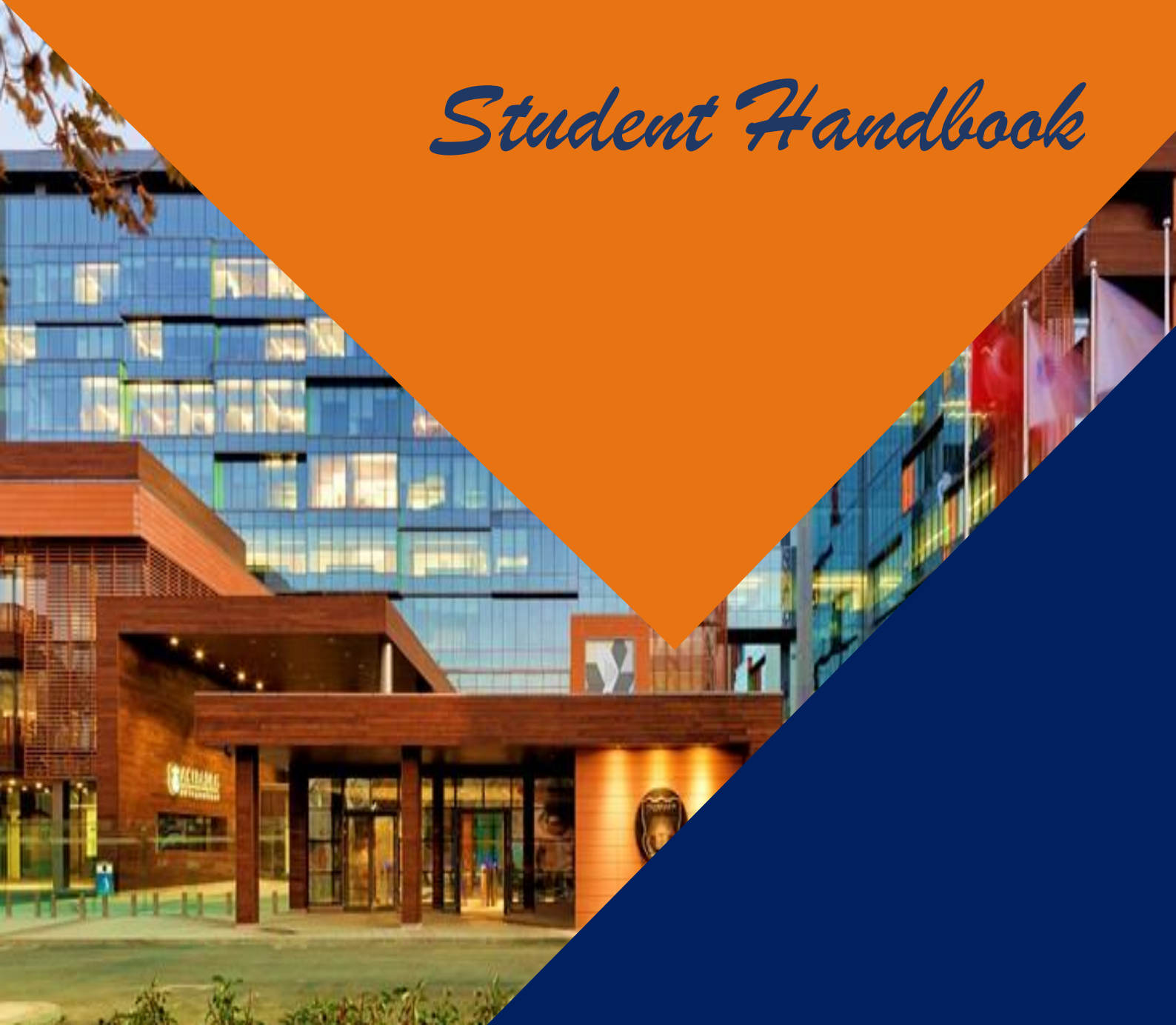# ACIBADEM MEHMET ALİ AYDINLAR UNIVERSITY

ENGLISH PREPARATORY PROGRAMME

Student Handbook

Dear ACUPEP Students,

The aim of this handbook is to enlighten you about the details of our programme regarding the curriculum, assessment, rules and our expectations from you. Please refer to this handbook for any kind of enquiries.

Our mission in ACUPEP is to equip you with primarily linguistic and academic skills in English so that you can pursue your English-medium faculty courses with ease as well as communicate effectively. We also aim to empower you to become critical and creative thinkers, self-regulated learners with a passion for life-long learning, and considerate individuals who hold high values for academic integrity and fairness, personal and universal ethics, and respect for differences. To this end, ACUPEP courses have been designed to assist you in excelling in English language skills as well as 21st century communication and basic academic skills so that you can make a difference as Acıbadem University graduates nationwide and internationally. As you all have different academic backgrounds, study habits and English language skills, you will each go through a unique, challenging yet rewarding journey here, employing differentiated learning strategies. All the programme lecturers are well equipped to assist you during your ACUPEP studies and are ready to provide you with the guidance and support both in and outside the classroom.

I will be more than happy to assist and guide you in exploring language and study skills and reflecting on your performance throughout your journey with us.

We, as ACUPEP lecturers, wish you a very successful academic year and kindly request you to be fully committed to your courses here to ensure you will be competent users of English when you are eligible to start your freshman studies.

Dr. Emrah AKKURT
Director, English Preparatory Programme

MISSION & Vision

OUR MISSION IS TO EQUIP OUR STUDENTS WITH PRIMARILY LINGUISTIC AND ACADEMIC SKILLS IN ENGLISH SO THAT THEY CAN PURSUE THEIR ENGLISH-MEDIUM FACULTY COURSES WITH EASE AS WELL AS COMMUNICATE EFFECTIVELY. WE ALSO AIM TO EMPOWER OUR STUDENTS TO BECOME CRITICAL AND CREATIVE THINKERS, SELF-REGULATED LEARNERS WITH A PASSION FOR LIFE-LONG LEARNING, AND CONSIDERATE INDIVIDUALS **WHO HOLD HIGH VALUES FOR ACADEMIC INTEGRITY** AND FAIRNESS, PERSONAL AND UNIVERSAL ETHICS, AND RESPECT FOR DIFFERENCES

OUR VISION IS TO CONTRIBUTE TO THE UNIVERSITY'S VISION BY
• REACHING THE LEVEL OF PROFESSIONAL COMPETENCE AND ACADEMIC **RECOGNITION AT NATIONAL AND INTERNATIONAL LEVELS;**
• CONTRIBUTING TO THE SCIENTIFIC LITERATURE WITH RESEARCH CONDUCTED BY THE INSTRUCTORS IN OUR PROGRAM EITHER INDIVIDUALLY OR IN **COLLABORATION WITH COLLEAGUES OR STUDENTS;**
• DEVELOPING NEW IDEAS AND INNOVATIVE APPROACHES TO ENGLISH **LANGUAGE EDUCATION;**
• DEVELOPING AND OFFERING BOTH ENGLISH LANGUAGE COURSES TO THE PUBLIC AND TEACHER TRAINING COURSES TO PROSPECTIVE AND NEWLY **GRADUATE ENGLISH TEACHERS;**
• PUBLISHING ENGLISH LANGUAGE TEACHING TEXTBOOKS; AND
• ORGANIZING SOCIAL RESPONSIBILITY PROJECTS THAT STUDENTS AND **INSTRUCTORS CAN BECOME A PART OF**

ETHOS

Our Ethos is based on the strong notion that a positive and inspiring working and learning environment, in which the well-being of both instructors and students are ensured, is key to effective learning and development of values that will contribute to humanity, namely
• Academic integrity and fairness,
• Personal and universal ethics,
• Respect for differences (e.g.alternative viewpoints, different cultures, gender, social class.), and
• Curiosity and desire to learn

OUR EDUCATIONAL PHILOSOPHY

"The only constant in life is change." (Heraclitus)

With the above-mentioned belief, Acıbadem University (ACU) English Preparatory Programme **AIMS** to create a developmental change in students in terms of English language and academic skills so that not only can they effectively cope with the challenges in their daily, academic and future professional contexts, but also become individuals with certain universal and societal values that enable them to become nationally and internationally-oriented individuals who can act accordingly in both the local and the global context. **To this end**, we consider the student *as a whole* by addressing their needs in metacognitive (e.g. reflecting on study habits), cognitive (e.g. critical reading) and socio-affective (e.g. enjoying pair and group work) aspects of learning so that they **CAN**

• communicate effectively in English,

• pursue their academic studies in their faculty,

• cope with the challenges of the 21st century,

• become life-long learners, and

• function as educated individuals holding universal and societal values.

More specifically, our programme aims to equip students with knowledge, skills, habits and values so that they become

• effective communicators, particularly in academic English,

• effective critical thinkers,

• self-regulated, autonomous learners,

• creative and innovative thinkers,

• effective collaborative team members,

• scientifically-oriented individuals with a passion for reading and research,

• effective users of technology, and

• individuals who hold the following core values:

a) *Academic integrity and fairness,*

b) *Personal and universal ethics,*

c) *Respect for differences (alternative viewpoints, different cultures, gender, social class, etc.)*

d) *Curiosity and desire to learn.*

CORE VALUES OF ACUPEP

1 **Academic Integrity**

Efficient Teamwork 2

3 **Fairness**

Commitment to Quality 4

5 **Curiosity and desire to learn**

Leadership 6

7 **Personal and universal ethics**

Academic Freedom 8

9 **Respect for differences**

Effective Communication 10

To create these developmental changes in our students, our English Preparatory Programme aims to provide students with *an English-medium environment* where they are fully exposed to the English language, *a learner-centered environment* where students assume an active role in their own learning process, *a humanistic, positive and supportive environment* where students can feel free and self-confident to express themselves, *an interactive and collaborative environment* where both the lecturer and students learn from each other, and an *inquiry-based* **environment** where students are encouraged to engage in higher-order thinking skills, triggering and satisfying their curiosity for learning.

Just as every student has different backgrounds, learning styles and needs, so every lecturer can have their own teaching styles to achieve the target goals. Accordingly, our English Prep Programme offers lecturers the flexibility to utilize and implement different teaching methods as long as they are based on and do not conflict with the following essential pedagogical principles:

• Each teaching situation and learning environment is unique, so an eclectic approach in English teaching should be implemented to address different needs and learning styles.

• An integrated-skills approach with specific focus on one certain skill in each course in the programme should be employed for communicative purposes.

• Educational practices should be learner-centered pursued with the active participation and collaboration of students through various interactional activities (e.g. pair-work, group work, task-based, problem-based and inquiry-based activities)

• Syntactic and lexical components of the English language should be contextualized.

• Students should be provided with the opportunity to reflect on their own learning and thinking processes to address their needs in terms of metacognitive skills in the language learning process;

• A social-constructivist approach should be adopted by establishing learning environments and activities that help students construct meaning from the learning experience and connect new knowledge and skills to ones acquired previously;

• Lecturers should display a humanistic approach toward students to satisfy not only the cognitive but also the affective-social needs of students.

Based on the changing conditions and student needs in the current era, throughout the educational practices implemented in the English Prep Programme, **students** are expected to take an **ACTIVE ROLE** in their learning process and monitor their own progress throughout their educational endeavors, whereas **the lecturer** assumes the role of *facilitating* the learning process, the role of *establishing learning environments* conducive to achieving the goals of the Programme, **the role of** *modeling* the target skills, habits and values, the role of *monitoring* the learning process and student progress, and the role of *a life-long learner* who also continues to learn not only from the students but also from their colleagues by means of the activities conducted by the Professional Development Unit (PDU). With the belief that lecturer effectiveness,

which is one of the most important constituents in a successful educational practice, can be secured by addressing lecturers' needs in terms of professional development, lecturer well-being, and social support, PDU creates opportunities for lecturers to attend various different events based on their needs and provides a platform where lecturers can exchange ideas and experiences ranging from overcoming challenges to effective teaching skills and assessment procedures.

Assessment procedures in ACU English Prep Programme are a means to reflect on both the lecturers' and students' progress in their endeavors concerning the learning and teaching process during (formative) and at the end of each semester (summative). **Formative assessment** methods and procedures, which are comprised of both traditional and alternative assessment tools, not only measure students' and lecturers' progress, but also create a positive backwash effect by providing feedback for immediate remedial work for both parties. On the other hand, **summative assessment** is utilized to diagnose the effectiveness of the educational practices and the extent to which course goals and objectives are reached in order to make decisions about the changes required and identify the actions that need to be taken accordingly in our Prep Programme **because**

"Progress is impossible without change, and those who cannot change their minds cannot change anything." **(G. Bernard Shaw)**

I. GENERAL INFORMATION ON THE ENGLISH PREPARATORY PROGRAMME

A. Mission Statement of the English Preparatory Programme

The primary mission of the Acıbadem Mehmet Ali Aydınlar University English Preparatory Programme (ACUPEP) is to ensure that you, our students, who will study in English-medium faculties and departments, **are fully equipped in both English communication skills** and **academic skills.**

In line with this purpose, **a successful ACUPEP graduate** is expected to use English listening, speaking, reading, and writing language skills efficiently and think critically and creatively, be passionate about learning and research, honest, ethical, **and have universal values.**

B. Obligation and Exemption Conditions

For whom is the English Preparatory Programme compulsory?

It is compulsory to complete the 1-year English Preparatory Programme successfully for students who will start education in one of the programmes whose medium of instruction is 100% English. Nevertheless, students who meet the exemption requirements may be exempt from this education. (See: Exemption Requirements).

The departments of which the medium of instruction is English are as follows:

- Computer Science Engineering
- Biomedical Engineering
- Molecular Biology and Genetics
- Nursing (English)
- Nutrition and Dietetics (English)
- Pharmacy
- Psychology (English)
- Medicine

What are the requirements for exemption?

Students who enroll in departments whose medium of instruction is 100% English are expected to get at least 70 points from the English Placement and Proficiency Test (ACUPEP PPT) administered at the beginning of the academic year to be exempt from the English Preparatory Programme. They must meet the requirement of at least 70 points from each subsequent English writing and speaking exams. Alternatively, an equivalent score must be obtained from an exam recognized by the University Board.

Students who enroll in departments whose medium of education is 100% English can obtain an exemption from the English Preparatory Programme if they receive an ACUPEP PPT equivalent score from an exam recognized by the University Senate.

Table 1. Exams Recognized by the University Senate

Exams	Minimum Required Score	Valid For
YDS / e-YDS	85	5 years
PEARSON PTE Academic	67	2 years
TOEFL-IBT	80 (Test) / 20 TWE	2 years
CAE	C	3 years

* Equivalent exams are only accepted on condition that they are taken at a "state" university in Turkey.

For whom is the English Preparatory Programme not compulsory?

Students in the departments of which the medium of instruction is **Turkish** do not need to study in the English Preparatory Programme. Still, if desired, they can become a full-time student in the English Preparatory Programme under the name of "Optional Students." When the English Preparatory Programme is successfully completed, this is noted on the students' transcripts, a diploma or certificate is not provided.

The departments whose medium of instruction is Turkish are as follows:

- Health Management
- Nursing (Turkish)
- Nutrition and Dietetics (Turkish)
- Psychology (Turkish)
- Physiotherapy and Rehabilitation
- Sociology
- Vocational School
- Vocational School of Health Sciences

II. EDUCATION IN THE ENGLISH PREPARATORY PROGRAMME

A. Duration of Education and English Levels

The education period in Acıbadem University English Preparatory Programme is of 1 academic semester to 2 academic years. Education proceeds for three semesters in one academic year: Fall semester, Spring semester, and Summer semester. While the Summer semester is compulsory for students starting from the Elementary-A1 level, it is mandatory for students starting from the Pre-Intermediate-A2 level only if they cannot pass the English Proficiency Test (ACEPT) at the end of the Spring semester.

How are the starting levels of the Preparatory Programme students determined?

The initial English levels of students who will study in ACUPEP are determined by the English Placement Test, which is provided just before the beginning of the Fall semester announced in the academic calendar. In the Fall semester, student groups of three levels are formed: Elementary-A1, Pre-Intermediate-A2 and Intermediate-B1 levels. Upper-Intermediate-B2 level students are exempt from ACUPEP and are entitled to register for their departments.

If students are successful with an adequate GPA at the end of the semester (2.5 and above), they move to the next level in the following semester (see Table 2).

Can a student change level?

Misplaced students can change their level; however, students must inform the lecturers, then they are given a diagnostic writing and also observed closely by the lecturers during the week. Upon agreement of both students and lecturers, they can change their levels.

Table 2. Semesters and Levels
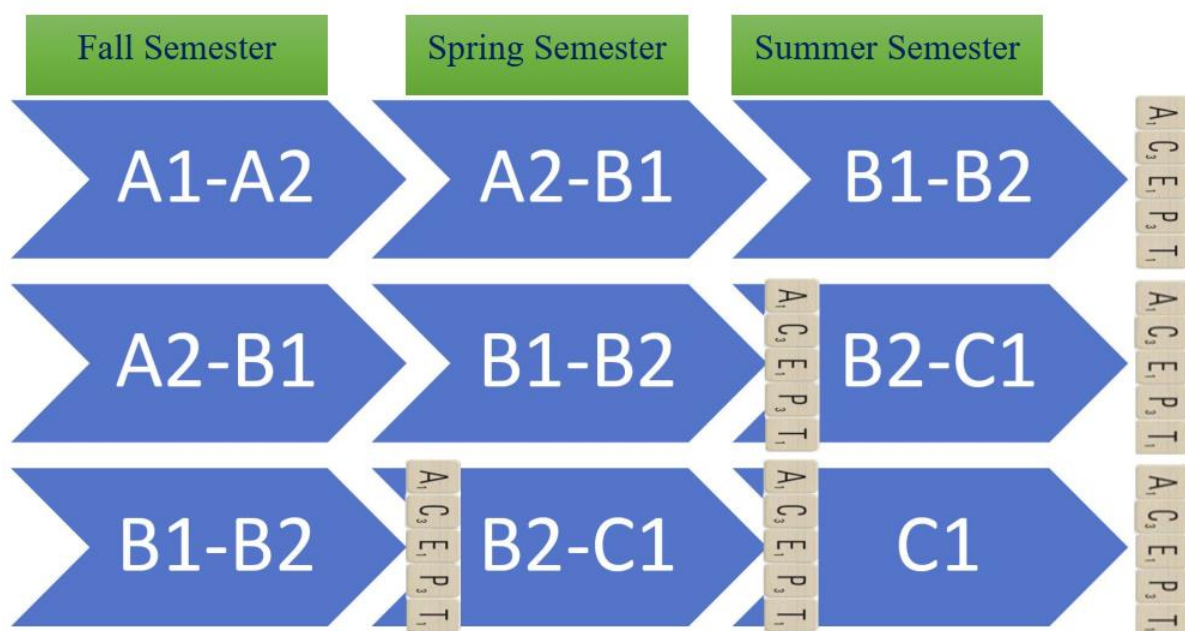
A1

Students whose English knowledge and skills are at the beginner level are placed at this level. At this level, the objective is for students to reach a level where they can communicate in English. Thus, the emphasis is on learning basic vocabulary and grammar and developing essential reading, writing, listening, and speaking skills. Each level is 14 weeks on average, and available only in the Fall Semester.

A2

Students whose English knowledge and skills are slightly above the basic level but are in need of reinforcement of basic vocabulary and grammar knowledge are placed at this level. At this level, the objective is to teach reading, writing, listening, and speaking skills at a higher level and expand vocabulary and grammar. The duration of this level is 14 weeks in the Fall semester and 14 weeks in the Spring semesters.
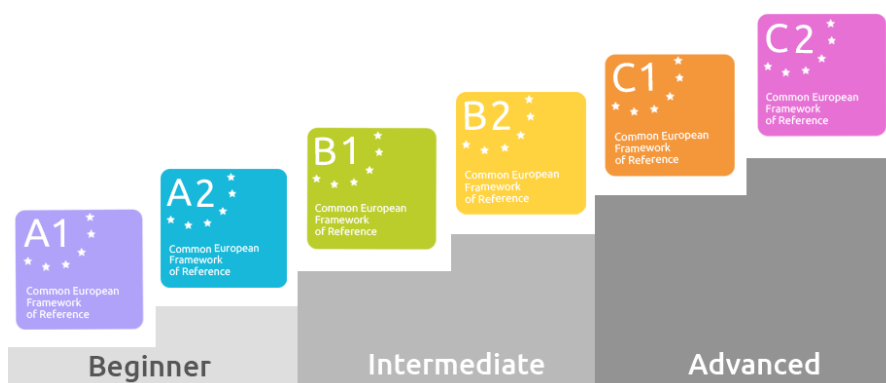
B1

Students placed at this level have Intermediate level knowledge and skills in English. At this level, students take both fluent and correct language use to a more advanced level. Students begin to develop academic English skills at this level. This education level is carried out in all three semesters (Fall, Spring, and Summer semesters). While in the Fall and Spring semesters there is an average of 14 weeks of Intermediate level teaching programme, an intensive programme of 4 weeks is carried out in the Summer semester. Students starting at this level are eligible to take the ACEPT at the end of the Fall semester providing that they have a minimum 2,5 GPA.

B2

The purpose of this level, where students can comfortably express themselves, is to improve their Intermediate level English and especially to improve their academic knowledge and skills. Students are expected to demonstrate their communication skills so that they can express themselves effectively in English, both written and spoken, and to read, listen, write, and speak at an academic level. This level, which is 14 weeks is in the Spring Semester, is available as a 4-week intensive programme in the Summer Semester.

ENGLISH
FOR EVERYONE

B. Courses in Preparatory Programme, Contents, and Weekly Course Hours

Courses:

Students of all levels take 4 courses in all semesters.

1. Reading and Vocabulary

In this course, students read various graded general and academic texts. Examining the language structures and words used in the texts aims to improve the students' grammar and general and academic vocabulary. Also, students are provided with various reading strategies that improve reading comprehension: finding the main idea, distinguishing general and specific information, making inferences, determining the author's voice and point of view, analyzing and evaluating the idea in the text, and such.

2. Listening and Speaking

Students do accompanying activities in this course by listening to audio recordings and watching videos with a large number of general and academic speeches (monologues, dialogues, group discussions). The purpose of these activities is to develop listening skills and learn the language structures and words used in these recordings and videos and transfer them to speaking skills. Students who engage in speaking activities around various themes not only improve their vocabulary and fluency in speaking, but also learn functional structures in different speech techniques (e.g. presentation, discussion, and dialogues), organization of content, and speaking strategies appropriate to the type of speech.

3. Writing

The writing course's ultimate goal is to produce quality articles at the level of sentence, paragraph and composition that are worthy of a university student in terms of language structure, word usage, content quality, and organization of content using academic language. Through this direction, in this course, students learn how to organize the content in paragraphs and different types of compositions and are encouraged to write articles with content produced through critical thinking. Making use of the opportunity to write their articles more than once, students can improve their writing in terms of organization, content, and language.

4. Use of English [Use of structures in English]

The purpose of the Use of English course is to ensure the correct and functional use of grammar. In this lesson, the students not only learn the language structures, but the primary purpose of the lesson is to use the learned language structures. For this purpose, in this course, students can use the language structures they have learned by doing various speaking and writing activities.

Course Hours:

Weekly course hours, level, and semesters, which can vary from year to year depending on the needs, are as follows:

Table 3. Fall Semester Weekly Course Hours

	Reading and Vocabulary	Listening and Speaking	Writing	Use of English	Total hour of instruction (weekly)
A1 – A2 Stream	6	7	6	7	26
A2 – B1 Stream	6	6	6	6	24
B1 – B2 Stream	6	6	6	5	23

Table 4. Spring Semester Weekly Course Hours

	Reading and Vocabulary	Listening and Speaking	Writing	Use of English	Total hour of instruction (weekly)
A2 – B1 Stream	6	7	6	7	26
B1 – B2 Stream	6	6	6	6	24
B2 – C1 Stream	5	6	6	4	21

Table 5. Summer Semester Weekly Course Hours

	Reading and Vocabulary	Listening and Speaking	Writing	Use of English	Total hour of instruction (weekly)
B1 – B2 Stream	5	6	5	4	20
B2 – C1 Stream	5	5	4	4	18

C. Office Hours

Each course lecturer announces at least 3 office hours per week at the beginning of the semester. If necessary, students can work one-on-one with the lecturer during these office hours by appointment.

D. Course Duration, Start and End of Education

Each class hour is 40 minutes in both face-to-face and online distance education. The starting and ending times of education vary based on both the year and the semester. Classes are generally held between 09:30 and 15:30, and there is 1-hour lunch break in between.

E. Important Policies

1. Absenteeism and Lateness

There is an 80% attendance requirement for each course in the English Preparatory Programme. Students who are absent in more than 20% of the semester instruction receive an FF letter grade from the classes they were absent. No justification for absenteeism is accepted, except in emergencies. Health reports do not count as an excuse for absenteeism.

Students are required to attend the course on time. Students who attend the first lesson of the day 10 minutes late will be registered as "Late" in the attendance system. 3 late markings correspond to one absence. Students who do not attend the class on time in other (following) course hours will be registered as "Absent" in the attendance system, even if they attend the course late.

Students are obliged to keep track of their absences themselves. Students who exceed the 20% absenteeism limit will receive 0 (zero) even if they take the final exam of the course and won't be able to take the English Proficiency Test. The lecturer cannot use his/her initiative and be flexible about the student's absenteeism for any reason. In cases of trouble regarding absenteeism, it is necessary to contact the ACUPEP Administration.

2. Books and Materials and Copyright

Students are required to attend classes with all necessary books and materials. If students do not come to class with their books, and materials, the lecturer will warn them. If a student has been warned twice about not bringing the books, and the materials to the class and persists in doing so in subsequent classes, the lecturer may then send the student out of the classroom and the student will be considered absent. The lecturer should write an incident report that same day explaining why the student was told to leave the class.

Students are also required to purchase and use original copies of all their books. Photocopied versions are not acceptable. Students who insist on using photocopied material after sufficient warning from the lecturer will receive the same treatment as the students who come to class without their materials.

3. Cheating Policy

The following are examples of cheating:
a. copying another student's work (during exams, as homework, or as classwork)
b. handing in homework written by someone else
c. plagiarism: copying someone's published ideas and not referring to the source or lifting pieces of a published text without paraphrasing it or referring to the source
d. handing in a piece of homework that has been submitted in another class (even if the student has actually written this himself)
e. using a "cheat sheet" or other prohibited forms of notes or information during a quiz or exam
f. use of translation and artificial intelligence applications

The use of AI to create texts or assignments are considered plagiarism. AI use is allowed for supplementary purposes like creating visuals, videos and audios as long as they are not the assignments themselves.

In addition, copy paste from the internet, translation tools and more knowledgeable others are also considered plagiarism. The lecturer may ask for proof that it is student's original work, like rewriting sentences or clarifying what is meant in the sentence.

The grade received from such work is zero and the student may be sent to the disciplinary board if the cheating is deemed flagrant and if the student was clearly aware that his or her actions constituted cheating.

4. Classroom Behaviour

Students are expected to behave respectfully towards their classmates and their lecturers and to keep the physical environment of the classroom clean and in good working condition.

If there is a discipline problem, the student will be instructed to stop the behaviour that is disrupting the class. If the student has been warned twice and still refuses to stop the behaviour, the student will be instructed to leave the classroom and counted absent for that day.

Students who attend the class in a non-disruptive manner, but without participating (putting their heads on their desks, for example) will be counted as present for that day. However, their lack of attention and participation may adversely affect their grade, depending on how the lecturer has set up the course assessment method.

5. Equality Policy (Anti-Racism)

No action, behaviour or statement including any discrimination, humiliation or violence regarding colour, disability, gender, marital status, national or ethnic origin, political identity, race, religion, sexual orientation or gender identity is tolerated in ACUPEP and Acıbadem University. All the ACUPEP students and the staff are expected to behave according to this policy and inform the ACUPEP director immediately in case of experiencing and/or witnessing any such behaviour.

6. Use of Turkish

In ACUPEP all the students are expected to speak English during class hours. Since Acıbadem University is an English - medium university, students are expected to communicate with their lecturers and their classmates in English. Only under some circumstances and with the lecturer's consent may the students speak Turkish.

7. AI Policy for Students

Your lecturers will use AI detectors for assessed tasks. If your work is detected as AI-generated, it will be considered cheating and will follow the school's rules for academic misconduct.

ALLOWED USE:
You can use AI to help you learn, but not to do the work.
Brainstorming: Asking AI for ideas for an essay topic (e.g., "What are three topics about climate change?").
Understanding: Asking AI to explain a difficult word or topic (e.g., "Explain 'photosynthesis' in simple English").
Finding Words: Using AI like a dictionary or thesaurus (e.g., "What is another word for 'happy'?").
Getting Feedback: Using it to receive feedback on your written or spoken product.
Improving Language: Using it to polish your language and referring to it as a learning tool for <u>unassessed</u> work.

PROHIBITED USE: In Assessment
Copying and Pasting: Copying any sentence or paragraph from AI in tasks or assignments.
Writing for You: Asking AI to write your essay, paragraph, or even a single full sentence for you.
Paraphrasing: Asking AI to rewrite your own sentences to "sound better." The writing must be yours.
Getting Answers: Using AI to get answers for homework, quizzes, or exams.
The Simple Rule: You can use AI for ideas, but the final sentences and all the work you submit must be 100% your own. When in doubt, ask your lecturer.

8. School of Languages: Student Complaint Policy

1. Ethos & Scope
English Prep Program fosters a culture of open communication, mutual respect, and fair treatment.
- **Covers:** SL policies, learning resources, and individual conduct, grade objections

2. Informal Resolution (First Step)
Students are expected to attempt to resolve issues informally before filing a formal complaint by referring to: (in order of hierarchy) lecturer, advisor, skill leader, head of the program.

- **For General Issues:** Discuss with your lecturer, advisor or skill leader.
- **For Personal Conflicts:** Attempt to resolve the issue directly with the individual involved. If not possible, request mediation from the head of the program.
- **Grade Objections:** In case of objections to grades consult your lecturer and ask for clarification of the grade. If not resolved, students are expected to submit a petition to the directorate of the program within 7 days after the announcement of the grades. For sample petition please visit program web site.
- **Exception:** For **harassment or discrimination**, do not confront the individual. Consult the head of program immediately.

3. Formal Resolution (Second Step)
If the informal process fails, follow these steps:
1. **Consult:** Meet with the head of the program to discuss the issue.
2. **Petition:** Submit a Formal Complaint Petition to the Directorate including your contact details, complaint description, and previous resolution attempts.
3. **Investigation:** The Directorate will gather information, potentially hold meetings, and review the case.
4. **Outcome:** You will receive a written response within **7 working days**.

4. General Provisions
- **Confidentiality:** All parties must maintain strict confidentiality.
- **Appeals:** Decisions by the SL Directorate are final within the school.
- **Related Policies:** Students must adhere to university policies on Non-discrimination, Harassment, and Academic Integrity stated in the Student Handbook.
- **Eaquals Policy:** Students may also file a complaint to Eaquals about unresolved issues by filling out complaints document from the Eaquals web site.

III. SUCCESS IN ACUPEP

A. Requirements for Passing a Level

In order for students to move from their current level to the next level, they must attend the courses at a rate of 80% and their overall GPA must be at least 2.5.

Ideally, it is desirable that each course be completed with an average score of at least 70 (letter grade CB). However, if this is not obtained, higher performance in one course can compensate for poor performance in another course. While calculating the final grade point average, the weekly course credits of the courses (the number of hours per week) affect the semester average proportionally.

The letter grade used in Acıbadem University and its equivalents over 100 and 4 are as follows:

Table 6. Letter Grades

		GPA			GPA
AA	90-100	4.00	CC	60-69	2.00
BA	85-89	3.50	DC	55-59	1.50
BB	80-84	3.00	DD	50-54	1.00
CB	70-79	2.50	FF	0-49	0

B. Calculation of Course Score Average at the end of the Semester

Each course (except the Writing course) has a midterm and a final. The dates of these exams are announced in advance by the preparatory programme administration. In addition, small polling exams are given under the name of quizzes - at least 2 - during the semester. In addition, classroom activities and class participation are evaluated. The grade breakdowns of all these assessment tools are announced to students at the beginning of the semester.

It is important that all the assignments be delivered on the given date. Due to the policy of the preparatory programme, late assignments are not accepted. In addition, the assignments and works that are plagiarized are not scored.

C. Requirements for Taking the English Proficiency Test (ACEPT) at the end of the Spring Semester

At the end of the Fall semester, only B1 starter students having a cumulative GPA of 2,5 and above can take the ACEPT. A2 level starter students can only take it at the end of the Spring semester and A1 level starters can take the ACEPT at the end of the Summer semester. Students must have 2,5 GPA to be able to take the ACEPT exam in the Fall and Spring semesters. Only in the Summer semester students with 2,0 GPA will be given a chance to take the ACEPT on condition that they have not exceeded absenteeism limits. Students who score at least 70 points on the ACEPT are considered to have successfully completed the Preparatory Programme and are eligible to continue in their respective departments. For students in the Psychology, Nursing, Nutrition and Dietetics departments, the minimum ACEPT score is 60.

Students who get at least 70 points from the ACEPT successfully pass the English Preparatory Programme and are eligible to continue onto the departments in which they are registered. Students who fail continue their English education at an appropriate level, which opens in the the Summer semester.

Students who can't pass the Summer ACEPT will take the test at a date to be announced at the beginning of the next academic year, or they have a right to start their faculties by submitting a score which is accepted by the Acıbadem University board (see the section the conditions of exemption) and equivalent to ACEPT 70 points.

D. Content of the Acıbadem University English Proficiency Test (ACEPT)

ACEPT consists of 5 sections:

Section 1: Use of English
This Section consists of 2 parts: (a) language structure and (b) vocabulary. The total number of questions is 20. Each question is 1 point, with a total score of 20.

Section 2: Reading Comprehension
There are 3 texts in this section. Each text is about 500-700 words long and each text is accompanied by 6-7 questions. There are 20 questions in these sections. Each question is 1 point, and the total score is 20.

Section 3: Listening and Comprehension
In this section, there are two sections: taking notes while listening, and answering questions by using the notes. The total number of questions is 15. Each question is 1 point, with a total score of 15.

Section 4: Writing
In this section, students are expected to write a well-organized academic essay, which is graded by two lecturers using a specific rubric and the average is taken. The composition grade accounts for 25% of the exam.

Section 5: Speaking
In this section, students conduct a one-on-one interview with a lecturer. In an interview consisting of three parts, the lecturer asks the student questions. The average duration of the interview is around 15 minutes. Two different lecturers (graders) evaluate the student's speech. An average of the assessment made by two lecturers for the performance is taken. The speaking grade accounts for 20% of the exam. For a sample exam, see the Preparation Programme website.

IV. ACUPEP STUDENT CLUBS
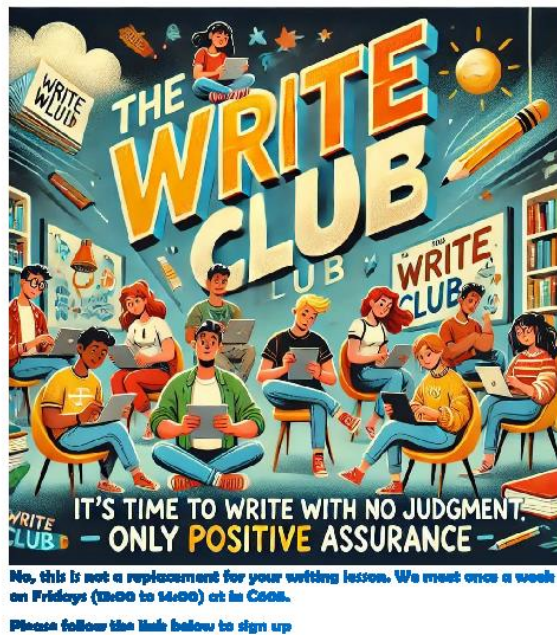
V. FREQUENTLY ASKED QUESTIONS

1. How can I find out about my absenteeism record?

It is the responsibility of the students to follow up the attendance status. The student himself or herself can learn the course-based attendance status from the OBS system, which can be accessed from the University's home page. A student who realizes that the attendance data has not been updated should inform the lecturer of the relevant course.

2. Where can I learn my course and exam grades?

Activities noted in the course, exams and participation in the course are notified to the student by the lecturer of the course. At the same time, these grades are entered into the OBS system of the university by the lecturer. Students can learn their grades by accessing this system.

If a student detects any error or ambiguity in the grading, they should inform the lecturer. The lecturer will provide the necessary explanation or correction. Appeals must be submitted within 7 days after the grades are announced.

3. Can I object to the exam results?

Grades are notified to the student by the course lecturer before entering the university's OBS system, and the graded exam or study is shown to the student. If a student detects any errors or ambiguities in the grading, they should tell their lecturer. The lecturer will make the necessary explanation or correction.

4. Where can I get my books and/or course resources?

Books and/or course resources to be used in the courses and information about where to get them are provided to the students by the Preparatory Programme Administration and/or the course lecturer at the beginning of the semester.

5. Can students who are not required to attend the preparatory programme attend the courses in the preparatory programme upon request?

The Optional English Preparatory Programme started as of the 2018-2019 academic year for undergraduate and pre-graduate students. Students enrolled in this programme are classified together with the students of the mandatory English Preparatory Programme according to their levels. When the English Preparatory Programme is successfully completed, this is noted on the students' transcripts, a diploma or certificate is not provided. Students of this programme can start their undergraduate and associate degree education in the following academic year, regardless of their success status in the preparatory programme. There is no obligation to repeat the preparatory programme.

For all your inquiries;

info@acibadem.edu.tr (about the university)
acupep@acibadem.edu.tr (about ACUPEP)

ACUPEP Student Services

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Academic Calendar

https://www.acibadem.edu.tr/en/student/student-affairs/academic-calendar

Life at ACU

https://www.acibadem.edu.tr/en/student/life-at-acu

Library

A Block, Floor:1
https://library.acibadem.edu.tr/home/index

Health Services / Psychological Counselling

https://www.acibadem.edu.tr/en/student/life-at-acu/health-services