating space to communicate	The "four skills", etc.

(Littlewood, 2008:247-48)

We believe that our approach to language learning contributes to the maintenance of coherence of a curriculum in that clearly stated learning outcomes coordinate the teaching and learning activities as well as the method of assessment in such a way that they all support student learning and foster life-long learning. Accordingly, we highlight the vitality of providing on-going feedback and extensive support to our learners based on the information gathered via summative and formative assessment tools on whether or to what extent the learning outcomes have been achieved.

D. Turkish Preparatory School (TPS)

The Turkish Preparatory School is primarily designed to improve the Turkish proficiency level of the foreign students who prefer to study in Faculty of Health Sciences or at the faculties/departments or schools where the medium of instruction is Turkish.

TUSL181, which is offered in the framework of this program, is a weekly two-hour Turkish language support course prepared for the foreign students from different non-Turkish speaking foreign countries who come to study at English-medium departments and it aims to teach them Turkish which they need to survive in North Cyprus.

Within the framework of the same program TUSL191, TUSL192, TUSL291 and TUSL391 courses are designed to improve the Turkish proficiency level of non-Turkish speaking foreign students enrolled at Faculty of Medicine, and these courses are designed as 4-hour-a-week courses. The main aim of these courses is to help students improve their Turkish at a proficiency level to be used in their clinical studies.

In the framework of the same program, there are courses offered under the name of Graduate Turkish Support Program (TUSL501, TUSL503, TUSL505) and they are designed for foreign students who prefer to study in the graduate programs of faculties / departments and vocational schools in Turkish and are unable to continue studying in Turkish language.

E. Postgraduate Support Programs

FLEPS offers Turkish and English support programs to EMU postgraduate students. The students who apply for any postgraduate programs at EMU are required to have a valid English language qualification (for English-medium programs) or a valid Turkish language qualification (for non-Turkish students applied for Turkish-medium programs) that gives them exemption from the Postgraduate Support Program courses. If they do not submit a valid language qualification, they have to take the EMU English or Turkish Proficiency Exam Stage I and/or Stage II. The tests are administered by the English Preparatory School Division. Students can visit http://fleps.emu.edu.tr for exam details.

F. Exemption Criteria (English Language Requirements)

Students who are enrolled in English-medium programs at Eastern Mediterranean University (EMU) but do not have a valid English proficiency certificate are required to take the English Proficiency Exam at English Preparatory School (EPS) and meet the requirements of their departments.

The exemption criteria and the equivalent EPS success requirements stipulated by Foreign Languages and English Preparatory School (FLEPS) for students who have a valid language (English) proficiency certificate are as follows:

For all programs (except Medicine and Translation and Interpreting Programs) requiring at least 60% in EMU FLEPS English Proficiency Exam Stage 2

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
IELTS	Minimum 5.5	5.0
TOEFL iBT	Minimum 65	60
TOEFL PBT	Minimum 513	497
TOEFL CBT	Minimum 183	170
TOEFL iTEP Academic	Minimum 3.6	3.5
PTE Academic	Minimum 42	35-41
ÜDS / YDS / KPDS / YÖKDİL	Minimum 54	50
City & Guilds	At least B1 First Class Pass	B1 Pass
GCE / IGCSE	At least grade C / 5	C
FCE	At least grade C	C

CPE / CAE	At least grade C	C
LCCI (ESP)	At least Level 2 Pass	Level 1 Distinction
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	At least C6	D7
UCE	Grades 3-4	5-6
NSC (IEB)	At least 60% or level 5	50% or level 4
ECZ	At least 5	6 (or ENGL 181-182 courses)
HIGCSE / NSSC	At least 2	3
KNEC	At least C+	C
NECTA (CSEE)	At least B	C
NEAEA	At least B	C
SAT (Reading & Writing)	At least 430	420

For departments requiring at least 70% in EMU FLEPS English Proficiency Exam Stage 2 (Medicine Faculty and English Translation and Interpreting Program)

Exam	Direct Exemption	Eligible for Proficiency Exam Stage 2
IELTS	Minimum 6.0	5.5
TOEFL iBT	Minimum 72	65
TOEFL PBT	Minimum 530	513
TOEFL CBT	Minimum 197	183
TOEFL iTEP Academic	Minimum 3.7	3.6
PTE Academic	Minimum 50	42-49
ÜDS / YDS / KPDS / YÖKDİL	Minimum 60	54
City & Guilds	At least B2 Pass	B1 First Class Pass
GCE / IGCSE	At least grade B / 6	C
FCE	At least grade B	C
CPE / CAE	At least grade B	C
LCCI (ESP)	At least Level 2 Distinction	Level 2 Pass
WAEC / WASSCE / SSSCE / NECO / NABTEB / ZIMSEC	At least C5	C6

UCE	Grades 1-2	3-4
NSC (IEB)	At least 70% or level 6	60% or level 5
ECZ	At least 5	—
HIGCSE / NSSC	At least 2	—
KNEC	At least B-	C+
NECTA (CSEE)	At least B+	B
NEAEA	At least B	—
SAT (Reading & Writing)	At least 440	430

List of Abbreviations can be seen in Appendix A.

Important Information:

- Unless otherwise specified by the exam administering institution, the validity period of the above-mentioned certificates is 2 years. In cases where the validity period of the exam result has expired, the English Preparatory School exemption committee may evaluate the student's situation with an interview, provided that the student documents continued active use of the English language.
- The validity of any international exam certificate not listed in the above table is subject to evaluation by the exemption committee established by the English Preparatory School administration.

- Students who have graduated from secondary education institutions in countries where English is the native and official language are exempt from the English Preparatory School programs.
- Students who have successfully completed the English Preparatory School of another university are exempt from the English Preparatory School programs. However, if these students have interrupted their education for 2 years, they are required to take the English Proficiency Exam.
- Students who obtain the required score on the English Proficiency Exam and are exempt from the English Preparatory School programs must register for the ENGL-coded academic English courses included in their department/program curricula.
- Students who fail Stage 2 of the English Proficiency Exam are placed in the EPSU010 course at the English Preparatory School and must complete at least one semester at this level. From the 2026–27 Fall semester, absence from EPSU010 classes is no longer grounds for exclusion from Stage 2 of the exam at the end of the semester.

Note: Decisions for exemptions are given in 5 working days following the application.

G. English Proficiency Exam

1. Stage I

Both new and old FLEPS students can take this test at the beginning of each academic year inorder to identify their English language levels. The students whose Stage I result is high enough will have the right to take English Proficiency Exam Stage II. The students whose Stage I result is below B1+ level will have to study in English Preparatory School until they successfully complete B1+ level.

English Proficiency Exam Stage I takes place twice a year for new students. It is a computer-based Proficiency Exam Part 1 (Pearson English Level Test), and it is implemented at the EMU Foreign Languages and English Preparatory School (FLEPS) starting from the 2026-2027 Fall semester. It is a multisection adaptive test that measures a student's overall English language proficiency (grammar, vocabulary, and reading comprehension). Sample tests and the guideline can be found in the school website (http://fleps.emu.edu.tr). In order to receive education at the correct level, students should only answer the items they are sure. Otherwise, they may start their education in English Preparatory School at the wrong level.

If you are placed at the wrong level: you or your instructor may raise a placement that seems wrong within the first two weeks of the semester. A student placed too high completes a General Request Form and is moved down a level; a move up follows a review of the student's class performance and a writing task. The decision is made within three working days, and all level changes are completed within the first three weeks of the semester.

2. Stage II

Students whose level is high enough according to the English Proficiency Exam Stage I results are eligible to take English Proficiency Exam Stage II. They can take this exam at the beginning of Fall or Spring Semester. This exam measures their listening, reading, writing and speaking skills. The reading and listening parts have multiple choice and short answer questions. In the writing part, students write an academic composition. In the speaking part, students attend a face-to-face interview. Sample tests can be found in the school website (http://fleps.emu.edu.tr). Students can start studying at their departments if they receive at least 60% or 70%. They need to check the English language requirements for the student's department. The students whose Stage II result is below 60% or 70% (according to their department requirements) will have to study in English Preparatory School until they are successful. Below is the letter grade assigned to students on the fleps web page.

Table 2 *EPS Letter Grades*

Range	Letter Grade
100	S+
90-99	S4
80-89	S3
70-79	S2
60-69	S1
50-59	P1
40-49	P2
0-39	P3

H. **Courses**

In the arrangement of the pacing of progress, EPS courses take ALTE's suggested number of guided teaching hours (see Table 5) as reference and divide the semester into three modules. In this respect, the whole semester equals approximately 370 hours to accomplish the outcomes driven from CEF level descriptors.

Table 3 *ALTE suggested number of guided teaching hours needed to accomplish the outcomes driven from each CEF level descriptors*

A1	Approximately 90 - 100 hours
A2	Approximately 180 - 200 hours
B1	Approximately 350 - 400 hours
B2	Approximately 500 - 600 hours
C1	Approximately 700 - 800 hours
C2	Approximately 1,000 - 1,200 hours

(Teachers' Guide to the Common European Framework, n.d.)

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Students who have passed the University Entrance Examination, but who are unable to pass the EPS English Proficiency Exam Stage I are allocated into one of the courses in the EPS which is appropriate to their language needs. The English Proficiency Exam Stage I is to place students at the right level. The courses, arranged in two semesters, are A1, A2, B1, and UB1. The education given in the English Preparatory School is divided into two halves in an academic year. Depending on their level of success, students can complete the English Preparatory School and go to their departments at the end of a semester or a year. Throughout each semester students are assessed with various evaluation tools. Success in these assessments allows them to pass to the next level. In order to sit the English Proficiency Exam Stage II, students must have passed B1+ level. The students who have successfully passed the English Proficiency Exam Stage II are allowed to enter their chosen department. Students who are not able to pass this exam are placed into the UB1 course. These students are entitled to take the English Proficiency Exam Stage II again, at the end of the semester, regardless of their overall semester grade. From the 2026–27 Fall semester, absence from UB1 classes does not affect this entitlement but **20**% of the UB1 overall course grade isn't added to their Proficiency Exam result if they fail from attendance. It is advised that students attend classes regularly since there is a direct relation between attendance and success. The programs and details can be found in the table below.

Table 4 *Course Details*

Course Code	Course Name	CEFR Level	GSE Range	Hours per week	Period
EPSA010 (EPS A1+A2)	**Waystage**	**A1+A2**	**10-42**	**24**	**15 weeks**
A1 course is designed to help students interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a very finite rehearsed, lexically-organised repertoire of situation-specific phrases. This then further develops to help students use simple every day polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course students can also function 'out and about'. At the end of this course students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.					
EPSA020 (EPS A2+CIP)	**Waystage**	**A2**	**26-42**	**24**	**15 weeks**
A2 course is designed to help students use simple every day polite forms of greeting and address; greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in their free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers. With the help of this course students can also function 'out and about'. At the end of this course students can make simple transactions in shops, post offices or banks; get simple information about travel; use public transport, ask for basic information, ask and give directions, and buy tickets. Students can also describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need., **Community Involvement Projects (CIP)** Each semester, students take part in Community Involvement Projects linked to a selected United Nations Sustainable Development Goal (SDG). These projects help students become more aware of global and local issues, develop social responsibility, and take part in community life.					

All CIP projects include:

- A Written Reflection about what was learned and how the project affects the community
- One CIP Project Presentation based on the chosen SDG
- Peer and Self-Assessment to support reflective learning
- Sample CIP Tasks Aligned with SDGs and GSE Outcomes (A2 Level)
- CIP Task Linked SDG(s) A2 GSE Learning Outcome Supported

Below are examples of CIP projects:

e.g. Charity Bazaar SDG 1 – No Poverty SDG 2 – Zero Hunger Can explain reasons for raising money for a cause. Can describe basic needs (e.g. food, clothing).

e.g. Environmental Awareness

Presentation SDG 13 – Climate Action SDG 15 – Life on Land Can give a short presentation on a familiar topic. Can talk about how to protect the environment.

e.g. Community Health

Awareness Campaign SDG 3 – Good Health and Well-being Can explain simple health problems and give basic advice. Can write short texts about healthy living.

e.g. Inclusive Education Poster

Project SDG 4 – Quality Education SDG 10 – Reduced Inequalities Can work on a short group project. Can describe how people are different but equal.

e.g. Volunteering at Local

NGOs SDG 11 – Sustainable Cities and Communities Can express interest in helping others. Can describe community services and places.

e.g. Water Saving Campaign SDG 6 – Clean Water and Sanitation Can give suggestions (e.g. “Don’t waste water”).Can write simple instructions.

e.g. Animal Care Awareness

Project SDG 15 – Life on Land Can talk about animals and describe how to help them. Can use basic persuasive language.

e.g. Energy Saving

Poster/Activity SDG 7 – Affordable and Clean Energy Can make suggestions to save energy. Can describe energy.

<table>
<tr><td colspan="6">Students can also describe his/her background, immediate environment and matters in areas of immediate need.</td></tr>
<tr><td>EPSB010
(EPS B1)</td><td>Threshold</td><td>B1-B1+</td><td>43-58</td><td>24</td><td>15 weeks</td></tr>
<tr><td colspan="6">B1 course aims to help students maintain interaction and get across what they want to express in a range of contexts and follow the main points of extended discussion around them, provided that speech is clearly articulated in standard dialect. At the end of this course students can express the main point they want to make comprehensibly and keep going comprehensibly, even though they may have to pausefor grammatical and lexical planning and repairing in free production. Students are also able to cope flexibly with problems in everyday life, for example coping with less routine situations on public transport; dealing with most situations likely to arise when making travel arrangements through an agent or when actually travelling; entering unprepared into conversations on familiar topics. Students can also produce a connected text on topics which are familiar or of personal interest. They are able to describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.</td></tr>
<tr><td>EPSU010
(EPS UB1)</td><td>Threshold Plus</td><td>B1+</td><td>55-66</td><td>20</td><td>15 weeks</td></tr>
<tr><td colspan="6">UB1 course aims to help students take messages communicating enquiries, explaining problems; provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision; explain why something is a problem. At the end of the course students can summarize and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail. Students are also able to carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person’s response is rapid or extended. Students can also describe how to do something, giving detailed instructions. Students are also able to exchange accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. Students are also able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td></tr>
</table>

Course Flow

In their first semester, students are placed in the courses according to their result in the English Proficiency Exam Stage I. Each course is designed to cater for the needs of learners at a specific level in order to progress towards a higher level (*Please refer to the overview of the courses for further explanation*).

At the end of each CEFR Level, according to their success rate and the course they have enrolled in, students are placed in an appropriate EPS course (see Table 4) or become eligible to sit the English Proficiency Exam Stage II.

Each CEFR Level has been divided according to the ALTE suggested teaching hours (*Please refer to the Learning Outcomes for further explanation)*.

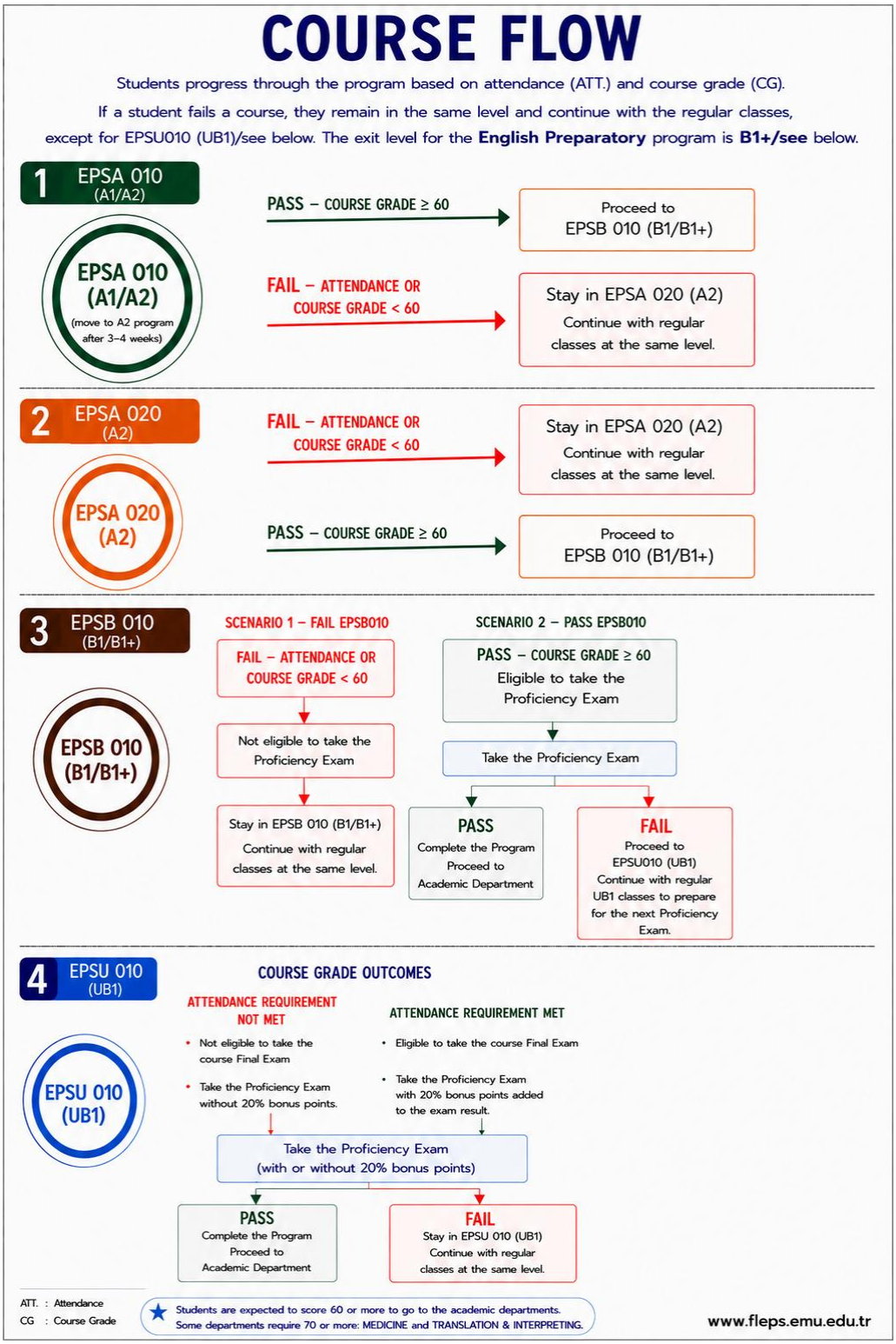
A1+A2 = one semester

A2+CIP = one semester

B1-B1+ = one semester

UB1 = one semester

Table 5 *EPS Course Flow*



J Course Timetables

The course timetable for A1,A2 and B1 levels at EPS is scheduled as a total of 24 hours per week. The weekly timetable can be seen in the table below:

Table 6/A *Course timetable with 24 contact hours*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:40 – 09:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
09:40 – 10:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
10:40 – 11:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
11:30 – 12:30	BREAK	BREAK	BREAK	BREAK	**LESSON**
12:30 – 13:20	**LESSON**	**LESSON**	**LESSON**	**LESSON**	
13:30 – 14:20	**LESSON**	**LESSON**	**LESSON**	**LESSON**	

The course timetable for UB1 level at EPS is scheduled as a total of 20 hours per week. The weekly timetable can be seen in the table below:

Table 6/B *Course timetable with 20 contact hours*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:40 – 09:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
09:40 – 10:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
10:40 – 11:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**
11:30 – 12:30	**LESSON**	**LESSON**	**LESSON**	**LESSON**	**LESSON**

At the English Preparatory School, intensive English lessons are given to students who does not know English at all or know some English, which is not enough to study in their departments. Students may also spend time in the SSSC (Students' Self-Study Centre) where they can study and use multimedia tools and technology to get extra help with their studies. In addition, there are extra-curricular activities like school trips, dance courses, civil involvement projects (protecting animals, recycling, helping those in need) for students to join.

K Course Books

According to the results of the English Proficiency Exam Stage I and Stage II, the students who will study in the English Preparatory School go to Deniz Shop on the North Campus with their student numbers and a copy of their ID cards/passports in order to get their course books. Course book fees are included in the school fees of the students.

L Academic Staff and Professional Development

The academic staff of the FLEPS has Bachelor's, Master's and Doctorate degrees in language teaching. The approach to language teaching is contemporary and it ensures ongoing professional training to its academic staff. Over the years the FLEPS has become an international center for a number of courses approved and moderated by the University of Cambridge, and most of its academic staff has obtained international language teaching qualification certificates and diplomas, such as Cambridge COTE (now ICELT) and DOTE (now DELTA).

M Office Hours

The academic staff at English Preparatory School Division have an additional role as academic resources for their students. They arrange one hour a week as an office hour per each group they have in their offices and announce this specified time to their students. They may answer students' questions, help them for the topics or skills they do not understand or they have difficulty in, exchange ideas, share lessons and/or class-related problems during this allocated hour. The academic staff determine this period with their students so that students may visit them in their offices.

N Student Class Representatives

EPS is an enormous school, it might be challenging to maintain communication with every student. The position of student representative is crucial because of this. We value every student that assumes this duty and are confident that they will contribute greatly to our school and acquire worthwhile experience.

For one semester, a representative is chosen from each class. Every representative is aware of their responsibilities and has a list of them (see Appendix B). Regular meetings of class representatives are conducted. Students can voice their concerns and requests, discuss current events in the school, and share their thoughts with the administration during these sessions. In a nutshell, they ought to establish a line of communication between the FLEPS Administration and their class.

O FLEPS Assessment and Evaluation

In FLEPS, student evaluation serves as a method for determining the educational program's target levels. Various approaches and strategies are employed when conducting evaluations. As a result, proficiency in a foreign language, abilities, and critical thinking are assessed in a trustworthy, impartial, and equitable manner. Evaluations are meant to assist students assess themselves and to let them know how well they understand language development, how well they are learning, and how much potential they have. Additionally, the evaluation's purpose is to contribute to the improvement of education quality by providing feedback for the learning-teaching process and information for the FLEPS education system.

Various methods are used in evaluation. Evaluation is based on the following items:

- aims of language programs,
- assigning levels,
- identifying language proficiency,
- centralised exam,
- written and oral exam,
- performance / presentation,
- student's portfolio,
- student's online work,
- student's projects / reports / presentations,
- student's homework.

P EPS Assessment and Evaluation

Each course includes summative (exams) and formative (in-class) assessment components, which sum up to 100% in total (see Table 7 below). The passing grade of each course is 60%.

Table 7 *The total weight of the EPS assessment*

		A1-A2	A2	B1-B1+	UB1
SUB-TOTAL	SUMMATIVE	75 %	75 %	75 %	65 %
	FORMATIVE	25 %	25 %	25 %	35 %
TOTAL		100 %	100 %	100 %	100 %
	Efekta – Online Self-Study Bonus**	+5 points	+5 points	+5 points	+5 points

*Passing grade for all levels = 60 %

****Efekta – Online Self-Study Bonus:** Students can earn up to **5 additional points** through regular and meaningful engagement with the Efekta Online Self-Study programme. The Efekta bonus is additional to the 100% course assessment and does not replace any summative or formative assessment requirement. Further information about the criteria for earning the bonus is provided at the beginning of the semester.

1. Summative Assessment

Summative assessment includes progress tests, one in-term and one final speaking exam, and a final exam (see Table 8). There are different sets of writing and speaking criteria for each level at EPS. Summative assessment also includes teacher incentive in all levels and the following in-class assessment in A1/A2 and B1-B1+:

- **Announced Quizzes** – 5%
  (3 Reading & Language-in-Use quizzes; best 2 counted)
- **Teacher Incentive** – 5%

Table 8 *Detailed Information about the Weighting of Summative Assessment Referring to Sit Exams*

		EPS A1-A2	EPS A2	EPS B1-B1+	EPS UB1
Progress Test	**Part 1 Sit Exam**	15 %	15 %	15 %	9 %
	Part 2 Speaking Exam	5 %	5 %	5 %	3 %
Final Exam	**Part 1 Sit Exam**	35 %	35 %	35%	36 %
	Part 2 Speaking Exam	10 %	10 %	10 %	12 %

2. Formative Assessment

Formative assessment is structured to support ongoing skill development, learner autonomy, and reflective practice. It is designed to complement summative assessments by reinforcing core skills in a low-stakes environment. The following components are integrated:

⬘ Writing Tasks

- Includes structured paragraph or essay writing assignments.
- Each task incorporates pre- and post-feedback stages, promoting revision and reflective learning.
- Teachers provide formative comments using standardized rubrics and error codes.

⬘ Oral Presentation

- One or two formal presentation per semester.
- Focused on enhancing public speaking, research, and digital communication skills.
- Evaluated through teacher, peer, and self-assessment.

🔻 Peer & Self-Assessment

- Accounts for 2% of the total grade.
- Applied primarily to the oral presentation.
- Promotes learner responsibility, reflection, and academic integrity.

🔻 CIP Tasks (EPSA020 Only)

- Students complete a CIP Presentation and Written Reflection linked to the UN Sustainable Development Goals (SDGs).
- Encourages global awareness and community engagement.

UB1 (EPSU010) – Formative Assessment Breakdown

🔻 Departmental Project Tasks: These projects emphasize independent research, academic writing, and structured reporting.

🔻 2 Writing Assignments: Integrated with the curriculum to build students' academic writing skills progressively.

🔻 2 Presentation Tasks: Focuses on oral communication, organization, and the ability to convey academic content effectively.
Additionally, **20**% of the UB1 course grade is incorporated into the students' final proficiency exam score if they do not fail from attendance.

Use of Artificial Intelligence (AI)

The FLEPS Artificial Intelligence Policy, in force from September 2026, rests on a simple principle: AI may support your language learning, but it must never replace the development of your own communicative competence, critical thinking or academic integrity. Every assessment is placed in one of four categories, and your instructor will tell you which category applies to each task:

- **Category 1 — AI not permitted:** examinations, timed in-class writing, grammar, vocabulary and reading tests, speaking tests and placement tests. No AI assistance is allowed.
- **Category 2a — Limited AI use:** you may use AI as a learning support — to brainstorm, check grammar and spelling, review vocabulary or organize your ideas — but the final work must be your own.
- **Category 2b — AI use permitted with declaration:** for reports, essays, projects, presentations and portfolios you may use AI more substantially, provided you complete the AI Declaration Form stating which tool you used, for what purpose, which parts of the work it affected and how you checked the accuracy of its output.
- **Category 3 — AI use required or evaluated:** some tasks ask you to work with AI critically, for example by comparing AI responses, identifying errors or bias in AI output, or improving prompts.

You must not submit AI-generated work as your own, use AI in an assessment where it is not permitted, fail to declare AI use where a declaration is required, use AI to complete an examination or timed assessment, or use AI to invent references or sources. A first mistake in using AI is treated as a learning matter and discussed with your instructor; repeated or deliberate misuse is dealt with under Academic Integrity in Procedures and Principles.

Q Summer School

English Preparatory School no longer runs a summer term: the six-week summer term introduced in 2024–25 was discontinued after 2025. Students who do not complete a level continue it in the following semester.

R International Exams

Our school is an accredited examination centre for a number of international exams, including TOEFL iBT, IELTS and TOLES, and is in the process of accreditation for Linguaskill and PTE Academic. Students can get more information about these exams or the brochures from the Foreign Languages Division Secretary, or from the secretaries or the Student Counselling, Development and Research Centre at the English Preparatory School Division.

S Eaquals and DEDAK Accreditation

EPS is accredited by **DEDAK** and **EAQUALS**, an international body that recognizes high standards in language education. This means our teaching, curriculum, and student support meet global quality benchmarks, giving you confidence that the program is internationally recognized. EAQUALS accreditation also ensures that EPS is regularly reviewed by external experts. This guarantees continuous improvement and up-to-date teaching practices for all students. In other words, FLEPS is a school which delivers its promise of delivering quality language education. FLEPS is also a Pearson GSE Partner School: the curriculum is aligned with the Global Scale of English, and course documentation is reviewed periodically by Pearson.

The Eaquals Guarantee to Students, reproduced in Appendix C, sets out what Eaquals inspections verify on your behalf: among other things, that the regulations on admission, assessment, progression, discipline and completion are transparent, that assessment criteria are communicated to you, and that you have an opportunity to give feedback on your programme and its delivery.

If you have a complaint about the School’s services, use the School’s own procedure first (see General Requests and Complaints (Petitions) under Procedures and Principles). If the matter is not resolved, you may raise it with the Director of FLEPS, and after that with the university. Eaquals also accepts complaints from students of its accredited members about the services they provide. You complete the Eaquals complaint form and send it to the Eaquals Secretariat (info@eaquals.org; www.eaquals.org). A complaint that is not resolved through the Eaquals complaints procedure can be taken to the Eaquals Ombudsman, the final and independent

arbitrator, whose decision is final.

T Missing Goods

In case of losing any personal items, students of Foreign Languages and English Preparatory School should apply to the EMU Security Office and fill out a detailed petition. They also have to inform their division about the issue. They can follow up the result of the event both from the security office and also form the secretary's office of their division. If the lost material is a kind of official document (id card, passport, residency permit, etc.) beside EMU Security office, they have to inform the police department of the city.

X. ELECTRONIC MEDIA

We also have electronic communication channels in order to make it easier for our students to access the information and materials they need, to provide support and to help them via the Internet.

A. Electronic mail accounts

Each student who has enrolled in the university is expected to have a minimum level of Internet use. This is very important in order for students to access information as well as in terms of taking full advantage of all the possibilities available to students. Eastern Mediterranean University (EMU) provides its students with free wireless internet access within the school. All EMU students are also given electronic mail accounts and passwords. Students can access all information and announcements about the events and the school from their EMU mail accounts.

B. FLEPS Website

We as Foreign Language and English Preparatory School provide information in both Turkish and English languages on our website in order to enable our students to know our institution better, to have access to the basic information about our academic staff, to have information about our education programs and exams, and to be able to understand how our system works. All information (such as announcements related with courses, information regarding exemptions, rules and regulations regarding FLEPS, course descriptions, EPS exam results, level, group and class information of EPS students, student's handbook, and so on) regarding EMU FLEPS can be found at http://fleps.emu.edu.tr. It is each student's responsibility to follow all the announcements from the school web page, and it is assumed that all information reaches the students.

C. Student Portal

Students are provided with a student portal account that they can use during their school life. They can find and conduct personal information on Student Portal. They

can log in their accounts using their student numbers and a password that will be given to them. They can find the following information on their Portal:

- Course timetable,
- Information about financial condition,
- Announcements made at the university,
- Request for freezing registration,
- EPS course registration approval,
- Attendance,
- Informal transcript,
- Student club membership,
- Surveys,
- Instructor evaluation.

XI. FACILITIES AT EPS

A. Student Self Study Centre (SSSC)





SSSC consists of three different areas:

1. The Multimedia Area

- Stage 1 (online test) and TOEFL exams are administered.

2. The Consultancy Area

You can

- borrow graded readers, watch the news and documentaries on TV, watch the latest films on DVDs, read daily newspapers and magazines, photocopy and get print outs. If you need help, please ask the consultancy desk.

3. The Self-Study Area

You can

- have tutorials with your teacher(s), study for your exams with language materials and practice speaking.





B. Student Counselling, Development & Research Centre

In English Preparatory School Building A, beside the main entrance door on the ground floor, our centre offers academic support, open door counselling and information services for our students, organising seminars on various topics, researching with the aim of getting to know our students and providing them with a better environment. Our centre plays an active role in the orientation process. We have a student counsellor and 4 peer counsellors at our centre.

1. Academic Support Counselling

The Student Counsellor supports our students to improve their academic achievement by identifying their study habits, making a study plan, identifying problems in the learning process, developing effective reading, writing and listening skills, as well as overcoming exam anxiety. Our centre also organises seminars for this purpose.

2. Open Door Counselling

Our students can consult to the student counsellor, Asst. Prof. Dr. Yonca Aybay, (office no: 3E, 3rd Floor/ PREP 09, ground Floor) to share their individual, daily problems that they cannot cope with and they can share their problems in a comfortable and confidential environment. They can make an appointment with our peer counsellors in our centre on the ground floor in EPS Building A.

3. Information Counselling

Our peer counsellors in our centre answer all questions of our students regarding the English Preparatory School (EPS) or other units of our university. Our students can receive guidance and orientation services from our Student Guidance, Development and Research Centre located on the ground floor.

C. Cafeterias

Students and instructors can easily find food and drink at EPS. There is one big canteen offering different types of food, hot and cold soft drinks with indoor and outdoor sitting areas equipped with tables, chairs, music and some game machines for students' entertainment. It opens early in the morning and gives services during working hours. In addition, there is a small café on the first floor of EPS which also provides hot and cold drinks, snacks and toasts to students and instructors during school working hours. Canteens at EPS are well worth the visit to experience the friendly atmosphere between students and instructors during break-times.

XII. EXTRA CURRICULAR ACTIVITIES (ECA) OFFERED TO STUDENTS AT EPS

The Extra Curricular Activities (ECA) Team aims to give valuable opportunities for students to grow and develop their individual potential. Through students' participation in ECA, they can learn to communicate, to cooperate with other people and to enrich their life experiences. It enables students to get to know different cultures and learn to respect individual differences as well. We strongly believe in learning through authentic life experiences besides books. In addition, collaboration between students and instructors in extra-curricular activities, outside the class environment, helps them relax, be happy and thus be more productive.

A. Seminars, Trips, Tournaments and Other Social Activities

You can participate in

- seminars
- tournaments
- trips

TOURNAMENTS

- Backgammon



- Chess



SEMINARS

- Effective Ways of Studying



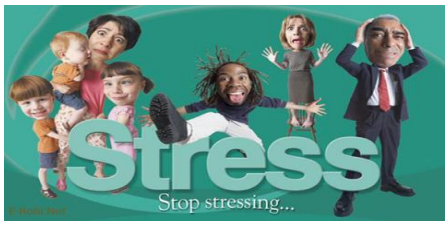
- Exam Anxiety



- Anger Management



- Ways of Dealing with Stress



- Mental Health



TRIPS

- Visiting Historical Places



- Visiting Kapalı Maras



XIII. STUDENT AFFAIRS TEAM

You can visit this office (on the 2nd floor) and get information about

- the rules, the environment, seminars and social activities,
- share your problems about school related or personal issues in a friendly, comfortable and safe environment.
- attendance regulations (absenteeism)
- registration
- exams (objections to exam results, make-up exams, date/time/place….)
- medical report issues
- unexpected problems
- confidential issues
- student/instructor disciplinary issues
- course syllabus, assessment, materials and resources

XIV. PROCEDURES AND PRINCIPLES

Students are responsible for obeying and applying all rules specified on the documents (portfolio, course description and outline, etc.) which are related parts of EMU By-laws. The basic rules written in both Turkish and English are given to students to inform them during class hours.

A. General Requests and Complaints (Petitions)

There are three kinds of petitions used in English Preparatory School. Students get the suitable petition form from the secretaries in order to express themselves by making a request, a complaint or a suggestion. Issues can be summarized as follows:

- Problems and questions related with students, student/ instructor disciplinary issues, attendance, timetabling, registration, teaching loads, portal and exam administration,
- Issues and questions related with delivery of the course syllabus, assessment, materials and resources,
- Issues and questions related with seminars/conferences, professional development, internal/external courses,
- Issues and questions related with offices, classroom, buildings, electronic tools, devices and furniture,
- Issues related with computers, printers, internet connection,
- Issues related with lost property,
- Issues related with counselling and guidance,

All petitions, regardless of the topic, will be finalised in 5 days. It is the student's responsibility to follow up on submitted petitions.

If you are not satisfied with the School's response to your petition, you may raise the matter with the Director of FLEPS, and after that with the university. For matters within its remit, the Eaquals complaints procedure described under Eaquals and DEDAK Accreditation is also open to you.

If you want to raise a concern in confidence — about your own well-being, about bullying or harassment, or about the conduct of another student or a member of staff — you can speak to the School counsellor, Asst. Prof. Dr. Yonca Aybay, at the Student Counselling, Development and Research Centre (room PREP 09, ext. 2261), where counselling is confidential, or to the Assistant Director for Student and Administrative Affairs, Filiz Kavaz (room 214, ext. 1470). A concern about a member of staff can also be taken to the Director, Asst. Prof. Dr. Mutlu Kale (room 212). No one is penalised for raising a concern in good faith.

B. Disciplinary Issues

Violating school discipline leads to negative results for students. For example, a student may be dismissed from school. In this case, a student may fail from attendance and s/he cannot take in-term examinations. It is every student's responsibility to learn the codes of discipline. Students must check the regulations about academic rules they are subject to. Those who do not follow the rules are responsible for their actions. Please go to http://mevzuat.emu.edu.tr/5-2-Yonetmelik-OgrenciDisiplin.htm for more information about rules and regulations.

Academic Integrity

What academic integrity means here

Your work is assessed on the assumption that it is your own. The School expects you to maintain academic integrity: no plagiarism, no cheating, no misrepresentation and no unethical use of AI tools. This is not only a rule; it is what makes your grade mean something, and what makes it fair to the students sitting beside you.

The following count as breaches of academic integrity:

- **Plagiarism —** presenting someone else's words, ideas or work as your own, whether from a book, a website, another student or any other source, without acknowledging it.
- **Cheating —** using unauthorised material or help in a quiz, test or examination, communicating with another student during one, or taking material out of an examination room.
- **Collusion —** working with another person on a task that was set to be done individually, or allowing another student to copy your work.
- **Fabrication —** inventing sources, data or references.
- **Misrepresentation —** submitting work you have already submitted for another course as if it were new, or giving false information about your circumstances to gain an advantage.
- **Impersonation —** sitting an assessment in place of another student, or allowing someone to sit one in your place.

- **Unauthorised or undeclared use of AI —** using an AI tool where the assessment does not permit it, or failing to declare AI use where the assessment requires a declaration. Every assessment you take states which category of AI use applies to it, and your instructor will explain it.

How the School responds

The School's approach is to teach first and penalise second. A student who has misunderstood how to reference, or how much help is allowed, is treated differently from a student who has set out to deceive. What happens depends on how serious the breach is, whether it was deliberate, and whether it has happened before.

Level 1 — Poor academic practice. What it covers: a first, limited instance that appears to come from not knowing the rules — weak referencing, over-reliance on a source, unclear use of a permitted AI tool. What happens: your instructor discusses it with you, explains what was wrong, and asks you to correct and resubmit the work. No mark penalty is applied for the integrity issue itself. A note is kept by the instructor.

Level 2 — Minor breach. What it covers: a first instance in an assessed piece of work where part of it is not your own, or where AI use that required a declaration was not declared. What happens: the affected part of the work is not credited, or the mark for the component is reduced. You are told in writing what was decided and why. The Assistant Director for Student and Administrative Affairs is informed and a record is kept.

Level 3 — Serious breach. What it covers: deliberate or substantial plagiarism; collusion; fabrication; cheating in a quiz or in-class test; substantial undeclared AI use; or a further breach after Level 2. What happens: you receive a mark of zero for the component, and it may not be resubmitted. You are invited to explain before the decision is taken, and you are told the outcome in writing. The case is reported to the Assistant Director for Academic Affairs, and the School may refer it to the university.

Level 4 — Very serious breach. What it covers: cheating in a progress test, final examination or proficiency examination; impersonation; falsifying a document; or a further breach after Level 3. What happens: your paper is annulled and you receive a mark of zero for the examination. The case is referred to the university under its student disciplinary regulation, which decides what further sanction applies. Sanctions available to the university extend up to dismissal from the university.

Your rights

- You will be told what you are alleged to have done, and you will have the opportunity to explain before a decision at Level 2 or above is taken.
- Decisions at Level 2 and above are given to you in writing.
- If you disagree with a decision about a mark, you may use the objection and rescoring procedures set out in this Handbook. If you disagree with a decision referred to the university, the university's own procedures apply.
- Your case is handled confidentially and discussed only with those who need to be involved in deciding it.

How to stay on the right side of the line

- Acknowledge every source you use, including websites and AI tools.
- Check the AI category stated for each assessment before you begin it, and ask your instructor if you are unsure.
- Where a declaration is required, complete it honestly: declaring AI use that was permitted is never a breach; failing to declare it is.
- Do not share your own work with another student before a deadline.
- If you are struggling with a deadline, speak to your instructor or submit a petition. The consequences of asking for help are always smaller than the consequences of cheating.

C. Health-related Issues

Students are required to report any issues that may affect their participation and/or success at school to the School Administration on time and in written form. For example, if a student has a continuous chronic disease, he/she must inform the related secretary with valid and approved documents within 2 (two) weeks of the commencement of the academic semester. If a student needs to be away from school for a medical purpose (e.g., operation), he/she must inform the related secretary with necessary documents in advance. All other medical reports of any kind, apart from the ones mentioned above, are all accepted by the secretary and approved by the FLEPS Administration but they are all considered within the 20% absenteeism limit.

D. Calling for Ambulance

In case of students experiencing medical problems during class hours or in the school, the FLEPS Administration, the EMU Security Office, secretaries or instructors should be informed and if necessary, they may call the ambulance.

E. Surveys and Evaluations

At the end of each semester, students can evaluate their performances, the service provided and their instructors. Evaluations are carried out on the Portal and the results are announced to the instructors anonymously.

XV. CLASS PROCEDURES

A. Class Lists

Students can find out which group they are registered to, their class teachers, buildings and classrooms on their portals.

B. Group Change

Once the groups are formed, group change cannot be done due to logistical reasons. The only exception is a change of level made under the placement review described under English Proficiency Exam Stage I.

C. Classroom Rules

Students at FLEPS are given a 'contract' to read and sign and they are responsible for obeying and applying all rules specified on the contract. They are required to follow these rules during lessons in class:

Learner Contract

Welcome to the English Preparatory School. At the beginning of this semester, we ask each student to commit to the following expectations. The main theme of our contract is RESPECT. By showing respect to your teachers, classmates, and yourself, you contribute to a positive and productive learning environment.

If you respect, you:

· bring your books to class.

· come to class on time.

· do not disturb the class by chatting with your friends.

· listen when someone else is speaking.

· complete and submit your assignments on time.

· keep your phone silent and away during class time.

· use polite and appropriate language with everyone.

· behave respectfully toward instructors, staff and friends.

· take care of school property and keep the classroom clean.

· contribute to group work and support your classmates.

· ask for help when you need it and offer help when you can.

· follow the rules and guidelines of the school.

· accept feedback with a positive attitude.

· avoid discriminatory language, behavior or actions.

· avoid behavior that could damage the institution's image

· use social media responsively and avoid posting content that may harm the reputation of the university.

By signing this contract, you agree to follow these expectations throughout the semester. Let's have a respectful and successful term together.

Student Name: _____

Signature: _____

Date: _____

D. Attendance

- Students' attendance is compulsory at English Preparatory School Division. Students not attending 80% of the classes and/or not fulfilling the requirements of the course for assessment receive an NG (nil grade) (See EMU Rules and Regulations for further information). This does not apply to EPSU010 (see below).
- At the beginning of each semester, absenteeism limit is calculated and announced to the students.
- Students sign the 'Attendance Record Sheet' for each lesson they attend and the course instructors are required to enter the students' attendance on portal daily.
- If students have any problems regarding attendance, they need to write a petition (General Request Form) in the secretary's office to the Assistant Director for EPS Student and Administrative Affairs. Instructors are not authorised to permit students with excuses. Only reports/petitions validated by the Rector's Office will be acceptable as an excuse for the students who are representing the university and have not attended classes.
- Students are strongly advised to bring course books during lectures, as students without books will be recorded in the Attendance Record Sheet as absent.
- In order to sit the final exams, students should not exceed the absenteeism limit determined and announced at the beginning of the semester (i.e. they should attend at least 80% of the total course in a semester). Students who exceed the absenteeism limit cannot take the exam and fail their course, so they need to repeat the same course.

- Reasons for absenteeism (health reports, visa procedures, passport renewal, immigration procedures, etc.) are all considered within the 20% absenteeism limit. Doctor reports are included in the announced absenteeism limit.
- **EPSU010 (UB1):** from the 2026–27 Fall semester, students in EPSU010 do not fail the course because of absence, and absence is not grounds for exclusion from the English Proficiency Exam Stage II. Attendance is still recorded for monitoring, student support and academic advising, and regular attendance is strongly encouraged.

- In which situations can students use the absenteeism limit?
  - When they are ill and need to see a doctor,
  - When they are ill and need to stay in bed,
  - When they need to go to their country for an urgent situation,
  - When they need to go to the airport to pick up a family member or a friend,
  - When they need to go to the embassy,
  - When they need to be with a friend who is ill or has any other problems,
  - When they need to visit a friend at the hospital urgently,
  - When they extend their bairam holiday or any other visits in their country,

E. Attending and Cancelling Classes

It is important to start and end classes on time. In case instructors cannot come to class for a reason, another instructor may come for the lesson or a responsible person (assigned by the FLEPS Administration) informs the class about the cancelled hour by posting an announcement (on the board or the door) or verbally. In the cases no information is given, the class representative should ask the secretary about the absent instructor after waiting for him/her for 10 minutes in class and if the information from the secretary confirms that the instructor is absent, the students can leave the class but a make-up lesson is held within one week in return of the course instructor.

XVI. EXAM PROCEDURES

A. Things to Do Before the Exam

Students are expected to do the following:

- to go to their exam room at least 15 minutes before the start of the exam.
- to bring only what they need for the exam: pen, pencil, eraser, etc.
- not to share their pens, pencils, erasers, etc. with others.
- to present their original and photographed ID (preferably student ID) to be seated by the invigilator.
- to switch off mobile phones and put them on the invigilator's desk if they have. They should not forget to take their mobile phones back before leaving the exam room.
- to read all the instructions before answering the questions.
- not to talk to other students during exams. If they need any help for any reason, they should simply raise their hand.

B. Rights and Rules for Exams

- The students whose names are on the exam lists can take the exams. Thus, all students should take their exams where their names are included on the exam lists. Any students who are not on the list are not admitted and are referred to the secretary's office (office no: 223) on the 2nd floor.
- Students must bring a valid (original) and photographed identity card (i.e., student ID card / national ID card / driving license / passport) to the announced exams rooms. If a student does not bring a valid and photographed ID card, the invigilator or the secretary enter the portal for identity verification and if the student's photo and information can be accessed the student will ben allowed to take the exam. If the student does not have a photo on the document, s/he can write a petition for the make-up exam.
- Each student is responsible for reading and understanding the exam instructions before or during the exam.
- Students cannot go out of or leave the announced exam rooms during exams.

  Students who leave the exam room early for any reason cannot come back to the exam. The consequence of the exam is finalised by the FLEPS Administration and the student is informed in 5 working days.
- Students should use a pencil when marking their answers on the optic answer sheets.
- Students are not allowed to use or keep any electronic devices (mobile phone, PDA, MP4 Player, etc.) during exams. Therefore, students are kindly advised to turn them off and keep them on the invigilator's desk. The exam will be invalid if students reach their mobile phones or any electronic devices for any reason during exams.

- Students are responsible for attending the exams and for submitting all assessed materials like homework, projects, online work, etc. to the instructor on time. Submissions are not accepted after the announced submission deadlines.

C. Announcing Exam Results

Exam results are announced within 5 working days. Students can see their exam results on their portals.

D. Objections to Exam Results

Students who would like to object to any exam results or other pieces of assessment must go to the secretary and fill in the "Rescoring Request Form" (for this year only we accept queries and requests via the form on https://fleps.emu.edu.tr/en/contact). This form should be submitted within 3 working days of the announcement of exam results. Late applications are not taken into consideration by the FLEPS Administration. The papers of the students who object to their test results are re-checked and students, in question, can learn the results for their grade objections from the secretary or on their portals within 5 working days.

E. Make-up Exams

- Students who have already taken the exam cannot take its make-up.
- Students who miss an exam must fill in the Make-up Request Form explaining their valid reason for their absence with necessary documents within 3 working days of the scheduled exam.
- Students should also consider exam and make-up exam dates while buying plane tickets. The FLEPS Administration does not consider this excuse (having an early plane ticket) as a valid reason for missing an exam.
- Students can sit make-up exam on specified dates. All make-up exam dates are announced on the academic calendar on the school website at the beginning of each academic semester.
- The FLEPS Administration reserves the right to reject any application that is found inappropriate.
- There are no make-ups for quizzes.

F. Keeping Records

Students at EPS Division are responsible to keep all of the assessed activities/tasks done in class until the end of the academic semester. In case of losing any assessed materials done in class (homework, quiz, outline, draft, etc.), the course instructor has no responsibility at all.

XVII. OTHER ISSUES

A. Registrar's Office

Our Registrar's Office helps our students pursue their education without any problems and office services on non-academic issues as well. They provide correct and complete information to students, parents, academic and administrative personnel in an understandable manner and in parallel with the academic calendar. This Office devotedly conducts correspondences with other institutions in a timely and efficient manner to maintain communication. Some of the important services offered by Registrar's Office are as follows:

1. Military Probation Procedure

Military probation procedures for male students are prepared and sent to the military office by Registrar's Office. However, if students receive papers from the relevant military office, they should come to Registrar's Office and fill in the EK-G form and send it to the military office themselves. The EK-G documents for newly registered students are sent to the relevant military offices by the related department in the Registrar's Office. Military probation procedures are carried out simultaneously with the registration dates of the student.

2. Residence Permit Procedure

Residence permit procedures are carried out by Student Services Office within the EMU campus. Officers from District Governorship, Hospital and Tax Office come to the Registrar's Office at the beginning of every semester and provide residence permit services for students.

Required Documents for Student Residency Permit:

- Student Certificate (obtained from the Registrat's Office)
- Immigration Fee
- Original Health Report (*for Newly Registered Students only*)
- Original Passport and photocopy of the relevant pages. (*Main page, Last Entrance Stamp to TRNC, Last immigration stamp for old students*)
- 1 Revenue Stamp
- 1 Passport-sized Photograph
- Dormitory record sheet (for students residing in dormitories)

If your health reports are incomplete or you do not have any, then the local governor will send you to the state hospital for medical tests. It may take 5-6 days to get the results. For Turkish students who come from Turkey, medical reports need to be taken Turkish state hospital.

3. Registration / Registration Renewal / Late Registration

The registration period is specified in the Academic Calendar. In order to complete the registration, students should follow these steps:

- go to the bank and pay the school fee,
- wait for your account to be activated after 24 hours,
- enter the student portal to confirm the registration (to complete the registration).

When students enter the portal, they should follow these steps:

1) Go to the student portal,
2) Choose Academic,
3) Click on “Preparatory School Registration Authorization” (on the left menu),
4) Read the confirmation sentence carefully,
5) Click on “Confirm”.

Important Note:

Late registration starts on the last day of registration period specified for each semester. If students do not confirm their registration on the portal during the registration period, their registration will not be completed. Thus, they will have to pay penalty for each day of not completing their registration. Students who register during the Late Registration Period will see their Level and Group information one day after they register on their portals. If they have any problems, they can contact the secretary or Student Affairs Office on the 2nd floor in EPS A building.

4. Period of Study / Leave of Absence / Termination of Registration

- Students can complete English Preparatory School in a minimum of 1 semester and maximum 4 academic semesters. Students who cannot complete their education within 4 academic semesters will be dismissed.
- The leave of absence period is not considered as one of these 4 semesters. Students have the right to apply for leave of absence for minimum 1 and maximum 4 semesters. Leave of absence applications are made online through student portal.
- Students can apply for termination of registration at the Registrar’s Office.

5. Student Certificate

This certificate proves that the student is registered to Eastern Mediterranean University, which shows when s/he started, which year s/he will graduate and which department s/he is studying in. It is provided by the Registrar’s Office to be used for official procedures and documents. For the requests of any other documentation, the Assistant Director for Student and Administrative Affairs can be contacted.

6. Student ID Card

Student Identity Card is an important belonging that is given only to the student and it should be carried during the period of study. It contains personal information (name, surname, date of birth) and academic status (department, faculty) of the student. It is, especially, important to carry this card during exam periods as it is used to identify and distinguish students.

7. Changing Department

Our students who are not happy with their departments in Eastern Mediterranean University and want to change it have the right to do so after they are evaluated based on the criteria of the department they want to go to.

B. Library

Eastern Mediterranean University Library aims to provide all resources for academic, professional and general knowledge purposes and technical equipment necessary for students, administrative and academic personnel to pursue their teaching-learning and research activities. The student profile we aim for is not students who are not satisfied with what they learn in the classroom but ones who use technology with a modern, innovative and idealist approach to question, research and interpret with different perspectives. Thus, our university provides all opportunities needed for our students' self-development. In addition to this, our library also continues to provide services at the weekends in order to provide quiet and comfortable spaces and easier access to resources needed for students to study during exam weeks.

C. Bank

Eastern Mediterranean University serves students from many different countries due to its international identity. The EMU-COOP (DAU-KOOP) Bank in our campus serves both students and staff to help them with their financial matters and ease their access.

D. Postal Services

The post office within our campus serves as the communication network between our students and their families. Students can send and receive necessary things from the post office without leaving the campus.

E. EMU Clubs and Sports Affairs

We "believe" that universities are not only made of classrooms, lectures and exams. Our mission is to provide opportunities for our students through which they can socialise, exchange ideas and help them improve both physically and intellectually. We believe that social activities and sports activities will motivate students and their academic success will show a parallel increase. Thus, we have many students' clubs under our Activity Centre and many teams such as American football, volleyball, basketball, football, billiards, table tennis, etc. under our Sports Affairs Directorate. Our university also provides sports grant for students who are successful in sports activities and participate in our teams.

F. Student Executive Board

As Eastern Mediterranean University, we care for our students' participation in the administration of our university. We know that the decisions made in our university are for our students, believe that they know the best on the applicability of the decision and we always value the opinions of our students. Student Executive Board is also responsible for solving the problems of the students, helping them and informing the School Administration. This structure, that is only consists of our students is elected through an election involving all our students.

G. Public Relations and Press Office

The Public Relations and Press Office Directorate coordinates the work regarding institutional promotion and communicates with local and international press organs regarding the provision of information about the events and activities taking place within the University. The Directorate carries out its operations through the Public Relations and Press Office Unit and the Promotion Unit. It prepares and distributes the university's publicity film and brochures through both written and social media.

H. Health Centre

The primary goal of Eastern Mediterranean University Health Centre is to protect the physical and mental health of our students, treat our ill students and conduct follow-up and contribute to raising our students as individuals who care about their mental and physical health. In addition to this, another responsibility of the health centre is to conduct health education works such as poster, brochures, conference and seminars, special and general health screening to protect the health of our students and staff.

I. Psychological Counselling, Guidance and Research Centre (PD-RAM)

EMU Psychological Counselling, Guidance and Research Centre is the first institution to provide psychological counselling service at higher education in North Cyprus. EMU-PDRAM has been providing its services on the ground floor of the Health Centre building since 1997. The aim of PD-RAM is to prepare and present programs to increase life quality and satisfaction of the individuals under EMU's roof, as well as helping advisees to pursue their lives as healthy, successful and happy individuals.

J. Transportation / Bus Services

Considering that 60% of our students live in various parts of the city, we care a lot about transportation. Transportation services, within and outside the campus are provided free of charge for our students. Transportation service is being provided through 7 different routes, as integrated at dense points, to different parts of the city with our advanced transportation fleet. Additionally, there is a continuous in-campus ring service to transport our students between dormitories and other units regulated according to class hours. As much as for the academic activities of the students, transportation services are also provided for activities within promotion and social responsibility umbrella.

K. Dormitories

Our dormitories provide services for our students who prefer to accommodate within campus and study effectively without getting far from the school setting. Our dormitories are designed in a way to help students focus on their lessons in a safe and clean environment and minimise potential challenges for transportation. Our dormitory area is very valuable for us and our students in order to help our students focus on their lessons and become successful without losing their motivation and without moving away from the energetic atmosphere in the campus.

L. Cafeterias

There are cafeterias in various parts of EMU. We have at least one cafeteria in each faculty building. Our students can have something to eat or drink outside class hours or between classes, spend time, socialise with their friends, create spaces where they can get away from classroom setting and listen to themselves and establish new friendships in these cafeterias.

XVIII. EMERGENCIES

A. Emergency Line

In case of any emergency (health or security-related), please dial **1444** (**0392 630 1444** from mobile phones), which is open 24/7.

B. Power Cuts

In case of a power cut during work hours, the electric generator will start in a few minutes to provide electricity for the buildings.

C. Bad Weather Conditions

In case of heavy rain, the school is open, unless there is a Senate decision to close the University.

D. Natural Disasters

In case of natural disasters like earthquake or flood, or serious emergency like fire at school, instructors are responsible from students' evacuating the building safely.

E. Evacuation of Buildings

In case of emergency, the emergency button glass must be broken in order to warn all the students and the staff to evacuate the building. Academic staff are expected to assist students to take their valuable belongings (purse, mobile, etc.) and go to the nearest assembly point by following the emergency exit route.

F. First Aid

In case of the need for first-aid materials, the first-aid boxes are available in the secretary's office.

XIX. IMPORTANT TELEPHONE NUMBERS

All EMU phone numbers (extensions) can be called by adding **0392 630** in front of the extension numbers.

EPS STUDENT AFFAIRS TEAM	1112
EPS SECRETARY'S OFFICE	2153
FL SECRETARY'S OFFICE	2423
STUDENT COUNSELING, RESEARCH AND DEVELOPMENT CENTRE	2261
EPS SSSC	2177
EPS CANTEEN	2157
FL CANTEEN	1239
FLEPS FAX NUMBER	2324
EPS ASSISTANCE	https://fleps.emu.edu.tr/en/contact
WEBSITE	http://fleps.emu.edu.tr
EMU CENTRAL	1111
EMU SECURITY	1444
EMU HEALTH CENTRE	2200
POLICE RESCUE	155 / 366 5310 / 366 5321
FIRE	199 / 366 5389
HOSPITAL	366 5328 / 366 2876

XX. APPENDIX A: LIST of ABBREVIATIONS

IELTS:	*International English Language Testing System*
TOEFL iBT:	*Internet-based Test of English as a Foreign Language*
TOEFL PBT:	*Paper-based Test of English as a Foreign Language*
TOEFL CBT:	*Computer-based Test of English as a Foreign Language*
TOEFL İTEP Academic:	*International Test of English Proficiency*
PTE:	*Pearson Test of English*
ÜDS:	*Üniversitelerarası Kurul Yabancı Dil Sınavı*
YDS:	*Yabancı Dil Bilgisi Seviye Tespit Sınavı*
KPDS:	*Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı*
YÖKDİL:	*Yükseköğretim Kurumları Yabancı Dil Sınavı*
GCE:	*Cambridge General Certificate of Education*
IGCE:	*Cambridge International General Certificate of Secondary Education*
UCE:	*Uganda National Examinations Board Certificate of Education*
FCE:	*Cambridge First Certificate in English*
CPE:	*Cambridge Certificate of Proficiency in English*
CAE:	*Cambridge English: Advanced*
City & Guilds:	*City & Guilds International English Test*
LCCI:	*London Chamber of Commerce and Industry*
WAEC:	*The West African Examinations Council*
WASSCE:	*The West African Senior School Certificate Examination*
SSSCE:	*Senior Secondary School Certificate Examination (Ghana)*
NECO:	*National Examination Council (Nigeria)*
NABTEB:	*The National Business and Technical Examinations Board (Nigeria)*
ZIMSEC:	*The Zimbabwe School Examinations Council*
NSC:	*National Senior Certificate (South Africa)*
Ieb:	*Independent Examinations Board (South Africa)*
ECZ:	*Examinations Council of Zambia*
HIGCSE:	*Higher International General Certificate of Secondary Education (South Africa)*
NSSC:	*Namibia Senior Secondary Certificate*
KNEC:	*Kenya National Examination Council*
NEAEA:	*National Educational Assessment and Examinations Agency (The Ethiopian General Secondary Education Certificate Examination)*
NECTA (CSEE):	*The National Examinations Council of Tanzania (The Certificate of Secondary Education Examination)*
SAT:	*The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Achievement Test)*

XXI. APPENDIX B: RESPONSIBILITY LIST OF STUDENT CLASS REPRESENTATIVES

The responsibilities of the Student Class Representative involve:

- to attend 3-4 meetings a semester with all the other student representatives, and the FLEPS Administration to discuss school issues in general,
- to meet the class teacher(s) once a fortnight, to discuss any issues that are important to their classmates, their educational progress, and their life in general,
- to develop relationships with all students in class, to stay in contact with them, to encourage them to make the best of their time here, and inform the FLEPS Administration if they are having problems that we should know about,
- to communicate their problems and requests,
- to get answers for their questions either in class representative meetings or in private meetings with the Assistant Director for Student and Administrative Affairs,
- to take the lead in developing communication networks via SMS, social networking or e-mail among their class,
- to visit the Student Affairs and Promotion Office once a week to get any updates about news and announcements,
- to make sure that all classmates complete the end-of-semester evaluation.
- to be a ‘role model’ for his/her classmates.

APPENDIX C: THE EAQUALS GUARANTEE TO STUDENTS

The Eaquals Guarantee to Students

Eaquals-accredited Centres meet the highest standards in language education and they undergo regular inspections to verify that:

1. All student recruitment materials accurately describe the language centre's programmes and services

2. Contractual information provided to students is accurate and complete

3. Regulations regarding admissions, assessment, progression, discipline and completion are transparent

4. Teaching and educational standards are high, and yield effective learning

5. The course of language study is structured and divided into levels of proficiency

6. Programmes are designed to be coherent, and have specified objectives, content and learning outcomes

7. The teaching and learning methods and techniques used are appropriate and effective for the students

8. Assessment is aligned with programmes' objectives, and assessment criteria are transparent and communicated to students

9. Assessment procedures are valid and soundly administered, and reports provide a reliable statement of student achievements

10. Teaching staff are qualified and competent, experienced in teaching the target language and work under the supervision of appropriately qualified academic managers

11. Premises, facilities and learning platforms are suitable for the purpose

12. Resources used are relevant to the needs of students and to programmes' objectives

13. Support and advice is provided for students including academic counselling, guidance towards successful of completion of the course of language studies

14. Administration and auxiliary services provided by the language centre are efficient

15. There is an opportunity for students to give feedback on programmes and their delivery

Eaquals — www.eaquals.org

Email: info@eaquals.org