

CEPP Student Handbook

School of Foreign Languages

2026-2027

Contents

Welcome Message from the Department Head	2
1. Compulsory English Preparatory Program (CEPP)	3
2. Courses	3
2.1. Course Definitions	3
2.1.1. HAZ 101- Grammar	3
2.1.2. HAZ 102- Main Course	3
2.1.3. HAZ 103- Listening and Speaking	3
2.1.4. HAZ 104- Reading and Writing	3
2.1.5. HAZ 105- Critical Thinking and Reading	3
2.2. Course Hours for CEPP	4
2.3. Duration of Education	4
2.4. Course Materials	4
2.4.1. Coursebooks	4
2.4.2. E-platforms	4
2.5. Attendance & Participation	5
2.6. Excuse & Medical Report	5
3. Testing & Assessment	5
3.1. Proficiency Exam & Exemption	6
3.1.1. In-Semester Exemption	6
3.1.2. Off-semester Exemption	6
3.2. Exams & Grading	6
3.2.1. In-semester Assessment	6
3.2.2. End-of-year Assessment	6
3.3. Portfolio & Assignments	7
3.3.1. Portfolio	7
3.4. CEPP Assessment	7
3.4.1. Assessment Calendar	7
3.4.2. Task Definitions	8
4. CEPP Expectations	9
4.1. What we expect from our students	9
4.2. What our students may expect from us	9
5. Other Issues	10
5.1. Submission of Requests, Suggestions, and Complaints	10
5.2. Academic Advising Office Hours	10
5.3. Code of Conduct	11

Welcome Message from the Department Head

Dear Students,

On behalf of the school and staff of the Compulsory English Preparatory Program (CEPP) at BARU's School of Foreign Languages, I am delighted to extend a warm welcome to you. Whether you are beginning your academic journey with us or continuing your studies, we are thrilled to have you as a part of our vibrant and diverse community.

Our English Program is designed to provide you with a strong foundation in the English language, equipping you with the skills and knowledge needed to excel in your academic pursuits and beyond. We understand that learning a new language can be both challenging and rewarding, and we are here to support you every step of the way.

As you embark on this educational adventure, you will find a dedicated team of educators, advisors, and support staff committed to your success. Our experienced teachers bring a wealth of knowledge and enthusiasm to the classroom to enhance your language learning experience.

In addition to building your language proficiency, our program aims to foster cultural awareness and global competence. We encourage you to engage in extracurricular activities, join our language club, international student club and any other student clubs to participate in various activities that will enrich your understanding of the world and help you connect with fellow students from diverse backgrounds.

We believe in a collaborative and inclusive learning environment, where your questions are encouraged, your ideas are valued, and your goals are our priorities. This handbook is designed to be your guide, providing you with essential information and resources to navigate your academic journey smoothly.

As you explore the contents of this handbook, please remember that your success is our ultimate goal. We are here to assist you academically, personally, and professionally. We have high expectations for your dedication and hard work, and we are confident that you have the potential to achieve great things during your time here.

Once again, welcome to the Compulsory English Preparatory Program (CEPP) at BARU's School of Foreign Languages. We are excited to embark on this educational journey with you and look forward to witnessing your growth and accomplishments.

Wishing you a successful and fulfilling experience!

Warm regards,

Inst. Hüma T. Yücelli
Head of Department, English Program
School of Foreign Languages - Bartın University/BARU

1. Compulsory English Preparatory Program (CEPP)

As its name suggests, we offer CEPP for the students who will receive their courses in English as the medium of instruction compulsorily at their departments. For now, these departments at BARU are English Language Teaching and English Translation and Interpreting. At CEPP, we embark on a journey of language proficiency, cultural exploration, and academic growth. Our program is designed to equip you with the essential language skills needed to excel in your academic pursuits and beyond. Whether you are just beginning your educational voyage with us or continuing your studies, CEPP offers a supportive and dynamic learning environment where you can develop your English language proficiency, engage in cultural exchange, and prepare for success in your chosen field. We are dedicated to guiding you on this transformative path, fostering your linguistic abilities, and helping you reach your full potential. Welcome to a world of language, learning, and limitless possibilities with CEPP!

2. Courses

All Compulsory English Preparatory Program (CEPP) students take the following courses automatically, so they do not have to do course registration through the academic year.

- **Grammar:** 4 hours per week
- **Main Course:** 8 hours per week
- **Listening & Speaking:** 4 hours per week
- **Writing:** 4 hours per week
- **Critical Thinking & Reading:** 4 hours per week

Both the course code and branch code are written in your course schedules. When you are placed in a class after taking the exemption/proficiency exam, the branch name of this class is shown as PREP A, PREP B, and PREP C. These numbers do not represent a physical environment, they are just your branch code. The codes written as HAZ101, HAZ102, HAZ103, HAZ104 and HAZ105 are your course codes. The course schedule will be announced at <https://ydyo.bartın.edu.tr/> after the class lists are prepared.

2.1. Course Definitions

2.1.1. HAZ 101- Grammar

Grammar is a compulsory foreign language course offered in English preparatory classes during the fall and spring semesters. The course begins at the intermediate level B1 and is designed to help students develop English grammar skills up to the advanced level C1 by the end of the year. It presents grammar rules within a comprehensive theoretical framework and supports them with practical applications to strengthen students' grammar acquisition.

2.1.2. HAZ 102- Main Course

Main Course is a compulsory foreign language course offered in English preparatory classes during the fall and spring semesters. The course begins at the intermediate level B1 and is designed to help students develop English skills up to the advanced level C1 by the end of the year. Two instructors share a class in this course.

2.1.3. HAZ 103- Listening and Speaking

Listening and Speaking is a compulsory foreign language course offered in English preparatory classes during the fall and spring semesters. The course begins at the intermediate level B1 and is designed to help students develop English listening and speaking skills up to the advanced level C1 by the end of the year.

2.1.4. HAZ 104- Reading and Writing

Reading and Writing is a compulsory foreign language course offered in English preparatory classes during both semesters. The course begins at the intermediate level B1 and is designed to help students develop English reading and writing skills for academic purposes up to the advanced level C1 by the end of the year.

2.1.5. HAZ 105- Critical Thinking and Reading

Critical Thinking and Reading is a compulsory foreign language course offered in English preparatory classes during the fall and spring semesters. The course is designed to help students develop critical and analytical reading skills through academic and contemporary texts. It focuses on identifying arguments, distinguishing facts from opinions, and recognizing bias, misinformation, and logical fallacies.

2.2. Course Hours for CEPP

For all compulsory preparatory classes, classes are held four to six hours a day, five days a week. While two branches have a range of lessons starting at 09:50 in the morning and ending at 17:00 in the afternoon. Each class takes 4-6 lesson hours of face-to-face instruction on daily basis.

2.3. Duration of Education

The courses last for 15 weeks per semester in an academic year with a total of 30 weeks.

2.4. Course Materials

2.4.1. Coursebooks

During the preparatory education in both semesters, the books to be covered in five different courses that students take can be seen below.

- Grammar FCE Use of English II (Fall and Spring)
- Main Course: New Language Leader (NLL) II (Fall) & III (Spring)
- Listening and Speaking: Contemporary Topics I (Fall) & II (Spring)
- Writing: Ready to Write (RTW) III (Fall and Spring)
- Critical Thinking and Reading: Teacher's Pack (Fall and Spring)

2.4.2. E-platforms

MyEnglishLab

MyEnglishLab serves as the online component complementing the New Language Leader course books utilized at the B1 and B2 levels within our program. This platform offers both the digital workbook from the course book and grants access to the e-book. MyEnglishLab presents a diverse array of interactive activities, assignments, and assessments, empowering students to engage with the platform through our learning management system, its learning, at their convenience, provided they have internet access.

Students can seamlessly complete tasks that align with the units in the curriculum, making MyEnglishLab an invaluable resource for self-directed study. During online exercises, students benefit from helpful hints provided within hint boxes, offering valuable clues to assist in completing tasks. Furthermore, students receive automatic feedback on their performance, ensuring they can monitor their progress effectively by accessing the student gradebook feature.

Digibook

FCE Use of English II is used as a supplementary resource to support students' grammar and language-use development throughout the English Preparatory Program. It offers a variety of exercises focusing on grammatical structures, vocabulary, sentence formation, and other language-use skills appropriate for students working towards B2+/C1 level proficiency.

Students will be assigned exercises from FCE Use of English II on a weekly basis in line with the topics covered in the curriculum. Regular completion of these assignments is expected and will be monitored throughout the semester. Students' overall performance and completion of the assigned work will be taken into consideration as part of their **Portfolio Performance Grade** at the end of the semester.

Microsoft Teams

Microsoft Teams (MT) is the platform where we share online resources, surveys, announcements. You need to have an active school email account to download and use Microsoft Teams on your laptop or desktop. You need to download the application of Microsoft Teams into your PC/Smart Phone.

Office 365 Account

The corporate e-mail accounts of our newly registered students for 2026 have been opened and their usernames and temporary passwords are as follows;

Username: student no@ogrenci.bartın.edu.tr (260000000000@ogrenci.bartın.edu.tr)

e.g. The temporary password of the student with T.R. ID number 12345678910 is 12345678910Baru.

[Click here for more details](#)

If you have technical problems with the Office 365 installation, you can contact the Information Technology Department via bim@bartın.edu.tr. You can start using your e-mail account by creating your new password on this website www.office.com.

When you have created your e-mail account, you can access Office 365 applications over the internet, or if you want to install them on your device, you can install Office desktop applications on up to 5 devices from the "Install Office Application" button in the upper right corner. To perform licensing, you must log in to the "File/Account" tab in any of the Office 365 programs you have installed (such as Word, Excel, PowerPoint). You can use 1 TB cloud storage with the OneDrive application within Office 365. You can also access databases remotely by becoming a member of the library catalog system.

2.5. Attendance & Participation

Attendance at classes is mandatory in the CEPP. Students are responsible for keeping track of their attendance; that is, it is your responsibility to attend classes at least 85% for a year and monitor your attendance. Students who do not meet the attendance requirement are deemed to have failed due to lack of attendance and cannot take the final/make-up exam at the end of the year.

CEPP students who fail due to absenteeism cannot take the end-of-year (final) exam and must repeat the preparatory class. Attendance is mandatory for such repeat students, too, in their second year. However, they can take the exemption/proficiency exam at the beginning of each academic year only once, or the exemption exam at the beginning of the academic year following the preparatory education that was discontinued and/or failed. The absence limit is determined by the total number of courses required to be attended during the year. At the orientation held at the beginning of the year, you are told how many hours your absence right is; however, remember that the right to absenteeism is granted to you for compulsory situations. It would be in your best interest not to be absent so as not to have difficulty following the course.

Lesson sessions will be held face to face. Attendance (coming to class), class participation (engaging in the classroom activities) and submitting assignments on time and professional attitude are required. Everyone must appear in class prior to teacher's presence. Otherwise, late comers will not be able to sign the attendance sheet.

2.6. Excuse & Medical Report

One of the questions that students are most curious about and ask is whether the medical report they receive from hospitals is valid or not for absenteeism. A medical report cannot be used as an excuse for absence. In other words, getting a report for the day you did not come to school does not affect your absence time. If you are unwell on the days of the midterm exams, you must document your illness with a doctor's report and submit your report to the Department Head along with a petition addressed to the School of Foreign Languages. Thus, your situation will be evaluated and if deemed appropriate, you can take the make-up exam. The reports will not be considered by our school for the other assessment types.

3. Testing & Assessment

You can see the details about how you are going to be tested, and your performance is going to be assessed both during the semesters and off-semester time.

3.1. Proficiency Exam & Exemption

The students of CEPP can be exempt from our school in two ways.

3.1.1. In-Semester Exemption

Students who are enrolled in the departments that require Compulsory English Preparatory Program and want to be exempt from the preparatory class take this exam at the beginning of the academic year and are considered exempt from the preparatory education if they receive a passing score (over 75 out of 100). Students who study at preparatory school for one year and fail at the end of the year can also take the proficiency (exemption) exam to be held at the beginning of the next academic year and if they pass the exam, they can start departmental education at their faculties without having to repeat the preparatory class. All students who have registered for the first time in our university's undergraduate programs taught entirely in English and/or who have failed in the previous academic semester are required to take the Foreign Language Proficiency (Exemption) Exam prepared and conducted by the School of Foreign Languages at the beginning of the new academic year. To be successful in the foreign language proficiency exam, students in undergraduate programs that provide education entirely in a foreign language must score at least 75 points out of 100.

3.1.2. Off-semester Exemption

Those who have been educated in secondary education institutions attended by citizens of that country in a country where the foreign language determined as the language of instruction is spoken as their mother tongue for at least the last three years and those who have completed their secondary education in these institutions and those who have previously studied and succeeded in preparatory education at another university are considered exempt from the preparatory class. Apart from this, those who have received at least 75 points from the central foreign language exams accepted by the Council of Higher Education and the YDS equivalents in the foreign language exams accepted by ÖSYM as equivalent, and among the students in undergraduate programs that provide education entirely in foreign languages, must submit the originals of the result documents of the specified exams or an approved copy. They can apply for exemption, provided that the copy of the petition is submitted to the School Directorate at least one week before the date of the foreign language proficiency exam.

3.2. Exams & Grading

3.2.1. In-semester Assessment

Quizzes: During face-to-face education, you will have a total of four quiz grades throughout the year (two in either semester). The impact of each exam on the passing grade is 5%. You will also take some pop-quizzes. For your assessment, you normally have a total of four pop-quiz grades, the impact of each of which on the passing grade is 2,5% during the semester. However, teachers may administer different tests or assign various tasks that will evaluate your performance throughout the semester. For the 2026-2027 academic year, you will take such pop-quizzes at an unspecified time with no due notice.

Mid-term Exams: You will have a total of two midterm exams (midterm exams) during the year. These midterm exams are more comprehensive and last longer than short-term exams. Classes are not held on midterm day. The effect of both midterms on the passing score is 20% in total.

3.2.2. End-of-year Assessment

Final Exam: It is administered at the end of the academic year. Students who meet the attendance requirements can take this exam. In order for the final exam to be included in your passing grade, you must get at least 50 points from this exam. The weighted impact of the exam on the passing score is 50%.

Make-up: A makeup exam is an additional examination offered to students who missed or did not perform well in the scheduled final exam. It is provided to give students a second chance in case of missing a scheduled exam due to illness, emergency, or other valid reasons, or receiving a low or failing grade on the final exam.

3.3. Portfolio & Assignments

3.3.1. Portfolio

Dossier Studies

Learner autonomy in the language learning process, that is, the student taking responsibility for learning, is a phenomenon that greatly increases academic success. In the context of taking responsibility for learning, one of the things we expect you to do this year is to keep a student portfolio. Creating a product file (dossier) is basically a process that involves gathering your work on English language skills throughout the year and making a presentation about your work at the end of both semesters. Examples of these studies include vocabulary studies, audio, and video recordings, writing assignments, studies on read texts and listening skills, and grammar studies. The weighted effect of the grade you receive from the portfolio in a semester on the passing grade is 5%, which amounts to 10% for the whole year. Detailed information about the product file content and grading will be given at the orientation to be held at the beginning of the year.

Assignments

Assignments are the tasks you need to fulfill other than the class hours but can take longer time than homework does. These assignments will be evaluated by your teachers in order to see how much effort you put into your own work during the learning process. The details are provided in your course syllabus for each lesson.

- The assignments should be kept for the portfolio assessment. They will be submitted online and considered by teachers while grading. Details can be seen below.
- The other limitations for each assignment will be announced while papers are assigned (word limit, deadlines, etc.)
- Speaking Assignments are coded as SA, while Writing assignments are coded as WA.
- The writing assignments shall be submitted as follow:
 - As word document for all WA's (NOT PDF or other extensions). Each file must be coded as follows:
 - SA1 – Name & Surname / WA3 – Name & Surname
 - by Sunday on the submission week (e.g. Deadline for WA3 - Deadline for SA2)
 - also, for the language portfolio at the end of the semester.
 - by typing with a Times New Roman font & 11 point
 - indented for paragraphs (not spacing in-between)
 - Titled in bold and centered (not with other colors or in italics)
 - Name, Surname, School No, Class placed on the right bottom corner.
- Announcement to be made inside the classroom also in Microsoft Teams if needed

Assignment submissions are critical for your in-semester assessment. They will be taken into account while grading you on overall progress as part of your portfolio assessment. Your portfolio score will be constituted by the submission of your assignments. It is a good way for us to evaluate how much progress you will have made by the end of this semester.

3.4. CEPP Assessment

3.4.1. Assessment Calendar

Students are assigned 5 different types of tasks throughout the semesters as stated below. For each semester, students are supposed to complete 5 tasks. Weighted grade percentages and which task types are going to be completed are shown in the table.

In-year Assessment						
1 st Semester	I. Pop-Quiz	II. Pop-Quiz	I. Quiz	II. Quiz	I. Midterm	TOTAL
	2,5%	2,5%	5%	5%	8%	23%
Task Type	PBT	PBT	OP	PBT	TP	5 tasks
2 nd Semester	III. Pop-Quiz	II. Pop-Quiz	III. Quiz	IV. Quiz	II. Midterm	TOTAL
	2,5%	2,5%	5%	5%	12%	27%
Tast Type	PBT	PBT	OP	PBT	PBT + Speaking Sessions + DEB	5 tasks

End-of-Year Assessment		
	Final Test	TOTAL
Task Type	PBT + Speaking Sessions (%40) + PP (5% per semester, %10 total)	50%
TOTAL SCORE		100%

3.4.2. Task Definitions

Paper-based Test (PBT): This is going to be a paper-based test on a scheduled date and hour (except for Vocab Quizzes). All students take the test in a classroom on a specified date and hour within a time limit.

Oral Presentation (OP): Oral presentations are given before your instructors at a time other than class hours. Students may be invited to your presentation. Please follow the announcements for further instructions. You are required to do at least one presentation in the fall semester as shown in the table above.

Portfolio Presentation (PP): Portfolio presentation includes several tasks, too. Students are asked to complete some assignments during the semesters and prepare some documents to submit at the end of each semester. The files to be submitted are as follows:

- **Writing and Speaking Assignments (40%):** Through the semesters, in some weeks, your instructors will assign you some other tasks than TBA's. These will be writing or speaking tasks (as to be coded as WA's and SA's) with their edited and revised versions
- **Self-Assessment Rubric (20%):** It is designed as a tool to be used for self-assessment. Students are asked to assess their own performance by choosing the best option that suits them for each statement such as "I strongly agree", "I agree", or "I don't agree".
- **Students Overall Reflection (20%):** Students are expected to write an overall reflection about their learning process and progress by answering the questions in the file to reflect upon your language development since the beginning of the semesters. It is considered as constructive feedback for the improvement of teaching and assessment practices at our school. The content is valuable, so please try writing as much as possible about them.
- **Students Overall Progress (20%):** This is going to be evaluated and graded by your instructors by considering your participation in class activities and effort you put into your own progress during the lessons.

Theatrical Play (TP): This task will count for 8% of your total grade (as part of the midterm exam to be held in Fall Semester). It is a complex assignment that involves several smaller tasks, such as rehearsals, costumes, and decorations. Both your preparation and your final performance will be assessed, so please carefully follow all instructions provided. You will perform in front of an audience near the end of the spring semester, with the exact date announced in advance. This will also be a great opportunity to improve your oral skills.

Debate (DEB): This task is a part of your mid-term exam to be held in the Spring Semester. It is a kind of planned discussion in which they express different opinions about a specific topic. This task will be a deliberate, instant and executed event between two groups of people, each including three or four people. A facilitator moderates the discussion. A paper draft of the group's points and supporting ideas will be developed and shared with the instructor before the final performance. On a scheduled day and time, the groups will perform before an audience. This assessment will take place as part of the midterm exam in the spring semester.

Task Based Assignment (TBA): Task Based Assignments may be used for your progress through the semesters and involved in your portfolio. Especially in RW and LS lessons, teachers will assign you some writing and speaking tasks that you will submit in specified time periods.

4. CEPP Expectations

During your education in CEPP, both teachers and students may have some expectations from both sides. Here are some crucial ones:

4.1. What we expect from our students

Regular Attendance & Active Participation: Students are expected to attend all classes regularly and punctually. Consistent attendance is crucial for language proficiency development. Engaging in classroom activities, discussions, and exercises actively will also help improve language skills and fosters a cooperative learning environment.

Preparation and Homework: Complete assigned readings, homework, and assignments on time. Preparation is essential for effective class discussions and skill development.

Respect for Others: Treat fellow students with respect, courtesy, and kindness. Encourage a supportive and inclusive classroom atmosphere. Show respect also for instructors, follow classroom rules, and adhere to academic integrity standards.

Responsibility for Learning: Take responsibility for your own learning progress. Seek help or clarification when needed and make use of available resources.

Effective Communication: Communicate with instructors about any challenges or concerns you may have regarding the courses. Timely communication can help address issues before they escalate. But do not forget that you cannot use all communication channels freely. For example, if you are not seeking for urgent assistance, do not send messages via WhatsApp (esp. out of working hours).

Academic Integrity: Maintain high standards of academic integrity by avoiding plagiarism, cheating, or any form of dishonesty in coursework and assessments.

Language Practice: Use English as much as possible, both inside and outside the classroom, to immerse yourself in the language and enhance proficiency.

Extracurricular Activities: Engage in extracurricular activities and student clubs in a positive and respectful manner, contributing to the overall school experience.

4.2. What our students may expect from us

Effective Instruction and Clear Communication: We do our best to provide engaging and effective instruction that caters to students' diverse learning styles and needs, and clearly communicate course objectives, expectations, grading criteria, and any changes in the syllabus or schedule.

Supportive Environment: Students expect us to create a supportive and inclusive classroom environment where they feel comfortable asking questions and sharing their thoughts.

Timely Feedback: Students should expect that their teachers provide timely feedback on assignments, assessments, and overall progress to help students understand their strengths and areas for improvement.

Accessibility: Teachers are accessible to students during office hours or through other means of communication to address their concerns and questions at their conveniences.

Fair Assessment: Conducting fair and transparent assessments that accurately reflect students' language proficiency and understanding of course content is one of our top priorities.

Adaptability: Teachers are expected to be flexible and willing to adjust teaching methods based on student feedback and evolving learning needs.

Professional Development: Teachers at our school always stay updated on best practices in language instruction and seek continuous improvement in teaching techniques.

Respect for Students: Teacher will show respect for students' cultural backgrounds, experiences, and diverse perspectives.

5. Other Issues

5.1. Submission of Requests, Suggestions, and Complaints

If you have specific requests related to course scheduling, resources, or any other matters, suggestions for improving the program, curriculum, or any other aspects of your learning experience, or if you encounter issues or have concerns regarding any aspect of your education, please do not hesitate to voice them and follow these steps:

Speak to Your Instructors/Advisors: If your request, suggestion, or complaint is directly related to your performance or any other course-related issue, reach out to your instructor or class advisor, who can provide guidance and assist in addressing your requests. They may be able to resolve the issue promptly.

Contact the Department Head: If your concerns persist or it is a problem that they cannot resolve, please contact the head of the English Program Department for further assistance.

Submit a Formal Request: If needed, you can submit a formal written request through the designated administrative channels. Be sure to provide clear and detailed information to facilitate a swift response. If you prefer, you can submit your suggestions, requests or complaints in writing through “Bize Yazın” on the menu at our website “ydyo.bartın.edu.tr”. If you think that it is a serious administrative unresolved issue by the School of Foreign Languages, you can write it through RIMER (Rektörlük İletişim Merkezi) on the main page of our university website. Ensure that your complaint includes all relevant details and documentation.

Rest assured that all requests, suggestions, and complaints will be treated with confidentiality, seriousness, and a commitment to finding suitable resolutions. We aim to address your concerns promptly and work collaboratively to enhance the quality of your educational experience.

Your feedback is invaluable to us, and we appreciate your active participation in shaping the future of our program. Together, we can create a positive and constructive learning environment for all students.

Feel free to adapt this information to align with the specific processes and channels available at Bartın University's School of Foreign Languages for handling requests, suggestions, and complaints.

5.2. Academic Advising Office Hours

The Academic Advising Office is a valuable resource for students seeking guidance and support throughout their academic journey in CEPP. Academic advisors are here to assist you in making informed decisions about your course selections, academic goals, and overall progress. Here's what you need to know about Academic Advising Office Hours:

Purpose of Academic Advising:

Academic advisors are here to:

- help you navigate the academic requirements of the CEPP.
- assist in observing your academic performance.
- provide guidance on academic policies, procedures, and university resources.
- offer support in setting and achieving your academic and career goals.

Office Hours and Contact Information:

The specific office hours for academic/class advisors are provided in your course syllabuses and may vary based on instructor availability. You can find the contact information for your academic advisor in the syllabus or on the school's website.

Scheduling Appointments:

Make sure to prepare a list of questions or topics you would like to address for your scheduled appointment. You are expected to share these questions and topics prior to the appointment. To schedule an appointment with your academic advisor, follow these steps:

- Review the advisor's office hours and contact information in your course syllabus.
- Contact the advisor via email or phone to arrange an appointment.
- Be prepared for the meeting by having questions or topics you would like to discuss.

What to Expect During Advising Sessions:

During advising sessions, you can:

- Discuss your academic goals and progress.
- Seek advice on academic challenges or concerns.
- Explore opportunities for extracurricular activities, internships, or study abroad programs.

We encourage you to schedule regular advising meetings to ensure that you stay on track with your academic goals and to address any concerns or questions that may arise throughout the semester.

Academic advising is a collaborative partnership between you and your advisor, and it plays a crucial role in your academic success. Take advantage of this valuable resource to make the most of your educational experience in the CEPP.

If you have any questions or need assistance, don't hesitate to reach out to your academic advisor during their designated office hours or via email.

5.3. Code of Conduct

Certainly, a code of conduct is essential to establish clear expectations for students' behavior during their education. Here are some possible topics along with brief statements for each:

Respect for Others: Treat fellow students, instructors, and staff with courtesy, respect, and consideration at all times, fostering a positive and inclusive learning environment.

Academic Integrity: Uphold the highest standards of honesty and integrity in all academic endeavors, avoiding plagiarism, cheating, and any form of academic dishonesty.

Attendance and Punctuality: Attend all classes regularly and arrive on time, recognizing that consistent attendance is vital for academic success. Late comers will be considered absent from the class although they are admitted to the lessons. A 5-minute lateness can be acceptable for only morning sessions.

Classroom Etiquette: Maintain an attentive and respectful demeanor during class, refraining from disruptive behavior that hinders the learning process. Communicate professionally and respectfully with instructors, peers, and staff, using appropriate channels for inquiries and feedback.

Use of Resources & Technology: Use school facilities and resources responsibly, respecting shared spaces and property, and reporting any damage or misuse. Use electronic devices, including smartphones and laptops, responsibly and in accordance with class policies and guidelines set by instructors. The use of these devices other than academic purposes in classroom is not permitted.

Privacy and Confidentiality: Respect the privacy and confidentiality of fellow students, refraining from sharing personal information without consent.

Diversity and Inclusion: Embrace and celebrate diversity, treating all individuals, regardless of background or identity, with fairness and equity. Remember that our university accommodates hundreds of international students from all around the world.

Social Media Usage: Use social media platforms responsibly, refraining from posting offensive or harmful content that may reflect negatively on the school community.

Consequences of Violations: Abide by all applicable laws and regulations, both on and off campus, in your conduct and activities. Violations of the code of conduct may result in disciplinary actions, as outlined in school policies, to maintain a safe and productive learning environment.

Helpful Resources

Frequently Asked Questions:

<https://ydyo.bartın.edu.tr/sikca-sorulan-sorular.html>

Regulations & Guidelines:

<https://ydyo.bartın.edu.tr/yonetmelik-ve-yonergeler.html>

