



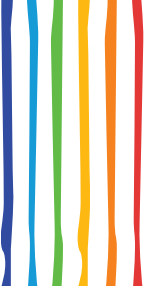
Kadir Has University

School of Foreign Languages

English Preparatory Program

Student Handbook 2026-2027





Dear Students,

Welcome to the English Preparatory Program at Kadir Has University School of Foreign Languages. We are excited and happy to be with you throughout the program.

The language of instruction at our university is English. The English Preparatory Program has been carefully designed to help you follow your faculty courses with confidence, understand and interpret academic resources, and express yourself effectively in both spoken and written English.

This handbook has been prepared to introduce the structure and processes of the preparatory program and to explain what is expected of you. In this handbook, you will find detailed information about the track system, assessment methods, communication channels, student support services, and the opportunities offered by our university. We kindly ask you to read this guide carefully and review it again when needed. If you have any questions, you can always contact the teaching staff, student coaches, or our administrative office.

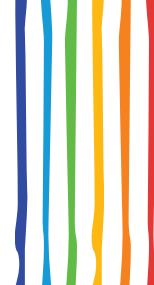
Our program aims to provide you with academic English proficiency in reading, listening, writing, and speaking skills with a team of experienced and qualified English language instructors. In addition,

we emphasize the development of 21st century skills such as critical thinking, problem solving, collaboration, and digital literacy. These skills are essential not only for your university life but also for preparing you for your academic and professional life. During this process, we aim to provide you with the support you need not only through classroom lessons but also through digital platforms and extracurricular activities.

To get the most out of the program, it is important to attend classes regularly, participate actively, and take responsibility of your own learning, our team will be happy to support you every step of the way.

We wish you continued success and hope that your achievements will keep growing.

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General Information About the English Preparatory Program



KHAS SFL Teaching and Learning Philosophy

Inclusive and Equitable Learning Environment

In the Preparatory Program, we aim to create a positive and respectful classroom atmosphere where every student feels valued and supported. It is our goal to provide a learning environment that encourages students to share their ideas freely, respect different perspectives, and ask for help when they need it. The program's purpose is to help students build self-confidence so they can actively participate in their own learning. The goal is to provide everyone with equal opportunities for success, both during their time at the university and in their future academic or professional lives.

Learner-Centered Approach

In our program, students are at the center of the learning process. You are expected to interact with course materials, collaborate with peers, and gradually take more ownership of your progress. Throughout the program, you will receive constructive feedback on your assignments, exams, and classroom performance. This feedback will help you recognize your strengths, identify areas for improvement, and monitor your development over time. Instructors guide and support you in becoming an independent learner who can think critically, ask questions, and apply new skills effectively in both university and beyond.

Focus on Academic English Skills

The program supports the development of your academic English by using materials that combine reading, writing, listening, and speaking skills. These materials are built around global and academic content and are organized around themes. This integrated, theme-based approach helps you build the language and study skills you need for success in your faculty courses.

Text-based Academic Writing Approach

In the Preparatory Program, academic writing is developed through the reading and analysis of various academic texts. Students first explore the content and structure of these texts, examining how ideas are presented, how paragraphs are organized, and how language is used to convey meaning. Then, students apply this knowledge by producing their own writing in similar contexts. This approach builds structural awareness and lays a strong foundation for the research-based assignments you will encounter in your faculty studies.



Global Competence and Life Skills

The program is designed to encourage students to develop transferable life skills, such as global awareness, independent thinking, adaptability, collaboration, and problem solving. Throughout the Preparatory Program, students are supported and guided to express their ideas clearly, engage constructively with different viewpoints, and ask meaningful questions that deepen their learning experience.

Our teaching and learning philosophy is based on the following values and principles.

We aim to foster an inclusive and reflective academic environment where all stakeholders in the Preparatory Program learn from one another and embrace new ideas and practices. With our approach, we aim to support critical thinking and strengthen both your personal growth and academic achievement, preparing you for success in your university studies and beyond.



Placement Process for the Preparatory Program and Proficiency Exam

After registering at Kadir Has University, you are required to take the English Level Placement Exam. This exam assesses grammar and vocabulary knowledge. Based on the Placement Exam results, those at the B1 level or higher are invited to take the English Proficiency Exam. Students who are below the B1 level are placed in one of the Track Intro, Track 1, or Track 2 levels based on their scores.

The English Proficiency Exam assesses reading, listening, and writing skills. Students who achieve a score of 60 or higher on this exam are exempt from the Preparatory Program, and they are allowed to begin their undergraduate studies. Students who score below 60 continue in the Preparatory Program at the level determined by their Placement Exam results.

Both exams are administered on the dates specified in the School of Foreign Languages academic calendar, and there are no make-up exams for students who do not attend.

Students who do not take the Placement Exam are automatically placed in Track Intro. This is the most basic level of the program and may require a longer period of study.

For this reason, it is strongly recommended that all students take the Placement Exam and demonstrate their English skills to the best of their ability. Accurate placement ensures that students begin at the level most appropriate to their needs and progress through the program more efficiently.

For sample questions and detailed information about the **Placement and Proficiency Exams**, please click [here](#).





Program Duration

The Preparatory Program consists of two academic semesters (Fall and Spring) and an optional Summer School period. The Fall and Spring semesters are 16 weeks long, while the Summer School lasts

6 or 8 weeks. Classes are delivered on campus, face-to-face for 20 hours per week. In the Summer School, weekly class hours may be extended depending on the needs of the students. Students are expected to complete one track during each semester. Moving from one track to the next is possible only at the end of a semester.

In the Fall semester, Track Intro, Track 1, Track 2, and Track 3 are offered. In the Spring semester, Track Intro, Track 1, Track 2, Track 3, and Track 4 are offered. In the Summer School, classes are offered to prepare students for the Proficiency Exam.

The academic calendar is announced at the beginning of each academic year and can be accessed via the link: <https://akademiktakvim.khas.edu.tr/sfl>

To move on to the next Track, students are expected to achieve a minimum end-of-term grade of 55. However, to support the progress of students who demonstrate outstanding academic achievement, students with an end-of-term grade of 80 or above may continue their studies two levels higher.

Summer School is an intensive program designed for students who have not reached the expected level of language proficiency by the end of the Fall and Spring semesters. It aims to help these students improve their skills and complete the Preparatory Program within the same academic year. To support this goal, the weekly teaching and learning hours is higher than in the regular semesters.

Students who begin the academic year in Track Intro or Track 1 are generally expected to attend Summer School in order to complete the program within one year.

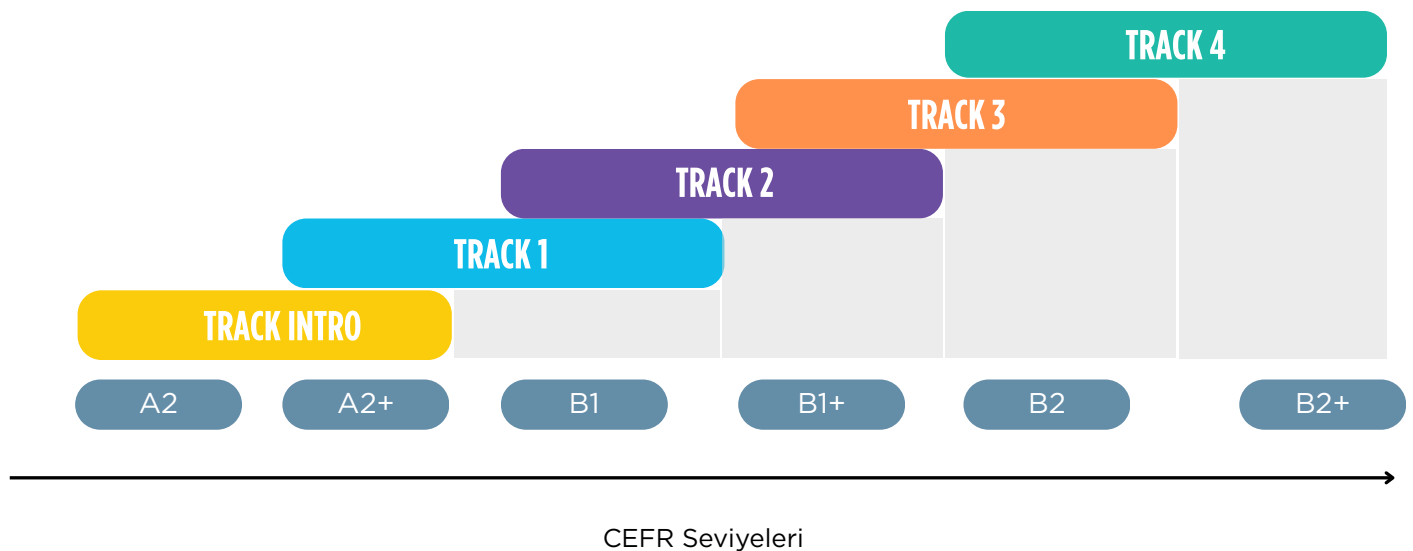
To register for Summer School, students must meet the attendance and academic performance requirements announced at the beginning of the academic year. Summer School is subject to a fee, and tuition details are announced at the end of the Spring semester.

Track Level Descriptors and Learning Outcomes

The English Preparatory Program is organized in progressive stages to help students build their language skills step by step. All courses and assessments are aligned with the Common European Framework of Reference for Languages, an international framework that defines what learners can understand and produce at different proficiency levels (see Figure 1).

Each stage of the program has specific learning outcomes that explain what students will be able to do in English by the end of that stage. These outcomes include listening, speaking, reading, and writing as well as the academic skills and strategies needed for university study. Students progress through the tracks according to their English level and, once they achieve the required proficiency, they become eligible to complete the program.

Table 1: Mapping of Track Levels to the Common European Framework of Reference for Language (CEFR)





Track Intro: Elementary (A2 → A2+)



Track Intro aims to bring learners with limited English knowledge to a level where they can manage basic communication in everyday contexts. Through integrated work on all four skills, a focus on building core vocabulary and grammar, and guided online practice, this track builds the foundation for the development of further essential language skills.

Students who begin the program at the Track Intro level typically continue their education for three terms (Fall, Spring, and Summer School) in order to build a strong language foundation and successfully complete the program.

By the end of Track Intro, students will be able to:

- Understand simple, clear spoken language related to familiar topics (e.g., personal information, habits and daily routines) when delivered slowly and clearly.
- Identify main ideas and specific details in short, simple texts containing high-frequency vocabulary. Give basic descriptions or short presentations on familiar topics, using simple phrases and sentences, and link ideas with basic connectors.
- Participate in simple, routine exchanges of information on familiar subjects, such as greetings and personal preferences.
- Write short paragraphs using basic sentence structures and simple connectors to describe people, places, and routines.



Track 1: Pre-Intermediate (A2+ → B1)

Track 1 aims to enable learners to communicate with growing independence in familiar personal, academic, and professional situations. Using theme-based content and a balance of skills practice in reading, writing, listening, and speaking, supported by online materials, this track consolidates essential language structures and expands learners' ability to express ideas clearly.

Students who begin the program at the Track 1 level typically continue their education for three terms (Fall, Spring, and Summer School) in order to build a strong language foundation and successfully complete the program.

By the end of Track 1, students will be able to:

- Understand main ideas and key details in clear, standard speech on familiar topics encountered in daily life or academic settings.
- Read straightforward factual texts on familiar subjects, with satisfactory understanding of content and context.
- Give structured descriptions or explanations on familiar topics, presenting ideas in a linear sequence with simple elaboration.
- Take part in simple conversations on familiar topics, asking and answering questions, and exchanging ideas with some fluency.
- Write connected paragraphs on familiar topics, using a variety of basic connectors and structures to express and support ideas.



Track 2: Intermediate (B1 → B1+)



Track 2 focuses on extending learners' competence so they can interact with more confidence and deal with a wider range of academic and real-life topics. Through exposure to more in-depth academic themes and supported online study, learners begin to handle more complex information and participate in a broader variety of language tasks.

By the end of Track 2, students will be able to:

- Understand main points and details in clear, standard speech on familiar and academic topics, including complex information when it is clearly structured.
- Read and understand both factual and abstract texts, adapting reading style and speed as needed to understand key ideas and details.
- Give a presentation on a familiar topic within their field, conveying ideas with relative ease.
- Interact with a higher level of confidence, sustaining conversations on a variety of topics, expressing opinions, and engaging in simple discussions.
- Write clear, structured paragraphs on a range of topics, linking ideas and supporting claims with relevant examples and details.



Track 3: Competent English (B1+ → B2)

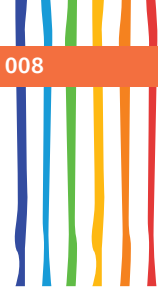
Track 3 develops learners' ability to work with academic and abstract content, encouraging greater independence in understanding and expressing ideas. Through analysis of academic materials and online practice, learners enhance their competence across all four skills and begin to communicate with increased fluency and accuracy.

By the end of Track 3, students will be able to:

- Understand complex spoken discourse on both familiar and abstract topics and follow extended arguments, identifying key ideas and details even in academic discussions.
- Read with a high degree of independence, a wide range of texts related to academic and professional topics, synthesizing information from different sources and adapting reading strategies accordingly. Present detailed descriptions, explanations, and presentations on both concrete and abstract topics, using some complex structures and linking ideas effectively.
- Engage in fluent, spontaneous interactions on a wide range of topics, expressing and justifying opinions clearly.
- Write detailed, cohesive paragraphs related to their field of study, synthesizing and evaluating information from multiple sources, with appropriate structure and clarity.



Track 4: Advanced English (B2 → B2+)



Track 4 aims to help students work effectively in academic contexts by engaging with content from their own or related fields. At this level, authentic academic texts and online support are used to develop advanced academic skills. Through this process, students gain the language competence and confidence required for their first-year faculty courses.

By the end of Track 4, students will be able to:

- Understand essentials and details of complex spoken discourse on familiar, unfamiliar, and abstract topics related to academic or professional life.
- Read and comprehend in detail a wide range of lengthy, complex texts within their own field and related fields of study interpreting, comparing and synthesizing information from different sources and adapting reading strategies accordingly.
- Present clear, systematically developed arguments, providing detailed explanations and supporting points with relevant evidence in both academic and everyday contexts.
- Communicate spontaneously, express ideas and opinions with precision, remarkable fluency adopting a level of formality appropriate to the circumstances.
- Write detailed, cohesive paragraphs related to their field of study, synthesizing and evaluating information from multiple sources, with appropriate structure and clarity.



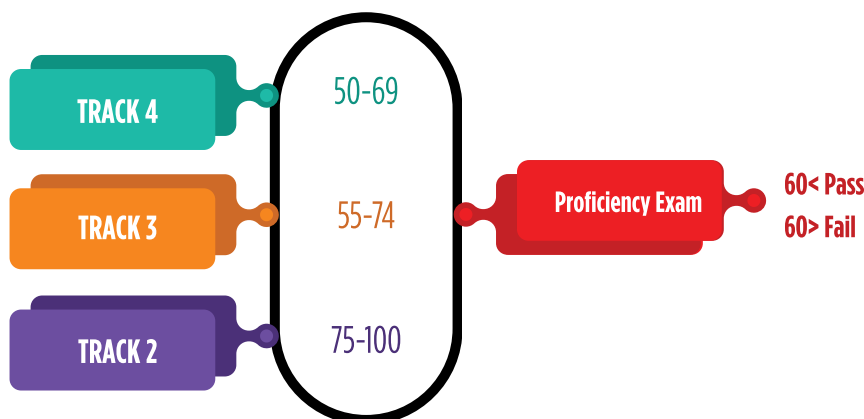
Exiting the English Preparatory Exam

Completion Through the English Proficiency Exam:

The English Proficiency Exam (PE) measures proficiency in English reading, listening, and writing skills. The KHAS Placement Test is administered at the beginning of each academic year. The Proficiency Exam, on the other hand, is administered four times a year: at the beginning of the academic year, at the end of each semester, and at the end of the Summer School.

The KHAS English Proficiency Exam assesses reading (40%), listening (30%), and writing (30%) skills. Students who achieve a score of 60 or above on the exam are exempt from the English Preparatory Program and are entitled to begin their studies in their registered undergraduate program in the new academic year.

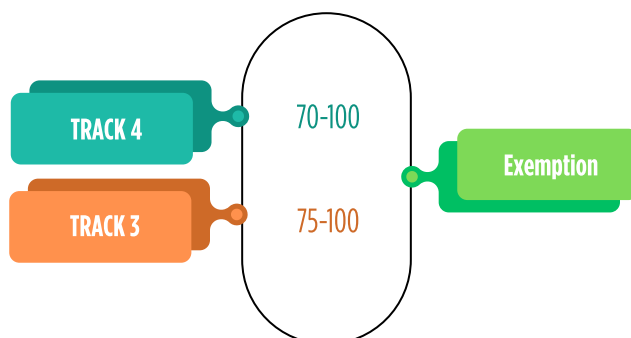
Table 2: Completion Through the English Proficiency Exam:



Completion Based on End-of-Term Average:

- At the Track 3 and Track 4 levels, if your end-of-term achievement average meets the specified criteria, you may proceed directly to your undergraduate program (see Figure 1 for details).
- At the Track 2, Track 3, and Track 4 levels, if your achievement average is sufficient, you become eligible to take the English Proficiency Exam. If you achieve a score of 60 or above on this exam, you are considered to have completed the Preparatory Program (see Figure 2 for details).

Table 3: Completion Based on End-of-Term Average:



Completion through an International Examination:

- You may also be exempt from the program if you achieve and submit a sufficient score on an international exam accepted by our university during the preparatory period.
- All score reports for the international foreign language exams listed in the table must be verifiable by the relevant examination organization. Score reports that cannot be verified or that do not include information about the exam location and/or exam date will not be accepted.
- International foreign language exams taken in Türkiye are accepted only if the exam sessions are held in buildings belonging to state universities.
- International foreign language exams taken abroad are accepted only if the exam sessions are held at official test centers authorized by the relevant examination organization and are verifiable, with the exam location and date clearly stated on the score report.
- The validity period of exam results is limited to the period determined by the relevant examination organization. For exams whose score reports do not specify a validity period, results will be considered valid for a maximum of five years.

Table 4: Accepted Examinations

Cambridge C1 Advanced Exam	Cambridge C2 Proficiency Exam	Cambridge Linguaskill	E-TEP	PTE - Academic	TOEFL iBT	Oxford Test of English Advanced	Oxford Test of English
C	C	160	74	59	4	111	111

TOEFL iBT – Specific Conditions

- Results submitted under the MyBest Scores policy are not accepted.
- TOEFL iBT Home Edition results are not accepted.
- As of January 21, 2026, only results obtained under the new TOEFL iBT test system will be accepted.
- For the old TOEFL iBT test system taken before January 21, 2026, the minimum accepted total score is 72.

Cambridge Linguaskill (General) – Specific Conditions

- The examination must be taken in the “Full Test (All Modules)” format.
- Only the Linguaskill General module is accepted; other modules, such as Business, are not accepted.

Oxford Test of English – Specific Conditions

- For the Oxford Test of English and Oxford Test of English Advanced, only results for which all modules were completed in the same test session will be accepted.



English Preparatory Program Assessment System

In the Preparatory Program student progress is assessed through various exams and online assignments that evaluate reading, writing, listening, and speaking skills, as well as grammar and vocabulary knowledge. These assessment components are structured similarly across all Tracks.

After each task or exam, students receive written and/or oral feedback to help them identify their strengths and areas for improvement. This feedback is intended to guide students in managing their learning processes and preparing more effectively for the next step.

In-Class Writing Tasks

In-class writing tasks are two-stage assignments completed during scheduled class hours. After submitting their first draft, students receive detailed written and/or oral feedback on language use, content, and the organization of ideas. Based on this feedback, they revise and improve their texts in terms of structure, clarity, and language before submitting the final version.

In-Class Speaking Tasks

In-class speaking tasks include individual presentations and pair or group discussions. In individual presentations, students prepare and deliver a talk on a given topic. In pair or group discussions, students engage in conversations on topics studied throughout the semester. These tasks are designed to support the development of communication and collaboration skills.

After each speaking task, students receive written and/or oral feedback focusing on fluency, clarity, content, and interaction. This feedback helps students evaluate their performance and prepare more effectively for future presentations and discussions.

Homework Assignments

Homework may include grammar and vocabulary exercises, reading or listening activities, or writing tasks. These assignments reinforce classroom learning and support exam preparation. Since they are expected to be completed outside class time, they encourage continuous learning and foster learner autonomy. Students are responsible for meeting deadlines and submitting their assignments on time.



Exams

Midterm and Final Exams

These exams assess students' development in reading, writing, listening, and speaking skills, as well as their language proficiency. Each exam is based on the content covered up to that point in the semester.

Reading Exams

Reading exams assess the ability to understand main ideas, details, author opinions, and the structural features of academic texts. Students demonstrate their comprehension by answering questions based on the readings.

Listening Exams

Listening exams assess the ability to understand spoken language in academic and everyday contexts, including identifying main ideas and specific details. At lower levels, students listen to a recording while answering questions. At higher levels, students also listen to short academic lectures, take notes, and then answer questions based on their notes. These tasks involve more advanced listening and information-processing skills.

Writing Exams

Writing exams measure students' ability to produce a clear, well-organized written response to a prompt, often based on one or more reading texts. Evaluation criteria include the relevance of the response, the logical and coherent organization of ideas using paragraphs and linking devices, and the accurate and appropriate use of grammar and vocabulary.

Speaking Exams

Speaking exams assess students' performance in areas such as fluency, clarity, interaction, and the appropriate use of language. These exams are conducted in pairs or small groups, where students are asked to discuss familiar academic topics covered during the course.

Language Exams

Language exams assess students' understanding and use of grammar and vocabulary. These exams may be administered independently or as part of the midterm and final exams.

Grammar is primarily assessed at lower levels, while vocabulary is assessed across all levels. Additionally, grammar and vocabulary are integrated into the assessment of all four language skills: reading, listening, speaking, and writing.



Extracurricular Learning and Support Opportunities

In the Preparatory Program, learning is not limited to classroom hours. Your progress is supported through office hours, individual guidance in the Learning Lab, and a variety of extracurricular activities. These opportunities are designed to reinforce what is learned in class, encourage active participation, and help you reach the level of language proficiency required for your studies.

Learning Lab

The Learning Lab provides academic support to help students improve their language skills and consolidate what they learn in class. Participation in Learning Lab sessions is mandatory for students at the Track Intro and Track 1 levels in the Fall semester and for students at the Track 1 and Track 2 levels in the Spring semester. For students in other tracks, participation may also be required depending on the student's level and individual needs. These requirements are announced at the beginning of each semester. In addition to scheduled sessions, students who wish to receive individual support or additional practice can consult with the Student Support Coaches responsible for the Learning Lab.

Office Hours

Each instructor holds at least two hours of office hours every week. During these hours, students can meet individually with their instructors to review course topics, ask questions about areas they find difficult, and receive feedback. Office hours are announced at the beginning of each semester, and students can visit instructors during these hours by making an appointment in advance.

One-on-One Meetings

Each student meets with their instructor individually at least twice during the semester. These meetings allow instructors to monitor academic progress, identify strengths and areas for development, discuss learning strategies, and provide guidance based on personal goals. Through these meetings, students receive regular feedback and are encouraged to manage their learning process more effectively.



Learning Platforms and Technology Use

Outlook (KHAS Email Address)

When your university registration is complete, a KHAS email address will be assigned to you. All official announcements and notifications from the university will be sent to this email. These announcements are considered official communication, so it is essential to download the Outlook application on your phone and check your email regularly.

KHAS-Learn

KHAS-Learn is the Learning Management System used at Kadir Has University. All students use this platform to access course materials, follow assignments, and take part in online activities. Instructors share materials, worksheets, and other resources on course pages. Attendance and exam grades are also recorded on this platform. Students are responsible for regularly checking their attendance and grades through KHAS-Learn. In addition, official policy documents such as the Copyright Policy, Generative Artificial Intelligence Use Policy, Academic Integrity, and Code of Conduct are published on KHAS-Learn. It is the responsibility of students to read these documents carefully and comply with all requirements stated in them.

Sparks

Sparks is used for administrative processes such as renewal of registration, tuition payments, student document requests, transcript requests, and obtaining Preparatory Program success certificates.

MyKhas

MyKhas is an internal university platform that provides access to contact information for all academic and administrative staff, departmental announcements, registration suspension procedures, and appointments for the Psychological Counseling and Guidance Unit.

Microsoft Teams

Microsoft Teams is used as a quick communication tool between students and instructors. Through this platform, students can receive announcements, exchange messages about classes, and participate in online meetings when necessary. Classes are not delivered through Microsoft Teams; it is only used for communication and information sharing. It is recommended that you download the Microsoft Teams application on your computer or mobile phone.

Digital Learning Platforms Provided by the Course Books

Course books used in the English Preparatory Program include access to digital platforms. These platforms provide additional exercises, tests, and interactive activities. The required tasks on these platforms must be completed as part of your coursework. Details about the specific platforms and how to access them are shared at the beginning of the semester.

Altissia

Altissia is an online language learning platform provided by Kadir Has University. It offers practice activities at different levels and in multiple languages, including exercises in listening, speaking, and vocabulary. Students can work at their own pace. Instructions and login details for Altissia are shared at the beginning of the semester.



Student Rights, Responsibilities, and Ethical Rules

Basic Principles of the Program

The English Preparatory Program provides a safe and inclusive learning environment where students can develop their skills of inquiry, critical thinking, and free expression. To benefit from this environment, all individuals are expected to respect the rights of others, follow community rules, and take responsibility for their actions.

All students must comply with the Higher Education Law and Regulations, the Kadir Has University Undergraduate Education and Teaching Regulations, and the School of Foreign Languages English Preparatory Program Guidelines.

Our expectations from the students:

- Coming to class on time and prepared,
- Bring all the necessary materials (books, notebooks, laptop/tablet) to class,
- Communicate in English during class,
- Use mobile devices only when allowed by the instructor,
- Avoid disruptive behaviors such as interrupting, making inappropriate comments, or engaging in unrelated activities,
- Keep classrooms and shared areas clean.

Attendance

- Attendance at all classes and assigned Learning Lab sessions is mandatory.
- Students are responsible for checking their attendance records regularly. If there is an error, they must contact the instructor who recorded it. In case of an excuse, they must inform the SFL Administrative Office in a timely manner.
- Medical reports are only accepted if they are issued by a hospital (public or private) and cover at least 10 consecutive days.
- Attendance requirements and make-up procedures are included in the course syllabus, which is shared at the beginning of each semester.

Procedure for Addressing Inappropriate Classroom Behavior

The English Preparatory Program aims to address disruptive behavior by communicating with students first and encouraging positive behavior before starting a formal disciplinary process. The goal is to ensure active participation and motivation in a supportive classroom environment. In cases of non-compliance with classroom rules, instructors follow these steps:

1. Verbal Warning

The instructor gives issues a brief verbal warning by speaking with the student during a break or at the end of the class.

2. One-on-one meeting

If the behavior continues, the instructor meets the student privately after class or at a suitable time. During this meeting, the instructor explains how the observed behavior affects the learning environment and communicates the expectations for correcting the behavior.

3. Support and guidance

If needed, the student is referred to appropriate support resources such as the Learning Lab, office hours, or the Psychological Counseling and Guidance Unit.

4. Recurring Cases

If the behavior persists despite these steps, the instructor submits a written report to the School of Foreign Languages administration. The administration meets with the student, gives a verbal warning, and seeks a solution.

5. Administrative action

If no improvement occurs after these steps, the situation is reviewed by the school management, and formal disciplinary action may be initiated.

Student Rights

Students of the Preparatory Program have the following rights:

- Equal access to all academic and social opportunities
- To be treated fairly and without discrimination of any kind
- A fair and impartial evaluation process
- Freedom of thought and expression within academic principles and boundaries; the protection and confidentiality of their personal data



Feedback, Complaints and Exam Appeals

The English Preparatory Program values the feedback and concerns of all students. Any issues encountered during the program are taken seriously. Student feedback is collected regularly and systematically to improve the quality of the program.

The feedback, complaint and appeal processes are outlined below and managed accordingly.

Feedback

At the end of each semester, students complete surveys and provide feedback on both their instructors and the overall program. The results are systematically analyzed and used to support the continuous improvement of teaching quality and program design.

Class Representatives Selection

At the beginning of each semester, class representatives are elected. These representatives regularly meet with the administration to convey student views and suggestions.

From among the class representatives, Track representatives are selected. These Track representatives meet with the administration twice a month to discuss all aspects of the program. One of the Track representatives is selected as the Preparatory Program Student Representative. This representative takes part in the Quality Assurance Committee and is invited to relevant university-level meetings.

Complaints

Students can share feedback or raise concerns informally by speaking directly with instructors, student coaches, or the Administrative Office. Many issues can be resolved quickly through these informal channels.

If the issue cannot be resolved informally, students may submit a formal written complaint addressed to the administration of the School of Foreign Languages.

The complaint letter must clearly describe the issue and state the student's request or expectation. The letter should be submitted to the Administrative Office, which will forward it to the administration.

The administration will take the necessary steps and inform the student of the outcome in writing.

Exam Result Appeals

- Appeals regarding exam results must be submitted within 3 working days of the date results are announced.
- Appeals are accepted only for clerical or calculation errors (e.g., errors in marking or totaling scores). Appeals must be submitted in writing to the Administrative Office. The office will forward the appeal to the relevant unit.
- The exam will be reviewed only for clerical errors. The content, assessment criteria, or grading decisions will not be reassessed.
- The outcome will be communicated to the student in writing.

All processes are conducted confidentially. Students will not face any negative consequences for submitting feedback, complaints, or appeals in good faith.

**Inclusive Education and Anti-Discrimination Policy.**

The program has a zero-tolerance policy against discrimination, bullying, harassment, and exclusion. The goal is to provide a respectful, safe, and equitable learning environment for all students. In this regard, materials suitable for different learning styles are used in accordance with the principles of inclusive education (Universal Design for Learning - UDL), and various individualized supports are provided to students with special needs.

Support for Students with Special Needs

The English Preparatory Program adopts a supportive approach to ensure that students with special needs can fully and equally participate in their education. Our aim is to provide the necessary arrangements so that every student can engage in the learning process under fair conditions without lowering academic standards or expectations.

A student with special needs may include anyone who requires specific arrangements because of a physical disability, a chronic health condition, a specific learning difficulty, attention deficit and hyperactivity disorder (ADHD), psychological difficulties, or temporary health problems.

When such needs are documented and submitted to the SFL Administrative Office (prep@khas.edu.tr), each case is evaluated individually, and appropriate support may be arranged. These may include:

- Campus accessibility arrangements such as ramps, elevators, and suitable seating
 - Exam support such as additional time or providing a suitable exam environment
 - Classroom accommodations such as adjusted seating or one-on-one support meetings
 - Additional academic support through extra Learning Lab sessions or other learning opportunities
- Referral to the Psychological Counseling and Guidance Unit or the University's Office for Students with disabilities.

All requests and documents are handled in confidence. Kadir Has University adopts an "Accessible University" approach and ensures that students are provided with solutions appropriate to their individual needs.



Student Disciplinary Procedures

For matters related to student disciplinary investigations, Article 54 of the Higher Education Law No. 2547 is applied. This article applies to all students in higher education institutions.

The investigation process varies depending on the nature of the incident. During your studies in the English Preparatory Program, the authority to initiate an investigation for individual disciplinary offenses lies with the Director of the School of Foreign Languages. For offenses committed in common areas or involving multiple students, the authority to initiate an investigation lies with the Rector.

The investigation begins immediately after the incident comes to the attention of the authorities. The investigation is conducted by the investigator or investigators appointed by the disciplinary authority. Confidentiality is essential throughout the entire process. When necessary, investigators may hear witnesses, conduct on-site inspections, and consult with experts. A comprehensive report is prepared at the conclusion of the investigation, documenting the entire process and all supporting evidence.

According to Article 54 of the Higher Education Law No. 2547, students who commit acts that constitute disciplinary offenses may be subject to the following penalties: reprimand, suspension from the higher education institution, or dismissal from the higher education institution.

The disciplinary sanction imposed as a result of the investigation is communicated to the student concerned and, if applicable, to the victim. It is also reported to institutions that provide scholarships or loans to students. A student who receives a disciplinary penalty has the right to appeal the decision to the University Administrative Board within fifteen days. In addition, the student reserves the right to apply directly to the administrative courts. For further information, please consult Article 54 of the Higher Education Law No. 2547.

Academic Integrity, Copyright, and Ethics

Academic integrity forms the foundation of the learning process in the English Preparatory Program. All students are expected to respect their own learning as well as the academic work and efforts of others.

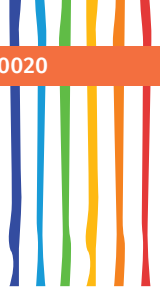
At the beginning of each academic year, students sign the Student Code of Ethics, in which they agree to:

- Follow the rules of academic integrity,
- Behave respectfully and take responsibility for their actions,
- Abide by all university rules and regulations.

The following behaviors are strictly prohibited and considered violations of academic and copyright rules:

- Presenting another person's ideas, work, or expressions as one's own without proper acknowledgment,
- Copying, reproducing, or sharing materials without permission.
- Using pirated or unauthorized photocopied books or resources.

Such violations result in disciplinary procedures and may lead to sanctions.



Use of Artificial Intelligence Tools

The program encourages the ethical and responsible use of artificial intelligence (AI) tools.

- AI tools cannot replace primary sources in assignments or projects, and students are responsible for verifying the accuracy of AI-generated outputs.
- Misuse or unethical use of AI tools will be reviewed and may lead to disciplinary action.

Professional Communication and Technology Use

- Students must maintain a respectful and academic tone in all forms of communication, whether in person or online (e-mail, Teams, Learn, etc.).
- Planned digital activities may require the use of a laptop or tablet.
- Online learning activities may require cameras and microphones to be switched on.

Environmental Awareness and Sustainability

Students are expected to act with environmental awareness on campus by:

- Using recycling bins,
- Avoiding unnecessary use of paper and energy, Keeping classrooms and common areas clean,
- Avoiding any harm to green spaces or animals on campus.

Health and Safety

Students are responsible for following campus health and safety rules to ensure their own well-being and that of the university community:

- Follow instructions and safety plans during emergencies such as fire, earthquake, or evacuation,
- Keep emergency exits clear and be familiar with designated assembly areas,
- Report any unsafe conditions or risks to the relevant university units.





Student Services

Our university provides a range of services to support your academic, social, and personal development. Depending on your needs, you can contact the units listed below.

SFL Administrative Office

The SFL Administrative Office handles student questions, requests, and complaints, providing guidance and solutions when needed. You can visit the office in person or contact prep@khas.edu.tr by email. The office is located in the Wooden Building in the SFL garden.

All requests are handled confidentially and impartially. When necessary, the request will be forwarded to the appropriate unit or authority.

- Requests for English Preparatory Program Certificates of Achievement,
- Course registration processes that are carried out on Sparks and Learn
- Technical issues in buildings and classrooms (internet, heating/cooling, lighting, etc.)

Contact: prep@khas.edu.tr

Directorate of Student Affairs

Located in Building Block A on the main campus. During the Preparatory Program, this office handles:

- Requests for student documents such as certificates or transcripts
- Changes to phone numbers or addresses
- Military service documentation
- Requests regarding withdrawal or transfer to another university

Contact: oid@khas.edu.tr

Student Representation and Student Council

Each year, a University Student Council is formed with representatives from preparatory and undergraduate programs to communicate student suggestions and needs to university administration.

In the English Preparatory Program, two class representatives are elected from each section every semester. These class representatives choose a level representative for each track.

The SFL Administration meets with level representatives at least twice a month to address student concerns and suggestions.

One student from among these representatives is chosen to represent the School of Foreign Languages at the University Student Council.

Contact: odek@khas.edu.tr

Housing Services

For information on university dormitories and other accommodation options,
Contact: yurtlar@khas.edu.tr

Psychological Counseling and Guidance Unit (PDRM)

The university offers confidential psychological counseling and guidance services. Students can make appointments with expert psychologists via the MyKhas portal.
For more information: PDRM Website

Student Clubs and Campus Life

There are numerous student clubs in the fields of culture, arts, sports, and academics. These clubs allow you to expand your social network, organize events, and take part in activities related to your interests.
More information: KHAS Student Clubs

Directorate of Financial Affairs

For questions about tuition fees or payment plans.
Contact: maliisler@khas.edu.tr

Security Office

The Security Office handles lost and found items, student ID card replacements, and other security-related matters.
Contact: guvenlikofisi@khas.edu.tr

Library

The library provides access to printed and digital resources. Students can borrow materials with their student ID or access online resources through the library website.
More information: KHAS Library

Information Technology Support (Help Desk)

For problems with your university email, password, or platforms such as Learn or Teams,
Contact bt-destek@ khas.edu.tr or visit the Help Desk in Building A, office 105.

Career Planning and Internship Support

Students can access career counseling, CV preparation support, internship opportunities, career days, and job placement services.

Health Services

First aid and basic health services are available in Building D on campus.

Buddy Program

At the beginning of every academic year, KHAS students (those in their second year or beyond) volunteer to mentor newly enrolled students. Buddies help new students adapt to university life, answer their questions, and direct them to appropriate support channels.

Campus Map



1)A Block

- Rectorate
- General Secretariat
- Faculty of Economics, Administrative and Social Sciences
- Information Center (Library)
- Galata Hall
- Campus Life Office
- Erasmus and Exchange Office
- Directorate of Human Resources
- Career Office
- Directorate of Financial Affairs
- Directorate of Student Affairs
- International Office

2)A Block Garden

3)B Block

- Faculty of Communication
- Computer Lab
- IT Help Desk
- Cibali Hall
- Event Office
- School of Graduate Studies
- Inner Garden

4)C Block

- Faculty of Art and Design
- Rezan Has Museum
- Fener Hall
- 34-14 KHAS Store
- Stage KHAS

5)C Block Amphi Garden

6)D Block

- Faculty of Law
- Faculty of Engineering and Natural Sciences
- Grand Hall (Conference Hall)
- Health Unit
- Cinema A
- Cinema B

7)E Block

8)Research Centers Building

- Directorate of R&D Resources
- Lifelong Education Academy (YBEA)

9)F Block School of Foreign Languages (English Prep Program)

10) Sports Center

Kadir Has University

School of Foreign Languages

<https://www.khas.edu.tr/en/sfl/>

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