Eastern Mediterranean University

"For Your International Career"

Foreign Languages and English Preparatory School

2026–2027

Student Handbook

FOREIGN LANGUAGES DIVISION



Eaquals

DEDAK Dil Eğitimi Değerlendirme ve Akreditasyon Kurulu

Pearson GOLD GSE Partner Global Scale of English

toefl Authorized Test Center

TABLE OF CONTENTS

I. FOREWORD FROM THE DIRECTOR....1
II. HISTORY....2
III. VISION....2
IV. MISSION....3
V. OUR CORE VALUES....3
VI. PRINCIPLES....3
VII. EQUAL OPPORTUNITIES POLICY....4
Basic principles....4
A. Religion....4
B. Culture, class and race....5
C. Gender....5
D. Sexuality....5
E. Special educational needs....5
VIII. ACCREDITATION....6
IX. ORGANIZATIONAL CHART OF FLEPS....7
A. Organizational Chart of FLEPS....7
B. Who is Who....8
X. 2026-2027 ACADEMIC CALENDAR....9
XI. FLEPS EDUCATION SYSTEM....11
A. FLEPS Educational Philosophy....11
B. Teaching Goals of FL Division....11
C. Language Learning at FL Division....14
D. Turkish Preparatory School (TPSi)....14
E. Postgraduate Support Programs....14
F. Courses....15
A. Course Flow....32
B. Academic Staff and Professional Development....33
C. Office Hours....33
D. FLEPS Assessment and Evaluation....34
E. Summer School....34
F. International Exams....34
G. Pearson Certificate....34
H. Missing Goods....35
XII. ELECTRONIC MEDIA....35
A. Electronic mail accounts....35
B. FLEPS Website....36
C. Student Portal....36
D. FLEPS in Social Media....36
E. FLEPS using Microsoft Teams....37
XIII. EXTRA CURRICULAR ACTIVITY OFFERED TO FL STUDENTS: Multicultural Education Activities....37
XIV. PROCEDURES AND PRINCIPLES....37
A. General Requests and Complaints (Petitions)....37
B. Disciplinary Issues....38
C. Health-related Issues....38
D. Surveys and Evaluations....38
XV. CLASS PROCEDURES....38
A. Class Lists....38

B. Attendance....39
C. Attending Classes and Cancelled Classes....39
XVI. EXAM PROCEDURES....39
A. Things to Do Before the Exam....39
B. Rights and Rules for Exams....39
C. Announcing Exam Results....40
D. Objections to Exam Results....40
E. Make-up Exams....40
F. Keeping Records....41
XVII. OTHER ISSUES....41
A. Registrar's Office....41
1. Military Probation Procedure....41
2. Residence Permit Procedure....41
3. Student Certificate....42
4. Student ID Card....42
B. Library....42
C. Bank....42
D. Postal Services....43
E. EMU Clubs and Sports Affairs....43
F. Student Executive Board....43
G. Public Relations and Press Office....43
H. Health Centre....43
I. Psychological Counselling, Guidance and Research Centre (PD-RAM)……44
J. Transportation / Bus Services....44
K. Dormitories....44
L. Cafeterias....44
XVIII. EMERGENCIES....44
A. Emergency Line....44
B. Power Cuts....45
C. Bad Weather Conditions....45
D. Natural Disasters....45
E. Evacuation of Buildings....45
F. First Aid....45
XIX. IMPORTANT TELEPHONE NUMBERS....45

I. FOREWORD FROM THE DIRECTOR

In today's globalized world, English is widely recognized as the most common and universal language of communication. Additionally, it serves as an essential language for academia and international collaboration.

The Foreign Languages and English Preparatory School at Eastern Mediterranean University is dedicated to equipping students with the necessary English language proficiency to succeed in their academic journeys. Whether students begin with no prior knowledge of English or at an advanced level, our goal is to help them unlock their full linguistic potential and ensure their success.

Our English Preparatory Program focuses on preparing students for their faculty studies by enhancing their language skills to a level where they can confidently follow their courses.

Through our Foreign Languages Unit, we offer both elective and compulsory language courses such as English, German, Russian, French, Greek, and Russian, embracing the philosophy of “one language, one person.” Additionally, we provide Turkish language courses for international students to help them navigate daily and academic life in Cyprus. For students continuing in English-medium faculties, we offer Academic English courses to strengthen their comprehension and communication skills.

In today’s world, higher education should not only provide academic knowledge but also cultivate global citizens who respect and appreciate cultural diversity. Our school aims to create an environment where students from different backgrounds come together, learn side by side, and develop the linguistic skills necessary to thrive in an interconnected world.

We are proud to be a vital part of Northern Cyprus’s leading university and to have our quality recognized through international and national 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. In addition, our school is accredited by EAQUALS (Evaluation and Accreditation of Quality Language Services) and is an active member of ALTE and other prestigious international organizations, reaffirming our dedication to excellence in language teaching and learning.

Asst.Prof.Dr.Mutlu Kale
Director, FLEPS

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.

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. OUR CORE VALUES

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.*

VI. 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-centred 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 maximise learning;
- addressing relevant cultural and social issues in order to expose students to the target language and its culture more effectively.

VII. 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.

This chapter is read together with the Equal Opportunities and Inclusiveness Policy approved by the FLEPS Council in March 2026 as part of the FLEPS Foundational Policies, which is the School's governing statement on equality, inclusion and accessibility, including reasonable accommodations for students with disabilities and respect for cultural and religious diversity. Where the two differ, the Foundational Policies apply.

- 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 programme 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 behaviour.

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. Religion

- We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

B. Culture, class and race

- We acknowledge that members of the school come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote a school and a society in which there is social, religious and racial harmony.
- We are happy for our staff and students to wear special forms of dress where these are an essential part of their religious or cultural background – headscarves, etc.
- We will not tolerate racist behaviour in any form.

C. Gender

- As a school, we are aware that there may be gender inequalities in our society which tend to impose limits, particularly on girls' expectations and behaviour, so we constantly examine our curriculum, procedures and materials for gender bias or inequality.
- We encourage our students to be aware of the rigid sex stereotypes presented by, for example, the media. We try to ensure that our resources include non-sexist books and materials which value the achievements of women as well as men.
- We try to ensure that academic staff allocates their time fairly between the sexes, and that all students have opportunities for working with students of both sexes.

D. Sexuality

- As a school, we make no assumptions about the sexuality of any of our members.
- Offensive name-calling (of any sort) is unacceptable.

E. Special educational needs

- We welcome students with special needs. We undertake to assess and meet the needs of all our students as far as we are able. We aim to create a happy and educationally exciting environment in which all students can prosper.
- Because learners develop at different rates for different activities, we adopt a learner-centred approach to learning which is based on each student's needs.
- We try to ensure that students with physical disabilities are facilitated in participating in the school's curriculum to the fullest possible extent.
- Learners with special educational needs constitute a very diverse group: they include students with physical, emotional, behavioural or learning difficulties, those with impaired sight or hearing. We acknowledge that especially able learners have special needs, too.
- We seek assistance from a wide range of agencies where appropriate: for example, our school's psychological counsellor, our university's medical practitioners and psychologists.

o *Adapted from: http://www.educationengland.org.uk/articles/pol02equal.html*

VIII. ACCREDITATION

FLEPS is accredited by Eaquals (Evaluation and Accreditation of Quality Language Services), the international association for quality in language education. Accreditation means that an independent team of inspectors examines the whole of the School's work — how it is managed, how its courses are designed, how you are taught and assessed, the information and support you receive, the resources and buildings, and the qualifications and development of its teachers — and confirms that it meets international standards. Inspectors visit the School, observe lessons, read its documents and talk to students. Our next inspection takes place on 1–3 December 2026, and students will be among the people the inspectors meet.

The English preparatory programme is also accredited nationally by DEDAK, the association for the evaluation and accreditation of foreign language education programmes, following a review visit in December 2025.

FLEPS is a Pearson GSE Partner School at Gold tier, the first school in Cyprus to reach it. The levels of our courses and the learning outcomes you work towards are aligned with the Global Scale of English, an international scale which describes what a learner can do at each level, and our course documentation is reviewed periodically by Pearson. The School's earlier Pearson Assured accreditation was not renewed after May 2025, when the FLEPS Council decided that the School's quality assurance is covered by its Eaquals accreditation.

The School is an active member of ALTE and of other international professional organisations, and is an accredited centre for a number of international examinations.

What accreditation means for you

Accreditation is the reason your courses state the level and the learning outcomes you are working towards, your assessment is marked to common criteria and moderated, the rules and procedures in this Handbook are written down and reviewed every year, and the School asks for your feedback and reports what it does with it. If you believe the School is not meeting these standards, you may say so — to your instructor, through the petition procedures in this Handbook, and, if the matter remains unresolved, through Eaquals itself.

The Eaquals Guarantee to Students

Eaquals publishes a Guarantee to Students, setting out what students at an accredited centre are entitled to expect, and a Guarantee for Language Centres, setting out the commitments the centre makes. The Eaquals Guarantee to Students reads as follows.

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

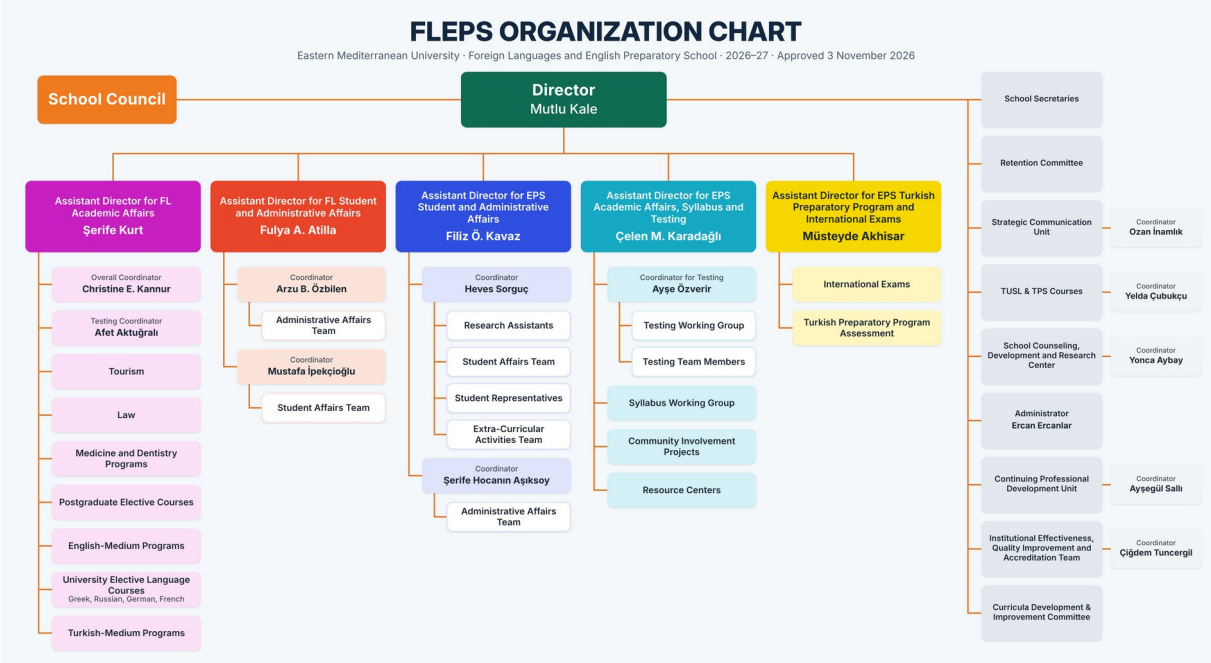
14. Administration and auxiliary services provided by the language centre are efficient

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

If you have a concern about the School, use the petition procedures set out in this Handbook: all petitions are finalised within five days. If your concern is not resolved, you may raise it with the university. Eaquals also operates its own complaints procedure for students of accredited centres, with an independent arbitrator known as the Eaquals Ombudsman. To use it, you complete the Eaquals complaint form and send it to the Eaquals Secretariat (info@eaquals.org; www.eaquals.org). If the complaint is not resolved through the Eaquals complaints procedure, it can be taken, through Eaquals, to the Eaquals Ombudsman, whose decision is final.

IX. 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
South Campus Office no: EPS 212

Sen. Inst. Şerife S. Kurt
(Academic Affairs, FL)

Ext. no: 1604
serife.sakalli@emu.edu.tr
North Campus Office no: 0AA.102

Inst. Fulya A. Atilla
(Student and Administrative Affairs, FL)

Ext. no: 1529
fulya.atilla@emu.edu.tr
North Campus Office no: 0AA.0101

Sen. Inst. Arzu B. ÖZBİLEN
Team Member
Sen. Inst. Mustafa İPEKÇİOĞLU
Team Member
(Registration and Exam Administration Unit)

arzu.bardak@emu.edu.tr
mustafa.ipekcioglu@emu.edu.tr
Ext. no: 2606
North Campus Office no: 0AA 0106

Sevgi Yelkanat
Secretary

Ext. no: 2423
sevgi.yelkanat@emu.edu.tr
North Campus Office no: 0AA.0104

X. 2026-2027 ACADEMIC CALENDAR

FALL SEMESTER

August	**03**	**2026**	**Online Course Registration for 2026 - 2027 Fall Semester Commences**
August	20-22	2026	2025 - 2026 Summer Semester Final Examinations Period
August/September	26-19	2026	Orientation Days for New Students
August	26	2026	Last Day for Submission of 2025 - 2026 Summer Semester Grades to the Registrar's Office
August	27	2026	Last Day for Submission of Summer Semester Graduation Decisions to the Registrar's Office
August	27-28	2026	Online Application Period for Summer Semester Graduation Make Up Examinations
August	30	2026	National Holiday (Victory Day)
August/September	31-01	2026	Summer Semester Graduation Make Up Examinations Period
September	02	2026	Last Day for Submission of 2025 - 2026 Spring and Summer Semester 'Incomplete (I)' Grades and Graduation Make Up Grades to the Registrar's Office
September	03	2026	Last Day for Submission of Graduation Decisions of Students, who will graduate following completion of 2025 - 2026 Spring or Summer Semester 'Incomplete (I)' Grades and as a result of Graduation Make Up Examination, to the Registrar's Office
September	07	2026	Last Day for Graduation of Students Graduating at the End of Summer Semester, Students Graduating Following Graduation Make Up Examination, and Students Graduating Following Completion of 2025 - 2026 Spring Semester 'Incomplete (I)' Grades
September	08	2026	English Proficiency Test - 1st Stage *
September	10	2026	English Procifiency Test - 2nd Stage (Reading, Writing and Listening Session)
September	11	2026	English Proficiency Test - 2nd Stage (Speaking Session)
September	15	2026	Announcement of English Proficiency Test 2nd Stage Results
September	15	2026	Last Day for Online Course Registration
September	16-18	2026	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Registration)
September	21	2026	2026 - 2027 Fall Semester Classes Commence First Day of Late Registration
September	28	2026	Last Day for Late Registration
September	28	2026	Last Day for Submission of 2025 - 2026 Spring and Summer Semester Letter Grade Changes to the Registrar's Office
October	05	2026	Day for Add / Drop
October	29	2026	National Holiday (Republic Day of the Republic of Türkiye)
October/November	30-07	2026	Midterm Examinations Period
November	9	2026	System will be accessible for Entering Courses to be offered in 2026 - 2027 Spring Semester
November	10	2026	Commemoration of Atatürk
November	15	2026	National Holiday (Republic Day of the Turkish Republic of Northern Cyprus)
November	27	2026	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2026 - 2027 Spring Semester to the Rectorate
December	04	2026	Last Day for Entering Courses to be offered in 2026 - 2027 Spring Semester to the System
December	04	2026	Last Day for Course Withdrawal
December	18	2026	Last Day to submit Leave of Absence Application
December	25	2026	Christmas Day **
December	30	2026	Last Day of Classes
January	01	2027	New Year's Day
January	04-12	2027	Final Examinations Period
January	18	2027	Last Day for Submission of Grades to the Registrar's Office
January	19	2027	Last Day for Submission of 2026 - 2027 Fall Semester Graduation Decisions to the Registrar's Office
January	19-	2027	Online Application Period for Resit Examinations

	20		
January	21	2027	Fall Semester Associate/Undergraduate/Graduate Graduation Ceremony

*** Those who are successful in the 1st Stage Test, must take the 2nd Stage Test.**

**** Attendance will not be taken in the classes, and no quizzes or any other exams will be administered on this day.**

SPRING SEMESTER

January/February	**18-03**	**2027**	**Orientation Days for New Students**
January	22-25	2027	2026 - 2027 Fall Semester Resit Examinations Period
January	22	2027	English Proficiency Test - 1st Stage*
January	26	2027	English Procifiency Test - 2nd Stage (Reading, Writing and Listening Session)
January	27	2027	Last Day for Submission of 2026 - 2027 Fall Semester Resit Examination Grades to the Registrar's Office
January	27	2027	English Proficiency Test - 2nd Stage (Speaking Session)
January	27	2027	Last Day for Submission of 2026 - 2027 Fall Semester 'Incomplete (I)' Grades to the Registrar's Office
January	27-28	2027	Online Application Period for 2026 - 2027 Fall Semester Graduation Make Up Examinations
January	28	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate as a result of 2026 - 2027 Fall Semester Resit Examinations, to the Registrar's Office
January	29	2027	Announcement of English Proficiency Test - 2nd Stage Results
January/February	30-01	2027	2026 - 2027 Fall Semester Graduation Make Up Examination Period
January	31	2027	Last Day for Online Course Registration
February	01-03	2027	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Registration)
February	02	2027	Last Day for Submission of 2026 - 2027 Fall Semester Letter Grade Changes and Graduation Make Up Grades to the Registrar's Office
February	03	2027	Last Day for submission of Graduation Decisions of Students who will graduate as a result of 2026 - 2027 Fall Semester Graduation Make Up Examination, Resit Examination or 'Incomplete (I)' Grades to the Registrar's Office
February	04	2027	Last Day for Graduation of 2026 - 2027 Fall Semester Resit Examinations Graduates or Graduation of Students who complete Their Graduation Procedures Late
February	04	2027	2026 - 2027 Spring Semester Classes Commence First Day of Late Registration
February	11	2027	Last Day of Late Registration
February	18	2027	Last Day for Add / Drop
March	08	2027	Eve of Ramadan Bairam
March	09-11	2027	Ramadan Bairam
March/April	27-03	2027	Midterm Examinations Period
April	20	2027	System will be accessible for Entering Courses to be offered in 2026 - 2027 Summer Semester
April	23	2027	National Holiday (National Sovereignty and Children's Day)
April	27	2027	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2026 - 2027 Summer Semester to the Rectorate
May	01	2027	National Holiday (Workers' and Spring Day)
May	3	2027	System will be accessible for Entering Courses to be offered in 2027 - 2028 Fall Semester
May	05-08	2027	Spring Festival

May	07	2027	Last Day for Course Withdrawal
May	14	2027	Last Day to submit Leave of Absence Application
May	15	2027	Eve of Kurban Bairam
May	16-19	2027	Kurban Bairam
May	19	2027	National Holiday (Commemoration of Atatürk, Youth and Sports Day)
May	21	2027	Last Day of Classes
May/June	24-02	2027	Final Examinations Period
May	28	2027	Last Day for the Elective Course Commission to submit the University Elective Courses to be offered in 2027 - 2028 Fall Semester to the Rectorate
June	01	2027	Last Day for Entering Course to be offered in 2026 - 2027 Summer Semester
June	03-23	2027	Online Course Registration Period for 2026 - 2027 Summer Semester
June	07	2027	Last Day for Submission of 2026 - 2027 Spring Semester Grades to the Registrar's Office
June	08	2027	Last Day for Submission of Graduation Decisions to the Registrar's Office
June	08-09	2027	Online Application Period for Resit Examinations
June	10	2027	Spring Semester Graduate Graduation Ceremony
June	11	2027	Spring Semester Associate / Undergraduate Graduation Ceremony
June	14-16	2027	2026 - 2027 Spring Semester Resit Examination Period
June	18	2027	Last Day for Submission of 2026 - 2027 Spring Semester Resit Examination Grades to the Registrar's Office
June	21	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate as a result of 2026 - 2027 Spring Semester Resit Examinations, to the Registrar's Office

*** Those who are successful in the 1st Stage Test, must take the 2nd Stage Test.**

SUMMER SEMESTER

June	**21**	**2027**	**Last Day for Submission of Graduation Decisions of the Students,who will graduate as a result of 2026 - 2027 Spring Semester Resit Examinations, to the Registrar's Office**
June	23	2027	Last Day for Summer Semester Online Course Registration
June	24-25	2027	Course Registration Period (Course Registration Accompanied by Advisor and Approval of Course Regisrations)
June	28	2027	Last Day for Entering Courses to be offered in 2027 - 2028 Academic Year Fall Semester to the System
June	28	2027	Summer Semester Classes Commence First Day of Late Registration
July	05	2027	Last Day For Late Registration
July	12	2027	Last Day For Add / Drop
July	20	2027	National Holiday (Peace and Freedom Day)
July	21	2027	Online Course Registration for 2027 - 2028 Fall Semester Commences
August	01	2027	National Holiday (National Resistance Day)
August	6	2027	Last Day for Course Withdrawal
August	13	2027	Last Day of Classes
August	14	2027	Religious Day (Mawlid, night of August 13)
August	16-18	2027	Summer Semester Final Examinations Period
August	20	2027	Last Day for the Submission of Summer Semester Grades to the Registrar's Office
August	21-23	2027	Online Application Period for Summer Semester Graduation Make Up Examinations
August	23	2027	Last Day for Submission of the Summer Semester Graduation Decisions to the Registrar's Office
August	25-26	2027	Summer Semester Graduation Make Up Examinations Period
August	30	2027	National Holiday (Victory Day)
August	31	2027	Last Day for Submission of 2026 - 2027 Spring and Summer Semester 'Incomplete (I)'

			Grades and Graduation Make Up Grades to the Registrar's Office
September	01	2027	Last Day for Submission of Graduation Decisions of Students, who will graduate following completion of 2026 - 2027 Spring or Summer Semester 'Incomplete (I)' Grades and as a result of Graduation Make Up Examination, to the Registrar's Office
September	03	2027	Last Day for Graduation of Students Graduating at the End of Summer Semester and Graduation of the Students Who Complete 'Incomplete (I)' Grades of 2026 - 2027 Spring Semester

XI. FLEPS EDUCATION SYSTEM

A. FLEPS Educational Philosophy

As we have stated, the primary goal for Foreign Languages and English Preparatory School (FLEPS) is to develop and maintain a quality-learning atmosphere in which the general and academic learning needs of all learners are catered for regardless of their learning profile, and educational and cultural background. To this aim, a learner-centred approach based on the constructivist view is the key element underlining our educational philosophy. This view highlights facilitation of learners to take in the information they are presented, construct meaning and apply that knowledge to real life, rather than memorizing the information gained from school.

The main characteristics of constructivist learning are as follows:

- Learning is more at the forefront than teaching,
- The context formed within learning is important,
- Guessing, creating and analysis has an important role in learning,
- Learning is based on students' mental schema,
- It is important to create willingness and purpose for learning in students,
- Learner autonomy and enthusiasm is continuously encouraged,
- Students should question the provided information and this should be encouraged,
- Students' natural curiosity should be fostered,
- Academic staff should not only deal with what students learn but also with how they learn.

B. Teaching Goals of FL Division

Foreign Languages and English Preparatory School (FLEPS) acknowledges the following as the teaching targets of Foreign Languages 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,
- Courses offered at the Foreign Languages Division for English-medium Faculties/Departments, being at B1 and B2 levels; other courses offered for Turkish-medium Faculties/Departments, being at A1 and A2 levels,
- Other foreign language courses offered at Foreign Languages Division for all Faculties/Departments being at A1-B1 levels 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.

Conversation: 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.

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

Written Expression: Can, for example, write a short and simple postcard to send his/her greetings on holidays; fill in personal information such as name, address, nationality, etc. in hotels.

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.

Conversation: 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.

Verbal Expression: 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 short, simple notes and news. For example, can write a simple, personal letter to thank for something.

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.

Conversation: 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.

Verbal Expression: Can describe his/her experiences, daily and global events or his/her dreams, goals; can speak in simple but coherent sentences. Can briefly explain his/her thought and plans and reason them. Can tell a story or the plot of a book or movie and describe his/her own responses.

Written Expression: Can write simple, coherent texts about topics relevant to his/her field of interest or personal life. Can write letters involving experiences and impressions.

B2

Listening Comprehension: Can understand long spoken texts or presentation on familiar topics and even the complex reasoning within the topic. Can understand majority of the news, broadcasts and current discussions on television. Can understand majority of the movies when a clear language is used.

Reading Comprehension: Can read and understand reports on current problems that follow a certain attitude and a certain status. Can understand modern written texts.

Conversation: Can spontaneously and fluently express him/herself while talking to a native speaker. Can participate in discussions, reason his/her views and defend them in familiar contexts.

Verbal Expression: Can provide clear and detailed presentations on topics from his/her area of interest. Can explain views on a current question and state the advantages and disadvantages of various opportunities.

Written Expression: Can write clear and detailed texts about topics that interest him/her. Can provide the information given in a text or report or can give reasons for supporting or rejecting an idea. Can write a letter emphasizing the personal importance of events and experiences.

C. Language Learning at FL Division

We view learning as a developmental, interactive and reflective process. 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.

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 (TPSi)

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. Courses

TURKISH-MEDIUM PROGRAMS (GENERAL ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL151	Communication in English 1	A1	2	2
ENGL151 is a first semester, first year English language course offered to students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English from 25 to 27 on the GSE band within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL152	English 2	A1	2	2
ENGL152 is a second semester, first year English language course offered to students studying in a 4 year Turkish Medium Program at the Faculty of Education at the university. It is designed to help students improve the level of their English from 27 to 35 on the GSE band within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL161	Basic English I	A1	3	4
ENGL161 is a first semester, first year English language course offered to all students studying in a 2 year Turkish Medium Program at the university. It is designed to help students improve the level of their English from 22 to 28 on the GSE band within the A1 level as specified, the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills.				
ENGL162	Basic English II	A1	3	4
ENGL162 is a second semester, first year English language course offered to all students studying in a 2-year Turkish Medium Program. It is designed to help students improve the level of their English from 27 to 35 on the GSE band and within the A1 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills in				

academic settings.				
ENGL171	English 1	A2	3	4
ENGL171 is a first semester, first year English language course offered to students studying in a 4 year Turkish Medium Programs. It is designed to help students improve the level of their English from 29 to 36 on the GSE band and within the A2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills. Contact hours are 4 hours per week.				
ENGL172	English 2	A2+	3	4
ENGL172 is a second semester, first year English language course offered to all students studying in a 4 year Turkish Medium Program. It is designed to help students improve the level of their English from 36 to 43 on the GSE band and within the A2+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and aims to develop listening, speaking, reading and writing skills in academic settings.				
ENGL203	Occupational English	A1+–A2	3	3
ENGL203 is a 3rd semester basic occupational English course. It aims to revise technical terms and knowledge while using a range of skills, including reading, writing, and oral communication skills. Throughout the course, the students focus on tasks that intend to help them in their immediate and future academic and professional life. The tasks selected for this course are parallel with topics covered in their field of study. Therefore, students do not only have the opportunity to digest those topics but they also practise the English language.				
ENGL302	Occupational English	A2	2	2
ENGL302 is a second semester, third year intensive writing course. It aims to further improve the writing skills of students. Writing skills are essential to academic success and this course helps them better cope with their academic studies and increases their self-confidence in academic writing. Specifically, it focuses on helping students to write clear, well-organised and well-developed work, using a wide range of vocabulary and grammatical structures. This course also helps students evaluate more critically their own work and that of others.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL155	Basic English 1	A2	5	5
ENGL155 is a first semester, first year English language course. It is designed to help students improve the level of their English from 30 to 36 on the GSE band and within the A2 level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the English language and				

aims to develop listening, speaking, reading and writing skills in academic settings.				
ENGL156	Basic English 2	A2+	5	5
ENGL156 is a first year, second semester English language course for the students in the Faculty of Law. It is designed to help students improve the level of their English from 36 to 43 on the GSE band and within the A2+ level, as specified in the Common European Framework of Reference for Languages. Contact hours are 5 hours per week. This course is for Faculty of Law.				
ENGL255	Legal English I	B1	4	4
ENGL 255 is a sophomore legal English course for the students in the Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. Contact hours are 4 hours per week. The main focus of the course is on the development of reading, writing, listening and speaking skills in legal English as well as legal jargon				
ENGL256	Legal English II	B1	4	4
ENGL256 is a sophomore legal English course for the students in the Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. The main focus of the course is on the development of reading, writing, and speaking skills in legal English as well as legal jargon.				
ENGL165	Legal English I	B1+	3	4
ENGL165 is a first semester, first year Legal English course for the students of the English-medium programme of the Faculty of Law. It is designed to help students improve the level of their English from 51 to 58 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. In 2026–27 the course is in the pilot semester of its redesign, with an English for specific purposes coursebook.				
ENGL166	Legal English II	B1+	3	4
ENGL166 is a second semester, first year Legal English course for the students of the English-medium programme of the Faculty of Law. It is designed to help students improve the level of their English from 51 to 58 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages.				

TOLES COURSES (AREA ELECTIVE COURSES AT FACULTY OF LAW)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL352	English for Lawyers I	B1	2	3
ENGL352 is a 1st semester, 3rd year English language course. It is offered to the				

students of Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL353	English for Lawyers II	B1	2	3
ENGL353 is a 2nd semester, 3rd year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL452	English for Lawyers III	B1	2	3
ENGL452 is a 1st semester, 4th year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				
ENGL453	English for Lawyers IV	B1	2	3
ENGL453 is a 2nd semester, 4th year English language course. It is offered to the students of Faculty of Law. It is designed to help students improve the level of their English from 43 to 51 on the GSE band and within the B1 level as specified in the Common European Framework of Reference for Languages. It focuses on preparing students for TOLES (Test of Legal English Skills).				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF TOURISM)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL105	Communication Skills for Tourism and Recreation Industry – I	B1+	3	4
ENGL105 is a 1st semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both two-year and the four-year program students who are at B1+ level of English according to Common European Framework of Reference (CEFR) for languages. It aims to consolidate and develop students' knowledge and ability to understand and use familiar tourism related expressions and specific practical needs in connection with tourism, recreation and culinary issues. This course focuses on the further reading, speaking, listening, and writing skills in job-related settings and improving study skills in general.				
ENGL106	Communication Skills for Tourism and Recreation Industry – II	B2	3	4
ENGL106 is a 2nd semester, 1st year ESP course. It is offered to the students of Faculty of Tourism. It is intended for both the two-year and the four-year program				

students who are at B2 level of English according to Common European Framework of Reference (CEFR) for languages. It aims at the strategies necessary for effective professional communication. Thus, the course provides guidance and a context for developing reading, writing and speaking skills.

ENGL 107	Culinary Art	A1	3	4
ENGL107 is 1st semester, 1st year ESP course. It is offered to the students of Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions that will help them to understand basic cooking instructions and to give systematic instructions for preparing recipes. Throughout the semester, students study grammar and culinary arts terminology as well as tenses.				
ENGL108	Culinary Art	A2	3	4
ENGL108 is a 2nd semester, 1st year ESP course. It is offered to the students of Culinary Arts Program at Faculty of Tourism. It is intended to help students improve the level of their English to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It aims to further equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions and to give step by step instructions for preparing recipes. Throughout the semester students study grammar and culinary arts terminology as well as tenses.				
ENGL109	Communication Skills for Gastronomy and Culinary Arts - I	B1+	3	4
ENGL 109 is a first semester ESP course of the Culinary Arts Programme at the Faculty of Tourism. This course is intended for students who are at B1+ level of English according to CEFR. Throughout the semester the students will study grammar and culinary arts terminology as well as tenses. The aim of this course is to equip students with general and specific English terminology and expressions which will help them to understand basic cooking instructions, communicative dialogues and to give step by step instructions for preparing menus and recipes. The main emphasis is placed on the strategies necessary for effective professional communication in their own field.				
ENGL110	English II	B1	3	4
ENGL 110 is a second semester ESP course at the Faculty of Tourism. This course is intended for both two-year and the four-year program students who are at B1 level of English according to CEFR within the GSE range of 47-63. The purpose of this course is to consolidate and develop students' knowledge and ability to understand				

and use familiar gastronomy related expressions and specific practical needs in connection with culinary issues. The prime focus will be on the further reading, speaking, listening and writing skills in job related settings, and on improving study skills in general.

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF MEDICINE)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL 131	Medical English	C1	4	2
ENGL131 is a first-year English language course that runs over one academic year (two semesters). It is offered to the students of Faculty of Medicine. It is an intensive course for doctors, medical students in the clinical phase of their studies and other medical professionals who need to use English in their work. This course covers medical terminology, practice in specialist vocabulary and a review of basic grammatical structures. It focuses on communication with patients and medical colleagues, and reading and writing medical journal articles, case reports using the correct abbreviations and format.				

ENGLISH FOR SPECIFIC PURPOSES PROGRAMS (FACULTY OF DENTISTRY)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL 113	Medical English I	B1+	2	2
ENGL113 is a first year first semester Medical English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as teeth, gum disorders, cleaning, tooth extraction and hygiene are incorporated in the course.				
ENGL 124	Medical English II	B1+	2	2
ENGL124 is a first year second semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. The course incorporates career specific vocabulary and contexts through four skills thorough practice. Topics such as dental exam, radiography, dental prosthetics, orthodontic treatment, dental caries fillings, root canals and many more are incorporated in the course.				
ENGL 213	Medical English III	B1+	2	2
ENGL 213 is a second year first semester English course for the students studying at the Faculty of Dentistry. It is an intensive course for dentistry students who need to use and improve their English communications in a work environment. This course is also a further dive into the world of dentistry for the second year dentistry student. Dental terms are grouped according to a specialty or area of interest to provide specific and related knowledge of the subject matter.				

ENGLISH-MEDIUM PROGRAMS (ACADEMIC ENGLISH)

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL191	Academic English with Critical Thinking I	B1+	3	4
ENGL 191 is a first semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English from 55 to 60 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis. The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL192	Academic English with Critical Thinking II	B1+	3	4
ENGL 192 is a second semester freshman academic English course offered to students studying in an undergraduate English Medium Program at the university. It is designed to help students improve the level of their English within the GSE 55–60 range and within the B1+ level as specified in the Common European Framework of Reference for Languages. This course introduces the students to the knowledge and awareness of academic discourse, language structures and lexis. The main focus will be on the development of productive (writing and speaking) and receptive (reading) skills in academic settings.				
ENGL201	Critical Thinking and Report Writing	B2+–C1	3	3
ENGL 201 is for the students at the Faculty of Engineering and at the School of Computing and Technology. It is designed to help students to improve the level of their English from 67 to 76 on the GSE band and within the B2+ and C1 levels as specified in the Common European Framework of Reference for Languages. It is to develop a range of skills for effective Technical Report Writing based on the requirements from their faculties according to the ABET Accreditation. (Research on a topic preferably on Engineering and process writing). At the end, an organized and cohesive Technical Report will be produced. APA (the style of documentation of sources used by the American Psychological Asssociation) conventions in terms of page layout, headings, table of contents, tables, figures, pictures, and references are followed by the students. Upon completion of the report, students are required to orally present their work aiming to enhance spoken fluency, accuracy and provide training in the components of a good, academic presentation.				

ENGLISH POSTGRADUATE COURSES

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
ENGL511	Intensive English for Post Graduate Students	A2+/B1	0	24
ENGL 511 is an intensive English language course for postgraduate students. The course is aligned to the Common European Framework of Reference for Languages (CEFR) and is for students who have been assessed as CEFR A2+ / B1, or Pearson's Global Scale of English (GSE) band from 36 to 55.				
ENGL513	Academic English for Post Graduate Students	B1+	0	6
ENGL 513 is for students in the first semester of a postgraduate course of study who need to develop their level of academic English from 51 to 58 on the GSE band and within the B1+ level as specified in the Common European Framework of Reference for Languages. The course purpose is to develop their level of academic English in order to successfully cope with the demands of advanced academic study.				
ENGL515	Advanced Academic English for Post Graduate Students	B2	0	4
ENGL515 is a 1st semester advanced academic English course for postgraduate students. It aims to further develop their English language skills to cope better with their academic studies. Students receive extensive practice in the areas of reading and writing, and focus on lexis and grammar relevant to academic studies.				

UNIVERSITY ELECTIVE COURSES

TURKISH-MEDIUM PROGRAMS

Course Code	Course Name	CEFR Level	Credit	Weekly Course Load
FREN201	French III	A1	2	2
FREN201 is the continuation of the introduction to the French language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four language skills and introduces basic grammar structures. It also helps students to understand and communicate in everyday situations, both in the classroom and in a French-speaking environment.				
GERM101	German I	A1	2	2
GERM101 is an introduction to the German language for speakers with no or a little knowledge of French. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilisation.				
GERM102	German II	A1	2	2
GERM102 is the continuation of the introduction to the German language course. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their French to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills (reading, writing, listening, speaking) and covers basic grammar, vocabulary and pronunciation. It also helps students to communicate in everyday situations in German-speaking countries and to gain an insight into German culture and civilization.				
GERM201	German III	A1	2	2
GERM201 is a basic German course introducing the German language. It is offered to the students of Foreign Languages Education Department. It aims to help students improve the level of their German to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a German-speaking environment.				

UNIVERSITY ELECTIVE COURSES
FOREIGN LANGUAGES PROGRAMS

GREE111	Greek I	A1	3	4
GREE111 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE112	Greek 2	A1	3	4
GREE112 is the continuation of the introduction to the Greek language course. is offered to the students studying in English-medium programs. It aims to help students improve the level of their Greek to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
GREE211	Greek I	A1	3	4
GREE211 is an introduction to the Greek language for speakers with no or a little knowledge of Greek. It is offered to the students studying in Turkish-medium programs. It aims to help students improve the level of their Greek to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Greek-speaking environment.				
RUSS111	Russian I	A1	3	4
This course is an introduction to the Russian language for speakers with no or a little knowledge of Russian. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian to halfway towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				

RUSS112	Russian II	A1	3	4
RUSS112 is the continuation of the introduction to the Russian language course. It is offered to the students studying in English-medium programs. It aims to help students improve the level of their Russian towards A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and covers basic grammar, vocabulary and pronunciation. It also helps students to understand and communicate in everyday situations, both in the classroom and in a Russian-speaking environment.				

TURKISH COURSE FOR ENGLISH MEDIUM PROGRAMMES

TUSL181	Turkish as a Second Language	A1	2	2
TUSL181 is a basic Turkish course introducing the Turkish Language. It aims to help students improve the level of their Turkish to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and introduces basic grammar structures. It also helps students to develop their writing skills through a variety of tasks and to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				

TURKISH COURSES FOR FACULTY OF MEDICINE

TFMS101	Turkish as a Second Language	A1	3	4
TFMS 101 is a 1st semester, 1st year Turkish course. It is offered to the students of Faculty of Medicine. It aims to help students improve the level of their Turkish to A1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It is based on the introduction to Turkish Language and incorporates all four skills. It also helps students to develop their writing skills through a variety of tasks and to understand and communicate in everyday situations, both in the classroom and in a Turkish-speaking environment.				
TFMS102	Turkish as a Second Language	A2	3	4
TFMS 102 is a 2nd semester, 1st year Turkish course. It is offered to the students of Faculty of Medicine. It aims to help students improve the level of their Turkish to A2 level, as specified in the Common European Framework of Reference (CEFR) for languages. It incorporates all four skills and introduces basic grammar structures. It also helps students to understand and communicate in				

everyday situations, both in the classroom and in a Turkish-speaking environment.				
TFMS201	Turkish as a Second Language	B1	2	2
TFMS 201 is a compulsory course based on communication in Turkish. It is offered to the 2nd year foreign students in the Faculty of Medicine. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It helps students to comprehend the main idea of the conversations done in their daily life, to follow the meaning behind long sentences and ask for repetition, to understand the outline of the standard speech that they constantly encounter in the real-life situations, and to answer questions and bring them to the level of being able to express themselves in writing.				
TFMS301	Turkish as a Second Language	B1	2	2
TFMS301 a compulsory course based on communication in Turkish. It is offered to the 3rd year foreign students in the Faculty of Medicine. It aims to help students improve the level of their Turkish to B1 level, as specified in the Common European Framework of Reference (CEFR) for languages. It helps students to comprehend the main idea of the conversations done in their daily life, to follow the meaning behind long sentences and ask for repetition, to set up communication in their daily life especially in urgent cases, for example, when they are in hospital or pharmacy, to comprehend the main idea of the written texts and reflect their ideas in discussions.				

A. Course Flow

<table>
<tr><th></th><th>FACULTIES</th><th colspan="3">COURSE(S)</th></tr>
<tr><td rowspan="9">ENGLISH-MEDIUM PROGRAMS</td><td>Engineering</td><td rowspan="8">TUSL181</td><td rowspan="2">ENGL191* →

*Students who get 60 and above from English Proficiency Exam Stage II)</td><td rowspan="2">ENGL192

**Students who get between 50 – 59 from English Proficiency Exam Stage II)</td></tr>
<tr><td>Business</td></tr>
<tr><td>Communication</td><td rowspan="6"></td><td rowspan="6"></td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Pharmacy</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td>Tourism & Hospitality</td><td colspan="2">ENGL105 → ENGL106 → ENGL107 →ENGL108 →ENGL109 → ENGL110</td></tr>
<tr><td>Medicine</td><td colspan="3">ENGL131
TFMS101 → TFMS102 → TFMS 201→ TFMS301</td></tr>
</table>

<table>
<tr><td rowspan="2">2-year TURKISH-MEDIUM PROGRAMS</td><td>SCT</td><td colspan="4" rowspan="2">ENGL161 → ENGL162</td></tr>
<tr><td>Health Sciences</td></tr>
<tr><td rowspan="9">TURKISH-MEDIUM PROGRAMS</td><td>Education</td><td colspan="4">ENGL151 → ENGL152</td></tr>
<tr><td>Health Sciences</td><td colspan="4" rowspan="6">ENGL171 → ENGL172</td></tr>
<tr><td>Arts & Sciences</td></tr>
<tr><td>Communication</td></tr>
<tr><td>Business</td></tr>
<tr><td>SCT</td></tr>
<tr><td>Engineering</td></tr>
<tr><td>Tourism (Culinary Arts)</td><td colspan="4">ENGL107 → ENGL108</td></tr>
<tr><td>Law</td><td colspan="4">ENGL155 → ENGL156
ENGL255 → ENGL256</td></tr>
<tr><td rowspan="2">ELECTIVES</td><td>UNIVERSITY (English-medium Programs)</td><td>UNIVERSITY (Turkish-medium Programs)</td><td>AREA</td><td colspan="2">FOREIGN LANGUAGES</td></tr>
<tr><td></td><td></td><td>ENGL203
ENGL302</td><td>UNIVERSITY
GREE111
GREE112
GREE211
RUSS111
RUSS112</td><td>AREA
FREN101
FREN102
FREN201
GERM101</td></tr>
<tr><td>POSTGRADUATE PROGRAMS</td><td colspan="3">ENGL511 →ENGL513 →ENGL515</td><td colspan="2"><u>Elective</u></td></tr>
</table>

B. 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 centre 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).

C. Office Hours

The academic staff at Foreign Languages Division has 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.

D. FLEPS Assessment and Evaluation

Student evaluation in FLEPS is used as a tool in deciding on the targeted levels with the education program. Different methods and techniques are used while doing evaluation. Thus, knowledge of foreign language, skills and analytical thinking is evaluated in a reliable, unbiased and fair way. The purpose of evaluation is to inform students about his/her level of knowledge of language development, level of learning and realise his/her potential, and help him/her do self-evaluation. Furthermore, another aim of evaluation is to provide information for FLEPS education system, provide feedback for learning-teaching process, hence, and take part in improving quality in education.

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,
- student's homework.

E. 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 presentations, 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 organise 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.

F. Summer School

For the summer period of every academic year, the Foreign Languages Division offers compulsory English courses for students of Turkish-medium and English-medium programmes (e.g. ENGL172, ENGL191), and university elective foreign language courses (e.g. GERM111, GREE111) in which students can enrol if they wish.

G. 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.

H. Pearson Certificate

The School’s Pearson Assured accreditation was not renewed after May 2025, and Pearson Assured certificates are therefore no longer issued for Foreign Languages Division courses. The School’s current relationship with Pearson, as a Pearson GSE Partner School, is described in the chapter on accreditation.

I. 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 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.

XII. 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,
- Course selection,
- Adding/dropping courses,
- Information about financial condition,
- Announcements made at the university,
- Request for freezing registration,
- Attendance,
- Informal transcript,
- Lecture notes,
- Surveys,
- Instructor evaluation,
- Student club membership.
- exam results,
- the results of other pieces of assessment,
- the GPA and CGPA,
- the total points they have at the end of the semester, and
- their corresponding letter grades.

D. FLEPS in Social Media

Foreign Languages and English Preparatory School (FLEPS) aims at keeping student candidates, students, academic staff and anyone who feels like a part of EMU family connected and informed about the developments and updates at FLEPS through means of Social Networking Platforms such as Facebook, Twitter and Instagram.

By using such media, FLEPS can keep its users up-to-date with all current university and school-related news and actively respond to any questions that they may have or direct these questions to the correct addresses. In brief, Foreign Languages and English Preparatory School is to represent EMU and EMU FLEPS in the best possible way through Social Networking Platforms.

You can follow us in social media:
www.facebook.com/emufleps
www.twitter.com/emufleps
www.instagram.com/emufleps

E. FLEPS using Microsoft Teams

Foreign Languages and English Preparatory School (FLEPS) aims at keeping students informed about events, facilities and important dates. We also aim at having various channels open with students so that they can ask their questions and queries directly and they can get the best response immediately. As the University uses Microsoft Teams as the online education platform, various teams and channels are open for both students and teachers to get well-informed and to direct questions and queries.

Course documents, tasks and criteria are also placed on the University's learning management system at emuonline.emu.edu.tr, which you access with your university credentials.

XIII. EXTRA CURRICULAR ACTIVITY OFFERED TO FL STUDENTS: Multicultural Education Activities

Introduction to Multicultural Education course at Foreign Languages Division aids students to be able to discuss global and cultural issues such as globalisation, multiculturalism, identity, and so on. Every semester volunteer students go on a trip to learn more about the local culture. Moreover, the awareness-raising project is assigned to raise students' awareness of the world issues that affect us all.

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 Students get the suitable petition form from the secretaries in order to express themselves by making a request, a complaint or a suggestion. All petitions regarding to problems and questions should be written on General Request Form and referred to the Assistant Directors for Student and Administrative Affairs both in FL and EPS Divisions. Issues can be summarised 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 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 in the chapter on 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 Assistant Director for Student and Administrative Affairs, Fulya Atilla (room FL101, ext. 1529), or to the School counsellor, Asst. Prof. Dr. Yonca Aybay, at the Student Counselling, Development and Research Centre in the English Preparatory School (room PREP 09, ext. 2261), where counselling is confidential. A concern about a member of staff can also be taken to the Director, Asst. Prof. Dr. Mutlu Kale. 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.

C. 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.

D. Health-related Issues

Students who are taking courses from Foreign Languages Division should submit their health reports to their departments. Decision(s) coming from their department will be in process during the academic semester.

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.

The School also surveys students during and at the end of each semester about their courses, their materials and the services provided. These surveys are analysed by level and reported to the School's management, and they change what the School does: the feedback you gave in 2025–26 led to the revision of the course outlines, the balance of skills work and the online learning platform used in 2026–27. From February 2027, the School will publish a short summary each semester of what students said and what was changed as a result, on the portal and the website and through your class representatives.

XV. CLASS PROCEDURES

A. Class Lists

Students can find out which group they are registered to, their instructors, the buildings and classrooms on the Student Portal.

B. Attendance

Students' attendance is compulsory at Foreign Languages Division. Attendance is taken on 'Attendance Record Sheet' for each lesson and entered onto portal every week. Students are asked to sign the 'Attendance Record Sheet' by the course instructor. These sheets are submitted to the Registration and Exam Administration Unit at the end of each semester by the instructors of the courses.

"NG" Nil Grade/ Failing from Absenteeism

Students who do not comply with the required level attendance and/or not fulfilling the requirements for the evaluation of the course are given the "NG" grade by the Instructor of the Course based on the criteria determined by the Faculty/School Academic Council (see EMU Rules & Regulations). Students are informed about the criteria for receiving the "NG" grade by the related course instructor at the beginning of the semester. "NG" grade is included in the computation of GPA and CGPA.

C. Attending Classes and Cancelled Classes

All students should attend classes on time. In case instructors need to cancel / postpone a class, a responsible person (assigned by the FLEPS Administration) informs the class by posting an announcement. In return, of the course instructor, a make-up lesson is held within one week. Students are informed about the date and time of the make-up class by the instructor. Usual attendance procedures are valid for all make-up classes during the semester.

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 10 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 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

- 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. No ID checking is performed on electronic devices (mobile phones) or the Internet (Portal). The photos of an ID card or a passport (on

mobile phones or photocopied documents) are not accepted as valid identification documents. In cases students are not accepted to sit exams due to the lack of identification document, they can write a petition for the make-up exam.

- Each student is responsible for reading and understanding the exam instructions.
- 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 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 in their bags. 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 midterm and final exams and for submitting all exam-related materials to the instructor on time. Submissions will not be accepted after course evaluation and grade submission.

C. Announcing Exam Results

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

D. Objections to Exam Results

If demanded, documents related to any exams or assessments involved in semester grades are shown to the student by the relevant academic staff within a week of announcing the results.

Students, who would like to object to any in-term, end-of-semester exam results or other pieces of assessment, can fill in a “Rescoring Request Form” (for the 2026–2027 academic year only, we also accept queries and requests via e-mail – flassist@emu.edu.tr) within 3 working days after announcing the results by going to the secretary. Any petition submitted after 3 working days will not be taken into consideration. The related body is responsible for evaluation of this request in a maximum of 5 working days (after the submission) and submit a response to the secretary. Students, in question, can learn the results for their grade objections from the secretary.

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” (for the 2026–2027 academic year only, we also accept queries and requests via e-mail – flassist@emu.edu.tr) explaining their valid reason for their absence with

necessary documents within 3 working days after 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 courses' make-up exam dates are announced via the student portal 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 continuous assessment and/or in-class activities (quiz, portfolio, online tasks).

F. Keeping Records

Students who are taking courses from Foreign Languages 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, language file, portfolio, 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 submit 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 Registrar'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 to Turkish state hospital.

3. 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.

4. 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.

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.

FL REGISTRATION AND EXAM ADMINISTRATION UNIT	2606
FL SECRETARY'S OFFICE	*2423*
EPS SECRETARY'S OFFICE	2153
EPS TEA HOUSE	2327
EPS CANTEEN	2157

FL CANTEEN	1239
FLEPS FAX NUMBER	2324
FL ASSISTANCE E-MAIL ADDRESS	**flassist@emu.edu.tr**
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	112 / 366 5328 / 366 2876